

TEACHING COMPREHENSIVE READING IN
THE FIRST CLASS OF THE S.M.A. CAJA BARU
BY MEANS OF READING BOXES

A Thesis
Presented to
The Department of English
Sanata Dharma
Teachers Training Institute

In Partial Fulfilment
of the Requirements of the
Sardjana Degree


by
Maik Hinganaday


October 16, 1971

Jogjakarta




Approved by

I. 
(Drs. E. Bolsius, S.J.)

II. 
(Drs. W.J. Hendrowarsito)

Rector of the I.K.I.P.
Sanata Dharma


(Drs. E. Drost, S.J.)

Head of the Department
of English

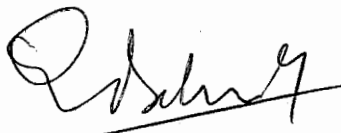

(Drs. E. Bolsius, S.J.)

TABLE OF CONTENTS

Chapter	Page
- ACKNOWLEDGEMENT	v
- INTRODUCTION	1
I READING IN THE FIRST CLASS OF THE S.M.A.	
GAJA BARU	4
A. The School System	4
B. Factors Determining the Teaching	5
1. The Objectives	5
2. The Teaching Hours	6
3. The Learners	6
4. The Teachers	9
5. The School	9
6. The Materials	10
C. The Aims of the Reading Lesson	11
D. The Types of Reading	12
E. The Skills of Reading	12
F. The Steps of Teaching Comprehensive Reading	14
- A Sample Lesson	17
II TEACHING COMPREHENSIVE READING BY MEANS OF READING BOXES	29
A. Description	29
1. Reading Cards	30
2. Question Cards	30
3. Answer Cards	30
4. Do Cards	31
B. The Purpose	36
C. Samples of the Cards	36



	Page
D. The Teaching Steps	39
- A Sample Lesson	48
E. The Treatment of the Steps	68
III THE RESULT OF THE TESTING OUT OF THE PRESENT METHOD AND THAT BY MEANS OF THE READING BOXES	70
A. The Description of the Progress	70
1. The Present Method	70
2. The Method by means of the Reading Boxes	75
B. The Advantages and the Disadvan- tages	84
1. The Present Method	84
2. The Method by means of the Read- ing Boxes	86
IV CONCLUSION	90
- APPENDIX	
1. Reading Cards	93
2. Question Cards	111
3. Answer Cards	120
4. Do Cards	128
- SELECTED BIBLIOGRAPHY	141

ACKNOWLEDGEMENT

Herewith I would like to express my deepest gratitude to :

1. Rev.Drs. E. Bolsius, S.J., Head of the Department of English, for his patient guidance, and valuable suggestions to make this thesis as it is. Without his help the accomplishment of the work would have been impossible.
2. Drs. W.J. Hendrowarsito, the second reader, for his careful reading of the manuscripts and constructive criticism to improve the work as a whole.
3. Rev. Dra. Bernadia, Head of S.M.A. Stella Duce, for her support to make this thesis possible.
4. Several of my fellow-teachers of English in Public and Private Senior High Schools in Jogjakarta, for their kindness and willingness to be interviewed, and for their helpful information.

INTRODUCTION

One cannot deny that English nowadays is spoken all over the world. Most, if not all, scholars in the world are able to use English, either actively or passively. In fact quite the same thing should happen to our scholars in Indonesia.

But it is worth noting that many of our 'scholars' - this term here means those who have finished their formal schooling at the university level - are not able to use English actively, though they have learned it for at least seven years, namely three years at the Junior Secondary School, three years at the Senior Secondary School and one-year application of English at the university level. Some of them do not even know how to read English books which are recommended at their schools. What is worse, and this should be admitted, there are some who definitely hate English books, because according to them to read English asks a lot of their time and energy. They have to consult their dictionaries all the time.

This phenomenon is one of the unsatisfactory results of the teaching of English in general in Indonesia.

From his study and experience, especially of teaching English at the S.M.A. (Sekolah Menengah Umum = Senior Secondary School) the writer has collected material for this thesis which is focussed only on one small element of the whole body of English teaching at the S.M.A. Gaja Baru, namely on teaching Comprehensive

Reading - this term will be clarified later - in the first class of the S.M.A. Gaja Baru by means of Reading Boxes.

While writing this thesis the writer always kept in mind that :

1. English teaching in Indonesia, especially that at the S.M.A. has not yet reached the level we really want to achieve.
2. Comprehensive Reading is the main part of the final written-examination of the S.M.A. Gaja Baru.
3. The result of the examination always turns out to be a "surprise". Many examinees get insufficient marks. Only a handful of students get some relatively good marks for their English.
4. The S.M.A. students, starting from the very first class, are therefore to be trained more intensively to tackle Comprehensive Reading efficiently, because it will help them to face their final examination and also to read any comparatively easy reading passage in their daily lives. It will certainly help them in their further studies at the level of university, since they are then prepared for the higher education.
5. Most of the universities in Indonesia directly or indirectly demand from their students that they should at least be able to read English, because many of the books used are in English.

The writer hopes therefore that this thesis will really contribute to the teaching of English at the S.M.A. Gaja Baru in general, and particularly in its first year of teaching.

CHAPTER I

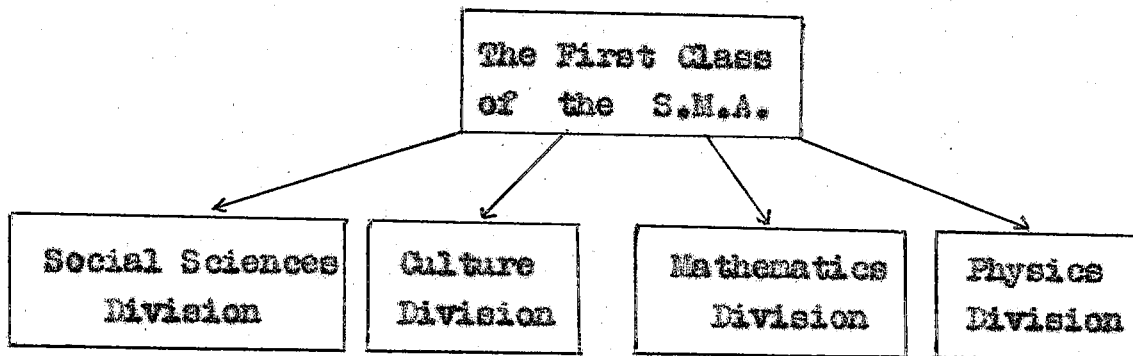
READING IN THE FIRST CLASS OF THE S.M.A. GAJA BARU

A. The School System

S.M.A., Sekolah Menengah Atas, is a Senior High School with a general educational programme where students are trained to have an overall mastery as a good preparation for them for their further studies at the Academies, Universities or other Institutions. It has certain divisions in accordance with the subjects the students want to take later on as the continuation of their study.

As a whole the study at the S.M.A. Gaja Baru covers three years of schooling. At the first year there is no division of any kind. The students study the same subjects. But when a student has accomplished his study at the first class he will decide what division to take for his further two classes.

The general system of schooling at the S.M.A. Gaja Baru can be outlined as follows :



At the first class all subjects are taught in the same quantity and teaching hours in each class. And at the end of the first academic year the student will be promoted according to his ability :

1. The student who has comparatively good marks for Economics and other Social Sciences will be promoted to the second class of the Social Sciences Division.
2. The student who is gifted at languages and has comparatively good marks for other Cultural Sciences will be promoted to the second class of the Culture Division.
3. The student who is brilliant at Mathematics more than the other subjects will be promoted to the second class of the Mathematics Division.
4. And the student who is good at Physics will be promoted to the second class of the Physics Division.

B. Factors Determining the Teaching of English

1. The Objectives

The objectives of English at the S.M.A. Gaja Baru are the following abilities :

- a. To be able to read and comprehend scientific books in English. (This is the most important objective).
- b. To be able to attend lectures in English.
- c. To be able to write down the contents of the lectures and to write letters.
- d. To be able to express oneself in English. (A free translation of 3 p. 62).

Unfortunately these four objectives have never been satisfactorily realized up to now. Many people who

come from the S.M.A.s do not even know how an English sentence is built up. Their vocabulary is unbelievably limited.

2. The Teaching Hours

The time available for the teaching of English at the S.M.A. Gaja Baru is as follows :

- a. 3 periods - one period is forty-five minutes - a week in all classes of the first year.
- b. 4 periods a week in the higher classes of the Social Sciences Division and the Culture Division, and
- c. 3 periods a week in the higher classes of the Mathematics Division and the Physics Division.

So for one-year course the periods in each class will be :

- a. 10 (months) x 12 periods in the first class.
- b. 10 (months) x 16 periods in the higher classes of the Social Sciences Division and the Culture Division.
- c. 10 (months) x 12 periods in the higher classes of the Mathematics Division and the Physics Division.

After we have seen the objectives of learning English at the S.M.A. Gaja Baru, and the time available for the teaching of English there, let us now look at the learners.

3. The Learners

The students of the S.M.A. Gaja Baru generally have a very poor mastery of English. Their ability of

using English is far from satisfactory. Even their reading ability - which should have been very much emphasized in the process of learning at the S.M.P. - is not yet that of students who have learned English for three years.

Those who come from the well-organized schools - the schools where discipline is regularly kept by the students as well as the teachers - are usually better than those who come from the schools that are not so well organized.

Some towns and local areas, too, influence their learning of English. Those who live in big towns like Djakarta, Bandung, Semarang, Jogjakarta, Surabaya, Medan, Makassar, etc. have generally a better training in English than those who are from small towns like Wono - sari, Klaten, Sleman, Wonogiri, Modjokerto, Putassibau, etc. The reasons of this difference are among others :

- a. The teachers in the big towns are usually - not necessarily - better than those in the small towns.
- b. The students who live in the big towns have greater opportunity to get into contact with native speakers of English, and
- c. Some parents in the big towns are well - educated, and not a few of them force their children to use their English daily either passively or actively.

As students come from all parts of Indonesia, quite a lot of difference will be found in their language background. The students can be Javanese, Bataks,

Atjehs, Bandjarese, Dyaks, Balinese, Ambonese, Menadonese, etc. All of these have their own first language which will unavoidably influence their learning of English.

The language features which can be obstacles in the learning process are for example :

- Most of the Bandjarese have very much trouble in pronouncing the /v/, /f/, /p/ and /b/. It is very difficult for them to distinguish /v/ from /p/, and /f/ from /b/.
- It would be very hard for a Javanese to distinguish English /d/ from Javanese /d/.
- A Batak will very much stress the English /ə/ as he does in his own language.
- A Sundanese cannot be expected to pronounce /p/ and /k/ quite distinctly.
- A student from West Sumatera will always stress the last syllable of each word he pronounces.
- Most students from Kalimantan, North Sumatera, Sulawesi and Flores will very sharply pronounce /i/ and /u/, i.e. in "will" and "book".

The last aspect worth noting concerning the learners of the S.M.A. Gaja Baru is their interest. Since they are preparing themselves to attend lectures at universities, academies, institutions, etc, their interest, of course, should be intentionally directed towards this future.

But many of the Indonesian students are not at all interested in English and do not realize its use.

4. The Teachers

In order to bring the whole process to a success the teacher plays a very important role. It is a fact at present that most of the teachers of English at the S.M.A.s have only a B.A. degree. Few of them have finished their studies at the university level and got their Master degree. Some teachers have no degree of any kind, but have even so been teaching English for years.

One of the main problems of the teacher is that he :

- a. is underpaid
- b. cannot give his whole attention to his main work since he has to earn (more) money elsewhere in order to survive
- c. has too much to do, and therefore is over-tired
- d. is often not well instructed himself in his subject
- e. is not well informed of what is going on in the English teaching field
- f. is not provided with the necessary means to teach his subject well.

5. The School

The classes of an S.M.A. Gaja Baru are usually big. Each generally consists of about forty to fifty students. It is indeed a big class, too big actually for a language class. But at present it seems to be unavoidable since the amount of the students is yearly

increasing while the school facilities remain the same. So the teaching method should be suited to this large number of students.

Concerning the teaching facilities in class, it must be admitted that the teaching aids suggested like pictures, flashcards, charts, film-strips, timeboards, flannelboards, tape-recorders, the teaching machine in the laboratory, the radio and the television-set are rarely used - if ever - at the S.M.A.s in Indonesia, simply because the schools cannot afford to buy such "luxurious" things. Moreover, the teaching hours do not permit the use of such various kinds of teaching aids.

The school usually has only a small library with some English books, magazines and newspapers which might be of use to the students. But most of them are never touched by the students. If ever they go to the library, most of them will certainly look for and then borrow books or magazines written in Indonesian, not in English.

6. The Materials

It is generally difficult for the students as well as the teachers to buy the necessary books or other materials for their learning and teaching. This is much more felt in small towns where there are no book stores or public libraries.

The materials and manuals recommended at the first class of the S.M.A. Gaja Baru are the following :
(They are not imperative)

- I. For Structure and Exercises :
Living English Structure,

by Stannard Allen, Section I - XIV.

II. For Reading and Exercises :

a. Intensive Reading :

1. Test Your English I,
by W.N. Vest and Tjiook Tik Djoe.
2. A New Approach I,
by Bro. Quirinus.

b. Extensive Reading :

1. A Child Without a Name
2. The Waif
3. The Skipper
4. Ramayana
5. Other books or magazines which are
not too difficult for the students to
digest.

III. Pronunciation Drills :

1. Pronunciation Exercises,
by A.J. Dixon
2. Living English Speech,
by Stannard Allen.

(taken from 19 p. 1)

C. The Aims of the Reading Lesson

The aims of reading in general are :

1. to recognize the main idea or purpose of a
paragraph or passage.
2. to see relationships between the facts,
thoughts in the reading piece.
3. to grasp sequence of ideas and predict out-
comes.

4. to draw conclusions from what is read."

(6 p. 135)

D. The Types of Reading

"In the second stage of reading - this can be carried out at S.M.A. starting from the first class - there are two types of reading lessons, i.e.: intensive reading and extensive reading.

Intensive reading :

1. Each vocabulary and structural item is explained and made part of the students active language.
2. Pronunciation and intonation are adequately practiced; and
3. Each concept or allusion is clarified.

Extensive reading :

The principal aim is understanding. Pupils are trained to get meaning primarily from the context although some common vocabulary items may be developed for active use." (6 p. 140)

E. The Skills of Reading

In the reading lesson itself we still meet with two main skills, namely : oral reading and comprehensive reading. Oral reading or reading aloud is done loudly, and the main aims are :

1. Constant practice of pronunciation.
2. Improvement of the supra-segmental phonemes such as tone, rhythm, stress, and juncture;

and

3. Effort to come close to the fluency of the native speakers of English.

So it is here used as a self-expression exercise.

Comprehensive reading is usually done silently. No wonder that some people would prefer calling it silent reading. The students should be forced to have the comprehensive reading somewhat rapidly in order to get the ability :

1. to determine the main idea and seize the gist of a passage in the books they have to read.
2. to relate supporting details to the main idea in order to find out what some expert or writer has said on some subject.
3. to use contextual clues in arriving at the proper meaning of a given word.
4. to read quickly through books or passages which will not repay careful study, yet which will enlarge one's ideas or in some other way are worth attention; and
5. to adjust reading to purpose.

Oral reading as well as comprehensive reading can be done intensively or extensively. Only if it is done extensively it will take very much time because the materials of the extensive reading are usually long stories, or sometimes even somewhat thick books.

At present oral reading does not play an important role at schools in Indonesia. It is rarely carried out, also at the S.M.A.s. It might be because of some inevitable factors which are among others :

1. The class - as we have seen before - is too big for an oral-reading class.
2. The final examination of the S.M.A., one part of which is a reading passage that is usually followed by some questions. This of course requires the skill of comprehensive reading on the part of the students.

So comprehensive reading and language practice in question and answer have the greater part in the English course at the S.M.A. Gaja Baru.

Considering this importance of comprehensive reading in the teaching and learning process at the first class of the S.M.A. Gaja Baru, let us look at its place in the teaching and learning as a whole.

English at the first class, as we have seen, is taught only three periods in a week. So for a one-year course there are 10 (months) x 12 periods. The three periods in a week are meant for all the materials planned for the first class.

We know that the main parts of the materials are structure, reading and pronunciation drills. But since reading is more important than the two others, it is given half of all the time in the teaching hours, namely about one hour a week. Of this hour 40 minutes are used for the comprehensive reading, and the rest for oral reading.

F. The Steps of Teaching Comprehensive Reading

There are many ways of how to teach comprehensive reading at the S.M.A. Gaja Baru used at present. Many

eminent experts in the language field have suggested useful ways or methods to be used.

Considering that Mary Pinocchio's is a detailed and simple method to put into practice we shall see first what she says in her book "Teaching English as a Second Language" on page 140 ff. She suggests that the procedure of conducting an intensive reading - comprehensive reading, as we have seen, is a part of intensive reading - in the class is as follows :

Step One :

"Motivate the reading"

This step is used by the teacher to have a short conversation with the students about the passage. They are asked about things they know concerning the title or the passage itself. He asks them : "Have you ever heard the name of Malin Kundang?" "Yes, sir." "All right, where did he live?" Such questions are used because the reading passage to come is titled "Bata si Malin Kundang". And by asking them questions like this they will become more interested in the passage they are facing.

Step Two :

"State the aim"

The teacher tells the students about the aim of their reading class on that day. He says : "Students, we are going to read a story about Si Malin Kundang. Let's read it too see where he lived with his mother, and what he did to his mother later on."

Step Three :

"Clear up the difficulties"

He starts to help the students by giving them words or expression they may find in the passage. The words or the expressions are best written on the black-board, and then he gives them meanings.

Step Four :

"Read the passage and ask questions to check comprehension"

The teacher reads the passage while the students are looking at their books and listening to the teacher well. After one sentence or short paragraph he asks the students individually. This question and answer is done orally. It can be done in English or Indonesian, or the question is in English and the answer is in Indonesian, or the other way around.

Step Five :

"Elicit a summary of the entire passage"

The teacher asks one of the students - may be a quick one - to come forward to tell his friends about the summary of the passage. The other students are asked to make additions or corrections as the summary is being told.

Step Six :

"Extend learnings"

This last step is used by the teacher to give more exercises to the students within the available time. The exercises can be written or oral ones. Oral exercises must be done in class whereas the written ones can be taken home as home-work which will be corrected

the next period.

The steps of conducting the intensive reading suggested by Mary Pinochiaro are quoted above because many ways used at present seem to be based on her procedure. This might be because of its simplicity so that it is not very difficult for the teacher to carry it out.

Below we will see the latest way of teaching comprehensive reading at the S.M.A. at present which is also based on the above procedure. Some variations are made in order to meet the need and the condition of the class. This procedure will be the material to be used as a comparison with that by means of Reading Boxes.

The steps are as follows :

Step One : Warming - up activity

Step Two : Reading aloud

Step Three: Explain some key-words

Step Four: Have them read silently

Step Five: Start with the questions

Step Six : Give turns in reading aloud

Step Seven: Make notes.

A Sample Lesson

Before the teacher starts his teaching it is always good for him to make up a lesson-plan. He must know exactly what to do during the period of his teaching. He should take up a passage to deal with in class and then thoroughly prepare it by reading it aloud himself, marking pauses, underlining words of importance, and when in doubt, consulting the dictionary, or asking for the help of any of his colleagues.

In this sample lesson all necessary items are involved so as to show a complete lesson-plan.

date : May 24, 1971
 school : S.M.A. Stella Duce
 class : IH
 time : 8.30 - 9.15
 objective : to train the students to get the meaning and the contents of the reading material
 material : is taken from "Reading Materials for S.M.A. Stella Duce", page 36: "The Fowl with One Leg"
 procedure :

Step One

Warming-up activity

The teacher starts his teaching by greeting the students. He enters the classroom and says : "Good morning, students. I am very glad to see you this morning".

Then he may have a short conversation with them, ask questions whereas the students are to respond accordingly. "How many of you are here? Are there students who are absent? Well, now we are going to have a reading class. Have all of you got this book?" "Yes, sir."

After this warming-up conversation he makes an introduction of the reading material for the day. "Now, take your books in front of you, and open page 36. We will read 'The Fowl with One Leg'. Gerarda, do you have a hen at home?" "Yes, sir, I have some hens, chickens and one cock." "Very good. How many legs does a hen

have?" "One hen has two legs, sir." "Do you think so, Catherine?" "Yes, sir."

After the introduction of the reading material like this he may inspect them by walking in the aisles so that he is sure that nobody has a wrong page or another book in front of her. Then he asks them to listen carefully to him while they look at their books. "All right, students. Now we will see 'The Fowl with One Leg', and I am going to read it to you. Everybody should look at her book and listen to me."

Step Two

Reading aloud

He starts to read the passage in the best way he can, paying attention fully to the important elements found in the passage, such as : the rhythm, the pronunciation, the distinction between clauses and sub-clauses, etc. This is of great necessity for the students so that they are trained to have a good way of reading.

After the first reading he asks them whether they have understood the passage. "Have you understood the passage?" "Yes, sir." But when some of them say : "Not yet, sir," and he thinks it is still necessary, he asks them again to look at their books and listen to him as he is going to read the passage again. "Well, look at your books again, because I want to read it once more."

But when he considers it not necessary, once will do. The passage that he reads runs as follows :

The Fowl with One Leg

One day a gentleman invited some friends to dinner. He called his cook and arranged with him that one of the dishes should be fowls. The cook went to the market and bought some fowls. While he was cooking them, one of the maid-servants with whom he had fallen in love, entered the kitchen.

She asked him to let her have a little piece. He could not refuse her and in the end he gave her a leg of one of the fowls. When the time came to serve the dish he arranged them nicely on the plate and hoped that the absence of the leg would not be noticed. But unfortunately the master noticed it at once. The next day he sent for the cook and asked how it was that one of the fowls had one leg only. Without hesitating for a moment the cook answered, "I bought it so."

"Nonsense," said the master, "every bird has two legs."

"I beg your pardon, sir," said the cook, "but there are certain birds with one leg only. If you will be so kind as to take a little walk with me tomorrow morning before breakfast, I will show you some."

They went out the next morning and the cook took his master to a meadow with a little river running through it.

"Look, sir," he said, "there near the water. Do you see those birds standing on one leg?"

"Oh, well," replied the master, "but they all have two legs. I'll clap my hands and you'll see the other leg appear at once."

He did so and the birds flew up, showing both their legs. "You see," said the master. "What do you say now?"

"Ah, sir," was the cook's reply, "if you had clapped your hands yesterday, perhaps the other leg would also have appeared."

The gentleman was pleased with the cook's answer. He laughed heartily and called him a clever rascal. He did not dismiss him as he had intended, but kept the cook in his service.

Step Three

Explain some key-words

After having read the passage, he starts to read it again, but now he slows down his reading as he is going to explain the key-words. When he comes across a word or a term which seems to be unfamiliar to the students he writes it on the blackboard. He should explain

it in English in order that the students will be somewhat forced to focus their attention on his explanation. If this does not do, he may use other possible ways such as demonstrations, dramatizations, and pictures. But when this still does not succeed he can simply translate it into Indonesian.

The term or the word must be explained clearly so that they will not become obstacles for the students when they are asked to read silently.

It will be very much better if he writes the word and its explanation and then its translation in Indonesian on the blackboard.

Words to be explained and written at the blackboard are :

1. fowl = any kind of bird, especially the domestic hen or rooster = burung (unggas), terutama djenis ayam.
 e.g. Do you have hens and roosters at home ?
 Well, they are called fowls.
2. refuse = to decline to accept (something offered) = menolak (sesuatu yang ditawarkan)
 e.g. If my mother gives me money I will not refuse it.
3. noticed, to notice = to pay attention to, to perceive = memperhatikan, memandang.
 e.g. I did not notice the title of the book when I bought it yesterday.
4. unfortunately = adverb of unfortunate, (unfortunate = not having good fortune, unlucky) = malanglah

e.g. My brother had studied very hard but unfortunately he could not pass his examination.

5. sent for, to send for = to call = memanggil

e.g. The teacher sent for Tuti to ask why she did not come to school.

6. to clap (hands) = to strike together resoundingly, as the hands to express applause = bertepuk (tangan)

e.g. After the singer had finished her song all people in the hall clapped their hands.

7. to dismiss = to discharge or remove, as from office or service = memetjat

e.g. The manager dismissed his clerk because he was very lazy.

8. rascal = a base and dishonest person = bangsat.

e.g. Many times he has deceived other people; he is really a rascal.

When they have understood one word he goes on reading the passage. If he comes across another word which is unfamiliar to them he will explain it in the same way as mentioned above.

The key-words written on the blackboard may not be too many. They can vary from three to seven, depending very much on the difficulty and the length of the passage. At the utmost the key-words would be only seven or eight so that the students will still have a challenge in their reading. If all the difficult words are explained there will be no challenge for them as they are

later on reading it. This will only spoil them, since there will be no one to explain all the words to them when they are reading it at home or facing the examination.

There is of course a possibility that they still have some unfamiliar words other than these seven, but let them try to look the words up by themselves.

The teacher should be sure that the students have really understood the key - words explained before he goes on to the next step.

Step Four

Have them read silently

The teacher asks them whether they have understood fully what he has explained so far. "Have you understood the words, students?" "Yes, sir."

In case some of them still have some difficulty in those eight words he should explain them again. When the students ask more questions he just answers them accordingly.

When they have understood he orders them to read the passage saying, "Well, students now you start to read the passage silently. Don't talk to your neighbours, but look at your own book and try to understand what you are reading. I will give you ten minutes for this silent reading, and after that we will answer the questions which are below the passage."

He need not write the questions on the blackboard as they are already there below the passage. So he only inspects the class by walking in the aisles while they are reading.

It would be wiser for the teacher to tell his students that they may make use of their dictionaries as an aid in the silent reading. But they are by no means allowed to do this in the tests.

Step Five

Start with the questions

After about ten minutes, when they have gone through the passage he starts to ask the questions. "Have you finished reading it, students?" "Yes, sir." Some of them say : "No, we have not," because they have not finished yet. In this case he just says, "Well, students time is up for this silent reading. Look at your book and the questions there."

Then he gives them turns individually in answering the questions. This can be done by writing the answers on the blackboard or orally. When it is done on the blackboard he must ask as many students as possible to go to the blackboard so that he can use the time well. If the class has only one blackboard, three students will be called to answer the questions, each for a different number. So if there are three blackboards in the class nine students will write the answers on the blackboards at once.

When the turns are given orally, it should be done not according to the rows or seats, but at random, jumping from one student to another so that everybody in the class is awake and therefore ready. They are asked and forced to answer in complete sentences.

The questions are :

1. For what purpose did the gentleman invite his friends?
2. What did he plan to serve to his guest?
3. How did he arrange the matter?
4. What made the cook get into trouble?
5. Why did not he refuse the maid-servant's request?
6. What had he set his hope on?
7. Did the master know about the absence of the leg?
8. What answer did he give to the master?
9. What did he suggest to his master?
10. Did the master get angry with the cook in the end?

The right and complete answers are :

1. The gentleman invited his friends for dinner.
2. He planned to serve some fowls to his guests.
3. He arranged the matter that his cook should go to the market to buy some fowls and then cook them as one of the dishes.
4. The absence of one leg of the fowls made the cook get into trouble.
5. He did not refuse the maid-servant's request because he had fallen in love with her.
6. He had set his hope on that the absence of the leg would not be noticed.
7. Yes, he did. The master knew about the absence of the leg.
8. He gave the answer to the master that he had bought the fowl with only one leg.



9. He suggested to his master that they would take a little walk the next morning so that he could show the master some fowls, each with one leg.
10. No, he did not. The master did not get angry with the cook in the end.

It should be kept in mind that in giving the turns the teacher must use his common sense. The comparatively difficult questions are to be cast to the clever students whereas the easy ones are for the slow, in order that the quick as well as the slow students will have enough courage to go on.

When the answers are correct he may not forget to praise them, but when they are wrong he should encourage them to get the correct ones. If one student is in a very "great" difficulty to answer the question, he may point to her neighbour. When her neighbour's answer is correct he then asks the first student to repeat that correct answer.

Since the questions must be answered in complete sentences there is always a possibility that there are more than one way to answer one question. If there are some students with their own answers going to show theirs, he may not ignore them. He should encourage them instead. And when these answers are wrong or not complete yet, he should improve them. This will help them become more creative in the class without firmly sticking to only one absolute way of answering.

When there is still more time left he may write the correct answer of each question on the blackboard.

But this is not compulsory.

Step Six

Give turns in reading aloud

After having asked the questions he gives them turns to read aloud individually. He says : "Students, don't copy the answers from the blackboard. Now we are going to read the passage loudly, one by one. Gerarda, you start !"

Obviously, since the class consists of 50 students, which is too big for a language class, not all of them get the turns. Therefore he should jump from one student to another so that everybody is ready in the class. He is able to correct the pronunciation of each when she is reading.

When she makes a mistake the teacher should correct her after her sentence is finished, not after that particular mistake, so that she will not become nervous. And when he considers it necessary he may give a model first and the student is to repeat after him as closely as possible. He may not hesitate to correct her on the spot because it might make her lose her courage.

Step Seven :

Make notes

After some students have read aloud, the last step to take in this procedure is to ask them to take their notes and then copy things from the blackboard, viz. the eight key-words which were written by the teacher in the third step. They already have the questions in their books, whereas the answers are not necessarily copied.

"Take your notes, students and then copy the key-

words from the blackboard so that you can work again at home."

Their notes will be taken home, and there they will see the questions again and work on them. This will force them to study at home. When they are working again on the same passage and questions the key-words will be the aids to them.

While they are copying he may inspect them, if possible by walking in the aisles, to see whether everybody is really copying the key-words.

When they have finished copying and then the bell rings, he stops his teaching by saying: "Well, students we should stop now for time is already up. Thank you very much for your attention during my lesson. Good bye."

Then he goes out.

One of the many ways of teaching comprehensive reading at the first class of the S.M.A. Gaja Bara at present has already been put forward. In order to be clearer a sample lesson is also shown just to make us able to compare it later on with the teaching by means of Reading Boxes which will be described in the next chapter.

CHAPTER II

TEACHING COMPREHENSIVE READING BY MEANS OF READING BOXES

A. The Description

There is one box which contains four smaller boxes, each for keeping only one type of the cards, Reading Cards, Question Cards, Answer Cards and Do Cards.

1. Reading Cards

They are prepared for reading purposes. Each card contains some reading passage, and every student will get one in front of him during the lesson. The reading materials are passages with the vocabulary under the control of the average student of the class. They are taken from the materials and books meant for the first class of the S.M.A. Gaja Baru.

If only some two or three words are found difficult, they really do not matter since they will form challenges for the students to get more comprehension. They are certainly allowed to make use of their dictionaries during the lesson. But then they must be told also that using dictionaries is by no means permitted in the test.

We believe that if all the words are easy for the students there will be no challenges for them, and this will result in their inability to advance in their reading lesson.

Finally, the source of the material must be

mentioned at the end of the card.

2. Question Cards

Each card contains five questions corresponding to the Reading Card of the same number. The questions are prepared in such a way that the students will be able to understand or at least to grasp their meanings. Besides, to each question there must be only one right answer. So they must be very carefully composed as to avoid and eliminate other possibilities. They should be so clear that only one answer is possible.

There are only five questions which make it possible for the class to have the comprehensive reading more frequently since each lesson - as we have seen - is only for 35 - 40 minutes.

3. Answer Cards

Each card contains the answers to the corresponding questions of the Question Card. The answer to each question is given in its simplest form. Since in the final tests the students are asked to answer the questions in complete sentences they must also give the answers in complete sentences, but this will be required on the Do Cards. On the Answer Cards, as we have stated earlier there are only short simple answers, because the purpose here is merely to check the students' comprehension.

Moreover, it will be much easier for the students to see whether their answers are right or not, whereas the teacher will not waste his time and energy correcting all the grammatical mistakes that might occur

when they are asked to give their answers in complete sentences.

If the student finds difficulty because he has another answer which is not precisely like the one on the Answer Card while he firmly believes that it is also right he then may consult the teacher individually.

Each answer should constitute a complete idea - not a complete sentence - so that the students are trained to take the main idea out of the passage.

4. Do Cards

Each card - as its name has shown - contains exercises which are meant for the students after they have gone through the first three cards. The exercises on the card consist of two main parts, namely :

- A. to ask the students to make complete sentences as the answers to the questions on the Question Card. So the answers they have made must be developed into full sentences.
- B. Miscellaneous exercises which are graded according to their difficulties. The exercises here are prepared in accordance with the structural items meant for the first class of the S.M.A. Gaja Baru. Some of them have even been done at the S.M.P. as they are also items of the teaching programme there.

Each card also corresponds to the first three. All the four cards have the same numbers for one series of work during the comprehensive reading lesson.

Do Cards are only for quick students. When they have finished the first three well they may go on to

these cards. So these last cards are not a must for all students, because there might be very slow students who come up only to the Answer Cards just at the time when the bell rings. At the end of the card there is a sentence like this : "Show your work to your teacher, and then copy the text of your RC".

Each of these four types of cards has a certain number at its left corner. This is given for the sake of the teacher and the students when they are making use of the cards. They can easily take the cards they want. The numbers are as follows :

RC/1, meaning Reading Card number One

QC/1, meaning Question Card number One

AC/1, meaning Answer Card number One

DC/1, meaning Do Card number One.

The numbers of the cards start from 1 up to 30 in accordance with the level of the difficulty of each card. Each number is for two cards of the same type containing exactly the same materials. So each Reading Box contains 60 cards of 30 numbers. (As a variation the Reading Box can also be filled with 60 cards of 60 numbers, each of a different level, but this will give more difficulties to the teacher in preparing them as well as in handling his class. Then he has too much to do and to remember).

The number is placed at the left corner of the upper part of the card, and the place is especially formed as another small square so that it can be easily seen and taken. The form as well as the size must be the same for every card.

Below is a picture of one card for illustration so that the form of the card is clear.

RC/1	<p style="text-align: center;">.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p>
------	--

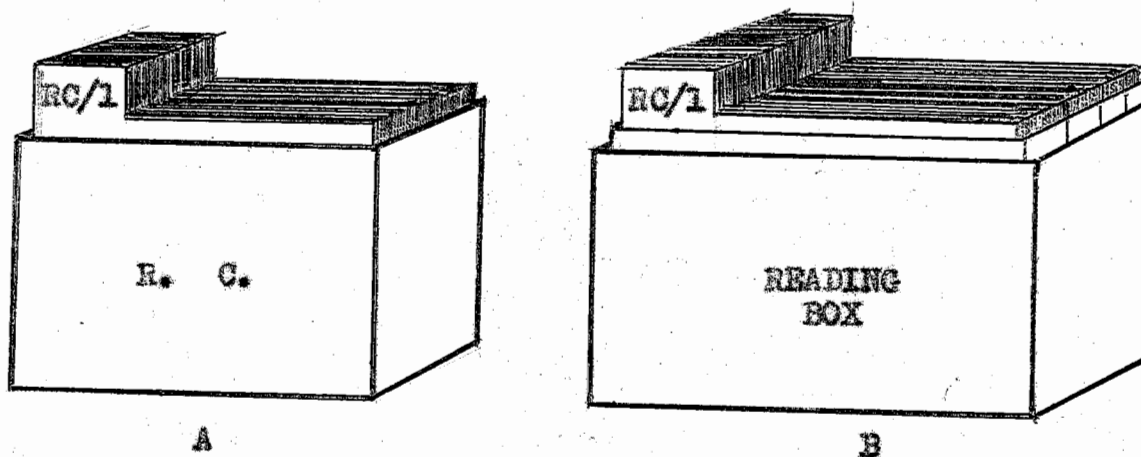
This kind of form will make it easy for the student to choose his card without damaging (the body of card), even when there are many other students using the same box at the same time. (This can happen since the class is a big one, in which it is impossible to expect the students to take the cards one by one orderly in a good queue).

The cards must be coloured - there are four colours - one for each type. So Reading Cards are yellow, Question Cards are blue, Answer Cards are green, and Do Cards are pink. This will make it easy for the students as well as the teacher to distinguish the cards, one from another. When a student has got one card he will automatically think of the other three colours, and also know well which colour he has not got yet. This will hardly happen when there is only one colour for all cards.

Besides this advantage the colours also help much when the cards happen to be mixed up with each other. The students might just put them into the box quite in a hurry - which possibly happens at the end of the last period of the day - but then the different colours will show that they are of different types.

One type of cards - as we have stated earlier - is put in a certain box. So for all cards there are four boxes which are kept together in another bigger box. Then the total number of boxes is five.

The following pictures illustrate the boxes.



A = the box for each type of cards

B = the box for all the four Reading Boxes.

The boxes must be made big enough as the cards must be put and taken easily when they are used. They are also coloured according to the colours of their cards. So the box for Reading Cards is yellow, the box for Question Cards is blue, the box for Answer Cards is green and the box for Do Cards is pink. In this way the student will remember and know exactly where to put his card and which one to take again. Only the big box is white so as to differentiate it from the other four.

On the box for each type the name is written outside according to the name of the cards inside. Then for Reading-Cards box the name is written 'RC', for Question Cards box 'QC', for Answer-Cards box 'AC', and for the Do Cards box 'DC'. But on the big box is written 'Reading Box' since it is for all the boxes.

These Reading Boxes can be used for one academic year because each contains 60 cards. If for example the comprehensive reading is carried out three times a month - which is already frequently enough at present - then there will be three periods of comprehensive reading in a month. In one year we may have at the utmost 10×3 periods = 30 periods of comprehensive reading. Having prepared 60 cards of 30 numbers we can have them for the whole year in class even as big as 50 students.

The numbers of the cards, as we have seen above, are given according to the level of the difficulty. The higher the number the more difficult the card is. So if the class consists of 60 students - which is a very big class - the most brilliant student may rightly start with number 30, but if the class has 30 students - a normal class - he can start with number 15. The following times he can start with other cards which are graded in numbers. When someday he has come up to the highest number, the most difficult one, the next time he can start with number 3 or 4 or other smaller numbers of cards which are no longer used by other students. This can happen because in the course of time the slow student who started with number 1 is now working on number 4 or 5 or other bigger numbers. Therefore the first few cards are not used anymore. Then starting from that

number, for instance number 5, the numbers will be graded in order again.

The whole process of one comprehensive - reading lesson will take about 40 minutes.

B. The Purpose

The purpose of these Reading Boxes is to provide some materials for comprehensive reading at the first class of the S.M.A. Gaja Baru in order to meet the demand of the students on good reading activities even in the condition where there are no reading books available.

C. Samples of the Cards

Below are the samples of each card, just to show how they really look like. For each type of the card there is only one sample, while the rest of the cards belonging to the Reading Boxes will be put in the appendix at the back part of this thesis.

RC/1

NOT FOR ADVICERead carefully :

One day a beggar stopped a gentleman in the street and asked for a penny.

"Dear fellow," said the other, "you look a strong, healthy man. Why don't you look for work instead of begging?"

"Sir," said the beggar as he turned away, "I asked you for money, not for advice."

(From: My First English Reader I)

Sample of Question Card :

QC/1

NOT FOR ADVICE

Answer the following questions briefly, on your own paper !

1. Who stopped the gentleman one day ?
2. Where did they meet each other ?
3. Why was the gentleman stopped ?
4. Did the gentleman want to give him money ?
5. What did the gentleman give him ?

Sample of Answer Card :

AC/1

NOT FOR ADVICE

The answers :

1. A beggar.
2. In the street.
3. Because the beggar asked for money.
4. No, he did not.
5. Advice.

Sample of Do Card :

DC/1

NOT FOR ADVICE

A. Develop your five answers so that each will become a complete sentence !

B. State whether the following sentences are true or false according to the story! Just write down T or F on your own paper !

1. The man who stopped the gentleman was rich enough.
2. The gentleman took pity on him, so he gave him a penny.
3. The gentleman asked him not to beg, but to work.
4. The man promised to follow the advice.
5. Having got the advice the man turned away.

Note : Show your work to your teacher, and then copy the text of your RC !

D. The Teaching Steps

Before the teacher starts his actual teaching it is necessary for him to make up his lesson-plan in view of the steps he wants to take. This is of great necessity for a new teacher, or for one who tries to carry out a new way of teaching. When it has become his habit gradually he need not make any lesson-plan as he has done before.

First of all, since the reading materials are to be distributed according to the ability of each individual student he should know more or less the comprehensive ability of each student. This can be done by giving a reading test to the students sometime before he carries out his actual steps of teaching comprehensive reading by means of the Reading Boxes. The test must be given some days before the first performance of this way of teaching. After the test the teacher makes some marks on the list of the students' names so that he can use the list onward without any necessity to have a reading test every time before the lesson. So once the test is done the result of it will be a compass for the whole academic year.

The reading test is very simple, easy to construct and administer without making use of any comprehension questions, yet it is a good way of measuring reading ability of the students. It consists of a short passage which should not be too difficult for the average student of the first class.

The passage runs as follows :

There was once a farmer who had three sons. The boys were not like him. He liked to work, and he worked hard the whole day. They, however, were lazy and while their father was working, they played games or slept.

The farmer worked so hard that at last he became very ill. As he lay on his bed, he thought to himself, "Soon I will die and what will become of my lazy sons? If they do not work they will become so poor that they will not have even rice to eat."

So he called his sons to him and said, "My sons, I am dying. What I have I leave you. All that I have is in our field. Dig it and you will find treasure". Sometime after this the old farmer died.

This passage is kept by the teacher himself, and may not be shown to the students. Then he inserts to the passage words which ought not to be there, words which interfere with the sense of the passage. These words should preferably be ones the students already know. First some obvious items are inserted, and then some more complicated ones so that the teacher will be able to know the real comprehensive ability of each student.

When the unnecessary words have already been inserted the passage will run like this :

There was once a cupboard farmer who had three sons. The boys were not shop like him. He liked to work, and he worked movies hard the whole day. They, however, were lazy and while rice their father was working they played games or slept.

The farmer can worked so hard that at last he became very ill. As he lay on his bed he called thought to himself, "Soon I will die, and what will tall become of my lazy sons? If they do not work they will become so poor that they will not have even cook rice to eat."

So he called his sons to him and said, "My sons, I am dying. What I have I leave to you. All that I have is in our book field. Dig it them and you will find treasure."

Sometime after this the old farmer died.

10 unnecessary words have been inserted there. To administer the test the teacher writes the newly inserted passage on the blackboard while the students are

to copy it on a piece of paper. After he has written it he asks the students to underline as many unnecessary words as possible by writing the order below the passage, not above it.

The order runs like this :

Underline as many unnecessary words as possible
in the passage above !

This is done so as to prevent the students from talking and asking each other while the teacher is writing the passage on the blackboard. If the order is written before the passage they will start asking their neighbours while copying whereas the teacher is still standing in front of the blackboard with his back to them. Should this happen the test then would not have its validity and reliability any longer. So they are to underline the words which should not be there.

After he has finished writing the passage and the order on the blackboard he tells them that the test will be for twenty minutes. When time is up he collects the papers to be corrected at home. Thus the whole process will take 30 minutes, and the rest of the period - if it is 45 minutes - may be well used for another programme.

The marks for the test depends on the points each student gets. The teacher gives one point for each word underlined correctly, and takes off one point for each word underlined incorrectly.

If the student understands the passage well he will have no difficulty in underlining the appropriate words, and consequently will get a good mark for his test. On the contrary, if he does not understand it well

he will make mistakes. Thus he will get a low mark. By doing this the teacher has made an approximate measurement of the reading skill of the student.

The highest mark is 10 since the unproper words in the passage are only ten. But the lowest mark is unlimited, may be minus so and so because the mistakes can be more than ten. Chances are that some very slow students will get very low marks just because they have underlined many other words that should be there. So there is always a possibility that mark - 15 or even worse, for example, will appear. Some students who are not very slow might underline more necessary words than the unnecessary ones, which will also result into bad marks for them.

After he has corrected the papers he tries to get hold of a list of his students' names. If he cannot get it he may just make a new one by asking the captain of the class to help him. Usually each class has its own list of names which is composed according to the alphabet.

To clarify this a list of some fifteen students of the class - there will be too much space used to write a complete list of 50 students here - is shown below. He must add on the list words like : underlined words, right, wrong, and mark.

Class : IB		Year : 1971			
NUM:	NAME	underlined words	right	wrong	mark
1.	Anna Jan	9	9	0	9
2.	Dagen Laurentz	10	7	3	4
3.	Djeno Vic	9	8	1	7
4.	Gerarda H	11	6	5	1
5.	Herman	8	1	7	-6
6.	Hulo Vic	11	8	3	5
7.	Immang An	7	6	1	5
8.	Makam Lah	12	5	7	-2
9.	Marie	14	2	12	-10
10.	Mujung Aren	3	1	2	-1
11.	Naat Uring	10	5	5	0
12.	Mujung Ipi	15	9	6	3
13.	Pidang Berv	7	7	0	7
14.	Stephanus Haf	13	4	9	-5
15.	Ubung Ulo	6	5	1	4

Now he knows more or less the ability of his students. This list is a good base for him to decide and write in another list which Reading Cards will be used for a certain student for the whole year.

Then he takes another list of the same names and order, and writes which Reading Card is suitable for a certain student depending on his own ability. Then the number of the Reading Card for each student will be put in the list as follows :

Class : IB

Year : 1971

NUM :	NAME	MARK	RC
1.	Anna Jan	9	8
2.	Daven Laurentz	4	5
3.	Djeno Vic	7	7
4.	Gerarda H	1	4
5.	Herman Im	-6	1
6.	Hulo Vic	5	6
7.	Immang An	5	6
8.	Makam Lah	-2	2
9.	Maria	-10	1
10.	Mujung Aran	-1	3
11.	Naat Uring	0	3
12.	Nujung Ipi	3	4
13.	Pidang Bery	7	7
14.	Stephanus Haf	-5	2
15.	Ubung Ulo	4	5

On this list is written the mark of each student since it is a base to decide which cards will be used by him for the whole year. Then only RC is put there and not the other three as the reading materials determine the level of difficulty of the cards, while the other three of the same numbers will just follow the RC, the first card the student gets. Also there are two cards of the same numbers for each type since the teacher has prepared 60 cards of 30 numbers. The two will be given to two students of about the same ability as shown in the list.

But then the teacher may not stop here. He must have a permanent list which can be used for the whole

year. In practice if he uses the list like the above one he will find difficulty in distributing the RCs, for the names of the students are in a good order but the numbers of the RCs in the list are not. If he wants to keep the order of the names as it is he then must rearrange the numbers of the RCs according to a good order also, starting from the number of the card for the first student. So the numbers in the box will not be : 1,1, 2,2, 3,3, 4,4, etc. but 8, 5, 7, 4, 1, etc (See the list !)

This will result in a disorder of numbers in the box which later on will create much difficulty for the teacher in distributing the cards and the students in helping themselves. It is easier to remember the order of 1,1, 2,2, 3,3, 4,4, etc. than 8, 5, 7, 4, 1, etc.

The same difficulty will be found if the order of the names and numbers is kept as it is in the list whereas the numbers of the RCs in the box are in a good order 1,1, 2,2, 3,3, 4,4, etc. When this happens the teacher will work very hard in looking for the suitable cards for the students as they are in the list. So for student number 1 - in this list Anna Jan - she must get the card number 8, somewhat in the middle of the box, omitting the first 14 cards. If this way goes on it will take him about 20 minutes just to distribute the RCs which means quite a destruction to the whole programme. Therefore he must use another way that can be carried out efficiently.

Based on the above list he starts to arrange both the order of the names and the order of the numbers of RCs so that they correspond to those in the four boxes. The students who must have RCs number 1,1 will be the

first in the list of names. The numbers then are graded until he comes to the biggest number of that particular list (The biggest number of the class depends on the amount of the students; so it is not the same for every class).

After he has made a new list and arranged the orders so he will get a permanent list as follows :

Class : IB		Year : 1971		
NUM :	NAME	24/5	1/6	10/6
1.	Herman Im	1	2	3
2.	Maria	1	2	3
3.	Makan Lah	2	3	4
4.	Stephanus Huf	2	3	4
5.	Mujung Aran	3	4	5
6.	Naat Uring	3	4	5
7.	Gerarda H	4	5	6
8.	Mujung Ipi	4	5	6
9.	Daven Laurentz	5	6	7
10.	Ubung Ulo	5	6	7
11.	Halo Vic	6	7	8
12.	Immang An	6	7	8
13.	Djeno Vic	7	8	9
14.	Pidang Berv	7	8	9
15.	Anna Jan	8	9	10

This list is kept for the current year. Once he has made it like this he need not make a new one every time his class will use the boxes. His task every time is only to write the date of the lesson on the space particularly prepared for it as shown in the list. The numbers of the RCs for a student are just orderly graded like that in the list. He keeps it, and consults it any

time he thinks it is necessary to do so.

However, there is a possibility that some change will happen in the course of time the boxes are being used. For example, student number one in the list - a very slow one proves himself to be much better within a relatively short time. In this case the teacher should be wise enough to give that particular student another advanced card for next time, omitting one or two numbers in between. So next time he may get RC number 3 for example. The rest will be arranged orderly again until he finds another "surprise" again.

On the other hand, the student who has got RC with a big number - a comparatively difficult one - might show his inability in the course of dealing with the coming cards. In this case the teacher must give another simpler card for next time.

This change, if any, will not destroy the list because the dates are given above. The change, therefore, is done only on that particular date, whereas the other numbers will be graded according to those on that date. But the teacher need not think too much about this change since the materials are prepared for the whole class for one academic year. This means that when the year is over all of the students must have gone through all the cards, only the time for each student is different. Moreover everybody should work at his own speed.

Since this is the first - and later on will prove to be the last - "hard" preparation the teacher will spend somewhat much time for this. It is therefore suggested earlier that the test be done some two or three days before the first actual teaching.

The following English period, with the last-made list and the Reading Boxes in his hands he comes to the class, and then distributes the students' test papers in order to have them know their mistakes and marks. By doing so he then lets each student realize his own capacity. Then he may start to make use of the Reading Boxes and carry out his actual procedure of teaching.

It should be always kept in mind that the main purpose of teaching comprehensive reading is to train the students to understand and to get the contents of the passage they are reading. So any activities taken in the procedure should be directed towards this very point which constitutes the main objective of the comprehensive reading.

The steps that may be taken for the actual teaching of the comprehensive reading by means of the Reading Boxes are as follows :

- Step One : Warming-up activity
- Step Two : Distribute the Reading Cards
- Step Three : Have them read silently
- Step Four : Let them take the Question Cards
- Step Five : Start with the questions
- Step Six : Let them take the Answer Cards
- Step Seven : Have them check the answers
- Step Eight : Let them take the Do Cards
- Step Nine : Have them copy the text.

A Sample Lesson

This sample lesson is to show how to carry out the method which has been suggested above. All the

teaching steps are treated as fully as they should be and one follows another just according to the above - mentioned procedure. Items necessary for a good and complete lesson-plan are put down in this lesson-plan such as date, school, class, objective, material and then the steps.

But this kind of lesson-plan is not necessarily made every time the teacher wants to teach. Maybe he needs it at his first teaching using this method, but for the following times it is enough for him just to remember the steps. Or he can simply write down the steps on a piece of paper if he is afraid that he will forget them.

This kind of procedure of teaching comprehensive reading has been repeatedly put into practice by the writer, and the result proves to be close to satisfaction. This result can be seen in the third chapter.

Date : 24 May 1971
 School : S.M.A. Stella Duce
 Class : IH
 Time : 8.30 - 9.15
 Objective : to train the students to understand and get the contents of the passage they are reading.

Procedure :

Step One :

Warming-up activity

A warming-up conversation is always nice to start a lesson. It consists of some forms of greeting and the students are of course to respond to the teacher ac-

cordingly.

So with the Reading Boxes and the list which he has made based on the result of the test some days before, the teacher enters the classroom and then greets the students : "Good morning, students. I am very glad to see you this morning. How many of you are here now ? Are there absent students? Let me have the presence-list because I want to know those who are absent."

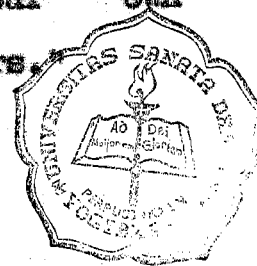
Then he may have a look at the presence - list that is kept by the captain of the class. The test - papers of the students can be distributed after the lesson is over since the whole period will be used for all the steps of teaching.

For the first time the warming-up activity might not run as smoothly as he expects but gradually the students will certainly get used to it and make a habit of it. Then their responses will be automatic to the stimuli cast by the teacher.

After the warming-up conversation he makes an introduction of the lesson for the day. He says : "Well, students we are going to have a comprehensive - reading lesson now. It will take about 40 minutes."

It is of great necessity to tell them beforehand about the limited time because when they are working individually experience proves that they have the tendency not to work efficiently. They will prolong the time as they like it.

Then he goes on, "I have some stories for you which are typed on the cards. I'll give you the cards one by one, and you must read the story on your own card silently without disturbing your neighbours."



When this is the first time of teaching by means of these Reading Boxes he may give a brief introduction on the cards, and tell the students the points of steps they all will undergo. Since this is for the first time it will take 5 minutes to do so, but the following times this introduction is not necessary anymore, and therefore can be omitted.

Showing one Reading-Card - the yellow one - he says : "This is the Reading Card with the number RC/5. When you have got this RC from me, you start to read it directly at your desk. After you have understood it you come here again and take the Question Card of the same number. So you must take QC number ... ?" "Number 5."

"Yes, you take the blue card number 5. Remember that you have to try to understand the passage on the card as quickly as you can since the time given for that is only ten minutes at the maximum. Therefore you start to answer the five questions in your own book as soon as you have got it. When you have finished answering the questions, come here and show me your answers. You may take the Answer Card after that. So you take the green card number ?" "Number 5." "Yes, you are right. You take AC number 5. When you have got it you start to see whether your answers are right or wrong. When they are wrong, see the mistakes and correct them. When you still do not know the mistakes, just come and consult me. Then after you have improved your answers come here again with your improved work to take the last card. It is Do Card, the pink one. Also now you must take number ...?" "Number 5." "Yes, you take DC number 5. Out of this card you must do two main parts of exercises, namely:

A. Develop your answers so that they become complete sentences, just as you have to do when you answer the questions in the text, and

B. Do the other exercises as ordered on each card.

When you have finished, come here and show me your work. If there is still enough time after you have done the exercises you may copy the text of your RC. When time is up you come here with all your cards. Give your RC to Gerarda, your QC to Catherine, your AC to Maria and your DC to Anna. They will put the cards in order again. Any questions?" "No?" "All right. Now we start".

After he has finished the greeting and the introduction like this he goes to the table to take the Reading Boxes and the list.

Step Two

Distribute the Reading Cards

The teacher starts to distribute the Reading Cards. This can be done in three ways, namely : he may bring the Reading Boxes and the list with him, walk in the aisles and distribute them according to the list, since the level of each student's ability and the suitable cards for him have already been put there; or he may simply sit down on his chair with the list in his hands, call the students one by one and let them take their own cards successively; or he sits down on his chair with the Reading Cards and the list in his hands, calls the students one by one, puts the cards on his table while he takes the next one and lets the students take their own cards on the table.

The first and the second ways are difficult to

put into practice because carrying out the first way the teacher has to walk to and fro in the class, which is usually big, and this will be very tiring for him. When he uses the second way it is easier for him than the first one, but then every student who comes to him will ask what number her card is, and before the student takes her own card of course the teacher must tell her the number. There is a possibility that when she is looking for her card she forgets again her number, then she will ask the teacher again. In this case the teacher will mention all the numbers for all students who come forward to him, and some students need to be told twice or more. Thus the first and the second way requires much energy from the part of the teacher, and also there will be a fairly long time used just for distributing the RCs.

The best way is the third one. The teacher only calls the students to come forward, there is no other choice, and then puts the cards accordingly on the table without the necessity to say anything more. He also can ask for help from a quick student to help him by giving the cards to her friends in accordance with the order of names the teacher has mentioned. This way is more economical in energy as well as in time. Besides at the same time he can see and note down the absent students.

So holding the Reading Cards the teacher says :
"These are Reading Cards. I'll call your names one by one. When your name is mentioned, please come forward and take the card. Then you start to read it silently at your desk."

Then he calls them one by one according to the prepared list. "Tanti," and when she comes forward he gives her a Reading Card with the number RC/1. This will go on until everybody gets her own Reading Card.

The Reading Cards which he distributes contain the passages as follows : (Here are shown only the first four cards of any type. The rest are put in the appendix).

RC/1

NOT FOR ADVICE

Read carefully :

One day a beggar stopped a gentleman in the street, and asked for a penny.

"Dear fellow," said the other, "you look a strong and healthy man. Why don't you look for work instead of begging?"

"Sir," said the beggar as he turned away, "I asked you for money, not for advice."

(From: My First English Reader I)

RC/2

THE POOR MAN AND THE THIEF

Read carefully :

One night a thief entered the room of a very poor young man, and started to look for money. The young man was wide awake and watched him with a smile. At last the thief found his purse and opened it. Then the young man spoke.

"I say old chap," he said quietly, "if you do find any money in my purse you might give me half. I have not been able to find a penny in it for days."

(From: My First English Reader I)

RC/3

NEVER MIND

Read carefully :

A certain famous actor became ill and had to take medicine of a very dark colour. One day his nurse gave him some ink by mistake. When she found out what she had done, she sank into a chair and cried in horror.

"I beg your pardon, sir, but I have given you ink instead of your medicine."

"Never mind," said the actor, "I'll swallow a bit of blotting paper and that will dry it up."

(From : Reading and Understanding I)

RC/4

DON'T WORRY

Read carefully :

Soldiers who have to jump out of aeroplanes in the air are provided with parachutes that open and let the man fall gently to the ground.

A sergeant was once instructing a class of parachutists.

A soldier put up his hand and asked : "What happens if the parachute does not open sergeant, when I jump out?"

"Oh, that is all right. Don't you worry. Just bring it back and we'll give you a new one," was the sergeant's answer.

(From : Reading and Understanding I)

When he is sure that everybody has got her Reading Card he advances to the third step.

Step Three

Have them read silently

He orders them to read the passage silently. This is done starting from the very moment the student gets her own card in front of her. It is for this reason that the slow students' names are put on the upper part of the list whereas the names of the quick ones are below as shown in the list.

The teacher says : "Now, you start to read the stories silently. Everybody looks at her own card only !

Don't talk to your neighbours! You may use your dictionaries if necessary. When you have finished reading, come here and take one of the Question Cards which has the same number with your Reading Card."

Then he shows them the box of the Question Cards that is on the table. He goes on: "For this silent reading I give you ten minutes, but the student who has finished within a shorter length of time may come here first and take her own Question Card. You need not wait until the time for silent reading is up."

Telling them the limit of the given time like this will make them feel obliged to use their time as efficiently as they can.

Then the students are reading their cards silently. When they have something to ask in this step they may go to the teacher and ask the question. He must answer it if it is some grammatical mistake or misprinted word. But when a student comes forward and asks the meaning of a word, the teacher may not tell her. Let her use her dictionary, not become lazy by asking the teacher the meanings of all the words.

Step Four :

Let them take the Question Cards

When they are reading silently the teacher may walk in the aisles or just sit on his chair supervising the whole class. Then after her own reading each student will come forward to the QC box on the table to take the Question Card that corresponds to her Reading Card. He helps her if necessary.

He must be always ready at his table when the

students come one by one to take the Question Cards. This is very important because there is always the possibility that some student will take a Question Card with a different number from her Reading Card.

He just supervises the students from his place at the table as he had no need yet to walk in the aisles helping the students. He says : "The student who has taken her Question Card may start directly to answer the questions which are on the cards. Use your own paper or book for the answers!"

The questions on the Question Cards are as follows :

QC/1

NOT FOR ADVICE

Answer the following questions briefly, on your own paper.

1. Who stopped the gentleman one day ?
2. Where did they meet each other ?
3. Why was the gentleman stopped ?
4. Did the gentleman want to give him money ?
5. What did the gentleman give him ?

QC/2

THE POOR MAN AND THE THIEF

Answer the following questions briefly, on your own paper.

1. How many people do you see in this story ?
2. Did the young man know that someone entered the room ?
3. Why did not he try to chase the thief out of his room ?
4. What did the thief find in the room at last ?
5. Did the thief get money as he had wanted before ?

QC/3

NEVER MIND

Answer the following questions briefly, on your own paper !

1. Was the actor in the story well-known ?
2. What did his nurse give him one day ?
3. What should she have given him ?
4. Did the actor get angry with the nurse when she had told him her mistake ?
5. What did he plan to do afterwards ?

QC/4

DON'T WORRY

Answer the following questions briefly, on your own paper !

1. What do soldiers use when they jump out of aeroplanes ?
2. How does it help the soldier ?
3. What do you call someone who jumps out of an aeroplane by means of a parachute ?
4. What was the sergeant doing once ?
5. Why should not the soldier worry, according to the sergeant ?

Some students will be quicker than the others but there are some who prove to be very slow readers. But this does not matter at all, since everybody works at her own capacity within the given time.

Step Five

Start with the questions

When the student has returned to her desk with her Question-Card she directly reads the five questions one after another and tries to answer them. When everybody has got it the teacher can ask all of them to answer the questions. He says : "Students, now everybody

must answer the questions which are on her card. I give you five minutes for this since you have read the passage before." (Some of them have even started to answer the questions much earlier!)

Then each student answers the questions on her own paper.

Step Six

Let them take the Answer Cards

After the student has gone through her card she may come forward to take her Answer Card. It is not at all a task of the teacher to distribute the Answer Cards since the class is big while the students are working at different kinds of speed. So he just lets each student take her own Answer Card.

But unlike the first two cards this one must be taken by the student on one absolute condition. It is that she must come to take her Answer Card, and is allowed to do so only after she has shown the teacher her five answers. This means that she has to finish answering all the questions before taking the Answer Card. This condition must be fulfilled at all costs in order to prevent the laziness of the students. Chances are that some slow and lazy students want to take the Answer Cards immediately without answering the questions - or if any, only some yes or no answers with some meaningless sequences of words - just because they have the intention to copy the right answers from the Answer Card.

Should the teacher walk in the aisles at this time for instance because of some necessity to help certain students he must bring the AC box with him so

that any student who wants to take her Answer Card will have to come to him with her work before she is allowed to get it.

So when a student has finished answering the questions, taking her work with her she comes to the teacher to take her card.

The teacher asks : "Have you finished your answer ?" "Yes, sir." "Well, show them to me !"

After the student has shown her work the teacher lets her take the Answer Card from the box. He then asks the student to correct her wrong answers by saying : "All the answers here are the right ones. You must see whether your answers are right or not according to those on the card. When you happen to know that your answer is different from that on the card, see where the mistake is. Then correct it by yourself. When you still do not know where it is, just come to me." He says this not only to the student who is taking her Answer Card, but also the whole class.

As we have said earlier, on the Answer Cards there are only short answers to the questions. Each is only the main idea of the answer whereas the answers in complete sentences are demanded in the first exercise of the DCs.

The answers on the Answer Cards are :

AC/1

NOT FOR ADVICE

The answers :

1. A beggar
2. In the street
3. Because the beggar asked for money

4. No, he did not.

5. Advice.

AC/2

THE POOR MAN AND THE THIEF

The answers :

1. Two people.

2. Yes, he did.

3. Because he thought the thief would not get anything in his room.

4. A purse.

5. No, he did not.

AC/3

NEVER MIND

The answers :

1. Yes, he was.

2. Some ink.

3. Medicine.

4. No, he did not.

5. He planned to swallow a bit of blotting paper.

AC/4

DON'T WORRY

The answers :

1. Parachutes.

2. It opens and lets him fall gently on the ground.

3. A parachutist.

4. He was instructing a class of parachutists.

5. Because he could always get a new one.

These are the right answers. But when a student has a different answer and firmly believes it to be right she can consult the teacher.

Chances are that some students cannot finish the answers within five minutes. In this case the teacher just waits without forcing them, otherwise they will become very nervous. The slow students like these should be vastly paid attention to. He can help them much individually without harming the fast ones.

Step Seven

Have them check the answers

When the student has got the Answer Card she starts to check on her own answers. When her answer to a particular question is the same with the answer of the same number, it is a right answer and consequently must remain as it is. But when they are different, and at the same time she can detect her mistake she must make an improvement. When it is a blunder she makes the improvement below her work, but when it is only a slip she may rightly make it at the same place. When she fails to get the mistakes she just comes and exposes her problems to the teacher.

It is good to note here that during this time the teacher should be mostly walking close to the slow students, because it is usually very difficult for them to find out their own mistakes even though they have got the right answers on the Answer Cards.

When the student has an answer which seems to be similar to the correct answer on the card, only a slight different is found, she may consult the teacher,

In this case the teacher should be open-minded enough to pay attention to any possibility that might come up, even though the possibilities have already been strictly eliminated on the Answer Card.

The teacher gives five minutes for this checking step.

Step Eight

Let them take the Do Cards

After each student has made the necessary correction of mistakes in her answers she may come to the DC box to take her Do Cards. These cards are also with him all the time as before taking it each student should fulfil a certain condition. Just like the Answer Cards, these cards can be taken only on one condition, namely that the student should show the improvement she has made. This is necessary as the teacher then is able to have a look whether there are still more mistakes which are not corrected yet.

Having seen the improvement he says to the class: "These are Do Cards for you. You just do what is ordered there, and if you find difficulties you may come to me."

Then he lets every student, who has finished her improvement, take her Do Card.

They are told to finish the exercises on the Do Cards within five minutes though they may work on until the bell rings.

The Do Cards taken by the students are as follows :

DC/1

NOT FOR ADVICE

- A. Develop your five answers so that each will become a complete sentence !
- B. State whether the following sentences are true or false according to the story ! Just write down T or F on your own paper !
1. The man who stopped the gentleman was rich enough.
 2. The gentleman took pity on him, so he gave him a penny.
 3. The gentleman advised him not to beg, but to work.
 4. The man promised to follow the advice.
 5. Having got the advice the man turned away.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/2

THE POOR MAN AND THE THIEF

- A. Develop your five answers so that each will become a complete sentence !
- B. State whether the following sentences are true or false according to the story! Just write down T or F on your own paper !
1. The thief entered the room of the very poor man in the afternoon.
 2. In the room the thief got a purse which belonged to the young man.
 3. The young man knew, but he just kept silent.
 4. The thief found some money in the purse.
 5. The young man was angry with the thief because he had stolen the money from his purse.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/3

NEVER MIND

- A. Develop your five answers so that each will become a complete sentence!
- B. Make the following sentences negative! Do it on your own paper !
1. A certain famous actor became ill at his home.
 2. The nurse would give him some medicine twice a day.
 3. The nurse was very sorry because of her mistake.
 4. The actor had forgiven her then.
 5. He planned to do something funny afterwards.

Note : Show your work to your teacher, and then copy the text of your RC.

DC/4

DON'T WORRY

- A. Develop your five answers so that each will become a complete sentence !
- B. Make the following sentences negative ! Do it on your own paper !
1. Soldiers are provided with parachutes.
 2. A soldier put up his hand in front of the sergeant.
 3. When you bring the parachute back, we shall give you another one.
 4. The soldier worried because he was very stupid.
 5. The sergeant answered him seriously.

Note : Show your work to your teacher, and then copy the text of your RC.

The chances are that some answers are already completely developed. In this case, for the Do Card part A the teacher asks the student to develop only the answers

which are not yet in complete sentences. He points this out to the student who has got her Do Card while he is walking in the aisles.

When some quick students have finished their exercises they show them to the teacher, and then having corrected their mistakes they directly copy the text of RC.

He says : "When you have finished your DC you may show your work to me," and goes on walking in the aisles. He is to tell them, when the exercises are shown, which ones are wrong and therefore should be corrected. Then he lets them correct the mistakes and try to get the solution.

However when there are still more problems on the DC the student concerned can see the teacher in the class next time. This of course is done in the period of structures.

When he sees that the work of a student on her DC is already right he says : "Now you start to copy your RC !"

Step Nine :

Let them copy the text

The main part in the procedure has already been accomplished since the students have come up to the Do Cards. This ninth step - the last one - is by no means compulsory. It is meant only for quite a few students who turn out to be very quick.

The teacher asks the students, who have gone through the four cards, to copy the text from the Reading Cards, and if there is still more time, from the

Question Cards also while their slow class-mates might still be working on their Do Cards.

The teacher says : "Students, when you have corrected your work on DC you can start now to copy the text of your RC, and if possible, your QC. Everybody must copy her own text quickly. Don't forget the number of your card, because next time you will be given a different card."

By taking this step like this the teacher can keep a favourable atmosphere in his class. He then may simply sit down waiting for them while everybody is working on her own business. Or he can walk in the aisles inspecting the class and helping the students, if needed, because at this time there will be many students asking him to have a look at their works on the Do Cards. He should be sure also that everybody who is copying the text of her RC must really copy until it is finished as a whole because next time she will get another card.

3 or 5 minutes before the bell he asks them to stop all their activities. The teacher points four comparatively big and quick students to be responsible for the cards. Not all students may put the cards back in the boxes as this can destroy the boxes and take too long time. The four students will receive the cards from their classmates, each will work on one type only. So she receives the cards, puts them in their box and arranges them in the order as they were used before.

So he stops his teaching by saying : "Well, students we should stop now and collect your cards here, for time is already up. Retno, Jusnianti, Riema and

Lisna, you are responsible for the cards. Put them in their own boxes in a good order ! Students, don't mix up the cards ! Give your Reading Cards to Retno, your Question Cards to Jusnianti, your Answer Cards to Riens and your Do Cards to Lisna!"

All of them will give their cards to the four appointed students who will afterwards put the cards in the boxes orderly. This is important since they will be used again in other classes. If necessary, he may ask the four students to count the cards again to see whether there is any missing card.

It is mentioned above that the four students must be comparatively big and quick. This is not without intention. The four must be easily seen by their classmates even when there are many others around them. Besides, they must be capable enough to arrange the cards quickly but in good order.

Being sure that all the cards are complete and already put in order, he takes the boxes and the list of the students' names with him, and goes out saying: "Good bye, students."

E. The Treatment of the Steps

The teaching steps of teaching comprehensive reading at the first class of the S.M.A. Gaja Baru by means of Reading Boxes have already been put forward. A sample lesson of a full treatment of the nine teaching steps has followed, and has been described in details. The steps are aimed at the development of the comprehensive reading teaching whereas the sample lesson is shown as

it might help give a clear picture of the teaching procedure.

Experiences show that these nine steps of teaching, when fully treated, cover about 40 minutes. But as a matter of fact there are some schools with only 35 minutes or even less for each teaching hour. Obviously this should be taken into consideration.

The steps suggested above therefore should remain suggestions and are by no means imperative. They need not be treated as fully as they are since it is the moral task of the teacher himself to be wise enough as to take and do what he thinks of great importance for his class, as long as the procedure remains the same. After all, he is the only one who knows, and should know, his class better than anybody else.

He should be aware of the fact that the most important part of this procedure is only from the beginning up to the seventh step - to have them check the answers - since the proof of the individual's comprehension ability lies in this part. The use of the Do Cards is only a supplementation connected to the first three cards, whereas the copying of the text of the Reading Cards and the questions is really an additional item meant only for very quick students.

Or the teacher may use the steps precisely as they are in order, only each step is shortened in its treatment according to the need of his class and the available time.

CHAPTER III

THE RESULT OF THE TESTING OUT OF THE PRESENT METHOD AND THAT BY MEANS OF THE READING BOXES

A. The Description of the Progress

In this discussion we will see the description of the progress of both, namely that of the present method - the one being used at present - and that of the method by means of the Reading Boxes. For the sake of comparison, one class of S.M.A. Stella Duce, Jogja - karta, IH, was taught reading by means of the present method for one period a fortnight, from February 4, 1971 until July 29, 1971, and also by means of Reading Boxes for one period a week from February 1, 1971 until July 5, 1971.

1. The Present Method

When we discuss this method we will never come to an exact conclusion or measurement, since it is really impossible to try to measure the progress and the speed of the teaching precisely. Nor can we measure exactly the progress and the ability of the students. Though the reading pieces are carefully graded the mistakes they have made before might come up again after some reading lessons. So an effort to have a satisfying result out of this observation would only result in failure.

The first step, the warming-up activity, ran

smoothly as soon as the students got used to it. They responded the teacher automatically so that this step took only 1 - 2 minutes.

In the second step - reading aloud - the teacher had to read at least twice, once at normal speed and the second time very slowly. After the first reading most of the students did not understand the passage yet, so the second reading was an artificially slow one. This helped the students much in grasping the content of the passage though many of them still had difficult word to look up.

The length of this step could not be fixed. It depended very much on the length of the passage itself. Usually, 4 - 7 minutes were spent on this step. The first reading passage used - The Fowl with One Leg - took 4 minutes.

The third step - explain some key words - took quite a long time when it was wholly done in English because the teacher had to repeat the same words or sentences again and again as almost none of the students had understood him. The more English words were used the more confused the students became. So finally the words written on the blackboard were just translated into Indonesian. When much English was used in explaining the words this step took 5 minutes, but the following times when the explanation was written in English and then the meaning in Indonesian was directly given it took 3 minutes at the longest.

As we have seen in the first chapter, the key words may vary from 3 to 7, depending on the length and the difficulty of the passage. For "The Fowl with One

leg" the teacher helped the students by giving the meaning of 8 words. But it proved that some students still struggled with difficult words. However, the teacher let them use their dictionaries as a challenge for them to get to the content of the passage by themselves.

When they were asked to read silently in the fourth step the atmosphere of the class could not really be silent as they always wanted to ask their neighbours about some words in the passage which they did not yet understand. Some students were quick readers but many others were very slow. This was why the teacher had to decide the length of this step. It varied from 7 to 12 minutes, because to wait until every student was ready would be an endless job.

Therefore when the fifth step - asking the questions - started some of the students had not finished their silent reading yet. Considering that having the question - answer process orally would not be clear to most of the students and take too long a time the teacher asked 10 students to come forward at once to answer the questions on the blackboards. The three blackboards in the class were divided into nine, and nine students worked at the same time; when the first had finished the tenth student started hers.

When all of the ten students had gone back to their chairs the teacher started to correct their answers. Since the students were asked to answer the questions in complete sentences many grammatical mistakes were found for the first time, especially the predicate of a sentence which constituted quite an obstacle for them.

For example the questions in 'The Fowl with One Leg' :

1. For what purpose did the gentleman invite his friends?

2. What did he plan to serve to his guest ? etc.

On the first day almost all of them agreed with the first writers - the students who had written the answers on the blackboards - that the answers to these questions should be :

1. The gentleman invite his friends for dinner.

2. He plan to serve some fowls to his guests.

Only 2 students, the one who had answered number 2 and number 8, had correct predicates in their sentences.

Their answers are :

2. He planned to serve some fowls to his guests.

8. He gave the answer to the master that he had bought it so.

Here some students even protested that in number 2 the predicate was wrong.

The teacher corrected all these mistakes - besides the predicates there were many spelling mistakes - and explained that if there is 'did' in a question the answer may not use 'did' any longer. The verb which functions as a predicate in the sentence should be in its past form instead.

For the first four or five teachings of comprehensive reading in this way there were still students who made the same mistakes, but gradually after that the class showed improvement in this case. This improvement was kept on by giving the students comprehensive reading regularly, at least once a fortnight.

In the last step - make notes - the teacher was walking almost the whole time to see the words they were copying. (They copied only the key-words because they already had the questions in their book whereas the answers on the blackboards need not be copied). They usually made spelling mistakes. This step only took 2 to 3 minutes.

So as a whole teaching comprehensive reading in this way took 40 to 50 minutes, while the improvement could be seen only after some 6 teaching periods, particularly in :

- a. Pronouncing the English words.
- b. Cutting sentences in the right way.
- c. Building up correct and complete sentences.
- d. Writing the words correctly without any spelling mistakes.
- e. Understanding more quickly the content of the passage, though for many students this improvement cannot be clearly seen as it depends also on the difficulty of the passage itself.

So far we have seen the picture of the progress of the present method in class and how far it can influence the students in their ability to get improvement in their comprehensive reading. Also the length of a real practice of this method has been shown.

Next we will see the description of the result of the teaching by means of the Reading Boxes.

2. The Method by Means of The Reading Boxes

In order to present a full description of



whole process of the teaching by means of the Reading Boxes, as we have stated earlier, one class has been especially taught and carefully observed for about one semester, namely from February 1, 1971 until July 5, 1971.

Below will be the result of the close observation of the teaching at IH, S.H.A. Stella Duce, Jogja - karta. It is stated here systematically according to the order of the 9 steps.

The first time to carry it out was on February 1, 1971. The teacher gave a test to the class in the same form and with the same material as shown in Chapter II. The teaching steps were treated as fully as they are in the lesson - plan. Only after the first time, the introduction of the lesson in the first step was omitted as it was not necessary anymore.

The following is a list of the names of the students of IH and the result of the test for every student.

CLASS : IH		YEAR : 1971				
NUM:	NAME	underlined words	right	wrong	mark	RC
1	Budiasih	14	6	8	-2	11
2	Ekaningsih	8	7	1	6	20
3	Endang Krisnawa- ti	13	6	7	-1	13
4	Endang Sri War - dhani	10	4	6	-2	11
5	Endang Suprijati	7	5	2	3	17
6	Hardani	10	10	0	10	23
7	Hartati Daniswo- ro	12	3	9	-6	4
8	Hartati Handaja- ningsih	8	5	3	2	15
9	Indarti	9	7	2	5	19
10	Isti Hapsari	16	4	12	-8	2
11	Juliana	15	5	10	-5	7
12	Jumaeny	12	3	9	-6	5
13	Juwirini	7	6	1	5	20
14	Kristiani	7	7	0	7	21
15	Kristiastuti	11	2	9	-7	3
16	Kussamsinah	14	6	8	-2	12
17	Nardiwinarni	10	5	5	0	14
18	Mudjihartati	9	1	8	-7	4
19	Murwantini	9	8	1	7	22
20	Nareswari	12	7	5	2	16
21	Ning Widajati	14	3	11	-8	2
22	Prijastuti	11	1	10	-9	1
23	Ruki Werni	17	6	11	-5	7
24	Sitti Issure- djinah	11	9	2	7	22
25	Sitti Sulandja- ri	13	4	9	-5	8
26	Sri Hartati	7	4	3	1	14
27	Sri Mudjiwati	8	1	7	-6	5
28	Sri Sudarti	10	6	4	2	16
29	Sri Suhardjinah	11	5	6	-1	13
30	Sri Subarni	13	4	9	-5	8
31	Sri Sunarwati	14	3	11	-8	3
32	Sri Suprijatun	10	6	4	2	17
33	Sri Wahjuti	13	7	6	1	15

CLASS : IH		YEAR : 1971				
NUM:	NAME	underlined words	right	wrong	mark	RC
34	Sri Widajati	5	4	1	3	18
35	Sudarnijati	8	7	1	6	21
36	Sudarmini	11	10	1	9	23
37	Sugiharti	10	3	7	-4	9
38	Sukadarjati	14	6	8	-2	12
39	Sulwidajanti	11	7	4	3	18
40	Sunar Mutuwati	17	2	15	-13	1
41	Suprihati	13	5	8	-3	10
42	Suprijanti Rahaju	12	3	9	-6	6
43	Titik Juniarti	10	7	3	4	19
44	Titik Sulistijawati	12	4	8	-4	9
45	Warsiati	16	5	11	-6	6
46	Widajanti	9	3	6	-3	10

It turned out that the most clever student was Hardani who got 10, while the slowest one was Sunar Mutuwati who got - 13 for her test.

Based on these marks the arrangement of the Reading Card for each student was carried out in the same way as shown in Chapter II. The slowest student, Sunar Mutuwati, got RC/1 whereas the most clever one, Hardani, got RC/23, the first biggest number in this class. (The class consists of 46 students).

Then the teacher made a permanent and practical list as follows :

		CLASS : IX					YEAR : 1971							
NO	NAME	8/2	1/3	15/3	29/3	26/4	10/5	24/5	15/2	8/3	22/3	5/4	3/5	17/5
1	Sunar Murtuwati	1	2	3	4	5	6	7	8	9	10	11	12	13
2	Prijastuti	1	2	3	4	5	6	7	8	9	10	11	12	13
3	Isti Hapsari	2	3	4	5	6	7	8	9	10	11	12	13	14
4	Ning Widajati	2	3	4	5	6	7	8	9	10	11	12	13	14
5	Sri Sunarjati	3	4	5	6	7	8	9	10	11	12	13	14	15
6	Kristiastuti	3	4	5	6	7	8	9	10	11	12	13	14	15
7	Mudjihartati	4	5	6	7	8	9	10	11	12	13	14	15	16
8	Hartati Denisworo	4	5	6	7	8	9	10	11	12	13	14	15	16
9	Jumaeny	5	6	7	8	9	10	11	12	13	14	15	16	17
10	Sri Mudjiati	5	6	7	8	9	10	11	12	13	14	15	16	17
11	Suprijanti Rahaju	6	7	8	9	10	11	12	13	14	15	16	17	18
12	Warsiati	6	7	8	9	10	11	12	13	14	15	16	17	18
13	Juliana	7	8	9	10	11	12	13	14	15	16	17	18	19
14	Ruki Warni	7	8	9	10	11	12	13	14	15	16	17	18	19
15	Siti Sulandjari	8	9	10	11	12	13	14	15	16	17	18	19	20
16	Sri Suharni	8	9	10	11	12	13	14	15	16	17	18	19	20
17	Sugiharti	9	10	11	12	13	14	15	16	17	18	19	20	21
18	Titik Sulistijawati	9	10	11	12	13	14	15	16	17	18	19	20	21
19	Suprihati	10	11	12	13	14	15	16	17	18	19	20	21	22
20	Widajanti	10	11	12	13	14	15	16	17	18	19	20	21	22
21	Budiasih	11	12	13	14	15	16	17	18	19	20	21	22	23
22	Endang Sri Wardhani	11	12	13	14	15	16	17	18	19	20	21	22	23
23	Kussamsinah	12	13	14	15	16	17	18	19	20	21	22	23	24
24	Sukadarjati	12	13	14	15	16	17	18	19	20	21	22	23	24
25	Endang Krisnawati	13	14	15	16	17	18	19	20	21	22	23	24	25
26	Sri Suhardjinah	13	14	15	16	17	18	19	20	21	22	23	24	25
27	Nardiwinarni	14	15	16	17	18	19	20	21	22	23	24	25	26
28	Sri Hartati	14	15	16	17	18	19	20	21	22	23	24	25	26
29	Sri Wahjuti	15	16	17	18	19	20	21	22	23	24	25	26	27
30	Hartati Handajeningsih	15	16	17	18	19	20	21	22	23	24	25	26	27
31	Nareswari	16	17	18	19	20	21	22	23	24	25	26	27	28
32	Sri Sudarti	16	17	18	19	20	21	22	23	24	25	26	27	28
33	Sri Suprijatun	17	18	19	20	21	22	23	24	25	26	27	28	29
34	Endang Suprijati	17	18	19	20	21	22	23	24	25	26	27	28	29

		CLASS : IH					YEAR : 1971							
NUM	NAME	8/2	1/3	15/3	29/3	26/4	10/5	24/5	15/2	8/3	22/3	5/4	3/5	17/5
35	Sri Widajati	18	19	20	21	22	23	24	25	26	27	28	29	30
36	Sulwidajanti	18	19	20	21	22	23	24	25	26	27	28	29	30
37	Titik Juniarti	19	20	21	22	23	24	25	26	27	28	29	30	8
38	Indarti	19	20	21	22	23	24	25	26	27	28	29	30	8
39	Juwirini	20	21	22	23	24	25	26	27	28	29	30	8	9
40	Ekaningsih	20	21	22	23	24	25	26	27	28	29	30	8	9
41	Sudarnijati	21	22	23	24	25	26	27	28	29	30	8	9	10
42	Kristiani	21	22	23	24	25	26	27	28	29	30	8	9	10
43	Nurwantini	22	23	24	25	26	27	28	29	30	8	9	10	11
44	Sitti Issura- djimah	22	23	24	25	26	27	28	29	30	8	9	10	11
45	Sudarnini	23	24	25	26	27	28	29	30	8	9	10	11	12
46	Hardani	23	24	25	26	27	28	29	30	8	9	10	11	12

The cards were used in this class for the first time on February 1, 1971. The first step - warming up activity - took more than 5 minutes because there was quite a long introduction on the procedure the students would undergo. Besides, many questions from them had to be answered. But from February 15 onward this step took only 1 - 2 minutes.

The second step, when the teacher called the students one by one to take the Reading Cards, took 3 minutes.

The third and fourth step - have them read silently and take the Question Cards - went on smoothly without any disturbance in the class. Nobody would ask her neighbours, and many of the students made use of their dictionaries. Almost 4 minutes had passed after the distribution of the cards when the first student came

forward to take her Question Card. The others followed soon after her, until the last student came forward to take hers, 17 minutes after the distribution of the cards.

In the fifth step - start with the questions-the teacher could really see the ability of each student to get the content of the passage. The quickest student could answer her Question Card within 2 minutes. This happened on the first day, February 8, 1971. The longest time for her to answer the questions was on Monday, March 29, 1971 when she got RC/29 'A Giant Among Men'. It took her 4 minutes to answer this Question Card. The slowest ones were not always the same every time. Until each student could show her answers to the teacher before taking out her Answer Card it could be measured that the slowest student would spend 10 to 15 minutes on this step.

When they showed their answers the teacher could see that some answers were brief but others were already in complete sentences, though the teacher had said before that they were just to answer the questions briefly. When he saw this he did not discourage them, but only said that during the eighth step - the Do Cards - they should develop only the answers which had not yet been put in complete sentences.

The sixth step - let them take the Answer Cards- ran without any difficulty. Every student came forward to show her answers just after she had finished her Question Card. From the time each student came to take her card until she was back at her desk it took her only about 1 to 2 minutes. (The students closer to the

teacher's table were quicker than those at the back).

In the seventh step - let them check the answers - there were no questions whatsoever as the answers on the cards are clear-cut, and therefore the students could directly decide whether their answers were right or not.

On the first day 3 quick students could finish their checking within less than 2 minutes. But later on in March, April and May their number increased. Only in June some became a bit slower because many of the weak students had then got the cards with the higher numbers. Anyhow, so far there had been nobody checking her answers longer than 7 minutes.

The eighth step - let them take the Do Cards - has never been reached by all students, and the teacher did not care since this step is only supplementary. At the utmost there were 33 out of 46 students who could take the Do Cards. This happened on March 8, 1971. Then the amount became less and less, and sometimes the same as before, until Monday, June 21 when only 29 out of 46 students took the Do Cards. And then it always turned out that not all of those who had taken the Do Cards could finish all the exercises. Only some students, varying from 10 to 15 could finish the exercises well.

This step was the longest of all, as it took the quickest student at least 10 minutes to go through her card. The length of time for those who could finish the exercises varied from 10 to 25 minutes. This comparatively long time was the result of the fact that on the cards the students were asked to :

- A. develop their answers so that they become complete sentences, and
- B. do the miscellaneous exercises.

In the ninth step only 3 - 4 students could finish copying the texts of their Reading Cards and 1 - 2 students could finish copying the texts of their Reading Cards and Question Cards. They were always the same students because those who could reach this step had really to be the top students of the class.

Copying the texts like this would take 5 to 10 minutes for each of them since the speed of copying was not the same for every student.

So when we want to measure the ability of the students in the whole process we will come to the facts that :

1. the most brilliant student in the class could finish her complete work within 30 minutes.
2. the most stupid one finished her work within 40 minutes only up to the fifth step. So when the teacher asked them to stop all their activities - 5 minutes before the bell - she had finished her answers, but could not go to the checking step.
3. 29 - 33 out of 46 students could take the Do Cards, but only 10 - 15 of them could finish all the exercises.
4. 3 - 4 out of 46 students were able to copy the texts of their Reading Cards, and 1 - 2 of them could finish copying the texts of their Reading Cards and Question Cards.
5. when time was up all of them had finished an-

swering the questions in the fifth step, which was the most important of all.

B. The Advantages and the Disadvantages

1. The Present Method

Below are all the advantages and the disadvantages of the method taken so far, the present method.

The advantages :

1. When the teacher reads the passage aloud the students will be influenced, especially in cutting the sentences and pronouncing the words.
2. Some difficult words are already given by the teacher, therefore the students only have to look up the rest of the difficult words in their dictionaries. This makes them understand the passage more quickly.
3. All students are given the same reading material and then asked to write full sentences as their answers to the given questions. All this will be exactly alike in the examinations. So this is a good exercise for them to face the examinations later on.
4. When the teacher gives them turns in reading aloud it will be very advantageous for everybody to learn to pronounce English.
5. The key-words they have copied will be an aid for them when they read and come across the same words again. Particularly when they reread the same passage at home.

Besides these advantages it has its disadvantages, namely :

- a. When the teacher has to read the passage twice or three times too much time will be consumed.
- b. The class cannot be silent as they always ask their neighbours about the meanings of the words or the answers to the given questions. This happens because the material for all of them is the same while the class consists partly of slow students and partly of quick ones.
- c. The slow students usually do not work hard in class because they hope that the more clever ones will solve the problems for them all. This is the result of the fact that the same material creates the same problems for all of the students.
- d. Reading the same materials needs the same books for everybody. This is hard to carry out, particularly in small towns where books are difficult to get.
- e. When the students write the answers on the blackboards everybody should wait patiently for them since it takes a long time to do so. However, when the question - answer is done orally the result will be worse, for most of the students cannot catch what is said. So the teacher must repeat the answer again, correct it if necessary, or write it on the blackboard. All this will be even longer.

- f. When a student gives the wrong answer the teacher has to correct it by first arousing the attention of all of them so that they can participate in correcting the mistake. In practice when this is done for every wrong answer it will take much time.
- g. When the students have no books the teacher should always write the reading material on the blackboard before the real lesson starts. Copying a passage from the blackboard always takes a long time. May be 2 periods are just used for this purpose, especially when the class has only one blackboard. Then if the students have got the reading material, the teacher should write the questions on the blackboard every time they start their lesson. All this will be very hard for them all, especially for the teacher.
- h. When they are copying the reading material, the questions, and the key-words from the blackboards, there are always many spelling mistakes in their notes.
- i. Not all students can participate in the class activities at the same time because there are many students in the class whereas the turns and the time are limited.

2. The Method by Means of the Reading Boxes

The advantages of this method are :

- a. The Reading Cards can be made from waste materials, though it may take some time to col-

lect enough cards. So once we try, we must try to get enough materials for one academic year by having some fifty or sixty cards of graded levels of difficulty.

- b. They enable the students to get some amount of reading experience even when the class is big, the teaching hours are limited and no books are available.
- c. This method permits each student to work individually at the rate of progress suited to his own ability without wasting his time waiting for his slow classmates. He can do much for himself while the slow students can work peacefully since they do not feel that others are waiting for them. This is its biggest advantage, especially in its silent reading.
- d. The teacher can provide reading experience somewhat frequently for his students with a minimum of preparation and trouble. (This is of great importance for the teacher at present because, as we have seen, being underpaid he is always occupied with all the problems and possible efforts to survive)
- e. It is possible for the teacher to provide a quite detailed grading of the level of difficulty of the materials. Thus students with widely different levels of achievement can use the same box.
- f. Each student can check his work himself, though the teacher should walk in the aisles

once awhile to make occasional checks, and supervise generally.

- g. The teacher does not have to teach the whole class, and this gives him more opportunities to help individual students or groups. Without this it is impossible to help the individual students of a big class within such a limited time.
- h. There are more opportunities - through the Do Cards - for each student to improve himself after he has accomplished his reading with its right answers.
- i. The speed of reading of the students can be gradually graded by having every time a card of different level within the same length of period.
- j. This method implants a deep self - confidence into each student without him feeling inferior to the others.

The disadvantages are :

- a. For the first time at the beginning it needs quite a careful preparation and hard work on the part of the teacher.
- b. The students are given different reading materials, some are very easy and others are difficult, whereas the passage in the examination or test is always the same for everybody. (This disadvantage can be covered only by having a comprehensive reading test after everybody has gone through all the cards, or

by having the present method as a preparation to face the occasional tests).

- c. When we always use this method - say once a week - there will not be enough exercises for the students in reading aloud. This will result their inability in cutting the sentences and pronouncing the words correctly.

CHAPTER IV

CONCLUSION

In order to give an overall picture of what has been discussed so far in the preceding chapters a summary of the main points will be presented below.

In the Introduction the unsatisfactory result of teaching English at the S.M.A. Gaja Baru is put forward. We can see that many people graduated from the S.M.A. Gaja Baru cannot use their English, neither actively nor passively. It is even worse when they continue for further studies at the university level because some of them really do not know English whereas most of the books used are English.

Since Comprehensive Reading is an absolute part of the final examination at the S.M.A. Gaja Baru, and it is impossible at the same time to cover all the areas of English teaching, this thesis will only limit itself to that particular element, namely to the teaching of Comprehensive Reading in the first class of the S.M.A. Gaja Baru.

In Chapter One some light is thrown on the way Comprehensive Reading is being taught at the S.M.A. Gaja Baru at present. The school system which we have nowadays is described first. Then follow the other factors which are involved in the process of the teaching of Reading such as the aims of the reading lesson and the types of reading itself.

In this chapter some other factors in the teaching in the first class of the S.M.A. Gaja Baru are also put forward because the writer considers them to have quite a great influence upon the whole process of the teaching. They are the objectives of teaching English at the S.M.A. Gaja Baru, the teaching hours, the learners, the teachers, the school and the materials used.

To end this chapter the seven steps of teaching Comprehensive Reading at present followed by its sample lesson are put into details so that the procedure and the steps carried out are clear.

Chapter Two is considered to be the main part since it is for this purpose that this thesis is written. Here the discussion is on the teaching Comprehensive Reading in the first class of the S.M.A. Gaja Baru by means of Reading Boxes. All the four cards used - Reading Cards, Question Cards, Answer Cards and Do Cards - are clearly described. Then come the purpose of these Reading Boxes, the samples of the cards, the teaching steps and a sample lesson by means of this method. All activities that the teacher and his students will undergo in this procedure are exposed here, starting from the comprehensive test to determine the card for every student until the end of the lesson, collecting the cards from the students.

The last item in this chapter is the treatment of the nine steps. The explanation here is of great importance to prevent the teacher from merely following this procedure without even adapting it to the facilities he has and the situation he is in. Some schools

have undoubtedly much better facilities and longer teaching periods than others. This should be put into consideration. In short, the teacher should use his discretion in the treatment of this method.

In Chapter Three we can see the result of the testing out of the present method and that by means of the Reading Boxes. One class has been specially observed for this purpose and it turns out that in many cases teaching Comprehensive Reading by means of Reading Boxes has a better result than that by means of the present method. To see the progress of the students taught by means of Reading Boxes is easier than that by means of the present method. Moreover, the teaching by means of Reading Boxes has more advantages than the other one. As a comparison we enumerate for the present method 5 advantages and 9 disadvantages and for the one by means of Reading Boxes 10 advantages and 3 disadvantages.

This supports the main reason why the writer prefers the method by means of Reading Boxes to the present method as it is being used now, though he still firmly believes that the two can cover the shortcomings of each other and form a good pair only by being used together - but not at the same time - in the whole process of the teaching of reading.

APPENDIX

1. Reading Cards.

RC/5

AN ABSENT-MINDED BISHOP

Read carefully :

A very absent-minded bishop was once travelling by train in his diocese, and when the ticket-collector came for the tickets, the bishop could not find his.

"Never mind my lord," said the ticket-collector, who knew him well. "It will do at the next station."

But at the next station there was the same difficulty : the bishop could not find his ticket anywhere.

"Don't bother about it, it really does not matter," said the ticket-collector kindly.

"No, no, I must find it," said the bishop in distress, turning out his pocket as he spoke. "I want to know where I am going."

RC/6

THE CHEQUE

Read carefully :

An Englishman, a Scotsman, and an Irishman each owed a friend of theirs a pound. The man died. They agreed that their debts were debts of honour and must be paid, and each one should go to the dead man's house, leave a pound and ask that it should be buried with him as he had no relatives.

The Englishman went and left a pound; so did the Irishman. The Scotsman went to the house, took the two pounds, wrote a cheque for three pounds, and asked that it should be buried with the dead man.

But the undertaker was a Welshman. He found the cheque, cashed it and kept the money.

RC/7

BARKING DOGS SELDOM BITE

Read carefully :

On his way to school Djeno has to pass a farm where there is a very noisy dog who always flies out and barks at him. Djeno is frightened of this dog, and always jumps off his bicycle when he gets to the farm. He feels safer with his bicycle between him and the dog.

One morning the dog barked so loud that Djeno did not dare go on, and stood in the middle of the road crying. By and by the farmer came out, called the dog to him, and put him on a chain.

"You need not be frightened of poor Blackie," he said to Djeno. "Don't you know that barking dogs seldom bite?"

"Yes," sobbed Djeno, "I know that. But does the dog know it, too?"

(From : My First English Reader I)

RC/8

ISSAC NEWTON AND THE EGG

Read carefully :

There is one funny story about Isaac Newton, the famous scientist. Like many other scientists Newton was also a very absent-minded man.

Once his servant came to his laboratory and brought an egg which she wished to boil over his alcohol lamp. Newton was busy thinking about some problem and wished to be alone. He told her to leave. He said that he could boil the egg later. So the servant gave Newton her watch and told him to boil the egg exactly three minutes.

A little while later the servant returned. Naturally she was greatly surprised to see Newton with the egg still in his hand. However, he had put the watch into the water, and the watch was now boiling merrily.

RC/9

OUT

Read carefully :

"When Mr. Immang comes Ida," said a gentleman to his servant, "tell him I am not at home. I don't want to see him again."

"Very well, sir," said Ida.

A few hours later Mr. Immang came to the house and rang the bell.

"Good afternoon," he said to the servant, "is your master at home?"

"The master is out," she replied.

"What a pity," said he. "Could I see your mistress instead?"

"The mistress is out, too," said the servant.

"In that case," said Mr. Immang, "I'd better come and wait by the fire inside till they return."

"The fire is also out," said Ida with a smile, and quietly closed the door.

(From: My First English Reader I)

RC/10

THE GIRL AND HER EGGS

Read carefully :

One day a girl was going to the city from her home to sell a lot of eggs, which she was carrying in one basket.

"When I have sold all these eggs," she said to herself, "I shall have a lot of money. I shall be able to buy some new clothes and perhaps a pair of nylon stockings. Everybody will look at me and say : "How beautiful she is!"

Just at that moment a big bus was coming round a corner of the road behind her. She did not hear it until it was quite near. Then she jumped out of the way. But in doing this she let her basket fall and broke

all her eggs. The people in the bus laughed, and one of them shouted : "You should never carry all your eggs in one basket."

(From : Reading and Understanding IA)

RC/11

THE BISHOP AND THE SERVANT

Read carefully :

A certain bishop was paying a visit to a friend who had a large house in the country. On the first morning after his arrival the butler handed the servant a large jug of hot water and told him to carry it to the bishop's room.

"Knock at the door," said the butler, "and when the bishop asks who is there, say : 'it is the boy, my lord.'"

The servant was new and very nervous. He climbed the stairs to the visitor's apartment and knocked softly.

"Who is it?" came the bishop's voice from within.

"It's - it's the Lord my boy," replied the little boy.

(From : My First English Reader I)

RC/12

JONATHAN SWIFT AND HIS SERVANT

Read carefully :

The following story is told about Jonathan Swift, who was a famous English writer. One morning when Swift was dressing, he found that his shoes were covered with mud. He called his servant to him and said : "My shoes are covered with mud. Why did not you clean them? You are supposed to clean them each night."

"I thought it was useless to clean them in such

bad weather," the servant said. "They will become dirty again in a short time."

Later in that day, when the servant appeared for dinner, there was no food on the table for him. He went to Swift and asked the reason for this.

"I thought it was useless for you to eat," Swift said, "because you will become hungry again in a short time."

(From : Exercises in English Conversation)

RC/13

AN ITALIAN VISITOR

Read carefully :

An Italian was once visiting New York city. He wished to take a walk in order to see the city, but he was afraid that he would get lost because he did not know a word of English. Thereafter, after leaving the hotel, he stopped at the first corner and carefully copied in his note-book the name of the street on which his hotel was located. Then he walked on. Finally, however he got lost.

Some hours later he arrived at a police-station. After a good deal of confused conversation, an interpreter was called. The Italian explained to the interpreter that although he did not know the name of his hotel, he did know the name of the street on which it was located. He then showed the interpreter what he had copied in his book. The words which he so carefully copied were : "One Way Street".

(From : Reading Material for S.M.A. S.D. I)

RC/14

A HAIR-CUT FOR NOTHING

Read carefully :

A gentleman came to a barber's shop with a small

boy. He wanted the barber to cut his hair first, because he had an appointment in the neighbourhood, which would take him about half an hour.

The barber set to work at once and had soon cut and washed the man's hair. Now the latter helped the boy into the small chair, told him to be patient, and left the shop.

When the boy's hair-cut was finished, the gentleman had not returned, and the barber said to the child: "Sit down there on the corner, boy, and don't worry; I am sure your father will come back."

The boy looked startled. "He is not my father," he said. "I do not know him. He just came up to me in the street and said, 'Come along boy, let's both get a hair-cut.'"

(From : Reading and Understanding IA)

RC/15

THE INDIAN WHO COULD FORETELL THE WEATHER

Read carefully :

Two men were travelling in a very wild and lonely part of America. For days they had not even seen a house, only a few huts made of woods, or tents made of skins. Then one day they met an old Indian who earned his living by trapping animals for the fur.

They found that he knew their language and they had a little conversation with him.

One of them asked him if he could tell them what the weather would be like within the next few days.

"Oh, yes," he said. "Rain is coming, and the wind. Then there will be bright sunshine."

"Isn't that wonderful?" said one man to his friend. "These old Indians know more of the secrets of Nature than we do with all our science. They have not been spoiled by civilization." Then he returned to the old Indian.

"Tell me," he said, "how do you know all that?"

"I heard it on the radio."

(From: My First English Reader I)

RC/16

THE ANTS AND THE GRASSHOPPER

Read carefully :

Aesop was a famous story-teller who lived in Greece hundreds of years ago. His stories were all about animals. There are called fables. Among the many stories of Aesop, there is one about a grasshopper and some ants. The story teaches us that it is always best to prepare for the future.

One autumn day, some ants were busy in a field. A grasshopper came along.

"What are you doing?" said the grasshopper.

"We are gathering food and preparing our home for the winter," the ants said.

"But why are you working so hard?" said the grasshopper. "In such beautiful weather it is better to sing and dance."

The winter came and the weather grew very cold. Snow covered the ground. The grasshopper was cold and hungry. He met some of the ants.

"Please, give me some food," he said. "I am cold and hungry."

"What did you do last summer?" the ants said.

"I sang and danced," was the grasshopper.

"Then you can sing and dance now," said the ants.

(From : Reading and Understanding IA)

RC/17

THE BEGGAR AND THE MUSICIAN

Read carefully :

In one of the streets in Vienna a blind beggar used to stand every morning and play the violin. Beside him sat his dog holding a cap in his mouth. Passers-by often took pity on the blind man, and dropped coppers into the cap.

But one night he had played for a long time without getting anything, and he began to think that he

would have to go to bed without any supper. He felt so sad that he stopped playing. Just then a gentleman, who was passing, stopped and spoke to him. "You are very tired," he said. "Give me your violin, and I will play a little while for you."

The blind man gave it to him, and the stranger tuned it and began to play. He had played only a few notes when a crowd of music-loving people began to gather, and he played so sweetly that not one of the crowd moved away until the music stopped. Then everyone present dropped some money into the beggar's cap, which at last grew so heavily that the dog could scarcely hold it.

The stranger who had played for the old man was the greatest musician in Vienna. Thus the beggar earned enough that night to pay for many suppers.

(From : Reading and Understanding IA)

RC/18

A FRENCHMAN AND THE EGGS

Read carefully :

A Frenchman was once travelling in England. He could speak English fairly well but his vocabulary was not large. Once for example, he was eating in a small country hotel, and he wanted to order some eggs. But he could not remember the word for egg.

"What is the name of that bird?" he asked the waiter, when suddenly through the window he saw a rooster walking in the yard.

"It is called a rooster," the waiter said.

"What is the rooster's wife called in English?"

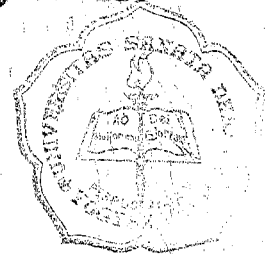
"She is called a hen," the waiter answered.

"And what are the hen's children called?" the Frenchman next asked.

"They are called chickens," the waiter told him.

"What are the chickens called before they are born?" the Frenchman asked.

"They are called eggs," the waiter said.



"Fine," said the Frenchman. "Please, bring me two, with some coffee and some toast."

(From : Reading Material for S.M.A. S.D.I)

RC/19

WILLIAM SHAKESPEARE

Read carefully :

Although Shakespeare is the greatest English writer that ever lived we do not know much about his life. He lived a very long time ago, and in those days the only people about whom men wrote were lords or very rich men. Shakespeare was an actor and a writer of plays, and people did not think then that the theatre was important for history.

Shakespeare was born in the year 1554 and died in 1616, so he lived in the time of Queen Elizabeth and King James the First. The house in which he was born may still be seen. It is in the town of Stratford on the river Avon. At that time Stratford was really a large village, and its people were chiefly farmers.

William's father, whose name was John, used to buy and sell corn.

RC/20

THE ENGLISHMAN IN CHINA

Read carefully :

An Englishman who spoke no language but his own, was once travelling in China, in the East of Asia. One day he passed a restaurant and as he felt rather hungry, he thought that he had better go in and have something for dinner there. But unfortunately he could scarcely speak a single word of Chinese, so he was obliged to make himself understood by gesticulations.

When the waiter asked him politely what he was going to have he simply pointed to his mouth and rubbed

his stomach. The waiter brought him a meat-pie and as he had a very good appetite he ate it all. He thought the pie excellent and he wanted the waiter to tell him what he had eaten.

So when the Chinaman came to clear away the dinner things, Jon Bull pointed to the empty dish, and quacked like a duck, "Quack, quack." But the waiter at once shook his head and barked like a dog, "Bow, bow!"

So the traveller knew that he had eaten dog's flesh.

(From : Reading and Understanding IA)

RC/21

THE KANTJIL AND THE GOAT

Read carefully :

One very hot and dry season, when all the rivers were dry, a kantjil looked about all day in vain for water to drink.

At last he thought of an old well in the middle of a field near a village, and he went to it as quickly as he could. When he came there he found that he could not get to the water. He tried again and again to reach it, and at last he tumbled into the well.

He was not hurt very much as the well was not deep, so he was glad enough to drink. When he had finished drinking, he wished to get out. The sides of the well, however were so steep, that he could not jump out. The next morning a goat came to the well, and seeing the Kantjil there, said : "Is the water good?" "Oh!" said the Kantjil, "come down, my friend; it is so good that I cannot stop drinking it."

Down jumped the goat at once, but as soon as he was down, the Kantjil leaped on his back, and in a moment was out of the well again.

The poor goat saw how foolish he had been to listen to the cunning Kantjil.

(From : Menghadapi Udjian Penghabisan Inggris)

RC/22

THE DOG THAT MADE HISTORY

Read carefully :

One day when a seven-year-old boy and his dog were walking through the woods in Kentucky(U.S.A.), they came to a cave. The boy went into it to see the inside.

Suddenly a very big piece of rock fell from the roof of the cave, blocking the entrance. The boy could not get out of the cave, and the dog was left outside. The dog barked a few times, as if to say to his master: "Please, come out." But the only answer he got was the sound of his master's crying.

Then the dog went to the nearest house, where a man lived with his family. There he barked until the man knew that something was wrong. The man and some of his friends followed the dog which led them through the woods. At last they reached the cave, and there the dog stopped, barking all the time. The men saw the big stone that blocked the entrance. They rolled it away, and to their surprise, they saw a boy step out.

The boy was Abraham Lincoln, who was to become one of the famous presidents of the U.S.A.

RC/23

THE IGNORANT PROFESSOR

Read carefully :

Once a professor decided to go boating. He found a boat by the sea-shore and an old sailor, who offered to row him. As he was rowing, to tease the simple sailor, the professor asked him : "Do you know Geometry?"

"Never heard of it," said the sailor. "I am sorry for you my poor young man," said the professor, "one quarter of your life is lost."

After sometime the professor asked the sailor: "What do you know of History?" "What is that?" said the sailor who had never been to school.

"Oh, my chap," said the professor, "one half of your life is lost."

The professor was enjoying himself. "At least you must know Astronomy," he said with a smile.

"No," muttered the sailor.

"What a pity," said the other, "three quarters of your life is lost."

Just then a storm arose. The little boat began to rock dangerously and soon to fill with water.

"Do you know how to swim?" the sailor asked the professor.

"No, no," stammered the professor who was terrified. "Well, I am sorry for you my poor man," said the sailor, "your whole life is lost."

And he jumped out and swam ashore.

(From: Menghadapi Ujian Penghabisan Bahasa Inggris)

RC/24

THE HOTEL

Read carefully :

We went to the office in the hall and asked the lady-clerk for a room. "Have you a vacant room for two persons?" said Ame.

"Yes, sir. On the third floor." "Is it a front or a back room?"

"It is a front room. You have a nice view of the square."

"Can we have a look at it?" "Yes, sir."

"Porter, will you show these gentlemen number 83?"

"Here is the lift, gentlemen," said the porter.

We stepped in, and in a few seconds we were in a fine room which we took for Rp 200,- a day. The price included bed, bath and breakfast. We resolved to take lunch and dinner in a restaurant, for full board at a hotel is rather dear. The beds were alright. The sheets were as white as snow. There was one blanket

on each bed.

The first thing we wanted was a good wash. There was hot and cold water. We unpacked our boxes, took a cake of soap, a towel, tooth paste and a comb, and soon the job was finished. As we were hungry and thirsty, we went downstairs to the restaurant and had a couple of buns and a glass of milk. They had picture-postcards on sale here, and this reminded us that we had to write home. We did so, took the postcards to the pillar-box in the street, and went to bed, for we really needed a good night's rest.

RC/25

SIR WALTER RALEIGH

Read carefully :

In the reign of Queen Elizabeth, two plants were for the first time introduced to England, which are now very much used, the tobacco and the potato.

Sir Walter Raleigh had sailed to America, and brought these plants back. During his stay in America he had seen the Indians smoke and soon he had begun to smoke himself. After he had returned to England, he was sitting by the fire, when suddenly he heard someone enter. It was his man-servant, who had never seen anybody smoke and did not know that tobacco existed. So when he saw his master enveloped in smoke he thought the latter to be on fire and ran away at once, coming back the next instant with a pail of water, which he poured out over Sir Walter's head.

At first people did not like potatoes at all; no one would eat them. But Queen Elizabeth listened to what Raleigh said and took potatoes at dinner herself, and the courtiers who dined with Her Majesty, had to eat them.

RC/26

A BRAVE EXAMPLE

Read carefully :

Most children are fond of reading about heroes and heroines, whose life-stories are found in the books and whose names are known all over the world.

But there are other brave men and women, whose names we have forgotten and whose stories are not written in any books, but who also have influenced us by what they have said or what they have done. They were often ordinary people, just people we met : a doctor, a teacher, or perhaps a friend, who never dreamed of the influence they had on us.

I remember a burning day in the narrow streets of Rangoon, and I saw a leper so awful to look at that most of us hid our faces. The poor man was being helped by a nurse down a narrow dark street into a waiting ambulance. She was quite a young girl, and I can still see her cheerful face and shining eyes. She held him kindly by the arms, while the crowd stepped aside as they passed.

I never knew who she was, but I have often thought of her when I was faced with some unpleasant job myself.

Such people have no great names to leave behind them. Their stories are not written in any book. But they leave to us the memory of what a beautiful world this can be. It is this hero or heroine, chosen by himself, who opens for the child a window to a new world.

RC/27

THE FARMER'S WIFE

Read carefully :

There was once a farmer who had a very contrary wife. Her name was Maya. If he expected her to say "No," she would always say "Yes". If he said the soup was too hot, Maya said that it was too cold. She would do no-

thing that he wanted her to do. Like most contrary people, Maya was really very stupid. The farmer, however, knew what he wanted her to do, because she had been his wife for some years. For instance on Lebaran one year he wanted to make a big feast for his friends and his neighbours. Did he tell his wife to do so? No, this is what he did :

A few weeks before the Lebaran day he told his wife : "Lebaran is coming, and I think we need not have white rice. It is too expensive. Red rice is good enough for us." "Red rice!" cried Maya. "Not at all! We are going to have white rice." The farmer did as if he was angry and said : "Well, have white rice if you want it, but I hope you are not going to have meat." "Not have meat! I tell you that I am going to have all the meat I want."

"Well, all right Maya, but I hope you are not going to buy lemonade and cakes." "No lemonade and cakes on Lebaran day! I like them. Of course we shall have lemonade and cakes on Lebaran day."

The farmer was very pleased, but he pretended to protest. He said : "I hope you are not going to invite all our friends and neighbours to come to our house." Maya answered angrily : "What! No friends and neighbours! Of course we are going to have a houseful of guests."

When the Lebaran came the farmer was very pleased, and so were the guests.

RC/28

GAMBETTA AND HIS DOG

Read carefully :

Many years ago a Frenchman, names Gambetta, was driving from Paris to his home in the country. It was so dark that he could not see his horse's head.

So he was driving very slowly. Suddenly the horse stopped. A man who had been kneeling on the road felt the horse's head touch him, and stood up.

As soon as Gambetta saw what had happened, he said : "You stupid fellow! You were nearly killed." "I wish I had been killed." "Why so?"

"I am a poor man who work with my master. My master told me to go to a village to get some money for him. I was paid in gold, and I put the money in my pocket. I did not know that there was a hole in it, but I find that the gold has fallen out. I can't hope to find it in the dark, and I dare not go back without it!"

"Have you one coin left?" "Yes," said the man to Gambetta. "Here is the only left," and he gave it to Gambetta. Gambetta called his dog who was in the carriage. Then he held the coin to the dog's nose and said : "Find it Tom!"

Tom ran away with his nose close to the ground, so that he could smell the footsteps of the man. In a minute he came back with a coin in his mouth. Again and again he ran away into the darkness, and each time he returned bringing another coin with him.

In half - an - hour the workman had all his money again. Thanks to the cleverness of the dog and the kindness of his owner; he was able to continue his way with a light heart.

RC/29

A GIANT AMONG MEN

Read carefully :

Many years ago a young man wrote a letter to a rich gentleman in Milan. (Milan is a big city in Italy). The young man asked for some work. In his letter he said that he was an engineer, an architect and an inventor. He also said that he could paint as well as anyone could. He signed the letter Leonardo da Vinci.

The rich man knew that he could use such a man very well. He asked him to come to his palace in Milan. Sometime later he asked Leonardo to paint a picture on the wall of a church in Milan. The picture was called afterwards "The last Supper". This picture showed that

he could paint much better than anyone else. Many people say that "The Last Supper" is nearly perfect picture ever painted. It has become the best known painting in the world. Some other famous paintings of da Vinci's are called "The Mona Lisa" and "Sint John".

Leonardo was not proud when he said that he could do many things. He was more than a great painter. He also built many palaces and made beautiful statues out of marble. He built canals for the city. He was also a great musician. When he did not know what to do, he studied the stars. Leonardo could do many different things very well. There have been few people like him. He is indeed a giant among men.

RC/30

OUR NATIONAL ANTHEM

Read carefully :

W.R. Supratman sang his own song "Indonesia Raya" for the first time before a youthful audience. It was on October 28, 1928 in Djakarta when Supratman gave his demonstration. His audience were the delegates to the All Indonesia Youth Congress. After he had finished his song, the congress passed a resolution that the "Indonesia Raya" should be the national song from that time onward.

Supratman himself would never know that seven years later his song was to become the national anthem of his country; he died on August 17, 1938. It is an interesting coincidence that August 17 is our Independence Day, too.

"Indonesia Raya" has a march tempo just like the French "Marseillaise". It is a song for unity, for the love of the country, so it is the best means in welding the united national will.

The present Indonesian national anthem differs a little from the original one as it has undergone some

alterations in the course of time. The Indonesian people will never forget the services of its composer to the nation and the country.

(From: Menghadapi Ujian Penghabisan Bahasa
Inggris)

2. Question Cards

QC/5

AN ABSENT-MINDED BISHOP

Answer the following questions briefly, on your own paper !

1. How was the bishop travelling in his diocese once ?
2. Could he get his ticket when the ticket - collector came to him ?
3. Why did not the ticket-collector get angry with him ?
4. How many times did the ticket-collector came to him ?
5. Why did the bishop think that he should find his ticket?

QC/6

THE CHEQUE

Answer the following questions briefly on your own paper !

1. How many friends did the man have in this story?
2. How much did each of them owe their friend ?
3. What did the Englishman do then ?
4. Did the Scotsman do like the Englishman ?
5. Who kept the money last ?

QC/7

BARKING DOGS SELDOM BITE

Answer the following questions briefly, on your own paper !

1. Why is Djeno afraid whenever he passes the farm to school ?
2. Why does not he ride his bicycle when he is passing the farm ?
3. What did he do one morning when the dog barked so loud ?

4. How did the farmer help him ?
5. What answer did Djeno give to the farmer when he told him not to be afraid of barking dogs ?

qc/8

ISAAC NEWTON AND THE EGG

Answer the following questions briefly, on your own paper !

1. How many persons do you see in this story ?
2. Why did the servant go to Newton's laboratory?
3. Why did he tell her to leave so soon ?
4. What did she give him before she left his laboratory ?
5. Did he really boil the egg as the servant had told him ?

qc/9

OUT

Answer the following questions briefly, on your own paper!

1. Why did the gentleman ask his servant to tell Mr. Immang that he was not at home ?
2. When did Mr. Immang come to the gentleman's house?
3. Did Gerarda tell the truth to the guest ?
4. Why did not the servant allow the guest to wait by the fire ?
5. Why do you think that Ida was a good servant ?

qc/10

THE GIRL AND HER EGGS

Answer the following questions briefly, on your own paper !

1. Why was the girl going to the city?
2. In what did she bring her eggs ?
3. What would she have done after she had sold her eggs ?

4. Did she know that a big bus was coming around the corner of the road behind her ?
5. What did she do when she heard the bus ?

QC/11

THE BISHOP AND THE SERVANT

Answer the following questions briefly, on your own paper !

1. Whom was the bishop paying a visit to ?
2. Was the bishop's host rich or poor ?
3. What should the servant carry to the bishop's room on the first morning after his arrival ?
4. What had the servant to do before he entered the bishop's room ?
5. Why was the servant nervous ?

QC/12

JONATHAN SWIFT AND HIS SERVANT

Answer the following questions briefly, on your own paper !

1. Who was Jonathan Swift ?
2. What did he do when he knew that his shoes were covered with mud ?
3. Was the servant sorry for his laziness ?
4. Did Jonathan Swift get angry with his servant then ?
5. What did Jonathan Swift do to teach his servant ?

QC/13

AN ITALIAN VISITOR

Answer the following questions briefly on your own paper !

1. What was the nationality of the visitor in this story ?
2. Why was he afraid that he could get lost in the city ?

3. Did he speak English ?
4. What did he do when he got lost ?
5. Did he really copy the name of the street on which his hotel was located ?

QC/14

A HAIR-CUT FOR NOTHING

Answer the following questions briefly on your own paper !

1. Where did a gentleman go with a small boy ?
2. Why did the gentleman ask the barber to cut his hair first ?
3. Did the gentleman pay after the barber had cut his hair ?
4. Did the boy know the man before ?
5. Why was the gentleman not a good man ?

QC/15

THE INDIAN WHO COULD FORETELL THE WEATHER

Answer the following questions briefly, on your own paper !

1. How many persons do you find in this story ?
2. Whom did the travellers meet after they had been travelling for days ?
3. Could the old Indian speak English ?
4. Why did one of the travellers get surprised by the answer of the old Indian ?
5. How did the old Indian know the weather ?

QC/16

THE ANTS AND THE GRASSHOPPER

Answer the following questions briefly, on your own paper !

1. Who was Aesop ?
2. What do you call a story about animals ?

3. What did the grasshopper do in autumn ?
4. Did the ants do like the grasshopper ?
5. Why was not the grasshopper happy when winter came ?

QC/17

THE BEGGAR AND THE MUSICIAN

Answer the following questions briefly, on your own paper !

1. Where did the blind beggar play upon his violin every morning ?
2. Who was his faithful friend in doing this ?
3. Why did he stop playing one night ?
4. Who helped him in his desperation ?
5. Why did many people come to listen to the music?

QC/18

A FRENCHMAN AND THE EGGS

Answer the following questions briefly, on your own paper !

1. Where was the Frenchman travelling once ?
2. How was his English ?
3. Whom did he ask to tell him the word for egg ?
4. What did he ask about for the last time ?
5. What did the waiter bring him then ?

QC/19

WILLIAM SHAKESPEARE

Answer the following questions briefly, on your own paper !

1. Who is William Shakespeare ?
2. Why do not we know much about him ?
3. When did he live ?
4. Where was he born ?
5. What is his father's name ?

QC/20

THE ENGLISHMAN IN CHINA

Answer the following questions briefly, on your own paper !

1. What language could the traveller speak ?
2. Could he use his language in China ?
3. What did the waiter bring him?
4. How did he find the food ?
5. What had he eaten ?

QC/21

THE KANTJIL AND THE GOAT

Answer the following questions briefly, on your own paper !

1. How many animals do you see in this story ?
2. Why did the Kantjil go to a well in the middle of the field ?
3. Could he drink the water in the well at last ?
4. Who helped him in getting out of the well again?
5. Why is Kantjil well-known in Indonesia ?

QC/22

THE DOG THAT MADE HISTORY

Answer the following questions briefly, on your own paper !

1. How old was the boy ?
2. With whom was he going through the woods ?
3. What happened when the boy had gone inside the cave ?
4. Who helped him then ?
5. Did the men expect to see the boy coming out ?

QC/23

THE IGNORANT PROFESSOR

Answer the following questions briefly, on your own paper !

1. What did the professor want to do once ?
2. Whom did he meet by the sea-shore ?
3. Why did he ask the man many questions ?
4. Why could not the man answer his questions ?
5. Did the sailor help the professor when the storm arose ?

QC/24

THE HOTEL

Answer the following questions briefly, on your own paper !

1. Whom did the gentleman meet when they went to the office ?
2. What number was their room ?
3. How much should they pay for the room ?
4. Why did they resolve to take lunch and dinner in a restaurant ?
5. What did they buy after they had their dinner ?

QC/25

SIR WALTER RALEIGH

Answer the following questions briefly on your own paper !

1. When were the tobacco and the potato plants first introduced into England ?
2. From whom had Sir Walter Raleigh learned how to smoke ?
3. What did his servant think when he saw Sir Walter Raleigh enveloped in smoke ?
4. What did the servant do then ?
5. Why did the courtiers, who dined with Queen Elizabeth, eat potatoes ?

QC/26

A BRAVE EXAMPLE

Answer the following questions briefly, on your own paper !

1. In what city did the man see the poor leper and the young nurse ?
2. What did the nurse do in a narrow dark street ?
3. Why did the crowd step aside as they passed ?
4. Do we find the nurse's name in books ?
5. When did the writer often think of her ?

QC/27

THE FARMER'S WIFE

Answer the following questions briefly, on your own paper !

1. What is the character of the farmer's wife in this story ?
2. Would she obey her husband ?
3. What did the farmer ask his wife to buy for the Lebaran ?
4. What did she buy then ?
5. Did his wife know that the farmer was very pleased ?

QC/28

GAMBETTA AND HIS DOG

Answer the following questions briefly, on your own paper !

1. In what country did Gambetta live ?
2. Why did his horse stop on the way ?
3. Why did the poor man wish that he had been killed ?
4. Who was Tom ?
5. Gambetta and Tom were both clever, but one of them was cleverer than the other. Do you know who he was ?

QC/29

A GIANT AMONG MEN

Answer the following questions briefly, on your own paper !

1. Whom did the young man write a letter to ?
2. Where did Leonardo paint a picture for the first time ?
3. What are the three famous paintings of Leonardo in this story ?
4. What did he do as an architect ?
5. What is Leonardo's nationality ?

QC/30

OUR NATIONAL ANTHEM

Answer the following questions briefly, on your own paper !

1. Where and when did Supratman sing his song ?
2. Who were his audience when he was singing ?
3. When did the composer die ?
4. Why is our national anthem said to be the best means in welding the united national will ?
5. Why is the present Indonesian national anthem different from the original one ?

3. Answer Cards

AC/5

AN ABSENT-MINDED BISHOP

The answers :

1. By train.
2. No, he could not.
3. Because he knew the bishop very well.
4. Twice.
5. Because he wanted to know where he was going.

AC/6

THE CHEQUE

The answers :

1. Three.
2. A pound.
3. The Englishman went to the dead man's house and left a pound.
4. No, he did not.
5. The undertaker.

AC/7

BARKING DOGS SELDOM BITE

The answers :

1. Because there is a very noisy dog who always flies out and barks at him.
2. Because he feels safer with his bicycle between him and the dog.
3. He stood in the middle of the road crying.
4. He called the dog to him and put him on a chain.
5. "Yes, I know that. But does the dog know it, too?"

AC/8

ISAAC NEWTON AND THE EGG

The answers :

1. Two.
2. Because she brought an egg which she wished to boil over his alcohol lamp.
3. Because he was busy thinking about some problem and wished to be alone. ✓
4. Her watch and the egg.
5. No, he did not.

AC/9

OUT

The answers :

1. Because he did not want to see him again.
2. A few hours later, after her master spoke to Gerarda.
3. No, she did not.
4. Because if he waited there he would see her master.
5. Because she helped her master.

AC/10

THE GIRL AND HER EGGS

The answers :

1. Because she wanted to sell a lot of eggs.
2. In a basket
3. She would have bought some new clothes and perhaps a pair of nylon stockings. ✓
4. No, she did not.
5. She jumped out of the way.

AC/11

THE BISHOP AND THE SERVANT

The answers :

1. A friend who had a large house in the country.
2. He was rich.
3. A large jug.
4. The servant had to knock on the door.
5. Because he had to serve the bishop.

AC/12

JONATHAN SWIFT AND HIS SERVANT

The answers :

1. A famous English writer.
2. He called his servant to him.
3. No, he was not.
4. No, he did not.
5. He did not give him food for dinner.

AC/13

AN ITALIAN VISITOR

The answers :

1. Italian.
2. Because he did not know a word of English.
3. No, he did not.
4. He went to a police-station for help.
5. No, he did not.

AC/14

A HAIR-CUT FOR NOTHING

The answers :

1. To the barber's shop.
2. Because he had an appointment in the neighbourhood.

3. No, he did not.
4. No, he did not.
5. Because he deceived the barber and did not pay for his hair-cut.

AC/15

THE INDIAN WHO COULD FORETELL THE WEATHER

The answers :

1. Three.
2. An old Indian.
3. Yes, he could.
4. Because he could foretell the weather.
5. He had heard it on the radio.

AC/16

THE ANTS AND THE GRASSHOPPER

The answers :

1. A famous story-teller who lived in Greece hundreds of years ago.
2. A fable.
3. The grasshopper sang and danced.
4. No, they did not.
5. Because he was cold and hungry.

AC/17

THE BEGGAR AND THE MUSICIAN

The answers :

1. In one of the streets of Vienna.
2. His dog.
3. Because he was so sad.
4. A gentleman who was passing.
5. Because the stranger played so sweetly.

AC/18

A FRENCHMAN AND THE EGGS

The answers :

1. In England.
2. Fairly good.
3. A waiter of a small country hotel.
4. Eggs.
5. Two eggs, with some coffee and some toast.

AC/19

WILLIAM SHAKESPEAREThe answers :

1. The greatest English writer.
2. Because he wasn't a lord or a very rich man.
3. From 1554 until 1616.
4. In the town of Stratford on the river Avon.
5. John Shakespeare.

AC/20

THE ENGLISHMAN IN CHINA

The answers :

1. English.
2. No, he could not.
3. A meat-pie.
4. Excellent.
5. Dog's flesh.

AC/21

THE KANTJIL AND THE GOAT

The answers :

1. Two.
2. Because he wanted to drink.
3. Yes, he could.
4. A goat.
5. Because he is very clever.

AC/22

THE DOG THAT MADE HISTORY

The answers :

1. The boy was seven years old.
2. His dog.
3. A very big piece of rock fell from the roof of the cave.
4. His dog, the man and his friends.
5. No, they did not.

AC/23

THE IGNORANT PROFESSOR

The answers :

1. To go boating.
2. An old sailor.
3. Because he wanted to tease him.
4. Because he had never been to school.
5. No, he did not.

AC/24

THE HOTEL

The answers :

1. A lady-clerk.
2. 83.
3. £ 200,- a day.
4. Because full board at a hotel is rather dear.
5. Postcards.

AC/25

SIR WALTER RALEIGH

The answers :

1. In the reign of Queen Elizabeth.
2. The Indians in America.



3. He thought that his master was on fire.
4. He poured out a pail of water over Sir Walter's head.
5. Because the queen took potatoes at dinner herself.

AC/26

A BRAVE EXAMPLE

The answers :

1. Rangoon.
2. She took the leper to an ambulance.
3. Because they were afraid of the leper.
4. No, we do not.
5. When he was faced with some unpleasant job himself.

AC/27

THE FARMER'S WIFE

The answers :

1. She was a contrary woman.
2. No, she would not.
3. Red rice.
4. White rice, meat, cakes and lemonade.
5. No, she did not.

AC328

GAMBETTA AND HIS DOG

The answers :

1. In France.
2. Because there was a man on the road.
3. Because he had lost his master's money.
4. Gambetta's dog.
5. Gambetta.

AC/29

A GIANT AMONG MEN

The answers :

1. A rich man in Milan.
2. On the wall of a church in Milan.
3. The Last Supper, The Monalisa and Sint John.
4. He built many palaces.
5. Italian.

AC/30

OUR NATIONAL ANTHEM

The answers :

1. In Djakarta on October 28, 1928.
2. The delegates to the All Indonesia Youth Congress.
3. On August 17, 1938.
4. Because it is a song for unity, and for love of the country.
5. Because it has undergone some alterations in the course of time.

4. Do Cards :

DC/5

AN ABSENT-MINDED BISHOP

A. Develop your five answers so that each will become a complete sentence!

B. Put into plural! Do it on your own paper!

1. A bishop was once travelling in his diocese.
2. A ticket-collector came to see his ticket.
3. The bishop wanted to know his destination.

Put into singular !

4. The ticket-collectors came to see the tickets of the passengers.
5. They always ask the passengers kindly for the tickets.

Note : Show your work to your teacher, and then copy the text of your RC!

DC/6

THE CHEQUE

A. Develop your five answers so that each will become a complete sentence!

B. Put into plural! Do it on your own paper!

1. The dead man's friend came to pay his debt.
2. The dead man was buried by his friend.
3. He had written a cheque before he buried the dead man.

Put into singular!

4. The Scotsmen are famous because of their thrift.
5. They are ready to give in order to get some pennies.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/7

BARKING DOGS SELDOM BITE

- A. Develop your five answers so that each will become a complete sentence.
- B. Fill in the blank with a proper preposition. Do it on your own paper !
1. Djeno is afraid the barking dog.
 2. He always jumps off from his bicycle whenever the dog barks him.
 3. One morning he asked help by crying loudly.
 4. The farmer saw him his farm with his bicycle between him and the dog.
 5. Then the boy asked the farmer chain the dog.

Note : Show your work to your teacher and then copy the text of your RC !

DC/8

ISAAC NEWTON AND THE EGG

- A. Develop your five answers so that each will become a complete sentence!
- B. Fill in the blank with a proper preposition ! Do it on your own paper !
1. Newton was busy his laboratory thinking about some problem.
 2. His servant left him after she had given a egg .. him.
 3. The alcohol lamp stood Newton.
 4. He was thinking about his problem without boiling the egg ... the alcohol lamp.
 5. When his servant came in she got angry him.

Note : Show your work to your teacher, and then copy the text of your RC!

DC/9

OUT

- A. Develop your five answers so that each will become a complete sentence!
- B. Fill in the blank with a proper pronoun! Do it on your own paper !
1. The servant told the guest that master was not at home.
 2. She did so because master had told ... beforehand.
 3. The guest said that had an appointment^{ment} with... master.
 4. But the gentleman did not want to come out to see ... guest.
 5. ~~Sara~~Ida came to ... and closed the door quietly.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/10

THE GIRL AND HER EGGS

- A. Develop your five answers so that each will become a complete sentence !
- B. Make the following sentences affirmative. Do it on your own paper !
1. The girl was not going to buy many things in the city.
 2. The bus did not come straight to her.
 3. The people in the bus were not laughing at her.
 4. She did not get ashamed because of the accident.
 5. Next time she would not carry a lot of eggs in one basket again.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/11

THE BISHOP AND THE SERVANT

- A. Develop your five answers so that each will become a complete sentence !
- B. Make the following sentences affirmative. Do it on your own paper !
1. The bishop did not have any friend in the country.
 2. He did not come to the country on his own will.
 3. The servant was not very nervous.
 4. The bishop did not know who was coming to his room.
 5. The servant did not reply very well.

Note : Show your work to your teacher and then copy the text of your RC !

DC/12

JONATHAN SWIFT AND HIS SERVANT

- A. Develop your five answers so that each will become a complete sentence !
- B. Choose a word from the list to complete each sentence. Do it on your own paper !
1. Jonathan Swift did not like at all to see his ... shoes.
 2. He called his servant to him to him the reason for his laziness.
 3. The servant was hungry when he ... at the door.
 4. It is not wise when a master always ... angry with his servant.
 5. The servant would be ... if he did not eat.

ask
hungry
dirty
gets
knocks

Note : Show your work to your teacher, and then copy the text of your RC !

DC/13

AN ITALIAN VISITOR

- A. Develop your five answers so that each will become a complete sentence !
- B. Fill in the blank with a proper pronoun ! Do it on your own paper !
1. The Italian visitor was walking in the street when suddenly ... got lost.
 2. Nobody could help ..., so ... went directly to the police - station.
 3. In the police-station ... could not understand each other because of ... different languages.
 4. An interpreter was called by the police in order to translate ... conversation.
 5. At last the Italian laughed heartily when he knew own stupidity.

Note : Show your work to your teacher and then copy the text of your RC !

DC/14

A HAIR-CUT FOR NOTHING

- A. Develop your five answers so that each will become a complete sentence !
- B. Choose a word from the list to complete each sentence! Do it on your own paper !
1. The gentleman was not a ... man at all. money
 2. He did not ... to pay for his hair-cut. waiting
 3. The boy was ... for the man in the barber's shop. return
 4. The man had enough ..., but he did not want to pay. good
 5. The barber did not ... angry with the boy. get

Note : Show your work to your teacher, and then copy the text of your RC !

DC/15

THE INDIAN WHO COULD FORETELL THE WEATHER

- A. Develop your five answers so that each will become a complete sentence !
- B. Choose a word between brackets to suit the story! Do it on your own paper !
1. The travellers had been travelling for a (long /short) time when they met an old Indian.
 2. When they met, (the Indian/the travellers) wanted to know about the weather.
 3. It was (easy/difficult) for them to know the weather then.
 4. The old Indian told them that there would be (rain/sunshine) soon.
 5. He knew all about the weather from (his experience/the news).

Note : Show your work to your teacher, and then copy the text of your RC !

DC/16

THE ANTS AND THE GRASSHOPPER

- A. Develop your five answers so that each will become a complete sentence!
- B. Choose a word between brackets to suit the story! Do it on your own paper !
1. Aesop has written (many/few) stories about animals.
 2. The ants were (working/playing) happily in the autumn.
 3. Of course the grasshopper would have enough food for winter if he (worked / danced) in autumn.
 4. The grasshopper was very (sad/happy) in winter.
 5. It is (better/worse) to prepare for the future.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/17

THE BEGGAR AND THE MUSICIAN

- A. Develop your five answers so that each will become a complete sentence !
- B. Fill in the blank with too or enough ! Do it on your own paper !
1. The blind beggar was ... poor to buy good meals.
 2. His dog was faithful ... to sit beside his master.
 3. The stranger was clever ... to attract many people to come there.
 4. He got ... money for the blind beggar to buy many suppers.
 5. Not one of the crowd moved away because the music was ... good to leave behind.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/18

A FRENCHMAN AND THE EGGS

- A. Develop your five answers so that each will become a complete sentence !
- B. Turn the following sentences into :
- a. Simple Present Tense.
 - b. Present Continuous Tense.
 - c. Present Perfect Tense.
 - d. Present Future Tense.

Do it on your own paper !

1. A Frenchman travelled in England.
2. He ate at a small country hotel.
3. The waiter served him very well.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/19

WILLIAM SHAKESPEARE

- A. Develop your five answers so that each will become a complete sentence !
- B. Write down Comparative and Superlative forms of the following adjectives! And then make good sentences using both Comparative and Superlative forms! Do it on your own paper !
1. old
 2. handsome
 3. clever
 4. obedient
 5. good.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/20

THE ENGLISHMAN IN CHINA

- A. Develop your five answers so that each will become a complete sentence !
- B. Fill in the blank with too or enough ! Do it on your own paper !
1. The traveller was clever ... to use gesticulations in his travel in China.
 2. But sometimes his gesticulations were ... difficult to understand.
 3. In the restaurant the traveller was hungry ... to eat up all the food on the table.
 4. He had ... money to pay for all the food he had eaten.
 5. The waiter was ... busy to answer his questions.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/21

THE KANTJIL AND THE GOAT

- A. Develop your five answers so that each will become a complete sentence !
- B. Recognize each sentence, and then write down what tense it is! Do it on your own paper !
1. At last he thought of an old well in the middle of a field.
 2. He was trying again and again to reach the water.
 3. Soon he had finished drinking the water.
 4. He would jump out of the well as soon as possible
 5. Kantjil is very well-known in Indonesian fables.
 6. Grandmother is telling a story about Kantjil now.
 7. Tomorrow evening she will tell other adventures of the Kantjil.
 8. He has become a favourite figure in Indonesia.

Note : Show your work to your teacher and then copy the text of your RC!

DC/22

THE DOG THAT MADE HISTORY

- A. Develop your five answers so that each will become a complete sentence !
- B. Combine each couple of the sentences below using one of the words in the list! Do it on your own paper!
1. a. The boy and his dog were walking through the woods without resting on their way. because
 - b. They came to a cave.
 2. a. The dog barked on and on outside. until
 - b. The boy did not answer him.
 3. a. The man and his friends only followed the dog through the woods. therefore
 - b. They did not know the place.
 4. a. The dog belonged to a very famous president of the U.S.A. but
 - b. He was called a dog that made history. if

5. a. Everybody will know this story.
- b. He reads the biography of Abraham Lincoln.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/23

THE IGNORANT PROFESSOR

- A. Develop your five answers so that each will become a complete sentence !
- B. Fill in the blank with some or any ! Do it on your own paper !
 1. The professor had ... money to pay the sailor.
 2. He asked ... questions to the sailor as they were rowing.
 3. The sailor did not know ... thing about his questions.
 4. ... people on the shore saw that they were in danger.
 5. The professor was ready to pay ... body who could save his life.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/24

THE HOTEL

- A. Develop your five answers so that each will become a complete sentence!
- B. Fill in the blank with some or any ! Do it on your own paper !
 1. The two gentlemen met ... clerks in the hotel.
 2. When they came to the room they did not see ... soap there.
 3. In the restaurant they gave ... tip to the servant after their meals.
 4. When they saw the postcards they bought ..., and then wrote home.

5. They were very tired then because the whole day they did not have ... good rest.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/25

SIR WALTER RALEIGH

- A. Develop your five answers so that each will become a complete sentence !
- B. Make questions to the following sentences so that the underlined words become the answer! Do it on your own paper !
1. Sir Walter Raleigh sailed to America many years ago, because he wanted to see the lives of the Indians.
 2. He brought two big plants to his country.
 3. At dinner the courtiers ate the potatoes because Her Majesty had eaten them first.

Note : Show your work to your teacher, and then copy the text of your RC !

DC/26

A BRAVE EXAMPLE

- A. Develop your five answers so that each will become a complete sentence !
- B. Fill in the blank with Comparative and Superlatives form! Do it on your own paper !
1. Children are still young. But some are than the others. And one of them is the ... of all.
 2. The writer is a tall man. Every year he grows ... and ..., but he is not the ... in this country.
 3. The young nurse in this story is a wonderful girl. She is ... than any other girl. She is the ... girl I have ever seen.
 4. Rangoon is a big city. Djakarta is ... than Rangoon, but New York is the city in the world.

5. The young girl is beautiful. She is than her friends, but she is not the one.

Note : Show your work to your teacher and then copy the text of your RC !

DC/27

THE FARMER'S WIFE

A. Develop your five answers so that each will become a complete sentence !

B. Match the following sentences with the suitable phrases from the right part! Do it on your own paper !

- | | |
|---|--|
| 1. The farmer's wife was very contrary. | a. because her husband asked her to buy red rice. |
| 2. She bought white rice | b. but in fact he was very pleased. |
| 3. The farmer pretended to protest. | c. and she was also very stupid. |
| 4. They quarrelled night and day so often. | d. because they had eaten all kinds of food at the farmer's house. |
| 5. Their guests and neighbours were very satisfied. | e. that their neighbours always got upset with them. |

Note : Show your work to your teacher, and then copy the text of your RC !

DC/28

GAMBETTA AND HIS DOG

A. Develop your five answers so that each will become a complete sentence !

B. Make questions to the following sentences starting with the words given! Do it on your own paper !

1. Many years ago a Frenchman was driving to his home.
- | | |
|-------------|--------|
| a. when | c. who |
| b. how many | d. was |

2. The poor man was afraid of going home because he had lost his master's money.

- | | |
|----------|--------|
| a. who | c. was |
| b. which | d. why |

3. Tom tried to find the coins in the darkness.

- | | |
|--------|----------|
| a. who | c. what |
| b. did | d. where |

Note : Show your work to your teacher, and then copy the text of your RC !

DC/29

A GIANT AMONG MEN

A. Develop your five answers so that each will become a complete sentence!

B. Make sentences using each of the following words !
Don't copy from the text ! Do it on your own!

1. engineer
2. palace
3. proud
4. painting
5. studied.

Note : Show your work to your teacher, and then copy the text of your RC!

DC/30

OUR NATIONAL ANTHEM

A. Develop your five answers so that each will become a complete sentence !

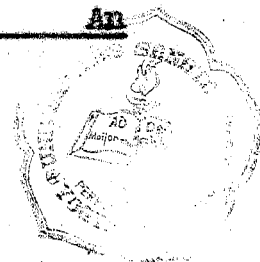
B. Make sentences using each of the following words !
Don't copy from the text ! Do it on your own paper !

1. demonstration
2. finish
3. country
4. original
5. nation.

Note : Show your work to your teacher, and then copy the text of your RC !

SELECTED BIBLIOGRAPHY

1. Bloomfield, Leonard. Language. London, 1962.
2. Carroll, John B. The Study of Language. Cambridge, 1961.
3. Departemen P.D. dan K. Urusan Pendidikan S.M.A. Bentjana Peladjaran dan Pendidikan S.M.A. Gaja Baru, Djakarta, 1964.
4. Dixson, Robert J. Practical Guide to The Teaching of English as a Foreign Language. New York, 1960.
5. Dixson, Robert J. Exercises in English Conversation New York, 1963.
6. Pinnocchio, Mary. Teaching English as a Second Language. New York, 1958.
7. Francis, Nelson W. "Revolution in Grammar" in Perspectives on Languages. John A. Rycenge and Joseph Schwartz New York, 1963.
8. Fries, Charles C. Linguistics and Reading. New York 1963.
9. Fries, Charles C. Teaching and Learning English as a Foreign Language. Ann Arbor, 1956.
10. Gleason, H.A. Jr. An Introduction to Descriptive Language (Revised Edition). New York, 1961.
11. Gurrey, P. Teaching English as a Foreign Language. London, 1961.
12. Hight, Gilbert. The Art of Teaching. London 1957.
13. Hill, Archibald A. Introduction to Linguistic Structures : From Sound to Sentence in English. New York, 1958.
14. Hughes, John P. The Science of Language : An



- Introduction to Linguistics. New York, 1963.
15. Kho, K.G. Drs. Reading and Understanding IA. Dja-
karta, 1964. ✓
 16. Koolhoven, H. My First English Reader I. London, ✓
1960.
 17. Munter, C.J. Learn English Efficiently, Djakarta,
1955.
 18. Palmer, Harold E., D. Litt. The Oral Method of
Teaching Languages. Cambridge, 1955.
 19. Panitya Penjusun Rentjana Peladjaran Terperintji.
Rentjana Peladjaran Bahasa Inggris Untuk S.M.A
Gaja Baru, A Manuscript, Jogjakarta, 1964.
 20. Roberts, Paul. Understanding English. New York,
1958.
 21. Sapir, Edward. Language : An Introduction to the
Study of Speech. New York, 1949.
 22. Stella Duce, S.M.A. Reading Material for the First ✓
Grade of the S.M.A. Jogjakarta, A Manuscript,
1968.
 23. Stevick, Earl W. Helping People Learn English : A
Manual for Teaching of English as a Second
Language. New York, MCMLVII.
 24. Vianney, Fr. Menghadapi Udjian Penghabisan Inggris
Jogjakarta, 1968.
 25. Whitehall, Harold. Structural Essentials of English
London, 1958.