A NEW WAY OF TEACHING ENGLISH CONVERSATION
AT THE "SEKOLAH MENENGAH ATAS"

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by

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Madjiono Hurtodjoputro.
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INTRODUCTION

About thirty years ago the writer of this thesis started learning English on entering the "Hollands Inlandse Kweekschool" or abbreviated into "H.I.K.," i.e., a six-year course for the training of elementary school teachers during the time of the Dutch Government. He still clearly remembers the method of teaching English at that time; it was the translation method. The stress was laid on the ability of translating English into Dutch and vice versa, as Dutch was the teaching-medium. The teachers graduating from the "H.I.K." had to teach Dutch at the "H.I.S.", the abbreviation of "Hollands Inlandse School", meaning the elementary school under the Dutch Government.

After six years the pupils of the "H.I.K." were supposed to be able to understand simple English, short stories and novels. That was most likely the objective of teaching English at the "H.I.K." So conversation was never deliberately taught; explanation about pronunciation, vocabulary, structure, idioms and proverbs were done in Dutch. Thus the pupils learned English through the Dutch language.

Consequently the pupils of the "H.I.K." never enjoyed the experience of hearing spoken English as a means of communication in class. Therefore it is quite understandable that as a result the "H.I.K." pupils were usually incapable of conducting a conversation in English. It is completely true, that they lacked the ability and the courage to say a simple and short dialogue in English, such as:
How are you, John?
- Oh, thank you, I'm fine. And how are you?
- Thank you, I'm fine too. Etc.

Another illustration of "H.I.K." pupils' lack of the active English command is as follows: When they happened to attend an American or an English film, they preferred reading the text in Dutch to making efforts to grasp the meaning of the English dialogues of the characters.

After six years' study of English the pupils of the "H.I.K." had mastered a great amount of vocabulary. And they were really able to read English books, magazines and newspapers, although they seldom obtained the opportunity to receive such reading-material. Yet, they still preferred reading Dutch novels or Dutch translations of English novels, Dutch magazines and newspapers, since Dutch had become their second mother-tongue.

Because, as a rule, they never used English after their graduation, they almost forgot it. The fact is: they had studied English, but they failed to use it as a means of communication. Therefore their active command was extremely poor.

It is generally known that the active command of a language consists of the skills of speaking and writing in that language, whereas the passive one consists of understanding spoken and written language. In the case of the pupils of the "H.I.K.", they were only trained to use the skill of understanding written English; they could not understand spoken English well. As a matter of fact, it only covered half the actual
passive command, for they could not understand spoken English. Nevertheless they already possessed a strong linguistic foundation for the study of Western languages due to their thorough knowledge of the Dutch language. Thus when in later years they obtained the opportunity to increase their knowledge of English, they usually did not encounter many difficulties.

During the 1st years of the so-called physical period of the Indonesian revolution, from 1945 till 1950, several of them had to teach English at high-schools. They could not help imitating their former Dutch teachers of English at the "H.I.K.", when they made an effort to pass on their poor knowledge of English to their pupils. Thus they used the translation-method, since they were incapable to invent other ways of teaching. Even the teaching-material was just the same: they used the very books they had studied English from at the "H.I.K."

Nowadays, however, teachers of English at high-schools have gradually been upgraded, so that their way of teaching and their working-knowledge are supposed to be much improved. And yet pupils of high-schools are still unable to conduct a conversation in English.

Therefore the writer of this thesis is trying to contribute some material and a certain method useful for the teaching of English conversation at the senior high-schools. The source of data to write this thesis is the author's experience of teaching English at the "S.M.A." since 1953 and lectures in linguistics and
2nd language principles he attended for two years at the English Department of the "I.K.I.P." Sanata Dharma. Besides that he has also prepared several books on teaching conversation.

All of these books have had their own value, and each has contributed something useful to help the Indonesian pupil to speak English. In the hands of competent teachers each one must be able to produce English language speakers of varying degrees of competence.

Therefore in writing this thesis the writer recognizes his indebtedness to the authors of those textbooks, for the work of each in turn has furnished a frame of reference for the writer and has encouraged him to find a new way to teach English conversation in Indonesian schools.

As to the method and material advocated in those books, the writer is of the opinion that they can be improved. That's why he is trying to present a new method and to develop a better set of conversation teaching material, which might be used at senior high-schools in Indonesia.

Nevertheless he does not wish his system and his material as the best method and material, as any system and any material which will work with the pupils are good. He only wonders: "What will work best for me in my situation?"
CHAPTER I

THE IMPORTANCE OF ENGLISH SPEECH

Nowadays English has become a world-language. In the United Kingdom, in the United States of America, in Canada, in Australia, and in New-Zealand English is the mother-tongue of the population. It is also spoken in Ireland, in several European countries, in Asian countries, such as Japan, Taiwan, the Philippines, Malaysia, Indonesia, India, Pakistan, Ceylon, in Africa e.g., in Egypt, in Kenya, in Tanganyika and especially in countries which are ex-colonies or dominions of the United Kingdom or which belonged or still belong to the British Commonwealth. In Latin America, too, English is spoken or understood by a part of the population. Government officials all over the world, whose task is to communicate with foreigners, as a rule, speak English, for it is the universal language. Consequently a tourist, mastering English, can travel all over the world easily, since by making use of the English language, he is certain to obtain the necessary information everywhere. P.G. French clearly states in his book: "The Teaching of English Abroad" as follows:

"English is rapidly becoming a world language. It is the mother-tongue of more than 200 million people, and in addition it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese, South-Americans as a second language. And this is true; in the great European countries as well as in countries in the East and West, a person who can speak English, will find somebody who can understand him wherever he may go. (5, p.5)

English is still spreading around the world at
a constantly accelerating tempo. In Indonesia more and more people understand and speak English. Every year the English Department of the I.K.I.P. can always select new students among a great number of applicants.

Almost all countries maintain an English program in their radio broadcast. The "R.A.I." or the Indonesian Radio Broadcast too has an English news-broadcast. Even Russia and China under Mao help disseminate the English speech in their propaganda broadcasts, truly not because of sympathy to the United Kingdom or the United States of America, but because they are sure to reach millions of listeners by employing the English language for their propaganda of communism.

Another cause of dissemination of the English language is the English as used in American and English films, performed all over the world. Italian, Russian, Japanese, Chinese, Philippine and Malayan films are "dubbed" into English for their performance in foreign countries - for their international performance - meaning that the conversations conducted by the filmstars are altered into English in such a manner, that the lockers-on think that the characters really employ the English speech in their conversation.

The writer completely agrees upon what F.L. Bellow states in "The Techniques of Language Teaching":

... During the last fifty years gramophone, telephone, radio, television and sound films have increased the potency and scope of speech enormously. Factories and commercial organisations, once limited in size to the range of the human legs and voice, have been able to increase greatly in size and complexity with the improvement of telephone and speech recording devices. Armies which once had to be organized and act in motion through visi-
ble signals and a few officers on horseback can now be controlled at speed through wireless. This has brought about far-reaching changes in military organization and discipline. The motto of the Crimean War was correctly voiced by Temminck: "Theirs is not to reason why, theirs is not to make reply, theirs is but to do and to die". The introduction of compulsory education and radio telephony made a different attitude and motto possible. In the Second World War great initiative could be given to small commanders because of the greater reach of speech and better training in its use. Armies which had learnt this lesson, won the most surprising victories over those which had not..." (3, p. 18).

This is certainly an evidence of the importance of English speech.

The importance of English speech can also be observed in India. The official language in old British India was naturally English. And after the proclamation of India's and Pakistan's independence it still remained the official means of communication for a couple of years. But then the Hindus, because of their patriotic emotion, wanted to abolish English as their official language. Unfortunately the great amount of dialects spoken in India formed an enormous hindrance in the choice of one official national language to replace the English speech. The final decision was that Hindi, one of the native main dialects in the newly emerging country, was proclaimed as the official national medium of communication. But this policy was a total failure, since it was rejected by the dominating intellectuals who had already mastered the English speech so well that it had become their second mother tongue. Moreover it was refused too by millions of the Hindu population who did not speak Hindi and who wished their own dialect to be promoted to be the official national language. Lincoln Barnett writes about this problem as
follows:

"Putile effort to save Hindi. Perhaps the most notable victory of the English language was won in India. To expunge the relics of the British, the Central Government proclaimed in 1950 that the official language of India would henceforth be Hindi. While this pleased the Hindu population in the North, the Bengali speakers in the East and the millions of speakers of Tamil and related Dravidian languages in the South protested. Moreover, although not more than three percent of India's population employ English, they represent the ruling three percent: administrators, judges, legislators and other educated groups. If English were expunged, they pointed out, there would be no way for all the huge land to communicate with each other. After months of arguments, the "Save Hindi" campaign was called off. The announcement, significantly, was published in English, and Prime Minister Nehru termed English "the major window for us to the outside world" ... (2, p.142).

Most of all, war was the force accelerating the speed of the spreading of English. The occupation troops that moved into defeated countries either in Europe or in Asia were for the greater part Americans and English, and they communicated with the defeated peoples in English. This happened after World War I in Europe. But on an incomparably greater scale after World War II the occupying soldiers made English popular by employing it in their communication with the natives in the countries occupied by American and English armies both in Europe and in Asia.

Before World War II British English was better known than American English. But since the end of World War II the latter has been rapidly gaining ground and the former has gradually been pushed out of the field. For some part, this fact is also the result of the educational aid coming from the United States of America, which partly consists of English courses, where Americans are the teachers. American professors teaching
other subjects than English such as: physics, chemistry, dental surgery, architecture, biology, psychology, sociology, methodology, etc., indirectly help disseminate their mother tongue, because they employ American English as the teaching medium.

In diplomacy the English speech has attained the status of universal tongue. The writer's experience as guide and interpreter at the Asian African Conference at Bandung in 1955 can be used as an evidence of the aforementioned statement: Twenty-nine Asian and African countries conducted the proceedings at the meetings entirely in the English language. The delegates spoke and wrote in English not for any sympathy or love of England or the United States of America, but against Western imperialism—but because it was the only means by which they could communicate with one another.

Another indication that English has attained the status of universal tongue is as follows: When President Sukarno of the Republic of Indonesia made a world diplomacy-trip, he liked to employ English to address his hosts in Asia, Africa, South America, the United States of America, Europe and Russia, certainly not for sympathy or love of the Anglo-Saxon countries at all, but because it was the easiest way to reach the people's minds in the countries mentioned above. And when he was standing before the forum of the United Nations Organization to address the delegates of almost all countries of the world, he also made use of the English speech. The title of his speech is: "To Build the World Again" in which he makes propaganda for his country's philosophy, called the "Pantjasila".
In Indonesia the Department of Education, Basic Instruction and Culture acknowledges the importance of English speech, and consequently since 1964 English conversation has become one of the compulsory subjects at the "Sekolah Menengah Atas". This is indeed a progressive development in the curriculum of the so-called "S.M.A. Gaja Baru" or originally named: "Rentiana Pendidikan dan Pendidikan S.M.A. Gaja Baru", F.W. Balse Pustaka Jakarta 1964, p.p. 62, 79, 100, 119 and 137.

All the aforementioned factors may be considered good evidence of the importance of English speech. That's why the writer has chosen the subject of teaching conversation at the "S.M.A." as his thesis.
CHAPTER II

SPEECH AND LANGUAGE LEARNING

In the first chapter the importance of English speech has been sufficiently discussed and as a follow-up the role of speech in language learning is going to be dealt with in the next paragraphs. The reader will come to know that speech plays a basically significant role in learning either the native tongue or the foreign language. P.G. French in his: "The Teaching of English Abroad" offers the same positive opinion about speech in this way:

"Speech is the groundwork; all the rest are built up from it. Through speech, the pupils learn to make the direct connection between the English word or phrase and the object, action or idea it bears. He learns the habit of using words in the correct sentence patterns and phrase patterns; and he learns this in no other way. The 'common errors' which are so plentiful in pupils' work are due to the fact that the teacher has relied too much upon reading and the reading-book, where words are seen singly and not enough on speech, where there are no single words, but only phrase patterns and sentence patterns." (5, p.6)

Language learning is experienced by everybody from childhood on, i.e. the learning of his own native tongue. Since he must master his own mother tongue as a means of communication in his surroundings, the child has to solve a great deal of unavoidable language problems. In order to gain a clear picture of this universal and quite early language learning, the next questions should be answered:

1. How does a child learn his native language?
2. Who are his real teachers?
3. Does the learning consume a lot of energy?
4. Is the learning often dull or interesting?
5. Does the child make fast progress in learning his mother tongue?

The following paragraphs form the answers to these questions:

Normally every baby gains a great deal of attention from its relatives, and sometimes from other people too. Even in the very beginning the baby is addressed by its parents - as a rule by its mother - as if it were already able to conceive what is said. This is actually the first lesson in language learning, i.e., listening to the spoken words. Conversing or speaking is the result of oral imitation. A speaking-bird, a parrot for instance, is also able to imitate speech orally, but most likely the poor animal does not understand what it says; it is just an unintelligent imitator or a so-called chatterer. An infant, however, gradually understands what he is saying, he really grasps the connection between the words and the objects they denote, he truly conceives the idea or the meaning a phrase or a sentence bears. This is indeed the extremely great difference between human beings and parrots. Beyond the power of understanding his imitations, the child is fortunately endowed with the natural faculty of constructing phrases and sentences on the analogy of the phrase-patterns and sentence-patterns he has unconsciously learned by heart.

Is the child’s mother the only teacher in his learning his mother tongue? It cannot be denied that
the mother for a considerable part supplies her little one with the basic material in his language learning, but the nurse, the father, the sisters and brothers, the cousins, other relatives and later on friends and playmates and other people close to him consciously or unconsciously act as the infant's language teachers. They speak to him, they converse with him, they admiringly express their adoration orally, and, though it may sound incredible, it is the pure truth, that sometimes they take over the child's role in their conversation by answering - in a childlike voice - their own questions asked to the child. An example to illustrate this picture is as follows: when the writer's daughter was still a small baby, he regularly heard his wife perform the next "dialogue" with her: The mother: "Kowe anakku sing aju banget, Dewi!" ("You're very pretty, Dewi, my child!") The mother again, but imitating a childlike voice: "Inggih, Bu" (Yes, Mom, I am") etc. Consequently the child is plunged into a sea of meaningful sounds, well-organized in phrases and sentences. In this way he starts listening to the spoken language which is one of the four language skills. They are: speaking, writing, listening and reading. The third and fourth belong to the so-called passive language command, whereas the other two skills are called the active command. The order of the language skills should be arranged in this way: listening, speaking, reading, and writing, since the first stage of language learning is listening which is followed by speaking, whereas reading and writing are developed in the schoolyears later. In most countries in Asia, Africa,
and South America; however, illiteracy is still prevailing, especially among the people in the rural regions on account of lack of schools. Therefore, speech or the spoken word forms the only language in those countries, since reading and writing remain underdeveloped. This statement finds confirmatory backing in "Teaching and Learning English as a Foreign Language" by C.C. Fries in the next wording:

"The speech is the language. The written record is but a secondary representation of the language. To "master" a language it is not necessary to read it, but it is extremely doubtful, whether one can really read the language without first mastering it orally." (8, p.6)

The evidence of the statement mentioned above can obviously be explained in this manner: at the beginning the child just produces sounds without any meanings. Later when he hears meaningful speech sounds he gradually imitates and repeats what he hears every day. As a rule his "teachers" urge him to respond to what they say, so that a kind of simple conversation takes place. After about five or six years of intensive learning his own language the infant masters the sound system and the structures of his mothertongue within a limited vocabulary. It may just as well be stated that he already masters his native language, since practically he has developed into an expert in speaking his mothertongue. Within a limited vocabulary he speaks fluently and correctly without thinking about the language itself: his sentences are produced automatically. Thus a normal child of five or six is a perfect speaker in the sense that he can manage the sound system and the syntax automatically. The writer agrees upon Paul
Roberts' statement in "Understanding English" concerning the aforementioned material:

"It may be said that to speak a language perfectly is to speak it automatically, without having to pause for reflection about its sound structure or its grammar. In this sense every one (except a few people with certain physical or mental defect) is an expert speaker of at least one language. To put it in a slightly different way, any English or American child is a perfect speaker of English. Obviously in saying this, we leave certain features out of account. Clearly some speakers are more clear or persuasive or musical or elegant than others. Some are vulgar, some are obscene. Some never say anything worth hearing. Nevertheless, all are perfect speakers of English, all are experts, in the sense that they all have an automatic command of the features of the English language. They can talk English without thinking about it. (19, p.67)

It is quite obvious now that conversation plays an immensely significant role in learning a language. As a matter of fact it constitutes the first basic element in learning the mothertongue. The next example is true to life and illustrates well the discussion above:

1. Ana atju
2. Ana wong
3. Ana kutjing
4. Ana Dewi
5. Dewi weluh atju
6. Dewi weluh wong
7. Dewi weluh kutjing
8. Dewi weluh Dewi

- 1. There is a dog.
- 2. There is a man.
- 3. There is a cat.
- 4. There is Dewi.
- 5. Dewi sees a dog.
- 6. Dewi sees a man.
- 7. Dewi sees a cat.
- 8. Dewi sees Dewi.

The example needs some explanation: the first and the second sentence are just oral imitations. The third sentence is the child's own sentence on analogy of the memorized sentence-pattern, and so is the fourth when the child is standing before the mirror. The other
four sentences contain another kind of sentence-pattern, which the child learns according to the same process of oral imitation (no. 5 and 6) and creates new sentences on analogy of new sentence-patterns the child has learned (no. 7 and 8).

With respect to the material it can be said that the child is supplied with abundant learning-material in his native tongue. Every time he is awake he exerts himself in listening to the spoken language and in employing speech to express his feelings, thoughts and will. The learning of his mothertongue is just a game for the child, - a useful game indeed - that he playfully imitates the sayings of adults or those of his playmates. He also makes efforts in constructing analogical sentences. He is quite an efficient "language-student", for he simply abandons sounds, words or syntax which are too troublesome or rare or useless to him. In reality he does not feel the oppressive compulsion of language learning at all. The progress he makes is natural and fast, since he learns enthusiastically and vividly. Almost everybody can remember that during his infancy learning new things was exceedingly interesting. He was completely proud of being able to pronounce the /r/ correctly, of faultlessly introducing a new sentence pattern, and of mastering certain question-tags.

Thus the child learns his first language quite easily and extraordinarily fast. He learns his native language directly from the spoken word. Therefore some language teachers have invented the so-called "direct method" in teaching foreign languages. In this method
translation into the learner's native tongue is out of question. The only medium is just the foreign language to be learned. All difficulties are explained by means of pictures by showing the objects, by performing the required actions, by drawing a conclusion from the context, by associating an idea or a thought with some situation. F. Gurrey in his "Teaching English as a Foreign Language" deals with the direct method in this way:

"...The principle may be explained as the associating of word with thing, of thing with context, and of context with expression in the new language. Context may be idea, event or whole situation; but the fullest application of the method is the associating of a complete thought expressed in words with the real experience that would give the occasion and impulse for the thought." (13, p.27)

An illustration to elucidate the method is of great importance. During the Dutch government over Indonesia the teachers of Dutch were using this method: instruction in the Dutch language was given entirely in Dutch. Not a single translation into the learners' tongue was allowed. These learners grasped the meanings of nouns by having objects pointed out to them in the first stage; they grasped the meanings of verbs by seeing them acted out; they learned the meaning of a new word in the final stage by seeing or hearing the new word in context of familiar words. A lot of exercises in oral imitation and construction of analogical sentences were given. Nevertheless, after seven years of diligent studying the learners were usually no perfect Dutch speakers yet. Their active command of the Dutch language still left much to be desired. At that time the teachers were qualified, there were even
native speakers among them, there was discipline, the pupils studied industriously and the teaching material was well-arranged and carefully graded. In spite of all these advantageous factors the six-year-old child has gained much greater success in learning his native tongue than the pupils having completed the course of study at the "H.I.S." (= the Dutch elementary school in Indonesia). Immediately the normal question rises: "What is wrong with the direct method for learning a second language?" The same theory of imitation and analogy is employed in the child's learning his own mothertongue as well as in the pupils' learning the second language. Nevertheless, the person learning a second language by means of the direct method finds himself in a more disadvantageous position. Some drawbacks that he encounters, may be reported as follows: He already possesses an effective means of communication in his native speech, put in a slightly different way, he already masters his mothertongue which always gets in the way, when he tries to learn a new language habits. He already makes his habit of using his native tongue as a means of expression, and as a means of communication. It is extremely easy and efficient to employ his native language in expressing his will, his feelings and his thoughts or ideas. The sound system, the structural patterns and intonational patterns of his mothertongue are so deeply rooted in his mind, that consciously or unconsciously he is apt to replace unknown elements in the foreign language by those of his own native tongue. To elucidate the problem an illustration is necessary here: The English word "with" for in-
stance is commonly pronounced as "wis", since the specific English phoneme /s/ does not exist in the Javanese language or in the other numerous dialects spoken in Indonesia. The same phoneme occurring initially, e.g. in the word "them" is generally pronounced as "dem". Thus the pronunciation of the phrase "with them" is altered into "wis dem" resembling the pronunciation of the English word "wisdom". In the field of structural patterns usually the wrong word order is employed, e.g. instead of saying: "a green leaf", the Javanese pupil says: "a leaf green" and the sentence "a leaf is green" is also altered into: "a leaf green" by omitting the copula "is", since this word does not exist in Javanese. Mistakes against the rule of pluralization of nouns, tenses of verbs prevail, e.g. instead of saying "good plans" the following mistake is commonly heard: "good plan". Instead of expressing the past tense in: "Yesterday he walked home" the Javanese learner simply says: "Yesterday he walk home". The Javanese intonational pattern of stressing the last syllable of a word may also be observed, e.g. English nouns receiving a stress on the first syllable such as: table, teacher, pupil, cupboard, blackboard, woman, communist, record, pencil, fountain pen etc. etc. are most likely to be pronounced in the wrong way by the Javanese pupil by putting the stress always on the last syllable.

Another drawback is the consideration of the study of foreign language as something compulsory which the writer thinks it is - weighing heavily upon the learner's shoulders. He fails to observe something
interesting in the study of the second language, for it is a task or a duty. He is apt to neglect it.

Another problem worth being taken into account is the fact that the learner's general knowledge is as a rule so well-advanced, that his progress in learning the new language does not go along with it. Consequently he prefers making use of his own native tongue for expressing his ideas. This is another drawback.

Besides the learner of a foreign language is generally self-conscious in making mistakes; he is quite afraid of "losing face" meaning being blamed or losing his personal dignity for making any mistakes, which is indeed a setback in the study of a second language.

All these drawbacks compose the primary reasons for the less successful accomplishment in the second language learning. It is of great importance to investigate the opinion of language experts in this problem.

F. Surrey remarks concerning the matter as follows:

"... But for the teacher, there is a special difficulty that is not commonly considered; it is the difficulty of overcoming the barrier of pupils' mother tongue. For the mother tongue acts as a block in all the learners' language reactions, and impedes the learning of the new language because it is so firmly seated as the first language. Indeed, the mother tongue is so much of our mental lives and of our unreflecting consciousness as well as of our automatic responses to experience, that usually we are not aware of language when we speak, or listen, or write.

Furthermore, the mother tongue is so deeply embedded in our mental lives and inner consciousness that learning a second language requires at first a different reaction at language; one that is a re-orientation and in part a reorganization of consciousness. Therefore special exercise, certain kinds of language drill, and carefully devised methods are necessary to help the pupils to form new language habits. There also have to be very many repetitions at first in order to establish these new linguistic responses, and to ensure their recollection when needed, and especially to increase
the availability of all the elements of the new language, as then are learned: words, structural patterns, inflection, tones, rhythm and pronunciation... (13, p.3, 4)

P. Surrey here is explaining the great hindrance of the mothertongue in learning a 2nd language. At the same time he is giving valuable advice how to overcome the difficulty. Therefore after taking into consideration all the drawbacks mentioned above the readers need not jump into the conclusion that the direct method and other methods of learning a 2nd language are useless. The contrary is true. Those methods have their own value. A good and capable teacher employing those methods are expected to be able to overcome a lot of difficulties in teaching English. If he does his utmost by incessantly and tirelessly training and drilling his pupils and by wisely and inconspicuously correcting their mistakes, the writer is sure that the teacher will gain success in teaching English. The following illustration forms a good evidence. Before the Second World War the Indonesians received a thorough instruction in the Dutch language by means of the direct method from the Kindergarten up to the "Algemene Middelbare School" or the Senior High School, and other schools, so that they generally mastered the Dutch language pretty well. Even now families in the upper tens and some middle classes in the Republic of Indonesia still use Dutch as a means of communication in their limited surroundings. Those Western style educated persons have obtained such powerful command of the Dutch language, that their own mothertongue habits have gradually been replaced by those of the Dutch language. Incredible as
it is - but it is really true - that there are Indonesians who speak better Dutch than Javanese, Madurese, Sundanese or Indonesian. They say that they dream in Dutch too! This is just an illustration of the extraordinary accomplishment of learning a second language by means of the direct method.
CHAPTER III

THE ROLE OF THE TEACHER IN CONVERSATION

Language learning has rather sufficiently been dealt with in the previous chapter. In this chapter, the role of the teacher in language teaching and especially in teaching conversation is going to be discussed.

It is not to be denied that the teacher plays the most important role in language learning. The pupils' accomplishment in language learning is for a considerable part due to the teachers' work. This statement does not mean that the learners' role is quite unimportant. Their features should be given serious consideration, e.g., it is a generally accepted opinion that the learners have not the same linguistic talent or natural aptitude for languages. That's why it is natural that pupils belonging to the same class gain different degrees of accomplishment. Hence the conversation teacher is obliged to pay more attention to the "weak brothers and sisters" of the class. These boys and girls should be given more turns than the talented pupils. And yet he is not allowed at all to neglect the clever ones, for pupils knowing that they need not be alert, usually chatter, make a lot of noise or keep themselves busy in such a way, that they may disturb the order of the class. Thus the conversation teacher skillfully has to divide his attention among the weak, medium and good pupils. At times he is forced to overlook the intelligent learners and inconspicuously to give more assistance to the weak and medium pupils. In this way he is extremely active. A conver-
sation lesson demands a great deal of the teacher's teaching skill and resourcefulness to keep his lesson incessantly interesting. He knows exactly that boredom is the greatest enemy to his conversation lesson; it kills the pupils' sense of learning. Speech is the foundation on which he ought to build up language learning, but the pupils, troubled with boredom, will not gain any linguistic base. Quite the reverse will be true: they may hate English and stop learning it at the very beginning, though they still attend lessons. Thus he wisely draws his pupils' attention continually. Every intelligent and competent conversation teacher is always able to do so, if he really does his utmost. If he observes that the boys and girls decline to follow him, he must immediately change strategy. To re-arrest their attention he may for instance tell a joke or demonstrate some acting, which catches the learners' attention. In this situation he is active and vivacious throughout the conversation lesson. Language teaching indeed consumes a large quantity of energy, mental as well as physical energy, so that the teacher is generally tired after several conversation lessons. While conversing he sometimes sits before the class. He corrects his pupils' pronunciation, properly distributes oral turns, shifts choral turns into individual ones to avoid boredom, corrects sentence patterns, writes something or draws a picture or a sketch on the blackboard to make his explanation clearer, repeats a new word or expression and then makes the class or one pupil repeat it. If he has not vitality and enthusiasm, he will soon quit teaching. P. Gurrey states that
teaching conversation is quite demanding and exhausting.
In his "Teaching English as a Foreign Language" he explains as follows:

"... We note, too, that the successful teacher especially needs vitality and enthusiasm to carry on the necessary oral work during the first year, when day after day, week after week, he must continually summon up fresh stores from everwinding reserves, until by the end of the term, he can hardly avoid feeling drained and empty. Language teaching demands this expenditure of energy. It requires so much mental and physical activity, partly because so much oral work is essential, and partly because of the complexity of language learning. The teacher has to see that his pupils understand the language, that they learn how to pronounce it correctly, that they learn to read it and use it in speech and writing ..." (15, p. 1,2)

The conversation material created in this thesis consists of sentences, which should be read by the pupils after the teacher's reading. If there are mistakes in the intonation, pronunciation or rhythm, the pupils must repeat them after they have been corrected by the teacher. To hammer in the correction, the pupils repeat it three, for times or more. There is, however, some danger, although it is true that repetition is the best teacher, yet persistently and mechanically imitating the teacher and repeating a corrected sentence several times may annoy the learners heavily. For this reason the repetition has to be disguised by telling the boys and girls to form some small alteration in the sentence involved. The next illustration will make the idea clear:

Supposing, the greater part of the class pronounces the following sentence imperfectly: "Suparidoj is a friend of ours". The word "ours" namely is pronounced without the ending /s/. The repetition can be
disguised by ordering the pupils to repeat the same sentence and to replace "Suparijo" by "Siti", "Tedjo", "Pambo", etc. Naturally the teacher should give sufficient emphasis on pronouncing the /s/ in the word "ours". Then the original sentence must be pronounced once or twice correctly. In this way the repetition is executed without causing any feeling of boredom. It is advisable too, that the teacher be generous in paying the proper compliment, if a pupil repeats a sentence correctly. The teacher's compliment encourages the pupils to do their best. Every pupil desires to deserve the teacher's appreciation and praise. P. Gurrey gives valuable advice in the next paragraph:

"This early work calls for skilful invention, because an unvarying repetition of correct sentences, bluntly and doggedly insisted on, will produce only mechanical and, finally, inattentive responses. That kind of repetition will not encourage eager effort in trying to say sentences better and better each time; and it is most necessary to encourage these efforts. So instead of many repetitions of the same sentence that has been corrected, what is needed is a slight variation of a word or tense or number, each pupil making a slight change as the repetition goes round the class. The inflection or item that needed correction should not be changed, of course. But if each pupil has to introduce a variation in his sentence, however slight, that will help him to focus his mind on what he is saying, and will sustain the interest..." (13, p.20).

The teacher will be successful in his teaching conversation, if he can act like an actor or an actress. If there shows some chance to mime an action, he must eagerly grasp it. Although he is not quite an expert in miming, his attempts will always be appreciated by his pupils. They will enjoy his attempts, and so he entertains his pupils; he makes them happy, while teaching them English. It can be illustrated like this: the
next sentences in a conversation offer some mimicry:

Parto: "Do you help your mother at home, Tuti?"

Tuti: "Oh, yes, of course I do. I sweep up the leaves from the front yard."

The teacher acts, as if he were holding some broom and seriously making movements of sweeping. This performance makes his teaching lively and his pupils do not fall asleep, for in this manner he catches and keeps their attention.

Then the teacher tells some pupils to appear before the class and while they are saying: "I am sweeping up the leaves from the front yard," they must perform the action too. Thus the expression: "sweeping up the leaves" is not only memorized, but at the same time it is actually demonstrated. In this way they will remember the expression for a long time. P. Surrey pictures the matter clearly in the sentences below:

"The additional skill which every good teacher of young children tries to acquire is the devising of suitable and expressive action to reveal the meaning and use of word taught. Mixed action, even if not very expert, gives life to a lesson, and ensures thorough learning, for what is seen is nearly always remembered and meanings that are being revealed through action hold the attention of children and sharpen the focus. Actions suggest real life and arouse expectations of: "What will happen next?" Thus meanings and usages are more firmly fixed in mind than if they were merely expressed verbally." (13, p.27).

Be bilingual, which means that he must have a good command of both the English and the Indonesian language. Hence he is able to compare the two languages to examine what difficulties an Indonesian learning English may expect to face. To overcome them the teacher can in this way devise suitable exercises. For example,
Indonesian and the tens of dialects in Indonesia lack the following sounds: final consonant clusters, several initial consonant clusters, the /v/, the /f/, the /ʃ/, the /ʒ/, the /z/, the /ʒ/ and the /ʃ/, so that the teacher has to make up pronunciation-drills to teach those sounds. The fixed English wordorder, inflection and other difficulties should also be taken into consideration. In teaching English sentence-patterns F.G. French distinguishes three principles:

"The first principle used in English for fitting words into sentences is wordorder. The second principle in English is the use of structural words: prepositions, articles, auxiliaries, conjunctions, question-words and pronouns. The third principle in English is the use of a small number of inflexions." (5, p.11, 12).

Another need of an English conversation teacher is that he must be good at the teaching methods of English. The writer will deal with the method of teaching conversation in a special chapter.

Since an English conversation teacher teaches pupils, children, thus he is faced like other teachers in general with the common educational problems. Therefore he should have several characteristics to cope with his daily educational work.

To begin with he should be able to maintain order in his classroom. Thus he must have authority. As described on the previous pages he is quite a busy man before the class: While speaking, he may draw a picture on the blackboard to give some explanation, or he may be acting before the class to make his subject more vivid, or immediately after speaking he must give oral turns, individual as well as choral turns, after -
wards he has to correct mistakes against pronunciation or intonation, sometimes he is forced to tell a joke as a remedy against boredom. If he cannot maintain order, the class is most likely to be transferred into a kind of market and teaching conversation is then senseless. Because of this reason he must have authority.

Fluency of good speech is undeniably necessary for a conversation teacher, for he is there to teach the pupils to speak English properly. If he fails to speak fluently himself, he is certainly unfit for the purpose. Preparing the conversation lesson well at home, will support his fluency of good speech before the class. Unfortunately almost all conversation teachers in Indonesia are no native speakers. Quite a few only have gained fluency resembling that of a native speaker. The fluency of good speech of the conversation teacher himself can still be improved, if he is lucky to getting the opportunity of meeting with native speakers or with people who are already good at English, who have already mastered English as native speakers. This is the case in big towns, they are also in the position of being able to attend an extension course or an evening/afternoon English college. Conversation teachers in small towns, however, cannot enjoy these advantages. Yet there is still a solution: they can improve their English by listening to 'English by Radio' programmes.

Self-reliance is another important characteristic of the conversation teacher, since it assists his in his conduct in class. The problem is how to obtain
self-reliance. This is intimately related to the aforementioned characteristic: fluency of good speech.

Teachers with a very good active command of English are generally full of self-reliance. Another way to obtain self-reliance is to prepare the conversation lesson thoroughly. Even how to act before the class can be studied at home. It is certain that a teacher lacking self-reliance will not be successful in teaching conversation.

Perseverance and patience are necessary characteristics for the conversation teacher. It consumes time and energy to teach conversation at the "Sekolah Menengah Atas". The teen-agers of the "S.M.A." are commonly self-willed and difficult to deal with. It is not easy to draw and keep their attention. Moreover their knowledge of the Indonesian language and that of their own dialect are already sufficient as a means of communication. Thus both native languages form a great hindrance in learning new language habits, in this case the English language habits. Another encumbrance is the pupils' habit to transfer Indonesian expressions into English. Mistakes such as: "a tree tall", "a table large", "a boy clever" are just the result of "transfer" or "literal translation". Therefore the conversation teacher should perseveringly and patiently teach well sentence patterns, pronunciation, intonation and conversational fluency within a fixed group of words and expressions. Continually repeating - yet interestingly devised - of pronunciation, intonation and sentence patterns is indeed of great importance. Another facet of language learning, that is: enriching the pupils'
"In learning a new language then one must not become impatient to expand his vocabulary and attain fluency. Accuracy of sound, rhythm, intonation, structural forms, and of arrangement, within a limited range of expressions, must come first and become automatic habit, before the student is ready to devote his chief attention expanding his vocabulary.

The "accuracy" which is advocated here does not mean the so-called "correctness" of the common handbooks: the spelling pronunciations often advocated there, the forms of words pronounced in legislation, the school-mastered structures that have no vogue outside the classroom. The accuracy here stressed refers to an accuracy based upon a realistic description of the actual language as used by native speakers in carrying on their affairs: the exact reproduction of all parts or whole utterances as they appear in the normal conversation of native speakers. Contractions and "reduced" forms are just as accurate and as "good" as full forms; they are more accurate in the speed of usual conversation and discourse." (8, p.3)

Sense of humour is another condition for the conversation teacher. Most pupils are fond of humour. Dullness in the conversation lesson can easily be driven away by humour. If his pupils feel inclined to be indifferent towards their lesson, the teacher's sense of humour will help him to remain optimistic. Having a sense of humour, of course, does not mean that he should act like a clown before the class.

Being optimistic helps the conversation teacher a great deal. The pupils seem to remain stupid, they make the same mistakes, they — especially the girls — cannot speak in a loud voice, they constantly look outside. The conversation teacher thinks he fails to teach them conversation. But if he is optimistic he can still hope that next time he will gain success.

Access is an important characteristic of the
conversation teacher. If he is easy of access to his pupils, the way to an intimate relationship between teacher and pupils lies wide open. Consequently he gains friendship among his pupils and can easily obtain information about their hobbies. In creating conversation texts he can insert these hobbies, so that the pupils automatically pay attention to such texts. Hence, they learn better. Therefore the conversation teacher need not be afraid of becoming less respectable, by being easily accessible to his pupils, because by doing so his success is guaranteed. Besides he will still be respected because of his authority, his age, and his knowledge.

Diligence is another factor to secure the conversation teacher's success. The teacher diligently prepares his conversation lesson at home. There is a saying that the best way to educate children is to give them an example, i.e., an example of diligence. In general the pupils follow the teacher's example, and they will industriously memorize the conversation-texts too.

The conversation teacher has to make notes about the learners' mistakes industriously, so that he obtains a great deal of information on the pupils' failures and shortcomings against pronunciation, accentuation, tones and fluency. In this manner he properly supplies himself with sufficient material to constitute well-chosen drills on pronunciation and intonation. Without diligence he is most unlikely to compile enough data for his drills to improve the pupils' oral command. If he is unable to write out proper conversation-texts
himself, he is obliged to look for suitable ones industriously. Again and again he must review the existing texts diligently.

Another need for the conversation-teacher is his *resourcefulness*, which will help him attain his goal, viz. to teach his pupils to speak English. It is easy to find several textbooks on conversation, but it is a fact that the texts do not always fit the needs of an "S.M.A.". Therefore the conversation teacher must also be skilful to review those textbooks, in order to be able to offer his pupils suitable texts, which draw their interest. He must be easily accessible, so that his pupils can freely tell him about their interests, their complaints, their dislikes and hobbies. In this manner he comes to know his pupils well and he can make the necessary alterations in existing conversation-texts in accordance to his pupils' interests.

Another sort of *resourcefulness* consists of the teacher's ability to create conversation texts himself after having collected data about the pupils' interests. To be most effective the texts must be scrutinized by native speakers or in case of lack of native speakers, they can be scrutinized by experts in the English language. In big towns, such as Djakarta, Bandung, Semarang or Surabaja or in towns such as Djokja the conversation teacher is fortunate, for he can generally find English native speakers or experts in the English language and can ask them to correct his conversation texts. In small towns, however, he is indeed unfortunate, since he is entirely committed to his own knowledge and to his own mastery of the English language.
Resourcefulness is necessary too in forming and carrying on pronunciation and intonation drills. Although a dictionary often serves as the main source for the selection of words with about the same pronunciation difficulties to constitute drills, but the way to offer them to the pupils needs some resourcefulness. The teacher is expected to know how to avoid dullness. It cannot be denied that repeating the correct pronunciation or the correct intonation is the best method of hammering it in the children's mind, but boredom is most apparently to be the result. It is well-known that boredom makes the learners indifferent, so that they easily fall back into their old mistakes against pronunciation and intonation. This means failure. Therefore the conversation teacher has to be inventive in avoiding boredom, e.g., by the shifting of choral into individual turns, by giving a turn to one pupil immediately imitated by the class, by giving a choral turn to the girls varied by individual turns to boys or the other way round, etc., etc.

Pretending to be an actor is a good characteristic for the teacher in general, especially for the conversation teacher, since the latter is supposed to act before the class. Hence he must dare to act like an actor. Even pretending to be an actor himself is often insufficient, he must also urge on his pupils the necessity of acting before their friends. It does not matter when the class bursts with laughter, for a boy or a girl is acting awkwardly before the class. The teacher himself should overcome his shyness and should give an example in miming as much as possible to gain
success in his conversation lesson. By doing so the pupils can remember the difficulties better than by means of translation or an oral explanation. Actually the conversation teacher immediately starts acting before the class the moment he enters the class-room; he puts aside all daily trouble and pretending to be happy to see his pupils he says: "Good morning, boys and girls".

In this chapter the factor "teacher" is sufficiently discussed, in the next one other factors will be dealt with.
CHAPTER IV

PUPILS AND CONVERSATION MATERIAL

It is important to consider several aspects concerning the pupils of the "S.M.A.", in order to be able to establish a proper conversation programme. They are among others the age, the sex, the ability, the interests, the social background and the previous schooling.

To begin with it can be stated here that the "S.M.A." learners are still teenagers whose age varies between fifteen and nineteen years. Both sexes are represented.

The ability and the previous schooling of the "S.M.A." pupils can be dealt with together. As a rule the girls are more industrious than the boys, so that the girls gain better results in learning English. Pupils having graduated from the three-year-course of the "S.M.F." should have enjoyed the so-called "Oral Approach" of learning English. Thus the new-comers to the 1st year of the "S.M.A." are supposed to be able to carry on simple daily dialogues. But that is not true. The following dialogue for instance is still difficult to them:

A: How'd you come to school?
B: I come to school on foot.
A: What's the time now?
B: It's 8 o'clock sharp by my watch.
A: Say, your wristwatch is beautiful.
B: Thank you for your compliment, etc.

So the "S.M.A." teachers are dissatisfied with
their conversational ability. Therefore this thesis is making attempts to offer some improvement by presenting a new way of teaching conversation.

As to the social background it can be stated that, since the Republic of Indonesia is based on the "Pantjasila", democracy prevails at school in the sense that the "S.M.A."-pupils are represented by teenagers from all ranks. On this account the son of a humble school-attendant might sit next to the son of the noble Sultan of Jogja, or a princess of "Faku alam" might be a classmate of the daughter of a "betjak"-driver.

Pupils from Bali meet the difficulty of pronouncing the /t/. Several pupils cannot pronounce the /z/ properly. A lot of pupils cannot pronounce the /v/ and the /z/ well. They commonly pronounce the /z/ and the /v/ as the /p/, whereas the /z/ as the /s/. Children whose parents still speak Dutch at home usually do not meet a great difficulty in learning to pronounce the /v/, the /v/ and the /z/.

The meaningful matter is to take this difference into consideration in teaching conversation.

In connection with the above mentioned aspects concerning "S.M.A." pupils, conversation material can be determined as follows:

As both sexes are usually represented at the "S.M.A." the conversation material should be fit for both boys and girls. Dullness for the male learners would be just the result, if only the female interests were taken into consideration. Hence subject-matters such as: "Sewing and knitting", "Baking Cakes", "Making new Dresses", "Picking Flowers", "Efficient Cooking",...
"New Hairdress", "Taking Care of Babies", etc. would only attract the female learners. On the other hand:
"Boxing", "Playing Football", "Wrestling", "Fentjak
the Indonesian Self-Defence System", "Body Building"
"The High-Jump by Means of the Jumping-Rope", "The
Cross-Country Run", etc., are never suitable for the girl
-pupils. One must also keep in mind that it would be wasting energy and time to offer conversation texts such as: "My New Teddy-Bear", "My Toys in the Nursery"
"My Mother's Song : Lullaby", "For the First Time at
School" etc., since they are just small children's inter-
est, which will never charm "S.N.A." learners. Thus these sorts of subject matters are unfit, too, for "SMA"
pupils, who have already outgrown them.

So one wonders what kinds of conversation texts are proper to be taught at the "S.N.A." The next discussion is making an effort to give a concrete an-
swer: In this thesis it has been suggested to examine the teenagers' interests and hobbies. In order to be able to collect sufficient information about them, the conversation teacher has to be accessible in order to persuade his pupils to come to him with their com-
plaints and joys. He is supposed to console and en-
courage them, or to join in the happy situations of his pupils, but what's more he comes to know about the girls' and boys' interests. As a consequence he can state, that daily routines and events constitute the main material for the conversation-lessons, for these are the best material for beginners to work upon. The following illustration is supporting the discussion: in Jogja for instance, people like to go and enjoy the cool and fresh climate of Kaliurang, the health-resort on a hill quite close to Mt. Merapi. That's why Kaliu-
rang must be inserted in the conversation texts. Schools hold a flag-ceremony on Mondays to establish a patriotic education. Hence a conversation text should be e.g.: "The school-flag ceremony on Mondays". Several boys and girls nowadays come by scooters to school. Therefore "Riding a scooter", is quite a proper conversation subject matter. Naturally the "S.M.A." pupils see one another at their homes and they also meet each other somewhere. Logically the conversation teacher should write: "A Meeting in Malioboro", "Praptu calls at Tedi's" for his class. Other daily situations such as: making a trip, going to the movies, playing badminton, volley-ball and table-tennis can be sources of conversation topics, e.g.: "A Trip to Sala" or "A Trip to Tawangmangu", "Going to the Movies", "Playing Pingpons", or "We play Volley-ball", or something like that. At any rate these kinds of texts arrest the learners' attention, because they are well-known and that's why they will remain interesting. Other suitable conversation material consists of what the pupils are wearing or doing actually at the moment they are in class. This is the very suitable material. Some examples are as follows: The teacher entering the classroom may start the conversation in this way:

Teacher: "Good morning, boys and girls".
Pupils: "Good morning, sir."
Teacher: "What're you wearing, Tomo?"
Tomo: "I'm wearing a shirt, trousers and shoes."
Teacher: "And what're you wearing, Wewisk?"
Wewisk: "I'm wearing a blouse and a skirt,"
shoes, a necklace, earrings and a ring" etc.

Suswono, what are you doing? - I'm cleaning the blackboard, sir.

Prapto, what's Suswono doing? - He's cleaning the blackboard, sir.

What am I doing? - You're teaching us English.

What are you doing now? - We are listening to you, etc.

Is Suswono still cleaning the blackboard? - No, he isn't.

Am I still teaching you English? - Yes, you are.

Are you still listening to me? - Yes, we are, etc. etc.

Do you speak English? - Yes, I do.

Do you speak Indonesian? - Yes, we do.

Do you speak Javanese? - Oh, yes, we do.

Do you write in English? - Oh, no, we don't.

Do you write in Indonesian? - Oh, yes, sometimes we do.

Do you write in Javanese? - Oh, yes, usually we do etc. etc.

These kinds of conversation material cause simple sentences, which can give vividness in class, as a rule the class appreciates them, since the learners are active and can demonstrate their dexterity in asking and giving answers in a foreign language. They are proud of their skill. These sentences, however, need not be written, they are used as a warming-up exercise.
before dealing with the actual conversation text.

As the "Fantjasila" is the foundation of our government, the conversation teacher should write a text or some texts having to do with the "Fantjasila". To make the pupils keep in mind that divinity is of great importance and quite a necessity in our life, it should form a topic. The teacher can also insert the matter of divinity in the other conversation texts. The feelings for the principles of democracy and socialism can be promoted in offering the class conversation material dealing with boys and girls from different social backgrounds giving mutual help in their daily study or in their daily life. The talk about the flag-ceremony at school makes the boys and girls love their country and respect their national colours. These are some comments on the conversation material in connection with the "Fantjasila".

In the 1st year of the "S.M.A." the text must give exercises in simple sentence patterns, which are most likely to be just a kind of repetition of what the pupils have learned at the previous school. Even extremely easy construction such as:

What's your name? What's her name? What's his name? What's your father's name? What's his teacher's name? etc., etc. What's the time? What's the day of the week? What's the day of the month? etc., etc.

What do you do in the morning? What do you do in the afternoon? What do you do in the evening? What do you do in the night? etc., etc. may not be overlooked. So then the conversation teacher must select or create the simplest every day English sentences to start his
conversation lessons with. It does not matter, whether it is just a repetition of things learned before. Bright learners will immediately master these simple sentences, but there are always "weak brothers and sisters" who need some time to understand and memorize them. Consequently the wise teacher gives them more attention and more turns. The grading of the material must accommodate to the average learner. As soon as it appears that the 1st year pupils at the "S.M.A." master the extremely easy conversations, the exercises can directly be developed into more difficult ones. Moreover the material for beginners must consists of every day words which do not burden the pupils' memory and do not hinder perfect familiarity of the meaning of the sentences. Thus the main point is to teach sentence patterns within the limit of already familiar vocabulary.

Daily routine such as taking a nap in the afternoon, having breakfast/dinner/supper, taking a bath, taking care of domestic animals can give some inspiration to write conversation texts or to enrich the material for the warming-up exercise.

The common greetings, e.g. Good morning, Good afternoon, Good evening, Good night, Goodbye, See you around, Till tomorrow, Till we meet again, How are you? etc. must also properly be discussed in the conversation material. Frequent request for example: "Remember me to your sister" ("Remember me to ....."), "Excuse me, may I .........", "Would you mind opening the window?" ("Would you mind ____ing .....?)" "Please, return my book." ("Please, .......") should be dealt with too.

In the 3rd year the teacher must dare to teach
conversation texts dealing with the cultural background of its native speakers of English. These texts will give new sparkling life in the teaching, since "S.M.A." teenagers are keen on enlarging their knowledge about the cradle of the English language. Foreign books such as: "Reading and Conversation for Intermediate and Advanced Students of English" offered by the English Language Services, Inc. Washington D.C. and Mac Gillivray's: "Life with the Taylors", provide the conversation teacher with a great amount of charming texts. Moreover they furnish the "S.M.A." learners with dependable information on the birthplace of the English language.

In the matter of correct conversational English it is true that the Indonesian teacher in charge of the conversation lessons is most likely to write awkward English conversation texts. Consequently it is indeed advisable to ask for the help of native speakers to correct his creation. If he cannot find anyone to do so he must make attempts at receiving assistance from experts in English. Only in this manner he can ascertain the accuracy of conversation texts he has written himself, for their main condition is good English. The teacher is a big town is better privileged than his colleague in a small town, since the former can easily approach an English native speaker or an expert in the English language. As to the latter he is commonly devoid of any support in correcting his conversation texts.

So far several aspects concerning the "S.M.A." pupils and those about the conversation material have
been sufficiently discussed. But there is still another problem, viz., the great amount of pupils at the "SMIA". As the number of "SMIA" is too insufficient to receive the enormous influx of "SMIA"-leaving pupils, the "SMIA" classes are therefore abnormally overcrowded. The true reason is that every pupil wishes to enter the university by way of the "SMIA". Hence an "SMIA" class consists of 40 to 60 pupils. An extremely big class indeed. Too big actually for a conversation class, so that the teacher has to be immensely handy to cope with more than 40 pupils, in order yet to be able to gain some success. Since this has something to do with method, it will be spoken about in the following pages. In the next chapter a discussion is going to be done on the new way of teaching conversation which will form the essence of this thesis, where sample lessons in the three different years of the "SMIA" will be dealt with to demonstrate how an actual conversation class can be carried out.
CHAPTER V

A NEW WAY OF TEACHING ENGLISH CONVERSATION
AT THE "S.M.A."

It is well-known to everybody that speech is basically important in language teaching. Hence teaching conversation should play an important role too in the teaching program of the English language both at the "S.M.P." and the "S.M.A." The Indonesian Department of Education, Basic Instruction and Culture acknowledges the importance of English speech and since 1964 English conversation has finally become one of the compulsory subjects at the Indonesian senior high school. This fact is stated in the curriculum of the so-called: "S.M.A. Gaja Baru" or "Rantjana Pendidikan dan Pendidikan S.M.A. Gaja Baru" P.N. Balai Pustaka Jakarta 1964, pp. 62, 79, 100, 119 and 137. This is indeed quite reasonable, since everywhere children before learning to read and write primarily use speech as their means of communication. And so do illiterate people everywhere in the world. Even those who are able to read and write, employ the spoken more than the written language to communicate with one another. Naturally there is an exception, the workers of the pen, e.g. journalists might write more than that they speak, but they belong to the minority. Consequently, teaching English conversation at the "S.M.P." as well as at the "S.M.A." ought to be regarded as one of the main parts of teaching the English language. It may be ridiculous, but it is true, that an "S.M.A." pupil generally lacks the ability of expressing his ideas in English, because
of shortage of organized practice. Hence the writer of this thesis would like to contribute something to the teaching of English conversation at the "S.M.A." by writing this thesis: "A New Way of Teaching English Conversation at the "S.M.A.""

It is now because of some reasons. To begin with the 1st reason is the use of *key-words*. It is undeniable that memorizing conversations consumes time and mental energy. Besides an "S.M.A."-pupil is burdened with a great quantity of assignments. He has to study more subjects than a pupil of the "S.M.P." Consequently any attempt to present a method of learning to relieve the burden of study should always be welcomed by the "S.M.A."-pupils. This thesis strives for giving the learners an aid to simplify the process of memorizing conversation texts by means of key-words. Although any definition is as a rule imperfect, the thesis writer endeavours to give the definition of a key-word as follows: The 'key-word' of a sentence is a word or a phrase (group of words) which is the nucleus of the sentence. The general imperfectness of a definition makes an illustration necessary. Hence the next examples are sentences after their key-words serving as an explanatory illustration:

<table>
<thead>
<tr>
<th>Key-words</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>your name?</td>
<td>What's your name?</td>
</tr>
<tr>
<td>your age?</td>
<td>What's your age?</td>
</tr>
<tr>
<td>you live - where?</td>
<td>Where do you live?</td>
</tr>
<tr>
<td>your school far?</td>
<td>Is your school far from here?</td>
</tr>
<tr>
<td>no, close by.</td>
<td>No, it's close by.</td>
</tr>
</tbody>
</table>
**Key-words**

that reason - you regularly swim?

fond of swimming, water-pleasure.

"gotong rojong" means?

gotong rojong cooperation. simple villagers activities rice, ditches, irrigation channels, roads, bridges, schools, dykes, mosque, church, weddings, social events

**Sentences**

Is it because of that reason that you regularly swim?

Oh, no, George, I'm fond of swimming, for it gives me a lot of water-pleasure.

What does "gotong - rojong" mean?

Gotong rojong means cooperation. The simple villagers still carry it out in their activities of growing rice, digging ditches and irrigation channels, building roads, bridges, schools, dykes, the village mosque or the village church, celebrating weddings and other social events.

Self-evidently a long conversation unit must be supplied with several key-words as can be observed in the last example.

As it was stated before the key-word assists the learners to memorize the conversation text easily, it must be read in the beginning. Later on, when the pupils have already memorized the text, they need not pronounce the key-words because otherwise the fluency of the natural conversation will be hindered. But if a pupil at a sudden stops in the course of his demonstration of the conversation, the teacher interferes by
pronouncing a key-word to support the learner to resume his conversation. Thus the conversation teacher is obliged to be always alert and while following the pupils' conversation sentence by sentence he should immediately be able to give a helping hand to a pupil who suddenly stops short in his speech. It may happen that a pupil remains silent after being supported by the teacher in this way. What must the teacher do then? It does not have to be a problem. The teacher just tells his pupil what to say, so that the latter at once resumes his role in the conversation practice without much delay. In this manner the natural speed of the conversation is not slowed down too much. Naturally it is beyond dispute that every pupil is expected to memorize the conversation text in such a way that he should remember the whole sentence, if he merely hears its key-word.

The second reason that it is called a new way of teaching conversation is that each conversation text is preceded by:

1. an interesting warming-up conversation to build up the proper atmosphere for a conversation class,

2. drills in fluency, pronunciation and accentuation.

After this the teacher starts dealing with the actual teaching material of the day.

The author here builds the conversation method on the main principle that the pupils can learn to master the English language by imitating the native speakers' speech habits as much as possible. In con-
sequence he disapproves of the translation method. But when he occasionally translates a difficult word into Indonesian for the sake of clarity, it does not mean that he employs the translation method. The teacher acts as if he could not speak Indonesian. So he addresses the pupils in English and its result is that they receive a great amount of training in listening to spoken English. In this manner he develops the pupils’ passive command, i.e., the skill of listening to English.

In regard to the development of the pupils’ active command as to their skill of speaking, the teacher proceeds as follows: he has the pupils practice their knowledge of English by making sentences in their own words. In this way they are made active. Corrections in terms of prosody ought to be made sufficiently without discouraging the learners. This can be best established by paying compliments generously if a pupil has done well and by being patient, if a pupil makes mistakes.

The method comprises seven steps. Step I is the warming-up conversation before presenting the actual teaching material of the day. In the first year the teacher still translates some words into the pupils’ native tongue, if necessary, but henceforth he abolishes the translation entirely. The aim of the warming-up conversation is to prepare the class to receive the conversation text to be taught so that the proper atmosphere of attentiveness is created. The teacher should not forget to repeat patterns and idiomatic expressions that he taught before. In doing so he secures
the continuity of his teaching.

**Step II** is remedial work for prosody and fluency. The teacher here must have made records of the pupils' past deficiency in order to be able to make up remedial exercises and drills. Dullness can be avoided by giving individual and choral turns alternately. He executes these exercises and drills just orally so that his pupils are not distracted by spelling-problems. The first and the second step may only consume a small part of the lesson-hour, since they just form the preparation of the actual teaching material.

In **Step III** the pupils listen to their teacher's reading the text, which they do not see at all so that they are supposed to be able to concentrate on their teacher's reading. The teacher ought to have prepared the lesson so well that he may read it out perfectly. He must read it in a sufficiently loud voice to reach the pupils in the rear row. Sometimes he has to look up from the text to check whether everybody is paying attention to his reading. If there is something to be demonstrated, he does so.

**Step IV** is as follows: The pupils are allowed to open their books or their mimeographed material. The teacher reads the text again and asks his pupils to follow his reading. Since they must have their own books or mimeographed material, they are allowed to give reading marks in the conversation texts.

**Step V** is the explanation of the text. The teacher usually explains the difficulties by giving examples in which their meanings clearly come out. He also has the learners form sentences to keep them ac-
tive and alert. Because of practical reasons he sometimes gives the translation of a difficult word in Indonesian. To promote the pupils' sense of mutual help the "weak" learners have to say sentences after the bright ones.

**Step VI** serves as the actual reading by the class. The pupils either individually or chorally imitate their teacher's reading sentence by sentence. With pencils in their hands they recheck the reading marks they have made.

**Step VII** is as follows: Two learners demonstrate the conversation before the class. They are allowed just to read from their books or stencils. If there is something to demonstrate, they have to do so.

**Step VIII** is the last step and takes place in the next conversation class, where every pupil is expected to be ready to demonstrate the conversation before the class without reading the text, in other words they have to know the conversation text by heart. The teacher gives marks for their performance. In this way he encourages and compels them to learn industriously.

To avoid hindrance in the natural course of conversation he must postpone prosody-corrections, until the "actors" have finished the whole performance. Thus he actively makes notes about the mistakes of the learners, while they are busy performing the conversation before the class.

All these steps are just to illustrate the method of teaching conversation. It is of great importance to make them clear by presenting sample lessons for the 1st, 2nd and 3rd year of the "S.N.A."
Hence the following paragraphs will be discussing them.

**Sample lesson for the 1st year "S.M.A." VI Jodic**

To save time and energy the words of the teacher will be put between dashes : (-- .......... --), and those of the pupil between plus signs (+ .......... +).

**Step I.** The warming up conversation starts, when the teacher enters the classroom and says:

--- Good morning, boys and girls! ---
+ Good morning, sir +
--- Who are you? ---
+ I'm Sutedjo, sir +
--- And who're you? ---
+ I'm Suprapto, sir +
--- And what's your name? ---
+ I'm Budi, sir +
--- And what's your name? ---
+ I'm Dinawan Setijo Budi, sir +
--- And now you must ask your neighbour the same question, he or she must answer. Tedjo, you may start ---
+ Who are you? +
+ I'm Nugrohowati + etc. etc.

By giving individual turns the teacher has his pupils practise the question-answer exercise for a while.

**Step II:** The plural suffix of nouns ending in a vowel or a voiced consonant is pronounced /s/. Since Indonesian or any dialect spoken in Indonesia does not possess the sound /s/, the students need to practise this sound. Therefore the drill on pronunciation is as
follows:
a doll two dolls a newspaper ten newspapers
a boy five boys one hand two hands
a girl many girls one neighbour all neighbours
one table two tables a bell many bells
a sound two sounds one pen twenty pens
one bicycle three bicycles one comb two combs
da teacher many teachers one hen four hens
eight chairs

The pupils do not see the spelling of the words in this drill; they just listen to the teacher's pronunciation and imitate him. In this manner they can concentrate on the correct pronunciation. They are never distracted by spelling-problems.

To avoid dullness the teacher gives individual turns as well as choral turns. Sometimes he divides the class into two groups and gives them turns alternately.

The stress-drill consists of words occurring in the text which the students have to read. At first the students have just to say after the teacher and then the list of the words is written on the board without any mark of stress. The students read up these words individually or in chorus to denote the correct stressing. The teacher immediately corrects a mistake and if a mistake is often made he has his students repeat the correction several times until they master it.

The stress-drill written on the blackboard is as follows:
The **fluency-drill**: To improve the pupils' fluency this drill is important. Since the pupils only imitate their teacher and may not read the list of the sentence used in this drill, short sentences serve best. To keep the pupils alert, the teacher gives turns at random. He already shows here that English is stress-timed and not syllable-timed which means that the time between one primary stress and the following primary stress is the same length, Indonesian is syllable-timed.

The drill is as follows:

1. a) Do you see something?
   b) Do you see something beautiful?
   c) Do you see what the teacher sees?

2. a) I'm a pupil.
   b) I'm a diligent pupil.
   c) I'm a very diligent pupil.

3. a) The teacher is writing.
   b) The teacher is writing a word.
   c) The teacher is writing a word now.
The intention of lengthening the sentences is to improve the pupils' fluency gradually. Again individual and choral turns are given alternately to avoid boredom.

**Step III.** The teacher reads out the whole conversation text which is as follows:

**Lesson I.**

**Key-words:**

*your name?*

Barbara: What's your name?

Nito: I'm Nito.

*father's name?*

B: What's your father's name?

M: Mr. Sastropawiro.

*headmaster's name?*

B: What's your headmaster's name?

M: Mr. Danusaputro.

*your dog's name?*

B: What's your dog's name?

M: Bello.

*where - you live?*

B: Where do you live?

M: I live in Pawirotaman.

*where - your grandmother lives?*

B: Where does your grandmother live?

M: She lives in Semarang.

*where - your uncle lives?*

B: Where does your uncle live?

M: He lives in Gunung Kidul.

*where - oldest brother lives?*

B: Where does your oldest brother live?

M: He lives with us in Pawirotaman.
your school - far from
B: Is your school far from here?
M: Yes, it is.

Post-office - far from
B: Is the post-office far from here?
M: No, it isn't. It's close by.

Bantul - far from here?
B: Is Bantul far from here?
M: No, it isn't. It's close by.

Bulaksumur - far from
B: Is Bulaksumur far from here?
M: No, it isn't. It's close by.

Semarang - far from
B: Is Semarang far from here?
M: Yes, it is. It's a long way.

Yogyakarta - far from
B: Is Yogyakarta far from here?
M: Yes, it is. It's a long way.

Surabaja - far from
B: Is Surabaja far from here?
M: Yes, it is. It's a long way.

What - like to drink?
B: What would you like to drink?
M: Coffee, please.

What - baby - liked to drink?
B: What would the baby like to drink?
M: Milk. (The baby would like to drink milk.)
What - dog - likes to eat? B: What would your dog like to eat?
M: Meat. (My dog would like to eat meat).

What - cock - likes to eat? B: What does your cock like to eat?
M: Maize. (It likes to eat maize).

What - Javanese - likes to eat? B: What does the Javanese like to eat?
M: Rice. (He likes to eat rice).

What - monkey - likes to eat? B: What does a monkey like to eat?
M: Fruit. (It likes to eat fruit).

How - to school? B: How do you come to school?
M: On foot. (I come to school on foot).

How - father - to office? B: How does your father go to his office?
M: By car. (He goes by car to his office).

How - mother - to the market? B: How does your mother go to the market?
M: By bike. (She goes by bike to the market).
Who do you love?
B: Who do you love?
M: My parents. (I love my parents).

Who does your dog like?
B: Who does your dog like?
M: He likes me.

Who do your mother love?
B: Who do your mother love?
M: Her children. (She loves her children).

What do you like?
B: What do you like?
M: Swimming. (I like swimming)

What does your grandfather like?
B: What does your grandfather like?
M: Taking a stroll. (He likes taking a stroll).

What does your dog like?
B: What does your dog like?
M: Barking. (He likes barking).

What does your sister like?
B: What does your sister like?
M: Cooking. (She likes cooking)

The procedure of Step III is as follows:
The pupils listen to the teacher's reading and do an effort to grasp its meaning. They are not allowed to imitate him, for it is meant to be a practice in listening. Thus it is meant to develop their passive command. Therefore their mimeographed materials or their books are still closed.

Step IV. The pupils are allowed to open their books now. While the teacher is reading out the whole
Conversation text again, they join him silently and put down reading marks of stresses, pitches and junctures.

Step V is as follows:
While he goes along reading sentence by sentence he explains the difficulties found in the text. It may be something like this:

-- Is "headmaster" the same as "teacher"? Who knows?...
   Tedjo?

† No, sir. Mr. Danusaputro is our headmaster. There is one headmaster only: Mr. Darmaputra. There are several teachers, for instance: Mr. Sastro, Mr. Brahmano, Mrs. Handri, and so on. *

-- All right, Tedjo. Who is the boss or the head of all the teachers at our school? Who knows?.... Tuti?

† Mr. Darmasaputro is the head of all our teachers. So he is called the headmaster. *

-- Very good, Tuti! "would like" and "like". "Would you like to drink tea?" means a real offer to drink tea (= tawaran sungguh-sungguh minus teh). "Do you like to drink tea?" is a question about one's like or dislike (= pertanyaan tentang kesukaan seseorang). So in asking: "Do you like to drink tea?" does not mean a real offer to drink tea! Is that clear?....

   What is the answer to the question: "Would you like to drink tea?".... Tato!...

† Yes, I would, or yes, I would like to drink tea?

-- Correct. And what is the answer to: "Do you like to drink tea?.... Widjarko!...

† Yes, I do...

-- That's correct. "love" and "like". Who knows the difference between the two words? Which feeling is
"Love" or "like"? .... Farmo! --
+ "Love" is stronger than "like" +
-- That's good! Who can give some examples? .... Emmy!
+ I love my mother. My mother loves me. We love each other. I like reading. I like my cat. My cat likes me too +

-- Thank you Emmy. Those are good examples. And now:
"taking a stroll". Who knows its synonym? Who can say it in another way? .... Nobody can? "Taking a stroll" is "taking a walk". Do you get it now?
Who can make a sentence with the word "stroll"? ....
.... Rugirohovari! --
+ Father takes a stroll every Sunday-morning. +
-- Thank you, Wati. That's good! And now "barking". What animal barks? --
+ A dog barks. +
-- Can you bark like a dog? -- (The whole class is barking).

-- All right. You're barking like dogs! Stop barking, please. Tono stop barking! ..... Well, there are no more difficulties in the conversation text, I think. Are there still any questions? .......... No questions? All right, let's go on ......... Yes, Prapti ?

+ Sir, what's the meaning of "on foot"? +
-- That's a good question, Prapti, "on foot", I go to school on foot. Who can say it in another way? ....
.... Gunawan! --
+ "I go to school on foot" means "I walk to school" +
-- Very good, Wawan! Is there still any more question?
........ No more? Well, then, let's now read the text
together. Open to page one. Imitate my reading. Read after me.

**Step VI**: Here the pupils read sentence by sentence after their teacher. The **keywords** must also be read in a loud voice, since they must form an intimate relationship with the sentences. The pupils should be trained to know the relationship between a sentence and its key-word so well that if they hear or see the key-word they immediately remember the proper sentence related to it. Therefore the teacher demonstrates how to memorize the conversation text by means of the keywords. He covers the full sentences with a sheet of paper, then reads a key-word and tries to remember the sentence involved. If he fails to remember it he just looks at the sentence involved again by taking the cover away. He repeats this process of learning some times. The pupils do the same process at home so many times that the intimate relationship between sentences and their key-words is constructed. Reading in chorus may be alternated with reading individually here just to avoid boredom and easily to detect prosody mistakes. If there is a chance of missing the teacher should grasp it. The sentence: "Yes, it is. It is a long way from Jogja" must be accompanied by stretching one of the arms slowly, indicating the great distance. The sentence: "What would you like to drink?" must also be accompanied by a movement of the right hand as if holding some glass followed by the mimic of drinking. The sentence "I come to school on foot" is accompanied by walking on the place. The sentence: "He goes by car to his office" is accompanied by an attitude as if you
were at the wheel and driving a motorcar. The sentence "She goes by bike to the market" can also be demonstrated by taking the attitude as if you were cycling. The sentence: "I like swimming" also offers a chance of demonstration according to the author's experience the boys and girls like these kinds of acting so that the teacher keeps their attention easily. There is spirit in the classroom, for the conversation lesson is vivid.

After a while the teacher starts prompting the learners with the key-words in this manner: He reads up a key word and one of them has to pronounce the proper sentence without first having looked at it. If the pupils fail to do so, they are allowed to have a good look at the proper sentence and try to remember it, then they have to pronounce it without looking at it. This procedure must be repeated with the same sentence. Finally the learners have to master the sentences and their key-words so well that by just hearing a key-word they are already able to say the proper sentence. At school there is not sufficient time for this procedure. Thus they have to continue doing so at home.

Step VII: The teacher picks up two pupils to perform the dialogue before the class. They may read it from their books. The teacher postpones the prosody correction until the two "actors" have finished their performance in order not to hinder the fluency of the conversation.

Step VIII: This step can be carried out in the next conversation-lesson after the pupils have memorised
the text well at home. The teacher picks up two pupils to perform the dialogue before the class. They are expected to have memorized it so well that now they are not allowed to use the conversation text. They have also to do the necessary acting. The teacher should be alert and follow the dialogue sentence by sentence. When one of the "actors" suddenly breaks down in their speech, the teacher immediately prompts him by just pronouncing the proper key-words. The teacher also makes notes about the pupils' prosody mistakes. At the end of the performance he corrects the mistakes. In this way the pupils need not meet with some hindrance in the fluency of their dialogue. The teacher pays attention to the "actors' mimic too and gives the necessary corrections.

Sample Lesson for the 2nd year S.M.A. VI

Step I : The warming-up conversation.

To create the proper atmosphere for a conversation class a warming-up dialogue is necessary. In the 1st year of the S.M.A. the teacher opens the warming-up conversation by saying: "Good morning, boys and girls", but eventually the pupils have been taught to say the greeting first, when their teacher enters the classroom. Therefore when the teacher enters the classroom of the 2nd year pupils, the pupils being already well-trained say:

+ Good morning, sir! +

-- Good morning, boys and girls, how are you? --

+ Thank you, sir, we're fine. And how are you, sir? +
-- Thank you, I'm fine too. What day is today? Tati? --
+ Today is Monday, sir. +
-- Mention the days of the week! Toto! --
+ Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. +
-- What day of the month is today? Darmo! --
+ Today is the 17th of October, sir. +
-- Mention the names of the months! Darmo! --
+ January, February, March, April, May, June, July, August, September, October, November and December. +
-- Good, Hi! Which period is it now? Probowo! --
+ It's the 7th period, sir. +
-- Correct! What kind of lesson are you going to have now? Sri! --
+ We're going to have conversation, sir. +

Here the teacher immediately enters the 2nd step by saying:

-- We'll practise our pronunciation first. Listen to me and then imitate me! Wrist! All of you!
+ /rita/ +
-- No, that's wrong! You must say "ssss" first, followed by "t", in this way! /risssss/ --
+ /risssss/ +
-- And now again in this way: /rist/ --
+ /rist/ +
-- That's right -- etc.
Automatically the conversation-teacher has started with practice of the final cluster or the final consonant-sequence /st/; the common mistake is that it is pronounced in this manner: /ts/ or just /s/ only, because the dialects spoken in Indonesia and the official Indonesian language itself have not such a sound. Thus the learners need to practice that cluster. The pronunciation-drill is as follows:

1. wrist  6. past  11. must  16. test
2. list    7. last  12. most  17. tossed
3. rest    8. cast  13. dust  18. cost
5. vast    10. missed  15. nest  20. hissed

As usual individual and choral turns are alternately given to avoid boredom. The words of the pronunciation-drill are not shown; they are just pronounced by the teacher and imitated by the learners. Consequently they are never troubled by spelling-problems.

The stress-drill. This must be given orally first, and then the list of words must be written on the blackboard without the stress-marks. The pupils can read them up to denote the stresses. The list is as follows:

1. swimming-pool  8. formally
2. prefer         9. formal
3. reasons        10. payment
4. dislike        11. entrance
5. moreover       12. pleasure
6. bicycle        13. distance
7. imitate        14. of course
15. convenient  19. general
16. healthy  20. regularly
17. exercise  21. champion
18. muscles  22. water-pleasure.

Again to avoid dullness choral turns should be inter-
changed with individual ones. Then follows the fluency-
drill:

1. a) Good afternoon!
   b) Good afternoon, sir!
   c) Good afternoon, ladies and gentlemen!

2. a) What do you learn?
   b) What subjects do you learn?
   c) What subjects do you learn at school?

3. a) The students have to learn.
   b) The students have to learn languages.
   c) The students have to learn Indonesian and English.

The sentences are generallylengthened here to train
the learners' fluency. As it is hard to detect mistakes
in the choral turns, the teacher should give more indi-
vidual turns.

Step III: The pupils silently follow the teacher's reading. If there is any chance of mixing, the
teacher should gladly give the proper performance. In
this manner teaching is at the same time entertaining,
which makes the conversation class vivid and inter-
esting. A teacher must indeed be an actor. Although he
may act a bit awkwardly, his acting is always appreciat-
by the class.

**Step IV.** Now the books are opened. The teacher reads out the text, while the pupils join him reading silently and make necessary marks of stresses, pitches and junctures. Words difficult to pronounce are repeated some times - usually twice - by the teacher e.g. reasons, coach, teach, teaching, entrance, pleasure.

**Step V. Explanation of the text.** To begin with the text is as follows:

**Swimming**

**Key-words:**

Where - swimming-pool - town
two swimming-pools -
old in Kotabar - new
in Kolombo

**George:** Where is the swimming-pool here in town?
**Bardjo:** There are two swimming-pools in town, the old one is in Kotabar and the new one is in Kolombo.

**Kotabar - Kolombo**

**open - every day?**
**G:** Are they open everyday?
**B:** The one in Kotabar is, but the other isn't.

**which prefer - reasons?**
**G:** Which swimming-pool do you prefer? And what's your reasons?
**B:** I prefer the one in Kotabar. I prefer swimming there, because the other is a long way from my home and I have no bike.
Key-words:
teach how to swim?
yes, imitate coach -
teach to swim
Pay - for teaching?
no - but you pay for entrance fee
you - to Kaliurang -
teach me?
a pleasure - quite
a long way
by bus - to Kaliurang?
of course, can - you
pay for bus fare
what days convenient -
teach
so Kaliurang - Sundays

G: Can you teach me how to swim?
B: Yes, I can. I'll just imitate my coach to teach you how to swim.

G: Must I pay you for teaching me how to swim?
B: Oh, no, you don't have to! But I'd like you to pay for the entrance fee.

G: Wouldn't you like to go to Kaliurang and teach me how to swim up there?
B: It would be a pleasure, but it's quite a long way from home.

G: Can't we go by bus to Kaliurang?
B: Of course, we can. But you must pay for the bus fare for both of us.

G: What days would be convenient to you to teach me how to swim?
B: Let's go to Kaliurang on Sundays.
know swimming healthy? G: Do you know why swimming is healthy?
swimming good exercise B: Well, people say that swimming's a good exercise for our body, since we exercise all our muscles while swimming. So by swimming we do a general muscle exercise.

that reason - regularly swim? G: Is it because of that reason that you regularly swim?
no - fond of swimming B: Oh, no, George, I'm fond of swimming for it gives me a lot of water-pleasure.

you champion in swimming? G: Are you a champion at swimming?
no - not train for B: Oh, no, I'm not. Moreover I don't train myself for any swimming championship. I've told you that I'm fond of swimming because of the water-pleasure.

Explanation: -- "to prefer" is in Indonesian "lebih suka" e.g. I prefer swimming to walking. We prefer playing to studying usually. That man prefers begging to working. The bad man prefers stealing to working. Boys and girls, please, pay good attention to the structure: the gerund after "prefer", in this way: prefer -ing (to) -ing. Never forget the word "to" here. Do you get it? all right. And now you have to
form sentences yourselves with the expression: "prefer
-inings (to) -ings" Surjono! --

+ I prefer singing to dancing +
-- Good! and now you ........ ardjo! --
+ We prefer sleeping to playing at night +
-- All right. We can also use a noun instead of
a gerund, e.g. : I prefer coffee to tea. Who

+ Can make another sentence? .... you Tono? --
+ I prefer an egg to "tahu" +
-- Very good. Another sentence... you Tarti? --
+ I prefer rice to maize +
-- Well, that'll do! Another difficult word is
"entrances" The going into a swimming-pool is called :
"entrance" + We must pay Rp.10.- for the entrance.

There's another meaning, e.g. Where is the entrance
here? This is the entrance. What is entrance here? ....
.... Sutegjo? --
+ The door, sir +
-- Yes, that's it! You know it because I was
pointing to the door, while saying: "This is the en-
trance". Well then, we go on: "bus fare". It's what
you pay for the bus-ride to, for instance, Kaliurang.
What's the bus-fare to Semarang? .... Djatmiko? --
+ Rp.150.- (one hundred and fifty rups, sir) +
-- Well, that might be true. Let's continue now:
"what days would be convenient to you to teach me swim-
ing?" This means: "On what days would you be able to

+ teach me swimming?" Do you get the meaning? .... Yes? ....
.... Let me see, say in another way. "Any day will be

+ convenient to teach you swimming. Say this sentence in
another way! ......... Subedi! --
I'll be glad to teach you swimming any day! +
--- All right. That's correct! Let's go on.
"muscles" is in Indonesian "urat-urat". Who can make
a sentence with this word? ........ Parti?
+ When we walk, we use our leg-muscles +
--- All right, that's true. A correct example.
Good, Parti! Well, then, I think we can start reading
the text now, if you have nothing to ask. Are there
still any questions? ........... No questions? Now,
please, imitate my reading: ...........

Step VI, VII and VIII are almost the same as
described in the sample lesson for the 1st year S.M.A.
6. Here in the 2nd year, because of the text, there is
more opportunity to act. The wise and capable teacher
will eagerly give hints to his pupils on how to perform
proper acting. He must be like an actor himself and he
can make the lesson vivid by acting before his pupils.
If he is capable to perform his acting interestingly,
he certainly makes himself and the class happy!

Sample Lesson for the 3rd Year S.M.A. 6.

Step I: As a rule a warming-up conversation
precedes the actual teaching. Entering the classroom he
is most likely to be welcomed by his pupils in this way:
+ Good morning, sir +
--- Good morning boys and girls. How are you? ---
+ We're fine, thank you. And how're you, sir? +
--- Thank you, I'm fine too. ........ What did you
have before this period? ....... Purnomo! ---
+ We had civics, sir. +
-- Who teaches you civics? .......... Dono! --
+ Mrs. Tri Kartini teaches us civics, sir. +
-- What subject matter did she teach you just now? ............ Fur! --
+ She explained democracy to us, sir. +
-- Do you always agree with her? .... Slamet! --
+ Yes, I do, because she is extremely good at civics and we don’t know much about it.
-- What did you do yesterday? .... Salijo! --
+ Yesterday afternoon I went to Ratih’s, sir. +
-- What film was on then? ......... Salijo! --
+ “Hitari”, sir. +
-- “What is it about? ......... Timowati! --
+ I don’t know, sir. I’m sorry, but I didn’t see it. +

-- Salijo, what is the film about? --
+ It’s about hunting big game, sir. John Wayne is the leading filmstar. I could see the performance of catching a rhinoceros alive. There is also a leading -lady star. Since John Wayne plays the main role, he gets the lady too. +

-- Is it interesting? --
+ It’s very interesting and at the same time funny. +

-- All right then, boys and girls, let’s practice our pronunciation, say after me ............ --

Step II: The pronunciation-drill:

The phoneme /p/ and /φ/ do not exist in the Indonesian dialects and both are spelled in the same way: th. Thus a drill, even in the 3rd year of the "S.H.A.,"
is still justified. The pupils as usual do not see the spelling, so that they are not troubled by spelling-problems. In this way they can easily concentrate on the pronunciation. The difficulty appears initially in:

1. thigh-thy
2. thing-this
3. three-these
4. throat-those
5. thread-that
6. through-thus
7. thin-then
8. thong-there
9. thought-they
10. throne-them

The difficulty appears in the middle in:

1. Bethesda-brother
2. Bethlehem-bother
3. ca.thay-mother
4. filthy-father
5. bethink-breathing
6. bethought-breather
7. bathometer-neither
8. Catholic-either
9. Catharine-rather

The difficulty occurs finally in:

1. path-with
2. bath-bathe
3. filth-seethe
4. breath-breathe
5. both-booth
6. tooth-smooth
7. sloth-loathe
8. smit-tithe
9. teeth-betroth

Accentuation-drill: This drill consists of words occurring in the text, so that the pupils do not have much trouble any more, when they must read them in the text:

1. afternoon
2. welcome
3. comfortable
4. compliment
5. explain
6. explanation
7. government
8. principle
At first the drill is just a practice in listening; thus it is conducted orally only, the pupils saying the words after their teacher, afterwards the list of words is copied on the board without stress-marks. Individually as well as orally the pupils read up the words again so that they can mark the stresses.

Fluency-drill:
1. a. Are you coming over?
   b. Are you coming over to Jogja?
   c. Are you really coming over to Jogja?
2. a. Did you buy it?
   b. Did you buy a radio-set?
   c. Did you really buy a radio-set?
3. a. What did you get?
   b. What did you get for Christmas?
   c. What did you get for Christmas last year?

The sentences may not be too long, since the pupils do not see them; they have just to imitate their teacher.

The dealing with these drills for the 3rd year resembles that for the 1st and 2nd year, except that almost all turns are individual ones. Those in chorus
are almost abandoned. Not the quantity but the quality of the turns is taken into consideration, since from the 1st year on the pupils have been practising those drills, so that it is understandable that they have already received sufficient turns. By that time the teacher must have come to know his pupils thoroughly so that he can pay more attention to the weak pupils than to the strong ones, because the former need more help than the other.

Except for the stress-drill, those drill materials are not for the pupils to read, since only the teacher keeps the notes in his hand. In this manner they can focus their minds on the sound completely and they need not trouble themselves to transfer the spelling into sound, because the English spelling forms another problem to them.

Step III and Step IV are conducted in the same way as those in the sample lesson for the 1st and 2nd year of the S.H.A. VI.

**Step V: Explaining the text**

**Pantelasía**

**Key-words:**

<table>
<thead>
<tr>
<th>hi</th>
<th>Mike</th>
</tr>
</thead>
<tbody>
<tr>
<td>come in</td>
<td>welcome</td>
</tr>
<tr>
<td>Darsono</td>
<td>Good afternoon, Mike!</td>
</tr>
</tbody>
</table>

**Come in, come in, you're welcome.**

**your home, live comfortably, large house**

**M**: So this is your home, Darsono! You live comfortably here. It's a large house.

**not my own—my father's**

**D**: Well, it isn't my own, it's my father's. Anyhow, thanks down
Key words:

a lot for your compliment.
Say, Mike, sit down.

Thank - comfortable
M: Thank you, I'm comfortable.
D: Mike, how are you?

Fine and how you?
M: Thank you, I'm fine and how're you?

Fine too
D: I'm fine too.

Not to school this morning?
M: Didn't you go to school this morning?
D: No, today Pantjasila day

No, today Pantjasila day
D: No, I didn't. Today is Pantjasila-day, you know.

What? explain
M: What's that? Explain it to me, will you?

Pantjasila - 1st of June, celebrated birth
D: Pantjasila day was the 1st of June on which we celebrated the birth of Pantjasila. But to honour our national heroes murdered by P.K.I. - shifted the date. Now Pantjasila 1st of October

Pantjasila 1st of October
Key words:

what Pantjasila? M: But what is Pantjasila, anyhow?

Pantjasila - Five principles on which Government is based

D: Pantjasila consists of the Five Principles on which the Government of the Republic of Indonesia is based.


Five Principles

D: The Five Principles are:


if understood well, communism not allowed in R.I.? M: If I've understood well, communism isn't allowed in the Republic of Indonesia, is it?

right! no place for communism - you know communism - atheism - first principle of Pantjasila against it

D: Right you are! There is no place for communism in our country. As you should know communism is atheism and the 1st Principle of Pantjasila is against it.

Pantjasila wonderful - M: Pantjasila is wonderful. Say, who has invented it?

nobody invented it - D: Nobody has invented it. It's the original way of life of our forefathers. It's
Key-words:  
popular name Gotong - Rojong with God's blessing  
what gotong-rojong?  
gotong-rojong - cooperation - simple villagers' activities - rice, ditches, irrigation channels, roads, bridges, schools, dykes, mosque, church weddings and other social events  
N: What does gotong rojong really mean?  
D: Gotong Rojong means cooperation. The simple villagers still carry it out in their activities of growing rice, digging ditches and irrigation channels, building roads, bridges, schools, dykes, the village mosque or the village church, celebrating weddings and other social events.

wonderful - communist - Pantjasila?  
N: My, my, that's wonderful! What do the communist think of the Pantjasila?  
D: They just pretended to agree upon the Pantjasila. But they wanted to alter it into communism. They committed a political coup on the 1st of October 1965 by murdering generals and other people who were against them. They intended to sell our country to communist China.
Key-words:
other people do? M: What did the other people do?
religious and national D: We, the religious and national groups, fought back.
Together with the army we crushed the communists and now we are also trying hard to send away all communists—Chinese from our beloved Indonesia.

-- Let's examine whether there're difficulties.
"Hi" is an American way of greeting and may mean: good morning or good afternoon or good evening, it depends upon the time. Instead of "Hi" the Americans also use: "Howdy". So we know Mike's nationality, don't we, Prapto?

† Yes, sir, Mike's an American. †
-- That's right indeed. "comfortably" is in Indonesian: "dengan ekak". Who live comfortably? .......
Partono: --
† Rich people usually live comfortably. †
-- That's correct! You're good at English, Ton!
"compliment" is the next difficult word. I was paying Partono a compliment means I was praising Partono by saying: "You're good at English, Ton!" The Indonesian translation is ....... Suzanna? --
† Memudji, sir. †
-- Exactly true! Let's go on. "atheism" means the belief that there's no God. Who are atheists? .......
...... Trismo? --
† The communists are atheists, sir, since
don't believe in God. +

-- Very good, Tris! What's the next difficult word now? ...... "original" means "asli", e.g. This letter isn't original, it's just a copy (= kutipan). Another difficulty is ...... I think: "forefathers", it means "nenekmojang". ........ "popular" is the next difficult word and it means: "generally liked", e.g. The pupils generally like Mrs. Handri, then we may say: Mrs. Handri is popular among the pupils. ........ "God's blessing" is in Indonesian "rohat Tuhan". Are there still any other difficulties? --

+ Yes, sir: "ditches" and "irrigation channels" +

-- All right. Listen, I'll try to explain you the word "ditches". The rain water falling on the roads, flow into the ditches. In the dry season they are usually dry, but in the wet season there is water in them. Do you get the meaning of "ditches" now? --

+ Yes, sir: On both sides of the roads there are often ditches. "kaloen" is the Javanese translation. +

-- Yes, that is right! And now I'm going to explain the word "irrigation channels". They are ditches made by people, often as broad as a natural river, used by the farmers to lead water into the ricefields. So the water is to irrigate or to water the ricefields. ... ....... any more questions? --

+ Yes, sir: "a political coup" and "crushed" +

-- Well, "a political coup" is in Indonesian "perbunutan pemerintahan negara" and "crushed" is "meng- hanturkan". Any more questions? No more? ........ Well, then, let's read the conversation --
Step VII. The teacher gives individual reading-turns. He abandons the turns in chorus, since this is the 3rd year, and a droning class should be avoided. Moreover individual mistakes are checked more easily in this way. This step is carried out almost in the same way as that in the 1st and 2nd year. To show the importance of key-words, the pupils have to read them up in a loud voice too. To train the pupils how to make use of the key words, they must cover the full sentences with a sheet of paper so that they only see the key words. They have to read them and try to remember the complete sentences of the conversation text. If some pupils fail, he may look at the full sentences. This is the way how the teacher gives some guidance in memorizing the text. Finally they ought to know the conversation text if they hear the key-words. Thus these key-words should be that intimately related with the complete sentences in the text.

Step VIII. This step is just the same as that in the Sample Lessons for the 1st and 2nd year.
CHAPTER VI

CONVERSATION-MATERIAL

The following texts are samples of conversations for the 1st year of the S.N.A.

A phone-call

**Key-words:**

**may speak - Darmo?**

**B:** Hello, may I speak to Dar-
mo?

**Darmo himself**

**D:** Oh yes, I'm Darmo myself.

**told me-see "Gadis di B:** Oh, it's you. You told me

**soberang djalang"**

that you planned to see

"Gadis di soberang djalang",

didn't you?

**yes - join me?**

**D:** Yes, I did. Would you like to join me?

**yes - need two tickets B:** Yes, I'd like to. I need

two tickets.

**who with you - girl - D:** Who is going with you?

**friend**

Your girl-friend?

**no girl-friend - Amat B:** I'm sorry, I've no girl-

**friend. Our friend Amat**

would like to join us.

**fine - lat house-okay D:** That's fine. Let's go to the

1st house. Okay?

**all right - at Ratih's B:** All right. It's at Ratih's,

**we in time**

isn't it? We'll be there in time.
D: I'll see you there then.
Goodbye.

A: Thanks a lot, Darzo, goodbye.

Going to the pictures

Key-words
this afternoon - pictures - at Rahaju's
yes - still a lot of time - by my watch 4:30 now
what on there?
Hatar! you'll like it
hope so - what about?
hunting big game - very interesting and funny
your bike all right? - if not a lift on mine
thank - my bike all right
1st house at 5 - 20 minutes to 5 - go right now
Key-words:

let's go

T: Oh yes, let's go.

able to get tickets

S: Do you think we'll be able to get the tickets? Don't forget it's Saturday afternoon; you know. I'm afraid it will be a full house.

not worry - leave it

T: Please, don't worry. Leave it just to me.

very well

S: Very well, Tedjo, as you wish.

Teachers at the "S.M.A."

How many teachers

Sri: How many teachers are at your "S.M.A."?

Tari: There are about one hundred teachers at my "SMA".

a lot - all men?

S: My, that's a lot. Are they all men?

also lady-teachers

T: No, there are also lady-teachers. There are about 20 lady-teachers.

while teaching -never

S: While teaching do your teachers never stand before the class?

stand before class?

T: While teaching they stand before the class and sometimes they walk about.
Key-words:

all teachers present
every day?
no - teach between 10 and 15 hours - some twice or thrice a week
any favourite teachers?
yes - Mr. Prawiro and Mr. Tan
why favourite teachers? B: Why are they your favourite teachers?
good, kind and generous T: Because they are good, kind and generous in giving marks. Moreover they can teach vividly and interestingly.

Riding a scooter

Key-words:
sometimes a lift on friend's scooter?
A: Do you sometimes get a lift on your friend's scooter?
oh yes - rich class B: Oh yes, my rich classmates gave me a lift.
can ride a scooter?
yes - very easy - Sutedjo has taught me
A: Can you ride a scooter?
B: Yes, I can. It's very easy, Sutedjo has taught me how
to ride it.

really easy - learn to ride it?
A: Is it really easy to learn to ride it?

yes - have learned in 5 minutes
B: Yes, it is. At least I've learned it in 5 minutes.

feel safe?
A: Do you feel safe?

yes - but a lot of practice
B: Yes, I do. But you need a lot of practice to ride smoothly and safely.

easily

a driving-licence?
A: Have you got a driving licence?

yes
B: Yes, I have.

a scooter of your own?
A: Have you got a scooter of your own?

no scooter of my own
B: I've no scooter of my own.

ever had a traffic accident?
A: Have you ever had a traffic accident?

no, fortunately never
B: No, fortunately, I've never had any traffic accident.

careful fellow
I'm a careful fellow, you know.

Domestic animals

Key-words:

what your hobbies?
A: What are your hobbies?

hobbies: rearing animals, swimming, playing football
B: My hobbies are rearing animals, swimming and playing football.
Keywords:

what domestic animals?  A: What domestic animals do you rear?

a dog and a "beo"  B: I rear a dog and a beo.

which real pet-animal?  A: Which is your real pet-animal?

like both, but like  B: I like both of them, but I like my dog better.

dog better?  A: Why do you like your dog better?

like better for always B: I like him better, for he always does what I ask him to do - very watchful.

does what I ask him to  - very watchful -
call Bruno B: I call him Bruno.

Why call Bruno?  A: Why do you call him Bruno?

reason simple - brown - suitable name? B: The reason's simple: he is brown. It's a suitable name, isn't it?

how many times meal A: How many times does he get his meal daily?

daily?  B: Three times. He has his meal before we have.

three times - has meal B: Three times. He has his meal before we have.

before we have can "beo" talk? A: Can your "beo" already talk?

talks Javanese  B: Yes, it can. It talks Javanese, for instance: "Mangga mlebst" (please come in) "Mangga dipun undjuk" (please drink it) "Adja makal" (don't be naughty).
Key-words:

my, my, good!

Come and see

A: My, my, that's good!
B: Come and see it!

The following texts are samples of conversations for the 2nd year.

Teachers' activities during the breaks

Key-words:

what teachers do during the breaks?

most enter faculty to relax, cozy talk with one another, drink tea, read papers and magazines, have a smoke and so forth.

A: What do your teachers do during the breaks?
B: Most of them just enter the faculty to relax, to have a cozy talk with one another, to drink tea, to read their papers and magazines, to have a smoke and so forth.

make any contact with their pupils?

yes, several walk about during breaks, have a talk with us. They're very kind and good.

A: Don't they make any contact with their pupils?
B: Yes, they do. Several of them walk about during the break and have a talk with us. They're very kind and good.

talk what about?

talk about lot of things - about their hobbies and ours, films, books, plants, animals, politics, manners, outer space and so on.

A: What do they talk about?
B: They talk about a lot of things. For instance about their hobbies and ours, about films, books, plants, animals, politics, manners, outer space and so on.
Key-words:
often tell jokes too
on. Often they tell us jokes too.

I see, fine - in that way you intimate

A: I see, that's fine. In that way you are intimate with them.

stands to reason - we respect them - The more they associate

B: It stands to reason that we respect them. The more they associate with us the more we appreciate them.

teachers join any pupil's game during break?

certainly - generally "pingpong" with us

A: Don't your teachers join any pupils' game during the break?

B: Certainly they do. Generally they play "pingpong" with us.

play table-tennis well

A: Do they play table-tennis well?

B: No, they just fool around.

no - just fool around - we lot of pleasure - they "pingpong"

B: But we get a lot of pleasure, when they join us playing "pingpong".

Why a lot of pleasure - you play with teachers -

A: Why do you get much pleasure, when you play with your teachers?

reason: beat easily and great honour game with teachers

B: The reason is very simple: we can beat them easily. And well, it's a great honour to enjoy a game with our teachers, you know.
Key-words:

teachers get angry - A: Do your teachers get angry, you beat them?

certainly not - B: Certainly not. I told you that they are kind and good.

good losers - They give us an example how to behave when you lose.

Indeed they're good losers.

teachers - admirable - A: Your teachers are really admirable!

Thank - yes, indeed - B: Thank you. Yes, they are indeed.

Pingpong or table-tennis

"pingpong" indoors or outdoors? - L: Do you play "pingpong" indoors or outdoors?

prefer indoors to outdoors - K: We prefer playing it indoors to playing it outdoors. Do you know why?

no - why prefer indoors - L: No, really I don't. Why do you prefer playing it indoors?

not know reason? - K: Don't you know the reason, really? But Lukito should know that a "ping pong" ball is quite light and a strong wind is certainly harmful for the game. It's usually windy outdoors,
play single or double

why play double?
go many pupils share the game - a lot of pupils - more opportunity as a rule play double

girls "ping-pong" too?

a few enjoy "pingpong" most watch game

what "pingpong" also called - table-tennis

why people prefer "pingpong" to table-tennis?

whereas indoors there's almost no wind.

L: I see. Do you play single or double?
E: During the break we play "ping-pong" double generally.

L: Why do you play double then?
E: Well, there are so many pupils who want to share the game. To give a lot of pupils more opportunity to play, as a rule we play double.

L: Do the girls play "ping-pong" too?
E: Only a few girls can enjoy "pingpong". Most of them just watch the game.

L: What's "Pingpong" also called?
E: Table-tennis.

L: Why do people prefer the term "pingpong" to table-tennis?
E: I think because of its "pingpong" sound.
Key-words:
you good table-tennis

L: Are you good at table-tennis?

K: I'm sorry, but I'm just a beginner. But Frapto is extremely good at "ping-pong". He wasn't the champion, but he was the runner-up last year. Once a year there is a "ping-pong" competition among the governmental pupils.

you ever "ping-pong" match official?
as a rule I one of
umpires "ping-pong"
class meetings at my school - but annual "ping-pong" competition S.M.A.'s, I assistant
umpire sometimes. Usually I watch. I supporter.

L: Have you ever been a "ping-pong"-match official?

K: As a rule I'm one of the umpires at the "ping-pong" class-meetings at my school. But at the annual "ping-pong" competition among the S.M.A.'s, I'm just an assistant of the umpire sometimes. Usually I just watch the game. I'm just a supporter.

Volley-ball

Key-words:
play volleyball indoors as well as outdoors?

L: Do you play volleyball indoors as well as outdoors?

K: That's right: we play vol-
Key-words:
ball indoors as well as outdoors - but prefer outdoors.

What reason prefer outdoors?

lot of fresh air and sun outside - good for health, besides need lot of room.

How strong - volley ball team?

six players fixed places?

Yes, before ball served after that move freely, in this manner defend or attack according to tactics.

You good volley-ball?

Sorry, I not - I watch game support school team applauding yelling - Diego be -
Key-words:
longs schoolteam
they say Digdo "killer"

Digdo belongs to our school team. They say Digdo is a killer.

what you mean Digdo "killer"?
means: if gets good "feeding" proper height and right time
jump up to give killing smash opponents cannot return ball - get it?

L: What do you mean by saying Digdo is a "killer"?
K: It means this: if he gets a good "feeding" of the ball at the proper height and at the right time, he can jump up to give a killing smash, so that the opponents cannot return the ball. Do you get it?

my, wonderful - Digdo only killer schoolteam?
no, still three or four other killers

L: My, that's wonderful! Is Digdo the only killer in your schoolteam?
K: Oh, no, there are still three or four other killers

L: Well, your schoolteam must be extremely strong with three or four killers.

K: Right! We've already defeated "S.M.A."s in Jogja. But we're no match at all to the "S.T.O."-team, but you mustn't forget that "S.T.O."-players are experts and besides they're older then we are.
Key-words:
see - you proud of  
L : I see. You're proud of
school team
yes, of course
K : Yes, of course, I am.

Samples of conversation texts for the 3rd year.

Key-words:

A : Hello, Bardi, am I late?
B : No, Amat, you're just on
time! You promised to come
at 4:30 p.m., didn't you?

(The clock is striking
4:30 with one boom). You
see, you're exactly on time.

afraid couldn't make
it - a puncture way
here
A : I was afraid I couldn't make
it, you know, I had a puncture
on my way here.

sorry to know - bike
all right now?
B : Oh, I'm sorry to know that.
Is your bike all right now?

yes, thanks - always
hind tube plays trick
- tyre looks good? -
yes, tube inside very
old - had it more one
year
A : Yes, it is, thanks. It's
always the hind tube that
plays me a trick. The tyre
looks good, doesn't it? Yes,
but the tube inside is al-
ready very old! I've had
it for more than one year.
Key-words:
high time bought new one.

wish could,
not worry now.

start studying together; sit down, get some drink — what to have? tea or coffee?

coffee.

have very good coffee
Eva coffee — ever tasted it?

yes — very good indeed
right back — mean — while get out books notes.

all right — notes incomplete, like to complete first — you them complete?

here, got them complete start copying back in a moment.

B: It's high time you bought a new one now.

A: I wish I could.

B: Well, don't worry about it now. Let's start studying together. Please, sit down. I'll get you some drink.

What would you like to have? Tea or Coffee?

A: Coffee please!

B: Okay. I've very good coffee. Eva coffee. Have you ever tasted it?

A: Oh, yes. It's very good indeed.

B: I'll be right back. Meanwhile get out your books and notes.

A: all right. But my notes are incomplete. I'd like to complete them first. By the way, have you got them complete?

B: Here you are, I've got them complete all right. Start copying them. I'll be back in a moment.
Correspondence

Key-words:
say, looks like foreign letter.

yes, indeed - from pen-pal in the U.S.

correspondence one of your hobbies?

sure - receive lot of letters, also from friends relatives in country

like to correspond too mean with persons abroad - help me with some addresses?
can help. Here a list of pen pals from England, Denmark, Germany the U.S.A., Australia, New-Zealand, the Philippines and Hawaii.

They like to write in English in Denmark and Germany?

Why not? We from Indonesia? Yet like to

A: Say, that looks like a foreign letter!
B: Oh, yes, indeed it is. From a pen-pal of mine in the United States.
A: Correspondence is certainly one of your hobbies, isn't it?
B: Well, sure it is. That's why I receive a lot of letters, also from friends and relatives in our country.
A: I'd like to correspond too. I mean with persons abroad. Could you help me with addresses of foreign penpals?
B: Of course, I can help you. Here I happen to have a list of pen pals from England, Denmark, Germany, the U.S.A., Australia, New-Zealand, the Philippines and Hawaii.
A: Do they really like to write in English in Denmark and Germany?
B: Why not? Look at us: We're from Indonesia, aren't we?
Key-words:
correspond in English.
I see. You right like to write an American girl.
There's the list. Choose own penpals. By the way, why prefer with an American girl?
Frankly speaking I admire Americans. Some similarity in struggle for independence with ours. Able to overcome difficulties few decades after freedom. Honestly speaking we learn a lot from them.
Agree with you. Why choose a female penpal?
Oh...I boy, that's why girl attracts more than boy. Ridiculous.
Yet we like to correspond in English!
A: I see, you're indeed right. I'd like to write to an American girl.
B: There's the list. Just choose your own penpals. By the way, why do you prefer to correspond with an American girl?
A: Frankly speaking I admire the Americans. There is some similarity in their struggle for independence with ours. They were able to overcome their difficulties within a few decades after their freedom. Honestly speaking we can learn a lot from them.
B: I agree with you on that. But why would you choose a female penpal?
A: Oh, ... well, I'm a boy and that's why a girl attracts me more than a boy. Ridiculous?
Key-words:
of course not ridiculous.
Lousy understandable.
Say, why write letters abroad?

B: No, of course, it isn't ridiculous at all. Understandable. Say, why do you write letters abroad?

A: In this way we get first-hand information about foreign affairs. It's very useful and very instructive.

B: Yes, that's right. Moreover it promotes international understanding, the 2nd principle of our "Fantiastila", isn't it?

I recognize. Receive foreign letters regularly?

A: Yes, I recognize it! Do you receive foreign letters regularly?

B: Not now, I'm sorry, but I used to receive them once a month.

Receive only letters abroad?

A: Do you receive only letters from abroad?

B: No, I receive beautiful magazines too from abroad.

Foreign penpals ask you send anything?

A: Do your foreign penpals ask you to send them anything?

B: As a rule they didn't. But once I sent "batik". Appreciated very much.
Religion at school

Key-words:

At my school teach Catholic religion, because Catholic school is a governmental "S.M.A." religion also subject - matter. What religion they teach?

Three important religions: Islam, Catholic, Protestant. So three kinds of teachers: Mr. Broto, Catholic religion, Mr. Amir, Protestant religion, Mr. Jusup, Mrs. Aisjah Islam.

Reason three person teaching Islam? What's the reason that there are three persons teaching the "Islam" religion?

Most of pupils Moslems. Most of the pupils are Moslems. So it would be too hard for one teacher to teach them "Islam".
A: Don't you think religion is boring?
B: No, I don't. It depends on the religion teacher. I attend Mr. Jusup's class and we think it's interesting. He's sometimes very funny. We like him. No, religion is not boring at all. I'm told that the other teachers are like Mr. Jusup. Say, why do they teach us religion?

A: The government of the Republic of Indonesia is based on "Pantjasila" and the 1st basis, or the 1st principle, is belief in God. But the Reds tried hard to get rid of it before the September coup last year.
B: Oh, how terrible! Fortunately their coup was a complete failure. God delivered us from evil.

A: Are you religious?
B: Yes, at home we get religious education. Religious give us good
Key-words:
example: Pious Moslem
I prayers 5 times daily.

A: Do you go to the mosque every Friday?
B: Oh, yes, of course I do. It's one of our duties as a good Moslem.

A: Is everybody as pious as you are?
B: Oh, no. A lot of boys and girls always try to stay away from the religion lesson. If the headmaster comes to know, they always get punished. Before the 1st of October 1965 the headmaster wasn't that strict. Too many students were indifferent towards religion. How do you feel after each prayer?

A: I always feel relieved and secure after each prayer.

Flag-ceremony at the "S.M.A."

What's the use of the flag-ceremony at the "S.M.A.?"
Key-words:
to educate in patriotism. flag - ceremony regularly on Mondays.
something more about flag-ceremony.
we in neat rows, a couple of students hoist flag. We salute fixing eyes on it while moves up to top of flag-pole
not sing national anthem?
sing national anthem, not during hoisting flag. after it solemnly sing "Indonesia Raya".
Anyone a speech on occasion?
The headmaster gives useful advice and

B: It's quite useful to educate the students in patriotism and that's why we hold a flag-ceremony on Mondays.

A: Please, tell me something more about the flag-ceremony.

B: When we already stand in neat rows class by class in the schoolyard, a couple of students hoist the red and white flag. We salute our national colours by fixing our eyes on it while it moves up to the top of the flag-pole.

A: Don't you sing a national anthem at the time?

B: We do sing our national anthem at the flag-ceremony but not during the hoisting of the national colours. After it we solemnly sing the "Indonesia Raya".

A: Does any one deliver a speech on the occasion?

B: The headmaster usually does. He gives us useful
Key-words:
some announcements
advice and some announcements.
Pupils wear school uniforms? A: Do the pupils wear their school uniforms?
Yes. Girls white blouses and brown skirts, while boys white skirts and brown trousers. Teachers too school uniforms on that occasion.
B: Yes, we do! The girls wear white blouses and brown skirts, while the boys wear white shirts and brown trousers. The teachers too wear the school uniforms on that occasion.
Pupil at the flag-ceremony without school-uniform, what happens? A: If a pupil appears at the flag-ceremony without wearing the school-uniform, what happens then to him?
B: He'll be punished. But we all are proud of our school uniforms, so that we always appear at the flag-ceremony in the required clothings. We keep the school-prestige high, you know.
Do something more to keep patriotic spirit? A: Do you do something more to keep the patriotic spirit?
Enthusiastically sing national songs: "Nadju Tak Bentar", "Garuda
B: We enthusiastically sing other national songs such as: "Nadju Tak Bentar", "Ga
Key-words:

Pantjasila", "Satu Nusa, Satu Bangsa" etc.

ruda Pantjasila", "Satu Nusa, Satu Bangsa" etc.
CHAPTER VII

CONCLUSION

In order to give an overall picture of the discussions in the preceding chapters the writer is going to mention the main points of this thesis.

In the introduction the author states that the English language was already one of the school subjects at the H.I.K., i.e., a 6-year course for elementary schoolteachers. Conversation-lessons were not taught, so that the pupils could not master English orally. It is true they could read books in English, but a simple dialogue formed a great difficulty, for they were untrained.

From 1945 till about 1955 holders of H.I.K.-certificates had to teach English at the S.W.P. They mostly used the translation method. The result was unsatisfactory. Nowadays the teachers of English are better skilled. Yet the pupils of S.M.A.s and also graduates of those schools are unable to speak English. That's why the writer has made an attempt at writing this thesis presenting a new way of teaching conversation at the S.M.A.s. He bases his method on his experience in teaching English since 1953 and on lectures he attended at the I.K.I.P. Sanata Dharma Jogjakarta for three years. Before writing this thesis the writer has studied several conversation textbooks too. It appears that these methods and materials can still be improved.

In the first chapter the importance of English is discussed. The spreading of English takes place by means of broadcast, American and English films, papers,
magazines and books; the American army has helped its dissemination in several European, Asian and African countries during the Second World War and in the occupation period. In India English has remained the official language after her independence from the British Kingdom.

Since 1964 English conversation has become a compulsory subject at the so-called "S.M.A. Gaja Baru". This can be found in the "Rentjana Peladjaran dan Pendidikan S.M.A. Gaja Baru" P.N. Balai Pustaka Djakarta 1964, on p.p. 61, 79, 111, 119 and 137.

In Chapter II the writer states his opinion about: "Speech and Language Teaching" Speech basically plays a significant role in language learning. A baby learns his mother tongue by means of hearing or listening to the speech of its mother and finally imitating it. Thus speech plays an important role in language learning.

In the direct method the pupil learns a language in the way a baby learns its mother tongue. Pictures and articles are means to learn the foreign language. Actions are acted out in order to learn verbs. The pictures showing contrasts are also a great help for learning adjectives. Other features can be learned on analogy. Thus the pupils have to draw their own conclusions to overcome these difficulties.

In Chapter III "The role of the Teacher in Conversation is discussed. The teacher should be quite active before the class. To avoid boredom he must be inventive in keeping his pupils attention. He has also to correct the pupils' pronunciation and intonation.
For this purpose he has to make special drills. He is supposed to be able to demonstrate the meanings of words and he lets his pupils imitate his demonstrations before the class in order to preserve the words’ meanings well. Some requirements for the teacher in conversation are as follows: He should be good at the teaching methods of English, his speech is supposed to be correct and fluent. The next characteristics are necessary for the teacher in conversation: self-reliance, perseverance, patience, sense of humour, diligence, resourcefulness and helpfulness.

Chapter IV gives an illustration about pupils and conversation material, age, sex, ability, interests, social background and previous schooling form some aspects of the pupils. In the 1st year sentence patterns are taught in the conversations. The material must be suitable for boys as well as for girls. The great number of pupils in one classroom is another aspect which creates a real problem for teaching conversation.

Chapter V discusses "A New Way of Teaching English Conversation at the S.M.A."

It is a new way, because it tries to help the learners to simplify the process of learning the text by means of key-words which can be defined as follows: a word or a group of words (phrase) which is the nucleus of a sentence forms the key-word of that sentence. Since a definition is generally imperfect, an illustration is necessary to make clear what is meant by "key-words". The following examples are sentences put after their key-words.
key-words

what - your age?

punctuation-way here

sorry-all right now?

sentences

What's your age?

I had a puncture on my way here.

Oh, I'm sorry to hear that.

Is your bicycle all right now?

If a pupil stops in the middle of his demonstration of the conversation, the teacher has just to pronounce a key-word to help his pupil to continue the conversation.

It is a new way too, because the writer has selected conversation material consisting of activities, interests, experiences of the average "S.M.A." pupils, e.g.: "A Call", "Going to the Pictures", "Teachers at the S.M.A.", "Riding a Scooter", "Pingpong", "Volleyball", "An Appointment", "Correspondence", "Religion at the S.M.A.", "Flag-ceremony at the S.M.A.", etc.

Further concrete suggestions are made concerning the method and materials which can be used to bring about improvements in the teaching of English conversation at the "S.M.A." To show how the various steps can be taken to carry out the suggested method, sample lessons are given for each year of the "S.M.A." Samples of conversations are also to be found to illustrate the nature of the materials.

The suggestions and materials found in this thesis, however, do not pretend to be imperative. They remain just suggestions. Teachers in English at the "S.M.A." are free to examine them and to use them as they see fit. Moreover they are kindly invited to add suitable exercises for their pupils, whose habits,
experiences, inclinations, interests, personalities should be taken into consideration.

This thesis is an effort to present some small contribution to the teaching of English at the "S.M.A." Finally the writer sincerely hopes that, although it is still incomplete, it will be of some use in the teaching of English conversation at the "S.M.A."
APPENDIX

Before writing this thesis the author has investigated several books on conversation, so that he receives a great deal of information. This investigation enables the writer to compare several kinds of conversation-materials. His findings are as follows:

(1) "English you need on a journey to England" by G.J. Huntea, Meulenhoff Amsterdam 1954.

The material is not fit for "S.M.A."-students, since probably they are not going to England. It consists of topics on a journey to England. Difficult words found in the conversations are explained in Dutch. Thus the teachers and their students are supposed to understand Dutch. It lacks drills on pronunciation, accentuation and fluency. No key-words or phrases are used.

(2) "Direct English Conversation for Foreign Students" by Robert J. Dixon M.A. Latin American Institute Press Inc. 1951.

The material is unsuitable for Indonesian high schools, since it deals with American persons, situations and activities, the four seasons in the United States of America. And it is indirectly meant to teach grammar, e.g., to teach the present and the past tense. Its method is the so-called direct method. Not a single difficulty is explained. The booklet presents texts; each of them contains about twenty affirmative sentences followed by about twenty questions which can be answered by means of those aforementioned affirmative sentences. The book lacks drills on pronunciation, ac-
centuation and fluency. No key-words are used.

(3) "How to speak English" by C.I. Hunters, translated into Indonesian by M.I. Abdoolrachman, Djan Batan Diakarta.

Its material is quite suitable, everyday subjects such as bathing and dressing, breakfast, lunch, dinner, the cinema, a phone-call, the newspaper, at school, holidays, the motor-car, at the station, and our independence are presented. Its method is the translation-method: the Indonesian sentences are translated into English. The book lacks drills on pronunciation, accentuation and fluency. There are no key-words.


Its material consists of daily Indonesian subjects, such as: bathing, at home, at school, shopping, breakfast, lunch, dinner, the holidays, and domestic animals. The method used is the translation-method. Key-words, drills on pronunciation, accentuation and fluency are not presented.


Its material is foreign, e.g. about journeys by boat, by plane to England, at the station (in England), about English officials, situations in England and other English activities. Its method is the direct method. Key-words, drills on pronunciation, accentuation and fluency are not to be found. They are probably considered unimportant.
(6) "Kontak - English for Millions" by Dian Publishing Company, Jogjakarta, numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.

It is an English magazine, which among others contains everyday conversations. They deal with daily Indonesian topics. The translation-method is used. The phonetic script is fully presented. Several difficult words and phrases are explained by means of sample sentences. Key-words, drills on pronunciation, accentuation and fluency are not presented.

(7) "How to speak English" by Arbai, Penerbit: Tata Usaha Latihan Bahasa, Malang, 1956.

The material is about daily Indonesian topics. The translation-method is used. Key-words, drills on pronunciation, accentuation and fluency are not presented.

(8) "Conversations for the S.M.P." by Bro. Quirimus, English M.J., 3rd edition 1959, Penerbitan Jasaan Kanisius Semarang (Part II).

The author is dealing with grammar by means of conversations. He acts as the teacher and speaks to the class in English, in which difficult words are translated into Indonesian put in brackets. Bro. Quirimus inserts a short play and short stories and explains them by means of comprehension-questions. Thus he acts, as if he were standing before the "S.M.P." pupils speaking to them in English. The method itself is very good. But its material is too difficult for the boys and girls at the Indonesian Junior High School. And the author is too optimistic, if he thinks that "S.M.P." pupils can follow his conversations. The short stories
such as: "The lion and the hare", "The great white bear and the dwarfs", "Brave as a lion, gentle as a lamb" are not very suitable for "S.M.P." pupils. The book lacks key-words, drills on pronunciation, accentuation and fluency.


Its material consists of short stories accompanied by comprehension-questions and discussions of idiom and grammar. Thus it does not deal with actual conversations. It is too difficult for the "S.M.P."

(10) "1001 English questions" by H. Amendo Penerbit : Obor Djakarta 1959.

The material dealt with in this book is too general and too elaborate. The author also teaches proverbs and grammar-problems. The direct method is used. There is an additional key containing all the answers to the 1001 questions. A list of difficult words translated into Indonesian is to be found at the end of the book. The book lacks key-words, drills on pronunciation, accentuation and fluency.

(11) "Readings and Conversation for intermediate and advanced Students of English" English Language Services, Inc. Washington D.C.

The material is not fit, since it only deals with the United States of America, her history, her people, her customs and her geography. The method used is the direct method accompanied by comprehension questions, drills on fluency and vocabulary practice in
which a list of difficult words plus sample sentences are presented. Key-words, drills on pronunciation and accentuation are not to be found.

(12) "Everyday English" by Sunardi Edhitjaroko

Its material deals with daily Indonesian topics, such as: a phone-call, at the barber's, illness and the visit of a physician. The direct method is used. A couple of exercises are added:

a) comprehension questions on the conversations,
b) vocabulary or phrase practice plus their sample sentences.

Key-words, pronunciation drills and those on accentuation and fluency are not presented.

All of these textbooks have had their own value, and each has contributed something useful to help the Indonesian student to speak English. In the hands of competent teachers each one must be able to produce English language speakers of varying degrees of competency.

Therefore in writing this thesis the writer recognizes his indebtedness to the authors of those textbooks, because the work of each in turn has furnished a frame of reference for the writer and has encouraged him to find a new way to teach English conversation in Indonesian schools. As to the material and the method, advocated in those books, the writer is of the opinion that they can be improved. That is why he is trying to present a new method and to develop a better set of conversation teaching materials, which might be used at senior highschools in Indonesia. Nevertheless he
does not wish to advocate his system and his materials as the best method and materials; as any system and any material which will work with the pupils are good. He only wonders: "What will work best for me in my situation?"
14. Hornby A.S.


15. Hornby A.S.


16. Hornby A.S.


17. Jespersen Otto

: "How to Teach a Foreign Language", London, 1953.

18. Lewis Norman


19. Roberts Paul


20. Stevick Evil W.


21. Tremite Nolst

: "Drop Your Foreign Accent" 1948.

22. -

: "Reading and Conversation for Intermediate and Advanced Students of English" Volume I English Language Services, Inc. Washington D.C.