

THE IMPORTANCE OF A WORKBOOK FOR SENIOR HIGH SCHOOL STUDENTS



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THE IMPORTANCE OF A WORKBOOK FOR
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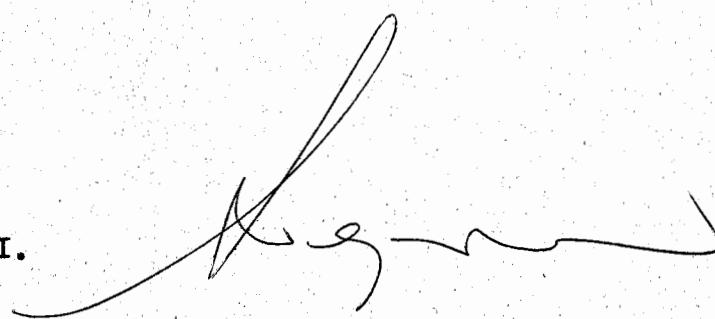
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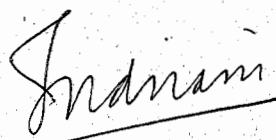
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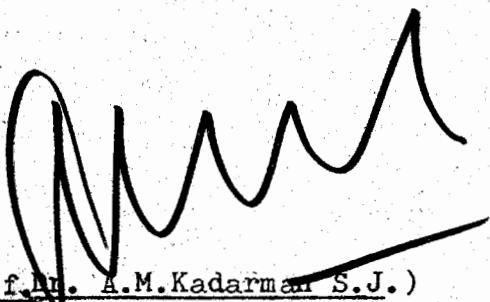
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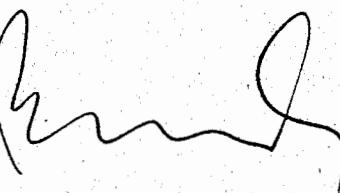
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CHAPTER I
INTRODUCTION

In this thesis, the writer attempts to discuss the importance of a workbook for the Senior High School students in connection with the effort of improving the English language learning.

It is generally acknowledged that after having finished their studies in High Schools, SMA students are supposed to have at least a certain mastery of the English language. This is important because a large number of scientific books which they must read in their higher studies are still written in English. It goes without saying that the at least passive mastery of English language becomes of great importance.

Unfortunately, the fact is that many students who have graduated from High Schools have no adequate mastery of the English language, although they have studied English for six years. It is this situation that has encouraged the writer to write this thesis.

In the effort of improving the situation above, the writer will discuss the importance of the provision of a workbook that will serve as a supplementary book to the existing textbook, namely, the Students' Book, English for the SLTA. This textbook is compiled and recommended by the Department of Education and Culture.

The workbook suggested in this thesis is intended to serve as a help for the students so that they can digest more easily what are given in the textbook. The reason for this is the fact that in their learning it

is observed that many students are handicapped by the materials given in the textbook. They are rather idealistic if not unrealistic. They are too tough for the SMA students to digest. Those undigestable materials make the learning uninteresting although the attitude of the students toward the English language is, as a matter of fact, very positive.

In this thesis, the writer will limit his discussion only to the provision of a workbook for SMA levels, with the existing textbook as the main reference, meaning to say that the practice units in the proposed workbook will correspond with the units found in the textbook. The reasons for doing so are as follows:

1. The existing textbooks, Students's Books English for the SLTA, have been widely used in the Indonesian High Schools, while in general the attainment of the goal of the English language teaching in our high schools has not been successful.
2. The content and exercises given in the text book are not challenging. Most of them are too difficult for the students.
3. The need for sufficient mastery of the English language is very urgent for the SMA students, since they will soon finish their studies in the high schools and continue to the higher levels of education where English is often used.
4. It is observed only recently that the atti-

tude of the SMA students toward the English language is actually positive.¹⁾

With regard to the facts above, the writer is of the opinion that the workbook he suggests will easily be adopted in the high schools of today. Through this thesis also the writer will give some hints of how a workbook is to be made, and following that he will give some models of practice units within a workbook which are composed based on the theoretical observations.

This thesis is divided into five chapters. The first chapter is the "Introduction". It describes the background and things that have urged the writer to write this thesis. The next chapter will explain what a workbook is. It describes the idea or the essence of a workbook and then the role of it in the English language learning with regard to the present situation of the English language teaching in the Indonesian High Schools, such as the time allowance for learning in schools and the size of the classes which is always increasing. Providing a workbook requires us to know some criteria of an affective workbook and the way of developing it. These things will be discussed in chapter III. Whereas chapter IV will be the discussion of the format or the design of the proposed workbook in terms of its practice units, which will cover a wide variety of exercises, such as comprehension ques tions to the reading passage given, multiple choice items, true-false items, matching, completion, cloze technique and translation. Further the writer will explain why those kinds of exercises should be provided. In order to make

1. "KEDAUULATAN RAKYAT", Kamis, 9 April 1981. p.4.

his explanation clearer, the writer will give some examples of practice units. These unit models are based on the reading passage found in the Students' Book III, Unit 2,3 and 5. Finally, conclusion and suggestion are given in chapter V.

It is deeply hoped that this thesis would give some contribution to the teaching of English language particularly in senior high schools so that finally the students of SMA, after finishing their studies in SMA, will really be able to master the English language which is very useful in their higher studies.

Ideas and statements on which this thesis is worked out are gathered from interviews with some teachers of English and SMA students, especially third year students, from the results of a seminar on Language Testing held by the doctoral students in September, 1980, from lectures on Methods, General Linguistics, F.L.P. (Foreign Language Principles), Bibliography and also from the writer's experience as a teacher of English.

CHAPTER II
A WORKBOOK

A. The Idea of a Workbook

As it was mentioned, this thesis aims at penetrating the importance of a workbook for teaching English in Indonesian high schools which seems to have been neglected by some experts or teachers. Indeed, many attempts have been done to improve English teaching in Indonesia. However, the writer has an impression that mostly the attempts cover only the aspects of teachers and methods. The writer is of the opinion that there is one thing that is necessary to be put into account in the effort of improving the teaching of English, namely, the provision of workbooks for the students to work with so that the students may have more and more practice in their English inside as well as outside the schools, through a wide variety of exercises provided in the workbook.

Thus, the availability of a workbook in English language learning is essentially a means that enables the students to have greater opportunities to repeat and practice their English. Usually, grammatical rules and vocabulary are very well taught in class. Nevertheless, if the student never practices what has been taught, certainly the teachers' effort will be fruitless. In learning a language, one needs a lot of practice. The more practice the students get and the more frequently they get into contact with the language they are learning, the more fruitful the learning will be. With regard to the English learning in Indonesia,

the need of getting into touch with the English language as frequently as possible is important. Therefore, the writer thinks that the only possible way to make the learners more involved in English is by doing exercises as much as possible.

By doing more exercises provided in the workbook, it is supposed that the students will really be able to use the English language, thus not merely knowing about it. This idea is obviously in line with the objective of English teaching stated in the Curriculum 75 issued by the Department of Education and Culture. It is said that the goal of teaching English in high schools is to give the students an affective working knowledge of English.²⁾ This is to say that the emphasis of the learning of English is on the students' attainment of the skills rather than the knowledge about the English language.

To achieve the desired goal mentioned above, we have to admit that practicing English, again, becomes of great importance as far as a working knowledge is concerned. A great amount of practice should be given to the students during the learning program. Concerning this, Lado positively comments on what has been done by Fries.

"Fries, for example, recommended devoting 85% of class time to practice and no more than 15% to explanation and commentary." ³⁾

The above quotation is Lado's comments on the success achieved in his course by Fries, who has demonstrated

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2. _____, Kurikulum Sekolah Menengah Atas, 1975., Jakarta, Balai Pustaka, 1976.
 3. Lado, Robert. Language Teaching. New York: Mc.Graw-Hill Inc., 1964. p.64.

the importance and roles of practice in foreign language learning. Furthermore, Lado himself is sure that practice, indeed, plays a significant role in the learning activity, as he states as follows:

"The students must be engaged in practice most of the learning time. This principle has a psychological justification, since other things being equal, the quantity and permanence of learning are in direct proportion to the amount of practice."⁴⁾

It is obvious, then, that there is a need of providing the opportunities, as much as possible, for the students to practice as to achieve their goal of learning. But now the problem would be the way of how to provide the opportunities to practice.

Naturally, talking about how to have the students practice, we are not free from giving them more exercises to do. Jean Praninskas, a linguist who has written some textbooks of English, says:

"The exercises afford the students an opportunity to practice constructing kinds of sentences he (the teacher) has just explained."⁵⁾

The quotation above implies the fact that the student should be offered to do exercises to practice his response. This is to say that the student should do an activity that can reinforce what he has understood from the explanation of his teacher. Lado, in his book entitled Language Teaching, says that the more frequently a response is practiced, the better it is learned and the longer it is remembered.

4. Ibid.

5. "The Teacher and the Textbook", English Teaching Forum, Vol. XIV, No.4, 1976.

Contrawise, when a response is not practiced, it tends to be forgotten.⁶⁾ What Lado says actually refers to the fact that psychologically the success of learning is very much dependent upon the frequency and the intensity of practice. In learning English, the practice itself, as a matter of fact, involves a great amount of repetition of the units and patterns of the language.

Some linguists believe that repetition is a very important part of learning and it is required for learning.⁷⁾

In short, we can say that the idea of a workbook, with regard to the English language learning, is to equip the student for the use of the language. A workbook provides a certain amount of repetition of the items taught and at the same time it reinforces the students to practice the language they are learning through its wide variety of exercises.

Concerning the idea of a workbook in language learning, Dr. Soepomo in his paper entitled "Pembinaan Pengajaran Bahasa dan Kebudayaan Masyarakat" also states the importance of a workbook. He says as follows:

"Bahan-bahan pelajaran yang dipakai di dalam suatu sekolah tentu saja sangat menentukan bagi sukses dan gagalnya suatu pelajaran. Dalam hal pelajaran bahasa biasanya diperlukan:

- a. Buku pegangan murid
- b. Buku bacaan tambahan
- c. Buku latihan rumah
- d. Buku pegangan guru

Bahan-bahan ini semua seharusnya ada, kuantitas serta kwalitanya harus baik.⁸⁾

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- 6. Lado, Robert. Language Teaching, New York: Mc Graw-Hill Inc., 1964.
 - 7. Purba, P.G. "The Theory of Repetition", Handouts from his lectures, 1977.
 - 8. Soepomo Ph.D. "Pembinaan Pengajaran Bahasa Dan Kebudayaan Masyarakat". Yogyakarta, 1977. p.10.

(The materials for teaching which are used in a school, indeed, determine the success and the failure of the teaching. In a language teaching usually we need:

- a. a textbook
- b. supplementary reading
- c. workbooks
- d. teacher's manual.

Those materials must be made available and they must be good in terms of their quality as well as their quantity).

Thus, in addition to a language textbook, it is obvious that a workbook is also badly needed and very important in a language teaching. It can be said that in general both reading materials and workbooks complement and regenerate or reinforce what has been taught in the textbook.

B. The Role of a Workbook in Teaching English in SMA.

This section will discuss the role of a workbook in view of the present situation of English teaching in Indonesian high schools. Before that, however, it would be better for us to observe first the present situation of English teaching in SMA.

It is, as a matter of fact, very difficult to give a general description on the English teaching of our high schools because we have thousands of high schools of various kinds and conditions in Indonesia. Thus, if we do give a description of the present situation, it is based on the writer's general observation, interviews with some SMA English teachers, and his experience as a tutor who very often gets into touch with SMA students especially the third year students.

It is generally acknowledged that SMA is supposed to produce students with a sufficient knowledge of English so that they will be able to follow their higher education successfully. At least, the knowledge of the English language they have got in SMA will enable them to read scientific books at the universities.

It is widely observed, however, that many students who have graduated from high schools have no sufficient mastery of English yet, although they have studied English for six years. Even, some of them are not able to read scientific English books or any other English books available in their higher studies, let alone the other skills such as speaking and writing.

In relation with the situation above, we will certainly ask the reasons for that defect. Here, as a matter of

fact we can mention something dealing with that problem. It is observed that the most classical reason that is very often put forward by many SMA teachers of English is the limitation of the available time allowed for English learning in schools. As a result, there is a problem in providing the opportunities for the students to repeat and practice what have been taught during the class hours. This problem seems to have been identified by the teacher's effort to run after the given syllabus. Syllabus, as we know, only gives the items to be presented and taught in class. It is assumed that the teacher will be able to provide his own repetition for his students. But the fact is that there are so many items within the syllabus that the time span for enough repetition and practice is not very big. The consequence is that the teacher is often in a hurry and forgets to provide enough repetition and practice, if he is demanded only to fulfil the syllabus. Indeed, some teachers are aware of the small amount of repetition and practice but they are mostly haunted by the demands of the syllabus issued by the Government.

The situation above leads us to a conclusion that teachers should find a way of how to make the students do something that can provide reasonable repetition and more practice in spite of the limited time available in school. Here, the writer suggests that the teacher should provide exercises as much as possible. A wide variety of exercises that can provide repetition and practice that have been taught in class may be given as assignment or homework. This way is considered necessary and reasonable, for the students themselves are often free after they have

come home from schools. It is supposed, therefore, that the students can spend their free time at home doing the assignment given in a workbook. Thus, a workbook will really provide additional study, repetition and practice that the students rarely get during the class hours. In other words, we can say that a workbook may be considered as a means of getting the students in touch with the English language as frequently as possible.

Besides overcoming the problem of time span available for learning English in school, a workbook can also help the teacher in handling a large class. We all realize that the bigger the number of the students in a class is the more difficult for the teacher to attain his ultimate aim in teaching. This is due to the problem of providing significant repetition and enough practice during the class hours. In such situation, assignment or homework presented in a workbook will surely make the learning progressive and thus more fruitful. Michael Long in his article "Teaching English in Large Classes" suggests:

"More than any other, the teacher of the large class needs to make sure that there is plenty of material available for his students to work with. In the majority of teaching situations, where cheap materials are needed, printed work (workbook) with clear instructions can free the student to work on his own."⁹⁾

From Michael's suggestion, it is clear that we do need plenty of materials available for the students to work with preferably of the kinds that enable the students to complete the work without constant supervision.

9. Long, Michael. "Teaching English in Large Classes", English Teaching Forum, Vol. XV, No. I, 1977. p.42.

Considering the fact above, the writer is sure that the students will really be encouraged in their learning English by the provision of the workbook because it is observed so far that as a matter of fact the SMA students especially the third year students are already highly motivated in learning English. They are really aware of the importance or the need for mastering the English language. Their motivation to learn is quite strong, even though it is often that English is regarded not as a compulsory subject in their schools. The recent observation concerning the attitude of the students toward the English language is done by Dra. M. Subiyati Ps. In her article "Menuju Pemantapan Pelajaran Bahasa Inggris di Sekolah Lanjut-an" issued in a newspaper, she states as follows:

"Bila kepada siswa sekolah lanjutan dilemparkan suatu pertanyaan tentang bagaimana sikapnya terhadap Bahasa Inggris, maka kebanyakan mereka akan memberikan jawaban positif. Artinya mereka senang terhadap bahasa asing itu dan akan merasa gembira sekali andaikata mereka bisa menguasainya."¹⁰⁾

("If high school students are given a question concerning their attitude toward the English language, most of them will surely give positive answer. This is to say that they do like that foreign language and will be very happy if they manage to master it.")

Based on the observation above, it is clear for us that the high school students are actually eager to learn and master the English language. Unfortunately, their eager ness is hindered, due to the too-difficult and unchalleng-

10. _____, "KEDAUULATAN RAKYAT", Kamis 9 April 1981.
p.4. (The translation is given by the writer
of this thesis).

ing materials found in the textbook they use. It seems it is this factor that makes the progress or success more difficult to achieve. Therefore, the workbook that the writer suggests in this thesis will hopefully more encourage and stimulate the students' motivation so that finally they can really master the English language well.

CHAPTER III

A WORKBOOK FOR SENIOR HIGH SCHOOLS

A. Principles of how a workbook should be made.

Now that we have the idea of a workbook and realize how significant its role is in the present teaching of English in Senior High Schools, we can then observe the things that should be paid attention to in providing a workbook for SMA students. For this, we should know first of all some criteria of a good and effective workbook in general.

If we consider common teaching principles and situations of the present teaching of English in Indonesian high schools in general, perhaps we can define certain criteria for evaluating an effective workbook. Those criteria that should be put into account in providing a workbook for SMA students are as follows :

1. A workbook is supposed to have, at least, one important characteristic, namely, the power to challenge the students' motivation in completing all kinds of exercises given in the workbook. This criterion is considered the most important since it is very often that a student regards any assignment as an extra burden for him. As a result, he always tends to ignore anytime the teacher gives him some exercises to do unless the exercises are interesting and challenging. Therefore, a workbook should have the power of stimulating the students' interest.

2. All exercises throughout the workbook should not be too difficult for the students to do. This criterion is reasonable since the main goal of providing the workbook, as it has been stated earlier, is to help or facilitate the students digesting more easily what are given in the existing textbook as to enhance their learning.
3. An effective workbook should be able to provide enough repetition. This criterion should be put into account in working out the exercises given in the workbook, since repetition is one of the most important elements in learning. The importance of repetition in learning program has been discussed in the previous section.
4. The exercises should be well graded in such a way that they can be worthwhile, and at the same time interesting for the students to complete.
5. A good and effective workbook should be able to provide the opportunity for self-study or individual progress. It gives a sense of progress. This criterion really has psychological justification. This is to say that when a student manages to gain progress, his motivation to proceed with learning tends to increase significantly, and consequently the learning itself will finally become much more fruitful.

Concerning this, Lado in his laws of learning

states that when learning is accompanied or followed by a satisfying state of affairs, then that learning is reinforced.¹¹⁾

6. The instructions for each exercise of any practice units should be simple and clear so that the students are able to understand what they have to do. The instructions are printed in English and at least, if necessary, one or two examples are given to enable the students to see more clearly what is expected of them.
7. From economic point of view, the provision of the workbook should seek a compromise between legibility, effectiveness and attractiveness on the one hand, and economic condition of the student on the other. This criterion is important because it has been observed that too-sophisticated books in their physical forms often make the users reluctant to have them, due to their expensive price. It is also often the case that the poor condition of the students' economy makes them discouraged to have more books to practice with.

11. Lado, Robert. Language Teaching. New York: Mc Graw-Hill Inc., 1964. p.37.

B. The Procedures of Developing and Presenting a Workbook.

After we discuss some criteria and principles of how a workbook should be made, let us now try to see further the way of how to develop a workbook which is the most suitable for the Indonesian high school students. As it is discussed in the previous chapter, the proposed workbook will be integratedly used exclusively with the existing textbook, English for the SLTA, Students' Book, published by the Department of Education and Culture. Also we have observed that the emphasis of the proposed workbook will be on the attainment of the reading skill. Considering the facts above, we should develop the workbook in such a way that it can provide the students with assistance in acquiring the skill necessary for the development of adequate reading. We will admit that the idea above is exactly in accordance with the objective stated in the curriculum 75. Nevertheless, it is reasonable if there is still someone asking why it is reading skill that should be given priority at all.

To answer the question above, it would be worthwhile for us to observe in more details the objectives of the teaching of English in SMA.

It has been determined that there is a set of goals that should be attained in the teaching of English in SMA. According to the "1975-English-Language-Curriculum", there are seven objectives that must be attained. To be exact, the writer of this thesis just wants to quote what is written in the Curriculum. Those seven objectives and their translation (translated by the writer) are as follows:

1. Siswa memiliki pengetahuan tentang pola lanjutan kalimat bahasa Inggris dengan kosa kata (vocabulary) yang diperluas kira-kira 4000 kata.

(The students have the knowledge of advanced structural patterns of the English sentences with vocabulary that is extended to about four thousand words).

2. Siswa memiliki "working knowledge of English" yang dapat digunakan untuk:

- 2.1. Membaca yang efektif (effective reading).
- 2.2. Memahami bahasa lisan (understanding spoken English).
- 2.3. Menulis (writing).
- 2.4. Bercakap-cakap.

(The students have a working knowledge of English that can be used :

- 2.1. To read effectively
- 2.2. To understand spoken English
- 2.3. To write
- 2.4. To speak).

3. Siswa dengan tepat menggunakan pola lanjutan kalimat bahasa Inggris dengan kosa kata yang sudah diperluas kira-kira sampai 4000 kata.

(The students can use the advanced structural patterns correctly with vocabulary that has been extended to about four thousand words).

4. Siswa trampil menggunakan:

- 4.1. Kecakapan membaca (reading ability) untuk menyelami isi buku pelajaran dan bahan-bahan rujukan (reference) dalam bahasa Inggris.
- 4.2. Kecakapan memahami bahasa lisan (listening ability) untuk menangkap kuliah/percakapan dalam bahasa Inggris.
- 4.3. Kecakapan menulis (writing ability) untuk mencatat kuliah dan berkomunikasi secara tertulis dalam bahasa Inggris.

- 4.4. kecakapan berbicara (speaking ability) untuk berkomunikasi secara lisan dalam bahasa Inggris.

(The students can use skilfully:

- 4.1. the reading ability to comprehend the content of textbooks and reference books that are written in English,
- 4.2. the listening ability to understand lectures and conversation in English,
- 4.3. the writing ability to take notes about the lectures and carry on correspondence in English,
- 4.4. the speaking ability to communicate orally in English).

5. Siswa menghargai bahasa Inggris khususnya dan bahasa umumnya sebagai suatu sistem untuk berkomunikasi.

(The students appreciate English in particular and language in general as systems of communication).

6. Siswa menyenangi kebiasaan mempergunakan bahasa Inggris sebagai alat komunikasi disamping bahasa Indonesia.

(The students like the habit of making use of the English language besides Indonesian as a means of communication).

7. Siswa menghargai bahasa Inggris sebagai alat untuk memperdalam ilmu pengetahuan dan mengetahui kebudayaan bangsa lain. 12)

(The students appreciate the English language as a means of enlarging their knowledge and recognizing the cultures of other nations).

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12. Departemen Pendidikan dan Kebudayaan, Kurikulum Sekolah Menengah Atas (SMA) 1975, (Jakarta, 1976) p. 2-14.

Comparing the objectives above with the proper objectives of the second language teaching in general, it seems that the objectives mentioned in the curriculum 75 are valid. They are in accordance with the goals of second language teaching. The emphasis is on the students' attainment of the skills, namely listening skill, reading skill, writing skill and speaking skill, rather than the knowledge about the English language. However, the writer is of the opinion that those objectives are rather idealistic. It is seemingly impossible to teach English to the SMA students within the limited time available so that they can master all skills of the English language targetted in the curriculum. The writer thinks that the only way of solving the problem is to determine one of the four skills which should be given priority in the teaching of English to SMA students.

With regard to the fact that most SMA students, after having finished their education in high schools, are supposed to continue their studies in universities or academy where the ability to read English books is needed, and also with respect to the general aim of teaching English in SMA is to give the students an effective working knowledge of English, the writer comes to the conclusion that the students' attainment in reading skill must be given priority. Among the four skills set forth in the curriculum, reading skill is the most useful, practical as well as attainable. In addition, we know that reading ability provides strong support for other skills besides it is an important goal in itself.

Concerning the importance of the SMA students' attainment in reading skill, Lanny R. Suhendra, in her book entitled Some Suggestions on the Improvement of the English Teaching at Senior High Schools, states as follows:

"SMA education is a preparatory step to further higher education at the universities or academy. The consequence is that the objectives of all curricula of all subjects taught at SMA, including the teaching of English must be defined in such a way that the knowledge obtained by the student can be used at the universities or academy. Practical skills such as writing and conversation are, therefore, valued less important than comprehension and reading. 13)

From the quotation above, we learn that in order to make the learning of English in SMA worthwhile for the students, we have to put the stress of the learning more on the students' reading ability. Other skills such as speaking skill and writing skill are not so important as the reading skill because the reading skill is the most useful when the students should continue their studies.

Now that we have observed, in somewhat details, the objectives of the English language teaching in Indonesian high schools, and considered reading skill is the most important skill among the four skills that should be obtained according to the Curriculum '75, let us now develop further the workbook which is supposed to be used integratedly with the existing textbook.

As it was observed before, the materials found in the textbook, including the reading passages and its exercises,

13. Lanny R. Suhendra, Some Suggestions on the Improvement of the English Teaching at Senior High Schools. Pusat Penelitian Atma Jaya., Jakarta, 1979. p.54.

are too difficult for the students to digest. With regard to this and the importance of the reading skill, the writer will, in providing the workbook, concentrate in the achievement in reading comprehension. With regard to the existing textbook, the writer will provide the materials for the workbook in such a way that the students will find them challenging. The materials will be made simpler, including the exercises given. By this way it is assumed that the students will not be much troubled with undigestable materials, and on the contrary, they will be really challenged, instead of being frustrated, to do the given exercises.

In order to make the reading passages used as the materials of the workbook simpler, the writer suggests to provide the translation of the passages as to gain the students' interest in reading them. The provision of the translation is supposed to facilitate the students in reading the passages because there are too many difficult structural patterns and words that are beyond the students' comprehension. The discussion on the need of providing the translation in this case will be given in more details in a separate section in the following chapter.

The exercises following the reading passages will also be simplified accordingly. The kinds of the exercises will be more widely varied in such a way that they can really provide more repetition and practice of the items taught. The detailed discussion on the kinds of the exercises will also be given in the following chapter.

After we have developed the materials of the work-book, there is still another task for us, as English teachers, namely, assigning the students to read the reading passages and ask them to complete the exercises. The assigning is important because some students might not do any practice if the teacher does not ask them, even though there are already workbooks that provide the opportunities to practice their English.

In assigning the students, the teacher first of all should instruct them as clearly as possible so that they know exactly what they have to do. Perhaps the teacher asks the students to read a reading passage in English without looking at its translation first; only in case they get frustrated because of difficult structural patterns or words, they may look at the translation. Also in asking the students to complete the exercises, the teacher should introduce each exercise and do enough examples to ensure that the students understand exactly what they are supposed to do.

Secondly, the teacher in assigning the students has to arouse the students' interest to do the work. This is very important since the students are often reluctant to have any assignment. The teacher may, for example, inform the students that the story is actually very interesting and easy to follow; or he may tell the background of the story to clarify the main idea of the passage. After that the teacher can read the first page or some paragraphs for the students and then ask them to continue reading and doing the exercises themselves at home. This way can provide more time for the students, and thus

more opportunities, to learn and practice English outside the class, because actually the students often have much time at home but they do not know how to use the time efficiently and effectively.

Assignment without checking would be fruitless. If the teacher has given an assignment, he must check whether the students do the assignment or not. If the teacher never checks what he has assigned, the students will certainly tend to ignore it. On the contrary, if the teacher always checks what he has assigned, the students will really be encouraged to do it seriously and they will feel responsible for their assignment. If necessary, we can give the students assignment as a compulsory practice at home.

The checking can be worked out by, for example, submitting the work after completion as to be checked by the teacher. If the teacher is too busy to check the students' work himself, he can have the students correct each other. Correcting each other can also be profitable for the students, because they can learn the mistakes made by others. We should realize that as a matter of fact making the students learn from each other, with the teacher in this case functioning as an organizer rather than an exclusive source of learning, is another way of making the students more active in their learning.

If the students managed to complete the exercises given satisfactorily and they feel that they have enjoyed reading the passages without constant help from



the teacher, this means that the main goal of the provision of the workbook, with regard to the aim of the teaching of English in SMA that has the emphasis on the attainment of the students' reading ability, is successfully achieved.

In the following chapter, the writer will discuss in more details the sections within each unit practice that constitute the workbook. He will talk about the kinds of exercises which will be provided in the workbook, such as comprehension questions, true-false items, completion items, matching, multiple choice items and also cloze technique. For this, the writer will also explain why and how those kinds of exercises should be provided.

CHAPTER IV

THE FORMAT OF THE WORKBOOK

In this chapter, the writer will discuss the format or the design of the workbook he has proposed. In the workbook there will be various kinds of exercises. The variety of the exercises is intended to affect the students' motivation in practicing their English and thus maintain in the class a sense of progress.

Each practice unit within the workbook will consist of at least seven or eight sections including a reading passage with its translation. The exercises that follow are comprehension questions, true-false items, multiple choice items, completion items, matching items, cloze technique and some vocabulary exercises. As a whole, all of the items are made somewhat easy as to stick to the general aim of providing the workbook, namely, facilitating the students in using the existing textbook.

Let us now look at the sections one by one in more details; and then some examples will be given to clarify the explanation.

A. The Sections within Each Practice Unit

1. The Reading Passage

It has been deliberately discussed in the previous chapter that the proposed workbook is intended to facilitate and to support the SMA students in achieving the most important aim of the English course in Indonesian High Schools, namely the attainment on the skill of reading.

With regard to the fact above, the proposed work book will concentrate more on the reading comprehension. Each practice unit will, consequently, be started with a reading passage. In order to make the workbook more practical and applicable to the on-going High Schools that are making use of Students' Books as their textbooks, the reading passages for the materials of the workbook will be directly taken from the passages found in the existing textbooks. As a result, there will be three volumes of workbooks for the SMA students, each of which will be used integratedly with its corresponding volume of the textbook.

2. The Translation of the Reading Passage

The following section after a reading section in every practice unit is the translation of the passage. Why should the translation of the reading passage be provided at all? To answer this question, let us see the importance of it in connection with the present situation of the teaching of English in our High Schools.

We all have observed that most SMA students, in learning the English language in schools, are troubled with the materials given in the textbooks, especially in comprehending the reading passages given. As it has been mentioned, the materials are hardly digestable. The students, in general, are discouraged by the language used in the textbook. There are too many difficult grammatical constructions and words found in the passage.

Naturally, when we have reading comprehension, we have to concentrate ourselves more on the students' ability in comprehending the passage. It is reasonable, therefore, if the vocabulary contained in the passage should be within the students' power of understanding; and also grammatically the passage is relatively easy to follow. If the grammar and the vocabulary of the passage are too difficult and complicated, the students will certainly spend their time more in finding the meaning of the difficult words than in understanding the passage as a whole, since dictionary thumbing is inevitable. As a result, the students often get fatigued before they can comprehend the whole passage.

In the textbooks, we can see that there are many long sentences that have difficult grammatical constructions. We often find modifiers of noun clauses which are too long and detailed-technical terms most of which are not frequently used in daily conversation. That kind of language, as a matter of fact, does not stimulate the students' interest in reading the passages. We can see, for example, sentences like this:

- But in those days, just as now, a man had to know the amount of food that he needed for a period of time if he wanted his family to be happy.
(Students' Book I, Unit 19, p.346.)

- Edwin Way Teale, a natural historian, got permission-which is given very seldom-to spend one night on the top of this "Mt. Everest" of man-made buildings.
(Students' Book II, Unit 13, p.296.)

- The project, carried out under the assistance of the U.N., has completed 200 wells, each having been dug several hundred metres deep to produce water that keeps the land from drying up and thus makes cultivation possible.
(Students' Book II, Unit 18, p.408.)
- In-coming food causes certain cells to produce a hormone called gastrin. Entering the blood, gastrin arrives at the stomach cells causing them to send out hydrochloric acid.
(Students' Book III, Unit 3, p.57.)
- To give a clear picture, it is estimated that the energy received from the sun on one square yard of the earth's surface per second provides enough energy, under ideal conditions, to keep seven 100-Watt lamps burning. (Students' Book III, Unit 5, p.97.)

After seeing the problem in terms of the language used in the passage, we as teachers are obliged to be responsible for solving that problem so that the students can really learn the English language successfully. If we let the defect exist, it is anticipated that the progress and success of the students in learning English will be more and more difficult to attain.

In overcoming the problem of the language used in the reading passage, the writer of this thesis suggests to provide translation of the passages in order to facilitate the students in digesting the materials. It is to be hoped that the translation will be of help for the students especially when they encounter difficult parts of the passages that are often beyond their comprehension.

From psychological point of view, the writer is of the opinion that that kind of help will also have

the power to challenge and stimulate the students' interest, and thus maintain their motivation, in the process of learning. As we know, a teacher must always be able to create and maintain the students' motivation, because without motivation learning is not likely to take place. It does not matter if a course is made up of well-selected items.¹⁴⁾ Thus if the learners are not motivated to learn, there will be little learning.

Considering the significance of motivation in learning, the writer recommends the provision of the translation as to reinforce the students' interest as far as reading comprehension is concerned. The provision of the translation is considered as the only possible help for the students because revising or simplifying the materials found in the textbooks that have been recommended by the Government is hardly possible.

3. Comprehension Questions

The first kind of exercise that follow the reading passage and its translation is comprehension questions. This type of exercise is intended to check the students' understanding about the passage in somewhat details. The students are trained to comprehend thoroughly what the passage is about. In addition, comprehension questions, to a certain extent, provide practice on the students' skill in writing.¹⁵⁾

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14. Purba, P.G. "The Theory of Repetition", Handouts from his lectures, 1977.
 15. Nation, I.S.P. Language Teaching Techniques, IKIP Yogyakarta, 1974.

In providing the questions, we are required to pay attention to the nature of grading, meaning to say that the exercise should be well graded in such a way that the students will be really encouraged to complete the work satisfactorily. Usually, it is wise to begin the exercise with easy questions and then gradually more difficult ones will follow. Perhaps we may start with Yes-No questions and later on we give questions using question-words such as Who, What, Why, Where, When and How.

In the beginning of the exercise in which the questions are still relatively easy and simple, we can train the students' ability to note exactly the words and sentences found in the text in a detailed and systematic way, since the answers can be easily found in the passage. In the following stage the exercise can provide practice in composing simple sentence patterns.

When we come to the stage where the questions are rather difficult, we may train the students to read the passage very carefully as to find the correct answers. In this stage, even though the questions are rather difficult, the answers can still be directly found in the passage. However, composing or formulating questions which are not too difficult and not too easy requires us a high proficiency in the part of the teachers.

For bright students, usually such questions are very challenging. It is advisable therefore to ap-

ply a work group technique. It is often profitable especially for the weak students. It is a good training for developing the students' skill of reading and is one way of dealing with a large class. Although the exercises in the workbook are intended to be given to the students as assignment or homework, a group work technique is still useful and considered very effective for the students' development of reading skill.

4. True-False Items

True-False items require the students to say as to whether a statement given after a reading passage is true or false. As a matter of fact, this kind of exercise is similar to Yes-No questions in the sense that the students have a 50% chance of guessing correctly.¹⁶⁾ This is mainly because there are only two alternatives in each item. With regard to the validity of the students' comprehension about the passage, true-false items cannot be considered as a very good type of exercise. However, the true-false type is not the only type of exercise provided in the workbook. We still have various kinds of exercises that can maintain the validity of the students' comprehension about the passage.

In completing true-false items, the students look at each sentence and decide if it is true or false according to the passage. The student can, in answering, writes "True" or "False" or just copy the

16. Ibid.

sentences or statements that are true. By copying, the students can have the opportunity for more learning as far as the writing skill is concerned. This way is often applied since the teacher can train the students to get more familiar with the English words besides the idea of the whole text.

Although in terms of the validity true-false items are not considered as a good type of exercise, true-false type is the most widely used in connection with reading comprehension. Heaton also acknowledges this fact as follows:

"The construction of True-False items based on a reading extract forms one of the most widely used types of reading tests. It is often used at elementary levels of reading comprehension, but it can be used equally effectively at more advanced levels. 17)

Further, Heaton, in his book entitled Writing English Language Tests, explains that true-false type is effective because not only is the way of constructing the items easy and quick, but the evaluation of such items is also very practical.

5. Multiple Choice

Multiple choice items provide several alternatives for the students to choose which of those is the correct one. Multiple choice items can be used to ensure that the students really understand words or phrases found in the passage besides comprehend-

17. Heaton, J.B. Writing English Language Tests, London: Longman Group Limited, 1975. p.108.

ing the content of the passage. Hence, this type of exercise is considered quite effective since it can provide questions asking the content of the passage as well as the details of the passage.

With regard to the alternatives given, there are several things that have to be paid attention to in providing multiple choice items. Firstly, the bigger the number of the alternatives available, the less possibility of the presence of wild guessing. It is proved that such possibility is quite big if the number of alternatives is less than three. However, if the number of the alternatives is more than five, it will cause some difficulty on the part of the students and if it is the case then we have not sticked to the goal of preparing the proposed workbook. Therefore, it is wise for us to provide three or four alternatives for each item.

Secondly, it is suggested to make the alternatives for each item similar; meaning to say that they are similar in length, form and pattern. By this way, only the students who really understand the passage well can choose the correct alternatives.

In answering the question the student may just write the letter in front of the chosen alternative or underline the correct one or cross the letter in front of the chosen alternative. The arrangement of the correct answer should be varied so that the students cannot predict what is the coming answer. The following is the example of a bad arrangement:

No. 1 = A ; 2 = B ; 3 = C ; 4 = D. etc. If it is repeated many times, the students will be able to guess the coming answer easily.

In order to make the exercises varied, we may use some types of multiple choice items. They are as follows:

1. Question-Answer Multiple Choice

In this type the items are in the form of questions. We provide questions and several alternatives for each. The students have to choose the correct one according to the passage.

Examples:

- a. Why did the teacher punish him yesterday?
 - A.because he did not do his homework.
 - B.because he made noise in the classroom.
 - C.because he wa naughty.
 - D.because he was absent yesterday.
- b. What do foreigners like about the train?
 - A.the attractive interior of the rooms.
 - B.the bright appearance of the train.
 - C.the food given freely to them.
 - D.its speed.

2. Description Multiple Choise

In this type the alternatives provided are the description of the thing asked in the item. The answer may be found or stated clearly in the passage.

Examples:

- a. The super-express train is a train which
- * A. is a hundred years old.
 - B. is only meant for passengers.
 - C. is the fastest train in the world.
 - D. is capable of travelling 500 miles a day.

b. It might be possible to avoid them (line 16).

Here them refers to:

- | | |
|-------------|-------------|
| A. diseases | C. wounds |
| B. soldiers | D. microbes |

3. Completion Multiple Choice

This type is very similar with the completion items and very often used. We just give an incomplete sentence or statement. Some words or information of the sentence are missing. The students are required to complete the item according to the passage.

Examples:

a. A good anticeptic should destroy

- A. diseases but not white blood cells.
- B. diseases and white blood cells.
- C. neither diseases nor white blood cells.
- D. white blood cells but not diseases.

b. John did not like to do his work, because

- A. he always needed the help of others.
- B. he did not like to go to school.
- C. he always made many mistakes.
- D. he preferred staying at home.

c. The teacher was because everybody was

- | | | |
|---------|-----------|------------|
| clever. | A. angry | C. happy |
| | B. absent | D. naughty |

In addition, we may use the multiple choice type to practice vocabulary. For this, we also have some styles. The following are the examples of the vocabulary multiple choice items.

1. Definition Multiple Choice

This type of vocabulary exercise is very easy to construct. We may just provide the words; and the meanings are given as the alternatives.

Examples:

- a. A nap: A. a brief sleep C. a short talk
 B. a happy song D. a sharp rock

It is possible for us to provide a defination first and then give words as the alternatives.

- b. A place where we usually sit:

- A. table B. chair C. bed D. hat

2. Completion Multiple Choice

This is a more advanced type of vocabulary exercise. Basically, we provide a sentence or statement with one word missing. To fill the blank, the students are asked to choose the most suitable alternative according to the context.

Examples:

- a. The boy is too to be involved in such a serious problem. A. strong C. wise
 B. old D. young

- b. In order to be successful in solving a problem of life we have to be
A. strong B. rich C. wise D. old

3. Paraphrase Multiple Choice

This style is the combination of the two previous styles. We provide a sentence with one underlined word. By knowing the context, the students are supposed to be able to choose the correct alternative for the underlined word.

Examples:

a. We are astonished to see him there.

- A. greatly amused C. greatly released
B. greatly surprised D. greatly angry

b. We are willing to help her.

- A. ready C. lazy
B. used D. displeased

6. Completion Items

Another type of exercise provided in each practice unit of the proposed workbook is completion type items. This type of exercise requires the students to complete a sentence or paragraph according to the reading passage.

According to Lado, this type of exercise provides the students with practice in recalling rather than recognizing what they have read.¹⁸⁾ This is because the blanks can be correctly filled merely by copying the same words found in the passage.

Nevertheless, completion items are very often used to check the students' comprehension in reading. Among the other types, completion items offer

18. Lado, Robert. Language Testing, London: Longman 1975.

the least possibility of the presence of wild gues sing, since there should be only one possible correct answer. So, a good completion item should only require a restricted short answer.

One thing that should be remembered here is that completion items should not be confused with cloze technique. In completion items the words for deletion are subjectively selected, consisting largely of structural words, content words or key words. Whereas in a cloze technique, the words are deleted systematically, within certain intervals between the fifth or every tenth word.¹⁹⁾

7. Matching Type Items

This type of exercise consists of two sections each of which contains a list of words or phrases serving as premises and a list of words serving as responses. In general, there are two kinds of matching items as far as the number of premises and responses is concerned. They are perfect and imperfect matching items.

A perfect matching type is the one whose number of premises is the same as the number of responses. This type is usually called even matching type. In imperfect matching items, the number of premises and responses is uneven. This type is often called uneven matching items.

It is strongly suggested, however, to use the uneven type because with this type of matching, the students are kept having the challenge to match

19. Heaton, J.B. Writing English Language Tests, London: Longman Group Ltd. 1975.

the premises to the responses very carefully.

The most common form of matching, as far as reading comprehension is concerned, is the one whose premises are in the forms of sentences with blanks that should be supplied with matchable choices; and the responses are in the forms of a list of words.

In providing the items, the responses must be homogeneous, for example, nouns, adjectives, adverbs or verbs. They can be arranged in alphabetical order. Heterogeneous items may simplify the task of answering the items. In addition, the instruction should be simple but clear. We should indicate as clearly as possible as to whether the responses can be used more than once or not. It is also to be remembered, in terms of the exercise as a whole, that the items as far as possible should lead the students to read the whole passage thoroughly.

In addition, we can also use matching type for practicing vocabulary that is based on the reading passage. For this, we can provide a list of words or phrases serving as premises, then the students are asked to choose the response in the other list which best matches. The responses can be in the students' native language.

8. Cloze Technique

Cloze technique is a technique or method of deleting every n^{th} word, usually the fifth (or the sixth, seventh, etc.) word from a reading passage.²⁰⁾

20. Heaton, J.B., Writing English Language Tests, London: Longman. 1975.

This type of exercise is used as an instrument to check the student's comprehension of reading. Specifically cloze technique is used to train the students to notice the succession of ideas in the passage.²¹⁾

The deletion, which is usually not less than every fifth word and not more than the tenth, is done systematically and mechanically, regardless the grammatical or semantic functions. This kind of exercise is usually called a mechanical cloze technique. There is another kind of cloze technique, e.i. the one whose deletion of words is based on a certain word class, such as noun, adjective, preposition, etc.

The task of the students is to supply the missing word and to make the passage or paragraph whole again. For the teacher it is advisable to indicate the missing words with blanks of the same length to avoid guessing. But if we want to make the exercise less difficult, it is suggested to indicate each blank by making the number of dots or dashes equal to the number of letters found in each missing word.²²⁾

It is to be remembered also that cloze technique should not be confused with simple blank-filling text or completion items, although they are similar in appearance. The difference between them is clear, e.i. in completion the words for deletion are

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- 21. Ibid.
 - 22. Sadtono, E., "The Cloze Technique as an Instrument to test reading ability". Anthology Series I. Singapore University Press, 1976,. p.61.

subjectively selected, while in cloze technique the words are deleted systematically either according to every n^{th} word or based on a certain word class.

As far as the marking is concerned, there are two ways of marking according to I.S.P.Nation. One way is to accept any good answer, and the other one is to accept only the words that are exactly the same as the ones left out.²³⁾ Obviously, the latter is the easiest way for the teacher to mark, but Nation suggests that when we use cloze technique as a way of providing more practice on the students' ability in reading, we should take the former, namely accepting any good answers that can be reasonably filled. By this way, we may develop the creativity of the students in using the language they are learning.

9. Vocabulary Exercises

In addition to all types of exercises mentioned so far, the writer thinks that it is necessary to provide vocabulary exercises in each practice unit of the proposed workbook, because by doing more practice on the lexical items the students are led to get more familiar with words found in the passages in the sense of their forms as well as their meanings. To make variation, we may present the exercises through some techniques, such as multiple

23. Nation, I.S.P., Language Teaching Techniques, Yogyakarta, 1974. p.56.

choice items, matching vocabulary against correct definitions, matching the lexical items against their translation, or just asking the students to translate the items into their native language and vice versa.

B. Some Examples of the Practice Units

So far, we have discussed the sections that constitute each practice unit of the proposed workbook. The sections are a reading passage, comprehension questions, true-false items, multiple choice items, completion and matching items, cloze technique and vocabulary exercises. To be more realistic and clearer, the writer of this thesis will give some examples of practice units of the workbook as models. The materials used in the following examples are taken from the existing text book, English for the SLTA, Students' Book III, Units 2, 3 and 5.

EXAMPLE I.

Section 1: A Reading Passage

Survival Tactics in the Animal World

People prefer to keep certain animals to others. Most people like to have cats or dogs in their houses, many like to keep birds, especially beautiful ones or singing ones. Some keep monkeys but few are willing to have snakes except, of course, those who make a living by them.

The so-called domestic animals, such as cats or dogs, are harmless and can easily be trained to become friends of man. However, it is hard to think that snakes or tigers can. The animals that cannot become man's friends are those that will easily cause harm to people.

Offence and defence in animals are the means of avoiding death or, in other words, of keeping on living. A tiger, for example, has strong teeth and claws with nails as sharp as knives. A rhinoceros has one or two sharp horns to attack another animal or a human being. Strong teeth, sharp claws and sharp horns are the main weapons of large animals.

Not all of the large animals depend on such weapons for their survival. Some depend on speed. No tiger, let alone a crocodile, can run faster than a wild horse. A dog depends on three things: high speed, strong teeth and a very good sense of smell.

Well-trained German shepherd dogs have special abilities that are required by the police as well as by the armed forces. They are able to detect a danger signal that comes from miles away.

They can be trained to refuse bribes such as a delicious bone given by a stranger.

All dogs bark. There is an expression which says that barking dogs never bite. This, of course, is only partly true. Some dogs bite without barking first, some others do bite after they bark, but many bark, and only bark, at what they think are their enemies. The last is an example of bluff or psychological warfare.

/ Another means of survival is camouflage. Some ani-

imals have the same colour as the things around them. Those that live in the ground are brown or black, those that live in trees are green and those that live in the snow are white. In using camouflage tactics, none are cleverer than the chameleon, that can change colours according to differences in light, temperatures and other factors. It seems that the armed forces have learned much from these animals.

What will a cuttlefish do when it is attacked ? It has no high speed, no special colour for camouflage, no strong teeth or sharp claws, none of these weapons. Observing carefully, one will notice that it defends itself by chemical warfare ! When attacked, it produces an ink-like liquid where it can hide. It is not the only animal whose defence tactics is chemical warfare. Some others can produce such bad smelling liquid that their enemies will "think" twice before making another attack.

Insects and snakes use poison to defend themselves. Not all of the snakes are dangerous but many are. It is therefore wise to avoid places where one thinks that snakes like to hide. What seems like a harmless bite can result in death.

Compared with the animals in the means of survival used, the human "animal" seems to be defenceless. In fact however, he possesses the most powerful means of offence or defence: his brain. In other words, man has the ability to think. It is this ability to think that distinguishes man from animal. With this ability he cannot only kill the largest and strongest animal in the forest but also destroy the smallest disease-causing bacteria.

which are too small for the eye to see but not too small for man's brain to detect.

Section 2 : The Translation of the Passage

Cara-cara Binatang Mempertahankan Hidupnya

Orang suka memelihara binatang-binatang tertentu. Ke banyakkan orang suka memelihara kucing atau anjing, disamping itu banyak juga yang memelihara burung terutama burung yang bulunya indan atau yang pandai berkicau. Ada juga orang yang memelihara kere, tetapi jarang orang yang memelihara ular, kecuali mereka yang hidupnya dari binatang itu. Binatang yang disebut binatang peliharaan, seperti anjing atau kucing, tidak merugikan dan mudah dilatih menjadi sahabat manusia. Namun tidak demikian halnya dengan ular dan harimau. Binatang yang dapat menjadi sahabat manusia adalah binatang yang dapat dengan mudah merugikan manusia.

Dalam dunia binatang menyerang dan mempertahankan diri adalah cara untuk menghindari kematian, atau dengan kata lain untuk mempertahankan hidupnya. Misalnya, harimau mempunyai gigi yang kuat serta cakar-cakar dengan kukunya yang runcing. Badak mempunyai satu atau dua cula yang runcing untuk menyerang binatang lain, atau bahkan manusia. Gigi yang kuat serta cakar dan cula yang runcing adalah senjata-senjata utama bagi binatang-binatang yang besar.

Tidak semua binatang yang besar mengandalkan senjata-senjata semacam itu dalam mempertahankan hidup mereka. Beberapa binatang mengandalkan kecepatan larinya. Tak sekor harimaupun, apalagi buaya, yang dapat melebihi kece-

patan lari dari seekor kuda liar. Anjing mengandalkan ti-
ga hal, yaitu: kecepatan berlari, gigi yang kuat serta pen-
ciuman yang sangat tajam. Anjing pengembala Jerman yang
terlatih baik mempunyai kemampuan yang dibutuhkan poli-
si atau seorang angkatan bersenjata. Mereka dapat menang-
kap tanda-tanda bahaya dari jarak beberapa mil. Mereka
juga dapat dilatih untuk menolak suapan, seperti mi-
salnya tulang enak yang diberikan oleh orang asing.

Senua anjing itu menyalak. Ada sesuatu pepatah yang
mengatakan bahwa anjing menyalak tidak menggigit. Hal i-
ni tidaklah seluruhnya benar. Beberapa anjing menggigit
tanpa menyalak lebih dulu, yang lainnya ada yang menggi-
git setelah menyalak serta ada juga yang hanya menyalak
dan menyalak terus pada mereka yang dianggap musuh. Hal
yang terakhir ini merupakan contoh dari 'gertak sambal'
atau perang urat syaraf.

Cara lain untuk mempertahankan hidup adalah kamu-
flase. Beberapa binatang mempunyai warna yang serupa de-
ngan warna dari keadaan sekitarnya. Binatang yang hidup
di tanah berwarna coklat atau hitam, sedang mereka yang
hidup di pepohonan berwarna hijau, dan mereka yang hidup
di salju berwarna putih. Dalam menggunakan kamuflase ini
bunglon adalah yang terpandai, karena dapat mengubah war-
nanya sesuai dengan warna, temperatur, dan faktor-faktor
lainnya yang berbeda-beda. Nampaklah disini bahwa ang-
katan bersenjata banyak belajar dari binatang ini.

Apa yang dapat diperbuat oleh seekor cumi-cumi bi-
lamana dia diserang? Dia tidak dapat bergerak dengan ce-
pat, tidak mempunyai warna tertentu untuk kamuflase, ti-
dak mempunyai gigi yang kuat serta cakar yang runcing,

pokoknya tidak mempunyai senjata apapun. Setelah diamati dengan cermat, ternyata cumi-cumi mengandalkan suatu cairan kimia tertentu. Bilamana dia diserang dia segara menge luarkan cairan serupa tinta, dimana dia dapat bersembunyi. Cumi-cumi bukanlah satu-satunya binatang yang alat mem pertahankan dirinya adalah zat kimia. Beberapa binatang lain dapat mengeluarkan cairan yang berbau busuk, sehingga musuhnya akan berfikir dua kali sebelum menyerang lagi.

Serangga serta ular menggunakan bisa untuk mempertahankan dirinya. Tidak semua jenis ular itu berbisa, tetapi banyak yang berbisa. Maka dari itu bijaksanalah bila meng hindari tempat-tempat yang mungkin untuk persembunyian ular. Suatu gigitan yang tampaknya tidak berbahaya dapat mengakibatkan kematian.

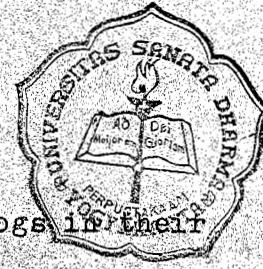
Dalam cara untuk mempertahankan hidupnya, nampaknya manusia itu tidak mempunyai alat pertahanan jika dibandingkan dengan binatang. Tetapi sebenarnya manusia mempunyai alat untuk menyerang dan mempertahankan diri yang paling ampuh, yaitu otaknya. Dengan kata lain: ia manusia mampu berfikir. Kemampuan berfikir inilah yang membedakan manusia dari binatang. Dengan kemampuan ini manusia tidak saja dapat membunuh binatang yang paling besar dan paling kuat, tetapi ia mampu menghancurkan bakteri penyebab penyakit yang paling kecil sekalipun, yang terlalu kecil untuk dilihat dengan mata, tetapi tidaklah terlalu kecil untuk ditemukan oleh otak manusia.

Section 3 : Comprehension Questions

1. Why do people like to keep birds in their houses ?
2. What is the meaning of "domestic animals" ?
3. What does a tiger use in attacking another animal ?
4. A dog has three tactics in keeping on living. What are they ?
5. Well-trained German shepherd dogs have special abilities that are required by the police as well as by the armed forces. What are their abilities ?
6. Is it true that barking dogs never bite ? Why ?
7. How does a chameleon avoid dangers that come from other animals ?
8. Are all snakes dangerous for people ? Why ?
9. Why is it said that man has the most powerful weapon?
10. Give some examples of the superiority of the human brain !

Section 4 : True-False Items

1. T - F People prefer to keep cats or dogs in their houses, especially beautiful ones and singing ones.
2. T - F The animals that are harmless and can easily be trained to become friends of man are domestic animals.
3. T - F Offence and defence in animals are the means of keeping on living.
4. T - F A dog depends on three things: high speed, a very good sense of smell and sharp claws.
5. T - F Camouflage is a means of survival.



6. T - F A cuttle-fish has chemical warfare to defend itself.
7. T - F Snakes produce bad smelling liquid to attack their enemies.
8. T - F The most powerful means of offence and defence that the man has is his brain.

Section 5 : Completion items

Complete these following sentences according to the passage you have read !

1. Most people like to keep dogs or cats in their houses, but only a few are willing to keep
2. Animals that can be easily trained to become man's friends are called
3. Tigers and snakes are rarely kept by people in their houses because they easily cause
4. When a tiger attacks another animal, besides its strong teeth, he usually uses his
5. Strong teeth, claws and horns are the main weapons of ...
6. The German shepherd dogs are selected to give services to the police and to the
7. The dogs that are well trained can refuse
8. A dog that only barks and barks is the example of
9. Very often a dog does bite without
10. A means of survival that a chameleon has is

Section 6 : Multiple Choice Items

Choose the best answer in the brackets !

1. Most people are not willing to keep (snakes, dogs, monkeys) in their houses.

2. An animal that is hard to be trained to become man's friend is a (tiger, horse, cat).
3. In avoiding death, a rhinoceros sometimes attacks another animal or human being using his (claws, teeth, horns).
4. In avoiding a danger, a dog mainly depends on his (body, sense of smell, sharp claws).
5. A well-trained German shepherd dog is able to know (bribe, danger signal, delicious bones).
6. In using camouflage tactics, a (chameleon, tiger, cuttlefish) is the cleverest one.
7. Camouflage tactics are also used in (cuttlefish, military forces, chameleon).
8. When attacked, a cuttlefish makes the water around it (dark, poisonous, bad smelled).
9. A little bite of unpoisonous snakes is (dangerous, harmless, defenceless).
10. Human brain is the (strongest, cleverest, powerless) weapon compared with what the animals have.

Section 7 : Matching Items

Use each of the alternative once only !

1. People like to keep birds, especially those that are beautiful and able to produce sounds.
2. Cats and dogs are called domestic animals, because they are the friends of man and
3. Strong teeth, sharp claws and horns are the main of large animals.
4. is the main means of avoiding death of a wild horse.
5. A dog has a very good sense of

6. If the situation is dangerous, a cuttlefish will
..... itself in an ink-like liquid.
7. A poisonous bite of a snake can make a person
in a short time.
8. The ability to think human beings from animals.
9. Because human beings do not have any weapons, it seems they are very
10. Using his brain, man is able to destroy the smallest disease-causing

=====

-weapons -distinguishes -speed -bacteria - melodious
-weak -death -hide -harmless -smell.

=====

Section 8 : Cloze Technique

Complete the following paragraphs, try not to look at the passage !

People prefer to keep certain animals to Most people like to have cats or in their houses, many like to keep, especially beautiful ones. Some monkeys but few are willing to have except, of course those who make a by them. The so-called domestic animals, as cats or dogs, are harmless and ... easily be trained to become friends of However, it is hard to think that snakes ... tigers can. The animals that cannot become friends are those that will easily cause to people.

Offence and defence in animals are the means of death, or in other words, of keeping on A tiger, for example, has strong teeth and claws nails as sharp as knives.

Section 9 : Vocabulary Exercises

Choose the right meaning of the words below according to the reading passage !

1. peliharaan : a. harmless c. certain
 b. wild d. domestic
2. mempertahankan hidup: a. offence c. survival
 b. willing d. weapon
3. mempertanangkan diri: a. offence c. survival
 b. defence d. attack
4. cakar : a. horns c. tail
 b. weapon d. claws
5. senjata : a.horns c. claws
 b.weapon d. knives
6. apalagi: a.however c. but
 b.moreover d. let alone
7. dibutuhkan: a. required c. called
 b. attacked d. kept
8. indera: a. speed c. smell
 b. sense d. weapon
9. gembala : a. shepherd c. police
 b. forces d. animal
10. tanda : a. characteristics b. signal
 c. data d. ability
11. lezat : a. easy c. delicious
 b. well d. bribe
12. menyalak: a. bite c. bark
 b. attack d. defend
13. tulang: a. food c. bribe
 b. weapon d. bone

14. gertak sambal : a. bark c. enemies
b. warfare d. bluff

15. mengamati : a. tactics c. notice
b. hide d. keep

16. cairan : a. poison c. liquid
b. chemical d. ink-like

17. berbau : a. keeping c. willing
b. smelling d. attacking

18. kemampuan : a. ability c. means
b. tactics d. weapon

19. penyakit : a. bacteria c. offence
b. disease d. defence

20. menghancurkan: a . attack c. detect
b. distinguish d. destroy

— 1 —

EXAMPLE II.

Section 1 : A Reading Passage

OUR STOMACH

For many centuries before stomach surgery began, the human stomach was one of the mysterious organs of the body. People knew that food went in and waste products came out. They did not know, however, what really took place inside the stomach and what processes the food went through. Sometimes they were also puzzled to hear that body organ making strange noises inside and to feel a pain in it when empty. They wanted very much to observe its function-

ing, but they did not know how to. It would have revealed the secrets to open the body and look at the stomach working, but who would have been brave enough to face the risk? Their questions unanswered, people began to turn to animals the long time victims of man's selfishness.

The first real experiment on the effect of stomach juices on food was made by a French scientist, Rene Reamur in 1752. The eighteenth-century scientist fed a bird with small pieces of sponge. Unable to digest them, the bird's stomach sent them out again. Reamur then took out the stomach juices from the sponges and tested them on a small piece of meat. Slowly the juices changed the meat from a solid to a liquid.

The next real experiment was made about seventy years later. It was a special one, because the experiment was made on a man, who, as Darwin said, is 'just a small animal!' It was also special because the man was the victim of a special, man-made thing. In 1822, an American army doctor, William Beaumont, had a patient whose stomach had been torn by a bullet. The man's life was saved, but the stomach was not. The then thirty-seven-year-old doctor studied the poor man's stomach for almost eleven years. The eleven year observation revealed that substances produced by the stomach help to digest food; that protein digestion begins in the stomach; and that protein digestion is actually a two parts processes, the first taking place in the stomach, the second in the small intestine.

Further experiments by other scientists showed that when food enters the stomach it is influenced by the saliva which is sent out by the glands in the stomach. The digestion of large protein molecules, however, requires acid.

And for this the glands cells of the stomach lining produces hydrochloric acid. This acid helps to digest the protein molecules to simpler forms.

What causes the gland cells of the stomach send out their juices ? Studies on animals have shown that the acid production is governed by the presence of food in the stomach. In-coming food causes certain cells to produce a hormone called gastrin. Entering the blood, gastrin arrives at the stomach cells, causing them to send out hydrochloric acid.

The acid which produced by those gland cells is so strong that it can harm living cells. The cells of the stomach lining,however,are not harmed because of the presence of the food in the stomach.Sometimes the mechanism for sending out the acid does not function well.Acid may come out when there is no food present.When this happens, the acid will damage the cells in the stomach lining.The damaged area is called an ulcer.

In fact,hydrochloric acid is not the only juice that is sent out by the glands of the stomach. There are three other kinds of juices,which are usually called enzymes.

In its empty condition, the stomach contracts and looks like a narrow tube.The top is bigger than the bottom because of the air that the stomach contains. The walls expand as food and liquid fill in, and as the size changes, the shape does too. Being filled, the stomach now looks more like a bag than a tube. The stomach of a new born baby,before being fed,is more or less as big as a chicken egg and will hold about an ounce.An adult's stomach,naturally,holds much more than a baby's. When full,

an adult's stomach is ten or eleven inches long and four and half inches in diameter.

The easily expanding digestion organ lies in the upper part of the abdomen, and separated from the heart only by what is known as diaphragm. Therefore too much air in the stomach may cause a pain in the heart. Pain in the stomach itself may be felt because of the presence of unwanted food. The pains are also felt when one does sports or other heavy jobs after heavy meals, before the stomach "has taken enough rest". Actually after food fills in, the stomach does not take a rest, but begins to do its duty. It starts its food-breaking movements by expanding and contracting the muscles in its walls. To move these muscles a lot of blood is needed. When the person is carrying out an activity which requires the blood to run faster, much of the blood in the busy stomach is taken away. This causes pains in the walls of the hard working organ.

In general, the position of the stomach is more or less the same in many, but the size and shape differ in different people. A man's stomach is usually bigger than a woman's, which explain why a man usually eats more than a woman. A narrow waisted person's stomach, naturally, has less space for food than a pot-bellied person's. Some people hope they have bigger stomach, while others try every possible way to make their stomachs smaller. And for those who have big stomachs but do not want to, modern science offers one easy, but rather expensive, way: surgery. Indeed, science has succeeded in changing many things and in revealing many secrets. The human stomach is not a mysterious spot any longer, and how it works is not, either.

Section 2 : The Translation of the Passage

PERUT KITA

Selama beberapa abad sebelum ilmu bedah perut mulai dikenal, perut merupakan satu bagian dari tubuh yang masih merupakan ranasia. Kita tahu bahwa makanan masuk ke dalam perut dan keluar. Akan tetapi kita tidak tahu apa sebenarnya yang terjadi di dalam perut dan proses-proses apa yang dilalui makanan itu. Kadang-kadang kita juga tidak tahu mengapa organ tubuh bagian dalam membuat suara aneh dan kita merasa sakit apabila perut kosong. Kita ingin sekali mengamati bagaimana perut itu berfungsi, tetapi kita tidak tahu bagaimana caranya. Sungguh-sungguh akan membuka rahasia itu, jika kita membuka tubuh dan melihat bagaimana perut itu bekerja, tetapi siapa yang berani mengambil resiko ? Persoalannya tidak terjawab, dan kita beralih pada binatang yang sejak dulu sudah menjadi korban keegoisan manusia.

Percobaan pertama yang sesungguhnya tentang pengaruh cairan dalam perut terhadap makanan diadakan oleh seorang ilmiahwan Prancis yang bernama Rene Reamur pada tahun 1752. Ahli-ahli pada abad 18 memberikan makanan sejenis busa kepada seekor burung. Karena burung itu tidak dapat mencerna kannya, maka perut burung itu mengeluarkannya kembali tanpa dicerna. Lalu Reamur mengeluarkan cairan perut burung itu dari busa dan mencobakannya pada sepotong daging kecil. Lam bat laun cairan itu mengubah daging itu dari keras menjadi cairan.

Percobaan berikut yang sesungguhnya diadakan kira-kira tujuh tahun kemudian. Percobaan ini merupakan suatu eksperi-

men yang khusus karena diadakan pada seorang manusia yang seperti dikatakan Darwin, "hanya binatang kecil". Percobaan ini juga dikatakan khusus karena manusia menjadi korban ke lakuhan manusia yang istimewa. Pada tahun 1822 seorang dokter tentara Amerika, William Beaumont, mempunyai seorang pasien yang perutnya tersobek oleh peluru. Hidup orang tersebut dapat diselamatkan, tetapi perutnya tidak. Dokter yang ketika itu berusia 37 tahun mempelajari perut orang yang malang itu selama sebelas tahun. Pengamatan selama sebelas tahun itu menjelaskan bahwa zat-zat yang dihasilkan perut membantu pencernakan makanan; bahwa pencernaan protein mulai dalam perut; dan bahwa sebenarnya pencernaan protein terjadi dalam dua bagian, proses pertama terjadi dalam perut dan yang kedua dalam usus halus yaitu antara perut dan anus.

Percobaan-percobaan selanjutnya yang diadakan oleh ahli-ahli yang lain menunjukkan bahwa jika makanan masuk ke dalam perut, makanan itu dipengaruhi oleh air liur yg. dihasilkan oleh kelenjar dalam mulut. Akan tetapi pencernaan molekul protein yang besar memerlukan zat asam yang mengandung hidrogin dan klor. Zat asam ini membantu pencernaan molekul protein menjadi kecil.

Apa yang menyebabkan sel-sel kelenjar perut mengeluarkan cairan? Percobaan terhadap binatang telah menunjukkan bahwa produksi zat asam diatur dengan adanya makanan dalam perut. Makanan yang masuk ke dalam perut mengakibatkan sel-sel tertentu menghasilkan hormon yang disebut gastrin. Karena gastrin itu memasuki darah, gastrin sampai pada sel-sel perut dan menyebabkan sel itu mengeluarkan zat asam yang mengandung hidrogin dan klor.

Zat asam yang dihasilkan oleh sel-sel kelenjar begitu kuat sehingga dapat merusak sel-sel yang hidup. Tetapi sel-sel lapisan perut tidak rusak karena adanya makanan dalam perut. Kadang-kadang mekanisme dalam perut untuk mengeluarkan zat asam tidak berfungsi dengan baik. Zat asam ini dapat keluar walaupun tidak ada makanan, jika ini terjadi, zat asam akan merusak sel-sel dalam lapisan perut. Bagian-bagian yang rusak disebut luka yang mengeluarkan bahan racun.

Sebenarnya zat asam yang mengandung hidrogin dan klor bukanlah satu-satunya cairan yang dikeluarkan oleh kelenjar perut. Masih ada tiga jenis cairan lain yang biasanya disebut enzym.

Jika perut kosong, ia akan mengecil dan akan menyerupai pipa yang sempit. Ujungnya lebih besar dari pangkalnya disebabkan oleh udara yang ada di dalam perut. Dindingnya bertambah besar begitu makanan dan cairan masuk, dan begitu ukurannya berubah, bentuknya juga berubah. Jika perut terisi, perut mirip sebuah kantong daripada sebuah tabung. Perut bayi yang baru lahir sebelum diberi makan, kurang lebih sebesar telur ayam dan beratnya kira-kira satu ons. Perut orang dewasa tentu saja jauh lebih besar dari perut bayi, jika penuh panjangnya 10 sampai 11 inci dan garis tengahnya antara 4 sampai 4,5 inci.

Organ pencernaan yang dengan mudah mengembang terletak pada bagian atas rongga perut, dan dipisahkan dari perut oleh apa yang disebut diaphragm (dinding otot). Karena itu apabila terlalu banyak udara dalam perut, hati akan terasa sakit. Rasa sakit dalam perut itu sendiri dapat dirasakan karena adanya makanan yang tidak dibutuhkan. Rasa sakit itu juga dapat dirasakan jika seseorang berolah raga atau bekerja berat sesudah makan kenyang sebelum perut "cukup beristirahat". Sebenarnya setelah makanan masuk, perut tidak istirahat,

tetapi mulai melakukan tugasnya. Perut mulai dengan gerakan-gerakan memecahkan makanan dengan mengembangkan dan mengempiskan otot-otot pada dinding. Untuk menggerakkan otot-otot ini membutuhkan banyak darah. Apabila seseorang sedang melakukan aktivitas yang menyebabkan perecaraan darah semakin cepat, banyak darah yang ada dalam perut ditarik. Ini akan menyebabkan rasa sakit pada dinding organ yang bekerja keras itu.

Pada umumnya, posisi perut kurang lebih sama pada banyak orang, tetapi ukurannya dan bentuknya berbeda pada setiap orang. Perut seorang laki-laki biasanya lebih besar dari pada perut seorang perempuan, dan ini menjelaskan pada kita mengapa orang laki-laki itu biasanya makan lebih banyak daripada orang perempuan. Perut seorang yang berpinggang langsing tentu saja memiliki tempat makanan yang lebih kecil dari perut orang yang gendut. Beberapa orang berharap agar mempunyai perut yang besar, sementara yang lain mencoba segala cara yang mungkin untuk mengecilkan perut mereka. Dan untuk mereka yang perutnya besar, tetapi tidak ingin punya perut yang besar, ilmu modern telah memberikan suatu cara yang mudah tetapi agak mahal, yaitu operasi. Sebenarnya ilmu telah berhasil mengubah banyak hal dan membuka banyak rahasia. Perut manusia bukan lagi merupakan rahasia, caranya bekerja juga tidak misterius lagi.

Section 3 : Comprehension Questions

1. Why was human stomach one of the mysterious organ ?
2. What did Rene Reamur's experiment on a bird reveal ?
3. The first real experiment was called special. Why ?
4. Why was the man whose stomach was studied by William Beaumont called "poor" ?

5. What is the function of hydrochloric acid ?
6. What is an ulcer ?
7. "Too much air in the stomach may cause a pain in the heart." Why ?
8. Doing sports or heavy jobs after meal is not good for the stomach. Why ?
9. How does the stomach break the food ?
10. What are enzymes ?

Section 4 : True - False Items

Write "T" if the statement is right, and write "F" if the statement is wrong according to the passage !

1. Human stomach has always been one of the mysterious organ of the body.
2. People began to turn to animals because no one was brave to face the risks of opening the body.
3. Stomach juices cannot digest anything filled into the stomach.
4. When Darwin said "just a small animal", he really meant small animal like birds and rabbits.
5. Digestion takes place in the small intestine and the stomach, and protein digestion first takes place in the small intestine.
6. Hydrochloric acid is required to digest vitamine only.
7. The stomach lining is not harmed because of the presence of the food in the stomach.
8. Being filled, the top of the stomach is bigger than the bottom.
9. The stomach of a new-born baby is less than one ounce.
10. A person who has a big stomach can make it smaller.

Section 5 : Multiple Choice Items

Choose one of the answers provided for each statement !

1. Human stomach was one of the mysterious organs of the body, because
 - a. people did not have enough money to buy food.
 - b. people did not drink enough water.
 - c. people did not know what happened in the stomach.
 - d. people did heavy jobs after having meals.
2. The first real experiment on human stomach was done on
 - a. a human being.
 - b. a bird.
 - c. a rabbit.
 - d. a fish.
3. Stomach juices in Reamur's experiment changed
 - a. Reamur's experiment.
 - b. the position of the stomach.
 - c. the mystery of human stomach.
 - d. the solid meat into liquid.
4. The second experiment on human stomach was done by
 - a. William Beaumont.
 - b. Darwin.
 - c. Rene Reamur.
 - d. no one.
5. When the stomach is filled, it looks like
 - a. a pipe.
 - b. a tube.
 - c. line.
 - d. bag.
6. Pains in the stomach can be caused by
 - a. hunger.
 - b. the presence of unwanted food.
 - c. eating too fast.
 - d. stomach juices.

7. The movements of food-breaking need
 a. water. b. air.
 c. acid. d. blood.
8. The position of the stomach in many people is
 a. exactly the same. c. similar.
 b. different. d. the same in general.
9. A man eats more than a woman because
 a. his stomach is bigger.
 b. he has less space for food.
 c. she does not want to be a pot-bellied woman.
 d. she does not work very hard.
10. Science has
 a. changed many things.
 b. revealed many secrets.
 c. made it possible for a narrow waisted to be pot
 bellied.
 d. (a) and (b) are true.

Section 6 : Completion Items

Fill in the blanks with words or phrases according
to the passage you have read !

1. Stomach is one of the of the body.
2. When the stomach is filled, adult's stomach is four
 inches in
3. has made it possible for a person with a
 big stomach to have a smaller one.
4. When we are hungry, we feel a in the stomach.
5. The victims of man's selfishness were
6. In fact, when the stomach is filled, it does not
7. When there is no food in the stomach, it
8. A woman has a smaller than a man.
9. and of the stomach are different in dif-
 ferent people.

Section 7 : Matching Items

Choose the matchable words or phrases on the list,
and use each of them once only !

- | | |
|--|-----------------------|
| 1. A hormone which is produced by certain
cells when the stomach is filled is
called | - juices |
| 2. is needed to move the muscles
in the walls of the stomach. | - acid |
| 3. There are three other kinds of juices
which are called | - gastrin |
| 4. When food and liquid are filled into
the stomach, its walls | - small intestine |
| 5. The damaged part of the stomach lining
caused by the presence of acid when
there is no food is called | - expand |
| 6. produced by the glands in the
mouth influences the food in stomach. | - saliva |
| 7. The second place of protein digestion
is in the | - blood |
| 8. In order to digest the protein molecules
to simpler forms,..... is needed. | - ulcer |
| 9. The first real experiment by Rene is to
reveal the effect of stomach's ..on..food. | - enzymes |
| 10. When Darwin saidit was
not really an animal, but a human being. | - just a small animal |

Section 8 : Cloze Technique

Complete the paragraphs, and try not to look at the
passage !

The first real experiment on the of stomach
juices on food was made by in 1752. The eighteenth
century scientist fed a with small pieces of sponge.

Unable to digest them the bird's sent them out a gain. Reamur then took ... the stomach juices from the sponges and them on a small piece of meat. Slowly the changed the meat from a to a liquid.

The acid which is produced by those cells is so strong that it can living cells. The cells of the stomach however, are not harmed because of the of the food in the stomach. Sometimes ... mecha- nism for sending out the acid does ... function well. Acid may come out when is no food present. When this happens, ... acid will damage the cells in the lining. The damaged area is called an

Section 9 : Vocabulary Exercises

Translate the following words into Indonesian according to the passage you have read !

- | | | |
|------------------|-----------------|----------------|
| 1. contract. | 17. a bullet | 33. a duty |
| 2. to expand. | 18. a substance | 34. a movement |
| 3. to feel | 19. to require | 35. muscles |
| 4. juice | 20. to govern | 36. blood |
| 5. more or less | 21. to arrive | 37. narrow |
| 6. to reveal | 22. to harm | 38. a space |
| 7. waste product | 23. mechanism | 39. heavy |
| 8. puzzled | 24. present | 40. empty |
| 9. observe | 25. to damage | |
| 10. victim | 26. size | |
| 11. selfishness | 27. shape | |
| 12. effect | 28. separated | |
| 13. scientist | 29. heart | |
| 14. solid | 30. to cause | |
| 15. liquid | 31. a job | |
| 16. a patient | 32. take a rest | |

EXAMPLE III

Section 1 : The Reading Passage

THE SUN AS A SOURCE OF ENERGY

It is said that necessity is the mother of invention. This proves to be true. With the supplies of fossil fuels - coal, oil and gas - running out, scientists have been hard at work trying to find ways of obtaining other kinds of fuels. They have succeeded in finding one that is very efficient: nuclear fuel. One pound of uranium, for example, produces as much energy as three million pounds of coal. Unfortunately, atomic-energy ores will at last run out, too.

It is a good thing that a source of abundant energy - sun light - has been patiently waiting for the scientists.

It has been estimated that the sun sends out energy equal to 10,000 million tons of coal every second. Of this the earth receives only one two-billionth, which is one year would be enough to melt 114 feet of ice over its whole surface. To give a clear picture, it is estimated that the energy received from the sun on one square yard of the earth's surface per second provides enough energy under ideal conditions, to keep seven 100-Watt lamps burning. The sun's energy is really abundant, but unfortunately only a limited amount has so far been used by man.

A very old way of using sunlight directly is to make fire. By using a magnifying glass, sunlight can be concentrated, and the resulting heat is enough to start a fire. Now, by using mirrors, scientists can concentrate sunlight to produce very high temperature, high enough to melt iron easily and quickly. Another old direct use of sunlight is

in the process of making salt. At high tide, sea water fills in the 'salt field'. Being trapped, the salt containing water remains in the fields at low tide, and during the day the sunlight dries it up. The water evaporates, and what is left is salt.

Today sunlight is used to power various devices, although they are still in experimental stages. It can be used in houses for heating. The sun's heat is trapped in chemicals and released gradually, making the house warm. It proves to be useful for cooking, too. A solar cooking device can develop temperatures up to 350° F, hot enough to boil a quart (about 0.9 litre) of water in fifteen minutes.

Other uses of sunlight include solar-powered radios, fans, automobiles, boats and refrigerators. In solar-powered radio, for example, the sunlight produces electricity by causing electrons to pass between two special alloys. In a solar refrigerator, the sun's energy is used to turn ammonia into liquid which then evaporates into gas again. To evaporate the liquid into gas the heat from the inside of the refrigerator is used.

The sun can also be used as a source of fuel for power plants. Such power plants are still in the beginning stages now. However, it would be too much to expect that such experimental plants may lead the way to a wider use of solar energy to run machines.

It would not be complete not to mention that solar energy can be used in telephone communications, in space technology, and in farming. Solar batteries have been in experimental use for a number of years to power telephone

lines. Such batteries are now being used to re-fill batteries which power space instruments. It is said that scientists have also succeeded in developing solar pumps that can raise water for irrigation.

Certainly the sun's energy has many other possible uses. All of these seem to be very ideal. It is a pity, however, that to change the abundant sunlight into energy remains something else. The instruments needed to catch the sun's energy are still very expensive. For this reason, for example, the solar pumps are seldom used. However, once man succeeds in catching even a small part of the sun's energy cheaply, no one would worry about running out of fossil fuels or atomic-energy ores. It lies in the hands of the scientists to make this dream of the future come true.

Section 2 : The Translation of the Reading Passage

MATAHARI SEBAGAI SUMBER TENAGA

Orang mengatakan bahwa keperluan adalah merupakan indeks dari suatu penemuan. Ini terbukti benar. Dengan persediaan fosil-fosil bahan bakar, seperti batu bara, minyak dan gas yang sudah menipis, para ilmiahwan telah bekerja keras untuk mencari cara memperoleh jenis bahan bakar lainnya. Mereka telah berhasil menemukan salah satu jenis bahan bakar yang sangat efisien, yaitu bahan bakar nuklir. Satu pon nuklir uranium misalnya menghasilkan tenaga sebanyak tiga kali yang dihasilkan oleh tiga juta pon batu bara. Sayangnya bijih tenaga atom ini akhirnya akan habis juga. Suatu hal yang menggembirakan yaitu bahwa suatu sumber energi yang besar yaitu sinar matahari dengan sabarnya telah menantikan pengolahan dari para ilmiahwan.

Telah diperkirakan bahwa matahari memberikan energi sebanyak energi yang dihasilkan oleh 10.000 juta ton batu bara tiap detiknya. Daripadanya, bumi hanya menerima setengah bilyun, yang didalam setahun cukup untuk melelehkan 114 kaki es diatas permukaan seluruh bumi. Untuk memberikan suatu gambaran yang jelas, telah diperkirakan bahwa akan ada satu yard persegi per detiknya memberikan energi yang cukup untuk menghidupkan tujuh lampu yang berkemampuan 100 Watt didalam keadaan normal. Tenaga matahari jumlahnya sungguh luar biasa, tetapi sayang selama ini hanya sedikit saja yang telah dimanfaatkan orang.

Suatu cara kuno dalam memanfaatkan sinar matahari secara langsung adalah dalam membuat api. Dengan menggunakan kaca pembesar, sinar matahari dapat dikumpulkan, dan panas yang dihasilkan cukup untuk membuat api. Sekarang dengan menggunakan kaca, para ahli dapat mengumpulkan sinar matahari untuk menghasilkan temperatur yang tinggi, cukup tinggi untuk melelehkan besi dengan mudah dan cepat. Cara kuno yang lain dalam penggunaan sinar matahari secara langsung adalah dalam proses pembuatan garam. Pada saat air laut pasang, air laut melimpah sampai ke "ladang garam". Karena terjebak, air yang mengandung garam akan tertinggal di ladang pada saat air laut surut, dan selama sehari sinar matahari akan mengeringkannya. Air tersebut akan menguap dan apa yang tertinggal adalah garam.

Kini, sinar matahari digunakan untuk memberi tenaga pada berbagai macam peralatan walaupun ini masih dalam taraf eksperimen. Sinar matahari juga dapat dimanfaatkan di dalam rumah untuk pemanasan. Panas matahari ditangkap secara kimiaawi dan dilepas kembali sedikit demi sedikit untuk mem-

buat rumah tetap hangat. Ini terbukti berguna juga untuk memasak. Alat memasak yang memakai tenaga matahari dapat memaikkan temperaturnya sampai 350°F , imi cukup tinggi untuk memanaskan air sebanyak 0,9 liter dalam 15 menit.

Pendaya-gunaan sinar matahari yang lain meliputi radio yang bertenaga matahari, kipas angin, mobil, kapal dan almari es yang semuanya bertenaga matahari. Pada radio yang bertenaga matahari, misalnya, sinar matahari menghasilkan listrik dengan menggerakkan elektron-elektron melewati dua logam campuran khusus. Pada almari es yang bertenaga matahari, sinar matahari digunakan untuk mengubah amoniak menjadi cairan yang kemudian menguap menjadi gas lagi. Untuk menguapkannya cairan tersebut menjadi gas, panas dari dalam almari es digunakan.

Matahari juga dapat digunakan untuk sumber bahan bakar bagi pabrik pembangkit tenaga. Saat ini pabrik semacam itu masih dalam taraf permulaan. Sungguhpun demikian kiranya tidaklah terlalu berlebihan untuk mengharapkan bahwa pabrik yang masih merupakan eksperimen itu dapat membawa kita ke alam pemikiran untuk memanfaatkan tenaga matahari secara lebih besar untuk menggerakkan mesin-mesin.

Tidaklah lengkap apabila kita tidak menyebutkan di sini bahwa matahari digunakan juga dalam komunikasi telepon, dalam tehnologi angkasa dan dalam pertanian. Baterai bertenaga matahari sudah digunakan dalam eksperimen selama beberapa tahun untuk memberikan tenaga pada pesawat telepon. Baterai semacam itu sekarang digunakan untuk mengisi kembali baterai yang memberikan tenaga pada alat-alat ruang angkasa. Dikatakan bahwa para ilmiahwan juga telah berhasil dalam mengembangkan pompa-pompa yang bertenaga ma-

tahari yang mampu menggerakkan air untuk irigasi.

Sungguh, tenaga matahari mempunyai manfaat yang lain.

Semua ini kelihatannya sangat ideal. Tetapi sangatlah disayangkan bahwa untuk mengubah sinar matahari yang luar biasa itu menjadi sumber tenaga masih merupakan suatu hal yang lain. Alat-alat yang diperlukan untuk menangkap tenaga matahari masih sangat mahal. Karena alasan ini, misalnya, pompa yang bertenaga matahari masih langka digunakan. Sungguhpun demikian, sekali manusia berhasil menangkap tenaga matahari yang besar itu dengan murah, meskipun hanya sebagian kecil saja daripadanya, maka tak seorangpun akan cemas akan kehabisan fosil bahan bakar ataupun bijih yang bertenaga atom. Ini semua terletak pada tangan para ilmiah wan untuk membuat impian itu menjadi suatu kenyataan dike mudian hari.

Section 3 : Comprehension Questions

Give short answers to the following questions !

1. What are the three kinds of fuels that will run out ?
2. What have the scientists been doing with the fuels ?
3. What do the scientists think about the sunlight ?
4. How much does the earth receive the sun's energy ?
5. What are the two ways of using the sun's energy directly?
6. How is the process of making salt ?
7. How can we use the sun's energy in houses for heating ?
8. What is the use of the sun's heat in solar-powered refrigerators ?
9. If you were the scientist, what would you do with the sunlight ?

10. Why does man still have problems in making use of the sun's energy ?
11. "..... necessity is the mother of invention". What invention do you see in the passage ?
12. How has man been successful in experimenting the sun's energy for running the machines ?

Section 4 : True-False Items

Put a cross on "T" if the statement is true, and "F" if it is wrong !

1. T - F What the scientists have been doing so far is to try to find other kinds of fuels.
2. T - F The fuels that will run out soon are oil, coal gas and nuclear fuel.
3. T - F Nuclear fuel is a kind of fuel that is very efficient.
4. T - F One pound of uranium is equal to 10,000 million tons of coals.
5. T - F It has been estimated that 10,000 million tons of coals are equal to the amount of energy sent out by the sun in every second.
6. T - F The old ways of using sunlight directly are in making fire and in the process of making salt.
7. T - F Being trapped by mirrors, man can make use of the sunlight to dry the salt.
8. T - F The modern ways of using sunlight are in the process of making special alloys and ammonia.
9. T - F Man thinks that the use of energy from the sun is very good, but the needed instruments for catching it are still very expensive.

Section 5 : Multiple Choice Items

Choose one of the answers which you think is the best !

1. The supplies of the fuels which will run out very soon are : a. coal and oil. c. gas, oil and coal.
b. nuclear fuel. d. oil and gas.

2. The most efficient fuel is
a. gas. b. oil. c. coal. d. nuclear fuel.

3. One pound of uranium produces
a. 10,000 million tons of coal.
b. three million pounds of coal.
c. three million tons of coal.
d. 10,000 million pounds of coal.

4. In every second the sun sends out energy equal to
a. 10,000 million pounds of coal.
b. 10,000 million tons of coal.
c. three million pounds of coal.
d. three million tons of coal.

5. A very old way of using sunlight directly is
a. in the process of making salt.
b. in making a fire.
c. both a and b.
d. for making a mirror.

6. On one square yard of the earth's surface per second the sun provides enough energy for
a. melting 114 feet of ice.
b. keeping seven 1000 Watt lamps burning.
c. heating houses.
d. a, b, and c.

7. In making a fire, the sun is
a. trapped. b. estimated.
c. concentrated. d. evaporated.



8. Sunlight is also used in
 - a. solar powered radios.
 - b. solar refrigerators.
 - c. house heating.
 - d. a, b, and c.
9. The instruments needed for catching the sun's energy are still
 - a. in experimental stages.
 - b. very expensive.
 - c. seldom used.
 - d. not good.
10. Necessity is the mother of invention, the invention is
 - a. fossil fuels.
 - b. uranium.
 - c. the sun's energy.
 - d. b and c.

Section 6 : Completion Items

In accordance with the passage, complete the following sentences with words or phrases.

1. The supplies of will run out soon.
2. Scientists have succeeded in one kind of fuel that is very ; namely nuclear fuel.
3. One pound of uranium produces
4. has been patiently waiting for the scientists.
5. The sun sends out energy equal to
6. The sun's energy received by the earth would be enough to of ice over its whole surface.
7. The energy sent out by the sun is really
8. A very old way of using sunlight directly is
9. By using a sunlight can be concentrated.
10. By using scientists can also concentrate sun-light to
11. A device can develop temperature up to 350° F.
12. Unfortunately, the instruments needed for catching the sun's energy are still

Section 7 : Matching Items

Match the phrases in List I with the words in List II !

I

1. catching by a trick.
2. changing from solid into liquid.
3. a place where something comes from.
4. to calculate.
5. changing from solid into gas.
6. a device for getting liquid or gas out of something.
7. having no more, used up.
8. plenty.
9. little by little.
10. to let go.

II

- a) abundant.
- b) evaporate.
- c) gradually.
- d) melting.
- e) release.
- f) run out.
- g) source.
- h) to trap.
- i) to estimate.
- j) pump.
- k) invention.
- l) fans.

Section 8 : Cloze Technique

According to the passage, complete the following and try not to look at the passage !

It is said that necessity is the or invention.

This proves to be true. the supplies of fossil fuels -coal, oil, gas- running out, scientists have been hard .. work trying to find ways of obtaining kinds of fuels. They have succeeded in one that is very efficient: nuclear fuel. pound of uranium, for example, produces as energy as three million pounds of coal., atomic-energy ores will at last run ... too. It is a good thing that .. source of abundant energy-sunlight has been patiently for the scientists.

CHAPTER V
CONCLUSION

After observing the situation of the teaching of English in Senior High Schools with regard to the Curriculum set forth by the Minister of education and considering that the mastery of the English language is of great importance for SMA students, I come to the conclusion that the opportunity of having more practice in their English should be seriously provided.

To be able to provide more practice, I have deliberately discussed the importance of the provision of a workbook that will serve as a supplementary book to the existing textbook, namely, the Students' Book, English for the SLTA.

Besides providing more practice, the workbook is also intended to serve as a help for SMA students so that they can digest more easily what are given in the textbook. The workbook will hopefully encourage the students to have practice as much as possible through its wide variety of exercises given in the workbook.

By giving some hints of how a workbook must be made, and by presenting the criteria of a good workbook and some models of practice units within a workbook, I deeply hope that SMA English teachers would really be stimulated to provide the workbook, perhaps by cooperating themselves with textbook designers, so that finally their students, after finishing their studies in SMA, will really be able to master the English language which is very useful in their higher studies.

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