

**BAHASA INGGRIS  
PASCASARJANA**

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**EVALUASI MATRIKULASI KEBAHASAAN  
6 Agustus 2007**

**Beat the following quiz**

1. Define these linguistic terms:
  - Linguistics
  - Linguist
  - Language
2. Language is a system of systems. (explain)
3. Language is arbitrary (explain)
4. Language is human.
5. Language is communication.
6. Draw a model of communication (explain)
7. Distinguish phonology from phonetics!
8. Recall the distinctive features (Pick up 5 consonants as your illustration)
9. Define suprasegmentals!
10. What does psycholinguistics study? Elaborate.
11. What is semantics?
12. What is morphology?
13. Why is it crucial to study kebahasaan (lings)

# **LEGAL PROCEEDING ENGLISH**

## **ABSTRACT**

This study is based on the private and personal experience of the writer during his assignment as an interpreter of international calibre to assist the two suspects. Khanzalu, a Nigerian citizen who was involved in drugtrafficking. He was sentenced for 15 years by the Bandung District Court in 2002. Another is Walter Lordgate who was indicted with money laundry, a Liberian citizen and he was sentenced to one year minus 4 months during in custody. Legal English is commonly used in a nowadays mass media and it has been a variety of English to be studied by students of law and those who are responsible for proceeding purposes.

## **I. INTRODUCTION**

English, like any other language, is divided into subdivisions of dialects. Dialect can be defined as a regional, temporal or social variety of a language, differing in pronunciation, grammar and vocabulary from the standard language, which is in itself a socially favoured dialect. (Hartmann & Stork 1973:65).

Linguists may have a slightly difference in defining a dialect but in general dialects can be sub divided into: regional dialect, social dialect, historical dialect, historical dialect and vocational or technical dialect called register.

It is believed that some three to five thousand languages are spoken in the world today. It is difficult to be precise about the number, however, for at least two reasons. For one thing, we do not have the voluminous, detailed information from all parts of the world that we need in order to make an accurate estimate. The second reason involves the very concept of a language. While we have a rough, intuitive idea of what we mean by the term *language*, the facts of language use are such that it is often extremely hard in practice to decide when this term is properly applied. (Langacker 1973:45).

Back to the term “dialect” however, the linguist above has coined *isogloss* to refer to the geographical boundary of a linguistic trait. One obvious way to make the picture more realistic is to subdivide a language area into dialect areas; within the geographical domain of American English, for instance, we might want to mark off a Southern dialect, a New England dialect, a Midwestern dialect, and others. (Ibid : 48). All these things are the area of regional dialect.

Another subdivision of dialect is social dialect or sociolect. In this regard Hartmann and Stork define social dialect or sociolect as that spoken by the members of a particular group or stratum of a speech community (Ibid 65). In this context, Langacker (1979 : 52) also explains that “linguistic diversity cannot be discussed fully in geographical terms: it has at least two other dimensions. One is the dimension of social groups and classes. Within a given geographical area, particularly an urban one, there are speech differences correlated with social structure.” This dimension is similar to social dialect. The existence of formal and informal variety is primarily due to such a dialect.

Linguistic varieties come into being because languages are learned and used and because language learning and use are dynamic processes involving complex system.” In university towns, the members of the academic community can be quite distinct linguistically from the townspeople native to the region.

“People who work together or who have a common occupation or hobby often share many specialized vocabulary items not known by the community as a whole” (1973:52). This class of items belong to the so called register. The judge and the jury in a district court certainly have some specific vocabulary.

The words : *convict, verdict, appeal, self-defence* to name just a few are examples found in the language of courts. Some others are found in the self defence made by Walter Lordgate in his appeal to the judges : *your distinguished honourable judge and jury*. Following is the whole text of his self-defence.

## **II. MY DEFENCE APPEAL TO THE HONOURABLE JUDGES & JURY**

Your distinguished honourable judge and jury. I, Walter Lordgate appeal to your honour to have mercy on me, for I have truly regretted the role I played in this transaction, I was overcome by my situation at that period, and was over desperate considering the fact that I lost my money, which was meant for the purchase of my goods.

I, Walter Lordgate, have never cheated or planned in my life to cheat or defraud any person, since I started to come to Indonesia for purchase of my goods, I have never been involved in any form of illegal transaction. My involvement in this transaction is out of my ignorance

to investigate properly, I never had a preknowledge about the content of the box is (black) paper, I was informed that this box contains ornament and Jewelries and was asked to witness the delivery and confirm that Mr. Hendra Widjaya the receiving beneficiary of the box, has received the goods and confirmed the content to be intact. I was never involved or persuaded Mr. Hendra Widjaya to pay money to the man who delivered the box and have no contact or know the man in who delivered the box.

When the box was delivered and Mr. Hendra Widjaya opened it and was satisfied with his goods, that was supposed to be the end of my role, as I was supposed to be paid the sum of (\$ 2.500) which I did not receive until today. Before me, the man who delivered the box and Hendra friends, the box was opened and Mr. Hendra's Widjaya was satisfied with the content, before me and his friend, he asked the man, who delivered the box, to go. That he is satisfied with his Good's. Even though I protested that the good's is different from what I was informed he said "okay" he is already aware of the content.

My acceptance to assist in the process of the money was based on the condition given to me by Mr. Hendra Widjaya, he conditioned me that I will only receive the money promised to me after the money in the box has been processed. Ininitially when the box was opened and the samples processed, I believe it was real money inside the box that prompted me to accept the condition given to me by Mr. Hendra Widjaya, until later when the police told me it's ordinary black paper.

When I was arrested, I told the police the truth. In the police station I met with Mr. Hendra Widjaya and explained to thim the truth about my involvement, in which he told me that the knows, that I am

ignorant of the whole transaction and was suspicious that I was connected with the person who delivered the box whom he paid. He also told me that he highly regrets the involvement of police as he is not familiar with his country law regarding the case. He asked me what he can do to help me, I asked him to forgive me for my involvement, he accepted, he asked me any other thing he can do to make in writing that he has truly forgiven me and have nothing against me so that I can present it to the court, he accepted and wrote the peace letter out of his personal conviction that am also a victim of the circumstances.

Your honour, I am not given all this explanation for the law, not to take it's proceedings, I feel guilty, regret foolish, and have come to realize my mistakes and repent from it, as I have sworn with my life, never again to allow my financial problem to overcome me to be involved in an illegal transaction.

Your honour, having realized my mistakes and accept my responsibility of my involvement. I appeal to my distinguished honourable judge and jury to consider my points and have mercy upon my life and reduce my sentence.

**Yours sincerely,**

**Walter Lordgate**

#### **b. The Translation**

**Pembelaan Saya Untuk Memohon Kepada Yang Mulya Hakim dan Jaksa,**

Yang Mulya, Bapak/Ibu Hakim dan Jaksa, saya Walter Lordgate memohon dengan hormat kepada Ibu dan Bapak untuk mengasihani saya, karena saya benar-benar menyesal dengan peran yang saya

lakukan dalam transaksi ini. Saya benar-benar tak berdaya dengan situasi pada saat itu dan saya sangat putus asa kalau mempertimbangkan kenyataan bahwa saya telah hilang uang yang dialokasikan untuk membeli barang.

Saya Walter Lordgate belum pernah melakukan penipuan ataupun berencana untuk menipu siapapun. Sejak saya datang ke Indonesia untuk membeli barang saya belum pernah terlibat dalam segala bentuk transaksi yang tidak sah. Keterlibatan saya di dalam transaksi ini benar-benar diluar pengetahuan saya tentang pemeriksaan yang sebenarnya, saya tidak pernah memiliki pengetahuan tentang isi bahwa peti itu berisikan kertas hitam, saya diberi tahu bahwa peti itu berisi perhiasaan dan saya diminta untuk menjadi saksi di dalam pengiriman dan penegasan bahwa Tn. Hendra Widjaya adalah sebagai penerima peti tersebut benar-benar telah menerima barang tersebut dan meyakinkan bahwa isinya masih utuh.

Saya tidak pernah terlibat atau membujuk Tn. Hendra Widjaya untuk membayar sejumlah uang kepada orang yang membawa peti itu, dan saya tidak pernah kontak ataupun kenal dengan orang yang menyampaikan peti (box ) itu. Ketika peti tersebut dikirim dan Tn. Hendra Widjaya membukanya dia merasa puas dengan barang-barang tersebut, yang dikira sebagai akhir dari tugas saya dan saya mengharapkan untuk menerima bayaran sebesar \$ 2.500 US. yang sampai sejauh ini saya tidak pernah menerimanya.

Di hadapan saya ada orang yang menyampaikan peti tersebut dan teman-teman Tn. Hendra Widjaya. Peti tersebut di buka dan Tn. Hendra Widjaya puas dengan isinya. Di depan saya teman itu meminta orang yang membawa peti tersebut untuk pergi karena dia sudah merasa

puas dengan barangnya walaupun saya protes bahwa barang tersebut berbeda dari informasi yang diperoleh oleh saya, dia berkata enggak apa-apa (Ok). Karena dia sudah sadar dengan isinya.

Kesediaan saya untuk membantu di dalam pemrosesan uang didasarkan pada syarat yang diberikan kepada saya oleh Tn. Hendra Widjaya. Dia memberikan syarat bahwa saya akan menerima uang yang telah dijanjikan. Setelah uang dalam peti itu diproses. Mula-mula ketika peti itu dibuka dan contoh telah diproses, saya percaya bahwa uang yang ada dipeti itu benar-benar uang. Sehingga hal tersebut membuat saya mau menerima syarat yang diberikan kepada saya oleh Tn. Hendra Widjaya, hingga kemudian polisi mengatakan kepada saya bahwa itu bukan uang akan tetapi kertas berwarna hitam. Ketika saya berkata kepada polisi, dan di kantor polisi saya bertemu dengan Tn. Hendra Widjaya dan saya menerangkan kepadanya tentang kedudukan yang sebenarnya dalam keterlibatan saya, dimana dia mengatakan bahwa dia mengetahui bahwa saya tidak tahu tentang transaksi keseluruhan dan saya curiga bahwa saya telah dihubungkan dengan orang yang membawa peti tersebut yang dia bayar. Dia berkata kepada saya bahwa dia benar-benar kecewa dengan keterlibatan polisi karena dia tidak mengetahui hukum di negeri ini yang berurusan dengan kasus tersebut. Dia meminta saya kalau-kalau dia bisa membantu saya, saya meminta kepada dia untuk memaafkan saya atas keterlibatan saya, dan dia menerima. Dia meminta saya kalau ada hal lain dia bisa lakukan untuk membuat masalah tersebut lebih ringan dan dia dengan senang hati akan melakukannya, oleh karena itu saya berkata untuk membuat pernyataan bahwa dia benar-benar telah memaafkan saya dan dia tidak memiliki apapun yang bertentangan dengan saya, sehingga saya dapat



menyampaikannya ke pengadilan. Dia menerima dan menulis dalam sebuah kertas dengan diluar dakwaan individu bahwa saya telah menjadi salah seorang korban keadaan.

Yang Mulya, saya tidak memberikan keterangan ini demi hukum dan bukan untuk forum sidang, saya merasa berdosa, saya menyesal dengan kebodohan saya dan saya telah menyadari akan kesalahan-kesalahan saya dan saya merasa ampun dari kesalahan tersebut dan saya telah berjanji dalam hidup saya tidak akan pernah lagi untuk membiarkan persoalan keuangan saya untuk mengatasi saya dalam keterlibatan saya dalam suatu transaksi yang tidak sah.

Yang Mulya, setelah saya menyadari kesalahan saya dan menerima tanggungjawab keterlibatan saya, saya memohon dengan hormat kepada hakim dan jaksa untuk mempertimbangkan beberapa hal penting diatas dan mengasihi kehidupan saya dan mengurangi hukuman saya.

Hormat saya,

Mr. Walter Lordgate

### **III. R E S U L T**

# PHONOLOGICAL EXERCISES

Dr. H. Odo Fadloeli, M.A.

FPBS - UPI BANDUNG

## *Forewords*

English belongs to one of the most regular and stress timed language of the world. This statement was supported by Ladefoged (1982 : 109), saying : "Stresses in English tend to recur at regular intervals of time. It is perfectly possible to tap on the stresses in time with a metronome. The rhythm can even be said to determine the length of the pauses between phrases. "This idea indicates that variation in rhythms and stresses has made up the beauty auditory, features of the English language.

Considering this fact it is hoped that the students will have the joy in doing the exercise in this work book.

Bandung, 2007  
The writer

### *A. Introduction*

Phonetics is the study of speech processes, including the anatomy, neurology and pathology of speech, the articulation, classification and perception of speech sounds. Phonology, however, is the study of speech sounds of a given language and their function within the sound system of that language : (Hartmann and Stork 1973 : 174-175)

Whatever phonetics and phonology mean, the crucial parts are the organs of speech and the speech sounds they produce.

#### *1. Organs of Speech*

Organs of speech are parts of the human body concerned with the articulation of speech sounds.

They are : the lungs, larynx, pharynx, nasal cavity, oral cavity, lips, teeth, tongue, alveolar ridge, palate, velum, uvula. (1973 : 159)

#### *2. Speech Sound*

Speech sound can be defined as a unit of sound as produced by the organs of speech and observed by the phonetician. (1973:216).

The science of phonetics provides descriptions and classifications of speech sounds. Phonology employs these descriptions and classifications to describe sound systems and explain sound processes (Sloat 1978 : 9)

### *B. The American English Phonemes*

Phonemes is the smallest unit of phonology. It is the smallest unit of sounds that distinguishes meaning. It is called a unit because the

phonetic realisation may vary : its phonetic variants are called allophones.

Phonemes are in majority divided into : segmental phonemes and suprasegmental phonemes. Vowels and consonants can be thought of as thesegments of which speech is composed . Together they form the syllables, which go to make up utterances.

### *C. The Vowel*

Vowel is a speech sound produced with vibration of the vocal cords but with no closure or structure or close approximation in the vocal tract above the glottis. (1972:253).

In other words, it is a speech sound in the production of which there is no obstruction in the air passage from the lung to the mouth. The air goes out freely. Hence, vowels are made by shaping the oral cavity. Vowels are also called pure vowels as opposed to diphthongs.

a). /i : / as in sheep / i : p / is called the high front tense vowel. It is called so because it has the features:

[+ high], [+ front], [+ tense] as the main characteristics.

To make it clearer, the vowel /i : / is produced

- in the high position of the tongue height
- in the front part of the mouth and
- the muscles of the tongue are in tense condition

Daniel Jones characterized it as long, not tense. In fact the tense vowels are pronounced relatively longer than the lax ones. Note that all the phonetic symbols adopted here are taken from Longman Dictionary of Contemporary English. Now practise the sound or vowel / i / in other English words:

1. see / si : /
2. sea / si : /
3. bee / bi : /
4. tea / ti : /
5. leak / li : k /
6. seek / si : k /
7. weak / wi : k /
8. mean / mi : n /
9. meet / mi : t /
10. meat / mi : t /

**Note that see and sea or meet and meat are called homophone. Homophone is one of two or more words which are identical in sound but different in meaning and / or spelling, e.g.**

**English their and air (1973 : 105)**

**Try to find another 20 (twenty) words using the high front tense vowel.**

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |
| 16. | / | / |
| 17. | / | / |
| 18. | / | / |
| 19. | / | / |
| 20. | / | / |

**b) / ɪ / as in ship / ʃ ɪ p / is called the high front lax vowel. It is called so because the features of this vowel includes :**

**( + high ) ( + front ) and ( - tense )**

**This vowel differs from / i : / in that the muscles of the tongue involved are not in a tense condition.**

**For examples :**

1. hip / hɪp /
2. lip / lɪp /
3. tick / tɪk /
4. sit / sɪt /
5. with / wɪθ /

**Try to find another 10 (ten) words with the high front lax vowel.**

- |    |   |   |
|----|---|---|
| 1. | / | / |
| 2. | / | / |

3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /
10. / /

c) /  $\epsilon$  / as in bed / b  $\epsilon$  d / is called the midfront vowel. It is called so because it has just two main features:

( + high ) and ( + front )

meaning the vowel /  $\epsilon$  / is produced in the middle position of tongue height and in the front position of the month.

Now practise your English words containing the /  $\epsilon$  / sound:

1. set / s  $\epsilon$  t /
2. tell / t  $\epsilon$  l /
3. met / m  $\epsilon$  t /
4. net / n  $\epsilon$  t /
5. set / s  $\epsilon$  t /

Continue with your own:

1. / /
2. / /
3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /
10. / /

d) The vowel /  $\text{æ}$  / as in bad / b  $\text{æ}$  d / is called low front vowel. This is so because the vowel /  $\text{æ}$  / has the features :

( + low ), ( + front ) according to the phonological distinctive features.

In other words the vowel / æ / is produced in a low position of tongue height and it is right in the front part of the month.

Now practise the following words:

1. sat / s æ t /
2. lack / l æ k /
3. black / bl æ k /
4. mat / n æ t /
5. eat / k æ t /

Continue with your own words:

1. / /
2. / /
3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /
10. / /
11. / /
12. / /
13. / /
14. / /
15. / /
16. / /
17. / /
18. / /
19. / /
20. / /

e). The vowel / ʌ / as in but / bʌt/ is called the back vowel as it is the simplest one in feature, that is [ + back ] .

This vowel, as the name implies, is produced at the back area of the month.

Now practice the following words :

1. luck / l ʌ k /
2. shut / ʃ ʌ t /
3. duck / d ʌ k /

4. tuck / t ^ k /

5. cut / k ^ t /

Continue with your own words :

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |

f). The vowel / a : / as in calm / k a : m / is called low back unrounded vowel for the following features :

[ + low ] , [ + back ] , [ - round ]

The vowel is called so because it is produced at the low area of tongue height, at the back area of the month and with the lips not in the rounded position.

Practice your words containing the vowel / a : /

1. arm / a : m / or / a m /

2. harm / h a : m / or / h a m /

3. barn / ba : n / or / b a n /

4. charm / tʃ a : m / or / tʃ a m /

5. yard / a : d / or / a d /

Note that in American dialect, the pronunciation may be articulated with / a / sound called rhotic accent.

Hence, the above words are pronounced / h a m / , / h a m / , / b a n / , / tʃ a m / and / j a d / consecutively.

Now do the same with your own words.

- |    |   |   |
|----|---|---|
| 1. | / | / |
| 2. | / | / |
| 3. | / | / |
| 4. | / | / |
| 5. | / | / |



6. / /
7. / /
8. / /
9. / /
10. / /
11. / /
12. / /
13. / /
14. / /
15. / /

g). The vowel / ɔ : / as in caught / k ɔ : t/ is called back rounded vowel. This is called so because this vowel has the following features:

[ - low ] , [ + back ] , [ + round]

Practice the words given :

1. sought / s / t : ɔ
2. nought / n ɔ : t /
3. bought / b ɔ : t /
4. taught / t ɔ : t /
5. thought / θ ɔ : t /

Continue with your own words :

1. / /
2. / /
3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /
10. / /
11. / /
12. / /
13. / /
14. / /
15. / /

When the word has an / ɔ : / sound, in American dialect, it is pronounced with a rhotic accent.

For example :

port / p ɔ : t /

sort            / s ɒ t/

Try to practise with your own words.

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |

h). The vowel / ɒ / is called low back rounded vowel as it has the features : [ + back], [ + round] and [ + low]

It means the vowel / ɒ / is produced in the back area of the mouth and it also involves two lip rounding.

Practice the words given :

- |         |          |    |          |
|---------|----------|----|----------|
| 1. hot  | / h ɒ t/ | or | / h ɔ t/ |
| 2. lock | / l ɒ k/ | or | / l ɔ k/ |
| 3. dot  | / d ɒ t/ | or | / d ɔ t/ |
| 4. sock | / s ɒ k/ | or | / s ɔ k/ |
| 5. mock | / m ɒ k/ | or | / m ɔ k/ |

The American dialect, however, uses / ɑ / for the sound.

Now try to find the words with / ɒ / or / ɔ / sound of yours.

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |

15. / /

i). The vowel /ə/ as in bird /b ə d/ is called central vowel and it has just one feature that is [ + back] according to Sloat et.al. (1978 : 85)

Practice the words containing /ə/ sound :

1. shirt /ʃ ə t/ or /ʃ ə : t/
2. bird /b ə d/ or /bə:d/
3. world /w ə ld/ or /wə:ld/
4. dirt /d ə t/ or /də:t/
5. lurk /l ə k/ or /l ə : k/

/ə/ in the British English is written /ə:/ like in bird /b ə : d/ dirt /d ə : t/ etc.

Try to find the words containing the same vowel of your own:

1. / /
2. / /
3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /
10. / /
11. / /
12. / /
13. / /
14. / /
15. / /

j). The vowel /ʊ/ as in put /p ʊ t/ is called high back lax vowel for the features as follows:

[ + high ] , [ + back ] and [ - tense ]

meaning the vowel /ʊ/ is produced in the high position of tongue height, at the back part of the mouth and the production involves no tense muscles.

Now see the following

Examples :

1. look            / l u k /
2. took            / t u k /
3. book            / b u k /
4. bush            / b u Ń /
5. wood            / w u d /

Now you do the same :

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |

k). The vowel / u:/ or / u/ as in shoe /ʃu:/ is called the high back tense vowel. This is called so because it is pronounced in the high position of tongue height, at the back area of the mouth involving the tense condition of the muscle. Hence, the features of the / u:/ or / u / include : [ + high] , [ + back] , [+ tense]

Now practice the following words :

1. pool            / p u : l /    or    / p u l /
2. root            / r u : t /    or    / r u t /
3. mood            / m u : d /    or    / m u d /
4. boom            / b u : m /    or    / b u m /

Now you try to find your own words containing the same sound:

- |    |   |   |
|----|---|---|
| 1. | / | / |
| 2. | / | / |
| 3. | / | / |

- |     |   |   |
|-----|---|---|
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |

*D. The Consonant*

Two major classifications of English consonants are made according to the position of the vocal cords in the larynx : voiced consonants and voiceless ones. In this regards, Ladefoged (1982 : 1) say : In nearly all speech sounds the basic source of power is the respiratory system pushing air out of the lungs.

.....Air from the lungs goes up the windpipe (the trachea, to use the more technical term) and into the larynx, at which point it must pass between two small muscular folds called the vocal cords.

If the vocal cords are adjusted in such a way so that there is only a narrow passage between them, the pressure of the airstream will cause them to vibrate. Sounds produced when the vocal cords are vibrating are said to be voiced, as opposed to those in which the vocal cords are apart, which are said to be voiceless.

Consonants are also divided according to the places of articulation and manner of articulation.

a). The consonant / b / is called voiced bilabial stop consonant. It is called so because the sound is produced by the two lips, the upper and the lower lip by stopping completely the airflow making plosion. Meanwhile the vocal cords are vibrating. The best distinctive features are therefore given to this consonant [ + voiced] , [+ consonant] , [+ labial], [ + interrupted ] , [ + anterior] and [+ distributed ].

The crucial features, however are voiced, consonant, labial and interrupted.

Being interrupted means being blocked.

Practice your words containing the voiced bilabial stop consonant / b /.

- |          |            |
|----------|------------|
| 1. bob   | / b ɒ b /  |
| 2. big   | / b ɪ g /  |
| 3. bring | / br ɪ ŋ / |
| 4. break | / breɪ k / |

Continue with your English words

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |
| 16. | / | / |
| 17. | / | / |
| 18. | / | / |
| 19. | / | / |
| 20. | / | / |

b). The consonant /p / is called Voiceless bilabial stop consonant. One feature only differentiates this consonant from the counterpart / b /, the voiceless feature. Otherwise, they sound the same. Phonologically, however, the consonant / p / has three variants called allophones : the aspirated [ p<sup>h</sup> ] as in pen [ p<sup>h</sup>ɛn ], the unaspirated [ p ] occurring before / s / as in spend [ spɛnd] and unreleased / p / as in soup / [s ʊp̚].

Now practice your words containing the voiceless bilabial stop

/p /

- |         |            |    |                         |
|---------|------------|----|-------------------------|
| 1. put  | / p ʊ t /  | or | [ p <sup>h</sup> ʊ t ]  |
| 2. pipe | / p aɪ p / | or | [ p <sup>h</sup> aɪ p ] |
| 3. pig  | / p ɪ g /  | or | [ p <sup>h</sup> ɪ g ]  |
| 4. pot  | / p ɒ t /  | or | [ p <sup>h</sup> ɒ t ]  |
| 5. pin  | / p ɪ n /  | or | [ p <sup>h</sup> ɪ n ]  |

Note : the transcription [ ] is called narrow transcription / / is called broad transcription.

Practice yourself with the words containing / p / sound or the voiceless bilabial stop consonant:

1. / /
2. / /
3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /
10. / /
11. / /
12. / /
13. / /
14. / /
15. / /
16. / /
17. / /
18. / /
19. / /
20. / /

c). The consonant /m / is called bilabial nasal.

This is called so for four prominent distinctive features : / + nasal /, / + consonant /, /+distributed/ and / + anterior/.

The nasal sound is characterized with the lowering position of velum or soft palate blocking the air passage to the mouth. Hence, the air goes freely through the nose. This happens when nasal sound is produced.

Since, there is no voiceless nasal, the bilabial nasal / m / requires no voiced feature characteristic.

Practise your English words, containing the /m/ consonant.

1. make / m e ɪ k /
2. mock / m ɒ k /
3. muck / m ʌ k /
4. mike / m a ɪ k /

Now do the same :

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |

d). The consonant / v / is called voiced labiodental fricative. This is called so because the / v / consonant has the features.

/+ consonant / , / + voiced / and / - interrupted/

Fricatives means making friction between two articulators : In this regard Ladefoged also comments : "the primary articulation in these fricatives is the close approximation of two articulators so that friction can be heard. " (1982 : 59).

Now practice your words containing the consonant / v / or voiced labio – dental fricative

1. van / v æ n /
2. very / v ε r I /
3. vary / v ε θ r I /
4. vase / v ε I z /

And do the same with your own:

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |



e). The consonant / f / is called the voiceless labio-dental fricative. Unlike the / V /, the / f / consonant is / - voiced /. The rest of the features are the same. This consonant is articulated by the upper teeth which are pressed against the lower lip.

Practice the following words :

1. fan            / f æ n /
2. fin            / f i n /
3. fun            / f ^ n /
4. fine           / f a ɪ n /

Now you do the same with your own :

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |

f). The consonant / ð / is called voiced dental fricative consonant. Since, the production of this consonant involves the pressing of tip of the teeth against the backpart of the tongue, it has the main feature / + anterior / , / + distributed / and / + coronal /. Hence, it is called dental or the full name is voiced dental fricative.

The / ð / is found in the following words :

1. they            / ð e ɪ /
2. then            / ð ε n /
3. than            / ð æ n /
4. they            / ð e ɪ /

Now you do the same

- |    |   |   |
|----|---|---|
| 1. | / | / |
| 2. | / | / |
| 3. | / | / |

- |     |   |   |
|-----|---|---|
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |

g). The consonant / θ / called the voiceless dental fricative is the counter part of / ð/. Hence, just one feature that distinguishes it from / ð /, / - voiced / or voiceless.

Now, practice yourself with these words :

1. think / θ ɪ ŋ k/
2. theory / θ ɪ ə r ɪ /
3. thought / θ ɔ : t /

Now you do the same with your words containing / θ /.

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |

h). The consonant / d / is called voiced alveolar stop because of these characteristics:

/ + voiced / , / + interrupted /, / + coronal / and / + anterior/, meaning this consonant is produced by the tip or blade of the tongue against the alveolar ridge.

Try to pronounce the following words containing the voiced alveolar stop :

1. did /d ɪ d/
2. dog / d ɒ g/
3. dig / d ɪ g /

Now you do with your own words :

- |    |   |   |
|----|---|---|
| 1. | / | / |
|----|---|---|

- |     |   |   |
|-----|---|---|
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |
| 16. | / | / |
| 17. | / | / |
| 18. | / | / |
| 19. | / | / |
| 20. | / | / |

i). **The consonant / t / is called** the voiceless alveolar stop. Only one feature differentiates / t / **from / d /, that is [ - voiced ]**. **Now practice the following words containing / t / sound or voiceless alveolar stop.**

1. tip            / t ɪ p /
2. top            / t ɒ p /
3. took           / t u k /

**Now you do the same**

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |

- |     |   |   |
|-----|---|---|
| 16. | / | / |
| 17. | / | / |
| 18. | / | / |
| 19. | / | / |
| 20. | / | / |

The voiceless alveolar stop / t / has a variation called allophone when it occurs before stressed syllable. The variation is called voiced tap / / in American English. For example :

- |           |             |
|-----------|-------------|
| 1. better | [ b ɛ ɹ ]   |
| 2. butter | [ b ʌ ɹ ]   |
| 3. peter  | [ p i : ɹ ] |

Try to do the same :

- 1.
- 2.
- 3.
- 4.
- 5.

Note that narrow transcription in this regard is needed to accommodate all the required sound properties.

l). The consonant / z / is called voiced alveolar fricative consonant, differing only in two features from / d / that is [ - interrupted ] and [ + strident ].

Practice your words containing / z / :

- |           |               |
|-----------|---------------|
| 1. zebra  | / z i : brə / |
| 2. zigzag | / zɪgzæg /    |
| 3. zoo    | / z u : /     |

Now you do the same :

- |    |   |   |
|----|---|---|
| 1. | / | / |
| 2. | / | / |
| 3. | / | / |
| 4. | / | / |
| 5. | / | / |

k). The consonant / s / is called voiceless alveolar fricative consonant. One feature only differentiates / s / from / z /, that is [ - voiced ].

Notice the following words :

- |         |           |
|---------|-----------|
| 1. sing | / s ɪ ŋ / |
|---------|-----------|

- 2. song        / s ɒ ŋ /
- 3. say         / s eɪ /
- 4. soup        / s u : p /

Now do the same with your own words:

- 1.                                /                                /
- 2.                                /                                /
- 3.                                /                                /
- 4.                                /                                /
- 5.                                /                                /
- 6.                                /                                /
- 7.                                /                                /
- 8.                                /                                /
- 9.                                /                                /
- 10.                              /                              /
- 11.                              /                              /
- 12.                              /                              /
- 13.                              /                              /
- 14.                              /                              /
- 15.                              /                              /

l). The sound / n / is called alveolar nasal with a special feature [+ nasal ] and another feature is (+ sonorant]. The place of articulation, however, is the same as those of / t /, / d /, / s /, and / z /.

Now practice your words containing / n / consonant:

- 1. no            / n ə u /
- 2. not         / n ɒ t /
- 3. nine        / naɪn /
- 4. niece       / ni : s )

Do the same with your words

- 1.                                /                                /
- 2.                                /                                /
- 3.                                /                                /
- 4.                                /                                /
- 5.                                /                                /
- 6.                                /                                /
- 7.                                /                                /
- 8.                                /                                /
- 9.                                /                                /

- |     |   |   |
|-----|---|---|
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |

m). The consonant / l / is called lateral approximant with a special feature [ + lateral ] as well as being sonorant or [ + sonorant ]. The consonant / l / is pronounced clearly at the beginning but unclearly in the end of words written / ɫ /. Hence, the lateral / l / has two allophones. Approximant means with the height of the tongue close enough to the roof but it doesn't touch the roof.

Special thing for lateral / l /, however, is that it allows for air from the lungs to escape around both sides of a closure formed by the tongue with the roof of the oral cavity.

Practice your words containing the / l / consonant:

1. long        / l ɒ ŋ /
2. line        / l aɪ n /
3. like        / l aɪ k /
4. love        / l ʌ v /

Now do the same with your words:

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |

Following are few examples of dark [ ɫ ]

1. battle        [ bæ t ɫ ]
2. bottle        [ bɑ t ɫ ]



Note that / r / - sound is pronounced with rhotacism or rhotic accent, such as in the words : bird / b ə d /, shirt / ʃ ə t / etc.

Rhotacism refers to the occurrence of [ r ] in place of some other speech sound. (Hartmann Stork 1971 : 198).

o). The consonant / ʒ / is called voiced palato alveolar fricative consonant. Palato alveolar uses the back part of alveolar ridge as a place of articulation. Here the blade or front of the tongue is raised against the back part of the alveolar ridge producing a hissing sound or a high friction. To learn more about the features of this consonant, it is [ + high ], [ + voiced ], [ + coronal ], [ + strident ] and [ + tense ].

Notice the following words:

1. measure / m ε ʒ ə /
2. seizure / s i : ʒ ə /
3. closure / k l ə u ʒ ə /

Now you do the same

1. / /
2. / /
3. / /

p). Consonant / ʃ / as in sheep / ʃ i : p is called the the voiceless palato – alveolar fricative consonant. This is the counterpart of / ʒ /. Hence, the difference lies only in one feature, that is [ - voiced ], everything else is the same as [ ʒ ] : [ + high ], [ + coronal ], [ + strident ] and / tense /.

Try to pronounce these words :

1. ship [ ʃ i : p ]
2. sheep [ ʃ i p ]
3. wash [ w ɒ ʃ ]

Now you do the same :

1. / /
2. / /
3. / /
4. / /
5. / /



- |     |   |   |
|-----|---|---|
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |

q). The consonant /dʒ / or / ʒ / is called voiced affricate. “The production of some sounds involves more than one of these manners of articulation. Say the word “jeep” and think about how you make the first sound. At the beginning the tongue comes up to make contact with the back part of the alveolar ridge to form a stop closure. This contact is then slackened so that there is a fricative at the same place of articulation. This kind of combination of stop immediately followed by a fricative is called an affricate, in this case a palato – alveolar affricate.” (Ladefoged 1982 : 11).

That is it, the affricate consonant.

Try to practice these words:

- |          |             |
|----------|-------------|
| 1. judge | / dʒ ʌ dʒ / |
| 2. jam   | / dʒ æ m /  |
| 3. jeer  | / dʒ i ə /  |

Now you do the same :

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |

The distinctive features of /dʒ / or / ʒ / are [ + interrupted], [ + voiced], [ + alveolar], [ + coronal], [ +high] but [ - anterior].

r). Consonant / tʃ / or / ʧ / is the counterpart of / dʒ / or / ʝ /. It is called the voiceless affricate. The features are the same but [ -voiced]. Practice the following words:

1. church / tʃ ə tʃ /
2. charge / tʃ a dʒ / or
3. chick / tʃ ɪ k /

Now you do the same :

1. / /
2. / /
3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /
10. / /
11. / /
12. / /
13. / /
14. / /
15. / /

s). The / j / as in yet is called palatal approximant. Only one feature belongs to this sound, [ + high]. (sloat et. al. 1978 : 91).  
/ j / is also called semi vowel.

Practice yourself with the following words:

1. yet / j ɛ t /
2. yacht / j ɒ t /
3. yes / j ɛ s /

Do you the same :

1. / /
2. / /
3. / /
4. / /
5. / /
6. / /
7. / /
8. / /
9. / /

10.                                /                                /

t). The approximant / w / is called central approximant, that is approximation between the lips and the velar region. The /w/ approximant has : [ + round], [ + high] and [ +back].

Practice these words :

1. weak                                / w i : k /
2. work                                / w ə : k/     or     [ w ə ʊ k ]
3. what                                / w ɒ t /
4. why                                / w aɪ /

Now do you the same :

1.                                /                                /
2.                                /                                /
3.                                /                                /
4.                                /                                /
5.                                /                                /
6.                                /                                /
7.                                /                                /
8.                                /                                /
9.                                /                                /
10.                                /                                /

u). The consonant / g / as in good / g u d / is called voiced velar stop consonant. This is produced by the backpart of the tongue against the soft palate or velum while allowing the vocal cords to vibrate. The distinctive features of this consonant are [ + interrupted], [ +high] and [ + back] and [ + voiced].

Try to practice the following words:

1. god                                / g ɒ d /
2. get                                / g ɛ t /
3. got                                / g ɒ t /
4. gear                                / gɪə /     or     / g i ə /

Do the same with your words

1.                                /                                /

- |     |   |   |
|-----|---|---|
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |
| 14. | / | / |
| 15. | / | / |
| 16. | / | / |
| 17. | / | / |
| 18. | / | / |
| 19. | / | / |
| 20. | / | / |

v). The consonant / k / as in come / k ʌ m / is called voiceless velar stop and it is just the opposite or counterpart of / g /. The only feature distinguishing this from / g / is [ - voiced ].

Do the following words:

- |         |             |
|---------|-------------|
| 1. can  | / k æ n /   |
| 2. cure | / k j ʊ ə / |
| 3. cash | / k æ ʃ /   |

Now do you with your own words:

- |     |   |   |
|-----|---|---|
| 1.  | / | / |
| 2.  | / | / |
| 3.  | / | / |
| 4.  | / | / |
| 5.  | / | / |
| 6.  | / | / |
| 7.  | / | / |
| 8.  | / | / |
| 9.  | / | / |
| 10. | / | / |
| 11. | / | / |
| 12. | / | / |
| 13. | / | / |

14. / /  
 15. / /

w). The consonant / ŋ / as in sing / s ɪ ŋ / is called velar nasal with the features as follows :

[ + cons], [ + high], [ + back], dan [ + nasal]:

The production of / ŋ / involves the lowering of the velum causing the air from the lung to pass through the nasal cavity after the oral cavity is blocked.

Try these words

1. sang / s æ ŋ /  
 2. sung / s ^ ŋ /  
 3. song / s ɒ ŋ /

Now you do the same:

1. / /  
 2. / /  
 3. / /  
 4. / /  
 5. / /  
 6. / /  
 7. / /  
 8. / /  
 9. / /  
 10. / /  
 11. / /  
 12. / /  
 13. / /  
 14. / /  
 15. / /

Note that a different order occurs in English which does not allow / ŋ / to occur at the beginning of words.

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**UPDATED LANGUAGE TEACHERS  
(In Conjunction with Teacher's Certification Process)**

A. Who deserves Certification

**Living in the era of globalization poses various challenges for teachers and students as the 21<sup>st</sup> century education should be able to answer the following characteristics of the final turbulent years as described by Collin Rose and Malcolm J. Nicholl in their book, *Accelerated Learning for 21<sup>st</sup> Century* (1997 : 1):**

**“The world is changing at an ever accelerating pace. Life, society and economics are becoming ever more complex. The natures of work are becoming ever more complex. Etc.”**

**Since the writer is interested in the language education, particularly that of English language, this article is geared up to its teaching improvement for the sake of better performance for the teachers of English prior to gain a valid certification process.**

**Considering the above phenomena, James E. Alatis et-al. have proposed 85 skills which are required for becoming an up – to – date competent language teacher ranging from :**

1. **is an expert in dealing with the problems of refugees to 85. is a communication catalyst. The rest skills which are directly related to teacher's certified requirements are :**
2. **.....is trained in psycholinguistics**
3. **is trained in socio-linguistics.**
4. **is a drama coach.**

5. is a creative writing specialist.
6. is a designer of communicative syllabuses
7. is a classroom researcher
8. is an evaluator
9. is a statistician
10. is a master at error analysis
11. is an authority on the hemispheres of the brain and their functions.
12. is a grammarian
13. develop materials
14. is an expert language transfer
15. supervises student teachers
16. is a specialist in note-taking skills
17. is a curriculum evaluator

(1981 : 11, 12, 13)

Considering these, it is a high for an English teacher to be brace for the unexpected challenges poses by the radical changes caused by global world with the unlimited extensive cultural contact between peoples. In this regard, Marxurek et.al. asserted that as teachers we must be a ware of the reality that there is a sense that current events are such that all societies and their citizens must become very know ledgable about the world beyond their national border. (2000 : 2).

When a teacher of English has been equipped with the 85 requirements as suggested above, plus the awareness of what are going on abroad, it is a high time to support the idea saing. “As a teacher, Iam unique in powerful” (alatis et.al. 1981:1). This statement implies that an English teacher must firstly know what the best definition of teaching is. To answer this again Alatis et.al. comments by saying: “By teaching I mean any activity on the part of one person intended to facilitate learning on the part of another” (1981 :1). Whereas Learning is defined by Rose and Nichol as “ .....a lifelong adventure and a never ending voyage of exploration to create your own personal understanding”. (1997:3).

Redefinition of teaching and learning is needed considering that these two pedagogic terms are sometimes neglected as the teachers are not fully satisfied with their salary. In Indonesia this condition is some what rampant. This unhappy situation of education is currently due to the central government reluctance to allocate the 20%. This makes the country almost the lowest in the human resource development in Asia or even in the world.

Certification for English teachers become crucial after we see the fact that schools and colleges are mushrooming up in producing English teachers. Teaching English, furthermore, is conducted not only by those who graduate from Teacher’s College or university like UPI, but also by those who graduate from standard unviersity, like UNPAD. This job is even done by the private colleges, like STKIP<sup>s</sup> spreading across small towns in various provinces.

The boundaries between those who deserve to teach and not to teach also turn to be blurred as there is no yet a strict regulation over who should teach and not to teach.

Certification is one of the alternatives to improve the better performance made by teachers and the improvement efforts can be done by adhering to Howard Gardner's principles and the precepts of linguists or language experts. (1997 : 37-39).

According to Gardner, eight skills are necessary to master so long as teachers want to be the best in carrying out their mission. These are : linguistic intelligence, logical – mathematical intelligence, visual spatial, musical, bodily kinesthetic, interpersonal, intrapersonal and naturalist intelligences plus, for Indonesian teachers, spiritual intelligence.

When teachers have relatively mastered these skills particularly the linguistic one, it is highly likely that those teachers belonged to the high competent ones, hence they deserved to be certified.

Whereas in view of language experts or linguists, an English teacher can be said to pertain to certified level when he masters basic language skills, like: grammar plus he is equipped with linguistics and method of language teaching.

Why linguistics? Some reasons are good to be taken for granting that an English teacher may work better.

First, applied linguistics facilitates teachers by implementing science of language for practical purposes, one of which is language teaching. Second, socio-linguistics help the English teachers select which language varieties are appropriate for certain language context or social settings. Third, psycholinguistics boosts teachers' in the study of human language, language comprehension, language production and language". (Evelyn 1983:1).

Phonetics helps them perceive which organs of speech are responsible for speech production and phonology assists them understand sound variation and sound features, whereas methodology smooths the teachers in the use of strategies and tricks. Nonetheless, ideas develop that method means different things to different teachers leading to the fact that tricks of teaching are up to the teachers.

In other words linguistic science and its branches play a major role in shaping the teachers in deserving to be certified.

## B. Conclusion

Since education needs to be reviewed, innovation must be made to update English teaching and learning.

Innovation is improbable to make unless English teachers are certified to be qualified in their profession.

Being certified, according to Gardner, means being multifaceted, mastering all the multiple intelligences. However, since human is limited in capacities, two or three multiple intelligences will be enough to master.

Innovation in becoming English teachers is to create innovation in the strategy of English teaching priority.



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**WHY ENGLISH TEACHERS NEED CERTIFICATION**

**Dr. H. Odo Fadloeli, M.A.**

# **BANDUNG** **1996 - 1997**

**EDUCATION NEEDS TO BE REINVENTED**

*(Charles Handy in The Age of Unreason in Rose and J.  
Nicholls)*

## **CURRICULUM VITAE**

**Odo was born on 4<sup>th</sup> August 1954 in a village close to PTPG (UPI) campus called Negla Pojok, Ledeng – Bandung. Being a villager sufficed it to say that he was just a simple kid who was dreaming of becoming a college student of IKIP.**

**Now he was aware that he could not go to school downtown due to the lack of school fee and pocket money. So, he pleasantly obeyed his father's advise to attend nearby schools while assisting his father's chores at home.**

**His first education started by attending SD Cidadap III Bandung in 1961 and completed it in 1966. Then he entered SMP XII in 1967 and got it through in 1969.**

**Next he continued to study at SMA Laboratory School of IKIP Bandung in 1970 and finished it in 1972.**

**In 1973 he saw that his dream nearly came true because he was accepted as a freshman at the English Major FKSS IKIP Bandung. He beat his B.A. in 1977 and he was appointed an assistant at the department while pursuing his drs (undergraduate) degree.**

**In 1979 he completed his drs and one of the examiners Prof. Dr. Fuad A. Hamied enthusiastically adde Fadloeli to his short name Odo. He humbly did not protest to his innovation on his full name : Odo Fadloeli.**

**In 1981 he got a golden chance to study in Kansas University, USA and he learned his M.A. in 1983.**

**In 1999 he decided himself to pursue his doctorate degree at UPI Bandung and he finally got his last degree in 2005.**

**Upon his achievement to be an English teachre at UPI Bandung and STBA YAPARI-ABA Bandung, his thanks are there of due to : Prof. Ilyas Purakusumah, Prof. Jusuf Amir Feisal and Drs. Mundari Muhada, Dipl. TEFL, Drs. Udaya Karnadijaya (the late) and Drs. Agus Hudari, M.A. (the late) for their endless supervision and invaluable criticism during his study and carrer.**

**His global thanks are also due to this phonetics and phonology supervisors and professors, Kenneth Miner and Erazmus of Kansas University who have major role in his interest in linguistics in 1982 beside education.**

**May God Bless them always.**

**Bandung, 5<sup>th</sup> October 2006**  
**The writer**

**Kepada Yth.**  
**A.Yana, S.Pd.**  
**Gg. Cipicung V No. 91c Rt. 04/08**  
**Kebon Gedang XI Kiaracandong**  
**Bandung**

**LEARNING ENGLISH**  
By Idiomatic and Non Idiomatic-Phrases  
(Conditional Assignment)

Dr. H. Odo Fadloeli, M.A.

ENGLISH MAJORS :  
FPBS - UPI BANDUNG  
STBA YAPARI-ABA BANDUNG  
2006-2007

A few words from the writer

If you fail to grasp what the text is all about, chances are you are having trouble with the idioms (Boatner and Gates 1975:IV) of the reasons for accomplishing this type of assignment. Since this is the first edition of the phraseological exercises, criticism and review need to be welcomed for the sake of its perfection.

The writer hopes nothing but one and that is the students may enjoy doing this ample of work while strengthening their linguistic competence.

## The writer

Study the following idiomatic and nonidiomatic phrases by practicing them in your own English sentences.

For example :

1. by accident of	=	untung karena	By accident of his financial assistance. I was able to buy a house.
2. by acclamation	=	secara bulat/ aklamasi	He was appointed chief of the committee by the way he got his Phd from Kansas University was difficule of accomplishment
3. in/out of accord (with)	=		
4. of one's own accord	=		
5. with one accord	=		
6. in accordance with	=		

7. on account with	=		
8. not on any account	=		
9. within an ace of	=		

10. ache	=		
11. toothache	=		
12. stomachache	=		
13. headache	=		
14. achievable	=		
15. edginess	=		
16. make the acquaintance of someone	=		



17. escence	=		
18. conviction	=		
19. nious	=		
20. niously	=		

21. put on an act	=		
22. act of grace	=		
23. in the act of	=		
24. in/into action	=		
25. take action	=		
26. on active service	=		
27. the Acts of the Apostles	=		

28. in actual fact	=		
29. mancy	=		
30. add fuel to the	=		

One of the objectives of modern education is to love local environment and cultures as the typical feature of the local load curriculum. This is obviously stated in some media that

Indonesia as one of the ASEAN countries is rich in natures and cultures.

Several ways have been made by Indonesian experts and educations to make Indonesian students love their natural assets amidst their busy schedules on attending class activities.

One technological school which has produced a lot of graduates who love preserving natures is ITB (The Institute Technology of Bandung). This is due to the fact that Bandung Institute of Technology always keeps the harmony between technology and local natural assets. It is for this purpose that ITB is completed with an arts department, commonly called Seni Rupa ITB. The Arts Department graduates are quite many some of whom have been successful in promoting handicrafts, such as: bamboo handicrafts.

Bamboo that is one of the grass types has symbolized the strength and the sturdy structure of buildings including the Indonesian nation. Anang Sumarna, the owner of Galeri 16 of Bandung West Java was an ITB graduate who is loyal to preserving bamboo as the West Java local natural assets. It is through bamboo that he has been successful in promoting Indonesian tourism both here and overseas. He has visited 17 countries to hold bamboo craft displays and arts.

According to Anang: "The arts of painting and bamboo handicrafts have developed since particularly Bandung had art education schools. Department of Fine Arts, established in 1947 as a part of the Bandung Institute of Technology (ITB), is now an

outstanding school of arts which has graduated many artists.”  
(Anang Sumarna 2003:i)

Being one of the graduates and artists, Anang has been producing variably modeled works in highly-stylized sense of arts reflecting a dynamic expressions of the painters.

About the unique function and values of bamboo, former Minister of Indonesian Tourism, I Gde Ardika said : Bamboo and rattan are provided generously by natural world for traditional homes across the archipelago. Bamboo handicrafts that draw the attention and praise from international audiences such as : woven baskets, lampshades, furnitures, traditional ornamentation etc. Are regarded mundane in their places of origin.

Ardika seemed hard to separate the world of bamboo from its figures, like. Anang. He further illustrated : “Indonesia is fortunate to have Mr. Anang Sumarna with his knowledge, artistay and dynamism who has been actively promoting Indonesia through hsi bamboo arts and crafts.

Regarding this statement, Anang Sumarna responds by saying:” If in Germany, where bamboo is not easily available, has an intensively research center of bamboo, it is not sensible if in Indonesia, people wake up faced with bamboo around them, do not know anything about it.” (Anang Sumarna 2003: 94)

No matter how frequently we have heard bamboo, we know little about: it and how people perceive and appreciate it

in their daily life. In Sundanese bamboo is called “awi”, the Javanese term it “rping” and “buluh” in Batak. It is due to these aried terms, no wonder different perceptions occur. The Japanese call bamboo “Take” and in Chinese it is “Chu”. In an old literature, Nakluyt’s Navigation, it is written “Semua rumah di Indonesia terbuat dari bamboo”(All houses in Indonesia were made of bamboo) (Robert an Koichiro Ueda), indicating how available and common the bamboo is in this country.

Next there came another source from Encyclopaedia Britanica illustrating that the word bamboo was *onomatopoeia* owing to the sound it produced. The sound was believed to be able to protect people from the attack by wild animals, especially the sounds of the burning one.

This was written to have happened in Malay culture and people.

Both in the Eastern and the Western countries the role of bamboo was obviously considered in terms of function and beauty for use, arts etc. In short bamboo has decorated the surface of human culture whenever it grows. By considering the age, type, the time of cutting it down and type of soils the house made of bamboo may sustain longer. So will the crafts andutensils like wovenworks, handicrafts, music instruments and water equipments made of bamboo. Now that the more varied that we need artifacts, the more we are to control ourselves.

One of the alternatives to make the breakthrough above is by meeting the needs for the maximum use of bamboo to be the

multivalued in the future. To say the least, one expects that he can conceive bamboo as the nature asset to be improved and optimally used.

A part from these, a consideration should be made on the tendency for destructing bamboo so that it is a must for us to preserve this type of grass at best. When a study on bamboo is conducted in depth, it will finally come to the idea of variety of bamboo and its uses.

In a reality, the expected concepts will be optimal so long as one relates the life dynamics of the crafters to the expected concepts as well as the tourism promotion. On the other hand, one can expect the role of bamboo in the creation of arts. In other words, bamboo contributes to supporting elements of the arts and cultures.

When arts and culture appreciation are made, hopefully the handicrafts men do not hesitate to make their maximum creation so that bamboo become the multi-valued raw products.

In this opportunity bamboo is presented to be the main focus in the hope it becomes an inherent part of the community's life.

In a farther step, bamboo is a hope for enhancing the love for the state, friendship among locals, ethnics and nations, getting familiar with beauty of nature, local culture as well as mustering the controlled balance on the environment and

opening new job opportunities, at the same time increasing the income for the handicraftsmen.

The bamboo cycles, the term, the types, the bamboo engineering and the arts of turning bamboo into the at most arts use are the motivations underlying the steps toward the bamboo creation and appreciation.

The sharp painting bamboo (bambu runcing), the popular patriotic term during the era of Indonesian struggle for independence in 1945 had inspired the creation of heroic songs, paintings, woodcrafts and monumental memories.

The views of landscapes grown with bamboo in villages presented peace for the locals and universal human spirits and souls. Wahyu Wibisana (Sundanese Poetra) and Koko Koswara (Sundanese lyric writer) combined a very nicely melodic song “Gupay Pileuleuyan” (farewell) illustrating the virtual broken people’s bamboo creation at the time.

The love of Anang for bamboo virtually has faded being succeeded by modern handicrafts completed with the emergence of plastic products but the love has to continue to boom vigorously due to our traditional but invaluable products.

## **Conclusions**

In conclusion, bamboo, our traditional local nature assets should be preserved amidst modernity. It is due to this simple but invaluable function for daily life of local people, especially Sundanese that bamboo needs to be preserved as one of the

cultural identities which are expected to bolster tourism and revenues for local administration where the long study type of grass grows. Japanese is one of the exemplary nations which keep their life modern but they still stick to their daily life by using a lot of bamboo products.

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# BAMBOO

(A brief look at the man behind the bamboo handicrafts in  
Galery 16 Bandung)

Odo Fadloeli

# STBA YAPARI-ABA BANDUNG

## 2006 - 2007

One of the characteristics of the final turbulent years of this millennium is that the world is changing at an ever accelerating pace, said Rose and J. Nicholl (1997). This statement requires education material be reviewed all the time, including our primary concern, English teaching stuff.

It is due to the above reason that this modest paper is composed for international presentation and it goes without

saying that this work welcomes any constructive criticism for the sake of its betterment and perfection.

The writer

**A New Outlook Language Curriculum**  
(Concept and perspectives for Indonesian Education)

Odo Fadloeli

A. The Meaning of Curriculum

Nana Saodih, the curriculum professor of UPI Bandung states : “Curriculum is an absolute requirement for a school curriculum. As such, it means that curriculum is an inseparable part of education or instruction (1997:3).

Henry A. Giroux et. Al., however, has made a good comparison given by various experts on the matter, as given: the first definition is taken from Franklin Bobbit, saying: curriculum is a series of experiences which children and youth must have by way of obtaining .....objectives” (1978:42).

Compared to Vernon Anderson’s definition, the former’s is narrower in scope. To make it clearer, Anderson defines curriculum as the whole of interacting forces of the total environment (1956:9). In my opinion the best definition should include the four components of curriculum theory of development, implementation and evaluation. This is in contrast with the definition given by Johnson, saying that curriculum can be defined as intended learning outcomes” (1967:127-40). Beauchamp, however, is more theoretical in definition compared to the one given by Johnson, saying : “a legitimate use of the term curriculum is to refer to a curriculum system”. 91975:6). And finally Giroux et.al. concludes the definition in more current semantics, saying : “Curriculum is : social text, the running of the course and the relationship between the knower and the known” (A. Giroux et.al. 1981:13).

Among those definitions, the concepts of curriculum are not yet complete until one heeds the idea of it given by Ronald C.Doll, saying: “The commonly accepted definition of the curriculum has changed from content of courses of the study and list of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the

school". (Ronald C. Doll in Nana Saodih 1997:6). This is, in my view, the most suitable definition, besides being the most applicable one, in the context of Indonesian sphere of education.

For public knowledge, however, the meaning of curriculum which is a course of study offered in a school, college etc. (Longman, 1978:272) would suffice the concept.

## B. The Concepts of Language

Several concepts of language has been made based on the slightly different views of noted linguists at the writer's hand:

1. "Language is everywhere. It permeates our thoughts, mediates our relation with others, and even creeps into our dreams." (Langacker 1973:3). Further, the man says: "Most human knowledge and culture is stored and transmitted in language which is so ubiquitous that we take it for granted. Without it, however, society as we now know it would be impossible. (1973:3)

Let's take a look at the definition of language given by O'Grady et.al. as indicated:

"Language is many things a system of communication, a medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, a catalyst for nation building. All human beings normally speak at least one language and it is hard to image much significant social, intellectual, or artistic activity taking

place in its absence. Each of us, then, has a stake in understanding something about the nature and use of language.” (1987:1).

The definition of language, according to the Dictionary of language and Linguistics reads as follows:

“Language is one of the most fundamental aspects of human behavior and the development of language into a refined instrument of expression and communication is probably man’s greatest achievement.” (Hartmann and Stork 1972:VIII).

The two definitions above have similarities as follows : first, language is human, communication, a form of expression, and second language is a system of meaning or thought.

### C. How the language curriculum should look like

Among the multiple intelligences pioneered by Howard Gardner, the most famous psychologist and educator of Harvard University, Collin Rose and Malcolm J. Nicholl in their book, Accelerated Learning for the 21st Century have classified language ability into the first intelligent skill whereas math, visual, spatial, intrapersonal, interpersonal etc. come next.

Of the two facets: language acquisition and language learning, the former should be a priority in calculating the analysis of language teaching and learning material. The true reason is because “children display an amazing ability to become fluent speakers of any language consistently around

them.” (1973:12). Language as a rule governed behavior should not be prioritized. The capacity for acquiring language is remarkable for some reasons:

1. uniformity throughout the human race.
2. species specific (Langacker 1973)

The first reason implies that there simply are no cases of normal children who fail to acquire a native language given the chance to do so. The second reason connotes that only human being can pick up language and not other animals. Although animals communicate, there is yet to be an agreement that the instinctive behavior can be qualified as language or else this statement may violate the basic idea that language is human species. It is the so called language that distinguishes man from other creatures in this universe.

In building up language acquisition process, Cummins was quoted by Yvonne S. Freeman & David E. Freeman as saying: “Language develops as we have increased opportunities to use it in authentic contexts for real purposes. For that reason, whole language teachers of second language students teach language and content by starting with the experiences of their students and building on those experiences.” (1992:24)

It is due to these reasons that the process of learning English at the beginning level, the fourth grader’s class (in Indonesia it equals the second year of junior high school level) involves trial error and problem solving technique without resorting to rule explanation, like tenses.

The next pages are examples of teaching English writing skill as the writer observed at fourth grader above in an elementary school, Iowa School District in 1994. At this time the writer was a participant of Education Program sent by the Indonesian Government National Education and Culture Ministry.

Write a period, a question mark, or an exclamation mark at the end of each sentence.

A. Write a period, a question mark, or an exclamation mark at the end of each sentence.

1. Sharon is an umpire for a baseball league \_\_\_\_\_
2. The big championship game was last Saturday \_\_\_\_\_
3. The score was tied twice in the first inning \_\_\_\_\_
4. The shortstop tried to steal home plate \_\_\_\_\_
5. What did Sharon say to the runner \_\_\_\_\_
6. She said he was out \_\_\_\_\_
7. Which team won the ballgame last Saturday \_\_\_\_\_
8. Last year's champions won the game \_\_\_\_\_
9. The Hawks won by a score of 5 to 4 \_\_\_\_\_
10. It was a super game \_\_\_\_\_
11. The players wanted to eat \_\_\_\_\_
12. They all wanted pizza \_\_\_\_\_
13. What did they have on their pizzas \_\_\_\_\_
14. The pizzas had cheese, onions, and peppers \_\_\_\_\_



B. Decide if each sentence should end with a period, a question mark, or an exclamation mark. Add the correct mark to each sentence.

1. Mr. Ramsey will build us a clubhouse
2. It will be built in the backyard
3. The clubhouse will have a door and two windows
4. What color should we paint it
5. Let's paint it green
6. The clubhouse will be lots of fun
7. I will be finished in time for our first meeting
8. Mr. Ramsey is really helpful
9. Do you know what time the meeting will be held
10. I can hardly wait

C. Decide if each sentence should end with a period, a question mark, or an exclamation mark. Add the correct mark for each sentence.

a. Robin, did you eat your alphabet soup

No, I'm only up to the K's

b. Do you have a hole in your sock

No, I don't have a hole in my sock

Then how do you get your foot into it

c. Why do dogs bury their bones

Dogs don't have any pockets

D. Look carefully at the picture. Then write the letter of the response that answers each question about that picture.

1. Who or what do you see in the picture?

a. opolice officers and police cars

b. firefighters, fire trucks, a dog

c. firefighters fighting a fire

d. people, dogs, and cars

2. What is happening in the picture?

a. The firefighters are returning from a fire

b. Police officers are playing with the dog

- c. The firefighters are going to a fire
  - d. Police officers are in a parade.
3. What do you think happened just before the picture was made?
- a. The firefighters put out a fire
  - b. The dog started to bark
  - c. Someone reported a fire
  - d. The bell stopped ringing
4. How many trucks do you see in the picture?
- a. one
  - b. two
  - c. three
  - d. four
5. How many dogs do you see in the picture?
- a. one
  - b. two
  - c. three
  - d. four
- E. Study the picture. Then write the answers to the questions about the picture.

1. Who do you see in this picture?

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2. What objects do you see?

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3. What are the people in the picture doing?

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4. What do you think happened just before the picture was made?

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5. What do you think will happen next?

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F. Look carefully at the picture. Write three sentences about what you think is happening.

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G. Write three more sentences about this picture.

Tell what you think will happen next.

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H. Draw a line under the sentence that does not belong with the other sentences in this group

1. the ballgame was very exciting
2. The score was six to five
3. The department store was very busy Saturday
4. Our team was ahead
5. The other team had its best hitters coming to bat
6. it was the ninth inning

I. Improve these groups of sentences. Find one sentence in each group that belongs in the other group. Draw a line under each of those sentences.

1. I waited to cross the busy street. The lettuce, celery and carrots in the refrigerator looked delicious. I walked across the street when the cars stopped at the corner.

2. I couldn't decide what to have for lunch. I watched the stoplight. I made a tasty salad. Then I poured some apple juice.

J. Here are some sentences about the same idea. They have been grouped together. Write a sentence that tells what each group of sentences is about.

1. Nick is a good athlete. He runs fast. He is a good skater. He has a good throwing arm. Nick also likes swimming and basketball.

---

2. The park was crowded on the Fourth of July. There were families with picnic baskets. Some children flew kites. A few people ran with their dogs through the grass.

---

3. There are many kinds of clouds. One kind of cloud is like a blanket. These clouds are thin and cover big areas. Another kind of cloud is puffy. It floats high in the sky. Some clouds bring rain, thunder and lightning.

---

4. The sand is like a little oven. It warms my toes when I walk in it. It feels cozy when I lie in it.

---

K. Write three sentences about this picture. Make sure your sentences are about the same idea.

L. Write three sentences about one idea that you have about this picture

M. Write these sentences in paragraph form. Make sure you indent the first line of the paragraph.

1. The rain fell on the ground.
2. Then the sun shone and dried the ground.
3. Giant vines burst up out of the ground.
4. They traveled upward like huge spaceships.
5. The buds on the stalks swelled up from the heat of the sun.
6. They blossomed into beautiful flowers.

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All these sheets are just examples of the materials adopted from the English Language Syllabus, Iowa School District, IOWA, USA.

## The Language Syllabus (Beginning Level)

lll

lll

Adopted From Teacher's Resource Book.

Iowa School District IOWA, USA

#### D. Conclusions

Curriculum theories should be heeded carefully before language materials and syllabuses are composed for teaching students.

There are many curriculum theories proposed by curriculum experts but the one which is simple to understand, in my opinion, is the one given by Ronald C. Doll as quoted by Nana Saodih as saying: "The commonly accepted definition of the curriculum has changed from content of courses of the study and list of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the school."

In view of language materials, our syllabus today had better be shaped by the assumption that language is acquired and not learned because language is human species and species specific. It means that material writing should be based on the assumptions that learning English should not be dependent on grammatical theories and concepts. Instead our practice should

be more dominant and the learning process must emphasize *learning by doing* or strengthening habits.

The real steps of learning English writing, for example, is clearly given by teachers of English in the fourth grader classroom which seemed to be relevant for the TOEFL best stimulation thereby becoming prototype for learning language as a direct way of building up language skills.

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NEW OUTLOOK AT THE ENGLISH TEACHING  
MATERIAL FOR BEGINNERS  
(AMERICAN ENGLISH BASED LANGUAGE CURRICULUM)

ODO FADLOELI

(SEMINAR PRESENTATION)  
STBA YAPARI-ABA BANDUNG 2007

There are as many definitions of grammar as there are linguistic schools of thought, but here we simply mean: the possible forms and arrangements of words in phrases and sentences. Grammar, however, permeates all language skills and the objective of teaching grammar is the oral use of the target language for communicative purposes. (Paulston & Bruder 1976:1).

Although the ultimate purpose of every activity is communication, there are, at least, two levels of language:



mechanical skill and thought. These levels correlate with two methods of learning : a direct practice and a method of understanding (katona 1940) or as Rivers paraphrases: a mechanical level and a level which involves understanding of how one is learning and the essential elements of what is being learned and language learning as the formation of language habits is not separated from rule-governed behavior and they are complementary.

For the sake of our clarity, Paulston and Bruder classify our drills into three (3) categories: the mechanical drills, meaningful drills and communicative drills.

### **1. The Mechanical Drills**

A mechanical drill is defined as a drill where there is a complete control of the response, where there is only one correct way of responding (1976:4). Repetition is one of the most typical example. Another one substitution behavior of drills is the automatic use of manipulative patterns and is, therefore, commensurate with the assumption that language learning is habit formation.

It involves the classical skinnerian method of learning through instrumental conditioning by immediate reinforcement of the right response. Mechanical drills provide practice in mechanical associations such as:

**a. Adjective-noun agreement:**

clever student → He is a *clever student*

poor man → He is a *poor man*

nice guy → He is a *nice guy*

good job → It is a *good job*

(Write another 30)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_

**b. verb - endings**

I work everyday

You ..... everyday

She ..... everyday

He ..... everyday

They ..... everyday

It ..... everyday

(Do the same with another twenty (20) different verbs)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
  
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**c. question - forms**

Do you like the class? Yes, I do.

I like it very much

Does he love the food? Yes, he does

He loves it very much

Did they go to Bali ? Yes, they did

They went there happily

Do the same using different verbs and tenses. (20)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

## 2. Meaningful Drills

Paulston and Bruder argue that in meaningful drills there is still control of the response eventhough it may be correctly expressed in more than one way and as such is less suitable for choral drilling.

a. I walk to campus every day.

I run to campus every day.

I ride to campus every day

He .....

He .....

(Write another 20 sentences by changing the verbs and subjects including the prepositions and the adverbs of time and places)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

*She is eating*

What is she doing? She is eating

*She is outside*

Where is she? She is outside

*She is at home*

Where is she? She is at home

*She is at the hospital*

*She is in the kitchen*

*She is in the livingroom*

*She is going shopping*

(Write another 20 sentences of your own)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_

**ENGLISH FOR SPECIFIC PURPOSES**  
(SUNDANESE, PSHYCHOLOGY AND GEOGRAPHY MAJORS)



Dr. H. Odo Fadloeli, M.A.

0486

UNIVERSITAS PENDIDIKAN INDONESIA  
BANDUNG  
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**ENHANCING LANGUAGE TEACHERS  
THROUGH THE MIND MAP STRATEGY**

### **A. Introductory Statements:**

Linguistic intelligence rates number one in the human intelligences (Howard Gardner in Colin Rose and Malcolm J. Nicholl 1997 : 108) is not without reason. It implies that this linguistic intelligence comes first before other intelligences to operate in the biological history. Besides, it is through language that we improve other skills of intelligence to grow as a complete adult. These intelligences include : logical – mathematical, visual spatial, musical, interpersonal, intrapersonal, naturalist and bodily kinesthetic intelligences.

“ Most people, however, use only a tiny fraction of their brain’s capacity, not because they don’t have the intelligence, but because they have never been taught how to access and develop their innate abilities.”

This statement is a sharp criticism on the opinion of Sir Charles Sherrington who was considered by many experts to be the grandfather of neurophysiology, saying that: In each human brain there are an estimated one million, million (1000 000 000 000) brain cells (Tony Buzan 1993 : 27).

What a remarkable thing is that each of those neurons can grow up to 20,000 branches called “dendrites” (1997 : 25). However, it is not the number of brain cells (neurons) which is crucial but the number of connections that are made between those brain cells. (1997 : 25).

Connections can be created intensively by doing a lot of readings and problem solvings every day and night. In this regard Bill Gates, the boss and the Master of Microsoft computer has suggested that we get a good formal education and then keep on learning. Acquire new interests and skills through out your life.” (1997 : 5)

Tony Buzan, further more, has reiterated “The more tracks and pathways you can create and use, the clearer, faster and more efficient your thinking will become.” (1993 : 27)

His statement is supported by Peter Kouzmich Anokhin of Moscow University, saying:

“We can show that each of the ten billion neurons in the human brain has a possibility of connections of one with twenty – eight noughts after it! If a single neuron has this quality of potential, we can hardly imagine what the whole brain can do. What it means is that the total number of possible combination permutations in the brain, if written out, would be (1) followed by 10.5 million kilo metres of noughts!” (1993 : 31). How remarkable:

Considering this, it is not right for one to say that he cannot do something. What to say, however, should be : I have yet to develop that skill as “No human yet exists who can use all the potential of his brain. This is why we don’t accept any pessimistic estimates of the limits of the human brain. It is unlimited” (1997 : 31).

Following is five brain cells demonstrating part of the ‘neuronal embraces’ throughout the brain as shown by Tony Buzan:

Judging from the unique brain cells, it is prudent to develop learning strategies, especially those of language learning following the model of the direction from which the dendrites spread out, forming unlimited networks.

## **B. The Structure of the brain**

Your brain has various names, such as : “a sleeping giant”, “an enchanted loom”, “the most complex piece of machinery in the universe”, “the greatest unexplored territory in the world”, “a biological super computer” and much more (1997 : 25).

All those names are due to the awe some function of the brain and it is indeed because of brains, human being differs from other creatures in this earth. “The empires of the future will be the empires of the mind”. Said : Sir Wiston Churchill as quoted by Rose and J. Nicholl (1997 : 1) indicating the crucial role of the brain in modern life and the era of globalization.

The statement above is also boosted by Brian Tracy, the author of Maximum Achievement as quoted by Rose & Nchollas as saying : “Today, the greatest single source of wealth is between your ears. Today, wealth is between your ears. Today, wealth is contained in brainpower, not brute power”. (1997 : 19)

Now physically, our brain can be divided into:

A. Your 3 kinds of brain reptilian, mammalian, and the thinking brain

### **1. The Reptilian Brain**

According to Rose and J. Nicholl this part of the brain controls many basic functions including: breathing, heart rate and instincts such as the fight or flight response when danger threatens. This brain also controls other primitive instincts – our sense of territory, for example, which is why we may feel angry, threatened or uncomfortable when some one moves too close to us.

It also indicates that anger is difficult to handle because it is often a result either of feeling threatened or of someone trying to take away something you think is yours, for example, an invasion of your territory.” (1997 : 28)

## **2. The mammalian brain (limbic system)**

The limbic system is our emotional controller that helps to maintain “homeostasis, a stable environment in the body”. (1997 : 28).

According to Rose and J. Nicholl, this system controls our hormones, thirsts, hunger, our sexuality, your pleasure centers, metabolism, immune function and an important part of our long – term memory”. (1997 : 29)

Those who are obsessed with goals and ideals and emotion are those whose hypothalamus and amygdala work too much. Four important things which are controlled by the limbic system or mammalian brain are emotion, sex, health and memory (1997:29). It is therefore appropriate to say that those who are easily prone to those four are close to reptilian attitudes as illustrated by the persons who are frequently sensitive to prejudice.

In public atmosphere it is not rare that those with high social position are still opt for fighting or physical contact abuses to achieve their goals as illustrated by the judicial or legislature’s brawl on public media e.g. : Television parliamentary brawls among legislatures.

The phenomena also show that women’s behaviors are more shaped by limbic rather than neocortex. This is true as women are more prone to emotional sensitivities and explosions (for example women tend to cry more frequently than men).

## **3. The Thinking Brain (neocortex)**

This brain is extraordinary and the seat of intelligence, distinguishing human from animals.

The tasks of this brain are : “seeing, hearing, creating, thinking, talking – infact, all of the higher intelligences”. (1997 : 32)

“As human being, we have to make use of this part of the brain maximumly so that our judgement and way of thinking can be unique and powerful. It is based on this frame of thinking David J. schwartz has writtten his popular book entitled, The Magic of Thinking B I G in which he says in his preface : “The magic of

thinking big comes from the highest pedigree sources, the very finest and biggest thinking minds yet to live on planet Earth .....” (1987 : 11).

In his work J. Schwartz has suggested that we think only the biggest and most important things in this world, not triviality; further more, he suggested: “Case history after case history proved that the size of bank accounts, the size of happiness accounts and the size of one’s general satisfaction account is dependent on the size of one’s thinking.” (1987 : 10)

This is an indication that one’s thinking brain should be associated only with big problems. In other words, when one is thinking big problems, his neocortex is mostly employed but when his thinking is associated with trivialities or anger, his limbic brain is mostly employed and even it turns into reptilian brain. This is true as Lesley Hart puts it, “The human brain is down – shifted to the more primitive areas of the brain. We revert to instinctual behavior rather than use rational judgement.” (1997 : 30).

#### **B. Your two brains : the left brain and right brain hemispheres.**

According to Rose and J. Nicholl, the left brain specializes in what are commonly labeled as “academic” aspects of learning – language and mathematical processes, logical thoughts, sequences and analysis.

The right brain is principally concerned with “creative” activities utilizing rhyme, rhythm, music, visual impressions, color for analogies and patterns. (1997 : 33)

This is certainly in line with Sperry’s initial findings as quoted by Tony Buzan as saying :”The right hemisphere appeared to be dominant in the following intellectual areas : rhythm, spatial awareness, gestalt (wholeness), imagination, daydreaming, color and dimension. The left hemisphere appeared dominant in a different but equally powerful range of mental skills : words, logic, numbers, sequence, linearity, analysis and lists.” (1993 : 32)

Following is the whole picture of the appearances of left and right brains including their functions:

(Tony Buzan 1993 : 32)

### **C. The role of brain analysis in language learning**

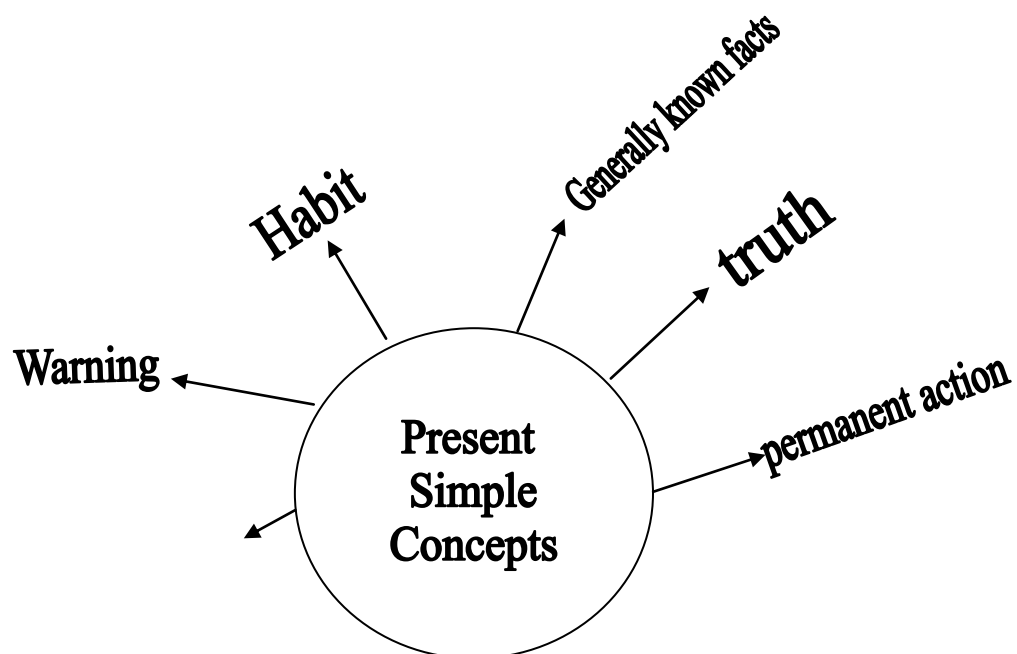
Understanding human brains and their structural parts are significant for improving learning strategy. This is what is suggested by Rose and J. Nicholl :”An appreciation of “inner space” and the way in which the brain works is fundamental to understanding the learning process : Why lifelong learning from cradle to grave is so important and how it can be dramatically improved for everyone.” (1997 : 27)

By understanding the brain structure, it is highly likely that a professional teacher may be able to develop the (language) teaching strategy.

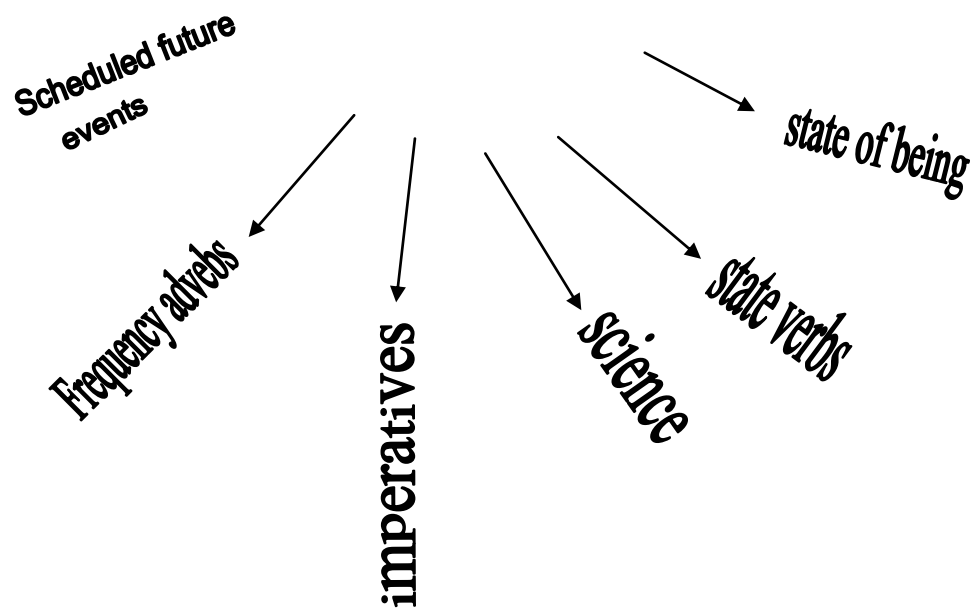
Since one brain cell may develop into 20,000 (twenty million branches) called dendrites, the first priority on teaching strategy should fall on mini – mind mapping, as proposed by Tony Buzan: “The Mini – Mind Map is the embryonic form of a Mind Map. ‘Mini’ though this Mind Map is, its implications are gigantic” (1993 : 64)

Following is a sample from ‘the word’ Happiness’ exercise :

This strategy can also, in no doubt, be applied on the teaching of language. In English, for instance, the concept of present simple has about nine to ten concepts. Hence, using the above strategy, an English teacher can help his/her students explain the concepts as follows:







### Why The Mind Map Strategy

Some reasons have been launched by Tony Buzan for not using the standard notes due to the disadvantages as follows:

1. The standard notes obscure the key words.

Important ideas are conveyed by key words which are usually nouns or strong verbs. In standard notes, these key words often appear on different pages, obscured by the mass of less important words, preventing the brain from making appropriate associations.

2. They make it difficult to remember.

Monotonous colour notes are visually boring and difficult to remember. Standard notes often take the form of endless similar-looking lists. This problem puts the brain in a semi-hypnotic trance (1993,49), making it almost impossible to remember their content.

3. Standard note-making/taking systems waste time at all stages: by encouraging unnecessary noting, by requiring the reading unnecessary notes, by requiring the re-reading of unnecessary notes, by requiring the searching for key words.

4. Standard notes fail to stimulate the brain creatively.

Naturally, the linear presentation of standard notes prevents the brain from making association, thus counteracting creativity and memory.

Following are the consequences for our brains due to the above disadvantages based on Tony Buzan's:

1. We lose our powers of concentration, as a result of the brain's understandable rebellion against mistreatment.

2. We acquire the time-consuming habit of making notes on notes in an attempt to discover the ever more exclusive essence of whatever we are studying.

3. We experience loss of confidence in our mental abilities and in ourselves.

4. We lose the love of learning so evident in young children and those who have been fortunate enough to learn how to learn.

5. We suffer from boredom and frustration.

6. The harder we work, the less we progress because we are unwittingly working against ourselves." (1993:50)

Considering these disadvantages of conventional standard notes, Tony Buzan proposed the new innovation on note taking and note making to be used today to keep a breast of the rapid world development. This innovation equals the Radiant Thinking. Following is the quotation taken from Buzan's.

The Mind Map is an expression of Radiant Thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The Mind Map can be applied to every aspect of life where improved learning and cleaner thinking will enhance human performance.

The Mind Map, according to Buzan, has four essential characteristics:

1. The subject of attention is crystallised in a central image.
2. The main themes of the subject radiate from the central image as branches.
3. Branches comprise a key image or key word printed on an associated line.  
Topics of lesser importance are also represented as branches attached to higher level branches.
4. The branches form a connected nodal structure: (1993:51)

Considering all these benefits, it is a high time to apply this strategy on enhancing teacher's capability in improving the quality of their job, that is teaching all elements of language being learned.

#### **D. Conclusions**

Since linguistic intelligence tops other intelligences in Gardner's paradigm concepts, the teaching of English must be updated all the time.

One innovation that an expert proposes is teaching language through The Mind Map strategy that is an expression of Radiant Thinking and is a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain.

The Mind Map strategy has been superior considering the fact that standard notes have some disadvantages, such as: obscuring the keywords and wasting time. All these can cause our brain: to lose power of concentration, to experience loss of confidence, to lose the love of learning, to suffer from boredom and to get harder to work but less to progress.

Despite the advantages, of course as a new strategy, weaknesses are looming, one of these, for instance is it is not yet fully recognized by public.

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# ENHANCING LANGUAGE TEACHERS THROUGH THE MIND MAP STRATEGY

Dr. H. Odo Fadloeli, M.A.

STBA YAPARI-ABA BANDUNG

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## **Forewords**

An appreciation of “inner space” and the way in which the brain works is fundamental to understanding the learning process, is one of the statements made by Rose and J. Nicholl in their famous book, the Accelerated Learning for 21<sup>st</sup> century.

It is the above very idea which prompts the writer to compose this material in conjunction with the International conference held by UPI (Indonesia Education University) as one of the prominent institution education in this country.

Hopefully, this brief paper may benefit all the interested participants.

Bandung, 8/9/2006

The writer





**MY DEFENCE APPEAL TO THE HONOURABLE JUDGES & JURY**