**Chapter 11**: **Who Was Involved?**

**Tujuh Pembelajaran:**



Setelah mempelajari Bab 11, siswa diharapkan mampu:

1

2.1

2.2

2.3

3.9

4.13

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

# WARMER

Share with a classmate sitting next

to you an interesting, important, or surprising piece of news that you have heard from TV, radio, newspaper, or people around you.

Take turns doing that.

1. **OBSERVING AND QUESTIONING**

## Listening

**Task 1:** Listen to this news item.

Your teacher will read this piece of news aloud. Check whether you can answer the questions following that. Therefore, close your book. Do not read the text.

Bukit Barisan regional military command (Kodam) chief Major General Istu Hari Subagio vowed to take stern action against any Indonesian Military (TNI) personnel involved in illegal logging and/or forest burning in North Sumatra’s forest conservation area. TNI gets tough with illegal loggers.

Two days ago, Major General Subagio gave a speech in a ceremony to discharge a TNI soldier. During the ceremony Subagio said that no soldiers or civil servants were above the law. The TNI soldier, a chief serving at the Wira Bima military command post (Korem) in Pekanbaru, Riau, was dishonorably discharged from

the Army. He was found guilty of involvement in illegal logging and burning forested land in Bengkalis regency, Riau.

Subagio said that the chief soldier deserved to be discharged from TNI for repeatedly committing these offenses. In 2000, he was sentenced to three months and 15 days in jail because of fuel hoarding. Three years later, he was sentenced to three years’ imprisonment and fined Rp 500 million for illegal logging and forest burning in Riau. *(Adapted from The Jakarta Post, May 9, 2014, p. 5)*

**Task 2:** Answer the following questions.

* 1. What is the news about?
  2. Where did it happen?
  3. When did it happen?
  4. Why did that happen?
  5. Who were involved in the event?
  6. How serious was the violation? Why do you think so?
  7. Are you in favor of Mr. Subagio’s decision or against it? Why?
  8. In your opinion, what can prevent us from committing such a crime?

**Task 3**: Reading Aloud

Take turns practicing reading the news aloud. Pay attention to your pronunciation.

**Reading I: Observe and Compare Task 1:** Observe the texts.

Read these two texts about infrastructures. In groups, compare them by referring to the aspects in the table.

**Text 1**

Since 1981, the Humber Bridge in England has been the world’s longest-span (1,410 meters) bridge. Like most other long- span bridges, it is a suspension bridge. In a suspension bridge, the bridge deck hangs, or is suspended, from thick steel cables. They are made of tens of thousands of kilometers of thin steel wires bound together.



Source: [www.nelps.wordpress.com](http://www.nelps.wordpress.com/) Picture 11.1 Humber Bridge

The cables go up and over tall towers on either side of the gap to be spanned. They are anchored firmly at each end. In the largest suspension bridges, the towers have to be built slightly out of parallel to allow for the curve of the Earth!

*(Source: Children’s First Cyclopedia, compiled by M. Dempsey)*

**Text 2**

The construction of the Jakarta metropolitan area’s new 21-kilometer-long Antasari – Depok – Bogor toll road kicked off on Thursday as the government boosted efforts to support the capital city’s expansion.

The toll road connection will give the public an alternative access to ease congestion on Jl. Sawangan and Jl. Margonda in Depok, which is the only major route to Jakarta from Depok. “The Antasari-Depok toll road is an important project as it is

part of the ring and radial road system in Jakarta,” Public Works Ministry Director General of Highways Djoko Murjanto said during the launch. *(Taken from The Jakarta Post, May 9, 2014, p. 13)*

|  |  |  |
| --- | --- | --- |
| **Aspects** | **Text 1** | **Text 2** |
| Social function |  |  |
| Text structure |  |  |

|  |  |  |
| --- | --- | --- |
| Linguistic features |  |  |

### **Task 2:** Answer the following questions orally**.**

1. Do you know reported speech? In which text did you find

reported speech?

1. Do you think that reported speech is commonly found in texts like Text 2? Why do you think so?

### **Task 3:** Create your own questions about the two texts.

Do you have any question so far about the two texts? Write down your questions and ask your friends or your teacher to get the answers.

**Reading II**

**Task 1:** Think about it.

Before you read the following news item about tenants of apartments, talk about these things in small groups.

1. Do you find any apartment in your

towns/cities?

1. Where are apartments usually found?
2. What do apartments generally look like?

Source: [www.shutterstock.com](http://www.shutterstock.com/) Picture 3.2 Apartment

1. How are apartments different from houses?
2. Can you think of the advantages or disadvantages of living in an apartment compared to living in

a house?

**Task 2:** Comprehend the text.



Read the following news item. Then, answer the questions to check your comprehension.

## Tenants advised to obey regulations on apartment

Jakarta: A building architect has advised families planning to live in an apartment to study all the relevant regulations prior to

moving in to help prevent unexpected security-related occurrences. “Tenants must obey certain regulations when living in an

apartment, which is far different from living in a landed-house,” Fendhi Ibuhindar said.

“Tenants of an apartment should abide by regulations set by the owner of the high-rise building,” he added.

“This is important, especially for a family that has a young child,” he was quoted as saying by *okezone.com*.

According to him, the trend of living in an apartment in Jakarta started only 10 years ago. Living in an apartment has increasingly become popular.

“Most of Jakarta’s residents are more accustomed to living in a landed house and when they live in an apartment, many are not ready for apartment-living habits and regulations. They have to abandon their mindset of living in a landed-house,” he said.

He said that an owner of apartment should also consider aspects of design and building materials that are safe for children. “The quality of building materials should be prioritized,” he said. “Children’s safety should be the main concern with regards to the building materials that are used,” he said. *(Source: from The Jakarta Post, May 9, 2014, p. 18 – with adaptation)*

## Answer the questions briefly.

1. What is the source of the text?
2. What is the text about? What is the social function of the text?
3. Which one is the headline? Write it down.
4. Why do you think living in an apartment is getting popular?
5. Can you identify some regulations of living in an apartment?
6. Who sets the regulations?
7. Did you find any information about ***who*** in the text?
8. Did you find any information about ***where*** in the text?
9. Did you find any information about ***what*** in the text?
10. Did you find any information about ***why*** in the text?

## Vocabulary Builder

**Task 3:** Find the meanings of words.

After reading the text about tenants of apartments, individually guess the meaning of each word below. Then, check them with your friends. When necessary, consult your dictionary. After that, practice pronouncing the words.

**obey:** /əʊˈbeɪ /

**regulation:** /ˌreɡjʊˈleɪʃ ə n/

**occurrence:** /əˈkɜː rəns /

**tenant:** /ˈtenənt /

**owner:** /ˈoʊnər /

**(be) accustomed:** /biː əkʌstəmt/

**abandon:** / əˈbændən /

**concern:** / kənˈsɜːrn /

## Grammar Review

**Task 4:** Observe the reported speech.

Observe the verbs of saying to

report what the participant in the news said. Then, compare the differences between *direct speech* and *reported (indirect) speech.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Direct | He | said | "Tenants | have to | obey | certain regulations." |
| Reported (indirect) | He | said | "Tenants | had to | obey | certain regulation." |

Rewrite the text. All of the direct speeches have to be changed to reported ***(indirect) speeches.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Direct* | He | said | "Many tenants | are not | ready for apartment- living habits" |
| *Reported (indirect)* | He | said | "Many Tenants | were not | ready for apartment- living habits." |

**Task 5:** Observe the past verbs.

Look through the text again. You will find many verbs in the

past form (e.g. ***said, added, etc.)***. The verbs are used in the past form to report events in the news item because the events actually happened. Please underline the past verbs in the text.

## Text Structure

**Task 6:** Observe the text structure.

The text about tenants of apartments above is called ***a news item.*** The function of a news item is to inform readers or listeners about events of the day that are considered important or newsworthy.

How are news items written? They usually start with an eye-catching ***title (the headline).*** The headline needs to be very interesting to attract readers’ attention. The first paragraph in the news item is called the ***lead paragraph***, which usually contains the ***details*** about ***who, where, what,*** and ***why***. They summarize the events. Supporting paragraphs elaborate the summary of the events in more details.

Read the text again, and then write in the table below the appropriate information from the text. That is how news items are structured.

|  |  |
| --- | --- |
| **Parts of the Text** | **Information from the text** |
| Headline |  |
| Summary of events | Who? |
| What? |
| What? |
| Why? |
| Quotes | Any quote from authorities or people involved? |

# COLLECTING INFORMATION

**Task 1:** Find a news item.



Source: dreamstime.com

In groups, choose an interesting or newsworthy event reported in newspaper. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. Is the headline interesting?
2. Is the information useful to share? Why do you think so?

|  |  |
| --- | --- |
| Parts of the Text | Information from the text |
| Headline |  |
| Summary of events | Who? |
| Where? |
| What? |
| Why? |

Present your text neatly and attractively so that the other groups want to read it. Take turns sharing the information you have with the class.

**Task 2:** Find the direct speech.

Look through your text again. Write down the ***direct speech.*** Then, put the ***direct speech*** into indirect ***(reported) speech.*** Share what you have with the class.

**Task 3:** What is the Trending News?

Write a piece of news item by responding to these questions.

* 1. What is the trending news you heard on TV or read in newspaper today?
  2. What information can you collect? What are the details of information (Who? Where? What? Why?)?

## Then, follow these steps.

1. Write the headline.
2. Write the details of the news.
3. Include direct speech in your text.

# ASSOCIATING

**Task 1:** Vocabulary Exercise

Fill in the blanks with the appropriate words.

(be) accustomed to

tenants

concern

abandon

owner

occurrences

regulations

obey

* 1. The government has just launched new \_\_\_\_\_\_\_\_\_\_\_\_

to make taxpayers comply with their obligation.

* 1. are required to pay a deposit, which

usually amounts to a one-month rent.

* 1. The new governor advised the city residents to wake

up and the rules so that the capital city

would develop as expected.

* 1. Many people had to their residence

because of the frequent heavy earthquakes.

* 1. Under the new regulations, the of the

rented house has to be responsible for the provision of convenient facilities.

* 1. of traffic accidents in this highway are

getting higher and higher, which implies the need for more strict rules on speed limit.

* 1. At present, the of the government is

related to educating girls living in rural areas.

* 1. The family members seem to the severe

weather changes in this country.

## Task 2: Create sentences.

Study the list of words in Task 1 again. Create your own sentences using the words.

## Task 3: Grammar Exercise

Put the verbs in the brackets into the correct past form.

1. The distribution of NKRI maps (begin) last Friday at Caturwarga elementary school.
2. The policy on higher minimum wages (bring) greater prosperity to local workers.
3. Limited infrastructure and facilities such as clean water resources, schools, and healthcare services (worsen) the life quality of the local residents.
4. My grandfather (fly) to Denpasar the other day for a

senior citizen award.

1. One victim (tell) the online news portal about the incident on Saturday night.
2. It’s so sad that many spectators (throw) trash in the city

stadium during the final football match last week.

1. The local people (build) the mosque in the 16th century, and the mosque now becomes one of the official cultural heritage sites.
2. The online enrollment system (be) in accordance with the central government’s instruction.
3. Local poets and musicians (get) wider recognition as the provincial administration (grant) an award to traditional artists.
4. The anniversary events (draw) large number of people to come and celebrate.

**Task 4**: Writing

Now write a news item. Choose an interesting or newsworthy event that has happened at or around the school. Write it up in the form of newspaper report for publication in your school magazine. Include these elements when writing.

1. **Headline** (Interesting? Smart?)
2. **Lead paragraph:** Summary of events (Who? Where? What? Why?)
3. **Supporting paragraphs:** More detailed information of the summary (Who? Where? What? Why?)

Please write and present your text neatly and attractively.

**Task 5**: Peer Editing

Work in pairs. Exchange your writing. Check your friend’s writing. Pay attention to these points when reading it.

* 1. The text structure: the headline, the summary of events in the lead paragraph (Who? Where? What? Why?), and detailed elaboration of the events in the supporting paragraphs (Who? Where? What? Why?).
  2. The use of past verbs
  3. The use of direct speech
  4. Spelling
  5. Punctuation
  6. Capitalization
  7. Formatting

# COMMUNICATING

**Task 1:** Cloze News

### Fill in the blanks with appropriate words.

|  |  |  |  |
| --- | --- | --- | --- |
| son | described | presented | told |
| expect | like | winner news | but |

British playwright Harold Pinter, a master of sparse dialogue and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise of the Nobel

literature prize on Thursday.

The 75-year-old Londoner, of a Jewish

dressmaker, is one of Britain’s best-known dramatists for plays

\_\_\_\_\_\_\_\_\_\_\_\_ The Birthday Party and The Caretaker, whose mundane dialogue with sinister undercurrents gave rise to the adjective “Pinteresque”.

An intimidating presence with bushy eyebrows and a rich voice, he was by Swedish Academy head Horace

Engdahl, who the prize, as “the towering figure” in

English drama in the second half of the 20th century.

Pinter Reuters Television he was

overwhelmed by the “I haven’t had time to think

about it I am very, very moved. It was something I

did not at all at any time.”

*(Source The Jakarta Post, October 14, 2005, p. 1)*

**Task 2:** Rewrite the news.

Rewrite the news above using your own words. Use this sentence to begin your rewriting.

*Harold Pinter was a British playwright.*\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3:** Write a news report.

The following are notes from a journalist’s notebook.

* 1. International donors to Vietnam, Indonesia, and Laos announced on Thursday.
  2. More than $17 million to help fight the bird flu virus.
  3. The virus having killed more than 60 people in Asia.
  4. Triggering fears of a global pandemic.
  5. A top-level delegation of US and global health officials

touring Southeast Asia.

* 1. Searching for ways to curb the spread of the H5N1 virus.

Write a newspaper report using those notes. Read again the previous examples of newspaper reports (in Observing – listening – task 1; Reading I – task 1; Reading II – task II; and Communicating

– task 1/cloze test) to give you ideas on how to make one. Remember to include these elements in writing:

1. Write an interesting headline.
2. Write the summary of the events in the lead paragraph (Who? Where? What? Why?)
3. Provide quotes (direct speech) from the people involved.
4. Use past verbs.
5. Pay attention to spelling, punctuation, capitalization, and formatting.

**Task 4:** Retell the event.

Study the notes in Task 2.

Imagine yourself as a news reader on a radio or television. Retell the news to the class example.



Source: [www.123trf.com](http://www.123trf.com/)

**R E F L E C T I O N**

Do you know how to create a news item? Respond to these questions to check whether you understand how to create a news item.

1. Do you use a catchy and interesting headline?
2. Do you have a lead paragraph that summarizes the important event?
3. Do you elaborate the summary into more detailed information?
4. Do you provide direct speech?
5. Do you use past verbs?
6. Do you pay attention to spelling, punctuation, capitalization, and formatting?