

Chapter 1

Speaking English in Practice

Setelah anda menguasai cara menyusun kata-kata menjadi sebuah kalimat dan kalimat menjadi sebuah percakapan dasar didalam buku “*Introducing of Speaking English*”, maka penulis disini ingin mengajak anda untuk lebih menguasai lagi tentang bagaimana percakapan anda lancar seperti *native speaker* (pembicara asli) dengan berlatih percakapan Bahasa Inggris berulang-ulang, bercerita dengan berbahasa Inggris dan menyatakan sesuatu dengan menggunakan ungkapan-ungkapan Bahasa Inggris.

A. Practical English Canversations

Studying English (Belajar Bahasa Inggris)

- Lukman* : Hello, Ida. Well, it's time to study.
Ida : Hello, Lukman. I'm ready to study English.
Lukman : I think studying English is your hobby.
Ida : Yes, it is. My parents taught me English a long time ago. Studying English is fun and interesting. I want to be an English teacher.
Lukman : Where are you going to continue your study?
Ida : I want to study at English Department, Indonesia University, Jakarta.
Lukman : I think Indonesia University is a great University.
Ida : I think so. What about you?
Lukman : I want to study at Faculty of Social and Political Sciences, Open University of Indonesia.
Ida : In my opinion Open University is a great University, too.

Diligent Student (Murid yang Rajin)

- Teacher* : Do you ever come late to school?
Yati : No, I don't. I never come late, Madam.
Teacher : That's very good. How can be?
Yati : I always go to school earlier.
Teacher : What time do you go to school?
Yati : At six thirty.
Teacher : What time do you get up?
Yati : At five o'clock.
Teacher : You're a diligent student.
Yati : Thank you, Madam.
Teacher : You're welcome.

Where Do You Go to School? (Dimana Kamu Bersekolah)

- Farhan* : Ratna, great to see you again.
Ratna : Farhan, great to see you, too.
Farhan : How are you doing?

Ratna : I'm very well, thank you. And how are you doing?
Farhan : I'm pretty well, thanks. Where do you go to school now?
Ratna : I go to Open University of Indonesia. And where do you go to school?
Farhan : I study at the University of Diponegoro.
Ratna : What's your major?
Farhan : English. My section is American Studies, and you?
Ratna : My major is Government Studies.

Homework

(PR)

Indra : What time do you get up every morning?
Syakir : I get up at five o'clock.
Indra : Have you done your homework?
Syakir : Of course, I have.
Indra : When did you do your homework?
Syakir : Last night.
Indra : Why do you study English?
Syakir : I want to study abroad.
Indra : Which country do you choose?
Syakir : New Zealand.

School Fee

(Biaya Sekolah)

Teacher : Why were you absent yesterday, Ridwan?
Ridwan : I'm sorry, Sir. Yesterday, I was called by the administrator. I haven't paid the school fees.
Teacher : Did your parents give you money?
Ridwan : No, they didn't. They didn't have enough money, Sir.
Teacher : What are your parents' occupation?
Ridwan : They are employees in a private company, Sir. Their salaries are not much. They have to send my three brothers to school too.
Teacher : Can you save your pocket money?
Ridwan : I'll try, Sir, if it's just a little. And thanks for your suggestion anyway.
Teacher : Forget it. It's my business to help.

How to Get Into University?

(Bagaimana Masuk Universitas)

Anton : Excuse me. May I have any information on how to get into a postgraduate program in an Australia University?
Officer : Yes. Well, firstly, you fill in an application form. Then you send it in with a copy of your school records and other supporting documents. Next, ask your teacher for the letters of recommendation.

Anton : Do I need to take any tests?
Officer : Of course, you have to take the IELTS/TOEFL Test.
Anton : Is it all right to apply to several Universities at the same time?
Officer : Yes, it is.
Anton : What about the Visa? When can I apply for that?
Officer : Well, you can't apply for the Visa until you get a letter of acceptance from an Australian University.
Anton : Oh, I see. One more question. Are foreign students allowed to work in the Australia?
Officer : They will let you work in the summer. However, you'll need to get permission from the Australian Office of Immigration to do that. During your school year, you're not allowed to work. You are allowed to work if the work experience is a part of your school program.

Scholarship (Beasiswa)

Fatimah : Would you mind filling out this form, Dad?
Father : What kind of form is it?
Fatimah : It's a statement of agreement.
Father : Let me read it first.
Fatimah : What did you read, Dad?
Father : You will get a scholarship to study at the two excellent Universities, Michigan State University and Harvard University, USA. Congratulations!
Fatimah : Thanks a lot, Dad.
Father : You should study harder and choose one of them. What is your major?
Fatimah : American Studies.

Final Test (Ujian Akhir)

Laila : Good morning, Mr. Endi.
Endi : Good morning, Laila. How are you today?
Laila : I'm fine, thank you. And how about you, Sir?
Endi : I'm fine too. Have you been studying harder to face the final test next month?
Laila : Yes, I have. I study ten hours a day.
Endi : I hope you can pass the final test and get the best score.
Laila : I hope so, Sir.
Endi : Well, good luck. See you tomorrow.
Laila : Thanks a million, Sir. Bye.

Library Card (Kartu Perpustakaan)

Joe : Let's go to library, Sean.
Sean : Which library do you mean?
Joe : Library of Letters Faculty, Surabaya University. I want to borrow two English books.

Sean : Do you have the library card?
Joe : No, I haven't. That's why I want you to go there with me. I want to borrow your library card. May I?
Sean : I am sorry, I've used it. I went there yesterday and borrowed two books. Why don't you make library card?
Joe : I don't know the procedure.
Sean : Just go to the library office, bring your student card, two photos and pieces. Then fill in the form and pay the administration fee. If I'm not mistaken, it's only Rp. 2.000.
joe: OK. I'll make it. Let's go there now.

The Future (Masa Depan)

Kurnia : What do you think about the future?
Rahayu : I think the future must be better than today.
Kurnia : How do you reach the better future?
Rahayu : I'll do the best during my life.
Kurnia : What do you want to be in the future?
Rahayu : I want to be a public speaker and the best motivator.
Kurnia : Why?
Rahayu : I want to motivate the people all over the world through my speeches.
Kurnia : Do you believe in dreams that come true?
Rahayu : Yes, I do. I believe in Allah. May Allah bless us.
Kurnia : Good luck.

B. Practical English Stories

The Kind Duck and The Poor Frog

One beautiful summer's day, a duck decided to go to the the river for a picnic. She took a lot of food with her, and was really looking forward to eating it. She sat down on the river bank and spread the food out in front of her.

"You're not going to eat all that food yourself, are you?" said a small voice.

She looked up and saw a frog sitting at the water's edge.

"Please give me some of it. I am very poor and hungry," pleaded the frog wiping a tear from his eye.

She gave him a sandwich. To her surprise he did not eat it, but simply put it on the ground beside him.

"Won't you give me something else? After all, my need is greater than yours."

Bit by bit, the kind-hearted duck handed over most of her food: cakes and biscuits, apples and sweets. Soon, the frog had a huge pile of food next to him. With an effort he picked it all up, put it on his back, and started to swim away across the river. But the food was so heavy that he sank like a stone, and the duck never saw him again.

Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at a party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked Friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her 'dead' in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic series of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

Johny A Tribesman

A friend of mine, Johny, lives not far from my house. He is a very rich farmer, the richest in my village. Our neighbors like him because he is very kind and not stingy. He has a friend, Billy, a business companion, who lives in a big city. Every month he visits Johny for business. He is a successful businessman.

One morning, he came to meet Johny. He said, "friend, what do you think of accompanying me to a long journey for pleasure?" "No problem," Johny answered. "But when?" he asked. "Now," Billy replied. "OK. You said a long journey, but how will we go?" Billy said. "We'll go by air." "Oh no, please. I'm afraid of travelling by air. You know that newspapers are always reporting accidents, especially when taking off and landing," said Johny. "Don't worry friend, we'll use my private plane and I myself will be the pilot. Will you trust me?" said Billy. "OK, let's go," replied Johny.

They went to the city and after a short sightseeing trip and having lunch, they headed to the airport. Arriving there, they walked to the runway and boarded Billy's aircraft. Billy sat behind the steering wheel and Johny sat beside him. Billy started the engine and Johny became nervous. He closed his eyes tightly and began to pray. Some minutes passed and Johny opened his eyes. He thanked God for the safe flight. Surprisingly he said to Billy, "Hi Billy, look down there, the people are as small as ants." "Be calm friend, they are ants, we are still on the ground."

Welfare

A person works. If he is interviewed as to why he works his answer will be probably for a living. Wages, or income. And parents work for the welfare of their family. Although money does not always bring happiness, in fact, people in general need money because with money a person can buy something he needs-meals, houses, clothes, vehicles, etc. with money he can take part in any community activities such as wedding invitations, and he can also go somewhere for recreation such as watching films, or other entertainment. In other words, working is normally needed by normal common people.

For the welfare of his family, someone should do the following steps. First, he must have a good education. He must also be skillful. After graduating, he must work and have a monthly income. Then, he should have a sense of ambition in his job to get a better and better position and income while improving his skill and knowledge.

Lastly, the steps mentioned above are not enough because having good health is of the greatest importance for a person to achieve a good family welfare. It makes him free from anxiety, pain, or suffering. A healthy person will be able to think clearly, speak fluently and act perfectly. He will even be able to enjoy eating and sleeping more.

Many countries provide financial and social services such as health or medical services, national insurance and old age pensions to make their people welfare.

Having a comfortable home-not only a beautiful house, gives another quality of welfare, that is having a happy family. And this kind of family has the true welfare, physically, emotionally and spiritually. A house is built from bricks, a home is built from love.

No one wants to damage his life, and it is very rare for someone to take his life for granted. Almost all people struggle for a good well-being or comfort and happiness. The government and private sectors should create jobs, entertainment places, medical centres, sports complexes, etc. Supported by the investors and pioneered by the skilled and dedicated young engineers, surely such buildings can be realized. And to minimize urbanization the government should realize it as soon as possible.

The Fahnestock Expedition

Indonesia possesses the greatest diversity of traditional textiles in the world-the *colourful bark cloths* of Kalimantan, Irian Jaya, and Sulawesi uplands; the plain weaves *songket silk* of Sumatra; the beautiful *batik* of Java and the renowned *ikat* of eastern islands. For Indonesians, textiles reconfirm and maintain many old and hallowed associations, and also symbolize wealth, status and religious beliefs.

This is about the symbolize of producing textiles in Java. The spinning and weaving of yarn were traditionally as symbolic of the process of creation, and of human birth in particular. Weaving was generally an exclusively female activity. Men were permitted to participate only in the dyeing of certain colours of the thread, analogous with their role in human conception. Pregnant, menstruating or sick women were excluded from the work. If a death occurred in the village, the weaving would stop at once; otherwise, the spirit of the departed would do an exact vengeance, bringing sickness upon the weaver and causing the threads to lose their strength.

An entire language of textiles developed. For example, the brown and white *rahidup* (pattern of life) cloths of the Bataks were presented to a woman of seven-month pregnant with her first child, as *ulos ni tondi* (a soul cloth). The sacred *maa* cloths of the Torajans of southern

Sulawesi are carefully kept in special baskets, and are still considered necessary for all major rituals. Some *maa* are considered effective for the population of fertility spirits, and opening a powerful cloth is said to bring immediate rainfall.

Certain cloths, colours and motifs were set aside for the exclusive use of kings and nobles, and certainly, the all-purpose-useful cloth is *sarung* or body wrap which is worn by the majority-men and women, children and old, the poor and the haves, throughout Indonesia at any season.

Life in Ancient Rome

The ancient romans are probably best remembered as fighters. Fighting was certainly one of their favourite activities. According to the legend, the city of rome was found by the twin sons of mars the god of war. The romans were such successful fighters that no one could resist them. At its height, the roman empire stretched from britain in the west to persia in the east, and from germany in the north down to africa. The most famous roman leaders were soldiers—agrippa and hadrian, mark anthony and julius cesar; and the greatest works of roman literature describe many battles these leaders fought.

Even in peace time the most popular form of sport in rome was a battle between two professional fighters called gladiators. These men fought each other with swords and spears. Usually one gladiators killed the other. Gladiators also fought wild animals for the amusement of the roman crowds. Such entertainments were called circuses, and it was often said that “bread and circuses” were the only two things the romans needed to be happy.

But the romans did not spend all their time fighting. They were great builders. They built wonderful temples and public squares, heated baths, and leisure centers, huge arches to celebrate the victories of their generals, and fine private houses, decorated with statues, fountain and mosaics. Their ideas of town planning were very advanced. The road they built were straight and strong. In many parts of europe, roman roads are still in use.

During the four hundred and eighty years when rome was a republic (509-27 B.C.), the romans developed ideas of democracy and citizenship that were unknown in almost all other parts of theancient world. Later, when rome became an empire, the personality of the emperor grew more and more important. The emperor was often considered a god, and the democratic ideas of the republic began to disappear.

Finally the empire became too large. It was impossible to defend such a large area and, when the enemies of rome joined together and attacked it from all sides, the empire fell. But the romans had played a tremendously important part in the history of civilization. Without them, the world today would be a different place.

Steve's Favorite Sport

One day, steve woke up in the morning and felt the morning sunshine across the windows of his room. He prepared the stuff to support him to do his hobby, cycling. After taking a bath, steve got dressed and went to the garage. He took his lovely cycle that he named thunder. In a second, he was ready to pick up his friends, matthew and rico. They intended to join the cycling tournament at their school the following Saturday. So, they had been practicing every morning to face the day.

Unexpectedly, his mother came and asked him to stay at home because their family from Medan would come that morning. She asked him to help his father clean the house. She told Steve to cancel it. Steve said that he didn't want to because he had made a promise to his friends. He resisted his mother's command because he really wanted to join the tournament. Moreover, he didn't want anyone to interfere with his hobby. His mother seemed upset but did not say anything.

His father came to the garage. He listened to Steve and allowed him to decide what he wanted to do. He didn't mind if Steve did not want to stay because of this reason. As a consequence, Steve promised to clean the house after he finished his activity. Steve agreed and said that he felt sorry for leaving them because he had promised his friends. He asked his parents' permission and promised them to do the duty after he finished the exercise.

My Town

Blacksands is a large seaside town. Half of the town lies to the north of the river bank and the other half lies to the south. It is only a few kilometres to the nearest highway and just ten minutes' drive from the city of Harstone.

Situated near the beach are lots of brightly painted hotels; some of them are very old. Many big-name department stores, as well as smaller shops that sell souvenirs and gifts, are found on the main street just outside the town centre. The heart of town is occupied by older houses and many historical buildings. In recent years, some new housing estates have been developed to the south of the town.

There are lots of things to do at Blacksands. There is a harbour with boats for fishing and cruises. There are two beaches which are popular for various water events and whole-year round swimming. A cinema, a swimming pool, a bowling alley as well as a fairground are located within the town. Two parks and several playgrounds are also easily accessible from the town centre and outlying housing estates.

Lazy Jack

There once lived a boy named Jack. His mother earned money by sewing. Even though she worked hard, she was still poor. She could not get her son to do anything for her. Since he did not do any work, everyone called him lazy Jack.

One day his mother said sternly. "Jack, if you don't go out and do some work, I will turn you out of the house."

The threat frightened Jack, and he wandered to the nearest farmhouse. The farmer offered him a silver coin for the day's work. On his way home from work that evening, he kept flipping the coin into the air. Just as he was crossing a stream, the coin slipped from his hand and fell into the water.

When he got home, his mother asked him what he had earned for the day.

"A silver coin," Jack said, "but it slipped from my fingers while I was crossing the stream and fell into the water,"

"You stupid boy," said his mother, "you should have put it in your pocket."

"Well, I'll do so the next time," said Jack.

The next day jack went to another farmer, who owned some cows. This farmer gave him a jar of milk as his wages. Jack stuffed the jar into his pocket and started for home. But all the milk was spilt before he arrived home.

“Oh, dear!” his mother cried. “you should have carried it on your head.”

“I’ll do that the next time,” said jack.

The next day jack went to work for another farmer, who gave him a large piece of cheese for the day’s work. Jack remembered his mother’s words and put the cheese on his head. By the time he got home most of the cheese had broken and fallen off. All that was left was stuck in his hair.

“You idiot!” cried his mother. “You should have carried it carefully in your hands.”

“I’ll certainly do better tomorrow,” said Jack.

The following day jack worked for a baker. All the payment he got was a large cat. Jack carried it carefully in his hands. The cat scratched him so badly that he let it go. When he got home he had nothing to show for his efforts except scratches on his hands.

“You silly boy,” sighed his mother. “you should have put a rope around the cat’s neck and made it walk behind you.”

“I assure I will do better next time,” said jack.

On the last day of the week, jack went to work for a butcher, who gave him a meat for his day’s work. He tied a cord around the meat and dragged it behind him. By the time he arrived home, the meat was dirty and not fit to eat.

This time his mother was angry with him. The meat would have made a delicious Sunday dinner. Now they would have nothing to eat except cabbage.

“Won’t you ever learn, you fool?” she shouted. “why didn’t you carry the meat on your shoulder?”

“The next time I really will do better,” jack assured her.

The following week jack worked for a cattle keeper, who gave him a donkey as his pay. Jack lifted the donkey on to his shoulders and began to walk home.

On his way home, jack had to pass the house of a very rich man who had a daughter. She was a very beautiful girl, but was afflicted by a strange illness. She neither spoke nor laughed. The doctor said that she would never get well until somebody made her laugh. Many people had tried, but nobody had succeeded in doing more than make her smile. At last, her father offered her hand in marriage to the first man who could make her laugh.

Just by chance, the beautiful girl was looking out the window as jack passed by with the donkey on his shoulders. It was extremely funny sight to see jack with the donkey, wriggling and kicking its legs in the air. The girl burst out laughing.

“Look,” she called to her father. “did you ever see anything so silly?” and she laughed again.

Her father was very happy that she could laugh, talk and be normal again. He called jack in and told him what a wonderful thing he had done and what his reward was. Jack married the girl, and became a rich man. He lived with his wife and mother in a fine house.

C. Practical English Expressions

1. Introduction (perkenalan)

Ungkapan yang bisa anda gunakan dalam perkenalan, antara lain:

- Situasi Formal

Hello. I'm John Kennedy.

Hello. My name is Jonathan Jensen.

I think we've met. I'm Young Kim.

I don't think we've met. I'm Steven.

I'd like to introduce Henry Cheng. He is my close friend.

I'd like you to meet my families. They're so kind.

- Situasi Informal

Hi, I'm Mike. What your name?

Hi, my name is Lisa. What's yours?

This is Ali Mustofa, my friend.

That's my brother, Mas Iwan.

- Tanggapan Perkenalan

How do you do

Glad to meet you

It's nice to meet you

Pleased to meet you

It's pleasure to meet you

Nice to meet you

2. Greeting and Parting (salam dan perpisahan)

Greeting adalah salam atau tegur sapa yang digunakan untuk memulai sebuah percakapan. *Greeting* juga digunakan apabila kita menanyakan kabar seseorang atau sekedar basa-basi untuk memulai percakapan. Sementara *parting* adalah salam perpisahan yang digunakan untuk mengakhiri percakapan. Adapun ungkapan umum yang sering di dengar dalam salam dan perpisahan, antara lain:

- Situasi Formal

Good morning, Mr. Anderson. How are you? I'm very well, thank you.

Good afternoon, Mr. Jack. How are you doing? I'm doing great.

Good evening, Mrs. Kim. How have you been? Everything is great.

- Situasi Informal

Morning, Bob. How's life? Fine, thanks.

Hi, Robert. How you doing? Not too bad.

Hello, San. What's happening? Pretty good.

- Akhir Percakapan

See you later. Take care. So long.

Until the next time. Talk to you later.

Good bye. Bye-bye.

3. Invitation (undangan)

Dalam kehidupan sehari-hari kita sering mengundang seseorang untuk menghadiri acara tertentu, misalnya perkawinan, ulang tahun, jamuan makan malam, dll. Dalam hal ini, yang perlu kita lihat adalah orang yang diundang, apakah seorang pimpinan, orang yang kita hormati atau sekedar teman biasa. Jikalau orang yang kita undang adalah terhormat, maka menggunakan undangan yang formal. Jika hanya teman biasa, cukup informal saja.

○ Situasi Formal

I'd like to invite you to dinner this Saturday night.

I was wondering if you'd like to come to our wedding party.

We're going to have a few friends over on Wednesday, and we'd love you to come.

○ Situasi Informal

Please come to our wedding party next Monday.

How about dinner tonight?

Let's go to the concert tomorrow night.

○ Menanggapi Undangan

Alright. I'd love to.

I'd love to, but I can't.

Sounds great.

I'd really like to, but ...

That would be wonderful.

I wish I could, but ...

4. Thanking (terima kasih)

Ungkapan yang bisa kita gunakan untuk menyatakan terima kasih kepada orang lain, yaitu:

○ Situasi Formal

I'm very/so grateful for ...

It's my pleasure/Don't mention it.

Thank you very/so much for ...

You're welcom/You're very welcome.

○ Situasi Informal

Thanks!

Yeah, Sure.

Thanks a lot!

It's OK.

Thanks a million!

Forget it.

5. Apology (permintaan maaf)

Dalam hidup bersosial kita terkadang membuat pelanggaran-pelanggaran, baik sengaja ataupun tidak, kepada orang lain, suatu badan sosial dan atau pemerintah. Oleh sebab itu, ungkapan permintaan maaf menjadi sangat penting digunakan dalam hidup bersosial. Adapun ungkapan yang tepat digunakan, antara lain:

○ Situasi Formal

Forgive me! I'm terribly sorry about ...

It's not your fault.

Please accept my apologies for ...

I understand completely.

I would like to apologize for ...

You don't really have anything to apologize for.

○ Situasi Informal

I'm sorry. I didn't mean to ...

That's quite all right.

I'm sorry about that.

That's OK.

So sorry.

No problem.

6. Congratulation (ucapan selamat)

Congratulation adalah ucapan selamat kepada seseorang. Ungkapan ini untuk menunjukkan apresiasi kita atas keberhasilan orang lain. *Congratulation* juga bisa digunakan untuk hal-hal yang berhubungan dengan hari-hari istimewa, seperti Hari Raya, atau aktivitas yang akan dilakukan orang lain, misalnya menempuh ujian dan berdo'a.

○ Ucapan Selamat atas Keberhasilan

Congratulation on ... (your success, passing exam, getting new job, etc.)

Let me congratulate you on ...

I'd like to congratulate you on ...

○ Ucapan Selamat atas Hari Istimewa/Liburan

Happy birthday. Happy Feast Day.

Happy New Year. Happy Christmas.

○ Ucapan Selamat atas Do'a

Have a nice dream. Have a nice weekend.

Have a good journey. Good Luck.

7. Compliment (pujian)

Dalam kehidupan sehari-hari, sudah biasa kita memuji atau menerima pujian dari seseorang. Suatu pujian biasanya diberikan atau diucapkan atas beberapa hal, diantaranya:

○ Penampilan

Well, you really look beautiful today.

Thanks, but you look even more beautiful.

○ Barang

I really like your new car.

Thank you. I'm glad you like it.

○ Pakaian

That's a beautiful dress you have on.

Oh, thank you. I just got it yesterday.

○ Tempat Tinggal

What a beautiful house you have!

Thank you. It's nice of you to say so.

○ Masakan

The meal is delicious, especially the lamb.

Thanks. I'm glad you like it.

8. Request and Suggestion (permintaan dan saran)

Untuk menyatakan *request* (permintaan) kita bisa menggunakan Simple Imperative Verb/Simple Interrogative Question (kata kerja yang menunjukkan perintah/permintaan). Diantara polanya adalah: Please + Verb + ... / Auxiliary + Subject + ...

Please give me a towel!

Can you turn down that music?

*Would you give me a ride home?
May I wash my hand?*

- Excuse me?*
- Could you say that again?*
- Could you repeat that?*
- I'm sorry. I didn't catch that.*

- I think you should ...* *Let's struggle together.*
I guess you must ... *Why don't we go to the teatre?*

- Here. Have a cookie.* *What will you have to drink?*
Would you like white coffee? *How about a glass of wine?*

Waktu pembelajaran di kelas, seringkali para pelajar memulai mengemukakan pendapatnya dengan tidak menggunakan ungkapan yang tepat dan bijak. Disini terdapat contoh ungkapan-ungkapan yang tepat dan bijak untuk mengemukakan pendapat, misalnya *I think that ..., In my opinion ...* dan sebagainya.

- Why do you think about that?*
Could you explain it in more detail?
What evidence do you have?
Can you illustrate that?

- Let's move on to option two.*
Let's look at the third choice.
Should we move on to the next point?
Before we move on, we need to consider ...

- | | |
|----------------------------------|---|
| <i>On the other hand,</i> | <i>On the contrary</i> |
| <i>You may be right, but ...</i> | <i>I may be wrong, but ...</i> |
| <i>However,</i> | <i>Correct me if I'm wrong, but ...</i> |

- | | |
|--------------------------------------|---------------------------------------|
| <i>Excuse me/Pardon me</i> | <i>Sorry to interrupt</i> |
| <i>May I interrupt for a minute?</i> | <i>Do you mind if I jump in here?</i> |

- I agree with you.* *In my opinion, you're right.*
Yeah, that's right. *That's what just I think.*

<i>I couldn't agree less.</i>	<i>I'm sorry, but I have to disagree.</i>
<i>I refuse to believe that ...</i>	<i>I don't think so.</i>
<i>You're dead wrong.</i>	<i>Nope (nggak mungkin).</i>

10. Presentation (presentasi)

Dalam kelas terkadang guru anda menyuruh mempresentasikan tugas atau makalahnya. Adapun ungkapan-ungkapan didalam presentasian, antara lain:

- Ungkapan Memulai Presentasi

I'm glad to have this opportunity to ...
Today, I'd like to talk about ...
I'm happy to be here. Let me start by ...
I'd like to share some thoughts on ...

- Ungkapan dan Pertanyaan Mengenai Pembahasan

<i>What is the main problem?</i>	<i>What is the real issue?</i>
<i>I think the major problem is ...</i>	<i>Our primary concern is ...</i>
<i>The main problem we need to solve is ...</i>	<i>The most important thing is ...</i>

- Ungkapan Memberi Komentar/Tanggapan

That's very interesting. I think that ...
It's great point. I would add ...
Hmmm. I hadn't thought of that before.
Can I add something here?

- Ungkapan yang Menunjukkan Kepahaman & Ketidakpahaman

<i>Oh ... I see.</i>	<i>I understand.</i>
<i>I get it / I got it.</i>	<i>Gotcha (informal)</i>
<i>I don't get it.</i>	<i>I don't understand.</i>
<i>What do you mean?</i>	<i>What was that again?</i>
<i>I'm not following you.</i>	<i>I'm not sure I get what you mean.</i>

- Ungkapan Meminta Masukan & Menyatakan Saran

<i>What should I do about it?</i>	<i>I recommend that ...</i>
<i>What needs to be done?</i>	<i>I suggest that ...</i>
<i>Do you have any suggestions?</i>	<i>I would like to propose that ...</i>
<i>Any ideas?</i>	<i>I guess that ...</i>

- Ungkapan Membuat Kesimpulan atau Rangkuman

<i>In conclusion/To conclude,</i>	<i>To summarize/To sum up,</i>
<i>In short/Finally,</i>	<i>In the case/Because of that ...</i>

Chapter 2

English Pronunciation in Development

Pada bagian ini, pembahasan *pronunciation* akan lebih dikembangkan lagi secara mendalam agar para *English Learners* yang mengambil **Program Speaking** mampu mempraktikkannya setiap hari dengan lebih variasi dan bisa memiliki logat (*accent*) sebagaimana pembicara asli. Adapun *pronunciation* yang dibahas kali ini, antara lain:

A. Weak Forms

Weak Forms adalah kata-kata yang bentuk pengucapannya rendah/lemah yang pada hakikatnya bertujuan untuk memperbagus pemahaman pendengaran dan pengucapan, baik dari *speaker* ataupun *listener*. Adapun rincian dari *Weak Forms* ini terbagi kedalam satu, dua, sampai tiga gabungan dari bentuk pengucapan dalam satu kalimat.

1. Selected of One Weak Form

- a /ə/
 - a. Well, you said all I needed was *a* pencil, *a* ruler, *a* piece of wood, *a* saw, *a* hammer and *a* couple of nails.
 - b. I said you needed *a* pencil, *a* ruler, *a* piece of wood, *a* saw, *a* hammer, *a* couple of nails, and *a* bit of common sense.
- an /ən/
 - a. I need *an* immediate answer.
 - b. You shall have *an* answer. In *an* hour or so.
 - a. I must have *an* answer now.
 - b. It's not *an* easy decision to make, but if you insist on *an* immediate answer it must be *an* extremely reluctant 'no'.
 - a. Oh.
 - b. Sorry.
- the /ðə/
 - a. Now the exercise is *the* drill.
Listen: *the* pear, *the* peach, *the* pineapple, *the* apple, *the* orange, *the* aprico.
Repeat!
 - b. *The* pear, *the* peach, *the* pineapple, *the* apple, *the* orange, *the* aprico.
 - a. *The* father, *the* mother. *The* uncle, *the* aunt.
 - b. *The* father, *the* mother. *The* uncle, *the* aunt.
 - a. Revision: apple, pear.
 - b. *The* apple, *the* pear.

- a. Good.
- some /səm/
 - a. Mmm! Delicious, John! Can I have *some* more?
By the way, How d' you make it?
 - b. Oh, you need *some* lean meat, *some* vegetables, *some* butter, flour, salt, garlic, and *some* chillies. If you've got *some*. Lots of things.
 - a. Who gave you the recipe?
 - b. Oh, *some* women I know.
 - a. Well, it's really *some* dish!
- and /ən(d)/
 - a. A whisky *and* soda. A whisky *and* water. A brandy *and* soda. Three gin *and* tonics with ice *and* lemon. Two gin *and* tonics without ice *and* lemon. Another whisky *and* soda, *and* a glass of water for me.
 - b. A whisky *and* soda. A whisky *and* water. A brandy *and* soda. Three gin *and* tonics with ice *and* lemon. Two gin *and* tonics without ice *and* lemon. Another whisky *and* soda, *and* a glass of water for you, Sir. Right, Sir?
 - a. No, wait a minute. Let me change that. Let's have ...
- but /bət/
 - a. I'm sorry, I can't.
 - b. *But* you must.
 - a. I'd like to, *but* I can't.
 - b. *But* I'm depending on you. We're all depending on you.
 - a. I'll do anything, *but* that ...
 - b. *But* no one else could do it as well as you!
 - a. Why not ask Dahlia? She could do it even better.
 - b. *But* she's too busy.
- of /əv/
 - a. There you are, Betty – a bottle *of* milk. Three boxes *of* matches. A can *of* beans. Two bags *of* suger. A packet *of* biscuits. A jar *of* jam. A bottle *of* lemon squash. And two tins *of* peaches.
 - b. Thanks, dear. How much was it? Ugh! What's this in the bottom *of* the bag?
 - a. Oh, yes. And half a dozen eggs.
- from /frəm/
 - a. I had a call *from* Bill.
 - b. *From* Bill? Who's Bill?
 - a. He's very special. He telephones me *from* overseas. Every day.
 - b. Where *from*?

- a. Oh, *from* wherever he happens to be: Africa, America, Asia ...
- b. He must be special.
- a. He hates to be away *from* me.
- b. Of course, George sometimes rings me *from* the factory. The trouble is, he always reverses the charges.
- a. Oh, Bill reverses the charges, of course.
- at /ət/
 - a. Where were you *at* one o'clock?
 - b. *At* one o'clock? *At* my mother's.
 - a. *At* two o'clock?
 - b. *At* my sister's.
 - a. And *at* one thirty?
 - b. *At* one thirty, Officer? *At* a point approximately half way between my mother's and my sister's.
 - a. *At* Sam's Bar, in fact?
 - b. Only for five minutes, *at* the most. Why?
- them /ðəm/
 - a. I saw *them* together.
 - b. Where did you see *them*?
 - a. In the town.
 - b. When did you see *them*?
 - a. This morning.
 - b. Did you say anything to *them*?
 - a. I told *them* I should tell you.
- us /əs/
 - a. let's ask him to let *us* go.
 - b. He won't let *us* go.
 - a. He can't keep *us* forever.
 - b. Course, he can.
 - a. Let's escape.
 - b. He'd catch *us*. Anyway, I like it here. He treats *us* well, gives *us* lovely clothes, lovely food – everything.
 - a. He must give *us* our freedom.
 - b. Don't be greedy!
- that /ðæt/
 - a. We all know *that* we face problems. We know *that* we face difficulties. We are all aware *that* the difficulties *that* we face are not difficulties *that* will be overcome immediately, or *that* will be overcome easily. We all recognize *that* the problems *that* confront us are not

- problems *that* will be solved overnight. But I sometimes wonder if we realise ... if we realise sufficiently *that* ...
- b. *That* was the clock striking two, Frank! Go to sleep!
- a. Sorry, dear. Didn't you know it was so late? My big day, tomorrow, you know. Ah, well. Goodnight.
- b. It's a lovely speech, Frank.
- as /əz/
- a. As John couldn't come, he asked me to come *as* a substitute. But you're not Juie.
- b. No, *as* Juie couldn't come, she sent me *as* a substitute.
- a. You know, it looks to me *as* if John and Juie.
- b. It does, doesn't it?
- a. I disapprove of such trickery *as* a rule.
- b. So do I. *As* a rule.
- a. However ...
- b. Well?
- as ... as /əz ... əz/
- a. You're *as* cunning *as* a fox.
- b. Cunning? I'm *as* innocent *as* a child.
- a. And *as* slippery *as* a snake.
- b. Anyway, believe me, this necklace is unique and old. Old as the hills.
- a. And gold?
- b. *As* good *as*.
- than /ðən/
- a. Carol's more sensible *than* Jenny, prettier *than* Jenny. Cleverer *than* Jenny, and richer *than* Jenny. So, why do I like Jenny more *than* Carol?
- b. And why does Jenny like me more *than* you?
- a. I don't understand it anymore.
- there /ðə(r)/
- a. *There* ought to be someone here.
- b. *There* ought to be. But there isn't, I don't think.
- a. *There's* a light in that room.
- b. Let's take a look.
- a. Oh, my God!
- b. Mmm. It looks as if *there's* someone here after all. Poor chap. *There's* a phone over there. Better ring the police.
- am /əm/

- a. Why *am* I leaving? Where *am* I going? Who *am* I going with? Where *am* I staying? When *am* I coming back? *Am* I coming back? These are questions you'll probably wish to ask me, Barbara, but ...
 - b. Now, darling. How *am* I looking?
- are /ə(r)/
 - a. these *are* the best.
 - b. These *are* nice, too.
 - a. Mmm. But these *are* more suitable, don't you think?
 - b. They're a bit old-fashioned, perhaps.
 - a. And they're a bit flashy, I suppose.
 - b. They *are*, yes. Anyway, there *are* no more in the shop. And we must give them their present today.
 - a. So, what *are* we going to do?
 - b. Well, Freddie and Paulette *are* both a bit old-fashioned, you know.
 - a. Yes, but in a flashy sort of way.
- was /wəz/
 - a. The man *was* kind.
 - b. He *was* generous.
 - a. He *was* extremely generous.
 - b. He *was* popular.
 - a. Oh, he *was* very very popular.
 - b. So, when we heard he *was* ...
 - a. Yes.
 - b. I *was* ...
 - a. We all were.
- has /həz/
 - a. The bus *has* gone already, Janet.
 - b. Which *has* gone? The Sixty?
 - a. The Sixty Six *has* gone as well.
 - b. It must have gone early. Unless my watch *has* stopped. Look – Madge *has* missed it, too. And Rose *has* missed it. No use running, Rose!
 - a. Gosh – Rose *has* put on a pound or two since she last ran for a bus. Oops! No use running, Rose! It's gone.
- have /həv/
 - a. The wheels *have* dropped off. The wings *have* broken. It's useless.
 - b. How many times *have* you flown it?
 - a. Only once. I wouldn't *have* bought it if I'd known.

- b. And I suppose if they hadn't known. They wouldn't *have* reduced it to half price. Anyway, we all *have* to learn? Oh, by the way, I've bought you this. Got it from Walker's, like it?
 - a. Oh, it's marvelous, Dad. Thanks. They had one in Gray's sale, but I couldn't afford it. Thanks, Dad.
- had /həd/
 - a. All of our money *had* gone.
 - b. My jewels *had* gone.
 - a. Our clothes *had* gone.
 - b. The passports *had* gone.
 - a. The air tickets *had* gone.
 - b. Everything *had* been taken.
 - a. Everything we *had*. It'd all gone.
 - b. Except the present we'd bought you.
 - a. They *hadn't* taken that, fortunately.
 - b. I hope you like it.
- does /dəz/
 - a. He *does* sound nice. But I hope you won't mind if I ask him a few questions, Millicent, such as where *does* he ...
 - b. Where *does* he live? What sort of family *does* he come from? Who ... whom *does* he know that we know? What *does* he do for a living? How much money *does* he make? That sort of thing, you mean, mother?
 - a. Yes, dear. And also what *does* ...
 - b. What *does* he see in me?
 - a. A part from your money, dear. Yes.
- can /kən/
 - a. She *can* play the flute.
 - b. She *can* paint pictures.
 - a. She *can* write poems.
 - b. She *can* grow plants.
 - a. She *can* do most things. But, what *can* I do? I *can't* do any of the things she *can*.
 - b. You *can* fight.
 - a. Yes, but who wants a girl who *can* fight?
 - b. I do.
- must /mə(s)t/
 - a. Tell me what I *must* do.
 - b. You *must* go to them, and you *must* confess. Tell them it was you.
 - a. I suppose I *must*.

- b. You *must* trust them. They'll be lenient, I'm sure.
- a. Yes. Yes. I suppose I *must* tell them everything.
- b. Well, perhaps, not quite everything.
- a. Oh ...
- b. No need to mention me, for instance.

2. Combination of Two Weak Forms

- /əv + ə, ən, ðə, əs, ðəm/
 - a. You hate all *of them*.
 - b. No, but I dislike one *of them*. Roger, I think his name is.
 - a. Because *of the* way he dresses, I suppose.
 - b. No, because *of a* word he used in front *of an* old lady.
 - a. Oh, yes, I heard. But she's so old-fashioned.
 - b. Some *of us* are, I suppose. And anyway, it's hardly a new word, is it?
- /tə + ðə, ðəm/
 - a. All those friends of yours overseas – why not write *to them* or go somewhere? Going *to the* cinema, *to the* beach or *to the* tennis club. You can't sit brooding about that girl all the time.
 - b. Yes, I think I will write *to them*.
 - a. Good.
 - b. She usually goes *to the* Post Office about five.
- /ət + ə, ən, ðə, ðəm/
 - a. Stop screeching, did you say? Don't you know I once sang *at a* concert? *At an* international concert? *At the* biggest theatre in town? You must look at my press cuttings.
 - b. I will look *at them*, darling. But I have to be *at a* meeting *at a* quarter past seven. And I would like a bath. Do hurry up, please!
- /fə(r) + ə, ðə, səm/
 - a. How long have I come for? *For a* month. Why have I come? Oh ... *for some* sunshine, *for the* sea, *for some* good food, *for the* wine, *for a* bit of excitement, I suppose. Why did you come?
 - b. *For the* money. I work here.
 - a. Not all the time, I hope.
- /frəm + ə, ən, ðə, səm, ðəm/
 - a. I got it *from an* old friend, who got it *from a* friend, who got it *from some* friends, who borrowed it *from the* Browns. Where did you get the idea it was stolen *from them*?
 - b. I got it *from a* friend. A mutual friend.
- /ə(r) + ə, ən, ðə, səm/

- a. These *are a* new type. And those *are the* type you had before. Oh – here *are some* more. These *are the* latest and the best. Just arrived.
- b. Yes, I can see those *are an* entirely different model. Where *are the* handles, by the way?
- a. Oh, er ... Modern design, you see. No handles. No handles needed, you see.
- b. Mmm. Ah! What *are the* plastic things in the bottom of the box?
- a. Plas ... oh, yes. Optional extras, you see.
- /wəz + ə, ən, səm/
 - a. That *was a* poor meal.
 - b. It *was an* extremely poor meal.
 - a. The soup *was a* disgrace.
 - b. The meat *was the* toughest ever.
 - a. All we got for pudding *was some* tinned fruit.
 - b. Where *was the* special sauce?
 - a. Where *was the* special dessert?
 - b. Nothing *was the* same as last year.
 - a. Except the Bill.
 - b. And that *was a* bit bigger, actually.
- /wə(r) + ə, ən, ðə/
 - a. You *were a* star. You *were the* greatest actress of your generation. You *were the* most beautiful woman of your time. your *were an* inspiration to us all.
 - b. And you *were an* incorrigible liar, Robert.
 - a. Beatrice!
 - b. You are still, thank God.
- /ðə(r) + ə(r), wə(r)/
 - a. *There were* five.
 - b. *There were* four.
 - a. *There were* five. At least five.
 - b. *There were* only four.
 - a. Well, anyway, one thing's certain.
 - b. What?
 - a. *There are* only four now.
 - b. *There are* only three, in fact.

3. Combination of Three Weak Forms

- /ən(d), bət + əv + ə, ən, ðə, səm/
 - a. The company Chairman reminded everybody of the problems we face.
 - b. *And of the* difficulties before us.

- a. *And of the* hard road that lies ahead.
- b. *And of an* ever increasing need to make sacrifices.
- a. *And of a* need to increase our efforts.
- b. He spoke not only of the problems.
- a. *But of the* new opportunities.
- b. *And of the* new challenges.
- a. *And of the* some recent plans.
- b. *And of a* bright future.
- a. *And of a* bright, though distant future.
- /ən(d), bət + ət + ə, ðə/
 - a. George wasn't at the meeting, *but at a* party. A wild one.
 - b. Not at the meeting? *And at a* wild party? How disgraceful! Where?
 - a. In town, *and at the* house of a friend of yours – Josephine. You must really speak to George.
 - b. I shall certainly do that, *but at the* moment. She's the one I must speak to. At Josephine's you say? *And at a* wild party I wasn't invited to?
- /ən(d), bət + fə(r) + ə, ðə, səm/
 - a. I know why you come – you came for a drink, *and for some* food. *And for a* talk with the boys, *and for the* television.
 - b. I swear I came here not for a drink *and for the* various other things you mention, *but for the* chance to see your pretty, smiling face again.
 - a. Oh, Victor!
 - b. So, bring the food and drink, and switch on the television, and tell me where the boys are, my darling – there's a good girl.
- /ər + ət + ə, ðə/
 - a. My parents *are at a* meeting and my sisters *are at the* cinema. I'm all alone. Like to join me?
 - b. Sorry, but my parents *are at the* theatre, and my little sisters *are at the* moment expecting me to bath them and put them to bed.
 - a. Oh.
 - b. Like to read them a story?
- /wəz + ət + ə, ən, ðə/
 - a. Last year it *was at a* restaurant. The year before, it *was at an* expensive hotel, and the year before that, it *was at the* factory itself – in the canteen. And that was the best party, I thought.
 - b. Yes, but that *was at the* time when your wife was in charge of the canteen.
- /wə(r) + ət + ə, ən, ðə/

- a. How terrible! Just imagine, we *were at a* concert, enjoying ourselves, while you, poor thing, *were at the* hospital, with a broken leg!
- b. And a couple of very nice nurses.
- /ə(r) + frəm + ə, ðə/
 - a. Steven and Mark *are from the* Ministry. Robert and Sam *are from the* Local Government Offices. And the others *are from a* variety of interested organisations. We're here to discuss Co-Ordination. Who are you?
 - b. Simon and I *are from the* Ministry. The other members of our committee are coming soon. We're here to discuss Co-Operation. And this is our room.
- /wəz + frəm + ə, ðə/
 - a. This *was from the* garden. That *was from the* garden. And this *was from the* garden. Our own garden. Aren't they superb?
 - b. And look at this! The best of all! This *was from the* garden too, wasn't it?
 - a. That *was from a* shop.
 - b. No, no, no. I meant that. That's the one I meant – not that.
- /əv + əs, ðəm + ə(r), wə(r), kən, məst/
 - a. Only three *of us are* on the short-list, and he's the favourite.
 - b. Surely, none *of them can* know about his private life, or they wouldn't consider promoting him. One *of us must* do our duty.
 - a. If all *of us were* perfect, Martin. I'd agree with you, but I must confess ...
 - b. Yes, James. Needless to say, you can trust me absolutely.
 - a. I'm glad to hear it. Perhaps, more important in this case. You can trust me – I'm sorry to say.
- /ðə(r) + ə(r) , wə(r), wəz + ə, ən, səm/
 - a. Anything for me?
 - b. *There were some* telephone calls. I said you'd ring back. *There are some* letters. Oh, yes – and *there was an* inquiry. Someone asking about something called Weak Forms. Have we got any?

B. Link Up

Link Up adalah suatu cara penggabungan kata-kata dalam pengucapan Bhs. Inggris yang biasa *native speaker* lakukan. Tujuannya untuk membuat penghentian suara dalam celah suara berlebihan berhenti sebelum kata-kata yang bermula dengan *vowel*. Adapun contoh-contoh teks dari *link up* adalah sebagaimana berikut:

- Kata-kata yang berakhiran dengan suara *consonant* pada kata-kata yang bermula dengan suara *vowel*.

e.g. read it grow up get on

- Kata-kata yang berakhiran dengan suara *vowel* pada kata-kata yang bermula dengan suara *vowel*.

e.g. you are I ought after all

Jadi, berikut ini adalah beberapa dialog yang menggabungkan ‘p’ dan ‘b’ pada kata-kata yang dimulai dengan *vowel*; beberapa dialog yang lain fokus pada penggabungan ‘t’, ‘d’, ‘n’ dan ‘l’, yang telah dipraktekkan sebelumnya secara terpisah.

1. Linking final consonant sounds to initial vowel sounds

○ Linking ‘r’

- a. After all, you’re only twenty-four, Ann.
- b. Mother, at twenty-four a girl’s rather old.
- a. At fifty-four a girl’s rather older, isn’t she?
- b. But mother, I don’t suppose father even notices.
- a. Father appreciates your mother as nature intended.
- b. You’re always nice. Where are you going, by the way?
- a. To my regular appointment with the hairdresser, if you want to know.
- b. For a shampoo?
- a. I have some grey hair at the roots – which nature never intended.

2. Linking final vowel sounds to initial vowel sounds

○ Linking ‘p’ dan ‘b’

- a. I hope it’s clear.
- b. Yes, right. The first noun is ‘Handbag’.
- a. Grab. Grab a handbag.
- b. ‘Bank’.
- a. Rob a bank.
- b. ‘Man’.
- a. Stab a man.
- b. Stab a man. Mmm ... errr ...
- a. Don’t stop and think, Doctor! Don’t stop and think!

○ Linking ‘t’ dan ‘d’

- a. I’m called ‘Pat’, and I don’t like my name. It isn’t attractive.
- b. But ‘Pat’ isn’t as bad as some name. What about ‘Dot’? ‘Dot’ isn’t attractive.
- c. Oh, no. ‘Dot’ isn’t at all nice, no ... even ‘Pat’ isn’t as bad as ‘Dot’. What are you called, by the way?
- d. You’ve guessed it!

○ Linking ‘k’ dan ‘g’

- a. I’d like a walk – I think I’ll take the dog out, Betty.
- b. I’d like a drink – I think I’ll go to the ‘Duke of York’ and drink a cool lager.

- a. You'd like a drink, Betty? You'd like a drink? Oh, well ... Let's take the dog out both, then!
- b. Fine.
- a. No, Dammit. Let's leave the dog at home!
- Linking 'tʃ' dan 'dʒ'
 - a. George, it's not possible! Your leg! You can't judge a beauty contest today.
 - b. You know where my crutch is, Bertha.
 - a. Of course, dear. But George, I really think you should ...
 - b. Fetch it!
- Linking 'f' dan 'v'
 - a. I give all my parties from five until seven ... arrive at five exactly, please.
 - b. Arrive at five – of course, Sir.
 - a. Leave at seven, punctually.
 - b. Leave at seven, Sir. Yes, Sir.
 - a. Then move off and have a really good time. Right?
 - b. Yes, Sir.
 - a. Well, my parties *do* have a ... reputation, don't they?
- Linking 'θ' dan 'ð'
 - a. Are you going to the party with Alan?
 - b. I can't go with Alan.
 - a. Or with Eric?
 - b. I can't go with Eric.
 - a. Oh.
 - b. Why don't you go with both of them?
 - a. To tell you the truth, I can't go with either.
 - b. You're not going?
 - a. I'm going with Alex.
 - b. With Alex? Both of us?
- Linking 's' dan 'z'
 - a. Is the boss in?
 - b. The boss is out.
 - a. The boss is always out.
 - b. He's expected soon. He's at lunch.
 - a. It's almost four!
 - b. He's always in time for tea.
- Linking 'ʃ'
 - a. Your whisky, Sir, with the usual splash of soda.

- b. Thank you. Now which fish is good today?
 - a. The fish is good.
 - b. Fresh, I hope.
 - a. Fresh, of course, Sir.
 - b. And to finish off ...
 - a. The usual, Sir?
 - b. But with lemon squash, I think. Not soda.
- Linking 'm'
- a. Come into this room – it's warm in here.
 - b. Thank you.
 - a. You've come about Jim, I suppose.
 - b. Jim isn't doing well.
 - a. I'm afraid that's true.
 - b. Jim oughtn't to be bottom of the class.
 - a. But next term I think we'll see him improving. I'm optimistic.
 - b. Last time I came I remember you said ...
 - a. 'I'm optimistic', yes. But this time I'm especially so. Now ... Tea? Jam? Plum or strawberry?
- Linking 'n'
- a. Did you win anything?
 - b. I won an apple. Did you win anything?
 - a. I won an orange.
 - b. John won an air ticket.
 - a. An air ticket to where?
 - b. To London, I thought. But he didn't think he can afford the time to go. He hoped he can exchange the prize for something different.
 - a. An orange, perhaps.
- Linking 'ŋ'
- a. Bring a ring and that lovely string of pearls.
 - b. Any particular ring, Edwina?
 - a. Bring a diamond ring, Alfred. Something a bit special.
 - b. Yes, they'll be putting everything in the window today.
 - a. Are you taking anything along, Alfred?
 - b. Something appropriate, my love.
 - a. Nothing obtrusive, Alfred?
 - b. I'm taking a brick, dear.
- Linking 'l'

- a. Next we'll interview Miss Val Underhill, I think.
- b. Miss Val Underhill? Erm ... Did she fill in the form?
- a. She did fill in the form.
- b. Mmm, well it seems we didn't file it then.
- a. Well, if we've lost the form we'll obviously have to ...
- b. Sshhh!
- a. Ah, good morning. Miss Underhill, I presume. Now, we naturally have your full application here ...
- b. All appropriate personal and professional information ...
- a. Nevertheless, we'd be grateful if you'd tell us ...
- b. It would be useful if you'd tell us something ...
- a. All about yourself, please.
- Linking 't', 'd', 'n' dan 'l'
 - a. What in the hell is that, Enid Evens?
 - b. I bought it in a sale, Eddie.
 - a. Well, it isn't ideal to say the least, Enid.
 - b. It isn't ideal, Eddie, no.
 - a. In fact, I'd incline to call it ...
 - b. Well, don't Eddie! Not unless you want your meal elsewhere.
 - a. Sorry.
 - b. Thank you.
 - a. Enid, in fact now that I've looked at it again, I ...
 - b. Isn't it awful, Eddie?
- Linking 't', 'd', 'n', 'l', 's' dan 'z'
 - a. Can Iride it, please, uncle?
 - b. Yes, of course, if you ride it carefully.
 - a. Can Igo last on it?
 - b. Yes, if you go carefully.
 - a. I can't ride it outside, I suppose, uncle?
 - b. Perhaps, it might be best if you practised in the garden a bit first.
 - a. Then can Iride it in the road?
 - b. Well, I'll see. Perhaps, your dad wouldn't agree.
 - a. But Iknow dad would agree. Definitely.
 - b. Well, I'll ask.
 - a. Don't ask!
- Linking 'tʃ', 'dʒ', 'ʃ', 's' dan 'z'
 - a. When will you finish it?
 - b. Finish it? It's finished?

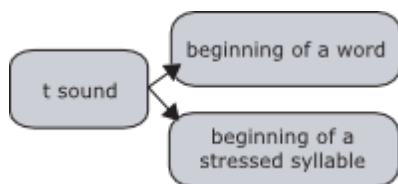
- a. Wallace, as I always admit ...
- b. Yes.
- a. I'm no judge of sculpture.
- b. No.
- a. No judge of such artistic ...
- b. No, you're no judge, Aнна.
- a. But Wallace, I wonder ...
- b. Yes.
- a. Which is the front, Wallace?
- b. Hah!
- Linking 'fv', 'θð', 'sz', 'ʃ', 'tʃ' dan 'dʒ'
 - a. If I pay five each to both of you ...
 - b. Five each?
 - a. Six if I can.
 - b. Six isn't much, is it?
 - a. I might manage a bit more.
 - b. But this is a 'hush hush' assignment.
 - a. Ssshhh!
- Linking 'pb', 'td', 'kg', 'tʃ', 'dʒ', 'fv', 'θð', 'sz', 'ʃ', 'mnŋ' dan 'l'
 - a. One cup only, Mrs Lobb, I think ... I diet, actually. No bread, of course ... oh, that beautiful cake, if you like. Not very big, I beg you ... oh, too much, I assure you. Well, that's not too large, I suppose ... if I have to have a double portion. Please make the second slice small. Cream? On both oh dear. With even more cream? Really, this is excessive ... I wish I could persuade you not to ...
 - b. Some jam on it?
 - a. Nothing else.
 - b. Ah.
 - a. The jam will indeed be the climax!

C. American English 'T' Sounds

Kebanyakan bunyi/suara Bahasa Inggris tidak memiliki suatu metode permulaan yang eksklusif. Dari beberapa variasi bunyi kecil yang dikenal dengan alofon (*allophone*), varian fonem berdasarkan posisi dalam kata, acapkali tidak terlalu ditekankan oleh para *native speaker*. Alofon yang dimaksud disini adalah tergantung pada bunyi yang berdekatan, penempatan dalam kata dan bunyi dalam suku kata yang ditekankan. Sementara native speaker menggunakan alofon berdasarkan intuisinya, sedangkan non-native speaker lebih meniru dari materi yang diperolehnya dengan meningkatkan pemahaman *listening*nya.

Mempelajari alofon dalam pengucapan sungguh rumit, terbukti dengan banyaknya kamus tidak merekamnya, dan bahkan hanya menggunakan satu simbol saja untuk merepresentasikan semua alofon dari bunyi/suara tersebut – seperti *Longman Pronunciation Dictionary*. Adapun American English *t* sound meliputi empat alofon yang biasa berikut ini:

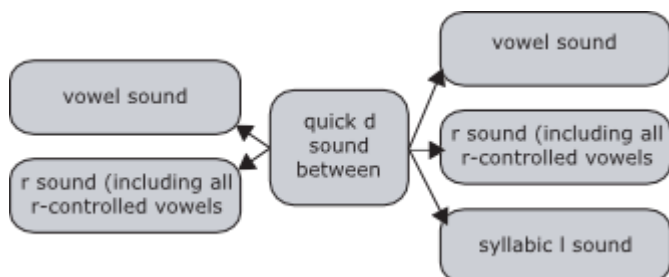
1. True *t* sound /t/



T diatas adalah *t* biasa yang terbias dari *t* sound pada bunyi/suara yang pertama dari suatu kata atau suku kata yang ditekankan. Aturan ini mengesampingkan aturan-aturan alofon *t* sound yang lainnya. Berikut ini adalah penggambaran dari *t* sound sebagaimana /t/ diatas.

<i>t</i> sound /t/	
attach	/ə 'tæʃ/
pretend	/prɪ 'tend/
italic	/ɪ 'tæl ɪk/

2. Quick *d* sound /ɾ/

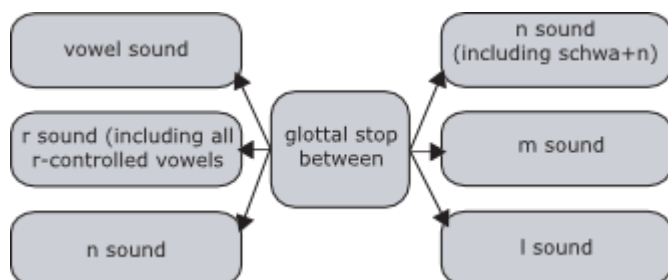


t sound ini bersuara/berbunyi seperti pengucapan *d* sound yang cepat ketika terjadi di pertengahan kata setelah vowel atau *r* sound (termasuk semua vowel *r*) dan sebelum vowel sound, *r* sound (termasuk semua vowel *r*) atau suku kata *l* sound.

Berikut ini adalah penggambaran dari *d* sound diatas.

<i>quick d</i> sound /ɾ/	
daughter	/ˈdɔʊ ɾ/
computer	/kəm 'pjʊ ɾ/
settle	/ˈsɛʃ l/

3. Glottal stop /ʔ/

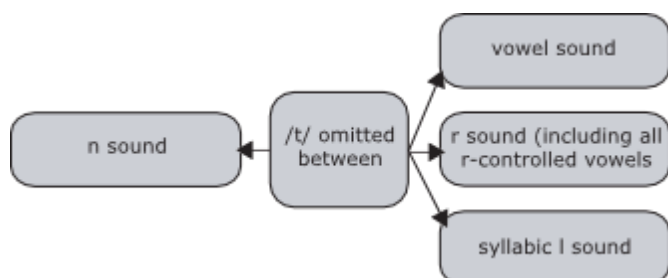


Pengucapan huruf *t* pada bagian ini adalah sebagaimana glottal stop /ʔ/ (suara/bunyi di pertengahan kata *uh-oh*) ketika mengikuti sebuah vowel, *n sound*, atau *r sound* (termasuk semua vowel *r*) dan diikuti oleh *n sound*, *schwa+n sound*, atau bukan suku kata *l sound*.

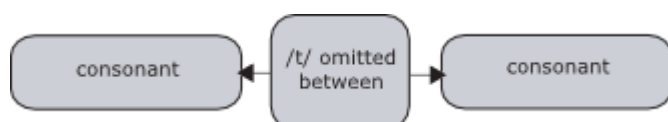
Berikut adalah penggambaran dari glottal stop yang seperti /ʔ/.

glottal stop /ʔ/	
partner	/ˈpɑrʔ nə/
certain	/ˈsəʔ n/
fitness	/ˈfiʔ nəs/

4. Omitted t sound /t/



Huruf *t* disini secara bebas dihilangkan (tidak diucapkan) ketika mengikuti sebuah *n sound* dan mendahului sebuah vowel sound, *r sound* (termasuk semua vowel *r*) atau sebuah suku kata *l sound*.



Demikian juga, *t sound* diatas sering dihilangkan ketika terjadi diantara dua consonant sound (kecuali consonant yang khusus disebutkan untuk quick *d sound* dan glottal stop). Alofon *t sound* ini kebanyakan berubah-ubah diantara native speaker, bahkan didalam pola pembicaraan tunggal si speaker. *t sound* ini kurang lebih dihilangkan ketika si speaker menekankan kata untuk sebuah alasan. Dan juga, diantara semua alofon *t sound* tersebut kegunaannya kebanyakan dianggap informal (*non-standardized*).

A. omitted <i>t</i> sound /t/		
center	/'sɛnt ə/	
gentle	/'dʒɛnt l/	
advantage	/əd 'vænt ɪdʒ/	
B. omitted <i>t</i> sound /t/		
prints	/prints/	
acts	/æktʃ/	
accepts	/ək 'sɛpts/	

Chapter 3

English Intonation in Development

Pada bagian ketiga ini, penulis sengaja mengulas kembali tentang *English Intonation* lebih luas lagi agar pengetahuan tentang hal tersebut dapat diaplikasikan lebih mendalam di kegiatan *speaking English in practice* dengan sesama Pecinta B. Inggris, sehingga tekanan suara yang diucapkan lebih bervariasi dan memiliki signifikansi-komunikatif. Pembelajaran *English Intonation* ini meliputi *tone level, high dan low key dan termination*, yang akan disajikan berikut ini.

A. Tone Level

Menurut para ahli Bhs. Inggris asal Brazil, Caudwell dan Allen (1999), para pembicara menentukan tingkatan nada (*fall, rise-fall, fall-rise, rise*) ketika tujuan mereka adalah pada bahasa yang mereka tunjukkan ketimbang pesan yang mereka coba sampaikan. Fenomena ini yang disebut *oblique orientation* (tujuan tak langsung). Dalam hal ini *oblique orientation* dapat diketahui melalui dua keadaan, yaitu:

1. Ketika si pembicara mempunyai beberapa kesulitan dalam penempatan bahasa yang mereka butuhkan.
e.g. // he SEEMS rather A-A-A // ... AGitated // to ME //
e.g. // and the ANswer // is ERM // TWENTy //
2. Kegiatan yang menjadi rutinitas seperti perintah, do'a dan ritual-ritual lainnya.
e.g. // STAND AT //...// EASE // (*the parade-ground commands*)
e.g. // alMIGHTY GOD // FOUNtain of all GOODness // we HUMbly beSEECH thee
//... (*the public recitation of prayers*)
e.g. // STOP WRITing // PUT your pens DOWN // LOOK this WAY // (*classroom directives*)

B. Prominence

Prominence ialah satu atau dua suku kata pada bagian intonasi yang lebih ditekankan dari pada yang lainnya. Suku kata-suku kata tersebut bertujuan untuk menggambarkan perhatian dari si pendengar terhadap kata atau bagian pesan yang ingin disampaikan. Pembahasan *prominence* ini melibatkan perubahan yang kompleks, yaitu perubahan dalam tekanan, lantang, panjang, dan mungkin ciri-ciri lainnya, karena menunjukkan unsur yang tinggi dalam sebuah bagian intonasi (*intonation unit*).

Biasanya, *prominence* ini jatuh pada suku kata yang ditekankan dari kata yang paling penting pada bagian intonasi (*intonation unit*). *Prominence* paling sering terjadi pada verb, noun, adjective dan adverb. Dialog berikut adalah contoh dari *prominence* tersebut:

- a. I have a new pet.
- b. What kind of pet?
- a. It's a bird, a baby bird, a baby pigeon.
- b. Really? Is it a key homing pigeon?
- a. No, just an ordinary street pigeon. It fell out of its nest and lost its mother.
- b. Poor thing!

C. Key and Termination

1. Key Discourse

Key ialah label yang diberikan pada sistem intonasi yang ditentukan diawal oleh tingkat titik nada yang relatif. *Key* boleh dititik nadakan tinggi, pertengahan, dan atau rendah. Adapun yang dimaksud titik nada yang relatif (tidak absolut) adalah:

- Pada suara si pembicara tunggal. Pada sisi yang lain, kebanyakan ditentukan pada seseorang yang memiliki suara yang dalam.
- Pada tingginya suara diawal. Maksudnya, titik nada berada pada ketinggian nada yang sama daripada ketinggian nada *key* yang ditandai tinggi.

Jadi, pemilihan *key* berada dibawah kontroling si pembicara dan pemilihan tersebut memberikan nilai yang komunikatif. Seperti contoh-contoh berikut:

Key yang dititik nadakan tinggi bisa diartikan sebagai suatu perbedaan atau kebalikan dari dugaan yang dipikirkan diawal. Contoh // john was ↑ SHOPping on OXford street //, kenyataannya maksud dari si pembicara ialah “John was shopping on Oxford street”.

Key yang dititik nadakan rendah bisa diartikan sebagai perwujudan dari keseimbangan pandangan seseorang terhadap sesuatu. Contoh // he went to EGYPT // ATE some LOCAL food // and was ↓ ILL for a WEEK //, maksudnya si pembicara memperhitungkan suatu pandangan dunia dimana sebuah penyakit mingguan ini memerlukan konsumsi makanan di Mesir.

Sedangkan *Key* yang dititik nadakan pertengahan bisa diartikan sebagai tambahan informasi yang bukan kebalikan dari dugaan diawal, juga bukan pula perwujudan dari keseimbangan pandangan seseorang. Contoh // i'll Go outSIDE // and PLAY some TENNIS //, maksudnya si pembicara memperhitungkan sebuah dunia dimana tidak ada keseimbangan yang absolut pada tindakan seseorang.

2. Termination Discourse

Termination ialah label dari sistem intonasi yang ditentukan oleh tingkat titik nada dari suku kata penguat. Disini, *termination* tinggi akan ditandai dengan tanda ↑ dan *termination* rendah akan ditandai dengan tanda ↓ sebelum suku kata penguat. Adapun tingkat titik nada dari suku kata penguat tersebut adalah ditentukan oleh tingkat suku kata permulaan diawal.

// I think SHE ↑ LIKES me //

// I think SHE LIKES me //

// I think SHE ↓ LIKES me //

Akhirnya, penulis dapat memberikan kesimpulan dari pembelajaran *English Intonation* ini bahwa terdapat empat sistem intonasi yang mengilustrasikan maksud dari si pembicara terhadap seseorang, dalam hal ini dapat dilihat pada bagan berikut:

Sistem	Pilihan
Prominence	yes or no
Key	high, mid or low
Termination	high, mid or low
Tone	fall, rise-fall, level, fall-rise, rise