

## Chapter 5

### Who was Involved?



Source: <http://korean-war.commemoration.gov.au>

### Tujuan Pembelajaran:

Setelah mempelajari Bab 5, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *news item* berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

## A. WARMER

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"><li>- Dengan bimbingan guru siswa saling bertukar informasi tentang berita yang mereka dengar atau baca dari radio, TV, atau surat kabar.</li><li>- Guru mengaitkannya dengan topik pembahasan dan tujuan pembelajaran.</li></ul>	<ul style="list-style-type: none"><li>- What news did you hear from radio and TV or read from newspaper this morning?</li><li>- 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.</li><li>- Use the questions in the warmer section to lead your sharing.</li><li>- Now, as you have shared interesting news with your learning partner, what do you think we are going to learn today?</li><li>- Yes, we are going to learn how to understand news items and how to make one.</li></ul>

## B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task:</b> <i>Find the meaning of the words.</i></p> <ul style="list-style-type: none"> <li>- Siswa berusaha mencari makna kata, baik dengan menebak melalui konteks maupun melihat makna kata tersebut di kamus.</li> <li>- Guru memberi contoh cara melafalkan kata-kata tersebut dan siswa menirukan pelafalan yang benar.</li> </ul>	<ul style="list-style-type: none"> <li>- Find the meaning of the words.</li> <li>- Read the text about tenants of apartment, then individually guess the meaning of each word.</li> <li>- If you cannot guess it, you can consult your dictionary.</li> <li>- After that compare the meanings of the words with your classmates'.</li> <li>- Now, let's learn how to pronounce the words. Repeat after me.</li> </ul>

## C. LISTENING

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 1:</b> <i>Listen to the news item.</i></p> <ul style="list-style-type: none"> <li>- Siswa menyimak guru membaca teks berikut (<i>Task 1</i>).</li> </ul> <p>Bukit Barisan Regional Military Command (Kodam) chief Major General Istu Hari Subagio vowed</p>	<ul style="list-style-type: none"> <li>- I will read aloud a news item. Listen carefully. Try to catch what the news is about.</li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<p>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.</p> <p>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.</p> <p>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. (<i>Adapted from The Jakarta Post, May 9, 2014, p. 5</i>)</p>	<ul style="list-style-type: none"> <li>- Pay attention also to how the words are pronounced.</li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 2:</b> <i>Do the comprehension questions .</i></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa menjawab pertanyaan pemahaman (Task 2). Untuk soal nomor 6, 7, dan 8, guru diharapkan dapat menggiring pada terbentuknya KD-KD dalam KI 1 dan KI 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Now try to answer the questions, individually.</li> <li>- Compare your answers with your learning mate's.</li> <li>- Now, let's check your answers. I will read the news again.</li> </ul>

## D. READING

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 1:</b> <i>Read the text aloud.</i></p> <ul style="list-style-type: none"> <li>- Siswa membaca dua teks tentang infrastruktur jembatan dengan saksama. Setelah itu, guru meminta siswa melihat tabel yang mengikuti bacaan-bacaan tersebut dan meminta mereka secara berpasangan mencoba menjawab pertanyaan.</li> <li>- Dengan bimbingan guru siswa bergiliran membaca nyaring teks berita yang ada pada Task 1.</li> </ul>	<ul style="list-style-type: none"> <li>- In the reading section, there are two reading texts. What are they about?</li> <li>- Read them carefully. Then, read the question in the table following the reading texts.</li> <li>- In pairs, compare the two reading texts by referring to the aspects/ questions in the table.</li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa menganalisis tujuan ditulisnya teks (fungsi sosial), struktur teks, dan ciri kebahasaan yang dominan.</li> <li>- Dengan bimbingan guru siswa melengkapi tabel. Guru membimbing siswa menganalisis fungsi sosial, struktur teks, dan ciri kebahasaan kedua teks melalui kegiatan menjawab pertanyaan yang ada (Task 1).</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the answers to the questions with your partner.</li> <li>- Now let's check together.</li> <li>- What are the two texts about? Both are about bridges, aren't they?</li> <li>- Although the topics are similar, can you find some differences? What is the writer's purpose in writing the first text? Is it the same as the purpose of the second text? Or, is it different?</li> <li>- (If students cannot answer, the teacher can give some clues by changing the questions.)</li> <li>- Which text describes a bridge and which one tells a piece of news about a bridge? (After students choose, ask further.)</li> <li>- Why do you think so? What tells you whether the text describes or is about a news item?</li> <li>- Now what do you think about the writers' ways of ordering or arranging their ideas in the two texts?</li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 2:</b> <i>Observe the texts.</i></p> <ul style="list-style-type: none"> <li>- Guru meminta siswa mengamati teks 1 dan 2 dan menjawab pertanyaan pada Task 2.</li> </ul>	<ul style="list-style-type: none"> <li>- In text one, which sentence tells you what the text is about. In text two, how did the writer starts the text?</li> <li>- Then, how are the other sentences related to that one? What are their functions?</li> <li>- (If students cannot answer the questions the teachers can give some clues by changing the wh-questions, into yes/no questions but ask them to support their answers with strong reasons.)</li> <li>- Now, look at the language in the two texts. Can you find some similarities and differences?</li> <li>- Look at the use of the tenses. Are they different? What are the differences? Why are they different?</li> <li>- Read text 1 and 2.</li> <li>- Look at the sentences used in the two texts.</li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> <li>- Guru meminta siswa membaca kalimat <i>reported speech</i> pada teks 2 dan menanyakan artinya dan kapan digunakan.</li> </ul> <p><b>Task 3:</b> <i>Create your own questions about the two texts.</i></p> <ul style="list-style-type: none"> <li>- Siswa diberi kesempatan untuk mengajukan pertanyaan tentang kedua teks yang sudah disajikan (Task 3).</li> </ul>	<ul style="list-style-type: none"> <li>- Do you know reported speech?</li> <li>- Observe text two. Read sentence 2 in paragraph 2. That sentence is called reported speech.</li> <li>- Do you know what reported speech is for?</li> <li>- Do you think that reported speech is commonly found in texts like text 2? Why?</li> </ul> <p><i>Now, read again the two texts or look at your work. Do you have questions about them? Is there anything you want to know better? Discuss with your partner to find out whether there are questions you need to ask.</i></p>



PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 4:</b> <i>Think about it.</i></p> <ul style="list-style-type: none"> <li>- Guru membagi siswa ke dalam kelompok. Secara berkelompok siswa membahas pertanyaan-pertanyaan yang ada pada Task 4. Secara bergiliran siswa menyampaikan hasil diskusi kelompoknya. Guru membimbing proses diskusi kelas.</li> </ul> <p><b>Task 5:</b> <i>Comprehend the text.</i></p> <ul style="list-style-type: none"> <li>- Siswa membaca teks berita (Task 5) secara individu dengan metode <i>skimming</i>. Hasil <i>skimming</i> dibahas secara berpasangan dan selanjutnya secara klasikal. Siswa juga menjawab pertanyaan pemahaman.</li> </ul>	<ul style="list-style-type: none"> <li>- Make groups consisting of four students or two students.</li> <li>- Answer the questions in Task 4.</li> <li>- Because you have finished answering the questions, now let's check the answer together.</li> <li>- Read the text quickly enough. Then, try to answer the questions individually.</li> <li>- As you have finished answering the questions, now discuss the answers with your partner. Refer to the text to decide the correct answers.</li> <li>- After that, we will discuss the answers together.</li> </ul>

## E. VOCABULARY EXERCISE

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 1:</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa mengingat kembali makna kata yang sudah dipelajari dan siswa dapat mengaplikasikannya dalam konteks yang lain.</li> </ul> <ol style="list-style-type: none"> <li>1. <i>The government has just launched new <b>regulations</b> to make tax payers comply with their obligation.</i></li> <li>2. <i><b>Tenants</b> are required to pay a deposit, which usually amounts to a one-month rent</i></li> <li>3. <i>The new governor advised the city residents to wake up and <b>obey</b> the rules so that the capital city would develop as expected.</i></li> <li>4. <i>Many people had to <b>abandon</b> their residence because of the frequent heavy earthquakes.</i></li> <li>5. <i>Under the new regulations, the <b>owner</b> of the rented house has to be responsible for the provision of convenient facilities.</i></li> </ol>	<p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>- Read again the meanings of some words you studied in Vocabulary Builder activities.</li> <li>- Make sure you know the meanings of the words. Read the sentences around the words to give clearer understanding about the meanings of the words.</li> <li>- Now, put the words in the context of new sentences.</li> <li>- Understand the messages of the sentences first, then decide which words from the list provided can be used to fill in the blanks.</li> <li>- Do this individually first, then discuss your answers in pairs. Discuss any differences. Whose answers are correct and why?</li> <li>- After that, we can check the answers together.</li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<p>6. <b>Occurrences</b> of traffic accidents in this highway are getting higher and higher, which implies the need for more strict rules on speed limit.</p> <p>7. At present, the <b>concern</b> of the government is related to educating girls living in rural areas.</p> <p>8. The family members seem to <b>be accustomed to</b> the severe weather changes in this country.</p> <p><b>Task 2:</b> Create your own sentences.</p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa membuat kalimat sendiri dengan menggunakan kosakata yang ada pada Task 1.</li> </ul>	<ul style="list-style-type: none"> <li>- Now that you already know the meanings of the words, try making sentences using the words. You can do this individually or in pairs.</li> </ul>

## F. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 1:</b> Observe the reported speech.</p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa dapat menemukan kalimat berdasarkan konstruksi <i>direct speech vs. reported speech</i> yang ada dalam teks (Task 1).</li> </ul>	<ul style="list-style-type: none"> <li>- Observe the verbs of saying to report what the participants in the news said. Then, compare the differences between direct and reported (indirect) speech.</li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 2:</b> <i>Observe the past verbs.</i></p> <ul style="list-style-type: none"> <li>- Mengidentifikasi kata kerja lampau yang terdapat dalam teks sebelumnya (Reading-Task 5).</li> </ul> <p><b>Task 3:</b> <i>What are the verbs?</i></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa diharapkan dapat menemukan kata kerja berbentuk lampau (Task 2).</li> </ul>	<ul style="list-style-type: none"> <li>- What is the difference? Can you see the difference in the tenses used? What tense is used in reported speech? Why?</li> <li>- Look through the text again. You will find many verbs in the past form. The verbs are used in the past form to report events in the news item because the events actually happened. Please underline the verbs in the text.</li> <li>- Read the following sentences carefully. Pay attention to the verbs in brackets and change them into correct past form, to complete the sentences.</li> </ul>

## G. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 1:</b> <i>Observe the text structure.</i></p> <ul style="list-style-type: none"> <li>- Guru membimbing siswa menemukan struktur teks news item: <i>headline, summary, quotes</i>. Guru mengelaborasi isi dari masing-masing bagian struktur teks jenis ini (Task 1).</li> </ul>	<p><i>Read the news about tenants and government regulation. Analyze it to identify parts of the news that show how information in news items is ordered. You can divide the text into headline, summary of events, and quotes.</i></p>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> <li>- Tabel yang sudah dilengkapi oleh siswa juga dapat dimanfaatkan sebagai bahan penguatan pemahaman terhadap struktur teks.</li> </ul> <p><b>Task 2:</b> <i>Download a news item text.</i></p> <ul style="list-style-type: none"> <li>- Guru meminta siswa mencari berita di internet.</li> <li>- Guru meminta siswa untuk membaca berita dan menjawab pertanyaan.</li> </ul> <p><b>Task 3:</b> <i>Find another news item text.</i></p> <ul style="list-style-type: none"> <li>- Secara berkelompok siswa mencari teks berita dalam surat kabar atau internet. Guru mengingatkan pentingnya memerhatikan hal-hal berikut dalam memilih teks berita.             <ol style="list-style-type: none"> <li>1. <i>Is the headline interesting?</i></li> <li>2. <i>Is the information useful to share? Why do you think so?</i></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Then look at the table closely. Fill in the table by completing the parts with the information from the text.</li> <li>- In pairs, download a piece of news from the address written on the student book.</li> <li>- After you get it, individually, read the news item carefully. Then, respond to the questions.</li> <li>- Compare your answers with your partner's answers.</li> <li>- Refer to the text if both of you have different answers.</li> <li>- Make groups of four students.</li> <li>- <i>Each group should find a piece of news written in English. The news can be taken from the Internet or newspaper. When you look for the news, remember to ask the following questions:</i> <ol style="list-style-type: none"> <li>1. <i>Is the headline interesting?</i></li> </ol> </li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> <li>- Parts of the Text : Headline <b>Information from the text :</b></li> <li>- Parts of the Text : Summary of Events <b>Information from the Text :</b> <ul style="list-style-type: none"> <li>• Who?</li> <li>• Where?</li> <li>• What?</li> <li>• Why?</li> </ul> </li> </ul>	<p>2. <i>is the information useful to share?</i></p> <p>3. <i>Why do you think so?</i></p> <ul style="list-style-type: none"> <li>- <i>After that analyze the news based on its parts. Find which one is the headline, summary of events, and find the information about:</i> <ul style="list-style-type: none"> <li>• <i>Who?</i></li> <li>• <i>Where?</i></li> <li>• <i>What?</i></li> <li>• <i>Why?</i></li> </ul> </li> </ul>
<p><b>Task 4:</b> <i>Find the direct speech.</i></p> <ul style="list-style-type: none"> <li>- Secara berkelompok siswa menemukan <i>direct speech</i> dalam teks berita yang mereka pilih (Task 3). Selanjutnya mereka mengubah bentuk <i>direct speech</i> menjadi <i>reported speech</i>. Siswa saling berbagi contoh yang mereka temukan dalam teks masing-masing.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Read again your piece of news. In groups, work to identify direct speech.</i></li> <li>- <i>After you find them, change the sentences into reported speech.</i></li> <li>- <i>After you finish doing that, exchange your work with other students'. Give comment to your classmates' works.</i></li> </ul>

## H. WRITING (ENRICHMENT)

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 1:</b> <i>What is the Trending News?</i> Bagian ini bersifat tambahan. Jika ada waktu dan siswa tertarik, guru bisa melaksanakan, tetapi jika tidak, guru tidak perlu memaksa siswa melakukannya karena aktivitas menulis berita di luar kompetensi yang diharapkan.</p> <p><b>Task 2:</b> <i>Write a news item.</i></p> <ul style="list-style-type: none"> <li>- Siswa berlatih menyusun teks berita sendiri. Guru mengingatkan hal-hal berikut. <ol style="list-style-type: none"> <li>1. <b>Headline</b> (Interesting? Smart?)</li> <li>2. <b>Lead paragraph:</b> Summary of events (Who? Where? What? Why?)</li> <li>3. <b>Supporting paragraphs:</b> More detailed information of the summary (Who? Where? What? Why?)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- <i>Now, it's time to try to write a piece of news ourselves. You can write the news by responding to the guiding questions first.</i></li> <li>- <i>Let's start writing. Don't forget to write a good and interesting headline, and write lead and supporting paragraphs.</i></li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<p><b>Task 3:</b> <i>Let's do some peer editing.</i></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa saling bertukar teks berita yang mereka susun. Guru mengingatkan hal-hal berikut.             <ol style="list-style-type: none"> <li>1. <i>The text structure: the headline, 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?).</i></li> <li>2. <i>The use of past verbs</i></li> <li>3. <i>The use of direct speech</i></li> <li>4. <i>Spelling</i></li> <li>5. <i>Punctuation</i></li> <li>6. <i>Capitalization</i></li> <li>7. <i>Formatting</i></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- <i>Exchange your work with another student's work. Let's edit our work together.</i></li> <li>- <i>Read carefully your classmate's work. When you read, remember the following points:</i> <ol style="list-style-type: none"> <li>a. <i>How is the text structure? Is the news written by following the right text structure of a news item.</i></li> <li>b. <i>Is the use of past verbs correct?</i></li> <li>c. <i>Is the use of direct speech or reported speech correct?</i></li> <li>d. <i>Is the spelling correct?</i></li> <li>e. <i>Are the punctuation, capitalization, and format correct?</i></li> </ol> </li> <li>- <i>Give feedback based on the questions and after that return the work to the owner.</i></li> <li>- <i>Read the feedback for your own work and edit your work accordingly.</i></li> </ul>



## I. COMMUNICATING

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> <li>- Kegiatan ini merupakan pengayaan bagi siswa.</li> </ul> <p><b>Task 1: Cloze News</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa mengerjakan Task 1.</li> </ul> <p><b>Task 2: Rewrite the news.</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa menulis kembali teks berita pada Task 1 dengan menggunakan kalimat sendiri (Task 2).</li> </ul> <p><b>Task 3: Write a news report.</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa menyusun teks berita berdasarkan catatan yang ada (Task 3).</li> </ul>	<ul style="list-style-type: none"> <li>- <i>These are enrichment activities to make your English performance even better.</i></li> <li>- <i>For Task 1 fill in the blanks with the right words from the list of words which are already provided. When you finish doing it, you will get a complete piece of news.</i></li> <li>- <i>Now, read again the news. Make some notes about the news.</i></li> <li>- <i>Then, rewrite the news based on your notes. This time, try not to look at the news again.</i></li> <li>- <i>In task three, you are given some notes. Pretend that you were a journalist writing the notes.</i></li> <li>- <i>Write a piece of news based on the notes using your own words.</i></li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> <li>- Guru mengingatkan hal-hal berikut. <ol style="list-style-type: none"> <li>1. <i>Write an interesting headline.</i></li> <li>2. <i>Write the summary of the events in the lead paragraph (Who? Where? What? Why?).</i></li> <li>3. <i>Provide quotes (direct speech) from the people involved.</i></li> <li>4. <i>Use past verbs.</i></li> <li>5. <i>Pay attention to spelling, punctuation, capitalization, and formatting.</i></li> </ol> </li> </ul> <p><b>Task 4:</b> <i>Retell the event.</i></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan guru, siswa menceritakan kembali teks berita yang sudah ditulis (Task 3). Guru memberi perhatian pada aspek pelafalan dan kelancaran siswa dalam membaca teks berbahasa Inggris.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>When you write your news, don't forget some important elements of a news item, such as</i> <ol style="list-style-type: none"> <li>a. <i>Write an interesting headline.</i></li> <li>b. <i>Write the summary of the events in the lead paragraph.</i></li> <li>c. <i>Provide quotes (direct speech) from the people involved.</i></li> <li>d. <i>Use past verbs.</i></li> <li>e. <i>Pay attention to spelling, punctuation, capitalization, and formatting.</i></li> </ol> </li> <li>- <i>Now, sit in pairs or in groups of four.</i></li> <li>- <i>Take turns telling your partner(s) your news.</i></li> <li>- <i>When you do that, don't forget to pretend to be a news reader on a radio or television.</i></li> </ul>

## REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
<p>Dengan bimbingan guru, siswa melakukan refleksi tentang kemampuan membuat teks berita melalui kegiatan menjawab pertanyaan-pertanyaan berikut secara mandiri.</p> <ol style="list-style-type: none"> <li>1. <i>Do you use a catchy and interesting headline?</i></li> <li>2. <i>Do you have a lead paragraph that summarizes the important event?</i></li> <li>3. <i>Do you elaborate the summary into more detailed information?</i></li> <li>4. <i>Do you provide direct speech?</i></li> <li>5. <i>Do you use past verbs?</i></li> <li>6. <i>Do you pay attention to spelling, punctuation, capitalization, and formatting?</i></li> </ol>	<ul style="list-style-type: none"> <li>- <i>Before we end our discussion on this chapter, let's ask ourselves the following questions: Do you know how to create a news item?</i></li> <li>- <i>To answer the question, respond to the following reminder:</i> <ol style="list-style-type: none"> <li>a. <i>Do you use a catchy and interesting headline?</i></li> <li>b. <i>Do you have a lead paragraph that summarizes the important event?</i></li> <li>c. <i>Do you elaborate the summary into more detailed information?</i></li> <li>d. <i>Do you provide direct speech?</i></li> <li>e. <i>Do you use past verbs?</i></li> <li>f. <i>Do you pay attention to spelling, punctuation, capitalization, and formatting?</i></li> </ol> </li> </ul>

PROSEDUR	INSTRUKSI/CATATAN
	- Your answers to those questions should be 'Yes'. If you answer 'No' to one or some of the questions, you can reread the chapter and try to redo the part about which you feel you still cannot do it well.

## KUNCI JAWABAN

### C. LISTENING

#### Task 2

1. Stern/tough action against illegal logging.
2. In North Sumatra.
3. During a ceremony to discharge a TNI soldier.
4. Because of being found guilty of involvement in illegal logging and burning forested land and TNI gets tough with illegal loggers; no soldiers above the law.
5. Bukit Barisan Kodam chief Major General Istu Hari Subagio and a soldier, a TNI chief serving at the Wira Bima military command post (Korem) in Pekanbaru, Riau
6. (Responses may vary.)
7. (Responses may vary.)
8. (Responses may vary)

### D. READING

#### Task 5

1. A journalist.
2. An advice that tenants need to obey regulations on apartments. The social function is to inform readers about an advice by a building architect to tenants of apartments.
3. Tenants advised to obey regulations on apartment.
4. No more land to build houses; more practical for city people, especially if they are single; etc.

5. (Responses may vary. For example, no pets, etc.)
6. Owners of apartments.
7. Who: a building architect; owners of apartments; apartments' tenants
8. Where: Jakarta
9. What: regulations
10. Why: differences of living in landed houses and in apartments

## G. TEXT STRUCTURE

### Task 1

Parts of the Text	Information from the Text
Headline	Tenants advised to obey regulations on apartment
Summary of Events	<b>Who:</b> a building architect; owners; tenants
	<b>Where:</b> Jakarta
	<b>What:</b> regulations
	<b>Why:</b> differences of living in landed houses and in apartment
Quotes	"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house" (Contoh-contoh yang lain dapat diidentifikasi di dalam teks)

## F. GRAMMAR REVIEW

### Task 3

1. The distribution of NKRI maps **began** at Caturwarga elementary school last Friday.
2. The policy on higher minimum wages **brought** greater prosperity to local workers.
3. Limited infrastructure and facilities such as clean water resources, schools, and healthcare services **worsened** the life quality of the local residents.

4. My grandfather **flew** to Denpasar the other day for a senior citizen award.
5. One victim **told** the online news portal about the incident on Saturday night.
6. It's so sad that many spectators **threw** trash in the city stadium during the final football match last week.
7. The local people **built** the mosque in the 16th century, and the mosque now becomes one of the official cultural heritage sites.
8. The online enrollment system **was** in accordance with the central government's instruction.
9. Local poets and musicians **got** wider recognition as the provincial administration **granted** awards to traditional artists.
10. The anniversary events **drew** large number of people to come and celebrate.

## I. COMMUNICATING

British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise **winner** of the Nobel literature prize on Thursday.

The 75-year-old Londoner, **son** of a Jewish dressmaker, is one of Britain's best-known dramatists for plays **like** *The Birthday Party* and *The Caretaker*, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, he was **described** by Swedish Academy head Horace Engdahl, who **announced** the prize, as "the towering figure" in English drama in the second half of the 20th century.

Pinter **told** Reuters Television he was overwhelmed by the **news**: "I haven't had time to think about it **but** I am very, very moved. It was something I did not **expect** at all at any time."

(Taken from: *The Jakarta Post*, October 14, 2005, p. 1)

### Task 3

#### **International Donors to Help Fight SE Asia Bird Flu**

It was announced on Thursday that international donors were given to Vietnam, Indonesia, and Laos. The amount was more than \$17 million, to help fight the bird flu virus. It was reported that the virus had killed more than 60 people in Asia.

“This triggered fears of a global pandemic,” said a top-level delegation of US and global health officials when they were touring throughout Southeast Asia. They were searching for ways to curb the spread of the H5N1 virus.