

buku islamic

by Buku Islamic

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UNIT ONE

Topik Perkuliahan: Simple Present Tense

Kompetensi:

Setelah perkuliahan berakhir diharapkan mahasiswa dapat:

1. Memiliki keterampilan memahami bacaan (reading comprehension skills) yang meliputi ketrampilan: (1) menemukan main idea, (2) supporting details, (3) reference, (4) vocabulary, dan (5) inference dari suatu paragraf.
2. Memiliki kosa kata English Islamic studies berkaitan dengan situasi kota Mekah, bahasa Ibu, pelaksanaan Ibadah Haji, dan kalimat syahadah.
3. Memahami secara komprehensif struktur kalimat dalam bentuk simple present tense.
4. Menulis kalimat bahasa Inggris dalam bentuk simple present tense secara benar.
5. Menerjemahkan kalimat bahasa Indonesia kedalam kalimat bahasa Inggris dalam bentuk simple present tense.
6. Berkommunikasi atau berdialog dengan bahasa Inggris dalam bentuk simple present tense.

Materi Perkuliahan:

1. Reading Comprehension
2. Vocabulary
3. Grammar
4. Dialogue

UNIT ONE

Simple Present Tense

A. Reading Comprehension

Pada bagian awal *unit one* ini pembahasan akan diawali dengan fokus kepada pemahaman membaca (reading comprehension). Berkaitan dengan isi teks bacaan ada 5 aspek penting yang hampir selalu dipertanyakan dalam soal-soal *reading comprehension*. Kelima aspek tersebut adalah sebagai berikut:

- 6
1. Main idea
2. Supporting details
3. Reference
4. Vocabulary, dan
5. Inference.

6 **Identifying Main Idea**

Main idea adalah ide pokok. Ada banyak pertanyaan di dalam *reading comprehension* test yang mengharuskan kita menemukan ide pokok dari suatu paragraf dan teks. Ada beberapa tips menemukan main idea diantaranya dapat dijelaskan sebagai berikut.

6 **1. Membaca Judul**

Dari judul, kita bisa mengetahui apa yang dijelaskan di dalam sebuah teks. Misalnya ada sebuah paragraf yang berjudul “The Most Beautiful Actresses”, maka ide pokoknya sudah bisa ditebak yaitu penjelasan mengenai artis-artis yang paling cantik.

2. Membaca Kalimat Pertama di Awal Paragraf

Di beberapa paragraf, kalimat pertama bisa menjadi ide pokok sehingga kita tidak perlu lagi ke kalimat-kalimat lainnya untuk mendapatkan main idea. Meskipun ini jarang terjadi, namun tidak menutup kemungkinan hal ini bisa ada di sebuah teks.

3. Membaca Keseluruhan Paragraf

Kebanyakan, untuk mendapatkan main idea, kita diharuskan untuk membaca keseluruhan isi dari sebuah paragraf. Karena main idea itu bisa berada di awal,

tengah, dan akhir paragraf. Bisa juga, main idea tersirat di dalam keseluruhan paragraf sehingga kita harus menganalisa dengan baik.

4. Garis Bawahi Kemungkinan-Kemungkinan yang Bisa Menjadi Ide Pokok

Setiap Anda membaca sebuah paragraf, maka catat atau garis bawahi kalimat-kalimat yang mungkin bisa menjadi ide pokok. Kemudian, setelah Anda membaca keseluruhan teks, lanjutkan menganalisa ide-ide pokok yang Anda miliki dan pilih yang paling memungkinkan menurut Anda untuk menjadi sebuah main idea.

Identifying Supporting Details

Jika sebuah teks berjudul “Tumbuhan yang Dilindungi”, maka biasanya akan muncul pertanyaan:

Apa saja tumbuhan yang dilindungi?

Mengapa Raflesia Arnoldi dilindungi?

Aturan apa saja yang melingkupi perlindungan sebuah tumbuhan?

Pertanyaan-pertanyaan yang mengungkapkan tentang detail isi dari suatu teks itulah disebut dengan supporting details. Bagaimana cara menjawabnya? Cobalah untuk membaca pertanyaan terlebih dahulu, kemudian mengambil kata yang penting, dan mencarinya di dalam teks. Misalnya pertanyaan kedua membahas tentang Raflesia Arnoldi, maka cari kata-kata Raflesia Arnoldi di dalam teks tersebut.

Identifying Reference

The word it refers to?

He can speak Spanish. The word he in that sentence refers to?

Pernah membaca kedua pertanyaan di atas? Itulah yang disebut dengan identifying reference. Anda akan menganalisa pronoun yaitu I, You, They, We, She, He, dan It. Cara menganalisisnya juga tidak terlalu sulit. Silakan Anda lihat kalimat-kalimat sebelumnya, biasanya ada kalimat yang menyatakan siapa pemilik pronoun tersebut.

Understanding Vocabulary

Dari sekian banyak pertanyaan, biasanya kita diperintahkan untuk mencari sinonim dan makna dari sebuah kata. Untuk menjawabnya, tentu saja Anda harus memperbanyak pembendaharaan kosakata dengan menghafal dan membaca, sehingga tidak asing lagi dengan kata-kata bersinonim yang ada di berbagai pertanyaan tersebut.

Making Inference

Making inference merupakan aspek yang ditunjukkan dengan pertanyaan-pertanyaan berkaitan dengan hal di luar teks namun masih dalam satu konteks. Misalkan ada sebuah teks berjudul “Tumbuhan-Tumbuhan yang Dilindungi”, kemudian muncul pertanyaan “Jika Anda adalah pemerintah, apa yang akan Anda lakukan untuk melindungi tumbuhan tersebut?”.⁶

Pertanyaan itu tidak ada jawabannya di dalam teks. Anda diharuskan untuk membuat dugaan berdasarkan pemikiran Anda sendiri.

Jadi, itulah kelima aspek yang pasti muncul di dalam soal-soal reading comprehension. Jika Anda ingin sukses mengerjakan soal di ujian terkait dengan reading comprehension, maka pelajari kelima aspek tersebut dengan baik (Quoted from:<http://www.caramudahbelajarbahasainggris.net/2014/03/5-aspek-reading-comprehension-yang-harus-diketahui-siswa.html>).⁶

B. Rading Comprhnsion Exercises

Text 1: MECCA

Read the following passage and answer the questions that follow it.



5

Mecca is a city in Saudi Arabia with 1.4 million inhabitants. It is considered to be the most important and holy city in the world to Muslims, followers of the Islamic religion, because they believe that Mecca was the first place on earth that God created. Many of the people who live in the city are students of the Islamic religion who are lucky enough to learn in the centre of Muslim religious teaching. The Ka'ba building in Mecca is a brick building that was built by two important Muslims from long ago, Ibrahim and his son Isma'il, and is considered the most important Muslim building in the world. There is a large mosque, or Muslim holy building, which was built around the Ka'ba, in the centre of the city.

This is the most important mosque in the Muslim religion. Muslims everywhere pray five times a day in the direction of this mosque. Every Muslim in the world will someday see this mosque because their religion dictates that they must make a pilgrimage, or trip, to Mecca at some point in their lives.

(Quoted from: <http://online.kgic.ca/kgicenglish.html>, retrieved on August 2014)

1. What is the main idea of the passage?
 - A. Saudi Arabia
 - B. Pilgrimage
 - C. Mecca
 - D. Ka'ba
2. The pronoun “It” in line 1 refers to which of the following?
 - A. Mecca
 - B. Saudi Arabia
 - C. religion
 - D. inhabitants
3. According to the passage, Mecca is such an important city to Muslims
 - A. because they pray to it five times a day
 - B. because it is holy
 - C. because they believe it was the first place on earth that God created
 - D. because they are Muslim people
4. It can be inferred from the passage that Ka'ba is made of
 - A. Ibrahim and Isma'il
 - B. a mosque
 - C. brick
 - D. followers of Islamic religion
5. Where does the author mention the people who built the Ka'ba?
 - A. In lines 1-2
 - B. In lines 6-7
 - C. In lines 8-9
 - D. In lines 10-11
6. The word “pilgrimage” in line 12 could best be replaced by
 - A. a trip to a religious place
 - B. the most important mosque in the city
 - C. praying five a day towards Mecca
 - D. fasting in Islam
7. Where does the author mention the importance of Ka'ba
 - A. Lines 1-4
 - B. Lines 5-8
 - C. Lines 9-10
 - D. Lines 11-13

- 5
8. It can be implied in the passage that the Ka'ba is located?
- A. around the big mosque
 - B. outside of Mecca
 - C. in the middle of the big mosque
 - D. outside of the big mosque

9. The word “dictates” in line 12 is closest in meaning to
- A. reads
 - B. writes
 - C. speaks
 - D. teaches

Text 2: MOTHER TONGUE

Read the following passage and answer the questions that follow it.

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First language, also known as mother tongue, is generally the language a person learns first. However, one can have two or more native languages thus being a native bilingual or indeed multilingual. The order in which these languages are learned is not necessarily the order of proficiency. Incomplete first language skills often make learning other languages difficult. Often a child learns the basics of his or her first language or languages from his or her family. The term mother tongue, however, should not be interpreted to mean that it is the language of one's mother. For instance, in some paternal societies, the wife moves in with the husband and thus may have a different first language or dialect than the local language of the husband. Yet their children usually only speak their local language.

Source: <http://www.grammarbank.com/online-reading-comprehension-8.html>

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1. According to the passage, first language skills ----.

- A. take a very long time to develop
- B. play an important role in learning a new language
- C. are not transferable to the second language
- D. can also have negative effects in foreign language acquisition
- E. can aid children only in the beginning stages of learning a second language

2. We understand from the passage that ----.

- A. most bilinguals don't have a dominant language
- B. the acquisition of a first language is the most complex skill anyone ever learns
- C. most children have learning difficulties in acquiring their first language
- D. one's mother tongue might not be the language of the parents
- E. it is very rare for bilinguals to have equal competence in both their languages

3. One can infer from the reading that ----.

- A. one cannot be a native speaker of more than two languages
- B. very few children throughout the world learn to speak two languages
- C. it is possible for a bilingual to become more competent in his second language
- D. bilinguals use their two languages for different purposes and functions
- E. only a few people learn to speak his or her mother's language like a native

Text 3: The Great Pilgrimage To Mecca Or Hajj: The Fifth Pillar Of Islam

Read the following passage and answer the questions that follow it.



The last of five pillars of Islam is the great pilgrimage or hajj to the sacred monuments in and near Mecca, performed during the twelfth month, Dzual-Hijjah, of the Muslim lunar calendar. It is required of adult Muslims at least once in a lifetime if they are physically able to make the trip and can afford it. The great pilgrimage, like prayers, also requires ritual purification, symbolized by wearing of the white garments, the ihram. Men should don two seamless, white sheets. Meanwhile Women may don a long white dress and head covering or veil. Neither jewelry nor perfume is permitted; sexual activity, hunting and the other bad deeds are prohibited as well.

In addition to the hajj, there is devotional ritual, the ‘umrah’, means visitation generally called the lesser pilgrimage, which we, Muslims, may perform when visiting the holy sites at other time of the years. Those who are on the hajj often perform the ‘umrah rituals before, during, or, after the hajj. However, performance of the ‘umrah’ only does not replace the hajj obligation.

Islamic law or Islamic jurisprudence stipulates three methods of performing the hajj ceremonies: a) ifrad, means one by one, a preferred method, completing the hajj ceremonies first and then the ‘umrah ones; b) tamattu’, means enjoyment, performing the ‘umrah first and then breaking the state of ritual purity or sanctification to enjoy the pleasures of Mecca for a few days before resuming the ihram for the hajj; and c) qiran, means conjunction, beginning the ‘umrah and the hajj, and the completing both at the same time.

The focus of the great pilgrimage is the Ka’bah, the cube-shaped house of Allah, in which the sacred black stone is embedded. The Ka’bah was originally built by the prophet Ibrahim and his son Ismail. The black stone was given to Ibrahim by the angel Gabriel and thus is a symbol of Allah’s covenant with Ismail and, by extension, the Muslim community in general.

Important Vocabulary:

Sacred	: Suci
Pilgrimage	: Ziarah
Pilgrim	: Peziarah
Lunar	: Bulan
Adult	: Baligh/ Dewasa
Lifetime	: Seumur hidup
Required	: Diwajibkan
Replace	: Mengantikan
Obligation	: Kewajiban
Purification	: Pensucian
Can afford	: Mampu (secara finansial)
Black stone	: Hajar aswad (batu hitam)
Angel	: malaikat

Questions:

1. When is the great pilgrimage performed by the Islamic followers?
2. How many times should a Muslim perform the pilgrimage?
3. Mention the three alternatives of doing hajj according the text?
4. Who were the early builders of Ka'bah?
5. What is the meaning of ‘the cube-shaped House of Allah’?

Text 4: The Witness to Faith: The First Pillar of Islam

15

Read the following passage and answer the questions that follow it.



The witness to faith or profession of faith, which is generally called in Arabic Shahada and in Indonesian language Kalimat Syhadat, consists of pronouncing the two phrases “There is no god but Allah” and “Muhammad is the Messenger of God.” Reciting this simple statement in Arabic constitutes the beginning and essence of being Muslim. The theologian al-baghadi(d.1037), however, states that the person who utters the Shahada (confession) must know the meaning and the truth of statement and must repeat it out of understanding and with heartfelt sincerity. The Shahada is repeated as part of the Muslim prayers, and thus gains more of a sense of being an oft-repeated ritual than simply a once in a lifetime statement.

The term in the Shahada translated above as ‘God’ is Allah, The Arabic proper name of God used by Muslims. This name probably comes from al-ilah, ‘the god’ the common Arabic noun for deity, with definite article the. The first Shahhada phrase ‘la ilaha illallah’ affirms Islam’s absolute monotheism, an unshakeable and uncompromising faith in the oneness (tawhid) of God. As such, also serves as a reminder to the faithful that polytheism, the association of anything else with divinity, is forbidden and is the one unforgivable sin.

The second Shahada phrase ‘Muhammadar-rasulullah’ is the affirmation that Muhammad as the messenger of Allah, the last and final prophet, who serves as a model for the Muslims community. Molding individuals into an Islamic society requires activities that recall, reinforce, and realize the word of God and the example of the prophet.

In short, belief in the one God and acceptance of His word as revealed to Muhammad p.b.u.h. requires acceptance of the body of duties and obligations recorded in that message. These duties are both spiritual and legal, both societal and devotional, regulating each individual’s relationship with God, with his fellowmen and with His other creatures. The first duty is this profession of faith.

(Source:<http://trilma.wordpress.com/category/islamic-reading-for-islamic-student/>)

Questions:

1. What does the first of the two statements of the faith confession mean?
2. What is the meaning of God in Arabic?
3. Which part of the Shahada indicates the absolute monotheism Islam?
4. Where can the duties and the obligation of Muslims be found?
5. What is the first duty of a Muslim according the above reading text?
6. What is forbidden and even considered as unforgivable sin in Islam?
7. Who does the final prophet refer to?
8. When is the Shahada always repeated by a Muslim?
9. What do p.b.u.h stand for?

B. Grammar Focus

Penggunaan simple present tense :
The use of simple present tense :

Digunakan untuk menceritakan tentang aktifitas sehari-hari/kebenaran umum/aktifitas yang sering/selalu dilakukan.

It is used to tell about daily activities/general truth/activity that is often/usually done.

Rumus/formula :

**Subject + kata kerja 1 + s/es
verb 1**

Penting/important :

1. *He, she, it, Rini + kata kerja 1 + s.
verb 1*
2. *He, she, it, Rini + kata kerja berakhiran o, ch, sh, x, ss + es.
verbs end in o, ch, sh, x, ss + es.*
3. *I, you, we, they + kata kerja 1 , tanpa s/es.
verb 1 , without s/es.*
4. *S/es hanya digunakan pada kalimat positif.
S/es is only used for positive sentence.*
5. *Do/does digunakan untuk membuat kalimat tanya dan negatif.
Do/does is used to make interrogative/negative sentences.*

Kata-kata kunci yang menunjukkan simple present tense/key words :

Tiap hari	everyday.
Tiap pagi	every morning.
Tiap malam	every night.
Selalu	always.
Sering	often.
Biasanya	usually.
Kadang-kadang	sometimes.
Jarang	seldom.

Cara membuat kalimat-kalimat :

The way to make sentences :

Minum : drink , drank , drunk.
I 2 3

Bentuk aktif (active voice):

Dia (lk) minum segelas kopi tiap pagi.

*He drinks a glass of coffee every morning.
I + s*

Bentuk pasif (passive voice):

*Segelas kopi diminum oleh dia (lk) tiap pagi.
A glass of coffee is drunk by him every morning.*

3

Membersihkan : clean , cleaned , cleaned.

1 2 3

Bentuk aktif (active voice):

Kami **membersihkan** masjid ini tiap hari.
We clean this mosque everyday.

1

Bentuk pasif (passive voice):

Masjid ini **dibersihkan** oleh kami tiap hari.
This mosque **is cleaned** *by us everyday.*

3

Menyirami : water , watered , watered.

1 2 3

Bentuk aktif (active voice):

Dia (prp) **menyirami** bunga-bunga ini tiap hari.
She waters these flowers everyday.

I + s

Bentuk pasif (passive voice):

Bunga-bunga ini **disirami** oleh dia (prp) tiap hari.
These flowers **are watered** *by her everyday.*

3

Belajar : study , studied , studied.

I 2 3

Bentuk aktif (active voice):

Saya **belajar** bahasa inggris tiap malam.
I study english every night.

1

Bentuk pasif (passive voice):

Bahasa inggris **dipelajari** oleh saya tiap malam.
English is studied by me every night.

3

Bentuk aktif (active voice):

Rini **belajar** bahasa inggris tiap malam.
Rini studies english every night.

I + s

Bentuk pasif (passive voice):

Bahasa inggris **dipelajari** oleh Rini tiap malam.
English is studied by Rini every night.

3

C. Grammar Exercises - Simple Present Tense

1. Fill in the spaces with the correct words for the simple present sentences. The options are "do", "does", "is", "are", "am", "who", "what", "where", "when", "why", and "how". Make sure you use capital letters when needed.

1. Where ----- you live?
2. ----- you a student?
3. ----- she have a sister?
4. When ----- the class?
5. ----- time is it?
6. ----- is your favourite singer?
7. Why ----- it red?
8. ----- the children want something to eat?
9. ----- they ready?
10. ----- does the game start?
11. ----- is your name?
12. Where ----- the washroom?
13. ----- you like jazz music?
14. ----- many brothers do you have?
15. What ----- you want to eat for lunch?
16. ----- she live in Mexico?
17. ----- are my keys? I can't find them.
18. ----- we need more juice?
19. ----- the laptop broken?
20. Why ----- you angry?

Quoted from: <http://www.learnenglish-online.com/grammar/tests/simplepresentquestions.html>

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2. Do the exercises below on the simple present and choose the correct form of the following verbs: wake(s) up - open(s) - speak(s) - take(s) - do(es) - cause(s) - live(s) - play(s) - close(s) - live(s).

1. Ann ----- hand ball very well.
2. I never ----- coffee.
3. The swimming pool ----- at 7:00 in the morning.
4. It ----- at 9:00 in the evening.
5. Bad driving ----- many accidents.

6. My parents ----- in a very small flat.
7. The Olympic Games ----- place every four years.
8. They are good students. They always ----- their homework.
9. My students ----- a little English.
10. I always ----- early in the morning.

3. Put the verbs between brackets in the correct form:

1. Jane (not/drink) ----- tea very often.
2. What time (the banks/open) ----- in Britain?
3. Where (John/come) ----- from?
4. It (take) ----- me an hour to get to work.
5. She (not/wake) ----- up early on Sundays.

4. Choose the right verbs to complete the sentences. Sometimes you need the negative: write - turn - eat - tell - rise

1. The earth ----- around the sun.
2. The sun ----- in the east.
3. Vegetarians ----- meat.
4. A liar is someone who ----- the truth.
5. A novelist ----- novels.

http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-present.php#.U7lsOkAuZGY

4. Translate the following Indonesian sentences into English.

1. Indonesia adalah sebuah negara yang merdeka.
2. Negara ini terletak di Asia tenggara.
3. Dilihat dari letak geografisnya, Indonesia terletak diantara 2 benua, Asia dan Australia, dan 2 samudera, samudera Indonesia dan Pasifik.
4. Disamping itu, Indonesia berada tepat dibawah garis katulistiwa.
5. Indonesia terdiri dari 3 pulau-pulau besar dan ribuan pulau-pulau kecil.
6. Kedaulatan Indonesia membentang dari Sabang sampai Merauke.
7. Indonesia dihuni oleh banyak suku yang berbeda.
8. Indonesia is inhabited by many different ethnic groups.
9. Tak heran, ada banyak perbedaan di Indonesia ditinjau dari agama, bahasa, seni dan budaya, adat istiadat, dan perbedaan-perbedaan yang lain.

10. Kami harus menghormati kemajemukan di Indonesia.
3
11. Kami harus bersatu dibawah satu bendera, Sang Merah Putih.
12. Indonesia memiliki ideologi negara disebut Pancasila.
12
13. Pancasila diambil dari dua kata, Panca dan Sila.
14. Panca artinya lima, Sila artinya dasar.
15. Jadi Pancasila dapat diartikan sebagai lima sila dasar.
16. Pancasila digunakan sebagai cara hidup rakyat Indonesia.

C. Dialogue Focus

*Menanyakan tentang aktifitas sehari-hari.
Asking about daily activities.*

A : *Jam berapa anda biasanya bangun tidur pagi ?
What time do you usually get up in the morning ?*

B : *Saya biasanya bangun tidur pada jam 4.
I usually get up at 4 o'clock.*

A : *Kemudian, anda biasanya melakukan apa ?
And then, what do you usually do ?*

B : *Kemudian, saya mengambil air wudlu untuk melakukan sholat subuh.
And then, I take ritual ablution to do morning prayer.*

A : *Setelah itu, apa yang biasanya anda lakukan ?
Afterwards, what do you usually do ?*

B : *Saya biasanya membantu kedua orang tua saya untuk mengerjakan pekerjaan-pekerjaan rumah, membersihkan rumah, mencuci, memasak, dan banyak yang lain.
I usually help my parents to do houseworks, cleaning the home, washing, cooking, and many others.*

A : *Jam berapa biasanya anda pergi ke kampus ?
What time do you usually go to campus ?*

B : *Saya biasanya pergi ke kampus pada jam 7 pagi.
I usually go to campus at 7 am.*

A : *Dengan apa biasanya anda pergi ke kampus ?
How do you usually go to campus ?*

B : *Saya biasanya pergi ke kampus dengan sepeda motor.
I usually go to campus by motorcycle.*

A : Apa yang biasanya anda lakukan sepulang dari kampus ?
What do you usually do after campus ?

B : Saya biasanya istirahat sebentar, kemudian saya mengerjakan tugas-tugas saya
dari para dosen saya.

I usually take a rest for a moment, then I do my tasks from my lecturers

A : Apakah anda belajar tiap malam ?
Do you study every night ?

B : Ya
Yes, I do.

A : Jam berapa biasanya anda pergi tidur ?
What time do you usually go to bed ?

B : Saya biasanya pergi tidur pada jam 9 malam.
I usually go to bed at 9 pm.

A : Anda melakukan apa pada hari-hari Minggu ?
What do you do on Sundays ?

B : Kadang-kadang saya menghadiri sebuah pesta, kadang-kadang saya bermain
tenis, dan banyak aktifitas-aktifitas lain.
Sometimes I attend a party, sometimes I play tennis, and many other activities.

Subyek : Dia (lk), dia (prp), Rini, ayah anda, ayah saya, pak Joko, pesawat.

S/ES ditambahkan untuk membuat kalimat positif.

DOES digunakan untuk membuat kalimat tanya.

Subjects : He, she, Rini, your father, my father, mr Joko, plane.

S/ES is added to make positive sentence.

DOES is used to make interrogative sentence.

Silahkan pelajari dialog berikut ini !
Please study the following dialogue !

A : Jam berapa biasanya dia (lk) pergi ke kampus ?
What time does he usually go to campus ?

B : Dia (lk) biasanya pergi ke kampus pada jam 7 pagi.
He usually goes to campus at 7 am.

A : Jam berapa biasanya dia (prp) pergi ke kampus ?
What time does she usually go to campus ?

B : Dia (prp) biasanya pergi ke kampus pada jam 7 pagi.
She usually goes to campus at 7 am.

A : Jam berapa biasanya Rini pergi ke kampus ?
What time does Rini usually go to campus ?

B : *Rini biasanya pergi ke kampus pada jam 7 pagi.*
Rini usually goes to campus at 7 am.

A : *Jam berapa ayah anda pergi bekerja tiap hari ?*
What time does your father go to work everyday ?

B : *Ayah saya pergi bekerja pada jam 7 pagi tiap hari.*
My father goes to work at 7 am everyday.

A : *Jam berapa pak Joko pergi ke sekolah tiap pagi ?*
What time does mr Joko go to school every morning ?

B : *Pak Joko biasanya pergi ke sekolah pada jam 7.*
Mr Joko usually goes to school at 7 o'clock.

A : *Jam berapa pesawatnya berangkat ke Jakarta untuk penerbangan pagi?*
What time does the plane leave to Jakarta for morning flight ?

B : *Pesawatnya berangkat ke Jakarta pada jam 7.*
The plane leaves to Jakarta at 7 o'clock.

UNIT TWO

Topik Perkuliahan: Simple Past Tense

Kompetensi:

Setelah perkuliahan berakhir diharapkan mahasiswa dapat:

1. Memiliki kosa kata English Islamic studies berkaitan dengan sejarah singkat kelahiran dan perjalanan hidup Nabi Muhammad SAW., dan pemimpin besar bangsa Indonesia, Sukarno.
2. Memahami secara komprehensif struktur kalimat dalam bentuk simple past tense.
3. Menulis kalimat bahasa Inggris dalam bentuk simple past tense secara benar.
4. Menerjemahkan kalimat bahasa Indonesia kedalam kalimat bahasa Inggris dalam bentuk simple past tense.
5. Berkommunikasi atau berdialog dengan bahasa Inggris dalam bentuk simple past tense.

Materi Perkuliahan:

5. Reading Comprehension
6. Vocabulary
7. Grammar

UNIT TWO

Simple Past Tense

A. Reading Comprehension

Text 1: MUHAMMAD

15

Read the following passage and answer the questions that follow it.

18

Muhammad was born in Mecca in 570 AD. He was orphaned as a young child and brought up first by his grandfather and later by his uncle. As a young man he was well known for his unusual truthfulness and wisdom, and he was one of the few people in Mecca who did not believe in idol worship, but tried instead to follow the original teachings of Abraham.

When he was in 20s, Muhammad was hired by a wealthy widow, Khadija to lead her caravans. Khadija admired this extraordinary young man and eventually they were married. They settled into a peaceful and prosperous life.

Muhammad was concerned about the idol worship, corruption and cruelty that he saw around him, and he began to withdraw to the mountains for long periods of meditation and fasting. When he was forty years old, he withdrew into a cave high on a nearby mountain when he had a vision of the Archangel Gabriel commanding him to: "Recite. In the name of your Lord ..." From that moment Muhammad became a Prophet or Messenger of God. He received revelations from God through Gabriel, and these revelations formed the Holy Qur'an, the sacred book of the religion called Islam.

Islam is a word meaning both submission and peace. According to its teaching, human beings can attain both inward and outward peace by submitting to the commands of God, or Allah (an Arabic word meaning the God). And according to Islam, this peace and obedience leads to salvation and entry into heaven. Muhammad was ordered to call all people to Islam.

It involves observing five 'pillars of faith'. These are: the firm belief in one God and in the prophethood of Muhammad; regular ritual prayer five times a day; giving alms to the poor and needy; fasting during the holy month of Ramadan; and the performance of the annual pilgrimage or Hajj, one in every Muslim's life if it is all possible.

(Quoted from: Syah, Muhibbin. *Islamic English*, 2005:48)

10. The topic of the passage is
 - A. Idol worship
 - B. Muhammad and Islam
 - C. Muhammag and Khadija
 - D. pillars of faith

11. The word "They" in line 8 refers to
 - A. Muhammad and Abraham
 - B. Abraham and Khadija

- C. Muhamad and Khadija
D. Muhammad, Abraham, and Khadija
12. It can be inferred from the passage that “Islam” means
A. Either submission or peace
B. Both submission and peace
C. Neither submission or peace
D. Submission, but not peace
13. The word “sacred” in line 15 is closest in meaning to
A. bad
B. yellow
C. good
D. holy
14. Where does the author mention Muhammad as God’s messenger
A. In paragraph 1
B. In paragraph 2
C. In paragraph 3
D. In paragraph 4
15. It can be implied from the passage that Islam consists of
A. five pillars
B. four pillar
C. three pillars
D. two pillars
16. According to the passage, Muhammad went to mountain because
A. he wanted to be messenger of God
B. he wanted to visit his followers
C. he saw idol worship, corruption, and cruelty in his society
D. he did not see idol worship, corruption, and cruelty in his society
17. Based on the information in the passage, all of the following statements about Muhammad are true except
A. God’s messenger
B. follower of Abraham
C. creator of Qur'an
D. Khadija’s husband
18. It can be inferred from the passage that the sacred book Muhammad received from God is
A. The Bible
B. The Al-Furqan
C. The Al-Fatiyah
D. The Sunnah
19. The phrase ‘pillars of faith’ could best be translated into Indonesian as:
A. Rukun Iman
B. Rukun Islam
C. Rukun Puasa

D. Rukun Haji

Text 2: THE PROPHET MUHAMMAD

15

Read the following passage and answer the questions that follow it.

19

The last and final prophet that God sent to humanity was the Prophet Muhammad pbuh (Peace be Upon Him). Muhammad explained, interpreted and lived the teaching of Islam. The Prophet Muhammad is the greatest of all prophets for many reasons, but mainly because the result of his mission have brought more people into the pure believein One God than many other prophet. Even though other religions communities claimed to believe in One God, over time they had corrupted their beliefs by taking their prophets and saint as intercessor with Almighty God. Some religions believe their prophets to be manifestations of God, “God Incarnate” or the “Son of God”. All of these false ideas lead to the creature being worshipped instead of the Creator, which contributed into idolatrous practice of believing that Almighty God can be approached through intermediaries. In order to guard against these falsehoods, the prophet Muhammad always emphasized that he was only a human-being tasked with the preaching of God’s message. He though Muslim to refer to him as “Messenger of God and His Slave”. To Muslim, Muhammad is the supreme example for all people – he was the exemplary prophet, statesman, military leader, ruler, teacher, neighbor, husband, father and friend.

Adapted from: <http://www.all-quran.com>

Questions:

1. What was explained, interpreted, and lived by the prophet Muhammad?
2. How to say *Shollallohu 'alaihi wassallam* in English?
1. Why is Muhammad Pbuh said to be the last and the final prophet?
2. Can you mention some reason why the prophet Muhammad the greatest of all prophets?
3. Why did some religions, (except Islam) corrupt their believes?
4. What are some falsehoods of some religions?
5. Does Islam teach us about “God Incarnate”?
6. What does the underline word “their” refer to?
7. How did Muhammad pbuh teach Muslim to refer to him?

8. Who is said to be the supreme example for all people?

Text 3: SUKARNO THE GREAT LEADER

Read the following passage and answer the questions that follow it.



He was that rare figure: a natural-born leader, tailored for greatness. When he was but a child his mother had whispered to him, "My son, you are a child of the dawn. You will be a man of glory, a great leader of your people." Sukarno never forgot those words. Liberating his land from 350 years of colonial rule, he molded many disparate peoples into a nation that became the fifth most populous in the world, one of the richest of all in natural resources. He gave his people a language of their own, raised their literacy rate from six to above 55 percent, gave them an intense pride in being Indonesians. He had monumental talents: an oratorical gift that could sway and charm, an abundance of that indefinable mystique called "charisma." Responding, his people gave him loyalty beyond love, reverence approaching god-worship.

(Quoted from: <http://www.grammarbank.com/sukarno.html>)

Questions:

13

1. Sukarno is a man who ----.
A) is endowed with leadership
B) used to design clothes when he was a child
C) had a natural-born great mother
D) caused people to be rebellious against the government
E) tried to speak a figurative language

2. It's stated in the passage that Sukarno ----.
A) is the only child of his parents
B) couldn't liberate his land from colonial rule
C) built a nation out of separate communities
D) opposed giving his public their own language
E) became the fifth most popular leader in the world

3. After having freed his land from colonial rule, Sukarno ----.
A) suddenly built a monument dedicated to himself
B) caused his people to be ashamed of themselves
C) increased the population of Indonesia
D) became a governor of Indonesia
E) increased the level of literacy of his people

B. Grammar Focus

SIMPLE PAST TENSE

Simple past tense digunakan untuk menceritakan tentang :
Simple past tense is used to tell about :

1. **Status dimasa lampau.**
Status in the past.

Subject + was/were + kata benda(noun).

Dalam bahasa Indonesia, kita mengatakan :
In Indonesian language, we say :

Dulu/bekas/mantan

Contoh/example :

Pak Joko dulu seorang pelajar.
Mr Joko was a student.

Ayahku mantan seorang tentara.
My father was a soldier.

Mereka dulu para pemain sepak bola terkenal.
They were popular football players.

Tempat ini bekas sebuah makam.
This place was a grave.

Demak adalah kerajaan islam.
Demak was an Islamic kingdom.

Malin Kundang adalah seorang anak durhaka.
Malin Kundang was a sinful son.

Dia (lk) dulu teman sekelasku.
He was my classmate.

Dia (prp) dulu seorang penari.
She was a dancer.

Kalimat negatif/negative sentence :

Bukan bekas/bukan mantan/dulu bukan(was not/were not).

Ayahku dulu bukan seorang tentara.
My father was not a soldier.

Malin Kundang dulu bukan seorang raja.
Malin Kundang was not a king.

Dia (lk) dulu bukan teman sekelasku.
He was not my classmate.

Kalimat tanya/interrogative sentence :

Apakah dia (prp) mantan seorang penari ?
Was she a dancer ?

Apakah dia (lk) dulu teman sekelas anda ?
Was he your classmate ?

2. Kondisi di masa lampau.
Condition in the past.

Subject + was/were + kata sifat (adjective).

Contoh/example :

Dia (lk) sakit kemarin.
He was sick yesterday.

Mereka marah tadi pagi.
They were angry this morning.

Cuacanya buruk kemarin.
The weather was bad yesterday.

3. Keberadaan orang/benda/binatang/ dimasa lampau.
The existence of person/thing/animal/ in the past.

Saya **berada** di Jakarta kemarin lusa.
I was in Jakarta the day before yesterday.

Mereka **berada** di Bali minggu lalu.
They were in Bali last week.

Sebuah buku **berada** diatas meja kemarin.
A book was on the table yesterday.

Seekor ular **berada** di depan rumahku tadi pagi.
A snake was in front of my home this morning.

Sebuah istana kerajaan yang indah **berada** di Jawa timur di masa lalu.

A beautiful royal palace was in east Java in the past.

3. *Aktifitas yang terjadi di masa lampau, tetapi , aktifitas tersebut tidak berlanjut sampai hari ini.*
Activity that happened in the past, but, the activity doesn't continue until today.

PENTING/IMPORTANT :

- a. Kata kerja 2 digunakan untuk membuat kalimat positif.
Verb 2 is used to make positive sentence.
- b. DID ditambahkan untuk membuat kalimat tanya/negatif.
DID is added to make interrogative/negative sentence.
- c. Kata kerja 1 digunakan untuk membuat kalimat tanya/negatif.
Verb 1 is used to make interrogative/negative sentence.
- d. Was/were + kata kerja 3 , digunakan untuk membuat bentuk pasif.
Was/were + verb 3 , is used to make passive voice.

Mari kita buat kalimat-kalimatnya !

Let's make the sentences !

Saya pergi ke sekolah kemarin
I went to school yesterday.

Saya tidak pergi ke sekolah kemarin.
I didn't go to school yesterday.

Apakah anda pergi ke sekolah kemarin ?
Did you go to school yesterday ?

Anda pergi kemana kemarin ?
Where did you go yesterday ?

Silahkan pelajari kalimat-kalimat berikut ini !

Please study the following sentences !

Minum : drink , drank , drunk (dibaca : dring , dreng, drang)
1 2 3

Bentuk aktif (active voice)

Dia (laki-laki) minum segelas kopi tadi pagi.
He drank a glass of coffee this morning.
2

Bentuk pasif (passive voice)

Segelas kopi diminum oleh dia (lk) tadi pagi.

A glass of coffee was drunk by him this morning.

Membeli : buy , bought , bought

I 2 3
Bentuk aktif (active voice)

Dia (perempuan) membeli sebuah kamus kemarin.

She bought a dictionary yesterday.

2
Bentuk pasif (passive voice)

Sebuah kamus dibeli oleh dia (perempuan) kemarin.

A dictionary was bought by her yesterday.

Makan : eat , ate , eaten

I 2 3
Bentuk aktif (active voice)

Saya makan sebuah jeruk tadi pagi.

I ate an orange this morning.

2
Bentuk pasif (passive voice)

Sebuah jeruk dimakan oleh saya tadi pagi.

An orange was eaten by me this morning.

Menyirami : water , watered , watered

I 2 3
Bentuk aktif (active voice)

Kami menyirami bunga-bunga itu tadi pagi.

We watered those flowers this morning.

2
Bentuk pasif (passive voice)

Bunga-bunga itu disirami oleh kami tadi pagi.

Those flowers were watered by us this morning.

3

C. Grammar Exercises - Simple Past Tense.

1. Do the exercises below on the simple past tense and put the verbs into the simple past.

1. Last year I (go) ----- to England on holiday.
2. It (be) ----- fantastic.
3. I (visit) ----- lots of interesting places. I (be) with two friends of mine .
4. In the mornings we (walk) ----- in the streets of London.

5. In the evenings we (go) ----- to pubs.
6. The weather (be) ----- strangely fine.
7. It (not / rain) ----- a lot.
8. But we (see) ----- some beautiful rainbows.
9. Where (spend / you) ----- your last holiday?

2. Write the past forms of the irregular verbs.

No	Infinitive	Simple Past
1	meet	
2	drive	
3	speak	
4	put	
5	write	
6	sing	
7	Do	
8	sit	
9	stand	
10	run	

3. Complete the table in simple past.

Affirmative	Negative	Interrogative
He wrote a book		
	He did not sing	
		Was she pretty?

4. Put the sentences into simple past.

1. We move to a new house. →
2. They bring a sandwich. →
3. He doesn't do the homework. →
4. They sell cars. →
5. Does he visit his friends? →

5. Choose "Was" or "Were":

1. The teacher ----- nice.
2. The students ----- very clever.
3. But one student ----- in trouble.
4. We ----- sorry for him.
5. He ----- nice though.

Modified from:http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-ast.php#.U7l0OEAuZGY

UNIT THREE

Topik Perkuliahan: Present Continuous Tense

Kompetensi:

Setelah perkuliahan berakhir diharapkan mahasiswa dapat:

1. Memahami secara komprehensif struktur kalimat dalam bentuk simple present continuos tense.
2. Menulis kalimat bahasa Inggris dalam bentuk present continuos tense secara benar.
3. Menerjemahkan kalimat bahasa Indonesia kedalam kalimat bahasa Inggris dalam bentuk present continuos tense.
4. Berkommunikasi atau berdialog dengan bahasa Inggris dalam bentuk present continuos tense.

Materi Perkuliahan:

1. Reading Comprehension
2. Vocabulary Grammar
3. Dialogue

UNIT THREE

Present Continuous Tense

A. Reading Comprehension

Text 1: A fantastic holiday

Read the following passage and answer the questions that follow it.

I'm sitting on the beach, eating an icecream, Alice and Paul are swimming in the sea and Tom is in the park. He's playing with a friend. Peter is listening to the radio and reading.

We're having a fantastic holiday. Abercwm is a little fishing village in north Wales with a park, a castle, some Roman remains and some lovely gardens, and there's a little fishing port with a lighthouse. Everybody here is really friendly. I think we're lucky. This is our second holiday this year and we're doing just what we want to do sleeping, eating and playing games. The food is lovely too.

Questions:

1. What's the author of the text doing? _____
2. What are Alice and Paul doing? _____
3. What is Peter doing? _____
4. Where's Tom? _____
5. Where's Abercwm? _____

Quoted from: <http://planetaingles-stella.blogspot.com/2011/03/reading-comprehension-text-with-present.html>

B. Grammar Focus

Present Continuous Tense

Rumus/formula :

Subject + is, am, are + kata kerja 1 + ing.
verb 1

Penggunaan present continuous tense :

The use of present continuous tense :

1. Digunakan untuk menceritakan tentang aktifitas yang sedang berlangsung (sekarang).

Kita mengatakan "sedang" dalam bahasa Indonesia.

It is used to tell about activity in progress (now).

We say "sedang" in Indonesian.

Cara membuat kalimat-kalimat :

The way to make sentences :

Belajar : study , studied , studied.
 1 2 3

Bentuk aktif (active voice):

Kami **sedang belajar** bahasa inggris sekarang.

We are studying english now.
 1 + ing

Bentuk pasif (passive voice):

Bahasa inggris **sedang dipelajari** oleh kami sekarang.

English is being studied by us now
 is + being + 3

Sedang di

Is , am , are + being + verb 3

Menulis : write , wrote , written.
 1 2 3

Bentuk aktif (active voice):

Dia (lk) **sedang menulis** sebuah surat sekarang.

He is writing a letter now.
 1 + ing

Bentuk pasif (passive voice):

Sebuah surat **sedang ditulis** oleh dia (lk) sekarang.

A letter is being written by him now.
 is + being + 3

Menyirami : water , watered , watered.
 1 2 3

Bentuk aktif (active voice):

Dia (prp) **sedang menyirami** bunga-bunga itu sekarang.

She is watering those flowers now.
 1 + ing

Bentuk pasif (passive voice):

Bunga-bunga itu **sedang disirami** oleh dia (prp) sekarang.
*Those flowers **are being watered** by her now.*
are + being + 3

2. Aktifitas yang akan terjadi di masa yang akan datang, tetapi diawali saat berbicara.

Activity that will happen in the future, but it is started while speaking.

Cara membuat kalimat-kalimat :

The way to make sentences :

Kita akan pergi kemana sekarang ?
Where are we going now ?

Kita akan pergi ke restauran sekarang.
We are going to restaurant now.

Anda akan pergi kemana sekarang ?
Where are you going now ?

Saya akan pergi ke kampus sekarang.
I am going to campus now.

4. Ada kepastian bahwa aktifitas akan terjadi di masa yang akan datang.
There is certainty that the activity will happen in the future.

Cara membuat kalimat-kalimat :

The way to make sentences :

Saya akan berangkat ke Jakarta pada jam 7 besok pagi.
I am leaving to Jakarta at 7 o'clock tomorrow morning.

Saya akan bertemu anda lagi pada jam 7 besok pagi.
I am meeting you again at 7 o'clock tomorrow morning.

C. Grammar Exercises - Present Continuous Tense

1. Do the exercises below on the present continuoue tense and put the verbs into the present continuoue tense.

1. She (read) ----- an English book.
2. They (listen) ----- to rock music.
3. We (drink) ----- lemonade.
4. Are you (study) ----- Japanese?
5. I (eat) ----- a hamburger.
6. Is she (speak) ----- Spanish?

7. You (watch/not) ----- TV.
8. It (sleep) ----- on the sofa.
9. Am I (wear) ----- a black T-shirt?
10. They (go/not) ----- to school.

Quiated from: <http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-38562.php>

D. Dialogue Focus

DIALOGUE based on the use of present continuous tense.

A : Anda sedang mengerjakan apa sekarang ?
What are you doing now ?

B : Saya sedang belajar bahasa inggris.
I am studying English.

A : Dia (lk) sedang mengerjakan apa sekarang ?
What is he doing now ?

B : Dia (lk) sedang menonton televisi.
He is watching television.

A : Dia (prp) sedang menulis apa ?
What is she writing ?

B : Dia (prp) sedang menulis sebuah surat.
She is writing a letter.

A : Apakah mereka sedang belajar sekarang ?
Are they studying now ?

B : Ya
Yes, they are.

A : Mereka sedang belajar apa sekarang ?
What are they studying now ?

B : Mereka sedang belajar bahasa inggris.
They are studying english.

A : Apakah pak Joko sedang mengajar sekarag ?
Is mr Joko teaching now ?

B : Ya
Yes, he is.

A : Pak Joko sedang mengajar apa sekarang ?

What is mr Joko teaching now ?

B : Pak Joko sedang mengajar bahasa inggris.
Mr Joko is teaching english.

E. Dialogue Exercises - Present Continuous Tense

Read and complete the following dialogue.

Mum : Hello, dear! Is everything OK? What ----- (the children / do)?

Dad : Well, Sam (play) with the cat and Tina ----- (eat) chocolate outside in the garden.

Mum : And the baby? Is he sleeping?

Dad : No, he isn't. The baby ----- (drink) milk.

Mum : ----- (you / have) a good time?

Dad : Oh yes. I ----- (have) a great time!

Quoted from: <http://www.englishexercises.org/makeagame/viewgame.asp?id=3438>

UNIT FOUR

Topik Perkuliahan: Simple Present Perfect Tense

Kompetensi:

Setelah perkuliahan berakhir diharapkan mahasiswa dapat:

1. Memiliki Keterampilan Memahami Bacaan (Reading Comprehension Skills) Yang Meliputi Ketrampilan: (1) Menemukan Main Idea, (2) Supporting Details, (3) Reference, (4) Vocabulary, Dan (5) Inference Dari Suatu Paragraf.
2. Memiliki kosa kata English Islamic studies berkaitan dengan situasi kota Mekah, bahasa Ibu, pelaksanaan Ibadah Haji, dan kalimat syahadah.
3. Memahami secara komprehensif struktur kalimat dalam bentuk simple present tense.
Menulis kalimat bahasa Inggris dalam bentuk present perfect tense secara benar.
4. Menerjemahkan kalimat bahasa Indonesia kedalam kalimat bahasa Inggris dalam bentuk present perfect tense.
5. Berkommunikasi atau berdialog dengan bahasa Inggris dalam bentuk present perfect tense.

Materi Perkuliahan:

1. Reading Comprehension
2. Vocabulary
3. Grammar
4. Dialogue

UNIT FOUR

Simple Present Perfect Tense

A. Reading Comprehension

Text 1: FASTING, THE THIRD PILLAR OF ISLAM

15

Read the following passage and answer the questions that follow it.



Islam has been from the beginning much more than what is usually meant by general concept “religion” Islam, meaning in Arabic submission to Allah’, is indeed at the same time a religious tradition, a civilization and a total way of life. Islam proclaims a religious faith and sets forth certain rituals, but it also prescribes patterns of order for society in such matters as family life, civil and criminal law, business, etiquette, food, dress, and even personal hygiene. For Islamic followers there are few if any aspects of individual and social life that are not considered to be expression of Islam, which is seen as a complete, complex civilization in which individuals, societies and governments should all reflect the will of Allah, the almighty God.

The prescribed Islamic practices include what so called five pillars of Islam. One of the pillars is fasting, which is our present topic. The rests are: the profession of faith, prayer, almsgiving, and pilgrimage to Mecca. Once each year Islam prescribes a rigorous, month-long fast during the moth of Ramadan, the ninth moth of the Islamic calendar. From sunrise to sunset, all adults Muslims whose health permits are completely abstain from food, drink, and sexual activity. Ramadan is a time for reflection and spiritual discipline, for expressing gratitude for Allah’s guidance and atoning for past sins, for awareness of human frailty and dependence of Allah.

Concerning fasting quality, Al-Ghazaly, in his *Ihya Ulum al Din* (Bringing Religious Knowledge to Live), classified fasting into three grades: ordinary, special, and extra special. Ordinary fasting means abstaining from food, drink, and sexual satisfaction. Whereas special fasting means keeping one’s ears, eyes, tongue, hands, and feet – and all other organs – free from sin. Meanwhile, extra – special fasting

means fasting of the heart from unworthy concerns and worldly thoughts, in total disregard, of everything but Allah, Great and Glorious is he. This kind of highest quality of fasting is broken by thinking anything other than Allah and the hereafter.

Important Vocabulary:

Abstain	: Menahan, Menantang
Prescribe	: Menentukan
Civilization	: Peradaban
Reflection	: Cerminan
Disregard	: Pengabaian
Religion	: Agama
Fast	: Puasa
Set Forth	: Mengajukan
Hereafter	: Akhirat
Submission	: Kepasrahan
Guidance	: Pedoman
Sunrise	: Matahari terbit
Hygiene	: Kebersihan
Sunset	: Matahari terbenam
Is Broken	: Batal
Unworthy	: Tidak bernilai
Keep	: Menjaga
Way of life	: Filsafat hidup
Pillar of Islam	: Rukun Islam

Questions:

1. Is Islam similar to the general concept of religion?
2. Could you mention all of the five pillars of Islam consecutively?
3. Is the fast of Ramadan annually prescribed?
4. How long should adult Muslims abstain from food and drink during the fasting month?
5. Could you explain the Ghazalian typology of Fasting?

Text 2: LINDA AND A GRANDMOTHER

Read the following passage and answer the questions that follow it.

Linda has just walked outside with Grandmother. She wears an apron. So far, she has finished cleaning and washing. She has also gathered seeds and crumbs. Now Linda and Grandmother are outside. Linda has just dropped some seeds on the ground

to feed the birds. The birds have not come yet. Recently, Grandmother has moved in with Linda's family. She now enjoys living with them. Grandmother has already sat down on the bench. She also wears an apron. She has just finished cooking. Grandmother and Linda wait for the birds. They have seen birds in the yard before. Grandmother has always liked to watch the birds. Linda has always liked to feed them.

Questions:

Answer the following questions. Use the Present Perfect tense.

1. What has Linda finished doing so far? What has she just dropped on the ground?

2. Where has Grandmother moved recently? What has Grandmother just finished doing?

3. What has Grandmother always liked to do? What has Linda always liked to do?

B. Grammar Focus

² Simple Present Perfect Tense

Present perfect tense digunakan untuk mengatakan :
Present perfect tense is used to say :

1. Telah dalam bahasa Indonesia.

Telah in Indonesian.

(Subject + have/has + kata kerja 3).
verb 3

Contoh/example :

Menulis : write , wrote , written
1 2 3

Bentuk aktif (active voice):

Saya **telah menulis** sebuah surat.
I have written a letter.

have + 3

Bentuk pasif (passive voice):

Sebuah surat **telah ditulis** oleh saya.

*A letter **has been written** by me.*

has + been + 3

Mengenal : **know** , **knew** , **known**.

1 2 3

Bentuk aktif (active voice):

Mereka **telah mengenal** kampus ini.

*They **have known** this campus.*

have + 3

Bentuk pasif (passive voice):

Kampus ini **telah dikenal** oleh mereka.

*This campus **has been known** by them.*

has + been + 3

2. Baru saja(dalam bahasa Indonesia).

Baru saja(in Indonesian).

(Subject + have/has + just + kata kerja 3).
verb 3

Saya baru saja makan.

I have just eaten.

Anda baru saja berkata.

You have just said.

Dia (lk) baru saja bangun tidur.

He has just got up.

Dia (prp) baru saja menelpon saya.

She has just phoned me.

Kami baru saja membersihkan kelas ini.

We have just cleaned this class.

Mereka baru saja berangkat ke kampus.

They have just left to campus.

1 2 3

Makan	Eat	,	ate	,	eaten
Berkata	Say	,	said	,	said
Bangun tidur	Get up	,	got up	,	got up
Menelpon	Phone	,	phoned	,	phoned
Membersihkan	Clean	,	cleaned	,	cleaned
Berangkat	Leave	,	left	,	left

3. Pernah(dalam bahasa Indonesia)

Pernah (*in Indonesian*)
(Subject + have/has + ever + kata kerja 3)
verb 3

Saya pernah mendengar desas desus itu.
I have ever heard that rumor.

Kami pernah bertemu.
We have ever met.

4. Belum pernah(dalam bahasa Indonesia).
Belum pernah(*in Indonesian*).
(Subject + have/has + never + kata kerja 3).
verb 3

Saya belum pernah melihat hantu.
I have never seen ghost.
Mereka belum pernah datang ke rumah saya.
They have never come to my home.

5. Aktifitas yang terjadi di waktu lampau, tetapi masih berlanjut sampai sekarang.
Activity that happened in the past, but it is still continued until now.

Saya telah tinggal disini sejak tahun 2000.
I have lived here since 2000.

Saya telah tinggal disini selama 14 tahun.
I have lived here for 14 years.

Membuat kalimat-kalimat berdasarkan pada penggunaan present perfect tense.
Making sentences based on the use of present perfect tense.

Dosen kami **telah pergi** ke Amerika sejak 2 minggu yang lalu.
Our lecturer has gone to America since 2 weeks ago.
has+verb 3

Dia (lk) **telah dirawat di rumah sakit** sejak minggu lalu.
He has been hospitalized since last week.
has + been + verb 3

Banyak wisatawan asing **telah mengenal** pulau Bali.
Many foreign tourists have known Bali island.
have+verb 3

Bunga-bunga ini **telah disirami** oleh dia (prp)
These flowers have been watered by her.
have +been+verb 3

Kamar ini **telah dibersihkan** oleh dia (lk)

*This room **has been cleaned** by him.*
has+been+verb 3

Ibu saya **telah mendidik** saya banyak hal tentang kehidupan.

*My mother **has educated** me many things about life.*
has+verb 3

Kami **telah mengerjakan** tugas-tugas kami dari para dosen kami.

*We **have done** our tasks from our lecturers.*
have+verb 3

Pemanasan global **telah menjadi** masalah serios.

*Global warming **has become** serious problem.*
has+verb 3

Saya **telah menyelesaikan** skripsi saya.

*I **have completed** my minithesis.*
have + verb 3

Apakah anda telah menyelesaikan skripsi anda ?

***Have** you **completed** your minithesis ?*
Have + verb 3

Seorang polisi **telah menangkap** seorang teroris.

*A police officer **has arrested** a terrorist.*
has+verb 3

Seorang teroris **telah ditangkap** oleh seorang polisi.

*A terrorist **has been arrested** by a police officer.*
has+been+verb 3

HAVE/HAS + BEEN + KATA SIFAT (ADJECTIVE)

Digunakan untuk menceritakan tentang kondisi yang terjadi di waktu lampau, tetapi kondisi tersebut masih berlanjut sampai sekarang/hari ini.

It is used to tell about condition that happened in the past, but the condition still continues until now/today.

Dia (lk) telah sakit sejak kemarin.

He has been sick since yesterday.

Sakit (sick) = kata sifat/adjective.

Sudah berapa lama dia (lk) sakit ?

How long has he been sick ?

**HAVE/HAS + BEEN + KATA KETERANGAN TEMPAT.
ADVERB OF PLACE.**

Digunakan untuk menceritakan keberadaan orang/benda/binatang dari masa lampau sampai hari ini. Dalam bahasa Indonesia kita mengatakan “ telah berada ”.

It is used to tell about the existence of person/thing/animal since past time until today. In Indonesian we say “telah berada ”.

Maaf tuan , sudah berapa lama tuan berada di Indonesia ?
Excuse me sir, how long have you been in Indonesia ?

Saya **telah berada di Indonesia** sejak 2 minggu yang lalu.
I have been in Indonesia since 2 weeks ago.

Sudah berapa lama anda berada di sini ?
How long have you been here ?

Saya **telah berada di sini** selama 1 jam.
I have been here for one hour.

TELAH ADA(tunggal).
THERE HAS BEEN(singular).

Telah ada sebuah buku di atas meja sejak kemarin.
There has been a book on the table since yesterday.

TELAH ADA(jamak)
THERE HAVE BEEN(plural)

Telah ada banyak buku di atas meja sejak kemarin.
There have been many books on the table since yesterday.

C. Grammar Exercises - Simple Present Tense

1. Complete the sentences with the correct present perfect tense form.

- 1) I ----- a new mobile phone. (just/buy)
- 2) ----- a cat without a tail? (you/ever/see)
- 3) We ----- your new tape yet. (hear)
- 4) How many words ----- for your language project? (you/write)
- 5) Sheila ----- her breakfast yet. (Have)
- 6) What ----- to the computer? (they/ do)
- 7) John and Alex ----- in France for 20 years.(live)

- 8) Where ----- my keys? (I /leave)
- 9) Simon ----- Pat's parents yet.(meet)
- 10) We ----- her an e-mail. (just/ send)
- 11) A. Where is your mother?
B. She ----- to the supermarket.(go)
- 12) Simon ----- to South Africa once. He wants to go there again. (go)

2. Fill in the gaps with *since* or *for*.

- 1) I haven't been to Erika's house ----- May.
- 2) Lucas has worked in the bank ----- five years.
- 3) I have known him ----- I was six.
- 4) It has rained ----- more than three days.
- 5) They have been married ----- 1999.

Quoted from: <http://www.englishexercises.org/makeagame/viewgame.asp?id=2705>

3. Write sentences in present perfect simple.

1. They / play / football -----
2. He / speak / English -----
3. I / write / a poem -----
4. We / not / wash / the car -----
5. Nancy / not / meet / her friends -----

4. Write questions in present perfect simple.

1. They / finish / their homework -----
2. She / visit / her friend -----
3. The maid / clean / the house -----
4. He / drive / the van -----
5. You / ever / write / a poem -----

5. Put the verbs into the correct form (present perfect simple or simple past).

1. I (not / work) today.
2. We (buy) a new car last week.
3. We (not / plan) our holiday yet.
4. She (not / see) her mother for a long time.

5. He (write) a beautiful poem yesterday.

6. Put the verbs into the correct form (present perfect simple or continuous).

1. I think the waiter (forget) us . We (wait) here for over half an hour and nobody (take) our order yet.
2. I think you're right. He (walk) by us at least twenty times. He probably thinks we (order, already) .

(Source:http://www.myenglishpages.com/site_php_files/grammar-exercise-present-perfect.php#.VBCABlddzr4)

D. Dialogue Focus

DIALOG berdasarkan pada penggunaan present perfect tense.
DIALOGUE based on the use of present perfect tense.

A : Sudah berapa lama anda berada di Indonesia ?
How long have you been in Indonesia ?

B : Saya telah berada di Indonesia sejak 2 minggu yang lalu.
I have been in Indonesia since 2 weeks ago.

A : Sudah berapa lama dia (lk) berada di Indonesia ?
How long has he been in Indonesia ?

B : Dia (lk) telah berada di Indonesia sejak 2 bulan yang lalu.
He has been in Indonesia since 2 months ago.

A : Anda telah melihat apa di Indonesia ?
What have you seen in Indonesia ?

B : Saya telah melihat banyak tempat-tempat yang indah.
I have seen many beautiful places.

A : Apakah anda telah mengunjungi Yogyakarta ?
Have you visited Yogyakarta ?

B : Ya, Saya telah mengunjungi Yogyakarta bersama seorang teman.
Yes, I have visited Yogyakarta with a friend.

A : Apakah anda telah mengenal wayang kulit ?
Have you known leather puppet ?

B : Belum. Apa itu ?
Not yet. What is it ?

A : Wayang kulit adalah kesenian tradisional Jawa.
Leather puppet is Javanese traditional art.
Banyak orang telah mengenal kesenian tradisional ini di Yogyakarta.
Many people have known this traditional art in Yogyakarta.

E. Writing Focus

MENULIS TEKS berdasarkan pada penggunaan present perfect tense.
WRITING TEXT based on the use of present perfect tense.

PEMBALAKAN LIAR ILLEGAL LOGGING

Alinea/paragraph 1

Pembalakan liar **telah menjadi** masalah serius di Indonesia.
*Illegal logging **has become** serious problem in Indonesia.*

Masalah ini **telah menyebabkan** banyak dampak buruk bagi lingkungan kita.
*This problem **has caused** many bad impacts for our environment.*

Dampak-dampak buruknya **telah dikenali** oleh kita, tanah longsor, banjir, dan kekeringan.
*The bad impacts **have been identified** by us, landslide, flood, and drought.*

Pemerintah kita **telah membuat** peraturan, para pelaku pembalakan liar dapat dipenjara.
*Our government **has made** rule, the actors of illegal logging can be imprisoned.*

Pembalakan liar **telah menimbulkan** kerusakan serius bagi lingkungan kita.
*Illegal logging **has caused** serious damage for our environment.*

Alinea/paragraph 2.

Di Kalimantan dan beberapa daerah lain di Indonesia, pembalakan liar **telah menyebabkan** kekeringan.
*In Kalimantan and some other areas in Indonesia, illegal logging **has caused** drought.*

Banyak pohon-pohon besar **telah ditebangi**.
*Many big trees **have been cut down**.*

Hutan kita **telah dirusak**.
*Our forest **has been destroyed**.*

Hutan kita **telah digunakan** sebagai perkebunan.
*Our forest **has been used** as plantation.*

Pembalakan liar **telah menimbulkan** kerusakan serius.
*Illegal logging **has caused** serious damage.*

UNIT NOUNS

Topik Perkuliahan: Nouns

Kompetensi:

Setelah perkuliahan berakhir diharapkan mahasiswa dapat:

1. Memiliki mengenal dan menyebutkan beberapa kata benda (nouns) dalam bahasa Inggris.
2. Memahami secara komprehensif fungsi serta posisi kedudukan nouns dalam kalimat bahasa Inggris secara benar.
3. Menulis kalimat bahasa Inggris dengan menggunakan nouns secara benar.
4. Berkommunikasi atau berdialog dengan menggunakan nouns dalam bahasa Inggris secara benar>

Materi Perkuliahan:

1. Reading Comprehension
2. Vocabulary
3. Grammar
4. Dialogue

UNIT FIVE

NOUNS

11 Reading Comprehension

Read the story below. Circle all the nouns. Write them on the lines below the story. Write C next to common nouns, and P next to proper nouns.

Jillian and her mother went to an auction in the city. They were hoping to find paintings and other artwork to decorate their home. They looked around at all the things on display. There were vases, furniture, and sculptures. Everywhere they looked there were more beautiful and exotic items to see.

Eager to find the paintings, Jillian walked quickly to the far side of the building. She could hardly believe her eyes when she saw an original painting by Monet. Tiny colored dots combined to make a magnificent picture. She didn't even want to guess how much it would cost. She knew that she would never have enough money to buy it. She did see several other paintings that she liked. She showed them to her mother, who agreed that they were beautiful.

The auction lasted for hours! Finally, one of the paintings that they liked was on the platform. Jillian's mother had the winning bid! By the end of the auction, they had three lovely paintings to take home with them. Jillian also had some great memories of the time she had spent with her mother. She would think of that day, and the painting by Monet that she had seen up close, every time she saw the new paintings hanging in their home. It had been a wonderful day.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____
7 _____	8 _____
9 _____	10 _____
11 _____	12 _____
13 _____	14 _____
15 _____	16 _____
17 _____	18 _____
19 _____	20 _____
21 _____	22 _____

23	_____	24	_____
25	_____	26	_____
27	_____	28	_____
29	_____	30	_____
31	_____	32	_____
33	_____	34	_____
35	_____	36	_____
37	_____	38	_____
39	_____	40	_____
41	_____	42	_____
43	_____	44	_____
45	_____		

B. Grammar Focus

Kata Benda/Nouns

7

1. Identifying nouns

Nouns are commonly defined as words that refer to a person, place, thing, or idea.

How can you identify a noun? If you can put the word *the* in front of a word and it sounds like a unit, the word is a noun. For example, *the boy* sounds like a unit, so *boy* is a noun. *The chair* sounds like a unit, so *chair* is a noun. Compare these nouns to **the very*, **the walked*, **the because*. *Very*, *walked*, and *because* are not nouns. While you can easily put *the* and *very* together (for example, *the very tall boy*), *the very*, by itself, does not work as a unit while *the chair* does. So, *chair* is a noun; *very* is not.

C. Grammar Exercises

1. Which of the following words are nouns? See if they sound like a unit when you put them here:

The -----. Check the appropriate column.

	Noun	Not a noun
Sample: always	-----	---X---
² 1. tree	-----	-----
2. when	-----	-----
3. beds	-----	-----
4. glass	-----	-----
5. said	-----	-----

- 2
- | | | |
|------------|-------|-------|
| 6. slowly | ----- | ----- |
| 7. factory | ----- | ----- |
| 8. ticket | ----- | ----- |
| 9. boxes | ----- | ----- |
| 10. almost | ----- | ----- |

9
2. Underline the nouns in these phrases. Test each word to see if it sounds like a unit when you put it here: the -----.

Sample: all my friends

1. your red sweater
2. those boxes
3. a few men
4. many digital photos
5. his very interesting article
6. their carpets
7. a hand-painted plate
8. the court stenographer
9. our psychology professor
10. two interesting museums

2
2. Concrete and abstract nouns

Here's an unusual sentence: He smelled the marriage. What makes this sentence unusual is that we don't generally think of the noun marriage as something that can be smelled. Some nouns are concrete: they can be perceived by our senses - they are things that we can see, hear, smell, taste, or touch. Those nouns that are not concrete are abstract. Marriage is something abstract, so it's odd to say it's being perceived by one of our senses, our sense of smell. The nouns in part 1 were all concrete nouns. Other nouns, such as marriage, are abstract; this means that they refer to things that you cannot perceive with your senses, things you cannot see, smell, feel, taste, or touch.

Here are some more concrete and abstract nouns:

Concrete	Abstract
newspaper	love
heel	honesty
glass	culture
jewelry	mind

9

Conclusion: Concrete nouns refer to things we can perceive with one of our senses. Abstract nouns cannot be perceived by our senses.

2.1 Exercises

Decide if each noun is concrete or abstract.

Sample: discussion abstract

1. man
2. violin
3. freedom
4. elegance
5. train
6. friend
7. friendliness
8. economics
9. dormitory
10. capitalism

3. Singular and plural nouns

What's the difference between cat and cats? The noun cat is used when it refers to only one cat; its form is singular. The noun cats is used when it represents more than one cat; its form is plural. Thus, the singular and plural forms tell us about number. Below are some nouns in their singular and plural forms.

Singular	Plural
box	boxes
bed	beds
kite	kites
day	days
country	countries
man	men
child	children

2

3.1 Exercises

Underline each noun in the sentences below and indicate whether it is singular (SG) or plural (PL). There may be more than one noun in a sentence.

Sample: They used her computer (SG) to download the files (PL).

1. He had a few good ideas.
2. The boys spoke in a quiet whisper.
3. The tourists greeted the queen with attitudes of respect.
4. My neighbor is a neurologist.
5. The exterminator found bugs in the office.
6. Sharks live in water.
7. Yesterday, I caught a big trout.
⁹
8. There are many beautiful homes on this block.
9. Visitors to this country must obtain visas.
10. His cousin fought in a brutal battle to free ninety hostages.

Regular and irregular plurals

Usually, we pluralize a noun by adding an “s” to it, as in books; these nouns are called regular. There are a handful of nouns that are pluralized in other ways; these nouns are called irregular.

Irregular nouns form their plural in different ways. Here are some common patterns:

1. changing a vowel: man/men, for example
2. adding “ren” or “en”: child/children, for example
3. adding nothing: fish/fish, for example
4. changing “f” to “v” and then adding “s”: knife/knives, for example

3.2 Exercises

Underline each plural noun in the sentences below and indicate if it is regular (REG) or irregular (IRREG) in terms of how it is pluralized.

Sample: The women (IRREG) received their education at some exclusive schools (REG).

1. The doctor treated most of the patients who were waiting.
2. The geese crossed the road near my car.
9
3. She set a trap to catch the mice that had invaded her kitchen.
4. You will have to feed the oxen most afternoons.
5. Whenever I travel to the country side, I see many sheep, ducks, deer, and cows.
6. Those husbands and wives lead interesting lives.
7. Her feet have grown since last year.
8. The back window of my apartment overlooks about a dozen roofs.
9. The salesmen surrounded me in the show room.
10. Kenneth had to buy two bottles of disinfectant to get rid of the lice in his bathroom.

2 **4. Animate and inanimate nouns**

Take a look at the following sentence:

1. The postcard saw the mailman.

What's strange about this sentence? What's strange is that we don't expect a postcard, which is not alive, to be able to see something; only things that are alive have the ability to see. Nouns that refer to things that are alive are called animate, while nouns that refer to things that are not alive are called inanimate. Postcard is an inanimate noun and using it as an animate one makes for a very unusual sentence.

2
Conclusion: Animate nouns refer to things that are alive; inanimate nouns refer to things that are not alive.

3.3 Exercises

2
Decide if each noun is animate or inanimate.

Sample: apple inanimate

- 2**
- | | |
|------------|-------|
| 1. word | ..... |
| 2. lizard | ..... |
| 3. glasses | ..... |

- | | |
|--------------|-------|
| 4. calendar | ..... |
| 5. baby | ..... |
| 6. criminal | ..... |
| 7. furniture | ..... |
| 8. doctor | ..... |
| 9. mouse | ..... |
| 10. truck | ..... |

Now take a look at the following sentence:

2. The dogwrote a best-selling novel.

Again, there's something strange here. We know that dog is animate. However, only a special type of animate noun has the ability to write a best-selling novel: a human noun. The following sentence is fine, since teacher is a human animate noun: My teacher wrote a best-selling novel. On the other hand, since dog is a nonhuman animate noun, sentence 2 does not sound right.

To summarize: nouns may be human animate (teacher), nonhuman animate (dog), or inanimate (postcard).

3.4 Exercises

Decide if each noun is animate or inanimate. If a noun is animate, decide if it is human or nonhuman.

Sample: chair inanimate

- | | |
|---------------|-------|
| 1. dinner | ..... |
| 2. pet | ..... |
| 3. friend | ..... |
| 4. child | ..... |
| 5. spider | ..... |
| 6. tablecloth | ..... |
| 7. recipes | ..... |
| 8. assassin | ..... |
| 9. shark | ..... |
| 10. freedom | ..... |

5. Count and noncount nouns

Let's take a closer look at the noun hand. Notice that you can say the following:

the hand a hand hands

Here are some other nouns which demonstrate the same pattern:

the store	a store	stores
the idea	an idea	ideas
the tissue	a tissue	tissues

Let's compare *hand* to the noun furniture. As with hand, we can say the furniture. But we can't say *a furniture or *furnitures. Here are some other nouns which demonstrate the same pattern as furniture:

the dust	*a dust	*dusts
the energy	*an energy	*energies
the biology	*a biology	*biologies

16

Thus, there are some nouns that can be counted, and we can use a or an with them and can also make them plural. These nouns are called, appropriately, count nouns. Hand is a count noun. So are store, idea, and tissue. There are other nouns that typically are not counted, and so we do not use a or an with them and do not typically make them plural. These nouns are called, also appropriately, noncount nouns. (Another name for a noncount noun is a mass noun.) Furniture is a noncount noun. So are dust, energy, and biology.

You may well be saying to yourself, "Wait a minute. I can count furniture. I can say something like: three couches and three chairs make six pieces of furniture." And of course, you'd be right. But notice that in this sentence, the words couch and chair can be made plural, but not the word furniture. And the word piece can be made plural, but, again, not the word furniture.

Conclusion:

7 1. If you can pluralize a noun in a sentence, it is functioning as a count noun.

2. A noun is considered to be a count noun if it can be made plural, even if it's not plural in a particular sentence. Thus, in the sentence I ate a cookie, cookie is a count noun because one could pluralize it to cookies without changing its basic meaning.

3.5 Exercises

For each underlined noun in the sentences below, indicate if it is count (C) or oncount (NC). Use the plural test to help you.

2

Sample: Her hairstyle (C) clearly revealed her face.

1. The lights () of the city () twinkled.
2. I love eating rice ().
3. His anger () was barely under control.
4. Her job () was rather demanding.
5. Many types of information () are available at the library ().
6. The police () will be here in a moment.
7. He leaned on the handle () and cursed.
8. I was so thirsty, I needed three glasses () of water ().
9. How much money () do you make in an hour ()?
10. By 11 P.M., the train-station () was nearly empty.

There is also another good way to decide if a noun is count or noncount. Take a look at the use of the words many and much in the following sentences.

1. He has many children.
2. That man has many interests.
3. That will take too much time.
4. They have many lights on in the house.
5. We have much furniture in our store.
6. I wonder how much wealth is in Silicon Valley.

As you may have noticed, many is used with count nouns, much is used with oncount nouns.

2

Conclusion: If you can use many with a noun (when it is pluralized), it's a count noun. If you can use much with a noun, it's a noncount noun.

And we have still another way to distinguish count from noncount nouns:

7. He has fewer children than I do.
8. That man has fewer interests than he used to.
9. That will take less time than I thought.
10. They have fewer lights on in the house.
11. We have less furniture in our store.
12. I don't have less money in my purse than you have.

As you've probably figured out from these examples, we use fewer with count nouns and less with noncount nouns.

Conclusion: If you can use fewer with a noun (when it is pluralized), it's a count noun. If you can use less with a noun, it's a noncount noun.

3.5 Exercises

For each underlined noun in the sentences below, indicate if it is being used as a count (C) or noncount (NC) noun in that sentence. Use the plural, much/many, or fewer/less tests to help you.

Sample: Their new album(C) was a huge hit.

1. Algebra () was one of my worst subjects () in high school ().
2. I had no idea that there were various theories (), such as Euclidean and fractal.
3. The smoke () rose through the chimney ().
4. Bread () is a staple in many societies ().
5. She decided to push the issue () further.
6. People () are funny sometimes.
7. The government () of the United States has three branches ().
8. Senators () can spend money () unnecessarily.
9. It takes effort () to get a good grade () in Mr. Goodman's class ().
10. The reporters () wrote the story.

6. Proper and common nouns

Do the following sentences look a little strange?

1. Mrs. Smith took the 10th grade class of Lincoln High School to France for a trip.

2. The class visited paris and was thrilled to see the eiffel tower.

Normally, we capitalize the first letter of nouns that are actual names, no matter where they are in a sentence. Let's look at the same sentences with the names capitalized:

3. Mrs.Smith took the10th grade class of Lincoln High School to France for a trip.

4. The class visited Paris and was thrilled to see the Eiffel Tower.

Nouns that are actual names are called proper nouns; nouns that are not names are called common nouns. Notice that not only people have names: places (Rome), companies (IBM), and books (Gone With the Wind), among others, can have names, too.

Conclusions: 1. Nouns that are actual names, for example Mary, are called proper nouns. Nouns that are not names are called common nouns, e.g. girl.
2. One way to identify a proper noun is to ask yourself: is this a noun I would capitalize, no matter where it is in a sentence? If so, it's a proper noun

3.6 Exercises

For each noun below, determine if it is a proper noun or common noun. For this exercise, the proper nouns are not capitalized.

Sample: England proper

7

- | | |
|---------------------------------|-------|
| 1. seattle | ..... |
| 2. crater lake national park | ..... |
| 3. tissues | ..... |
| 4. sofa | ..... |
| 5. pepsi cola | ..... |
| 16
6. mediterranean sea | |
| 7. disneyland | ..... |
| 8. company | ..... |
| 9. british broadcasting company | ..... |
| 10. television | ..... |

To enhance your understanding

In part 1 we said that words that can have the in front of them and sound like a complete unit are nouns. That still works. The reverse, however, is not true: not all proper nouns can have the in front of them. Compare the following proper nouns. Those on the left use *the*; those on the right do not.

5. a. The United States

The Netherlands

b. The Holy See

c. The Jolly Green Giant

d. The Bronx

Great Britain

France

Holy Cross University

Big Foot

Manhattan

Most proper nouns don't use *the* – just think of the names of people you know. Those few cases where a proper noun does use the are exceptions; we memorize those.

(All of the teaching materials on nouns above were quoted and modified from:
<http://www.k12reader.com/worksheet/identifying-nouns/>)

UNIT SIX

ADVERBS AND ADJECTIVES

1. Adverbs

Adverb can be divided into four kinds: adverb of frequency, adverb of manner, adverb of place, and adverb of time.

1.1 Adverb of Frequency

1.2 Grammar Focus

Adverbs of frequency is used to say how often you do something. Adverbs of frequency are often used with the present simple because they indicate repeated or routine activities. For example, They often go out for dinner.

Adverbs of frequency include (from most often to least often):

- always
- usually
- often
- sometimes
- occasionally
- seldom
- rarely
- never

1. If the sentence has one verb (e.g. no auxiliary verb) put the adverb in the middle of the sentence after the subject and before the verb. Example: Tom usually goes to work by car.

2. Adverbs of frequency come after the verb 'be'. Example: I am never late for work.

3. If the sentence has more than one verb (e.g. auxiliary verb), put the adverb of frequency before the main verb. Example: They have often visited Rome.

4. When using adverbs of frequency in the question or negative form, put the adverb of frequency before the main verb. Examples: She doesn't often visit Europe. / Do you usually get up early?

1.3 Exercises

1.3.4 Grammar Exercise

Put the frequency adverb in the correct place.

1. I visit my grandparents on Sundays. (always)
2. She watches TV on weekends. (hardly ever)
3. I am busy on Monday morning. (never)
4. They go to the club on Saturday. (usually)
5. I go to work by subway. (sometimes)

Quoted from: <http://www.englishexercises.org/makeagame/viewgame.asp?id=3492>

1.3.5 Reading Comprehension Exercise

Read the following text carefully and choose the correct answer to these questions based on Mary's Hobbies and Interests. Each question has only one correct answer.

8

Mary has a lot of hobbies and interests. She **usually** gets up early so she can run before work. She doesn't **often** have time to ski, but she **occasionally** goes on Saturdays during the winter. Mary **often** rides a horse at a stable near her **home**. She **sometimes** goes after work, but she **usually** goes horseback riding on Sundays. She loves music. She **always** goes to choir practice on Wednesday evenings and sings in church on Sundays. She doesn't have much extra money, so she **rarely** goes to concerts in the city. She **seldom** watches TV because she likes doing things outside. She **usually** goes to the gym if it's raining outside. She isn't **often** alone because she has a lot of friends. She **occasionally** does something alone, but she **usually** does her activities with one of her friends. She's a happy woman!

Why does she usually get up early?

- She gets up early to run before work.
- She gets up early to go to work.
- She gets up early to have breakfast.

How often does she ski?

- She often skis.
- She occasionally skis in winter.
- She rarely skis in winter.

How often does she ride a horse?

- She rides a horse every day.
- She often rides a horse.
- She never rides a horse.

When does she usually go horseback riding?

- She usually goes horseback riding after work.
- She usually goes horseback riding on Saturdays.
- She usually goes horseback riding on Sundays.

What kind of music does she like doing?

- Playing the violin
- Singing
- Playing the piano

How often does she go to concerts in the city?

- Every Sunday
- Rarely
- Never

How often does she watch TV?

- She usually watches TV every night.
- She seldom watches TV.
- She never watches TV.

What does she usually do if it's raining?

- She goes outside.
- She goes to the gym.
- She calls friends.

How often is she alone?

- She is often alone.
- She isn't often alone.
- She is usually alone.

How often does she do something alone?

- She never does something alone.
- She occasionally does something alone.
- She always does something alone.

Quoted and modified from:

http://esl.about.com/od/printablequizzesforclass/a/marys_hobbies_interests.htm

1,2 Adverb of Manner

1.3 Grammar Focus

An **adverb** of manner tells us more about a **verb**. Example: He talked nervously.

How to form adverb of manner

Adjective + ly

sad	sadly	quiet	quietly
nervous	nervously	soft	softly

Adjectives ending in -y >> ily

happy	happily	angry	angrily
-------	----------------	-------	---------

Adjectives ending in le >>> ly

terrible	terribly	capable	capably
----------	-----------------	---------	---------

Adjectives ending in ly

friendly	in a friendly way / manner	daily	daily
lively	in a lively way / manner	early	early
lonely	in a lonely way / manner	monthly	monthly
lovely	in a lovely way / manner	weekly	weekly
silly	in a silly way / manner	yearly	yearly

Irregular forms

good	well	low	low
fast	fast	straight	straight
hard	hard	extra	extra
long	long	doubtless	doubtless

Double forms

hard	hard	hardly
------	-------------	--------

near	near	
late	late	nearly lately

How to use the adverb of manner

Verb + adverb

The adverb describes a verb

Example: He drove **carefully**.

verb	adverb
------	--------

 She sold her house **quickly**.

verb	adverb
------	--------

Adjective + adverb

The adverb describes an adjective

Example: Her necklace was **horribly** expensive.

adverb	adjective
--------	-----------

 She was **terribly** sorry.

adverb	adjective
--------	-----------

Adverb + adverb

The adverb describes an adverb

Example: They played **terribly** **badly**.

adverb	adverb
--------	--------

 He did his homework **absolutely** **correctly**.

adverb	adverb
--------	--------

No adverb with the following verbs

forms of to be:	am, is, are, was, were, will be, have been, had been
seem	get turn grow sound
look	feel taste become Smell

forms of to am, is, are, was, were, will
be: be, have been, had been

C.1 Grammar Exercise

Read the paragraph. Circle all of the adverbs. Write the adverbs on the table below.

Today I helped my mom cook dinner. We carefully cut the vegetables and slowly placed them into a boiling pot of water. Next, mom quickly browned the chicken and patiently let it cook through. I eagerly waited for my next job, which was to gently sprinkle spices into the soup. But, I accidentally poured in too much cumin. I quietly told my mom my mistake, and she sweetly told me, as a child, she had coincidentally made the same mistake.

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

Quoted and modified from: http://www.english-4u.de/adjective_adverb.htm

1.3 Adverb of Place

1.3.1 Grammar Focus

An adverb of place is a word that tells where an action happens.

Examples: The kids skate outside.
Where do the kids skate?
Outside tells us where the kids skate.

1.3.2 Grammar Exercise

Directions: Read the sentences. Then read the questions. Write the adverb on the line.

1. The kids go everywhere to skate.

Where do the kids go to skate? -----

2. You should not skate inside.

Where should you not skate? -----

3. There is a skate park nearby.

Where is the skate park? -----

4. I keep my skateboard upstairs.

Where do I keep my skateboard? -----

5. The skateboard rolled away.

Where did the skateboard roll? -----

Quoted from: www.HaveFunTeaching.com

1.4 Adverb of Time

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An adverb time is a word that tells when an action happens.

Examples: Can Fred come over tomorrow?

When can Fred come over?

Tomorrow tells when Fred can come over.

1.3.2 Grammar Exercise

Directions: Read the sentence. Then read the question. Write the adverb on the line.

1. Joe always reads a book.

When does Joe read a book? -----

2. We will eat lunch later.

When will we eat lunch? -----

3. Alex fed the dog today.

When did Alex feed the dog? -----

4. She talks on the phone often.

When does she talk on the phone? -----

5. He will go shopping tomorrow.

When will he go shopping? -----

2. Adjective

Adjectives describe a noun and tell more about a person, place or thing.

Examples: funny, awesome, fast, sharp, green

2.1 Exercises

2.1.1 Grammare Exercise

Directions: Circle the adjective in each sentence. Then write the adjective on the line.

1. The boy played with his green kite.
2. The wet dog was playing in the water.
3. We saw the funny clown play guitar.
4. The red apple had a worm inside.
5. It was a clean pond for the animals.

2.1.2 Reading Comprehension Exercise

1. Read the paragraph. Circle all of the adjectives. Write the adjectives on the table below.

Last night, it snowed! I woke up and felt excited when I saw the deep, white snow out my frosted window. Quickly, I put on my wool mittens and fuzzy hat. Mom helped me slide on my heavy coat and shiny, new boots. I flung open the door and ran out into the cold air. I love the snow!

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

2.1.3 Grammare Exercise - Adverb and Adjective

1. He is a boy ----- . (clever)
2. He is tired because he has worked ----- . (hard)
3. He isn't tired because he has ----- worked. (hard)
4. She is a ----- girl. (quiet)
5. She went to bed ----- . (quiet)
6. He is not a good student but he writes ----- . (good)
7. You should speak more ----- . (soft)
8. The children behaved ----- . (bad)
9. The brave men fought ----- . (brave)
10. They lived together ----- . (happy)
11. She looks ----- . (pretty)
12. That milk tastes ----- . (sour)
13. I don't know ----- where they live. (exact)
14. She turned ----- . (pale)
15. This brown fur feels ----- . (soft)

Quoted from: http://www.english-4u.de/adj_adv_ex1.htm

UNIT SEVEN

Menanyakan Tentang Pemilik Benda Asking About The Owner Of Thing

WHOSE (*milik siapa*)

Mari kita buat contoh-contohnya !

Let's make the samples !

Ini buku milik siapa ? / Ini buku siapa ? (*bentuk tunggal/singular*).
Whose book is this ?

Ini buku-buku siapa ? (*bentuk jamak/plural*).
Whose books are these ?

Itu buku siapa ? (*bentuk tunggal/singular*).
Whose book is that ?

Itu buku-buku siapa ? (*bentuk jamak/plural*).
Whose books are those ?

Cara menjawab/the way to answer :

Ini adalah buku saya.
This *is* *my book.*

Buku ini adalah milik saya.
This book *is* *mine*

Ini adalah buku-buku saya.
These *are* *my books.*

Buku-buku ini adalah milik saya.
These books *are* *mine.*

Buku ini (this book)
Buku itu (that book)
Buku-buku ini (these books)
Buku-buku itu (those books)

Mari kita buat dialog bersama-sama !
Let's make dialogue together !

A : Ini buku siapa ?
Whose book is this ?

B : Ini buku saya.
This is my book.

Buku ini milik saya.
This book is mine.

A : Ini buku-buku siapa ?
Whose books are these ?

B : Ini buku-buku saya.
These are my books.

Buku-buku ini milik saya.
These books are mine.

A : Itu apel siapa ?
Whose apple is that ?

B : Itu apel dia (lk)
That is his apple.

Apel itu milik dia (lk)
That apple is his.

A : Itu apel-apel siapa ?
Whose apples are those ?

B : Itu apel-apel dia (lk)
Those are his apples.

Apel-apel itu milik dia (lk).
Those apples are his.

A : Itu payung siapa ?
Whose umbrella is that ?

B : Itu payung dia (prp).
That is her umbrella.

A : Ini dompet siapa ?
Whose wallet is this ?

B : Ini dompetnya Rini.
This is Rini's wallet.

Dompet ini miliknya Rini.
This wallet is Rini's.

A : Itu mobil siapa ?
Whose car is that ?

B : Itu mobilnya pak Joko.
That is mr Joko 's car.

UNIT EIGHT

Menjelaskan Posisi

Describing Position

Tolong pelajari kalimat-kalimat berikut ini !
Please study the following sentences !

Di atas *on*
Di bawah *under*

Di dalam *in*
Di luar *out*

Di depan *in front of*
Di belakang *behind*

Di dekat *near*
Di samping *beside*
Di sekitar *around*
Di antara *between*

Is / am / are = berada

Mari kita buat contoh-contohnya !
Let's make the samples !

Sebuah buku berada diatas meja.
A book *is* *on the table.*

Sebuah tas berada dibawah meja.
A bag *is* *under the table.*

Sebuah meja berada didalam kamar.
A table *is* *in the room.*

Sebuah kursi berada diluar kamar.
A chair *is* *out of the room.*

Sebuah mobil berada didepan rumah.
A car *is* *in front of the home.*
Sebuah pohon berada dibelakang rumah.
A tree *is* *behind the home.*

Sebuah sepeda motor berada didekat mobil
A motorcycle *is* *near the car.*

Sebuah payung berada disamping pintu.
An umbrella is beside the door.

Beberapa pohon besar berada disekitar rumah.
Some big trees are around the home.

Sebuah almari berada diantara sebuah meja dan sebuah kursi.
A cupboard is between a table and a chair.

Cara membuat pertanyaan :
The way to make question :

Ada apa ...?
What is there ...?

Mari kita buat dialog bersama-sama !
Let's make dialogue together !

A : Ada apa diatas meja ?
What is there on the table ?

B : Ada sebuah buku.
There is a book.

A : Ada apa dibawah meja ?
What is there under the table ?

B : Ada seekor kucing.
There is a cat.

A : Ada apa didalam kamar ini ?
What is there in this room ?

B : Ada sebuah almari.
There is a cupboard.

A : Ada apa didepan rumah anda ?
What is there in front of your home ?

B : Ada sebuah pohon besar didepan rumah saya.
There is a big tree in front of my home.

A : Apakah ada sebuah rumah disamping rumah anda ?
Is there a home beside your home ?

B : Tidak.
No, there is not.

A : Ada apa didekat hotel itu ?
What is there near that hotel ?

B : Ada sebuah toko.
There is a shop.

Berada dimana ?
Where is ? tunggal/singular.
Where are ? jamak/plural.

Mari kita buat dialog bersama-sama !
Let's make dialogue together !

A : Rumah anda berada dimana ?
Where is your home ?

B : Rumah saya berada didekat sebuah kantor pos.
My home is near a post office.

A : Bu Rini berada dimana sekarang ?
Where is mrs Rini now ?

B : Beliau berada didalam kelas.
She is in the class.

A : Teman-teman anda berada dimana sekarang ?
Where are your friends now ?

B : Mereka berada didalam perpustakaan.
They are in the library.

A : Toiletnya berada dimana ?
Where is the toilet ?

B : Berada didekat ruang kepala sekolah.
It is near the principal's room.

A : Perpustakaannya berada dimana ?
Where is the library ?

B : Berada disamping laboratorium.
It is beside the laboratory.

A : Kantinnya berada dimana ?
Where is the canteen ?

B : Berada dibelakang ruang guru.
It is behind the teacher's room.

UNIT NINE

Pidato Di Depan Umum

Public Speech

1. **PIDATO SAMBUTAN** **WELCOMING SPEECH**

*Assalamu 'alaikum wr.wb.
Assalamu 'alaikum wr.wb.*

*Selamat pagi saudara-saudara sekalian !
Good morning ladies and gentlemen !*

Pertama-tama, marilah kita bersyukur kepada Tuhan atas rahmatnya yang besar bagi kita, Alhamdulillah kita dalam keadaan sehat wal afiat tak kurang suatu apa hari ini.

First of all, Let's thank to God at his great mercy for us, Alhamdulillah (praise be to God) there is nothing wrong with us today.

Kemudian, atas nama panitia acara ini, saya ucapkan selamat datang pada anda, khususnya pada :

*Bapakselakudan
bapakselakudan
seluruh tamu yang hadir.*

And then, on behalf of the committee, I welcome you, especially to :

*Mrasand
Mrasand
all attendant guests.*

*Kami minta maaf apabila kami tidak bisa memberikan sambutan yang baik pada anda, kami hanya melakukan apa yang bisa kami lakukan.
We apologize if we can't give nice welcome to you, we just do what we can do.*

*Acara kita pada hari ini adalah
Kami berharap anda dapat mengikuti acara ini hingga akhir dari acara ini.*

*Our event for today is
We hope you can follow this event until the end of the event point.*

*Saya kira hanya itu pidato sambutan singkat saya. Terimakasih banyak.
I think that's all my short welcoming speech. Thank you very much.*

*Wassalamu 'alaikum wr.wb.
Wassalamu 'alaikum wr.wb.*

2. MEMPERKENALKAN IAIN INTRODUCING IAIN (State institute for Islamic Studies).

Assalamu 'alaikum wr.wb.

*Selamat pagi saudara-saudara sekalian !
Good morning ladies and gentlemen !*

*Sebelumnya, terimakasih banyak karena saya diperkenankan untuk berbicara disini.
Previously, Thank you very much because I am allowed to speak here.*

Pada kesempatan ini saya ingin memperkenalkan IAIN Bengkulu pada anda.

In this opportunity I want to introduce IAIN (State Institute of Islamic Studies of Bengkulu) to you.

IAIN Bengkulu merupakan sebuah institusi pendidikan negeri yang sedang berkembang berbasis kajian islam.

IAIN Bengkulu (State Institute of Islamic Studies of Bengkulu) is a growing state educational institution based on islamic studies.

Kampus ini terletak di jalan Raden Patah, kota Bengkulu, dikelilingi oleh daerah terbuka yang hijau.

This campus is located on Raden Patah street, Bengkulu city, surrounded by green open area.

IAIN Bengkulu memiliki 3 fakultas, Tarbiyah (pendidikan), Syariah (hukum), dan Usuludin (filsafat).

IAIN Bengkulu (State Institute of Islamic Studies of Bengkulu) has three faculties, Tarbiyah (education), Syariah (law), and Usuludin (philosophy).

*Saudara-saudara sekalian yang terhormat !
Ladies and gentlemen !*

Sebagai institusi pendidikan berbasis islam, IAIN Bengkulu selalu menjaga amanah untuk mencetak pribadi-pribadi yang cerdas, saleh, dan bermartabat.

As educational institution based on islam, IAIN Bengkulu always keeps mandate to create smart, religious, and prestigious individuals.

IAIN Bengkulu didukung oleh para dosen yang profesional dan fasilitas-fasilitas pembelajaran yang baik.

IAIN Bengkulu is supported by professional lecturers and good learning facilities.

Mengingat pentingnya pendidikan sebagai sebuah proses untuk mencetak pribadi-pribadi yang cerdas, saleh, dan bermartabat, maka proses pendidikan dilaksanakan dengan menekankan 2 aspek penting, kecerdasan dan moralitas.

Considering the importance of education as a process to create smart, religious, and prestigious individuals, accordingly the process of education is practiced by emphasizing two important aspects, intelligence and morality.

Institusi pendidikan adalah sebuah tempat dimana para mahasiswa/mahasiswi dapat memperoleh pendidikan formal, untuk itu IAIN Bengkulu memberikan pelayanan pendidikan berpedoman pada : Educational institution is a place where students can get formal education, that's why IAIN (State Institute of Islamic Studies) of Bengkulu provides educational service guided by :

- 1. Profesionalisme oleh para dosen.
Professionalism by lecturers.*
- 2. Proses pembelajaran yang menarik.
Attractive learning process.*
- 3. Fasilitas pembelajaran yang layak
Learning facilities based on good standard.*

4. *Program-program yang menarik.*
Attractive programs.

5. *Lulusan-lulusan yang cakap.*
Competent graduates.

6. *Rasa cinta tanah air*
Patriotism.

7. *Akhlik yang baik.*
Good moral.

IAIN Bengkulu menyadari bahwa telah ada banyak institusi-institusi pendidikan yang lebih baik di negeri ini dibandingkan dengan IAIN, namun IAIN akan selalu menjaga keberadaanya sebagai institusi yang berkwalitas di Bengkulu, Indonesia, dan bahkan di dunia.

State Institute of Islamic Studies of Bengkulu realizes that there have been many better educational institutions in this country contrasted with IAIN, however IAIN will always keep its existence as institution with good standard in Bengkulu, Indonesia, and even in the world.

Akhirnya, kami berharap bahwa IAIN dapat memberikan kontribusi untuk mensukseskan pendidikan di Bengkulu dan Indonesia, pendidikan yang dilaksanakan berdasarkan pada kecerdasan dan akhlak yang baik. Amin.

Finally, we hope that IAIN can provide contribution to make education successful in Bengkulu and Indonesia, education that is practiced based on intelligence and good moral. Amen.

*Terimakasih atas perhatian anda. Wassalamu'alaikum wr.wb.
Thank you for your attention. Wassalamu'alaikum wr.wb.*

3. ISLAM DAN PEMBANGUNAN NASIONAL DI INDONESIA. ISLAM AND NATIONAL DEVELOPMENT IN INDONESIA.

*Selamat pagi saudara-saudara sekalian !
Good morning ladies and gentlemen !*

Sebelumnya, saya ingin memperkenalkan diri saya, nama saya adalah Joko. Saya berasal dari Indonesia.

Previously, I want to introduce myself, my name is Joko. I come from Indonesia.

Saya sungguh berterimakasih karena saya diberi waktu dan kesempatan di sini.

I am really grateful because I am given time and opportunity here.

Pada kesempatan ini, Saya ingin berbicara tentang islam dan pembangunan nasional di Indonesia.

In this opportunity, I want to talk about islam and national development in Indonesia.

Saudara-saudara sekalian yang terhormat !

Ladies and gentlemen !

12

Pembangunan yang sukses diharapkan oleh banyak orang di Indonesia dari Sabang sampai Merauke.

Successful development is expected by many people in Indonesia from Sabang until Merauke.

Apa yang dimaksud dengan pembangunan adalah suatu aksi bekerja keras demi mewujudkan perubahan yang lebih baik bagi seluruh aspek secara fisik dan mental.

What is meant by development is the act of working hard for actualizing better change for all aspects physically and mentally.

Agar supaya memperoleh keberhasilan bagi pembangunan, islam dapat digunakan sebagai pedoman untuk mewujudkan keberhasilan pembangunan.

In order to get success for development, islam can be used as guidance to actualize the success of development.

Menurut islam, hal-hal yang harus diamalkan adalah :

According to islam, the things that must be practiced are :

1. *Ajaran agama harus digunakan sebagai pedoman untuk melakukan aktifitas tiap hari.*

Religious instruction must be used as guidance to do daily activities.

Ketika kita dan banyak orang lain memiliki kepatuhan pada ajaran agama, maka akan ada banyak orang baik, kita memiliki akhlak dan perilaku yang baik.

When we and many other people have devotion to religious instruction, accordingly there will be many nice people, we have good moral and behavior.

Akhirnya, kita bisa menghindari melakukan perbuatan-perbuatan yang tidak baik, pelanggaran pada hukum atau peraturan, korupsi, terorisme, penyalahgunaan kekuasaan, dan banyak perbuatan buruk yang lain.

Finally, we can avoid doing bad deeds, violation to law or rule, corruption, terrorism, abuse of authority, and many other bad deeds.

12

- 2. Kita harus memanusiakan orang lain tanpa pilih pilih.**
We must humanize everybody else indiscriminately.

Menurut islam, kita harus menghormati dan mencintai orang lain tanpa pilih-pilih.

According to islam, we must respect and love everybody else indiscriminately.

Cinta kasih dan welas asih dapat digunakan untuk membangun kehidupan yang harmonis dan damai di negeri ini, Indonesia.

Compassion and mercy can be used to develop harmonious and peaceful life in this country, Indonesia.

3

- 3. Kita harus memelihara dan membangun kerukunan, kebersamaan, kesetiakawanan, persatuan, dan kesatuan.**
We must keep and develop harmony, togetherness, solidarity, unity, and integrity.

Islam mengajarkan kita untuk hidup rukun didalam lingkungan masyarakat.

Islam teaches us to live in harmony in the circle of society.

Keberhasilan pembangunan bisa dicapai ketika kita bisa bekerja bersama-sama, itulah sebabnya kerukunan diperlukan untuk mensukseskan pembangunan.

The success of development can be achieved when we can work together, that's why harmony is needed to make development successful.

3

- 4. Kita harus memiliki sikap sportif.**
We must have sportsmanship.

Islam mengajarkan kita untuk memiliki sikap sportif, kemudian kita harus menghindari melakukan tindakan-tindakan anarchisme, pemaksaan kehendak, dan kecurangan.

12

Islam teaches us to have sportsmanship, and then we must avoid doing the acts of anarchism, applying pressure, and deceit.

5. **Kita harus menjunjung tinggi prinsip-prinsip keadilan, siap untuk bekerja keras dan mengamalkan gaya hidup hemat.**

We must glorify the principles of justice, ready to work hard and practice thrifty life style.

Islam mengajarkan kita untuk bersikap adil, ketika banyak orang dapat berperilaku adil di negeri ini, maka tidak akan ada konflik sosial di lingkungan masyarakat kita karena keadilan akan membawa kita pada kebijaksanaan.

Islam teaches us to practice justice, when many people can practice justice in this country, accordingly there will be no social conflict in the circle of our society because justice will guide us to wisdom.

Kemudian, kita harus siap untuk bekerja keras dan mengamalkan gaya hidup hemat.

And then, we must be ready to work hard and practice thrifty life style.

3

Akhirnya, cita-cita nasional untuk mewujudkan keadilan sosial bagi seluruh rakyat Indonesia dapat dicapai.

Finally, national idea to actualize social justice for all Indonesians can be achieved.

*Saudara-saudara sekalian yang terhormat !
Ladies and gentlemen !*

Saya kira hanya itu apa yang dapat saya katakan di sini. Terimakasih banyak atas perhatian anda. Wassalamu 'alaikum wr.wb.

I think that's all what I can say here. Thank you very much for your attention. Wassalamu 'alaikum wr.wb.

UNIT TEN
Bahasa Inggris Serbaguna
Multipurpose English

1. MENULIS DAFTAR RIWAYAT HIDUP
WRITING CURRICULUM VITAE

1. Nama lengkap :
Complete name :
 2. Nama panggilan :
Nickname :
 3. Tempat dan tanggal lahir :
Place and date of birth :
 4. Umur :
Age :
 5. Agama :
Religion :
 6. Jenis kelamin :
Sex :
 7. Golongan darah :
Blood type :
 8. Nama ayah :
Father's name :
 9. Nama ibu :
Mother's name :
 10. Latar belakang pendidikan :
Educational background :
 11. Pengalaman kerja :
Job experience :

 12. Keahlian :
Skill :
 13. Tempat tinggal :
Residence :
 14. Nomor telepon :
Phone number :
-

2. SURAT LAMARAN KERJA **JOB APPLICATION**

Kepada
Yang terhormat kepala bagian personalia
Hotel Garuda Nusantara, Indonesia.
*Dear, The respected personnel manager of
Garuda Nusantara Hotel, Indonesia.*

Dengan hormat,
Dear sir,

Berdasarkan informasi dari surat kabar harian KOMPAS, hotel anda memerlukan beberapa orang untuk beberapa posisi. Dengan segala hormat pada tuan, saya ingin melamar demi memperoleh posisi sebagai seorang manajer pemasaran untuk hotel tuan.

Based on information from KOMPAS daily newspaper, your hotel requires some people for some positions. With all due respect to you, I want to apply for getting position as a marketing manager to your hotel.

Bersama surat lamaran ini saya lampirkan : foto terbaru, fotokopi KTP, ijazah, dan daftar riwayat hidup saya. Saya sungguh mengharapkan tanggapan positif dari tuan. Terimakasih banyak atas bantuan tuan.

With this application letter I enclose : my newest photos, copy of identity card, certificate, and curriculum vitae. I really hope for positive response from you. Thank you very much for your help.

Hormat saya
Respectfully yours

3. WAWANCARA KERJA **JOB INTERVIEW**

A : Silahkan masuk !
Come in, please !
Please come in !
Come on in, please !
Silahkan duduk !
Please sit down !

*Sit down, please !
Have a seat, please !*

B : Terimakasih banyak pak.
Thank you very much, sir.

A : Bolehkah saya tahu nama anda ?
May I know your name, please ?

B : Dengan senang hati pak.
With pleasure, sir.
Nama lengkap saya adalah Joko tingkir, nama panggilan saya Joko.
My complete name is Joko tingkir, my nickname is Joko.

A : Anda berasal dari mana ?
Where do you come from ?

B : Saya berasal dari Wonogiri, Jawa tengah.
I come from Wonogiri, central Java.

A : Mengapa anda ingin bekerja disini ?
Why do you want to work here ?

B : Terus terang, saya ingin memperbaiki taraf hidup saya, untuk itu saya akan selalu bekerja atas dasar profesionalisme.
Frankly, I want to improve my life standard, that's why I will always work on the basis of professionalism.

A : Tolong beritahu saya mengenai gaji yang anda inginkan !
Please tell me about salary you want !

B : Saya yakin tuan memiliki manajemen yang profesional dan tuan tahu cara menghargai profesionalisme.
I am sure you have professional management and you know the way to appreciate professionalism.

A : Terimakasih banyak.
Thank you very much.

B : Sama-sama.
You are welcome.

4. MENULIS ABSTRAK (*hanya contoh/only sample*) **WRITING ABSTRACT**

Penelitian ini dimaksudkan untuk mengetahuidan
Penelitian dilakukan diselamaberpedoman pada
metodeDan penelitian tersebut juga didukung
oleh

Dari penelitian tersebut, peneliti dapat menyimpulkan bahwa hasil akhir dari penelitian adalah
This research is intended to knowand
The research was made infor guided by the method ofAnd the research was also supported by.....
From the research, researcher can conclude that the final result of the research is

5. **PROMOSI** **PROMOTION**

Silahkan dapatkan liburan yang menyenangkan bersama kami !
Please get satisfying vacation with us !

HOTEL TERBAIK DI BENGKULU **THE BEST HOTEL IN BENGKULU**

Hotel Mutiara adalah hotel terbaik di Bengkulu. Hotel ini terletak di jalan Kapuas, kota Bengkulu.

Mutiara hotel is the best hotel in Bengkulu. This hotel is located on Kapuas street, Bengkulu city.

Hotel ini memiliki fasilitas-fasilitas :
This hotel has facilities :

Kamar-kamar ber AC.
Air conditioned rooms.

Kolam renang dengan air panas dan dingin.
Swimming pool with hot and cold water.

Kamar tidur yang mewah.
Luxurious bedrooms.

Kamar mandi dengan air panas dan dingin.
Bathrooms with hot and cold water.

Restoran.
Restaurant.

Ruang pertemuan ber AC.
Air conditioned meeting room.

Tempat parkir gratis.
Free parking area.

Televisi dengan sistem parabola di tiap-tiap kamar.
Television with parabolic system in each room.

6. MENULIS BROSUR WRITING BROCHURE



IAIN Bengkulu .
State Institute for Islamic Studies of Bengkulu.

IAIN Bengkulu adalah sebuah institusi pendidikan untuk mencetak pribadi-pribadi yang cerdas, agamis, dan bermartabat berpedoman pada prinsip-prinsip islam, Pancasila sebagai ideologi negara, dan rasa cinta tanah air.



State Institute of Islamic Studies of Bengkulu is an educational institution to create smart, religious, and prestigious individuals guided by the principles of islam, Pancasila as state ideology, and patriotism.

Lokasi : *Location :*

IAIN terletak di jalan Raden Patah, kota Bengkulu, dekat dengan bandara Fatmawati. Kampus ini dikelilingi oleh daerah terbuka yang hijau, tak heran kampus ini memiliki suasana yang indah, segar, dan sehat.

IAIN is located on Raden Patah street, Bengkulu city, close to Fatmawati airport. This campus is surrounded by open and green area, no wonder this campus has beautiful, fresh, and healthy atmosphere.

Fasilitas-fasilitas :

Facilities :

IAIN memiliki fasilitas-fasilitas yang bagus : ruang kelas-ruang kelas yang bersih dan indah, laboratorium bahasa, perpustakaan, ruang pertemuan, masjid, taman yang luas, dan fasilitas-fasilitas yang lain.
IAIN has good facilities : clean and beautiful classrooms, language laboratory, library, meeting room, mosque, large park, and other facilities.

Fakultas-fakultas :

Faculties :

IAIN Bengkulu memiliki 3 fakultas, tarbiyah (pendidikan), Syariah (hukum), dan usuludin (filsafat).

IAIN of Bengkulu has 3 faculties, tarbiyah (education), syariah (law), and usuludin (philosophy).

Misi :

Mission :

Mampu mencetak pribadi-pribadi yang cakap dan agamis.

Able to create competent and religious individuals.

Mampu mencetak para pecinta tanah air bagi Indonesia.

Able to create patriots for Indonesia.

Mampu mencetak para calon pemimpin yang cerdas, saleh, dan bermartabat.

Able to create smart, religious, and prestigious prospective leaders.

Visi :

Vision :

Mampu mewujudkan generasi yang cakap, saleh, dan bermartabat dengan semangat cinta tanah air yang besar demi kejayaan Indonesia.

Able to actualize competent, religious, and prestigious generation with great patriotism for the glory of Indonesia.

UNIT ELEVEN

Storytelling

(Mendongeng)

Target yang diharapkan :
The intended target :

Para mahasiswa (pemula) memiliki kecakapan dalam berbahasa Inggris secara lancar, dan “mendongeng” bisa digunakan sebagai topik pembelajaran yang paling mudah.

Students have competence in speaking english fluently, and “storytelling” can be used as the easiest learning topic.

CERITA/STORY 1.

CERITA MALIN KUNDANG, SEORANG ANAK DURHAKA THE STORY OF MALIN KUNDANG, A SINFUL SON



*---Selamat pagi semuanya !
Good morning everybody !*

*---Apa kabar ?
How are you ?*

*---Saya senang sekali karena saya dapat menemui anda dalam keadaan baik.
I am delighted because I can meet you in good condition.*

---Pertama-tama, ma~~z~~ah kita bersyukur pada Tuhan atas rahmatNya yang besar bagi kita, karena sampai hari ini kita dalam keadaan sehat walafiat tak kurang suatu apa. Alhamdulillah.

*First of all, let's thank to God at his great mercy for us, because until today there is nothing wrong with us.
Praise be to God.*

---Disamping itu, saya sungguh berterimakasih karena saya diberi waktu dan kesempatan disini.

Besides, I am really grateful because I am given time and opportunity here.

---Pada kesempatan ini saya ingin bercerita mengenai cerita yang menarik didepan anda.

In this opportunity I want to tell about absorbing story in front of you.

---Cerita saya mengenai seorang anak laki-laki yang durhaka bernama Malin Kundang.

My story is about a sinful son named Malin Kundang.

---Dahulu kala, ada seorang perempuan tua dan miskin bernama Mande Rubiyah.
Long time ago, there was an old and poor woman named Mande Rubiyah.

---Ia hidup dengan jualan ikan asin di sebuah pasar tradisional di kampungnya.
She lived by selling salted fish at a traditional market in her village.

---Mande Rubiyah harus berjalan kaki ke pasar tiap hari.
Mande Rubiyah had to walk to market everyday.

---Tubuhnya kurus dan hitam, menggambarkan perjalanan hidupnya yang panjang.
Her body was thin and black, representing her long journey of life.

---Mande Rubiyah memiliki seorang anak laki-laki bernama Malin Kundang.
Mande Rubiyah had a son named Malin Kundang.

---Ia sangat mencintai anak laki-lakinya.
She loved her son very much.

---Mereka tinggal dalam sebuah rumah kecil terbuat dari bambu.
They lived in a small house made of bamboo.

---Suatu hari, Mande Rubiyah memanggil anak laki-lakinya karena ia ingin berkata sesuatu padanya,
One day, Mande Rubiyah called her son because she wanted to say something to him,

---“Malin...Malin...., dimana kamu anakku ?
“Malin...Malin...., where are you my son ?

---Aku ingin berkata sesuatu padamu.
I want to say something to you.

---Kemarilah..! Dekatlah padaku..!”
Come here..! Get close to me...!”

---Malin Kundang menjawab, “Ya, mak. Ada apa ?”
Malin Kundang answered, “Yes, mother. What's up ?”

---Kemudian Malin Kundang mengambil tempat duduk didekat ibunya.
And then Malin Kundang took a seat close to his mother.

---Dia bertanya, "Mak mau bilang apa ?"
He asked, "What do you want to say mother ?"

---Mande Rubiyah berkata pada Malin Kundang,
Mande Rubiyah said to Malin Kundang,

"Malin anakku..! Kamu harus mendapatkan masa depanmu yang lebih baik.
"Malin my son..! You must get your better future.

"Kamu harus tinggalkan makmu disini...!"
"You must leave your mother here...!"

"Pergilah ke kota untuk memperoleh kehidupanmu yang lebih baik...!"
"Just go to the city for getting your better life...!"
"Kamu tidak usah khawatir tentang makmu...!"
"You don't have to be worried about your mother...!"

---Beberapa hari kemudian, Malin Kundang meninggalkan ibunya, dia pergi ke sebuah kota dipanggil Muara Padang ditemani oleh anjingnya yang setia.
Several days later, Malin Kundang left his mother, he went to a town called Muara Padang accompanied by his faithful dog.

---Di Muara Padang, Malin Kundang bertemu seorang saudagar kaya bernama Tuan Mahmud.
In Muara Padang, Malin Kundang met a rich merchant named Mr Mahmud.

---Tuan Mahmud merupakan seorang saudagar yang sangat terkenal di Muara Padang karena dia sangat kaya.
Mr Mahmud was a very popular merchant in Muara Padang because he was very rich.

---Tuan Mahmud memiliki seorang anak perempuan yang cantik bernama Nilam Sari.
Mr Mahmud had a beautiful daughter named Nilam Sari.

---Malin Kundang bekerja pada Tuan Mahmud.
Malin Kundang worked for Mr Mahmud.

---Malin Kundang sangat senang karena dia dapat bekerja pada seorang saudagar yang kaya.
Malin Kundang was delighted because he could work for a rich merchant.

---Dia bekerja giat tiap hari, dia ingin merubah hidupnya.
He worked hard everyday, he wanted to change his life.

---Tuan Mahmud sangat senang karena Malin Kundang bekerja giat tiap hari.
Mr Mahmud was delighted because Malin Kundang worked hard everyday.

---Beberapa bulan kemudian, Malin Kundang memiliki hubungan asmara dengan Nilam sari.

Several months later, Malin Kundang had love affair with Nilam Sari.

---Mereka saling mencintai.
They loved each other.

---Tuan Mahmud tahu bahwa anak gadisnya mencintai Malin Kundang.
Mr Mahmud knew that his daughter loved Malin Kundang.

---Suatu hari, Tuan Mahmud jatuh sakit.
One day, Mr Mahmud fell ill.

---Banyak tabib diundang untuk menyembuhkan Tuan Mahmud.
Many traditional healers were invited to heal Mr Mahmud.

---Tetapi mereka tak dapat menyembuhkan Tuan Mahmud.
But they couldn't heal Mr Mahmud.

---Tuan Mahmud memanggil Malin Kundang dan berkata padanya.
Mr Mahmud called Malin Kundang and said to him.

---“Malin, jika kamu menikahi Nilam Sari, anak gadisku, aku akan memberikan kekayaanku padamu.”
“Malin, if you marry Nilam Sari, my daughter, I will give my wealth to you.”

---“Kemudian kamu harus menyayangi Nilam Sari !”
“Then you must love Nilam Sari !”

---Beberapa hari kemudian Tuan Mahmud meninggal dunia.
Several days later Mr Mahmud passed away.

---Malin Kundang dan Nilam Sari menjadi sepasang suami isteri.
Malin Kundang and Nilam Sari became a married couple.

---Setelah kematian Tuan Mahmud, Malin Kundang menjadi saudagar yang kaya.
After the death of Mr Mahmud, Malin Kundang became a rich merchant.

---Dia sangat terkenal di Muara Padang.
He was very popular in Muara Padang.

---Tetapi, Malin Kundang menjadi sangat rakus dan sompong.
But, Malin Kundang became very greedy and arrogant.

---Mande Rubiyah memperoleh informasi mengenai anaknya dari para tetangganya.
Mande Rubiyah got information about her son from her neighbors.

---Mande Rubiyah sangat bahagia karena Malin Kundang menjadi saudagar kaya.
Mande Rubiyah was very happy because Malin Kundang became rich merchant.

---Suatu hari, Mande Rubiyah datang untuk menemui Malin Kundang.
One day, Mande Rubiyah came to meet Malin Kundang.

---Ia datang ke rumah Malin Kundang dan memanggil anak lelakinya dengan kencang, "Malin....! Malin....! Dimana kamu anakku...?
She came to Malin Kundang's home and called her son loudly, "Malin....!
Malin....! Where are you my son...?
---Malin Kundang datang untuk menemui perempuan tua tersebut.
Malin Kundang came to meet the old woman.

---Kemudian Malin Kundang berkata pada ibunya dengan kasar.
And then Malin Kundang said to his mother abruptly.

---"He, perempuan miskin...!
"Hei, poor woman...!"

Aku tidak kenal siapa kamu.
I don't know who you are.

Minggatlah dari rumahku...!
Stay away from my home...!

Kamu bukan ibuku.
You are not my mother.

---Mande Rubiyah menjadi sangat sedih.
Mande Rubiyah became very sad.

---Kata-kata anak laki-lakinya membuatnya sedih.
Her son's words made her sad.

---Kemudian Mande Rubiyah pulang.
Then Mande Rubiyah went home.

---Dalam perjalanan pulang ke rumahnya, ia berhenti dan berdoa.
On the way back to her home, she stopped and prayed.

---"Tuhan...! tunjukkanlah kuasamu pada anakku...!
"God...! show your power to my son...!
Dia seorang anak yang durhaka.
He is a sinful son.
Dia tidak mau mengakuiku sebagai ibunya.
He doesn't want to acknowledge me as his mother.

---Suatu hari, Malin Kundang ingin melakukan perjalanan panjang.
One day, Malin Kundang wanted to make long trip.

---Dia harus menyeberangi lautan luas dengan kapalnya.
He had to cross the large sea by his ship.

---Ketika dia berada di tengah lautan, tiba-tiba gelombang yang tinggi dan dahsyat datang menghantam kapalnya.
When he was in the middle of the sea, suddenly high and terrible wave came to hit his ship.

---Kapalnya terlempar jauh terbalik.
His ship was thrown away up side down.

---Malin Kundang mati di tengah lautan.
Malin Kundang died in the middle of the sea.

---Kemudian kapalnya berubah menjadi sebuah batu karang yang besar.
Then his ship changed into a big rock.

---Malin Kundang dikutuk oleh ibunya karena dia seorang anak yang durhaka.
Malin Kundang was cursed by his mother because he was a sinful son.

---Baiklah, semuanya...!
Well, everybody...!

---Setelah mendengarkan cerita saya, anda dapat mengambil pelajaran dari cerita Malin Kundang.
After listening to my story, you can take lesson from the story of Malin Kundang.

---Kita harus menghormati kedua orang tua kita, kita harus menyayangi mereka karena mereka menyayangi kita.
We must respect our parents, we must love them because they love us.

---Kita tidak ingin menjadi anak-anak yang durhaka.
We don't want to be sinful children.

---Saya akhiri cerita saya, terimakasih atas perhatian anda.
I end my story, thank you for your attention.

CERITA/STORY 3

CERITA GAJAH MADA DAN KERAJAAN MAJAPAHIT
THE STORY OF GAJAH MADA AND MAJAPAHIT KINGDOM (written by mr Joko).



---Selamat pagi semuanya !
Good morning everybody !

---Apa kabar ?
How are you ?

---Saya senang bertemu anda dalam keadaan baik.
I am glad to meet you in good condition.

---Kemudian, m³rilah kita bersyukur kepada Tuhan atas rahmatNya yang besar bagi kita karena sampai hari ini kita dalam keadaan sehat wal afiat tak kurang suatu apa.

And then, Let's thank to God at his great mercy for us because until today there is nothing wrong with us.

---Sebelumnya, saya ingin memperkenalkan diri saya, nama saya adalah Joko Tingkir, anda dapat memanggil saya Joko.

Before, I want to introduce my self, my name is Joko Tingkir, you can call me Joko.

3

---Pada kesempatan ini saya ingin menceritakan anda tentang Gajah Mada dan kerajaan Majapahit.

In this opportunity I want to tell you about Gajah Mada and Majapahit kingdom.

---Ini sungguh cerita yang menarik, jadi tolong dengarkan kata-kata saya dengan sungguh-sungguh !

It's really absorbing story, so, please listen to my words seriously !

---Baiklah, saya mulai cer³i saya.

Well, I make a start for my story.

---Dahulu kala ada sebuah kerajaan yang besar dan terkenal di Jawa timur dipanggil kerajaan Majapahit.

Long time ago there was a big and popular kingdom in east Java called Majapahit kingdom.

---Ibu kota kerajaan Majapahit berada di Trowulan, Mojo kerto, Jawa timur.

The capital of Majapahit kingdom was in Trowulan, Mojokerto, east Java.

---Kerajaan Majapahit mencapai zaman keemasannya ketika kerajaan ini diperintah oleh seorang raja yang bijaksana bernama Hayam W³ruk.

Majapahit kingdom reached its golden age when this kingdom was ruled by a wise king named Hayam wuruk.

---Sang Raja memiliki seorang perdana menteri yang hebat dipanggil Gajah Mada.

The king had a great prime minister called Gajah Mada.

---Selama zaman raja Hayam Wuruk, semua rakyat di kerajaan Majapahit hidup dalam kemakmuran.

During the time of king Hayam Wuruk, all people in the kingdom of Majapahit lived in prosperity.

---Sang raja mampu membuat jalan-jalan yang bersih dan indah, bangunan-bangunan yang besar dan indah, pasar-pasar dan fasilitas umum lainnya.

The king was able to make clean and beautiful roads, big and beautiful buildings, markets and other public facilities.

---Banyak pedagang dari Bagdad, India, Cina, dan kerajaan-kerajaan lain datang ke kerajaan Majapahit.

Many traders from Bagdad, India, China, and other kingdoms came to Majapahit kingdom.

*--Kondisi seperti itu menyebabkan kerajaan Majapahit sebagai pusat perdagangan.
Such condition caused Majapahit kingdom as trade center.*

*--Para pedagang dari Cina datang ke Majapahit untuk menjual sutera dan keramik.
Traders from China came to Majapahit to sell silk and ceramics.*

*--Majapahit memperoleh pendapatan yang fantastis dari pajak dan retribusi.
Majapahit got fantastic income from tax and retribution.*

*--Sebagai sebuah kerajaan yang besar dan kuat, Majapahit melakukan expansi ke kerajaan-kerajaan lain.
As a big and powerful kingdom, Majapahit made expansion to other kingdoms.*

*--Kerajaan Majapahit memiliki kekuatan militer yang hebat.
Majapahit kingdom had great military force.*

*--Satu demi satu, kerajaan-kerajaan kecil di Jawa, Bali, Sumatera, Tumasik, Thailand, dapat ditaklukkan.
One by one, small kingdoms in Java, Bali, Sumatera, Tumasik, Thailand could be subjugated.*

*--Kerajaan Majapahit memiliki seorang perdana menteri yang hebat bernama **Gajah Mada**.
Majapahit kingdom had a great prime minister named **Gajah Mada**.*

*--Menurut cerita, **Gajah Mada** dilahirkan di sebuah desa kecil bernama **Modo**, di **Lumajang, Jawa timur**.
According to the story, **Gajah Mada** was born in a small village named **Modo**, in **Lumajang, east Java**.*

*--**Gajah Mada** dikenal sebagai laki-laki yang cerdas dan bijaksana.
Gajah Mada was known as smart and wise man.*

*--Beliau memiliki kemampuan berkelahi dan kesaktian yang hebat.
He had great fighting skill and magic power.*

*--Tubuhnya tinggi, besar dan kuat.
His body was tall, big and strong.*

*--Kepulerannya sebagai seorang prajurit yang hebat dikenal oleh banyak orang sejak zaman raja **Jaya negara**.
His popularity as a great soldier was known by many people since the time of king **Jaya negara**.*

*--Ketika kerajaan Majapahit masih diperintah oleh raja **Jaya negara**, ada gerakan pemberontakan dipimpin oleh **Rakuti**.
When Majapahit kingdom was still ruled by king **Jaya negara**, there was rebellion movement led by **Rakuti**.*

---Gajah Mada mampu memadamkan gerakan pemberontakan tersebut, Rakuti dapat dibunuh olehnya.
Gajah Mada was able to suppress the rebellion movement, Rakuti could be killed by him.

---Sebagai seorang perdana menteri, Gajah Mada memiliki rasa cinta yang besar pada Majapahit.
As a prime minister, Gajah Mada had great patriotism to Majapahit.

---Ketika Gajah Mada diangkat sebagai seorang perdana menteri, beliau mengucapkan sumpah.
When Gajah Mada was appointed as a prime minister, he took an oath.

---Gajah Mada tidak mau hidup penuh dengan kesenangan sebelum semua kerajaan-kerajaan sekitar Majapahit dapat bersatu dibawah kekuasaan Majapahit.
Gajah Mada didn't want to live on a bed of roses before all kingdoms around Majapahit could be united under control of Majapahit.

---Gajah Mada merupakan seorang patriot sejati.
Gajah Mada was a real patriot.

---Sebagai seorang perdana menteri, Gajah Mada dapat memberikan keteladanan yang baik mengenai apa yang harus dilakukan oleh seorang pejabat tinggi.
As a prime minister, Gajah Mada could provide good model about what he had to do as a high official.

---Gajah Mada rela berkorban demi kejayaan Majapahit.
Gajah Mada was willing to make a sacrifice for the glory of Majapahit.

---Dan Gajah Mada digunakan sebagai simbol nasionalisme bagi kerajaan Majapahit yang agung.
And Gajah Mada was used as the symbol of nationalism for the great kingdom of Majapahit.

CERITA/STORY 5

CERITA JOKO TARUB DAN TUJUH BIDADARI THE STORY OF JOKO TARUB AND SEVEN ANGELS



Halo semuanya ! Apa kabar ?
Hello everybody ! How are you ?

Saya senang sekali karena saya dapat bertemu anda dalam keadaan baik.
I am delighted because I can meet you in good condition.

Pertama-tama, marilah kita bersyukur kepada Tuhan(Alloh) atas rahmatNya yang besar bagi kita karena sampai hari ini kita dalam keadaan sehat wal afiat tak kurang suatu apa. Alhamdulillah.

First of all, Let's thank to God at his great mercy for us because until today there is nothing wrong with us.

Baiklah, pada kesempatan ini saya mau menceritakan anda mengenai cerita **Joko tarub** in tujuh bidadari.

Well, in this opportunity I want to tell you about the story of Joko tarub and seven angels.

Ngomong-ngomong, apakah anda suka cerita ini ?
By the way, do you like this story ?

Dahulu kala ada seorang pemuda yang tampan dari Jawa tengah bernama **Joko tarub**.

Long time ago there was a handsome man from central Java named **Joko tarub**.

Dia hidup bersama ibunya yang sudah tua. Ibunya merupakan seorang janda.
He lived with his old mother. His mother was a widow.

Joko tarub gemar berburu binatang di hutan.
Joko tarub was fond of hunting animals in the forest.

Suatu hari, Joko tarub pergi ke sebuah hutan lebat untuk berburu.
One day, Joko tarub went to a thick forest for hunting.

Harinya sangat panas ketika Joko tarub berada di tengah hutan pada waktu itu.
The day was very hot when Joko tarub was in the middle of the forest.

Dia berjalan keliling hutan mencari binatang tetapi dia tak memperoleh apa-apa.
Joko tarub merasa sangat haus, kemudian dia mencoba mencari sebuah sungai atau telaga karena dia memerlukan air untuk minum.

He walked around the forest looking for animals but he got nothing. Joko tarub felt very thirsty, then he tried to find a river or a lake because he had need of water to drink.

Didalam hutan yang lebat, Joko tarub menemukan sebuah telaga yang bersih dan indah.
In the thick forest, Joko tarub found a clean and beautiful lake.

Ketika Joko tarub berada dekat dengan telaga, dia terkejut karena dia melihat dengan mata kepala sendiri, 7 bidadari sedang mandi di telaga.
When Joko tarub was close to the lake, he was shocked because he saw with his own eyes, seven angels were swimming in the lake.

Joko tarub ingin menikahi salah satu dari bidadari-bidadari yang cantik tersebut.
Joko tarub wanted to marry one of the beautiful angels.

Kemudian Joko tarub mencoba mencari cara supaya dia dapat menikahi salah satu dari bidadari-bidadari cantik tersebut.

And then Joko tarub tried to find the way so that he could marry one of the beautiful angels.

Joko tarub tahu bahwa para bidadari cantik tersebut harus memakai selendang untuk terbang.

Joko tarub knew that the beautiful angels had to wear shawl to fly.

Semua bidadari meletakkan selendang mereka diatas sebuah batu besar di dekat telaga.

All angels put their shawls on a big rock near the lake.

Joko tarub harus mencuri salah satu dari selendang-selendang tersebut supaya dia dapat menangkap salah satu dari bidadari-bidadari cantik tersebut.

Joko tarub had to steal one of the shawls so that he could arrest one of the beautiful angels.

Joko tarub mendekati selendang-selendang tersebut dengan mengendap-endap dan mencuri sebuah selendang berwarna merah.

Joko tarub came close to the shawls in crouching position and stole a red shawl.

Saatnya datang ketika para bidadari cantik tersebut harus terbang, kembali ke tempat mereka, kahyangan.

The moment came when the beautiful angels had to fly, going back to their place, paradise.

Tetapi ada satu bidadari yang tertinggal, ia tak dapat menemukan selendangnya untuk terbang.

But there was one angel left, she couldn't find her shawl to fly.

Bidadari yang cantik tersebut dipanggil Nawang wulan.

The beautiful angel was called Nawang wulan.

Singkat cerita, Joko tarub menikahi Nawang wulan. Mereka memiliki seorang anak perempuan bernama Nawangsih.

In short, Joko tarub married Nawang wulan. They had a daughter named Nawangsih.

Sebagai seorang bidadari, Nawang wulan memiliki kesaktian yang hebat.

As an angel, Nawang wulan had great supernatural power.

Ia dapat mananak nasi untuk beberapa orang hanya dengan setangkai padi.

She could steam rice for some people just with a stalk of rice.

Joko tarub menyadari bahwa keanehan telah terjadi pada isteri dan lumbung padinya.

Joko tarub realized that peculiarity had happened to his wife and riceshed.

Joko tarub ingin tahu mengapa padi didalam lumbung padinya tetap menumpuk.

Joko tarub wanted to know why rice in his riceshed remained abundant.

Suatu hari Nawang wulan berpamitan suaminya untuk pergi ke sebuah sungai dekat dengan rumah mereka untuk mencuci ketika ia sedang menanak nasi menggunakan kukusan terbuat dari bambu.

One day Nawang wulan took leave from her husband to go to a river close to their home for washing when she was steaming rice using steamer made of bamboo.

*Sebelum pergi ke sungai Nawang wulan berkata pada suaminya, Joko tarub.
Before going to the river Nawang wulan said to her husband, Joko tarub.*

*“Suamiku, jangan membuka tutup penanak nasi sampai aku pulang !
“My husband, Don’t open the lid of the rice steamer until I go home !”*

*Kemudian Nawang wulan pergi ke sebuah sungai untuk mencuci.
And then Nawang wulan went to a river for washing.*

Di dapur, Joko tarub ingin tahu mengapa dia tidak diperbolehkan membuka tutup penanak nasi.

In the kitchen, Joko tarub wanted to know why he was not allowed to open the lid of the rice steamer.

Ketika Joko tarub membuka tutup penanak nasi, dia kaget karena dia hanya mendapatkan setangkai padi.

When Joko tarub opened the lid of the rice steamer, he was shocked because he just got a stalk of rice.

Nawang wulan menjadi sangat marah karena Joko tarub telah membuka tutup penanak nasi.

Nawang wulan became very angry because Joko tarub had opened the lid of the rice steamer.

Sejak hari itu Nawang wulan tak dapat menggunakan kesaktiannya (menanak nasi untuk beberapa orang hanya dengan setangkai padi).

Since that day Nawang wulan couldn’t use her supernatural power (cooking rice for some people just with a stalk of rice)

*Nawang wulan meminta Joko tarub untuk membuat lesung dan alu.
Nawang wulan requested Joko tarub to make wooden mortar and pestle.*

Sebelum menanak nasi, Nawang wulan harus menumbuk padi dengan menggunakan lesung dan alu.

Before cooking rice, Nawang wulan had to pound rice by using wooden mortar and pestle.

Lama-lama padi di lumbung berkurang. Dan Nawang wulan menemukan selendang merahnya di dalam lumbung padi.

Time by time rice in the riceshed decreased. And Nawang wulan found her red shawl in the riceshed.

*Setelah memakai selendangnya, Nawang wulan meninggalkan Joko tarub dan anak perempuannya, Nawangsih, terbang kembali ke kahyangan.
After wearing her shawl, Nawang wulan left Joko tarub and her daughter, Nawangsih, flying back to Paradise.*



CERITA KEONG MAS THE STORY OF GOLDEN SNAIL

3

Dahulu kala ada sebuah kerajaan yang besar di Jawa timur dipanggil kerajaan Daha.

Long time ago there was a big kingdom in east Java called Daha kingdom.

Kerajaan tersebut diperintah oleh seorang raja yang bijaksana bernama raja Kertomarto.

The kingdom was ruled by a wise king named king Kertomarto.

Raja Kertomarto memiliki 2 orang anak perempuan yang cantik, mereka dipanggil Galuh Ajeng dan Candra kirana.

King Kertomarto had two beautiful daughters, they were called Galuh ajeng and Candra kirana.

*Puteri Candra kirana merupakan seorang puteri yang sangat cantik dan baik hati.
Princess Candra kirana was a very beautiful and kind princess.*

Banyak raja-raja ingin menikahi puteri Candra kirana, namun Candra kirana tidak mencintai mereka.

Many kings wanted to marry princess Candra kirana, however Candra kirana didn't love them.

Bahkan puteri Candra kirana menjalin hubungan asmara dengan seorang pangeran yang tampan dari kerajaan Kahuripan bernama Inu kertopati.

Even princess Candra kirana had love affair with a handsome prince from Kahuripan kingdom named Inu kertopati.

*Sayangnya Galuh ajeng(saudara perempuan Candra kirana) mencintai Inu kertopati.
Unfortunately Galuh ajeng(Candra kirana's sister) loved Inu kertopati.*

Galuh ajeng tidak suka Candra kirana karena Candra kirana memiliki hubungan asmara dengan Inu kertopati.

Galuh ajeng didn't like Candra kirana because Candra kirana had love affair with Inu kertopati.

*Dan, Galuh ajeng menginginkan Inu kertopati menjadi suaminya.
And, Galuh ajeng wanted Inu kertopati to be her husband.*

Galuh ajeng memiliki kebencian dan rasa cemburu yang besar terhadap Candra kirana.

Galuh ajeng had great hatred and jealousy toward Candra kirana.

*Galuh ajeng merencanakan untuk melakukan kejahanan pada Candra kirana.
Galuh ajeng planned to do harm to Candra kirana.*

*Kemudian Galuh ajeng datang pada seorang nenek sihir yang jahat.
Then Galuh ajeng came to a wicked witch.*

*Galuh ajeng meminta nenek sihir yang jahat untuk menyihir Candra kirana.
Galuh ajeng requested the wicked witch to practice black magic on Candra kirana.*

*Nenek sihir yang jahat tersebut memenuhi permintaan Galuh ajeng.
The wicked witch fulfilled Galuh ajeng's request.*

*Si nenek sihir yang jahat menyihir Candra kirana, tubuh Candra kirana berubah menjadi keong mas.
The wicked witch practiced black magic on Candra kirana, Candra kirana's body changed into golden snail.*

*Kemudian keong mas tersebut dibuang ke laut oleh si nenek sihir yang jahat.
Then the golden snail was thrown to the sea by the wicked witch.*

*Suatu hari, seorang nenek tua menangkap ikan di laut dengan jaringnya.
One day, an old woman caught fish in the sea with her net.*

*Si nenek tua tersebut mendapatkan keong mas dan membawanya pulang.
The old woman got golden snail and took it to her home.*

*Keanehan terjadi di dalam dapurnya, makanan yang lezat siap diatas meja di dapurnya setiap hari.
Peculiarity occured in her kitchen, delicious food was ready on the table in her kitchen everyday.*

*Si nenek tua tersebut ingin tahu apa yang telah terjadi didalam rumahnya ketika ia tak ada di rumah.
The old woman wanted to know what had happened in her house when she was not at home.*

*Suatu hari ia tidak pergi ke laut, ia berada dibalik pintu diluar dapurnya.
One day she didn't go to the sea, she was behind the door out of her kitchen.*

*Ia kaget karena ia melihat seorang puteri yang sangat cantik memasak di dapur.
She was shocked because she looked at a very beautiful princess cooking in the kitchen.*

*Si nenek tua tersebut mendekati puteri yang cantik tersebut dan menanyakan asal-usul dan namanya.
The old woman came close to the beautiful princess and asked about her origin and name.*

Puteri yang cantik tersebut berkata pada si nenek tua, "Sebenarnya saya berasal dari kerajaan Daha. Saya adalah puteri dari raja Kertomarto, raja kerajaan Daha, dan nama saya adalah Candra kirana".

The beautiful princess said to the old woman, "Actually I come from Daha kingdom. I am king Kertomarto's daughter, the king of Daha kingdom, and my name is Candra kirana".

Candra kirana menambahkan kata-katanya, "Seorang nenek sihir yang jahat telah menyihir saya".

Candra kirana added her words, "An evil witch has practiced black magic on me".

" Saya bisa berubah kembali menjadi manusia asalkan saya bisa bertemu calon suami saya, pangeran Inu kertopati dari kerajaan Kahuripan".

"I can change back into human being provided I can meet my prospective husband, prince Inu kertopati from Kahuripan kingdom".

"Nenek sihir yang jahat tersebut telah menyihir saya atas permintaan saudara perempuan saya, Galuh ajeng".

"The evil witch has practiced black magic on me at my sister's request, Galuh ajeng".

Sementara itu, pangeran Inu kertopati menjadi sangat sedih. Dia pergi untuk menemukan Candra kirana.

Meanwhile, prince Inu kertopati became very sad. He went to find Candra kirana.

Inu kertopati bertemu seorang kakek tua berjalan di jalan. Kakek tua tersebut menghentikan Inu kertopati dan minta makanan dan minuman karena kakek tua tersebut kelaparan.

Inu kertopati met an old man walking on the street. The old man stopped Inu kertopati and asked for food and drink because the old man was famished.

*Sebenarnya kakek tua tersebut merupakan seorang pertapa yang waskita.
Actually the old man was a clairvoyant ascetic.*

*Kakek tua tersebut tahu apa yang sedang dicari oleh Inu kertopati.
The old man knew what Inu kertopati was looking for.*

*Tiba-tiba seekor burung gagak hitam datang mendekati mereka.
Suddenly a black raven came close to them.*

*Burung gagak hitam tersebut merupakan penjelmaan dari nenek sihir yang jahat.
The black raven was the transformation of the evil witch.*

Burung gagak hitam tersebut dibunuh oleh si kakek tua menggunakan tongkat untuk berjalan dia.

*The black raven was killed by the old man using his walking stick.
Si kakek tua menyuruh Inu kertopati untuk pergi ke desa Dadapan.
The old man ordered Inu kertopati to go to Dadapan village.*

*Di desa itu Inu kertopati bisa menemukan apa yang sedang dia cari.
In that village Inu kertopati could find what he was looking for.*

*Inu kertopati melanjutkan perjalanannya ke desa Dadapan.
Inu kertopati continued his journey to Dadapan village.*

*Di desa Dadapan, Inu kertopati menemukan sebuah rumah kecil terbuat bari bambu dekat sawah.
In Dadapan village, Inu kertopati found a small house made of bamboo close to the ricefield.*

*Harinya sangat panas, Inu kertopati merasa sangat haus.
The day was very hot, Inu kertopati felt very thirsty.*

*Inu kertopati mendekati rumah kecil tersebut karena dia ingin menemui si pemilik rumah.
Inu kertopati came close to the small house because he wanted to meet the owner of the house.*

*Inu kertopati ingin minum dan istirahat.
Inu kertopati wanted to drink and take a rest.*

*Dia terkejut karena dia melihat seorang gadis cantik memasak di dapur.
He was shocked because he looked at a beautiful girl cooking in the kitchen.*

*Si keong mas berubah kembali menjadi seorang gadis yang cantik dipanggil Candra kirana karena Inu kertopati telah menemukannya.
The golden snail changed back into a beautiful girl called Candra kirana because Inu kertopati had found her.
Kemudian Inu kertopati menikahi Candra kirana, mereka hidup dengan bahagia.
Then Inu kertopati married Candra kirana, they lived happily.*

*Baiklah semuanya, saya kira hanya itu cerita saya mengenai keong mas.
Well everybody, I think that's all my story about golden snail.*

*Saya harap anda menyukai cerita saya. Terimakasih atas perhatiannya.
I hope you like my story. Thank you for your attention.*

(written by mr.Joko, october 2013).

CERITA/STORY 8

CERITA PUTERI GADING CEMPAKA THE STORY OF PRINCESS GADING CEMPAKA



*Permisi semuanya, selamat pagi !
Excuse me everybody, good morning !*

*Apakah anda dalam keadaan baik sekarang ?
Are you in good condition now ?*

Pertama-tama, marilah kita bersyukur pada Tuhan karena kita dalam keadaan sehat wal afiat sampai hari ini.

First of all, let's thank to God because there is nothing wrong with us until today.

Apabila anda tidak mengenal saya, saya ingin memperkenalkan diri saya, nama saya adalah³

If you don't know me, I want to introduce myself, my name is

Pada kesempatan ini saya ingin menceritakan anda tentang cerita puteri Gading cempaka.

In this opportunity I want to tell you about the story of princess Gading cempaka.

Cerita ini berasal dari Bengkulu, Sumatera.

This story comes from Bengkulu, Sumatera.

*³ahulu kala ada sebuah kerajaan di Bengkulu dipanggil kerajaan Sungai serut.
Long time ago there was a kingdom in Bengkulu called Sungai serut kingdom.*

*Kerajaan ini diperintah oleh seorang raja yang bijaksana bernama Ratu Agung.
This kingdom was ruled by a wise king named Ratu Agung.*

*Asal usul sang raja adalah Majapahit, sebuah kerajaan besar di Jawa timur.
The origin of the king was Majapahit, a big kingdom in east Java.*

*Suatu hari sekelompok kecil orang-orang dari Majapahit datang ke Bengkulu.
One day a small group of people from Majapahit came to Bengkulu.*

*Sekelompok kecil orang-orang tersebut dipimpin oleh pangeran Bintang Ruano.
The small group of people was led by prince Bintang Ruano.*

*Kemudian Bintang Ruano menjadi raja di Bengkulu.
And then Bintang Ruano became king in Bengkulu.*

*Kerajaannya kemudian dipanggil Sungai serut.
His kingdom was then called Sungai serut.*

*³Sang raja memiliki 7 anak, 6 anak laki-laki dan 1 anak perempuan.
The king had seven children, six sons and one daughter.*

*Anak perempuan sang raja di panggil Gading cempaka.
The king's daughter was called Gading cempaka.*

*Gading cempaka merupakan seorang puteri yang sangat cantik.
Gading cempaka was a very beautiful princess.*

*Kecantikan Gading cempaka dikenal oleh banyak laki-laki dan raja-raja di Sumatera.
The beauty of Gading cempaka was known by many men and kings in Sumatera.*

*Sultan Iskandar muda dari Aceh ingin menikahi sang puteri.
Sultan iskandar muda from Aceh wanted to marry the princess.*

*Sultan datang ke Bengkulu dengan prajurit-prajuritnya.
Sultan came to Bengkulu with his soldiers.*

*Sultan ingin melamar puteri Gading cempaka, tetapi lamaran beliau ditolak oleh sang puteri.
Sultan wanted to propose princess Gading cempaka, but his proposal was refused by the princess.*

*Puteri Gading cempaka tidak mencintai Sultan.
Princess Gading cempaka didn't love Sultan.*

*Sultan menjadi sangat marah karena puteri Gading cempaka telah melecehkannya dengan menolak lamarannya.
Sultan became very angry because princess Gading cempaka had humiliated him by refusing his proposal.*

*Sultan dan prajurit-prajuritnya menghancurkan istana kerajaan Sungai serut.
Sultan and his soldiers destroyed the royal palace of Sungai serut.*

*Peperangan yang dahsyat terjadi di kerajaan Sungai serut.
Terrible war happened in the kingdom of Sungai serut.*

*Banyak prajurit terbunuh di medan pertempuran.
Many soldiers were killed in the battlefield.*

*Puteri Gading cempaka meninggalkan istana dan pergi ke tempat yang aman dekat dengan gunung Bungkuk.
Princess Gading cempaka left the palace and went to secure place close to mount Bungkuk.*

*Salah satu dari pengawal Sultan menemukan seorang gadis yang cantik mirip dengan puteri Gading cempaka.
One of Sultan's guards found a beautiful girl similar to princess Gading cempaka.*

*Pengawal tersebut menduga bahwa gadis yang cantik tersebut merupakan puteri Gading cempaka. Mereka membawa gadis cantik tersebut ke Aceh.
The guard presumed that the beautiful girl was princess Gading cempaka. They took the beautiful girl to Aceh.*

*Semua rakyat di kerajaan Sungai serut menjadi sangat sedih karena Sultan iskandar muda dan prajurit-prajuritnya telah menghancurkan kerajaan mereka.
All people in the kingdom of Sungai serut became very sad because Sultan iskandar muda and his soldiers had destroyed their kingdom.*

*Puteri Gading cempaka dan kerabat-kerabatnya membuat istana baru dekat dengan gunung Bungkuk.
Princess Gading cempaka and her relatives made new palace close to mount Bungkuk.*

Konflik baru terjadi lagi, suku Rejang sawah bermusuhan dengan suku Rejang empat petulai.

New conflict happened again, Rejang sawah ethnic group had conflict with Rejang empat petulai.

Setelah konflik yang panjang, seorang pangeran dari kerajaan Pagar ruyung di Sumatera barat datang untuk mendamaikan.

After long conflict, a prince from Pagar ruyung kingdom in west Sumatera came to make peace.

*Pangeran tersebut dipanggil Baginda maharaja sakti.
The prince was called Baginda maharaja sakti.*

*Kemudian sang pangeran menikahi puteri Gading cempaka.
Then the prince married princess Gading cempaka.*

*Kemudian banyak orang dari Sumatera barat(Padang) datang ke Bengkulu.
Then many people from west Sumatera(Padang) came to Bengkulu.*

*Dewasa ini telah ada banyak orang dari Sumatera barat(Padang) di Bengkulu.
Nowadays there have been many people from west Sumatera(Padang) in Bengkulu.*

*Mereka telah tinggal di Bengkulu sejak zaman kuno Bengkulu.
They have lived in Bengkulu since the ancient time of Bengkulu.*

*Itulah cerita saya mengenai puteri Gading cempaka. Terimakasih atas perhatiannya.
That's all my story about princess Gading cempaka. Thank you for your attention.*

CERITA/STORY 10

CERITA RAMA DAN SINTA THE STORY OF RAMA AND SINTA



*Permisi semuanya, selamat pagi !
Excuse me everybody, good morning !*

Pertama-tama, marilah kita bersyukur kepada Tuhan karena kita menyadari bahwa kita dalam keadaan baik sampai hari ini.

Alhamdulillah.

First of all, let's thank to God because we realize that we are in good condition until today. Praise be to God.

Kemudian, saya sungguh berterimakasih karena saya diberi waktu dan kesempatan disini.

And then, I am really grateful because I am given time and opportunity here.

Pada kesempatan ini saya mau bercerita tentang cerita Rama dan Sinta.

3

*In this opportunity I want to tell about the story of Rama and Sinta.
Apakah anda pernah mendengar tentang cerita ini ?
Have you ever heard about this story ?*

*Cerita Rama dan Sinta sungguh populer dan sangat menarik.
The story of Rama and Sinta is really popular and absorbing.*

3

*Baiklah, tolong dengarkan kata-kata saya !
Well, please listen to my words !*

*3ahulu kala, ada sebuah kerajaan yang besar dipanggil kerajaan Mantilirejo.
Long time ago, there was a big kingdom called Mantilirejo kingdom.*

*Kerajaan tersebut diperintah oleh seorang raja yang bijaksana bernama Janaka.
The kingdom was ruled by a wise king named Janaka.*

*Raja Janaka memiliki seorang anak perempuan yang cantik bernama Sinta.
King Janaka had a beautiful daughter named Sinta.*

*Kecantikan Sinta sangat terkenal sampai kerajaan-kerajaan lain di sekitar kerajaan Mantilirejo.
The beauty of Sinta was very popular until other kingdoms around Mantilirejo kingdom.*

*Banyak raja ingin menikahi Sinta, salah satunya adalah Rama.
Many kings wanted to marry Sinta, one of them was Rama.*

*Rama merupakan seorang raja yang tampan dan baik hati dari kerajaan Ayodya.
Rama was a handsome and kind king from Ayodya kingdom.*

*Sebagai seorang raja yang besar, Rama merupakan reinkarnasi dari dewa Wisnu,
dewa pelindung.
As a great king, Rama was reincarnation of God Wisnu, the God of protector.*

*Singkat cerita, Rama dapat menikahi Sinta, mereka hidup dengan bahagia.
In short, Rama could marry Sinta, they lived happily.*

*Namun, seorang raja yang jahat dari kerajaan Alengka bernama Rahwana atau Dasa muka mencintai Sinta.
Dia ingin menikahi Sinta walaupun dia tahu bahwa Sinta memiliki suami.
However, an evil king from Alengka kingdom named Rahwana or Dasa muka loved Sinta. He wanted to marry Sinta although he knew that Sinta had husband.*

*Rahwana dapat melakukan banyak cara supaya dia dapat menikahi Sinta.
Rahwana could do many ways so that he could marry Sinta.*

*Rahwana menyuruh salah satu dari pengawalnya yang setia untuk menculik Sinta di kerajaan Ayodya.
Rahwana ordered one of his faithful guards to kidnap Sinta in Ayodya kingdom.*

Salah satu dari pengawal Rahwana yang setia adalah seorang raksasa yang besar dipanggil Kala marica.

One of Rahwana's faithful guards was a big giant called Kala marica.

Kala marica memiliki kesaktian yang hebat, dia bisa merubah tubuhnya menjadi makluk apa saja.

Kala marica had great magic power, he could change his body into any creature.

Kumbokarno dan Gunawan wibisono (adik laki-laki Rahwana) tidak menyetujui apa yang dilakukan Rahwana.

Kumbokarno and Gunawan wibisono (Rahwana's younger brothers) didn't agree what Rahwana did.

Sementara itu, di kerajaan Ayodya, Rama, Sinta, dan Lesmana ingin pergi ke sebuah hutan yang lebat untuk berburu binatang.

Meanwhile, in Ayodya kingdom, Rama, Sinta, and Lesmana wanted to go to a thick forest for hunting animal.

Lesmana adalah adik tiri laki-laki Rama, seorang lelaki yang tampan dan baik hati. Lesmana was Rama's stepbrother, a handsome and kind man.

Ketika mereka berada di tengah hutan, tiba-tiba seekor kijang kencana lewat tepat didepan mereka.

When they were in the middle of the thick forest, suddenly a golden deer passed right in front of them.

Sinta meminta Rama untuk menangkap kijang kencana tersebut. Sinta requested Rama to catch the golden deer.

Sebelum berangkat untuk menemukan kijang kencana tersebut, Rama menyuruh Lesmana untuk melindungi Sinta.

Before leaving to find the golden deer, Rama ordered Lesmana to protect Sinta.

Kemudian Rama pergi untuk menangkap kijang kencana atas permintaan Sinta. Then Rama went to catch the golden deer at Sinta's request.

Sinta khawatir Rama mendapatkan kesulitan, dan Lesmana disuruh oleh Sinta untuk mencari Rama.

Sinta was worried Rama got trouble, and Lesmana was ordered by Sinta to find Rama.

Sebenarnya kijang kencana tersebut merupakan penjelmaan dari Kala marica, seorang raksasa, pengawal setia Rahwana.

Actually the golden deer was the transformation of Kala marica, a giant, Rahwana's faithful guard.

Kala marica membuat tipu daya dengan merubah tubuhnya menjadi seekor kijang kencana.

Kala marica made a trick by transforming his body into a golden deer.

*Itu merupakan cara untuk membuat Rama dan Lesmana jauh dari Sinta.
It was the way to make Rama and Lesmana away from Sinta.*

*Ketika Sinta sendirian, seorang lelaki tua mendekati Sinta.
When Sinta was alone, an old man came close to Sinta.*

*Lelaki tua tersebut merupakan penjelmaan dari Rahwana, raja Alengka.
The old man was the transformation of Rahwana, the king of Alengka.*

*Ketika lelaki tua tersebut berada dekat dengan Sinta, lelaki tua tersebut berubah menjadi tubuh aslinya, Rahwana.
When the old man was close to Sinta, the old man changed into his real body, Rahwana.*

*Setelah itu, Rahwana menculik Sinta dan membawa Sinta ke kerajaan Alengka.
Afterwards, Rahwana kidnapped Sinta and took Sinta to Alengka kingdom.*

*Dalam perjalanan ke Alengka, Rahwana bertemu Jatayu, seekor burung raksasa dari Nirwana.
On the way to Alengka, Rahwana met Jatayu, a giant bird from nirvana(heaven).*

*Jatayu ingin membebaskan Sinta, maka Jatayu dan Rahwana terlibat pertarungan yang dahsyat.
Jatayu wanted to free Sinta, accordingly Jatayu and Rahwana had terrible fight.*

*Mudah bagi Rahwana untuk mengalahkan Jatayu.
It was easy for Rahwana to defeat Jatayu.*

*Sebelum kematian Jatayu, Rama dan Lesmana menemukan Jatayu dan menanyakan apa yang telah terjadi.
Before the death of Jatayu, Rama and Lesmana found Jatayu and asked what had happened.*

*Jatayu memberitahu Rama bahwa raja Alengka, Rahwana, telah menculik Sinta.
Jatayu told Rama that the king of Alengka, Rahwana, had kidnapped Sinta.*

*Rama dan Lesmana sangat sedih karena Rahwana telah menculik Sinta.
Rama and Lesmana were very sad because Rahwana had kidnapped Sinta.*

*Rama dan Lesmana kembali ke istana kerajaan Ayodya dengan sedih.
Rama and Lesmana went back to the royal palace of Ayodya sorrowfully.*

*Di dalam istana kerajaan Ayodya, Rama memanggil Hanoman(kera putih) untuk menghadapnya.
In the royal palace of Ayodya kingdom, Rama called Hanoman(white monkey) to come before him.*

*Hanoman diperintah oleh Rama untuk pergi ke kerajaan Alengka dan menemui Sinta.
Hanoman was ordered by Rama to go to Alengka kingdom and meet Sinta.*

*Hanoman meninggalkan istana kerajaan Ayodya dan pergi ke Alengka.
Hanoman left the royal palace of Ayodya and went to Alengka.*

Namun, Rahwana dan prajurit-prajuritnya menangkap Hanoman, dan ingin membunuh Hanoman.

However, Rahwana and his soldiers arrested Hanoman, and he wanted to kill Hanoman.

*Hanoman menjadi sangat marah dan membakar istana kerajaan Alengka.
Hanoman became very angry and burnt the royal palace of Alengka.*

Setelah itu, Hanoman kembali ke istana kerajaan Ayodya dan melaporkan apa yang telah terjadi kepada Rama.

Afterwards, Hanoman went back to the royal palace of Ayodya and reported what had happened to Rama.

Rama dan prajurit-prajuritnya pergi ke kerajaan Alengka untuk mendapatkan kembali Sinta.

Rama and his soldiers went to Alengka kingdom to reclaim Sinta.

*Peperangan yang dahsyat terjadi di kerajaan Alengka.
Terrible war happened in the kingdom of Alengka.*

Kumbokarno mencoba melindungi kerajaan Alengka meskipun dia tidak suka apa yang telah Rahwana lakukan terhadap Sinta.

Kumbokarno tried to protect Alengka kingdom although he didn't like what Rahwana had done toward Sinta.

*Kumbokarno terbunuh di medan pertempuran, kepalanya terpisah dari tubuhnya.
Kumbokarno was killed in the battlefield, his head was separate from his body.*

*Rahwana tetap sompong, dia tidak mau mengembalikan Sinta pada Rama.
Rahwana remained arrogant, he didn't want to return Sinta to Rama.*

*Akhirnya Rahwana dan Rama terlibat pertarungan sengit di medan pertempuran.
Finally Rahwana and Rama had bitter fight in the battlefield.*

Akhir dari pertarungan tersebut, Rahwana terbunuh dan Rama dapat memperoleh kembali istrinya yang cantik, Sinta.

The end of the fight, Rahwana was killed and Rama could reclaim his beautiful wife, Sinta.

UNIT TWELVE

English for Speech Contest

(Bahasa Inggris untuk Lomba Pidato)

Target yang diharapkan :
The intended target :



Para pelajar memiliki kecakapan dalam berbahasa inggris secara lancar, khususnya dalam menyampaikan pidato bahasa Inggris.
Students have competence in speaking english fluently, especially in delivering english speech.

1. CARA MENSUKSESKAN PENDIDIKAN THE WAY TO MAKE EDUCATION SUCCESSFUL (by mr Joko)

3

Selamat pagi tuan-tuan dan nyonya-nyonya yang terhormat !
Good morning ladies and gentlemen !

Sebelumnya, saya sungguh berterimakasih karena saya bisa berada disini, berdiri dan berbicara didepan anda.

Previously, I am really grateful because I can be here, standing and speaking in front of you.

Kemudian saya ingin memperkenalkan diri saya, nama saya adalah Joko.
And then I want to introduce myself, my name is Joko.

Pada kesempatan ini saya ingin menyampaikan pidato saya mengenai cara mensukseskan pendidikan.

In this opportunity I want to deliver my speech about the way to make education successful.

3

Tuan-tuan dan nyonya-nyonya yang terhormat !
Ladies and gentlemen !

Pendidikan merupakan faktor yang paling penting bagi kita karena pendidikan akan membawa kita pada kemajuan hidup dan keberhasilan.

Education is the most important factor for us because it will guide us to progress of life and success.

Pendidikan merupakan pelita bagi kita karena dapat menerangi apa yang ingin kita lakukan.

Education is light for us because it can illuminate what we want to do.

Untuk itu kita harus memberikan perhatian pada pentingnya pendidikan.

That's why we have to pay attention to the importance of education.

Sebenarnya apa itu pendidikan.
Actually what education is.

Pendidikan merupakan sebuah proses untuk mencetak generasi yang cerdas dan bermartabat, maka proses pendidikan harus menekankan dua aspek penting, kecerdasan dan moralitas.

Education is a process to create smart and prestigious generation, accordingly the process of education must emphasize two important aspects, intelligence and morality.

Ketika proses pendidikan hanya menekankan aspek kecerdasan, tetapi aspek moralitas diabaikan, maka akan ada banyak orang pintar di lingkungan masyarakat kita, namun mereka tidak memiliki akhlak yang baik.

When the process of education¹² only emphasizes the aspect of intelligence, but the aspect of morality is ignored, accordingly there will be many smart people in the circle of our society, however they have no good moral.

3
Tuan-tuan dan nyonya-nyonya yang terhormat !
Ladies and gentlemen !

Menurut pendapat saya, ada empat faktor penting yang dapat digunakan untuk mensukseskan pendidikan.

According to my opinion, there are four important factors that can be used to make education successful.

Satu, faktor yang mengacu pada lingkungan keluarga.
One, factor that refers to the circle of family.

Keluarga memiliki peranan yang sangat penting untuk mensukseskan pendidikan.
Family has very important role to make education successful.

Orang-orang didalam lingkungan keluarga (ayah, ibu, saudara-saudara) dapat memberikan semangat dan motivasi pada seorang anak didik.

People in the circle of family (father, mother, brothers and sisters) can provide spirit and motivation to a learner.

Target yang diharapkan, seorang anak didik memiliki ketekunan dan keseriusan untuk belajar.

The intended target, a learner has perseverance and seriousness to study.

Disamping itu, orang-orang didalam lingkungan keluarga dapat memberikan keteladanan yang baik mengenai aspek moralitas (sopan santun, tatakrama, dan perilaku ¹²g baik).

Besides, people in the circle of family can provide good model about the aspect of morality (politeness, good manners, and good behavior).

Ketika orang-orang didalam lingkungan keluarga dapat terlibat dalam proses pendidikan secara sungguh-sungguh, seorang anak didik akan memelihara semangat, motivasi¹², ketekunan, dan rasa tanggung jawab sebagai seorang pelajar.

When people in the circle of family can be involved in the process of education seriously, a learner will have spirit, motivation, perseverance, and sense of responsibility as a student.

Kemudian, seorang anak didik akan selalu berperilaku baik berpedoman pada ajaran agama, sopan santun, dan tatakrama.

And then, a learner will always have good behavior guided by religious instruction, politeness, and good manners.

Akhirnya, seorang anak didik dapat memposisikan dirinya sebagai seorang pelajar yang bermartabat.

Finally, a learner can position himself/herself as a prestigious student.

Dua, faktor yang mengacu pada lingkungan masyarakat.

Two, factor that refers to the circle of society.

Masyarakat kita memiliki peranan yang penting untuk mensukseskan pendidikan.

Our society has important role to make education successful.

Didalam lingkungan masyarakat kita, para anak didik dapat belajar tentang aspek-aspek sosial (pergaulan, kerukunan, kesetiakawanan, kebersamaan, welas asih, cara untuk memperoleh kemajuan hidup, dan kepatuhan pada hukum dan peraturan)

In the circle of our society, learners can study about social aspects (association, harmony, solidarity, togetherness, mercy, the way to get progress of life, and devotion to law and rule).

Namun, kita perlu memantau latarbelakang masyarakat kita. Masyarakat dengan latarbelakang yang buruk dapat mempengaruhi seorang anak didik pada tindak kenakalan, dengan kata lain, seorang anak didik dapat terlibat dalam tindak kenakalan dan pelanggaran pada hukum dan peraturan.

However, we need to monitor background of our society. Society with bad background can influence a learner to the act of delinquency, in other words, a learner can be involved in the acts of delinquency and violation to law and rule.

Tiga, faktor yang mengacu pada institusi pendidikan.

Three, factor that refers to educational institution.

Institusi pendidikan merupakan sebuah tempat dimana para anak didik dapat memperoleh pendidikan secara formal, ditinjau dari kecerdasan dan moralitas.

Educational institution is a place where learners can get education formally, seen from intelligence and morality.

Proses pendidikan dilaksanakan berpedoman pada kurikulum, sistem pembelajaran berdasarkan pada peraturan dan ketentuan yang dibuat oleh penyelenggara pendidikan.

The process of education is practiced guided by curriculum, learning system based on rule and stipulation made by the organizer of education.

Keberhasilan dari pendidikan formal dapat ditentukan ketika para anak didik dapat mencapai target pembelajaran. Dan para anak didik yang berhasil diberikan ijazah.
The success of formal education can be determined when learners can achieve learning target. And successful learners are rewarded with certificates.

Dalam pendidikan formal, para pendidik yang profesional dan bermartabat diperlukan untuk mendukung suksesnya pendidikan.
In formal education, professional and prestigious educators are needed to support the success of education.

Empat,faktor yang mengacu pada kesadaran pribadi.
Four, factor that refers to personal awareness.

Masih ada banyak anak didik yang tidak memiliki kesadaran terhadap pentingnya pendidikan. Mereka tidak memiliki ketekunan, rasa tanggung jawab sebagai pelajar, dan semangat untuk belajar.

There are still many learners who have no awareness toward the importance of education. They have no perseverance, sense of responsibility as students, and spirit to study.

Dalam kasus ini, pendekatan pribadi dan hadiah diperlukan untuk memotivasi para anak didik.

In this case, personal approach and reward are needed to motivate learners.

3
Tuan-tuan dan nyonya-nyonya yang terhormat !
Ladies and gentlemen !

Saya kira cukup pidato saya mengenai cara mensukseskan pendidikan.
I think that's all my speech about the way to make education successful.

Saya berharap pidato saya bisa bermanfaat bagi anda.
I hope my speech can be useful for you.

Terimakasih banyak.
Thank you very much.

2. PENTINGNYA PENDIDIKAN THE IMPORTANCE OF EDUCATION



3
Selamat pagi tuan-tuan dan nyonya-nyonya yang terhormat !
Good morning ladies and gentlemen !

Pertama-tama, marilah kita bersyukur pada Tuhan karena kita masih diberikan rahmat yang besar hari ini, Alhamdulillah.
First of all, Let's thank to God because we are still given great mercy today, Alhamdulillah (praise be to God).

Sebelum saya menyampaikan pidato saya, izinkanlah saya untuk memperkenalkan diri saya ! Nama saya adalah Sarjoko.

3
Before I deliver my speech, allow me to introduce myself ! My name is Sarjoko.

Pada kesempatan ini saya ingin menyampaikan pidato saya mengenai pentingnya pendidikan.

In this opportunity I want to deliver my speech about the importance of education.

3
Tuan-tuan dan nyonya-nyonya yang terhormat !
Ladies and gentlemen !

Pendidikan sangat penting dan diperlukan oleh kita, bahkan kita dapat mengumpamakan pendidikan sebagai pelita dalam kegelapan.

Education is very important and needed by us, even we can compare education with light in the darkness.

Tanpa pelita kita tak dapat berbuat apa-apa dalam kegelapan, atau paling tidak kita akan memiliki banyak kendala untuk melihat dalam kegelapan.

Without light we can do nothing in the darkness, or at least we will have many obstacles to see in the darkness.

Pendidikan sangat penting karena dapat membawa kita pada prestasi, kemajuan hidup, dan keberhasilan.

Education is very important because it can guide us to achievement, progress of life, and success.

Kita bisa belajar sejarah Indonesia, di masa lalu, Indonesia dijajah oleh Belanda selama 350 tahun, rakyat Indonesia dipaksa untuk bekerja pada penjajah.

We can study the history of Indonesia, in the past, Indonesia was occupied by the Dutch for 350 years, people of Indonesia were forced to work for the colonialist.

Orang-orang yang menolak untuk bekerja pada penjajah, mereka ditembak mati.

People who refused to work for the colonialist, they were gunned down.

Rakyat Indonesia masih bodoh, mereka tidak diperbolehkan bersekolah, akhirnya mereka menjadi miskin, bodoh, dan terbelakang.

People of Indonesia were still stupid, they were not allowed to attend schools, finally they became poor, stupid, and backward.

Setelah perjuangan yang panjang melalui pendidikan dan peperangan yang sengit, Indonesia dapat diproklamirkan pada tanggal 17 Agustus 1945.

After long struggle through education and bitter war, Indonesia could be proclaimed on August 17 1945.

Indonesia memperoleh kemerdekaan, dengan semangat tinggi rakyat Indonesia harus berjuang demi memperoleh kebebasan dan keadilan.

Indonesia got independence, with high spirit people of Indonesia had to struggle for getting freedom and justice.

Apakah anda masih ingat Kihajar Dewantoro ?
Beliau harus berjuang melawan penjajahan melalui pendidikan.
Beliau membuat sebuah sekolah dan mengajar orang-orang di sekitar rumahnya.
Do you still remember Kihajar Dewantoro ?
He had to struggle against colonialism through education.
He made a school and taught people around his home.

3

Tuan-tuan dan nyonya-nyonya yang terhormat !
Ladies and gentlemen !

Ketika kita belajar sejarah Jepang, selama perang dunia ke-2 , 2 kota indah di Jepang, Hiroshima dan Nagasaki dibom dengan bom nuklir pada tanggal 6 dan 8 Agustus 1945.

When we study the history of Japan, during the second world war, two beautiful cities in Japan, Hiroshima and Nagasaki were bombed with nuclear bomb on August 6 and 8 1945.

Banyak orang terbunuh, semuanya musnah. Bom nuklir tersebut menimbulkan kerusakan yang mengerikan di Jepang.

Many people were killed, everything was destroyed. The nuclear bomb caused terrible damage in Japan.

Kemudian, kaisar Hirohito memanggil semua guru di Jepang untuk menghadapnya.

Sang Kaisar berkata,
“Kita tidak boleh menyerah, hanya ada satu cara kita bisa membangun kembali Jepang, dengan pendidikan”

Semua orang tahu, dewasa ini, Jepang telah menjadi sebuah negara yang hebat berbasis teknologi.

Negara ini telah menjadi negara yang kuat ditinjau dari pertumbuhan ekonomi, teknologi, dan pendidikan.

UNIT THIRTEEN

Pidato/Speech

Pada umumnya isi setiap pidato termasuk pidato bahasa Inggris terdiri dari beberapa bagian diantaranya:

1. Salam (greeting)
2. Mukodimah / pembukaan berisi ucapan terimakasih, penghormatan dan puji syukur.
3. Isi Pidato
4. Pesan atau kesimpulan
5. Permintaan maaf
6. Terimakasih untuk perhatian
7. salam penutup.

Sumber:<http://muliaberbagi.blogspot.com/2014/03/contoh-pidato-bahasa-inggris-singkat.html>

Berikut akan ditampilkan beberapa contoh teks pidata dalam bahasa Inggris dan terjemahannya dalam bahasa Indonesia.

1. Youth Generation That Brings Alteration



Assalamu'alaikum wr.wb.

With all due respect to the honorable Mr. Principal, to the honorable Mr. Homeroom Teacher of my class, to honorable Mr. and Mrs. Teachers as well as to the dearest friends.

First of all, let's say our praise and gratitude only to Allah Swt due to His grace and blessings upon us so that on this good time and occasion we all can still gather in this place in the best of our health.

Ladies, gentlemen, and friends that I love,

Youth is a figure that always brings alterations. Alteration in life order of some era is quite influenced by the role of youths. In 1982, youths gathered altogether and then

took the pledge in order to tighten the unity of Indonesia. This pledge was known as Youth Pledge. All youths from all over Indonesia from various ethnics, cultures, languages, and regions strove for retaking the independence of nation altogether.

Who doesn't know Mr. Soekarno, our first president of Indonesia? Nobody doubted him in each of his speech to encourage the youths in maintaining the independence of Indonesia. The long journey of Indonesia to the national independence shows us how great the influence was regarding our nation's life. And then as the youth Muslim generation, what have we contributed to society, nation, religion, and especially our own selves? Have we given any alteration?

A Muslim youth should go on with positive alterations day after day in his or her life. How a loss if a Muslim youth is seen to be worse than yesterday. The success of a youth in dealing with a number of life handicaps along with the good alterations will be the basic in how he or she brings alterations to his or her surroundings and those that are bigger than that.

To all of my companions that I proud of,

Dr. Yusuf Qardhawi said that there are three things that underlie a youth as a foundation of alteration;

1. Youths come with brilliant brain
2. Youths have strong physicals
3. Youths behave objectively
4. From the three points above, we can come to the conclusion that to bring the balance of physical alterations, youths also need to take into consider of three things that underlie spiritual alterations:
 1. Youths need to have strong faith
 2. Youth need to be always istiqamah in performing any religious services and duties
 3. Youths have good manners or akhlak khasanah

Ladies, gentlemen, and all the companions blessed by AllahIt's about the time for Muslim youths to rise up for creating alterations in every line of life and keeping as well as maintaining the self-image of Islam. Moreover, Islam has been being besieged from all over the directions. We need to increase our knowledge about Islam by

reading various books. Not only Islamic books but also those books whose contents sometimes offend the world of Islam. Thus, youth generations can have the provisions to become the agents of alteration.

Make our youth as the time that's full of benefits and all the good things before the coming of old age, when all of our spirits would fade away. What are we waiting for, if we can do the alteration now? Use our youth times to become the part of Islam's awakening history in Indonesia.

That's all I could say. I wish we can meet again someday. Please forgive me for the mistakes on my words. Thanks for the attention.

Wassalamu'alaikum. Wr.wb

Terjemahannya dalam bahasa Indonesia:

1

Assalamu'alaikum wr.wb.

Bapak kepala sekolah yang saya hormati, bapak wali kelas yang saya hormati, juga, bapak dan ibu guru yang saya hormati. Tak lupa kepada rekan-rekan yang saya cintai. Pertama-tama marilah kita panjatkan puji dan syukur kepada Tuhan Yang maha esa atas curahan nikmat-Nya yang tiada terhingga yang telah diberikan kepada kita, sehingga pada kesempatan yang baik ini kita dapat berkumpul, dalam keadaan sehat wal afiat.

Rekan-rekan dan para hadirin yang saya cintai.

Pemuda merupakan sosok yang selalu membawa pada perubahan. Perubahan dalam tatanan kehidupan suatu zaman sedikit banyak dipengaruhi oleh peranan pemuda. Pada tahun 1928, para pemuda berkumpul kemudian berikrar untuk mempererat persatuan Indonesia. Ikrar ini kita kenal sebagai sumpah pemuda. Dengan berikrarnya para pemuda dari berbagai suku, budaya, bahasa dan daerah untuk bersama-sama berjuang dibawah panji Indonesia meraih kemerdekaan. siapa yang tidak kenal dengan Soekarno presiden pertama bangsa Indonesia. Tiada seorangpun yang meragukan semangat beliau dalam berbagai pidato untuk menyemangatkan para pemuda demi mempertahankan kemerdekaan bangsa Indonesia. Perjalanan panjang

bangsa Indonesia menuju kemerdekaan menggambarkan kepada kita betapa besar pengaruh pemuda dalam tatanan kehidupan. Kemudian sebagai generasi muda islam apakah yang telah kita kontribusikan pada masyarakat, bangsa, agama dan terkhusus pada diri kita masing-masing? Apakah kita telah memberikan perubahan?

Seorang pemuda muslim hendaknya dari hari ke hari mengalami perubahan yang positif dalam kehidupannya. Sungguh merugi bila seorang pemuda islam lebih buruk dari hari kemarin. Keberhasilan pemuda dalam menjalani berbagai rintangan hidup dengan perubahan yang baik akan menjadi dasar bagaimana ia membawa perubahan di lingkungan sekitarnya dan yang lebih luas dari itu.

Rekan-rekan dan para hadirin yang saya banggakan.

Dr.Yusuf Qardhawi mengatakan bahwa ada 3 hal yang mendasari seorang pemuda itu sebagai pondasi perubahan;

1. Anak muda mempunyai otak yang brillian
2. Anakk muda mempunyai fisik yang kuat
3. Anak muda memiliki sikap yang objektif

Dari tiga hal diatas dapat kita simpulkan sebagai dasar perubahan fisikal, untuk memberikan keseimbangan kepada perubahan fisikal hendaknya seorang pemuda juga memperhatikan tiga hal yang mendasari perubahan spiritual:

1. Pemuda memiliki akidah yang kuat
2. Pemuda senantiasa istiqamah dalam beribadah
3. Pemuda memiliki budi pekerti yang baik atau akhlak khasanah

Rekan-rekan dan para hadirin yang dirahmati Allah.

Sudah saatnya pemuda islam bangkit untuk mengadakan perubahan disegala lini kehidupan dan mempertahankan jati diri islam. Apalagi pada saat ini islam telah dikepung dari segala penjuru. Dengan mempelajari islam secara mendetail, menambah wawasan dengan membaca berbagai macam buku. Tidak hanya buku-buku yang berazaskan islam tetapi buku-buku yang menyerang ataupun berseberangan dengan agama islam bukan untuk kita jauhi. Yang demikian sebagai modal bagi generasi muda untuk menjadi agen perubahan.

Jadikan masa muda kita sebagai masa yang penuh dengan manfaat dan kebaikan, sebelum datang masa tua, pada masa itu semangat kita sudah mengendur. Untuk apalagi kita menunggu, jika sekarang juga kita bias melakukan perubahan itu.

Manfaatkan masa muda kita menjadi bagian dari sejarah bangkitnya islam di Indonesia.

Cukup sekian apa yang saya sampaikan. Semoga lain kali kita bisa berjumpa lagi. Mohon maaf jika ada kesalahan atau kata-kata yang kurang berkenan.Saya ucapkan terima kasih. Assalamu'alaikum wr.wb.

<http://www.belajaringgris.net/contoh-pidato-bahasa-inggris-dan-artinya-3337.html> 2.

1 3. Contoh Pidato Bahasa Inggris Dan Artinya Dalam Bahasa Indonesia Tentang Jejaring Sosial



Assalamualaikum Wr Wb.

The honorable Mr. Fadillah as the principal of SMPN 1 Bagitan, the honorable for teachers of SMPN 1 Bangitan, the honorable for all parents, and all the students of SMP 1 Bangitan.

Let us say gratitude to Allah. Because of His bless, we are able to present here as the invitation to meet on the education for social networking usage.

Social networking sites are currently emerging around us. There are at least three social networking sites that are so big which are Facebook, Twitter, and Google Plus. Those are technology products that are favored by children, teenagers, and even adults. Through social networking services, we can make a new friend, expand the friends network, and knowing the situation that occurred in other places.

Ladies and Gentlemen.

As the rapid growth of social networking usage from day to day, then all the parents and teachers should be the good supervisors. All parties include parents, teachers, government, and the society must work together so that the children can get a moral and logic education in order to deal with the development of technology.

It's better that since this time, we always educate the children in order to adopt their attitude to the rapid technological growth. When we do not guide the children with advice and a closed supervision, they are very likely to be negatively impacted by the development of the technologies, especially social networking.

Basically, social media does have a variety of positive benefits. First, children can learn to develop social skills as well as technical skills in the cyberspace so that they can continue socializing, adapting, and even hanging out with friends in all over the world. Second, they also motivated to develop their self-efficacy and motivation based on the information from social media that makes them motivated to succeed. Third, they do not miss the latest information available in the world because of the spread of news and updates in social networking are quite fast.

Social media sites also make them become more empathetic to others because they usually comment on photos, videos, and status of their friends. Furthermore, they could also be keeping friendships even though do not physically meet.

Ladies and Gentlemen.

Although social media has many positive benefits, but there are many negative impacts. A child can become a lazy communicator in the real world. They are likely have a bad level of understanding in verbal language.

Social media also makes children more selfish or individualistic. They do not realize that they have to communicate and empathize with other people in the real world. Furthermore, it is also a place that can be used to access all kinds of information even though those are bad information. Children who are easily affected by the other people, certainly will be quickly affected by bad suggestions available in social media.

Ladies and Gentlemen.

Therefore, to avoid the danger and threat of social media, we must always keep the eyes on our children. Various forms of supervision are needed. First, we need to facilitate our kids with a computer and internet at home, so they do not need to go to internet cafes to access the Internet.

Place the computer in a room that is easily monitored such as the living room. That is intended to prevent children from accessing pornographic content and other harmful materials. You are also expected to always check the browser when our children stopped accessing the internet on a home computer.

With those information and solution, hopefully we can protect our children from the bad of social media and internet growth. I think that's all and Wassalamualaikum Wr. Wb.

Arti dari Contoh Pidato Bahasa Inggris Tentang Jejaring Sosial

Assalamualaikum Wr. Wb.

Yang terhormat bapak kepala sekolah SMPN 1 Bagitan, yang terhormat bapak dan ibu guru SMPN 1 Bangitan, yang terhormat para orang tua, dan yang saya cintai semua teman-teman atau siswa dari SMPN 1 Bangitan.

Marilah kita ucapan puji syukur kepada Allah swt. Karena rahmat dan hidayahnya kita mampu hadir disini untuk memenuhi sebuah undangan mengenai penyuluhan penggunaan jejaring sosial.

Situs jejaring sosial saat ini banyak bermunculan di sekitar kita. Setidaknya ada tiga situs jejaring sosial yang begitu besar yaitu Facebook, Twitter, dan Google Plus. Semuanya merupakan produk teknologi yang sangat disukai oleh anak-anak, remaja, dan bahkan orang dewasa. Melalui layanan jejaring sosial, kita bisa memperbanyak teman, memperluas jaringan pertemanan, dan mengetahui situasi yang terjadi di tempat lain.

Hadirin yang saya hormati.

Ketika perkembangan jejaring sosial semakin pesat dari waktu ke waktu, maka semua orang tua dan guru harus menjadi pengawas yang baik. Semua pihak baik orang tua, guru, pemerintah, dan masyarakat bekerja sama sehingga anak-anak yang masih di bawah umur mendapatkan bekal dalam rangka menghadapi perkembangan teknologi.

Sebaiknya, sejak saat ini kita selalu memberikan edukasi kepada anak dalam rangka menyikapi perkembangan teknologi yang semakin pesat. Saat kita tidak memandu anak dengan nasihat-nasihat serta pengawasan yang ketat, mereka sangat mungkin terkena dampak negatif dari perkembangan teknologi tersebut, terutama jejaring sosial.

Pada dasarnya, media sosial memang mempunyai berbagai manfaat positif. Pertama, seorang anak bisa belajar mengembangkan keterampilan sosial serta teknis di dunia maya sehingga mereka bisa terus bersosialisasi, beradaptasi, dan bergaul secara luas. Kedua, seorang anak juga termotivasi untuk mengembangkan kemampuan diri mereka karena mendapatkan motivasi serta informasi dari dunia media sosial yang membuat mereka terpacu untuk sukses. Ketiga, anak tidak ketinggalan informasi terbaru yang ada di seluruh dunia karena penyebaran dan pembaharuan berita di jejaring sosial begitu cepat.

Situs media sosial juga membuat anak menjadi lebih berempati terhadap sesama karena mereka biasanya mengomentari foto, video, dan status milik temen mereka. Lebih jauh lagi, mereka juga bisa lebih menjaga persahabatan meskipun tidak bertemu secara fisik.

Hadirin yang saya hormati.

Meskipun media sosial mempunyai banyak manfaat positif, tetapi banyak pula dampak negatifnya. Seorang anak bisa menjadi malas berkomunikasi di dunia nyata. Mereka mempunyai tingkat pemahaman bahasa verbal yang buruk.

Media sosial juga membuat anak lebih mementingkan dirinya sendiri atau individualis. Mereka tidak sadar bahwa mereka harus berkomunikasi dan berempati dengan orang lain di dunia nyata. Bahaya selanjutnya, media sosial adalah tempat yang bisa mengakses semua jenis informasi meskipun itu adalah informasi baik atau buruk. Anak-anak yang merupakan pribadi yang mudah terpengaruh, tentu mereka akan lebih cepat terpengaruh dengan informasi-informasi buruk yang ada di media sosial.

Hadirin yang saya hormati.

Oleh karena itu, untuk menghindari bahaya dan ancaman media sosial, kita harus selalu mengawasi anak-anak kita. Berbagai bentuk pengawasan antara lain adalah memfasilitasi anak dengan komputer dan internet di rumah, sehingga mereka tidak perlu pergi ke warung internet untuk mengakses internet.

Letakkan komputer di ruangan yang mudah diawasi misalnya ruang tengah. Hal itu dimaksudkan untuk mencegah anak dari pengaksesan konten-konten pornografi dan materi berbahaya lainnya. Anda juga diharapkan selalu melakukan pengecekan browser ketika anak berhenti mengakses internet di komputer rumah.

Saya pikir hal itulah informasi dan himbauan yang bisa saya berikan kepada Anda.

Wassalamualaikum Wr Wb.

Sumber:<http://www.caramudahbelajarbahasainggris.net/2014/09/contoh-pidato-bahasa-inggris-tentang-jejaring-sosial-dan-artinya.html>

3. Memperkenalkan Indonesia Introducing Indonesia

Pembukaan/opening:

3

Selamat pagi tuan-tuan dan nyonya-nyonya yang terhormat !

Good morning ladies and gentlemen !

Sebelumnya, saya sungguh berterimakasih karena saya diberikan waktu dan kesempatan disini.

Previously, I am really grateful because I am given time and opportunity here.

Kemudian, saya ingin memperkenalkan diri saya, nama saya adalah Joko, saya berasal dari Indonesia.

And then, I want to introduce myself, my name is Joko, I come from Indonesia.

3

Pada kesempatan ini, saya ingin memperkenalkan negeri kami, Indonesia.

In this opportunity, I want to introduce our country, Indonesia.

Setelah anda memperoleh informasi mengenai negeri kami, silahkan datang ke negeri kami sekali-sekali !

After you get information about our country, please come to our country every now and then !

Kami sungguh sangat senang.

We are really delighted.

Topik utama/the main topic:

3

Tuan-tuan dan nyonya-nyonya yang terhormat !

Dear, Ladies and gentlemen !

Saudara-suadara dan saudari-saudari yang terhormat!

Dear brothers and sisters!

Apakah anda mengenal Indonesia dengan baik ?

Do you know Indonesia well ?

Indonesia adalah sebuah negara yang indah di Asia tenggara.

Indonesia is a beautiful country in south east Asia.

Negeri kami terletak diantara 2 benua, Asia dan Australia, dan 2 samudera, samudera Indonesia dan Pasifik.

Our country is located between two continents, Asia and Australia, and two oceans, Indonesian ocean and the Pacific.

Dan lagi, negeri kami terletak tepat dibawah garis katulistiwa.

In addition, our country is located right under the equator.

Ada banyak gunung-gunung berapi aktif di negeri kami, itulah sebabnya negeri kami memiliki lahan yang subur.

There are many active volcanoes in our country, that's why our country has fertile land.

3
Negeri kami terdiri dari 5 pulau-pulau besar dan ribuan pulau-pulau kecil.
Our country consists of five big islands and thousands of small islands.

Kedaulatan Indonesia membentang dari Sabang sampai Merauke.
The sovereignty of Indonesia extends from Sabang until Merauke.

3
Tuan-tuan dan nyonya-nyonya yang terhormat !
Ladies and gentlemen !

12
Indonesia dihuni oleh banyak suku yang berbeda-beda, itulah sebabnya ada banyak perbedaan di negeri kami ditinjau dari agama, bahasa, seni dan budaya, adat-istiadat dan perbedaan-perbedaan yang lain.
Indonesia is inhabited by many different ethnic groups, that's why there are many differences in our country seen from religion, language, art and culture, customs and traditions, and other differences.

3
Kami menyadari bahwa negeri kami memiliki banyak perbedaan, tetapi kami harus bersatu dibawah satu bendera, Sang Merah Putih.
3 12
We realize that our country has many differences, but we must be united under one flag, The Red and White.

3
Kami harus menerima, menghormati, dan menghargai kemajemukan di negeri kami.
We must accept, respect, and appreciate pluralism in our country.

12
Disamping itu, kami harus menjaga semangat persatuan dan kesatuan.
Besides, we must keep spirit of unity and integrity.

Kami menyadari bahwa kami bisa menjadi kuat apabila kami bisa bersatu.
We realize that we can be powerful if we can be united.

3
Tuan-tuan dan nyonya-nyonya yang terhormat !
Ladies and gentlemen !

Bericara tentang semangat toleransi, kami dapat memelihara dan membangun semangat toleransi di Indonesia.

Talking about spirit of tolerance, we can keep and develop spirit of tolerance in Indonesia.

Ketahuilah, ada beberapa agama di indonesia, namun kami bisa hidup rukun.

You know, there are some religions in Indonesia, however we can live in harmony.

Kami memiliki kebebasan untuk menjalankan ibadah.

We have freedom to perform religious service.

Pemerintah kami, pemerintah Indonesia dapat melindungi dan menerima agama-agama yang ada.

Our government, the government of Indonesia can protect and accept the available religions.

Kondisi seperti itu menunjukkan bahwa kami menjunjung tinggi dan mengamalkan ajaran agama sebagai cara untuk menciptakan kehidupan yang beradab di Indonesia. Such condition indicates that we glorify and practice religious instruction as the way to create civilized life in Indonesia.

Bericara tentang ideologi negara, Indonesia memiliki ideologi negara dikenal sebagai Pancasila.

Talking about state ideology, Indonesia has state ideology known as Pancasila.

¹²
Apa itu Pancasila, ¹² Pancasila merupakan lima sila dasar Republik Indonesia.

What Pancasila is, Pancasila is five basic principles of the Republic of Indonesia.

³
Kelima sila dasar tersebut bisa disebutkan sebagai berikut :

The five basic principles can be mentioned as follows :

Satu, Ketuhanan yang Maha Esa.

One, The belief in one God Almighty.

Menurut sila pertama dari Pancasila, Rakyat Indonesia mempercayai adanya Tuhan.

3

According to the first moral principle of Pancasila, people of Indonesia believe in the existence of God.

3

Kami menggunakan ajaran agama sebagai pedoman untuk berperilaku.

We use religious instruction as guidance to behave.

Tidak ada tempat bagi komunisme dan atheisme di Indonesia.

There is no place for communism and atheism in Indonesia.

Rasa cinta kasih digunakan sebagai cara untuk membangun kehidupan yang beradab dan bermartabat di Indonesia.

Compassion is used as the way to develop civilized and prestigious life in Indonesia.

3

Dua, Kemanusiaan yang adil dan beradab.

Two, Humanity that is just and civilized.

Menurut sila kedua dari Pancasila, Rakyat Indonesia menjunjung tinggi prinsip-prinsip kemanusiaan.

3

According to the second moral principle of Pancasil, people of Indonesia glorify the principles of humanity.

3

Kemudian kami harus manusiaakan orang lain tanpa membeda-bedakan suku, agama, status sosial, warna kulit, profesi, dan perbedaan-perbedaan yang lain.

3

And then we must humanize everybody else without discriminating ethnic group, religion, social status, skin color, profession, and other differences.

Agar supaya mewujudkan kehidupan yang beradab dan bermartabat di Indonesia,

kami harus memelihara, membangun, dan mengamalkan sopan santun dan tatakrama didalam lingkungan masyarakat kami di Indonesia.

12

In order to actualize civilized and prestigious life in Indonesia, we must keep, develop, and practice politeness and good manners in the circle of our society in Indonesia.

3

Disamping itu, kami menolak dan tidak menyetujui praktik-praktek penjajahan, penindasan, perbudakan, dan ketidakadilan.

³
Besides, we refuse and disagree with the practices of colonialism, oppression, slavery, and injustice.

Tiga, Persatuan Indonesia.

Three, The unity of Indonesia.

Menurut sila ketiga dari Pancasila, kami harus menyadari bahwa Indonesia dihuni oleh banyak orang yang berbeda dilihat dari suku, agama, profesi, status sosial, dan perbedaan-perbedaan yang lain, untuk itu, kami harus memelihara dan membangun semangat persatuan dan kesatuan.

¹²
According to the third moral principle of Pancasila, we must realize that Indonesia is inhabited by many different people seen from ethnic group, religion, profession, social status, and other differences, that's why, we must keep and develop spirit of unity and integrity.

Kami menyadari bahwa negeri kami (Indonesia) memerlukan negara-negara lain, maka kami harus terlibat dalam menjaga perdamaian bagi semua negara di dunia.

We realize that our country (Indonesia) needs other countries, accordingly we must be involved in keeping peace for all countries in the world.

³
Empat, Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan perwakilan.

Four, Democracy guided by the wisdom of representative deliberation.

Menurut sila keempat dari Pancasila, kami harus menunjung tinggi prinsip-prinsip demokrasi.

³
According to the fourth moral principle of Pancasila, we must glorify the principles of democracy.

Rakyat Indonesia harus memelihara dan mengembangkan sikap sportif.

People of Indonesia must keep and develop sportsmanship.

Kami harus menghormati dan menghargai ide-ide yang berbeda.

We must respect and appreciate different ideas.

³
Lima, Keadilan sosial bagi seluruh rakyat Indonesia.

Five, Social justice for all Indonesians.

Menurut sila kelima dari Pancasila, kami harus menjunjung tinggi prinsip-prinsip keadilan.
¹²

According to the fifth moral principle of Pancasila, we must glorify the principles of justice.
³

Apa yang dimaksud dengan keadilan menurut Pancasila adalah keadilan yang setimpal.

What is meant by justice in accordance with Pancasila is proportional justice.

Kami memiliki cita-cita nasional untuk mewujudkan keadilan sosial bagi seluruh rakyat Indonesia.

We have national idea to actualize social justice for all Indonesians.

Untuk itu, kami harus bekerja keras dan mengamalkan gaya hidup hemat.

That's why, we must work hard and practice thrifty life style.

³
Tuan-tuan dan nyonya-nyonya yang terhormat !

Ladies and gentlemen !

Berbicara tentang motto nasional.

Talking about national motto.

³
Kami memiliki motto nasional disebut Bhinneka Tunggal Ika.

We have national motto called Bhinneka Tunggal Ika.

Motto ini dapat diterjemahkan sebagai berbeda-beda tetapi tetap satu.

This motto can be translated as unity in diversity.

Hal ini menceritakan tentang konsep nasional, hanya ada satu negara yaitu Indonesia
¹² meskipun negeri ini dihuni oleh banyak orang yang berbeda ditinjau dari suku, agama, bahasa, seni dan budaya, dan perbedaan-perbedaan yang lain.

*It tells about national concept, there is only one country that is Indonesia although
this country is inhabited by many different people seen from ethnic group, religion,
language, art and culture, and other differences.*

3
Berbicara tentang lagu kebangsaan.

Talking about national anthem.

3
*Kami memiliki lagu kebangsaan dikenal sebagai Indonesia Raya.
We have national anthem known as Indonesia Raya.*

*Lagu kebangsaan kami memiliki fungsi untuk menanamkan rasa cinta tanah air pada
seluruh rakyat Indonesia.*

Our national anthem has function to implant patriotism to all Indonesians.

*Rasa cinta tanah air yang besar dapat merangsang seluruh rakyat Indonesia untuk
melakukan hal-hal yang positif demi kejayaan Indonesia.*

3
*Great patriotism can stimulate all Indonesians to do positive things for the glory of
Indonesia.*

Berbicara tentang bendera nasional.

Talking about national flag.

3
*Kami memiliki bendera nasional dipanggil Sang Merah Putih.
We have national flag called The Red and White.*

*Ditinjau dari wawasan kebangsaan, bendera nasional kami memiliki pesan moral
yang tinggi.*

Seen from nationalistic concept, our national flag has high moral instruction.

3
*Merah artinya berani, putih artinya suci.
Red means brave, white means holy.*

*Itu artinya kami harus memiliki keberanian untuk menolak kekerasan, penindasan,
penjajahan, perbudakan dan ketidakadilan.*

It means we must have bravery to refuse violence, oppression, colonialism, slavery and injustice.

Penutup/closing :

3
Tuan-tuan dan nyonya-nyonya yang terhormat !

Dear, Ladies and gentlemen !

Saudara-saudara dan Saudari-saudari yang terhormat!

Dear, Brothers and Sisters!

Saya kira hanya itu apa yang bisa saya katakan disini. Terimakasih banyak atas perhatian anda.

I think that's all what I can say here. Thank you very much for your attention.

3. Pemanasan Global

Global Warming

Pembukaan/opening.

3
Selamat pagi tuan-tuan dan nyonya-nyonya yang terhormat !

Good morning ladies and gentlemen !

Selamat pagi Saudara-Saudari yang terhormat!

Dear Brothers and Sisters!

Sebelumnya, saya ingin memperkenalkan diri saya, nama saya adalah Joko, saya berasal dari Indonesia.

Previously, I want to introduce myself, my name is Joko, I come from Indonesia.

Saya sungguh berterimakasih karena saya diberi waktu dan kesempatan disini.

I am really grateful because I am given time and opportunity here.

Pada kesempatan ini saya ingin berbicara tentang pemanasan global.

In this opportunity I want to talk about global warming.

Topik utama/the main topic.

3

Tuan-tuan dan nyonya-nyonya yang terhormat !

Ladies and gentlemen !

Kita telah memperoleh informasi mengenai pemanasan global dari media masa.

We have got information about global warming from mass media.

Dan kita telah mengetahui dampak-dampak buruk disebabkan oleh pemanasan global

And we have known the bad impacts caused by global warming.

Bumi kita panas, perubahan cuaca, naiknya air laut, dan banyak yang lain.

Our earth is hot, climate change, the rise of sea water, and many others.

Untuk itu, kita harus menghentikan pemanasan global bersama-sama.

That's why, we must stop global warming together.

3

Tuan-tuan dan nyonya-nyonya yang terhormat !

Ladies and gentlemen !

Saya ingin memberitahu anda mengapa pemanasan global bisa terjadi.

I want to tell you why global warming can occur.

Satu, Hutan kita telah dirusak dan pohon-pohon besar kita telah ditebangi.

One, Our forest has been destroyed and our big trees have been cut down.

Hutan kita memiliki fungsi untuk mengurangi polusi udara, maka ketika hutan kita dirusak, tidak ada tempat untuk mengurangi polusi udara.

Akhirnya bumi kita panas.

Our forest has function to reduce air pollution, accordingly when our forest is destroyed, there is no place to reduce air pollution.

Finally our earth is hot.

Dua, Telah ada banyak pabrik.

There have been many factories.

Ketahuilah, telah ada banyak paberik di Indonesia dan negara-negara lain di dunia dewasa ini.

You know, there have been many factories in Indonesia and other countries in the world nowadays.

Aktifitas-aktifitas industri bisa menimbulkan polusi udara.

Industrial activities can cause air pollution.

Racun dari aktifitas perindustrian bisa membahayakan bumi kita.

Poison from industrial activities can endanger our earth.

Bumi kita menjadi panas dikarenakan oleh sampah industri.

Our earth becomes hot because of industrial waste.

Tiga, Telah ada banyak kendaraan bermotor.

Three, There have been many motorized vehicles.

Banyak orang telah membeli kendaraan-kendaraan bermotor untuk mendukung aktifitas sehari-hari.

Many people have bought motorized vehicles to support daily activities.

Namun, kendaraan-kendaraan bermotor dapat menimbulkan polusi udara.

However, motorized vehicles can cause air pollution.

Racun dari kendaraan-kendaraan bermotor dapat menyebabkan pemanasan global.

Poison from motorized vehicles can cause global warming.

3

Tuan-tuan dan nyonya-nyonya yang terhormat !

Ladies and gentlemen !

Banyak negara termasuk Indonesia telah membuat kesepakatan untuk menghentikan pemanasan global.

Many countries including Indonesia have made agreement to stop global warming.

Banyak hal telah dilakukan untuk menghentikan pemanasan global.

Many things have been done to stop global warming.

Hal-hal yang telah dilakukan adalah kesadaran untuk mencintai lingkungan kita, gerakan sosial untuk menanam kembali banyak pohon, tindakan penghijauan kembali hutan, penggunaan bahan bakar jenis lain kecuali minyak, dan banyak yang lain.

The things that have been done are awareness to love our environment, social movement to replant many trees, the act of reforestation, the use of alternative fuel except oil, and many others.

3

Tuan-tuan dan nyonya-nyonya yang terhormat !

Ladies and gentlemen !

Banyak orang di banyak negara telah melakukan hal-hal yang baik demi tujuan untuk menyelamatkan bumi kita. Saya kira kita bisa melakukan hal-hal yang sama untuk menyelamatkan bumi kita di Indonesia.

Many people in many countries have done good things for the purpose of saving our earth. I think we can do the same things to save our earth in Indonesia.

Saya kira hanya itu apa yang dapat saya katakan disini. Terimakasih banyak atas perhatian anda.

I think that's all what I can say here. Thank you very much for your attention.

UNIT FOURTEEN

Reading And Grammar Exercises

Bagian unit fourteen yang merupakan bagian terakhir perkuliahan mahasiswa matrikulasi merupakan bagian pendalaman materi dari materi-materi yang telah dipelajari pada bagian unit-unit sebelumnya. Pada bagian unit 14 ini akan dibrikan beberapa latihan yang meliputi latihan *reading comprehension* dan latihan *grammar* dengan harapan agar seluruh mahasiswa yang telah mengikuti perkuliahan matrikulasi bahasa Inggris dapat lebih menguasai ketrampilan berbahasa Inggris. Olehkarena perkuliahan matrikulasi bahasa Inggris merupakan pengantar mata kuliah bahasa Inggris I, II, dan II diharapkan semua mahasiswa matrikulasi ini akan lebih mudah mengikuti perkuliahan mata kuliah bahasa Inggris I, II, dan III.

A. Rading Comprehension Exercises

Text 1: EARLY LIFE OF THE PROPHET MUHAMMAD

Read the following passage and choose one of the correct answers a, b, c, or d that follow it.

4 Muhammad (whose name means "highly praised") was born in Mecca in 570 AD. His father died shortly before his birth, and he lost his mother at the age of six. The young orphan was then raised primarily by his uncle, for whom he worked as a shepherd. At age 9 (some sources say 12), he joined his uncle on a caravan to Syria. As a young man, Muhammad worked as a camel driver between Syria and Arabia. Soon he established a career managing caravans on behalf of merchants. Through his travel first with his uncle and later in his career, Muhammad came into contact with people of many nationalities and faiths, including Jews, Christians and pagans. At age 25, Muhammad was employed by Khadija, a wealthy Meccan widow 15 years his senior. The two were married, and by all accounts enjoyed a loving and happy marriage. Early records report that "God comforted him through her, for she made his burden light." Although polygamy was common practice at the time, Muhammad took no other wife than Khadija until her death 24 years later.

Divine Revelation

In his late 30s Muhammad took to regularly visiting a cave in Mount Hira, on the outskirts of Mecca, to seek solitude and contemplation. In 610, at the age of 40, Muhammad returned from one such visit telling his wife he had either gone mad or become a prophet, for he had been visited by an angel. The initially startled Khadija became his first convert. Muhammad reported that while in a trance-like state, the Angel Gabriel appeared to him and said "Proclaim!" But like Moses, Muhammad was a reluctant prophet. He replied, "I am not a proclaimer." The angel persisted, and the Prophet repeatedly resisted, until the angel finally overwhelmed Muhammad and commanded him:

Proclaim in the name of your Lord who created!
Created man from a clot of blood.
Proclaim: Your Lord is the Most Generous,
Who teaches by the pen;
Teaches man what he knew not. (Qur'an 96:1-3).

After receiving Khadija's support, and additional angelic visits, Muhammad became confident he had indeed been chosen as the messenger of God and began to proclaim as he had been commanded.

Muhammad's message to his countrymen was to convert from pagan polytheism, immorality and materialism, repent from evil and worship Allah, the only true God. He was always careful to clarify his role in God's work - he was only a prophet. He was not an angel, he did not know the mind of God, he did not work miracles. He simply preached what he had received. In the first three years of his ministry, Muhammad gained only 40 followers. And as his teachings threatened the Meccan way of life, both moral and economic, he and his followers experienced heavy persecution. It first took the form of mockery, but soon turned into open violence. Members of the small movement were stoned, covered in dirt as they prayed, beat with sticks, thrown into prison and refused service by merchants.

Hijira

Persecution continued to increase until Muhammad received some welcome news: he had gained followers in the city of Yathrib, 280 miles north of Mecca. The city was in need of a strong leader, and a delegation from Yathrib proposed that Muhammad take the job. In return, they pledged to worship Allah only, obey Muhammad and defend him and his followers to the death. Allah revealed to

Muhammed his approval of this arrangement, and Muhammadmade plans to escape to Yathrib.

The leaders in Mecca heard of the planned escape, and attempted to prevent it. But Muhammad and his close friend Abu Bakr managed to make a narrow escape north out of the city, evading a Meccan search party and arriving safely in Yathrib. This event is celebrated by Muslims as the *Hijira*. The year in which it occurred, 622, is the date at which the Muslim calendar begins. Yathrib was renamed Medinat al-Nabi, "the City of the Prophet," and is now known simply as Medina, "the City." In Medina, Muhammad proved himself an able politician and statesman as well as a prophet. Exercising superb statecraft, he welded the five heterogenous and conflicting tribes of the city, three of which were Jewish, into an orderly confederation.... His reputation spread and people began to flock from every part of Arabia to see the man who had wrought this 'miracle.' (Smith, 230).

Battle for Mecca

After establishing himself in Medina and accomplishing the job he had been invited to do, the people of Medina began several years of battle with Muhammad's former home city. In 624, the Muslims won their first battle against the Meccans. As the latter had a much larger army, the former took the victory as a sign that God was on their side. However, a subsequent battle was not victorious, and Muhammad himself was wounded. But in 627, the Meccans attacked Medina, and Medina came out on top. The Prophet was not to lose again.

In 630, Muhammad and his forces marched to Mecca and defeated it. The Prophet rededicated the Ka'ba temple to Allah, witnessed the conversion to Islam of nearly the entire Meccan population, then returned to Medina. Muhammad died in 632, having conquered nearly all of Arabia for Islam.

Spread of Islam

By 634, Islam had taken over the entire Arabian peninsula. Within 100 years of Muhammad's death, it had reached the Atlantic in one direction and borders of China in the other. This success was due in large part to the military and political abilities of Muhammad's successors, the caliphs.

Questions:

- 20**
1. What was the name of the year that Muhammad SAW was born in?
 - a. The year of the Elephant
 - b. The year of the Camel
 - c. The year of the Horse
 - d. The year of the Bee

20

 2. What was the first word of the Qur'an which was revealed to Muhammad?
 - a. Pray
 - b. Think
 - c. Worship
 - d. Read

20

 3. Abu Bakr was appointed by Prophet Muhammad SAW himself as the leader of the Hajj in which year of Hijrah?
 - a. 9th year of Hijrah
 - b. 3rd year of Hijrah
 - c. 12th year of Hijrah
 - d. 7th year of Hijrah

20

 4. How old was Muhammad when his mother died?
 - a. 2 years old
 - b. 8 years old
 - c. 12 years old
 - d. 6 years old
 5. When was the city of Makkah gained and conquered by Muhammad SAW?
 - a. 20th Ramadhan, 8th year hijrah
 - b. 12th Rabi al-awal, 10th year
 - c. 16th Dhul Hijjah, 3rd year Hijrah
 - d. 9th Muharram, 6th year Hijrah
 6. Who travelled with Muhammad Saw to the hilltop city of Ta'if, South-West of Makkah when they were looking for a place of safety for the Muslims?
 - a. Zayd ibn Harith
 - b. Abu Bakr
 - c. Umar
 - d. Mus'ab ibn Umair
 7. What was the name of the Christian King from Abyssinia who gave shelter and protection to the Muslims who came to him from Makkah?
 - a. King Abraha
 - b. King Bahira
 - c. King Yemani

- d. King Najjashi
- 20
8. What was the name of the cave in which the Prophet first received the revelation from Allah Ta'ala?
- a. Cave Tawur
 - b. Cave Hira
 - c. Cave ²⁰bal
 - d. Nine of the above
9. The year in which Muhammad lost his wife Khadijah bint Khawlaid is also given the title as what?
- a. The year of death
 - b. The year of patience
 - c. The year of sorrow
 - d. The yea of losing
- 20
10. What was the name of Muhammad's mother?
- a. Amina
 - b. Amira
 - c. Asiyah
 - d. A'isha

Text 2: RAMADAN

Read the following passage and choose one of the correct answers a, b, c, or d that follow it.

14
Ramadan is the ninth month of the Islamic calendar. It is the Islamic month of fasting, in which participating Muslims refrain from eating, drinking from dawn until sunset. Ramadan had been the name of the ninth month in Arabian culture long before the arrival of Islam. In the Qur'an it is said that "fasting has been written down (as obligatory) upon you, as it was upon those before you" which is a reference to the Jewish practice of fasting on Yom Kippur. Fasting is meant to teach the Muslim patience, modesty and spirituality.

Ramadan is a time for Muslims to fast for the sake of God and to offer more prayer than usual. During Ramadan, Muslims ask forgiveness for past sins, pray for guidance and help in refraining from everyday evils, and try to purify themselves through self-restraint and good deeds.

As compared to the solar calendar, the dates of Ramadan vary, moving backwards about ten days each year as it is a moving holiday depending on the moon. Ramadan was the month in which the first verses of the Qur'an were said to be revealed to the Islamic Prophet Muhammad. That was during a night that Muslims call *Laylat al-Qadr* (the night of decree or measures.) The night is believed to be one of the 10 last days of the month. Ramadan ends with *Eid ul-Fitr* on the first of Shawwal, with much celebration and feasting.

Questions:

1.What is the main idea of the first paragraph?

- a.Describe about date Ramadan
- b.Ramadan time Muslims to worship
- c.Ramadan is the month of fasting
- d.Ramadan terminated by running Eid prayer

2.What is the other name of the month of Ramadan?

- a.Islamic month of fasting
- b. Months of sacrifice
- c. Months of Hajj
- d. Month of Safar

3. What lessons can be from fasting?

- a. Simplicity and laziness
- b. Patience and wasteful
- c. Stingy and ria
- d. Patience, simplicity, and spirituality

4. What can we do in the month of Ramadan?

- a.Multiply sleep and remembrance
- b. Ask forgiveness for past sins, refrain from evil, and do good
- c. Refrain from speaking
- d. Be lazy and multiply dwells at home

5.What's the name of one night's decision on the night of 10 towards the end of the month of Ramadan?

- a. Laylat al-Qadr
- b. Night of Sha'ban
- c. Night of tawaf
- d. Night of isro mi'raj

Text 3: The Story of Amala and Kamala

Read the following passage and choose one of the correct answers a, b, c, or d that follow it.

5

Every ten years, there are two or more strange cases of young children who get lost in a forest or jungle, are found by animals, and then cared for by them. The children live with the animals, begin to copy their behavior and, like them, can hunt and eat uncooked meat and grass.

Such was the case with Amala and Kamala, two little girls from India in 1920. They were found living with a group of wolves in a forest. They moved by crawling on their hands and knees. Their hair was extremely long, and their eyes were very bright. They could not stand up. Instead, they crawled very quickly on their hands and knees, like wolves, and had an excellent sense of smell. They were very afraid of the people who found them there.

These two little girls had probably been abandoned in the forest by parents who did not have enough money to raise them. They were raised by a group of wolves and accepted as part of the wolf family until they were found, about six or seven years later. Amala was 7 years old when found, and Kamala was eighteen months older than her.

After they were found, the girls had a very difficult time getting used to human life, and they suffered from shock. They lived in a home for children who had no parents, and Amala, especially, had a very hard time there. She died within one year. Kamala slowly learned to stand up and take food from other people. She also learned how to use her hands the way humans do, and how to say about thirty words. However, nine years after she was found, she also died.

1. How old was Kamala when she was found?

- a) eight
- b) eight and a half
- c) nine
- d) seven

2. Why did the wolves take care of Amala and Kamala?

- a) because they needed some good hunters
- b) because they had abandoned their babies in the forest
- c) because they were dying
- d) The text does not say.

3. In paragraph 1, line 2, who does the writer mean by them?

- a) the children
- b) the parents
- c) the animals
- d) none of the above

4. The word abandoned (paragraph 3, line 1) means _____.

- a) left alone
- b) taken away
- c) given to animals
- d) found

5. Which of the following probably contributed to Amala's early death?

- a) She was afraid of wolves.
- b) She was not used to the way people lived.
- c) She got very sick from eating human food.
- d) She was very depressed after her sister died.

6. What does the story of Amala and Kamala imply?

- a) People are happier and healthier in the place that they are used to.
- b) People should never live with wolves.

- c) People should not try to help children who are lost in the forest.
- d) none of the above

7. How often does a case like this happen?

-) about once every two years
- b) about once every ten years
- c) about twice every seven years
- d) about twice every ten years

8. Who found Amala and Kamala?

- a) a group of children who had no parents
- b) their parents
- c) the people who ran the home for children who had no parents
- d) The text does not say.

9. Which of the following is not stated in the passage?

- a) Amala learned how to stand up before she died.
- b) Kamala ate uncooked meat before she was found.
- c) The wolves decided to take care of Amala and Kamala.
- d) Kamala could say a few words before she died.

10. The girls' eyes were very bright because _____.

- a) they were becoming more and more like wolves
- b) they hunted
- c) they could see in the dark
- d) The text does not say

Text 4: PRAYER: The Second Pillar of Islam

15

Read the following passage and answer the questions that follow it.



Having proclaimed wholeheartedly that there is no god but allah and Muhammad is the Messenger of Allah, a Muslim should offer prayer (salat) five time each day. Thus the second pillar of Islam. Although times for player and ritual actions are not specified in the Qur'an, they were indeed established by the prophet Muhammad, e upon him, Shubuh is offered during day break or at dawn, dhuhur prayer is offered at noon, ashar prayer is offered at mid-afternoon, magrib prayer is offered at sunset, and 'isha prayer is offered in the evening. In line with this, we can simply name the five prayers respectively as dawn prayer, noon prayer, mid-afternoon prayer, sunset prayer, and evening prayer. In the holy Qur'an, Allah states that "Perform regular prayers. Verily, the prayers are joined on the believers at fixed hours or times," (QS. An-Nisa : 103). Ritually, each of his regular prayer is preceded ablution that cleanse the body (such as hands, mouth, face, ear, forehead, and feet), and spirit bestow the ritual purity necessary for divine worship.

These five prayers can be performed individually or in a group wherever they may be – in mosque, at home, at work, or even on the road. The beginning of the period for performing each of prescribed daily prayers and the time to go to the mosque on Friday prayers are announced by a public call to prayer called *adhan*, given by *mu'adhin*, 'caller' from the mosque minaret. The call to prayer consists of seven short statements whose English translation go as follow:

God is the most great.

I testify that there is not god but Allah.

I testify that Muhammad is the messenger of Allah.

Come to prayer

Come to salvation

Prayer is better than sleep (this is recited for the after dawn prayer only)

God is most great,

"Prayer is to the believer," according to Abdul Hasan Nadwi, "what water is to the fish." Of course, it is unceasing shower which cleans up one bodies, hearts, and spirits from dirt, defects, and all unjust deeds. The prophet Muhammad p.b.u.h. confirms this ideas by his sayings and actions according to following sound hadith:

“See you: If there is river by a house of one of you and washes himself five times a day, can anything of his dirt remain? They said: that does not leave anything of his dirt He said: That is similar to the five prayers by which Allah annuls (minor) sin.”
(HN Bukhari Muslim)

The Almighty God himself in the holy Qur'an states that "...establish regular prayer: for prayer restrains from shameful and unjust deeds." (QS Al Ankabut : 45)

Important Vocabularies:

Congregational salat	-	Salat jamaah
Dawn Prayer	-	Salat subuh
Prescribed prayer	-	Shalat wajib
Noon Prayer	-	Sholat dhuhr
Worship	-	Menyembah, Beribadah
Afternoon Prayer	-	Salat Ashar
The Assembly	-	Salat Jum'at
Sunset Prayer	-	Salat magrib
Public call to prayer	-	Adzan
Evening Prayer	-	Salat Isya
Cycle	-	Rakaat
Establish	-	Mendirikan
Intention	-	Niat
Cleans Up	-	Membersihkan
Minor ablation	-	Wudhu
Soun Hadith	-	Hadis Sahih
Major ablation	-	Mandi wajib
Restrain	-	Mencegah
Essential	-	Rukun
Annul	-	Menghapuskan
Preceded	-	Didahului
Dirt	-	Kotor
Salutation of peace	-	Salam (diakhir salat)
Preacher	-	Khatib, Salam (dalam salat)
Pulpit	-	Mimbar
Niche	-	Mihrab
Leader	-	Imam
Customary (vouluntary) prayer	-	salat sunah
Bowing	-	Ruku
Prostration	-	Sujud
Prescribed daily prayer	-	Salat lima waktu
Mosque	-	Masjid
Direction of prayer	-	Kiblat
Sin	-	Dosa

Questions to answer:

1. How many times should a Muslim offer prayer?
2. Is ablution necessary for a Muslim before performing Friday prayer?
3. Are all the rituals of prayers described in detail in holy Qur'an?
4. How are the five prescribed prayer performed?
5. Where should any prayer be established?
6. Who announces the beginning of each prayer period?
7. What is the English Translation "hayya 'alas-shalah!"
8. When is statement of 'prayer is better than sleep" recited?
9. Who likens the relationship of a Muslim and prayer with that of water and dish?
10. Can you write the original partial Qur'anic verse of "prayer restrains from shameful and unjust deeds"

Text 5: ZAKAT THE FOURTH PILLAR OF ISLAM

15

Read the following passage and answer the questions that follow it.



Although 'zakat' is one of Islamic concepts which has no equivalent in English, some books on Islam in English render it with different words or phrases such as "alms giving", "alms-tax", "charity", and "annual tax". The literal and simple meaning of Zakat is purity. The technical meaning of the word indeed designates a kind of mandatory donation to charity. More over, it is more of the nature of a public welfare tax, with specific amount. Its payment is religiously and publicly obligatory for all Muslims without exception, and it is levied on all inheritances before distribution. The Holy Qur'an defines the righteous as those who "attend to their players, pay alms-tax and firmly believe in the life to come"(31:4).

Zakat, as the third pillar of Islam, is due upon the value of all goods, chattels, profits, trade, and mercantile business. The public welfare tax is not due unless the property amounts to a certain value and has been in the possession of a person for a whole year. In modern time zakat can also be applied to shares, securities, insurance policies, and provident funds as well. The most common measure of this kind of wealth is 2.5 percent. In addition, at the end of the month of Ramadan, each head of a

rich Muslim household is also required to give away in alms for every member of his household a measure of rice, wheat, raisins, barley or other grain, or the value of the same. For this kind of Zakat, the measure is 2.5 kilograms or the value of the same per person. Thus, Zakat can be classified into two kinds: zakat fitrah and zakat mal (wealth).

According to Hammudah Abdallati, as stated in Islam in focus (1975:97), there are at least five far-reaching effects of Zakat. It purifies the property of the people with means and clears it from the shares which do not belong to it anymore, the shares which must be distributed among the due beneficiaries. Second, it does not only purify the property of the contributor but all purifies his heart from selfishness and greed for wealth. Third, it mitigates to a minimum the sufferings of the needy and poor members of society. Fourth, it is a healthy form of internal security against selfish greed and social dissension, against the intrusion and penetration of subversive ideologies. Fifth, it is a vivid manifestation of the spiritual and humanitarian spirit of responsive interactions between the individual and society.

Finally, the due recipients of zakat are as follows: the poor Muslims, the needy Muslims, the new Muslim converts, the Muslim prisoner of war, the Muslim in debt, the Muslim in charge of the zakat collection, the Muslims in service of the cause of God by means of research or study or propagation of Islam, and the Muslim wayfarers who are stranded in a foreign land and in need for help.

Important Vocabularies:

Equivalent	-	Padanan
Vivid	-	Jelas, Gamblang
Purity	-	Kesucian
Mitigate	-	Mengurangi
Purify	-	Mensucikan, Membersihkan
Greed	-	Ketamakan
Trade	-	Perdagangan
Selfish	-	Mementingkan diri sendiri
Render	-	Mengalihkan
Mercantile	-	Perdagangan
Define	-	Mendefinisikan
Measure	-	Ukuran
Life to come	-	Akhirat
Wheat	-	Gandum
Raisin	-	Kismis
In need for help	-	Perlu bantuan
Value	-	Nilai

Barley	-	Sejenis gandum
Goods	-	Barang
Grain	-	Padi
Amounts	-	Berjumlah
Far-reaching	-	Berjangkauan luas
In the possession	-	Dimiliki
Means	-	Cara
Shares	-	Saham
Research	-	Riset, Penelitian
Securities	-	Sekuriti
Poor	-	Miskin
Insurance Policies	-	Polis asuransi
Needy	-	Fakir
Fund	-	Dana
Propagation	-	Penyiaran, Dakwah
Give away	-	Menyerahkan
In debt	-	Berhutang
Household	-	Rumah tangga
Due recipients	-	Mustahik
Converts	-	Mualaf

Questions:

1. What is the literal meaning of Zakat?
2. What is the technical meaning of Zakat?
3. Is the concept of Zakat the same as the concept of charity?
4. How many kinds of Zakat are there discussed in the text?
5. Who should pay for the Zakat?
6. Whom should zakat be distributed to?
7. Could you mention some advantages that Zakat possibly contributor gets?
8. Could you mention what kind of property that a Muslim should its Zakat?
9. How much should you as a Muslim pay for the zakat at the end of Ramadan?
10. Who is the writer of Islam in focus?

Text 6: THE AMAZING TAJ MAHAL IN INDIA

15

Read the following passage and answer the questions that follow it.



10

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses

the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

(Source: www.islamicity.com/culture/Taj/default.htm)

Questions

1. Why is Taj Mahal very important in the eye of the world?
2. Explain the construction of Taj Mahal by drawing a sketch.
3. Why is Taj Mahal very beautiful?
4. Can you compare the Taj Mahal to the Borobudur temple?
5. What did you get after reading this article?

B. Grammar Exercises - Mixed Tenses Exercises

1. Put the verbs into the correct tense (simple present or present progressive)

1. Look! Sara (go) to the movies.
2. On her right hand, Sara (carry) her handbag.
3. The handbag (be) very beautiful.
4. Sara usually (put) on black shoes but now she (wear) white trainers.
5. And look, she (take) an umbrella because it (rain)

2. Put the verbs into the correct tense (simple past or present perfect).

1. I (just / finish) my homework.
2. Mary (already / write) five letters.
3. Tom (move) to his home town in 1994.
4. My friend (be) in Canada two years ago.
5. I (not / be) to Canada so far.
6. But I (already / travel) to London a couple of times.
7. Last week, Mary and Paul (go) to the cinema.
8. I can't take any pictures because I (not /buy) a new film yet.
9. (they / spend) their holidays in Paris last summer?
10. (you / ever / see) a whale?

Source:http://www.myenglishpages.com/site_php_files/grammar-exercise-tenses.php#.VBBzI1ddzr4

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Biodata Penulis



Syamsul Rizal lahir di Banda Aceh pada 29 Januari 1969 menyelesaikan pendidikan dasarnya di SD Lambhuk Jeulingke Aceh Besar Provinsi Naggroe Aceh Darussalam pada tahun 1882. Pendidikan menengahnya di MTsN II Banda Aceh diselesaikan pada tahun 1985 dan melanjutkan pendidikan menengah atas pada MAN Banda Aceh dan selesai pada tahun 1888. Ketertarikannya dalam bidang pengajaran bahasa

Inggris membuatnya memilih jurusan bahasa Inggris S1 pada Fakultas Tarbiyah IAIN Ar-Raniry yang diselesaiannya pada tahun 1995. Sambil mengikuti program Studi Purna Ulama (SPU) selama 9 bulan di IAIN Ar-Raniry beliau juga mengajar bahasa Inggris di almamaternya sebagai asisten dosen selama dua tahun. Pada tahun 1998 beliau lulus program pembibitan dosen muda IAIN seluruh Indonesia yang pendidikannya berlangsung selama 6 bulan di IAIN (sekarang UIN) Syarif Hidayatullah Jakarta. Pada tahun 1999 atas permintaan ketua STAIN Bengkulu melalui Menteri Agama beliau ditugaskan sebagai dosen bahasa Inggris di STAIN Bengkulu sampai dengan sekarang. Pada tahun 2004 beliau melanjutkan pendidikan S2 dalam bidang pendidikan Bahasa Inggris di Universitas Sriwijaya Palembang dan selesai pada tahun 2006. Sekarang beliau sedang menyelesaikan desrtasi S3 di Universitas Negeri Padang (UNP) dalam kajian pendidikan bahasa Inggris. Pada tahun 2010 beliau terpilih sebagai salah satu dosen Indonesia dan mendapatkan *scholarship* (beasiswa) dari DIKTI untuk mengikuti *doctoral Sandwich Program* di Illinois University Amerika Serikat, USA, sebagai *visiting scholar* selama 4 bulan untuk mendalami *Language Teaching Research study* dan mengamati perbandingan pendidikan antara Indonesia dan Amerika, serta mengikuti kursus bahasa Inggris tingkat Advanced di Foreign Language Centre of Illinois University, USA.

Sebagai dosen pengampuh mata kuliah *reading strategy* dan *language Teaching Research*, beliau aktif melakukan penelitian dibidang pengajaran bahasa Inggris dan hasil penelitiannya telah diterbitkan pada beberapa jurnal di IAIN Bengkulu. Beliau juga mempresentasikan hasil penelitiannya pada beberapa seminar baik pada tingkat nasional maupun internasional.

Lahir di Wonogiri pada tanggal 25 September 1969 Sarjoko menamatkan pendidikan dasar hingga menengah atas di SMEA Sultan Agung Tirtomoyo Wonogiri, Jawa Tengah. Sejak menempuh pendidikan di sekolah menengah pertama beliau telah memiliki kesenangan mempelajari bahasa asing hingga sampai dengan sekarang beliau telah menguasai bahasa Jepang dan bahasa Inggris dengan baik. Dengan kemampuan dua bahasa asing yang dimilikinya, maka tidak heran bila



beliau telah memilih profesi pemandu turis manca negara selama 14 tahun yang dimulai dari Jawa Tengah, pulau Bali hingga Bengkulu. Sebagai pemandu turis manca negara senior di provinsi Bengkulu beliau juga mengajar bahasa Inggris dan bahasa Jepang di beberapa SMA dan perguruan tinggi yang ada di kota Bengkulu.

Beliau juga sangat produktif dalam menghasilkan karya tulisnya baik dalam bentuk artikel di beberapa surat kabar nasional juga dalam bentuk buku yang telah diterbitkan oleh penerbit nasional dan buku beliau telah dijadikan buku ajar di beberapa SMA di kota Bengkulu

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