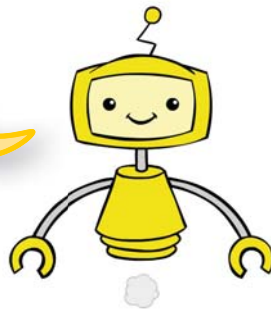


I've got a scoop!

Peter, Anna, I've got another scoop. Yippee! So, let my fingers do the typing. Who? What? Where? When? Why? Right, I've got it. Done. Now what's the next story? I love the excitement of chasing the story. Could this be the start of a new career for me? Move over Inspector Zak, and hello Clark Kent. Who says you can't teach an old dog new tricks?



LINKS TO:

Stage 2, Module 11

Learning Object 2: Here is the news

PRIOR LEARNING:

Stage 2

Module 6 Work Sheet 4: *Actions speak louder than verbs*



1 Media and politics

In Australia, and in most western countries, our political leaders can be freely commented upon in the media, as long as the commentary is not defamatory. This is part of life in all free and vibrant democracies, where freedom of speech and expression are valued.

In Indonesian society, media criticism of the country's political and business elite is uncommon because it can be risky. Rather than criticising their political leaders, the Indonesian media tend to be overly compliant, only publishing 'feel

good' stories, which, in Australia, would not be considered political news.

For example, we see headlines such as '*Presiden Tetap Beli Tiket*' for an article about how the President pays for his own tickets to watch the Indonesian national soccer matches; and '*Tempat Favorit SBY di Akhir Ramadhan*' informing the reader that the President likes to spend some of his spare time reading in the private library of his personal residence during the fasting month of Ramadan.

2 Governments and the media

The government of *Republik Indonesia (RI)*, through the *Departemen Komunikasi Dan Informatika*, has a great influence on the content of stories broadcast over all media outlets. Before news reports are published or aired in newspapers, magazines, television and radio, they need to meet the strict regulations set out and enforced by the government. Information that is deemed likely to disturb public order, threaten state unity or be harmful to the country's political and economic interests is censored. These regulations not only apply to Indonesian media outlets but also to foreign publications that may be for sale.

Radio Republik Indonesia (RRI) and *Televisi Republik Indonesia (TVRI)* are state-run broadcast outlets, which control most of the broadcast news market in Indonesia.

Source: Asian Human Rights Commission, 'Indonesia: Censorship of books, movies and internet used blocks discussions on impunity', 16 March 2010.

It is estimated that up to 45 million of Indonesia's 245 million people own radios, with more than 60 per cent of these located in rural areas. *TVRI* is estimated to reach 82 per cent of the population, with most Indonesian villages having access to at least one television, usually in the village pavilion, for general use by the entire village.

There are now a large number of privately owned television and radio stations in Indonesia, but these are constrained by government regulations.

The government also exercises strict control of Internet content through the Indonesian law on Electronic Information and Transaction. Article 27 of this law states that anyone distributing, and/or transmitting, and/or creating access to a defamatory electronic document or information, with or without any intention, will face six years in prison.

Structuring the news

3

In Module 11, Learning Object 2, *Here is the news*, we listened as Peter and Anna presented the news of the day, which later appeared in the iCafe e-newspaper.

We know that news reports have the following structure:

Byline: including reporter's name, date, time and timezone

The introduction informs readers about:

- who
- what
- when
- where
- why
- how

The body provides more in-depth information

Headline

Pelatih Tersenyum

PETER SMART | Senin, 11 Maret 2011 | 16.22 WIB

SETIAP tahun para pemain hockey dari SMP Harapan Bangsa menantikan Acara Traktir Pelatih. Pada hari acaranya pelatih membeli es krim untuk para pemain.

Tahun ini Acara Traktir telah diadakan pada hari Jumat, tanggal 8 Maret. Semua berkumpul di iCafé dan makan banyak es krim gratis.

Biasanya pelatih sangat pemarah, tetapi pada hari itu dia tersenyum.

When did it happen?

4

As can be seen in the example, online newspaper articles in Indonesia are prefaced with a detailed timeline in the following format:

Name of reporter | day, date | time, time zone

Some abbreviations that may be encountered in these timelines include:

WIB	(Waktu Indonesia Barat)	Western Indonesia time
WITA	(Waktu Indonesia Tengah)	Central Indonesia time
WIT	(Waktu Indonesia Timur)	Eastern Indonesia time
ksp	(koresponden)	correspondent
wawa	(wartawan)	reporter

Note:

Although the Indonesian archipelago stretches about 5200 kilometres, from Sabang in the west to Merauke in the east, it has only three time zones — the same as Australia, which is about 4000 kilometres in distance from east to west.

Let's have some action around here!

5

There are three types of verbs in Indonesia:

- simple verbs, which are intransitive and don't have any affixes
- *ber-* verbs, which are mostly intransitive
- *meN-* verbs, which are transitive.

An intransitive verb is one that can stand alone, or, if joined to an object, must have a preposition between itself and the object.

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For example:

*Peter sedang tidur.*Peter is sleeping.
(The verb stands alone.)*Peter tidur di rumah Ardi.*Peter is sleeping at Ardi's house.
(The verb connects to object via a preposition.)

A transitive verb is a verb that requires *both* a direct subject and one or more objects. A verb is also said to be transitive if it can be made passive, such as verbs that take a *di-* prefix.

In Indonesian, a transitive verb takes a *meN-* or *di-* prefix.

*Anna sedang **melaporkan** berita dari iCafe.*Anna **is reporting** the news from the iCafe.*Berita dari iCafe sedang **dilaporkan** (oleh) Anna.*News from the iCafe **is being reported** by Anna.

As a general rule, most simple verbs and *ber-* verbs can also be turned into transitive verbs, by adding the prefix *meN-* and the suffix *-kan* to the base word. However, this can considerably change the meaning of the derived word compared to its base form.



For example:

*Peter **bertemu** dengan Ardi di iCafe.*Peter **met** with Ardi at the iCafe.*Polisi **menemukan** beberapa kardus di belakang iCafe.*The police **discovered** several boxes behind the iCafe.

6

Exercises

Exercise 1

Peter and Anna have caught the journalistic fever. Wherever there is a story they will be there finding out the facts for their loyal listeners and readers. Let's read their next story.

Ini siaran berita pukul 18.00 WIB dan kami bergabung dengan si pemberani Anna Smart yang sedang melaporkan berita dari SeaWorld Jakarta di Ancol.

Selamat malam pemirsa. Saya, Anna Smart akan menunjukkan bagaimana saya mengatasi rasa takut saya terhadap ikan hiu. Peristiwa ini terjadi di SeaWorld Jakarta tadi pagi. Sekitar pukul 10.30 pagi ini, saya memasuki tangki aquarium dan berenang bersama ikan. Beberapa ikan pari yang besar dan ikan berwarna-warni lainnya berenang, tanpa saya sadari ikan hiu berputar-putar di atasnya. Saat melihat sirip punggung ikan hiu dan giginya yang setajam silet, saya membeku ketakutan. Jantung saya berdebar dengan sangat cepat. Bertatapan mata dengan ikan hiu sedekat itu benar-benar mengerikan.

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Saran saya kepada siapa saja yang ingin berenang bersama ikan hiu, pastikan bahwa ikan hiu itu sudah sarapan. Saya, Anna Smart melaporkan dari SeaWorld Jakarta. Silakan menonton sekali lagi dalam berita malam pukul 22.30 WIB. Selamat malam.

1.1 Use the information in the story to answer the following questions.

1.1.1 In what medium would you find this news report?

1.1.2 What features indicate that it would be found in this medium?

1.1.3 Compare this news report in Indonesian with one in English. How are they similar and how are they different?

1.1.4 During the news report, Anna uses emotive language.
Identify the emotive words and phrases and underline them.

1.1.5 What effect does emotive language have on the audience?

1.2 Read the news report again and answer the questions.

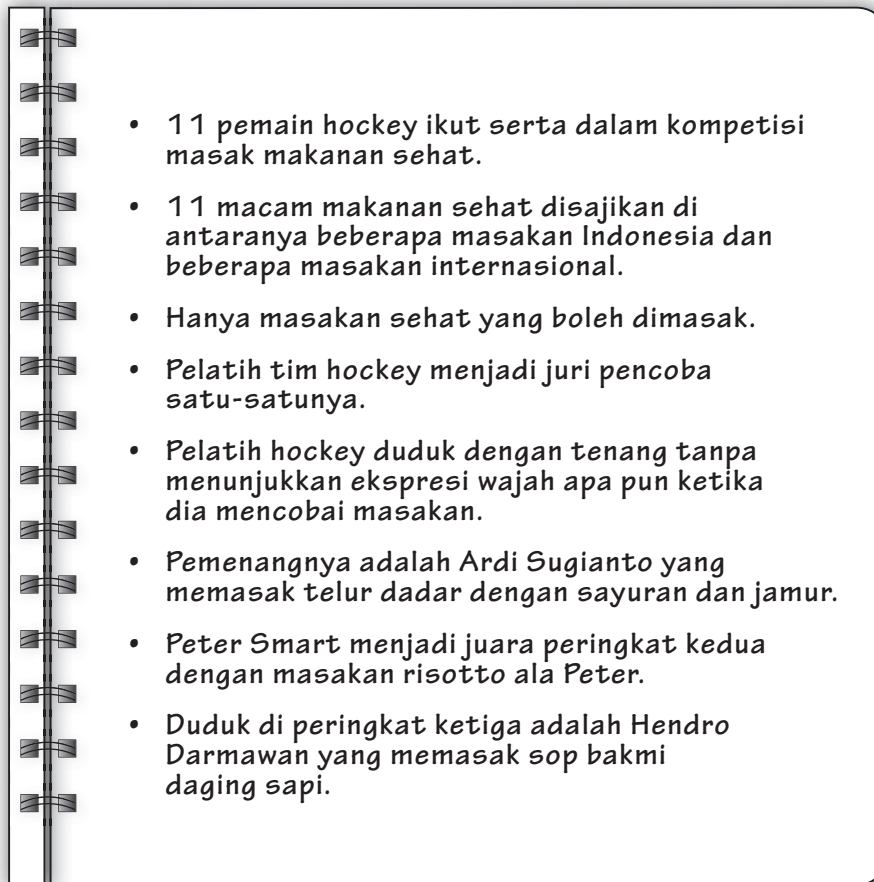
1.2.1 Where did the event take place?

1.2.2 Do you think Anna enjoyed this experience? Why? Why not?
Use specific information from the text to support your answers.

Exercise 2

Anna is really enjoying being in the news business. She is now the editor of her high school e-zine. She has just been given notes about last week's healthy cooking competition.

2.1 Read through the notes below.



- 11 pemain hockey ikut serta dalam kompetisi masak makanan sehat.
- 11 macam makanan sehat disajikan di antaranya beberapa masakan Indonesia dan beberapa masakan internasional.
- Hanya masakan sehat yang boleh dimasak.
- Pelatih tim hockey menjadi juri pencoba satu-satunya.
- Pelatih hockey duduk dengan tenang tanpa menunjukkan ekspresi wajah apa pun ketika dia mencoba masakan.
- Pemenangnya adalah Ardi Sugianto yang memasak telur dadar dengan sayuran dan jamur.
- Peter Smart menjadi juara peringkat kedua dengan masakan risotto ala Peter.
- Duduk di peringkat ketiga adalah Hendro Darmawan yang memasak sop bakmi daging sapi.

Now use the information from the notes to write a short e-zine news report.

2.2 Peter is trying to meet another deadline for Radio Remaja. He needs to finalise the stories for the 8.00 am news report. There is just enough time to prepare one more story. He is reading the interview that took place between himself and Ardi.

Scan and skim through the interview to identify the main ideas.

Then use the graphic organiser on the next page to write up your notes.



Peter

Selamat atas kemenanganmu dalam kompetisi memasak makanan sehat.

Kamu terlalu rendah hati. Masakan telur dadar jamur dan sayuran yang kamu masak kelihatan bagus dan rasanya sangat lezat.

Jadi, apakah kamu sudah lama masak?

Resep apa lagi yang suka kamu masak?

Wah! Jadi kamu suka masak masakan Indonesia dan masakan internasional. Apa resep favoritmu?

Benar? Berapa sering kamu memasaknya?

Akhirnya, apa yang membuat seseorang menjadi tukang masak yang hebat?

Itu kata-kata yang bijaksana sekali. Ardi, terima kasih untuk waktunya.



Ardi

Terima kasih, Peter. Aku pikir aku beruntung sekali untuk menang.

Aku harus berterima kasih kepada ibu. Itu resep masakannya.

Belum, aku baru mulai masak ketika masuk di SMP. Mungkin aku berusia tigabelas tahun, ketika aku mulai memasak. Ibuku selalu mengatakan bahwa aku harus tahu bagaimana cara memasak untuk diri sendiri.

Aku suka masak semua jenis makanan seperti telur dadar, sayuran yang dioseng, pizza, bakmi, spaghetti bolognaise dan hamburger.

Itu pertanyaan yang sulit sekali dijawab. Aku kira resep favoritki adalah spaghetti bolognaise.

Aku memasaknya seminggu sekali untuk keluargaku.

Aku pikir bahwa tukang masak yang hebat adalah orang yang suka masak dan makan makanan yang sehat dan lezat. Kamu tidak dapat memisahkan keduanya.

Sama-sama.

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Who

What

Where

Topic of news item

How

When

Why

2.3 Use the information from the interview and your notes from Exercise 2.2 to help Peter write his news report for the radio station news presenter.

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Exercise 3

Anna and Peter are quickly learning that the language they use in their daily communication with friends isn't the correct language to use for journalism, and it's not just the obvious things, such as using formal instead of colloquial language. At times they are called on to create new transitive verbs derived from simple (base) verbs, or from *ber-* verbs.

Let's see if we can lend Anna and Peter a hand by completing the following exercises.

3.1 Read the ten sentences below all of which contain transitive verbs. Underline these *meN-* ... *-kan* verbs and use your dictionary to determine their definitions.

Write your definition beneath each sentence in the space provided.

3.1.1 Jam weker membangunkan anak-anak keluarga Smart setiap pagi.

3.1.2 Masyarakat Libya menjatuhkan diktator Muammar Gaddafi.

3.1.3 Majikan mengeluarkan karyawan yang malas.

3.1.4 Penjahat melarikan diri dari penjara.

3.1.5 Anak-anak menerbangkan layang-layang di pantai.

3.1.6 Polisi menjalankan peraturan lalu lintas baru.

3.1.7 Presiden dan Kabinetnya membicarakan undang-undang pajak yang baru.

3.1.8 Polisi menghentikan dan memeriksa semua mobil yang ingin masuk Kedutaan Besar Amerika Serikat.

3.1.9 Mereka mendirikan kemah dan bermalam di hutan.

3.1.10 Guru mengumpulkan murid-murid di lapangan upacara.

3.2 Write ten sentences, using the simple verbs or *ber~* verbs from which the above transitive *meN~... ~kan* verbs were derived.

3.3

3.3.1 Fill in the table below with the ten transitive *meN~... ~kan* verbs, and the ten intransitive simple or *ber~* verbs that were used in Exercises 3.1 and 3.2.

Enter the meaning for each word, thereby showing the differences in meaning between the verbs.

Provide additional definitions of the *meN~... ~kan* verbs to demonstrate the wide range of vocabulary that can be generated by using this structure.

Simple verb or <i>ber~</i> verb	Meaning	<i>meN~... ~kan</i> verb	Meaning

