

MODUL
SPEAKING 2
(SOCIAL ISSUES)



PUSPITA DEWI

PROGRAM STUDI SASTRA INGGRIS
UNIVERSITAS BUMIGORA



KATA PENGANTAR

In the name of Allah, the Entirely Merciful, the Especially Merciful.

Alhamdulillah, segala puji syukur penulis panjatkan ke-hadirat Allah swt atas segala Rahmat dan Karunia yang diberikan sehingga penyusunan modul untuk mahasiswa Sastra Inggris ini dapat diselesaikan. Terima kasih yang setinggi-tingginya saya ucapkan kepada Bapak rektor Dr. Anthony Anggrawan, M.T.,Ph.D dan seluruh civitas akademika Universitas Bumigora yang telah mendukung penyusunan modul ini. Teruntuk Sahabat-Sahabat saya, terutama perempuan yang sempurna kuat yangtelah banyak memberikan motivasi dan dukungan yang positif atas penyelesaianbuku ajar ini.

Mohon kritikan dan saran yang konstruktif demi perbaikan penyusunan modul inikedepannya.

Puspita Dewi

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UNIVERSITAS BUMIGORA
FAKULTAS KOMPUTER DAN DESAIN
PROGRAM STUDI S1 ILMU KOMPUTER

RENCANA PEMBELAJARAN SEMESTER

Mata Kuliah	KODE	Rumpun MK:	BOBOT (sks):	SEMESTER	Tgl Penyusunan
Speaking 2	DSPK210103	Mata Kuliah Wajib	2	II	25 Februari 2021
OTORISASI	Dosen Pengembang RPS (Puspita Dewi, M.Pd)		Koordinator RMK		Kaprodi
	Tanda Tangan		Tanda Tangan		Tanda Tangan
Capaian Pembelajaran (CP)	CPL-PRODI				
	1	Mampu mengelaborasi dan mengembangkan konsep-konsep teoritis dalam ilmu bahasa dan Sastra.			
	2	Mampu mengaplikasikan bidang keahliannya dan memanfaatkan IPTEKS pada bidangnya dalam penyelesaian masalah serta mampu beradaptasi terhadap situasi yang dihadapi.			
	3	Mampu menerapkan konsep-konsep filosofi paradigmatis, teoritis, dan metodologis ilmu bahasa dan sastra dalam meningkatkan kinerja profesional sehingga dihasilkan karya yang kreatif, orisinal, dan teruji.			
	4	Mampu menerapkan ilmu dan keterampilan berbahasa dalam bidang pariwisata dan budaya dalam mendukung NTB sebagai daerah tujuan wisata.			
	5	Memiliki wawasan kewirausahaan yang baik sesuai dengan karakter daerah.			
	CP-MK				
		Students are able to give clear thesis statement/ clear response to an idea			
		Students are able to use of appropriate tense/ grammar			
	Students are able to use Clear pronunciation				
	Students are able to use of appropriate tone and intonation/language mode				
	Students are able to use Clear voice				

	Students are able to use Normal pace/Useful pause
	Students are able to use appropriate transition (expression)
	Students are able to State new topic/redirect to previous topic appropriately
	Students are able to state well elaborated ideas/ arguments (well-structured talk)
	Students are able to use logical ideas sequencing
	Students are able to state ideas exemplifying
	Students are able to use well synthesized ideas/input to come to a conclusion/summary
	Students are able to maintain a good eye contact
	Students are able to give appropriate posture/gesture
	Students are able to have effective interaction with audience
	Students are able to give sympathetic/emphatic responds
	Students are able to response questions dealing with academic topic
Deskripsi Singkat MK	<p>This Academic Speaking 2 course is the 2nd course out of 5 series of speaking skills. Before taking the Academic Speaking 2 course, students must pass three prerequisite speaking courses in semesters 1, 2 and 3 (Survival speaking 1, Survival Speaking 2, and academic speaking 1). In the process, students learn and hone their speaking skills by preparing papers and presenting them related to academic material which includes comprehensible input, zone of proximal development, scaffolding, schema theory, language transfer, interactional and transactional functions of language, topic and main idea of a text.</p>
Materi Pembelajaran/Pokok Bahasan	

Pustaka	Utama
	Pendukung
Media Pembelajaran	Perangkat Lunak:
Team Teaching	
Mata Kuliah Syarat	

RENCANA PEMBELAJARAN SEMESTER

Mg Ke-	Sub-CP-MK	Indikator	Kriteria & Bentuk Penilaian	Metode Pembelajaran (Estimasi Waktu)	Materi Pembelajaran (Pustaka)	Bobot Penilaian
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students are able to understand the the lesson plan	a. Students are aware of the subject's guide, references, materials, and expected learning outcomes. b. Students are familiar with basic knowledge of the subject and divisions of group presentation	-	Lecture & Discussion [TM:1x(1x50')]	RPS	0
2	<ul style="list-style-type: none"> • State ideas clearly • Change new and redirect topic • Elaborate ideas logically • Maintain good overall performance 	Students are able to express degrees of certainty Enquiring about degrees of certainty	Oral Test (Speaking)	Collaborative Learning [TM:1x(2x50')]	Discuss of gender inequality and the examples	5
3-4	<ul style="list-style-type: none"> • State ideas clearly • Change new and redirect topic • Elaborate ideas logically • Maintain good overall performance 	Students are able to understand interaction and transactional talk.	Oral Test (Speaking)	Cooperative learning [TM:1x(2x50')]	Case Study gender inequality particularly patriarchy	5

5-6	<ul style="list-style-type: none"> • State ideas clearly • Change new and redirect topic • Elaborate ideas logically • Maintain good overall performance 	Students are able to analyze the pictures of social issues	Oral Test (Speaking)	Flipped Classroom [TM:2x(2x50')]	Critical Virtual Literacy	5
7	Students are able to review the materials 2-6	Students are able to understand and analyze the previous materials.	Oral Test (Speaking)	Collaborative learning [TM:2x(2x50')]	Quiz	10
8	Midterm Test: Conduct validation and evaluation 20					
9,10	<ul style="list-style-type: none"> • State ideas clearly • Change new and redirect topic • Elaborate ideas logically • Maintain good overall performance 	Students are able to express like, dislike, preferences, and enquiring likes, dislikes, and preferences	Oral Test (Speaking)	Collaborative learning [TM:2x(2x50')]	Podcast of Catcalling	5
11, 12	<ul style="list-style-type: none"> • State ideas clearly • Change new and redirect topic • Elaborate ideas logically • Maintain good overall performance 	Students are able to express satisfaction and dissatisfaction	Oral Test (Speaking)	Case based learning [TM:2x(2x50')]	Review short movies	5
13-15	<ul style="list-style-type: none"> • State ideas clearly • Change new and redirect topic • Elaborate ideas logically • Maintain good overall performance 	Students are able to express agree and disagree	Oral Test (Speaking)	External Learning [TM:2x(2x50')]	Elaborate Gender-based Violence	5



PENDAHULUAN

Materi pokok yang akan dipelajari dalam modul ini adalah cara memilih topik riset, cara memparafrasa, mengutip, dan menuliskan referensi. Materi-materi dalam buku ajar ini sangat penting Anda kuasai karena semua materi ini diturunkan dari RPS yang telah disusun untuk mahasiswa Sastra Inggris Semester 7 yang telah disesuaikan dengan KKNI.

Modul ini adalah salah satu panduan dalam menulis Bahasa Inggris yang lebih academic dan contoh-contoh yang digunakan dalam buku ini adalah topik-topik yang berhubungan dengan isu gender equality dan equity. Ini bertujuan untuk mempromosikan kesadaran gender bagi perempuan dan laki-laki. Buku ini dapat dibaca oleh siapa saja untuk menumbuhkan dan meningkatkan daya kreasi dalam menulis dan dapat menumbuhkan kesadaran melalui contoh-contoh yang diberikan yang berkaitan dengan isu gender equality yang menjadi salah satu isu dunia (SDGs). Isu gender dapat diselipkan dan diimbeded di berbagai mata pelajaran atau mata kuliah.

CHAPTER I: BULLYING IS DANGEROUS!

The objectives of this lesson:

- a. What is bullying
- b. The types of Bullying
- c. The Impact of Bullying

In this chapter, there are three sub-topics discussed namely what is bullying, the types of bullying, and the impact of bullying.

The students elaborate of bullying issues in their neighborhood.

Most of the materials are adopted from:

<https://kids.frontiersin.org/articles/10.3389/frym.2018.00014>

MATERIALS

1) What do you think when observing the following pictures?



<https://infoaboutkids.org/blog/lets-talk-about-bullying-not-bullies/>



<https://together.stjude.org/en-us/families/school/bullying.html>



<https://www.healio.com/news/psychiatry/20220623/bullying-linked-with-increased-anxiety-for-schoolaged-children-in-china>



<https://www.diabetes.co.uk/bullying-and-diabetes.html>

2) What is Bullying

What is Bullying?

The word bullying is probably familiar to you. You may have heard it on TV, read about it in a book or magazine, or heard it from a friend or someone you know. You may have even used this word to describe a situation you have seen at your school or even to describe something that might have happened to you. No doubt you already have your own definition of bullying, and you may be quite clear about what bullying is and what it is not. However, not everyone agrees when it comes to defining bullying. Even researchers who study this topic don't always agree when they define bullying, even though research on bullying started more than 40 years ago.

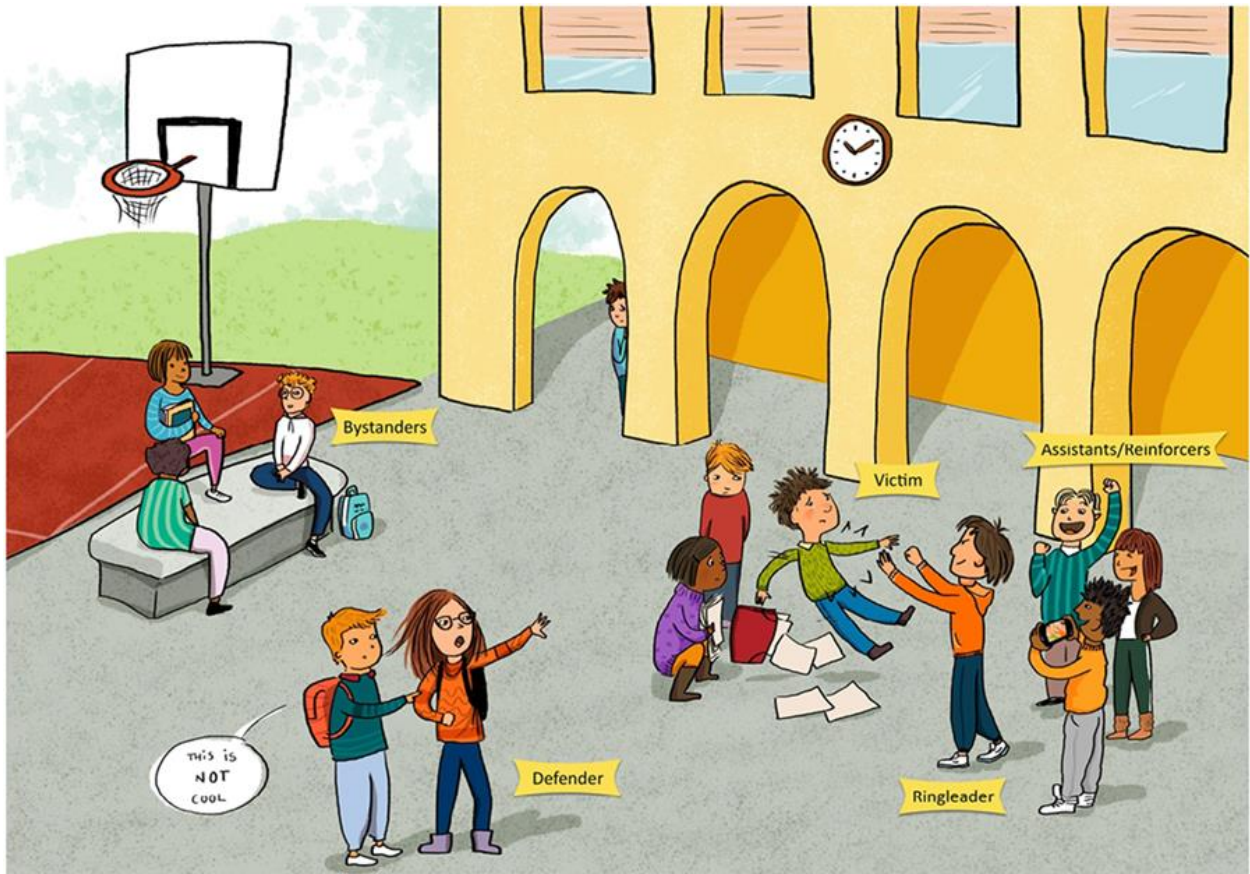
However, there are some things the researchers do agree on. They agree that bullying is a form of aggression, meaning that it's a behavior used to hurt someone. From this point of view, when someone hits or pushes someone else, insults somebody, or does not allow someone to play with his or her group of friends, we could state that this person is bullying others. Most researchers would agree that aggression must fulfill two other conditions to be considered bullying [1]: (1) repetition, meaning that the behavior must happen more than once; and (2) power imbalance, meaning that it must be difficult for the victim to defend him or herself. The power imbalance can be the result of the bully being physically stronger or more popular, or because the bully is part of a group of people who act together to pick on one individual.

Bullying includes physical behaviors (hitting, kicking, damaging a victim's property), verbal attacks (name calling, threats), and social aggression (excluding someone from a group, rumor spreading). Bullying also includes more recent types of behavior through the Internet and other new technologies, which is called cyberbullying (posting someone's private photos online).

3) Share your ideas based on the text. Write three points.

4) Doing Nice Things

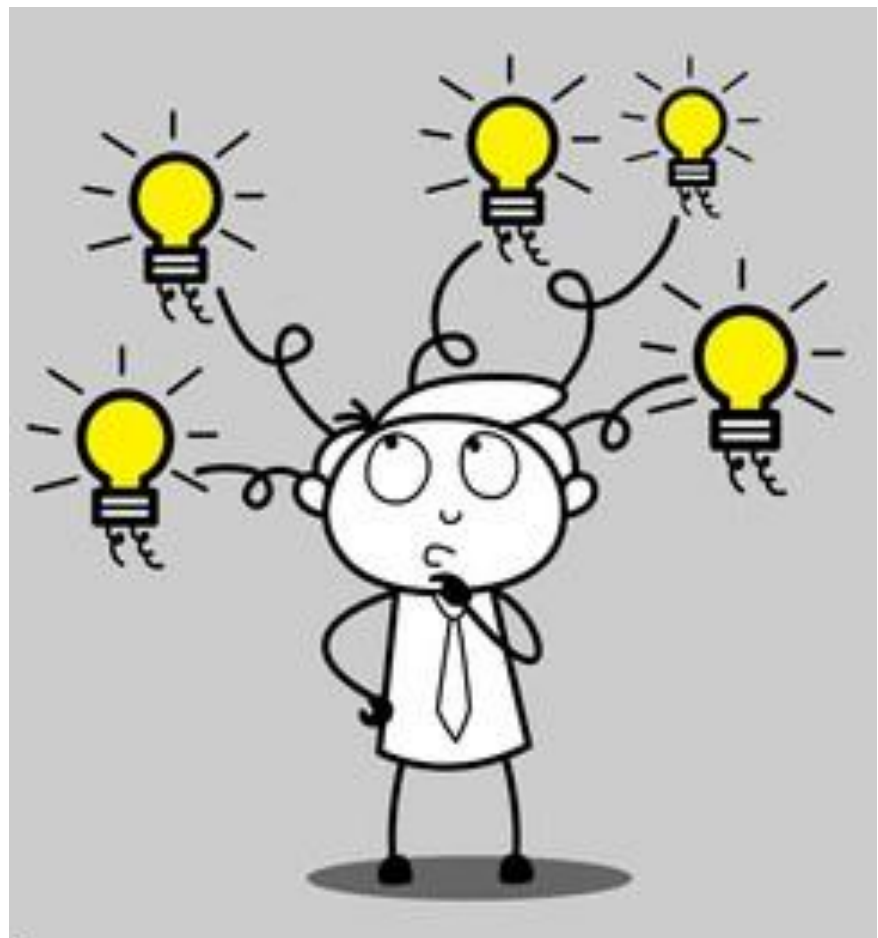
Kindness is everything; look at the picture. What will you do when you see bullying. Please discuss with pairs.



<https://kids.frontiersin.org/articles/10.3389/frym.2018.000>

5) Impact of Bullying

Bullying significantly affects the social, emotional, and academic well-being of both the bullies and the victims. For example, research has shown that victims of bullying are more likely to report symptoms of depression, low self-esteem, and anxiety. Victims are also more likely to experience social exclusion, they report less life satisfaction, have more absences from school, and often have poor academic performance. Bullies are also more likely to have poor performance in school, as well as problems keeping friends. Bullies are also more likely to report drug and alcohol use and violence later in adult life. Bullying also has negative consequences for bystanders. Research has revealed that kids who observe bullying have difficulties concentrating and may experience depression or distrust of others.

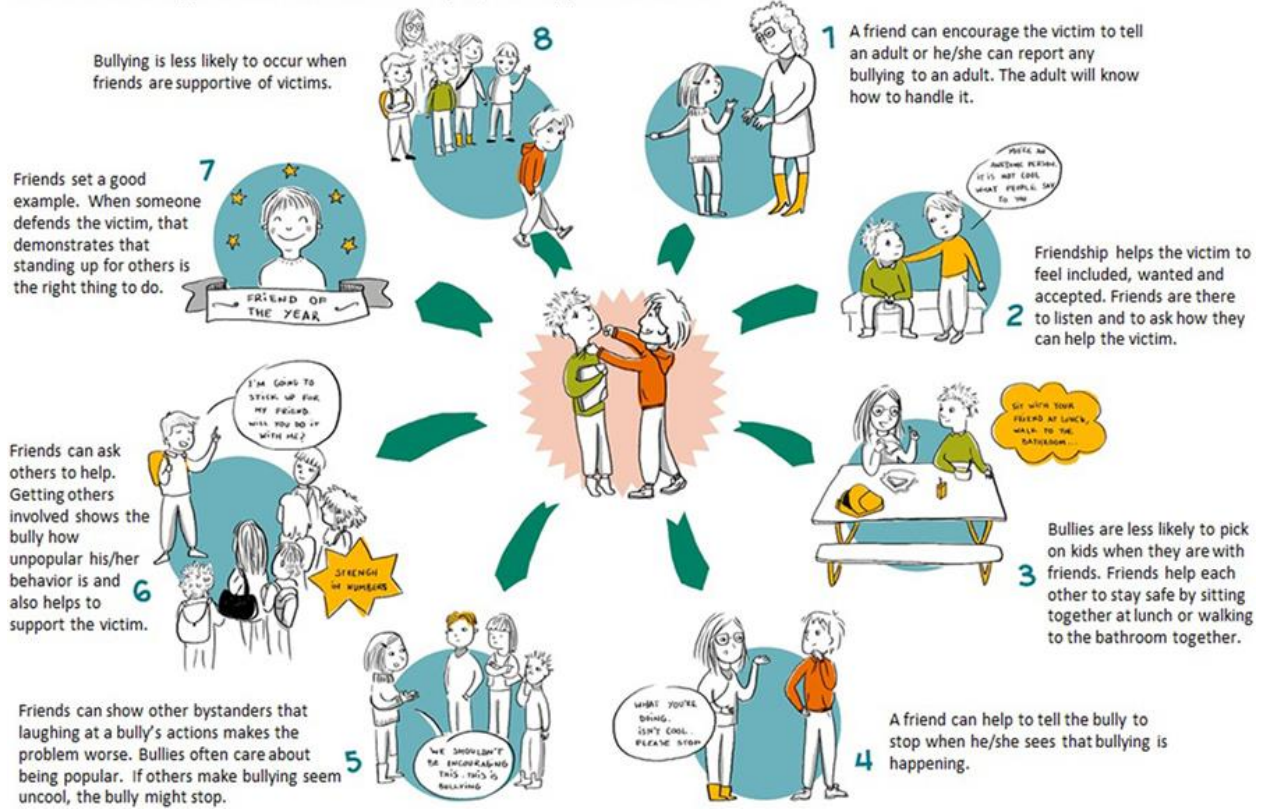


shutterstock.com · 613858259

<https://www.shutterstock.com/id/image-vector/cartoon-employee-confused-ideas-613858259>

6) How to be support system.

Let's see what happens when a victim of bullying has supportive friends.



<https://kids.frontiersin.org/articles/10.3389/frym.2018.0001>

CONCLUSION

Bullying is harmful. It is because it can affect on mental health of the victim.

CHAPTER II: JUVENILE DELINQUENCY

The objectives of this lesson:

- a. What is teenager?
- b. Language Development
- c. Types of Juvenile Delinquency

In this chapter, there are three sub-topics discussed namely what is teenager, language development, and giving advice and suggestion. Most of the materials adopted from Jack C. Richards & David Bohike. Four Corners. Student's Book.

MATERIALS

1) What do you think when observing the following pictures?



<https://www.rand.org/topics/juvenile-delinquency.html>



[tps://specialty.mims.com/topic/teens--young-adults-injecting-drugs-must-be-screened-for-hepatitis-c](https://specialty.mims.com/topic/teens--young-adults-injecting-drugs-must-be-screened-for-hepatitis-c)



<https://voi.id/bernas/159392/tawuran-dan-kekerasan-remaja-sudah-jadi-isu-kesehatan-masyarakat-dunia-mari-kita-peduli>

2) Quick pair review

Please match the left column with the right one.

1. Fun	a. Tech
2. Open	b. Minded
3. Densely	c. Paced
4. High	d. Loving
5. Highly	e. Educated
6. Well	f. Populated
7. Culturally	g. Diverse
8. Slow	h. Famous
9. World	i. planned

3) Please create sentences based on the Table. Please pick 10 words.

1. She is an educated person who has a luxurious car.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

4) Reporting commands and advice

These reporting verbs are followed by an object + infinitive. Notice the placement of not.

“Be patient.”	He told me to be patient
“Don’t be impatient.”	He told me not to be impatient.
“Remember to take your room key.”	He reminded us to take our room key.
“Don’t forget your room key.”	He reminded us not to forget our room key.
Call in a few days.”	He advised me to call in a few days.
“Don’t carry a lot of cash”.	He warned her not to carry a lot of cash.

5) Please give good advice.

Talk to different classmates. What advice would they like to give to people who have problems.

Advice about ...	Name	Advice
Sexual harassment		
Domestic violence		
Bullying		
Free-sex		
Drugs		
Intimidation		

6) Which personality type best describes someone who studies all the time? Likes to have fun? Makes decisions quickly?

1. The **Reformer** is logical and idealistic. This type of person wants everything to be perfect.
2. The **Helper** is caring and generous. This type likes to please people.
3. The **Achiever** is a person who wants success. This type of person is studious and ambitious.
4. The **Individualist** is sensitive and often quiet. This type likes to be independent.
5. The **Investigator** is curious and creative. This is a person who is always questioning things.
6. The **Loyalist** is hardworking, responsible, and extremely loyal. This is someone that people can trust.
7. The **Enthusiast** is optimistic and spontaneous. This type of person is cheerful and fun-loving.
8. The **Challenger** makes decisions that other people find difficult to make. This type is confident and powerful.
9. The **Peacemaker** dislikes situations which create conflict. This type is easygoing and agreeable.

7) Please take a break and give your opinion.

My friends put drugs in my friend's house and my friend do not know the issue. What will I do?



<https://www.istockphoto.com/id/vektor/psikoterapi-konseling-dan-kesehatan-mental-gm1304726157-395802429>

8) Please note some teenagers-related problem based on your experience and ask your peers, how to deal with the matters.

Problems	Suggestion



<https://www.mindshealer.com/mental-health/importance-of-counseling/>

Counselling helps client to solve his/her problem, not to give her/his solution. Counsellor and client discuss the problem to help the client's in making her/his

CHAPTER III: MENTAL HEALTH

The objectives of this lesson:

- a. What is mental Health?
- b. How to cope the mental health issue?
- c. Giving advice and suggestion

In this chapter, there are three sub-topics discussed namely what is mental health, how to cope mental health issue, and Giving advice and suggestion.

MATERIALS

1) Please write the expression of the following pictures.



<https://www.cio.com/article/272212/staff-management-how-to-be-a-mind-reader-the-art-of-deciphering-body-language.html>

1.

6.

2.

7.

3.

8.

4.

9.

5.

Write your feeling now

2) Please write the expression of the following pictures.



What do
you think
of mental
health?

<https://www.news-medical.net/health/Mental-Health-Comorbidities.aspx>

3) Read the following texts.

What Is Mental Health?

Main page content

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems

Mental health problems are common but help is available. People with mental health problems can get better and many recover completely.

Early Warning Signs

Not sure if you or someone you know is living with mental health problems? Experiencing one or more of the following feelings or behaviors can be an early warning sign of a problem:

- Eating or sleeping too much or too little
- Pulling away from people and usual activities
- Having low or no energy
- Feeling numb or like nothing matters
- Having unexplained aches and pains
- Feeling helpless or hopeless
- Smoking, drinking, or using drugs more than usual
- Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
- Yelling or fighting with family and friends
- Experiencing severe mood swings that cause problems in relationships
- Having persistent thoughts and memories you can't get out of your head
- Hearing voices or believing things that are not true
- Thinking of harming yourself or others
- Inability to perform daily tasks like taking care of your kids or getting to work or school

Adapted from: <https://www.mentalhealth.gov/basics/what-is-mental-health>.

4) Please discuss with your friends.

What do you think, what is mental health?



What are the main factor contribute the mental problems?

<https://stock.adobe.com/id/search?k=lets%20discuss>

What are the early warning signs of mental health problems

5) Please ask ten of your friends of their problems related to health issues. Ask each other and write in the table.

No	Names	Problems
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



<https://medium.com/@temitopeajileye/how-to-discuss-social-issues-on-social-media-and-not-go-crazy-9a9029d494fd>

Making suggestions and giving advice:

You should try to learn English every day.

I think you should go home early.

Why don't you join an English club?

You'd better wake up early.

Let's have dinner together.

What about having a cup of coffee with me?

How about going to the cinema?

Don't you think it would be a good idea to have a picnic this Sunday.

If I were you, I'd call her.

I suggest that you take a nap.

You may want to try on this T-shirt.

Perhaps you could take an umbrella with you.

I strongly advise you to do more work out.

I recommend that you get some rest.

It's better for you to sleep a little more.

Accepting Suggestions:

Thanks, I'll do it.

It sounds good.

That sounds like a good idea.

Thanks. It's a good suggestion.

I think you're right.

Why didn't I think of that?

Refusing suggestions:

No, I'd rather not.

I don't think so.

I don't feel like it.

No, I don't think it's a good idea.

What a bad idea!

CHAPTER IV: DOMESTIC VIOLENCE

The objectives of this lesson:

- a. What is domestic violence?
- b. Imperative words
- c. Report Text

In this chapter, there are three sub-topics discussed namely what is domestic violence, imperative words, and report text

MATERIALS

1) Please give one sentence to explain each picture.



<https://psikologiforensik.com/2015/09/12/kekerasan-verbal/>



<https://www.relationaladvantage.com/blog/overcoming-the-effects-of-verbal-abuse-part-i>



<https://sites.google.com/a/oakland.edu/domestic-violence68/what-is-domestic-violence>



<https://www.hindustantimes.com/columns/opinion-no-physical-violence-is-not-a-sign-of-love/story-IwEjkmPBMtKuzebg23STiL.html>

1. _____
_____.

2. _____
_____.

2) Elaborate Domestic Violence.

What is Domestic Violence?

Domestic abuse, also called "domestic violence" or "intimate partner violence", can be defined as a pattern of behavior in any relationship that is used to gain or maintain power and control over an intimate partner. Abuse is physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviors that frighten, intimidate, terrorize, manipulate, hurt, humiliate, blame, injure, or wound someone. Domestic abuse can happen to anyone of any race, age, sexual orientation, religion, or gender. It can occur within a range of relationships including couples who are married, living together or dating. Domestic violence affects people of all socioeconomic backgrounds and education levels.

Anyone can be a victim of domestic violence, regardless of age, race, gender, sexual orientation, faith or class

Victims of domestic abuse may also include a child or other relative, or any other household member.

Domestic abuse is typically manifested as a pattern of abusive behavior toward an intimate partner in a dating or family relationship, where the abuser exerts power and control over the victim.

Domestic abuse can be mental, physical, economic or sexual in nature. Incidents are rarely isolated, and usually escalate in frequency and severity. Domestic abuse may culminate in serious physical injury or death.

Are You Being Abused?

Look over the following questions to think about how you are being treated and how you treat your partner.

Recognizing the signs of domestic abuse

Does your partner...

- Embarrass or make fun of you in front of your friends or family?
- Put down your accomplishments?
- Make you feel like you are unable to make decisions?
- Use intimidation or threats to gain compliance?
- Tell you that you are nothing without them?
- Treat you roughly—grab, push, pinch, shove or hit you?
- Call you several times a night or show up to make sure you are where you said you would be?
- Use drugs or alcohol as an excuse for saying hurtful things or abusing you?

- Blame you for how they feel or act?
- Pressure you sexually for things you aren't ready for?
- Make you feel like there is "no way out" of the relationship?
- Prevent you from doing things you want – like spending time with friends or family?
- Try to keep you from leaving after a fight or leave you somewhere after a fight to "teach you a lesson"?

Do you...

- Sometimes feel scared of how your partner may behave?
- Constantly make excuses to other people for your partner's behaviour?
- Believe that you can help your partner change if only you changed something about yourself?
- Try not to do anything that would cause conflict or make your partner angry?
- Always do what your partner wants you to do instead of what you want?
- Stay with your partner because you are afraid of what your partner would do if you broke up?

If any of these things are happening in your relationship, talk to someone. Without help, the abuse will continue. Making that first call to seek help is a courageous step.

Always remember...

- NO ONE deserves to be abused. The abuse is not your fault. You are not alone.
- DON'T worry about threats to your visa. We have information about visa options for your situation.
- DON'T worry if you do not speak the local language. We can get you help in many Languages.

<https://www.un.org/en/coronavirus/what-is-domestic-abuse>

4) Please write your experiences or your friends' experiences related to domestic violence.



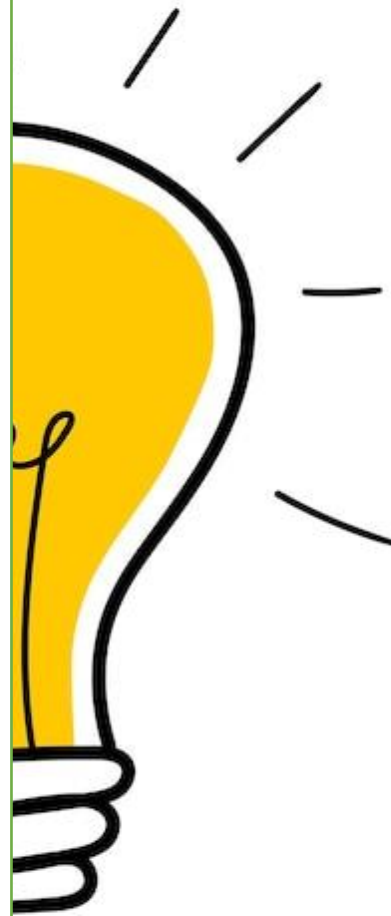
<https://www.dreamstime.com/feedback-customers-opinion-review-concept-people-giving-comments-cartoon-characters-to-product-flat-vector-illustration-image163701966>



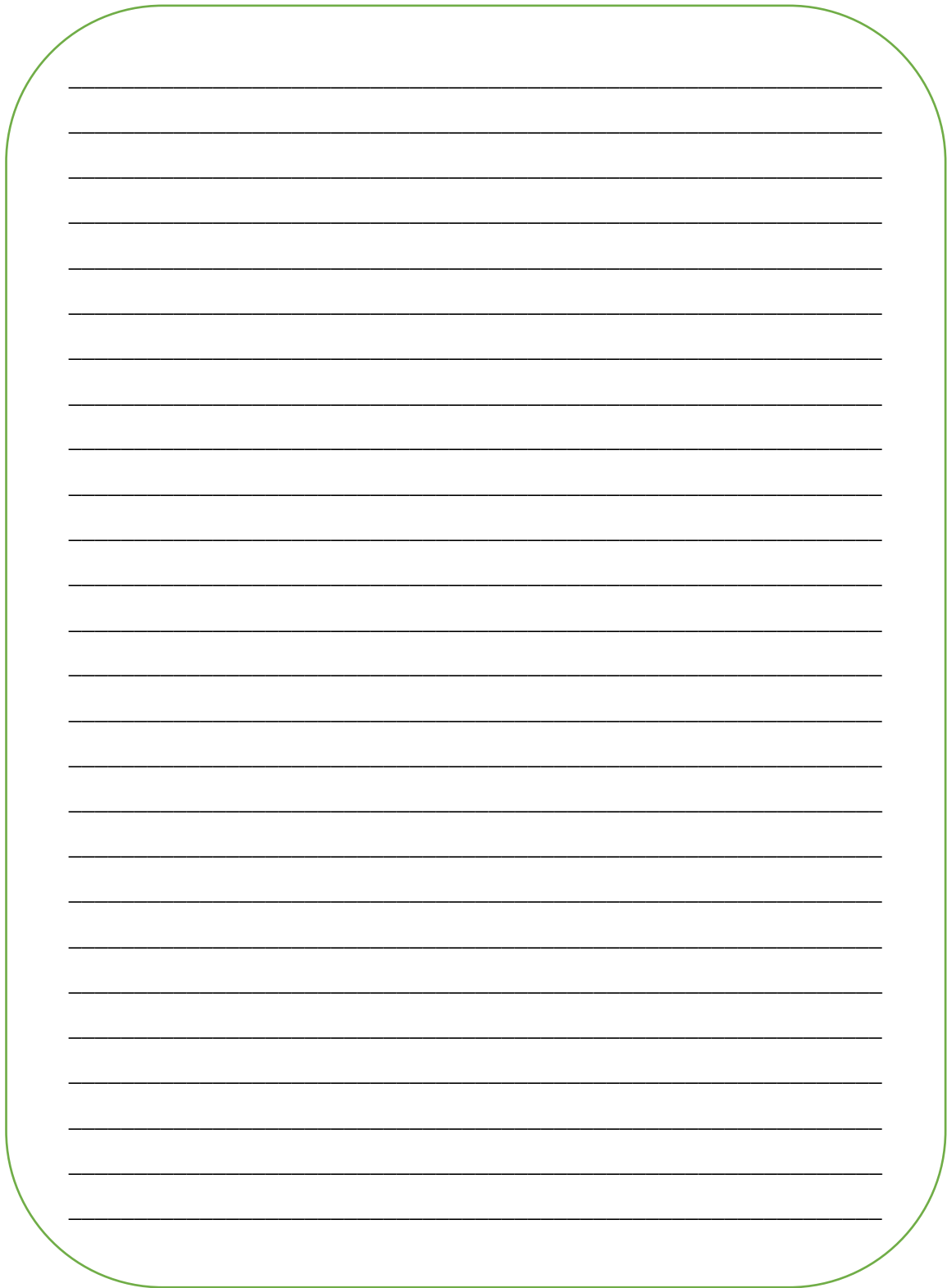
https://www.google.com/search?q=giving+opinion+women+picture+cartoon+emphaty&tbn=isch&ved=2ahUKEwiC_s_N86D9AhUIMbcAHYIACXMQ2-

5) How do they do?

I have a friend who has a father that always punch his wife. My friend are frustrated to face the problem. Her wife is a worker in a company and her husband is jobless. As a result, her husband got anger because of financial issue. What should my friend do?



6) Please write some points how to reduce domestic violence.



A large rounded rectangular box with a green border and horizontal lines for writing. The box is empty and intended for the student to write their answer to the question above.

CHAPTER V: SEXUAL VIOLENCE

The objectives of this lesson:

- a. What is sexual violence?
- b. Regular verbs and Irregular Verbs
- c. Be Verbs

In this chapter, there are three sub-topics discussed namely what is sexual violence, regular verbs and irregular verbs, and Be Verbs.

MATERIALS

1) Please give one sentence to explain each picture.



<https://globalnews.ca/news/7411270/western-led-survey-workplace-sexual-harassment-violence/>



<https://keralakaumudi.com/en/news/news.php?id=410936&u=up-teen-raped-inside-college-during-civil-service-exam-eight-college-students-arrested>

1. _____.

2. _____.



https://doctors.ajc.com/doctors_who_sexually_abuse/



<https://www.montagna.tv/63915/english-sexual-harassment-a-burning-problem-in-public-vehicles/>

3. _____.

4. _____.

2) Read the following text of sexual violence.

WHAT IS SEXUAL VIOLENCE?

Fact Sheet

Sexual violence affects women, men and children throughout their lives and can be devastating for individuals, families, and communities. However, help is available. Together, we can change the conditions that contribute to sexual violence.

What is sexual violence?

Sexual violence means that someone forces or manipulates someone else into unwanted sexual activity without their consent. Reasons someone might not consent include fear, age, illness, disability, and/or influence of alcohol or other drugs. Anyone can experience sexual violence including: children, teens, adults, and elders. Those who sexually abuse can be acquaintances, family members, trusted individuals or strangers.

Forms of sexual violence

- Rape or sexual assault
- Child sexual assault and incest
- Intimate partner sexual assault
- Unwanted sexual contact/touching
- Sexual harassment
- Sexual exploitation
- Showing one's genitals or naked body to other(s) without consent
- Masturbating in public
- Watching someone in a private act without their knowledge or permission

Facts about sexual violence

FACT: Chances are you know someone who has been sexually assaulted.

- Sexual violence affects people of all genders, ages, races, religions, incomes, abilities, professions, ethnicities, and

sexual orientations. However, social inequalities can heighten the risk.

- By age 18, 1 in 4 girls will be sexually assaulted; by age 18, 1 in 6 boys will be assaulted (Finkelhor, Hotaling, Lewis & Smith, 1990).
- At some time in their lives, 1 in 6 women have experienced an attempted or completed rape; more than half occurred before the woman was 18, and 22% before age 12 (Tjaden & Thoennes, 2000).
- During their lives, 1 in 33 men have experienced an attempted or completed rape; 75% occurred before the men were 18, and 48% before age 12 (Tjaden & Thoennes, 2000).

FACT: Victims usually know their assaulter.

- People who sexually assault usually attack someone they know – a friend, classmate, neighbor, coworker, or relative.
- Of adults, 73% knew the attacker, 38% were friends of the attacker, 28% were an intimate partner of the attacker, and 7% were a relative of the attacker (Maston & Klaus, 2005).
- Child victims knew the offender before the attack 90% of the time (Greenfeld, 1996).
- About 40% of sexual assaults take place in the victim's own home. Another 20% occur in the home of a



friend, neighbor, or relative (Greenfeld, 1997).

FACT: Victims are never at fault for a sexual assault.

- It doesn't matter what someone is wearing or how they are acting, no one asks to be raped.
- People who sexually assault often use force, threat, or injury.
- An absence of injuries to the victim does not indicate the victim consented.

FACT: Rape is the least reported and convicted violent crime in the U.S.

There are many reasons why victims may choose not to report to law enforcement or tell anyone about what happened to him/her. Some include:

- Concern for not being believed
- Fear of the attackers getting back at him/her
- Embarrassment or shame
- Fear of being blamed
- Pressure from others not to tell
- Distrust of law enforcement
- Belief that there is not enough evidence
- Desire to protect the attacker

Many victims who do report a rape or sexual assault find that there is no arrest or conviction.

- Probability of arrest after a report is 50.8% (Reynolds, 1999) and the probability of a rapist being sent to prison is 16.3% (Reynolds, 1999).

FACT: Sexual violence is preventable.

By working with your community's sexual assault center, you can:

- Model supportive relationships and behaviors with your friends and families
- Stand up for victims and believe them
- Speak up when you hear harmful comments or witness violent acts

- Create policies at your workplace or school system to stop sexual violence and help victims
- Coordinate a community event to raise awareness about sexual violence or talk with community members about ways they can get involved
- Talk with your legislators and ask them to support prevention and victim services

FACT: Help is available

- Local sexual assault centers can provide help. In crisis situations, contact RAINN at 1-800-656-4673. For more information, visit <http://www.nsvrc.org>.

References

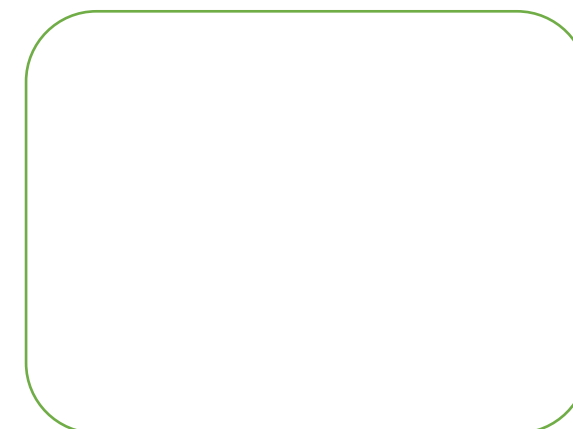
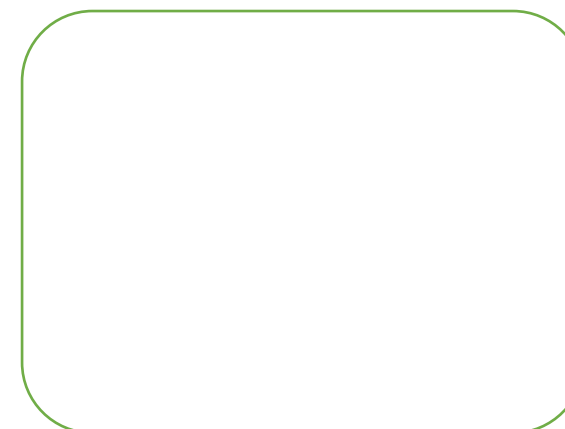
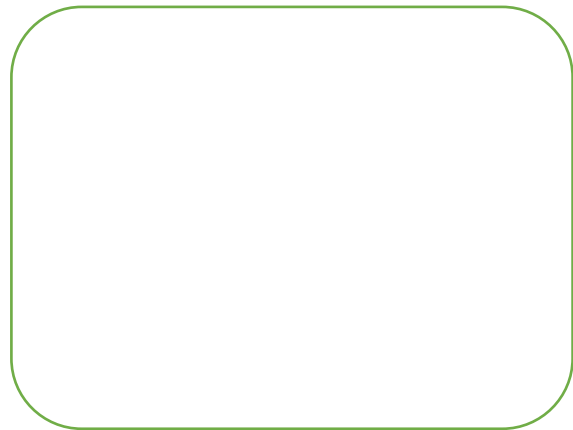
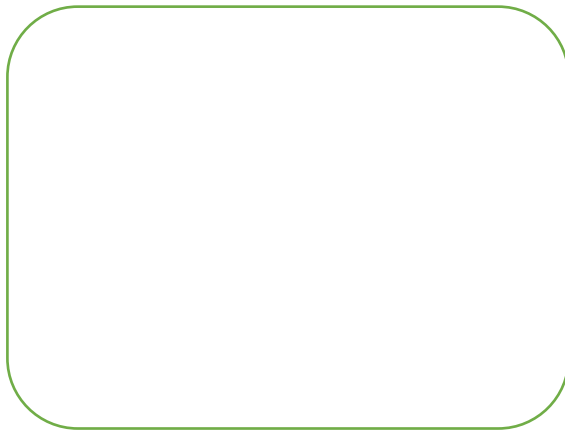
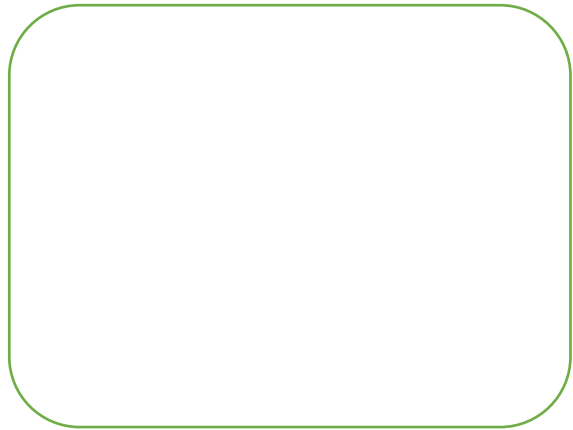
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3) Please summary the article at least 150 words.

A large rectangular box containing 25 horizontal lines for writing a summary.

4) What do you think the factors of sexual violence and how to reduce the it? Please write the factors in the left sides and the solutions in the right sides.



5) Regular Verbs and Irregular Verbs

Di dalam Bahasa Inggris, untuk mengungkapkan kata kerja itu berbeda dengan Bahasa Indonesia, kalau kata kerja Bahasa Inggris itu ada kata kerja regular verbs dan irregular verbs. Regular verbs itu kata kerja yang beraturan. Yang dimaksud dengan beraturan adalah kata kerja bentuk kedua yang tidak berubah, hanya ditambahkan -ed dari kata kerja dasarnya. Namun, irregular verbs adalah kata kerja yang tidak beraturan di mana kata kerja dasarnya tidak ditambahin -ed di akhir kata dasarnya akan tetapi tidak beraturan. Contohnya, go menjadi went, bring menjadi brought, buy menjadi bought, dan lainnya.

6) Please write 10 of regular verbs and irregular verbs.

Regular verbs	Irregular verbs
e.g. want → wanted	e.g. buy → bought

7) Be Verbs

Be verbs adalah kata kerja (to be) seperti am, is are atau was dan were dalam bentuk past tense.

Contohnya:

(+) He was sad yesterday.

(-) He was not sad.

(?) Was he sad?

(+) They were at library two days ago.

(-) They were not at library two days ago.

(?) Were they at library two days ago?

8) Please make 10 sentences for positive, negative and interrogative.

No	Positive	Negative	Interrogative
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

9) What do you think when observing these pictures.

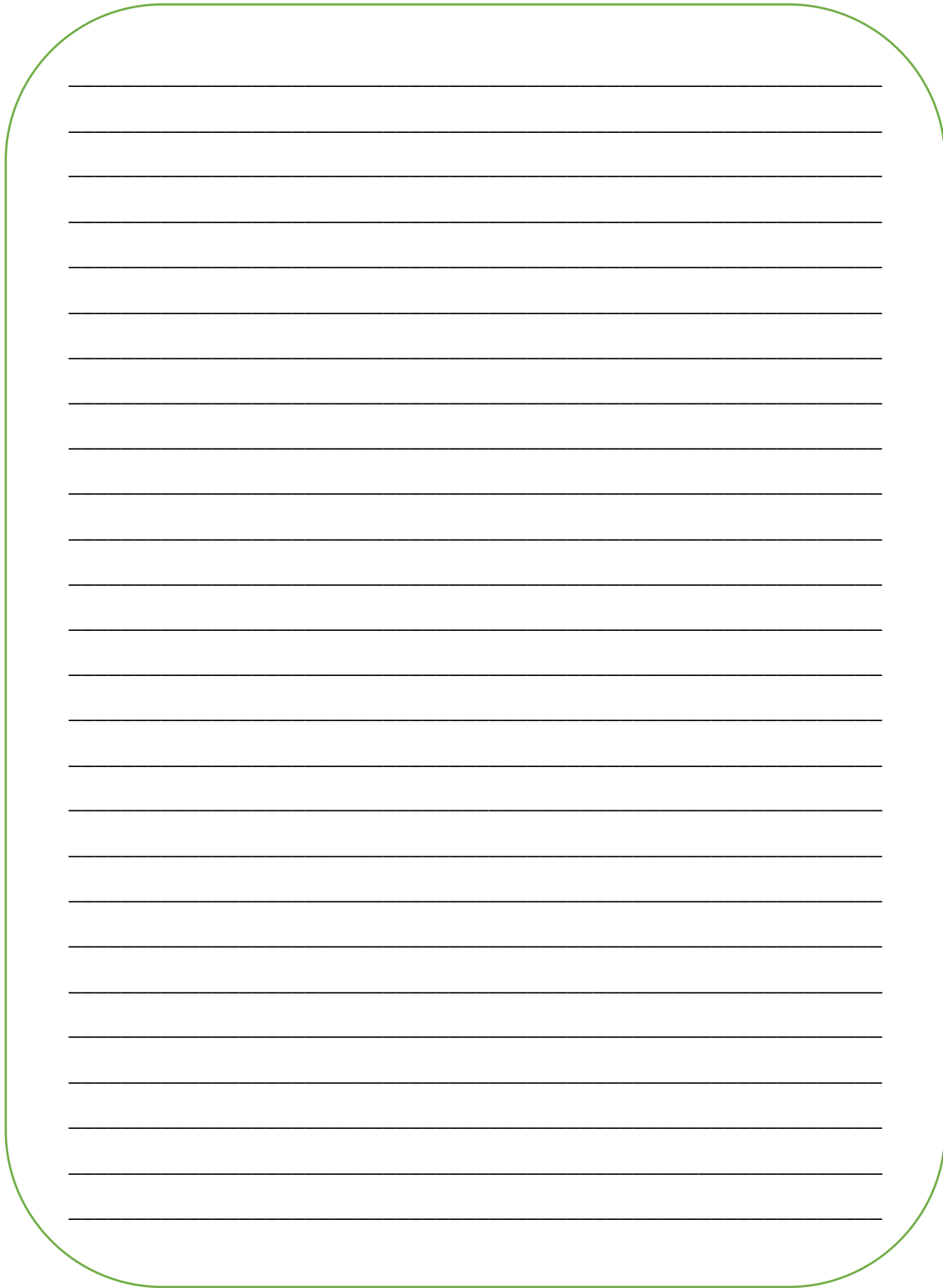


<https://www.dreamstime.com/photos-images/pedophile-photo.html>



<https://guardian.ng/opinion/child-abuse/>

10) Please write your experiences or your friend's experience of sexual violence.



A large, rounded rectangular box with a green border, designed for writing. It contains 25 horizontal lines, providing space for the respondent to write their experiences or a friend's experience of sexual violence.