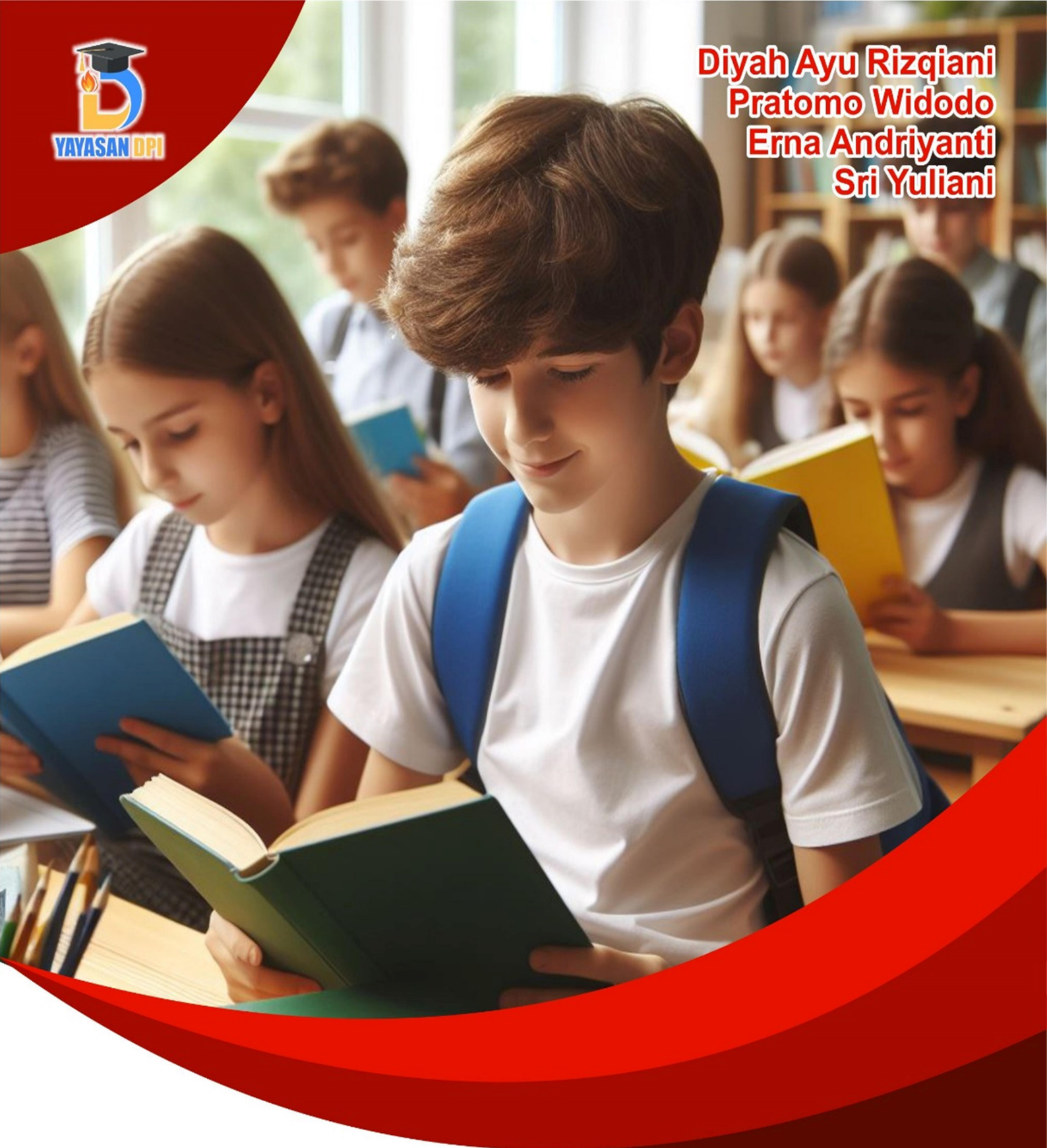




**Diyah Ayu Rizqiani
Pratomo Widodo
Erna Andriyanti
Sri Yuliani**



CRITICAL READING BOOK

Student's Book For Critical Reading Class

CRITICAL READING BOOK

Student's Book For Critical Reading Class

Diyah Ayu Rizqiani

Pratomo Widodo

Erna Andriyanti

Sri Yuliani



CRITICAL READING BOOK

Student's Book For Critical Reading Class

Penulis:

Diyah Ayu Rizqiani,
Pratomo Widodo,
Erna Andriyanti,
Sri Yuliani

ISBN : 978-623-09-7397-0

Editor:

Diyah Ayu Rizqiani

Penerbit :

Yayasan Drestanta Pelita Indonesia
Anggota IKAPI No. 276/Anggota Luar Biasa/JTE/2023

Redaksi:

Jl. Kebon Rojo Selatan 1 No. 16, Kebon Batur.
Mranggen, Demak
Tlpn. 081262770266
Fax . (024) 8317391
Email: isbn@yayasandpi.or.id

Hak Cipta dilindungi Undang Undang
Dilarang memperbanyak Karya Tulis ini dalam bentuk apapun.

Preface

Information era causes major changes, especially in the field of education. One of the obvious examples is the changing shift in the teaching of reading. In the past, learning to read focused on understanding the content of a passage and the systematic stages of mapping the ideas or information in the passage. Today, teaching to read no longer teaches language skills discretely or training students' communicative abilities. This activity aims to equip students with critical literacy skills so that they can handle all information from both print and online media well. For those reasons, reading activities in classroom focus on analysing the social and political interests, author's ideology, hidden agenda and purposes of writing a text.

Student's Book was developed as the reading activities used in the critical reading class. It consists of eight units, each of which is completed with reading texts with different interesting topics such as the environmental problems, violence at schools, and racial discrimination. To help students develop their critical literacy skills, each reading passage is followed by critical literacy skill exercises which encompass identifying implied main idea, differentiating facts and opinions, analysing causes and effects, making inferences, analysing author's purposes, tone, bias, and stereotypes. Fruitful suggestions from lecturers, practitioners, and readers are needed for the further development of this Student Book.

Pekanbaru, Januari 2024

Penulis

CONTENT

Page	Unit	Reading Corner	Vocabulary Building	Reading Skill
1-6	1 Duty Report	Indonesia's Child Prostitution Problems	Finding appropriate vocabulary	Distinguishing fact and opinion by drawing a mind map
7-11	2 Tropical Forest	Indonesia: Deforestation Puts Jakarta Water Security at Risk	Reference questions	Determining cause and effect
12-16	3 The Joy of Independence	Grandpa's Table	Part of speech and word meaning	Understanding moral value in a story
17-22	4 The Land of Gold	Black Lives Matter in Indonesia Too	Looking for synonym and word meaning	Identifying author's bias
23-27	5 Women-only Space	Indonesia's Minangkabau Culture Promotes Empowered Muslim Women	Finding suitable word meaning	Making inferences
28-34	6 Topsy-Turvy	Indonesia: Racism and Assault against Indigenous Papuans Ignored by Government in Yogyakarta Province	Creating sentences based on the given vocabulary	Identifying author's viewpoints
35-39	7 Meet a Wallflower Person	Police Say UI Student Killed Himself Over Bad Grades, but Other Students Say He had Good Marks	Reference questions	Tone
40-44	8 Building an Eco-Friendly Environment	Reading a poster about building eco- city in Rempang	Words and phrases related to the environmental issue	Mood

Welcome to Critical Reading Book

Unit 1 Duty-to-Report

Every chapter has a distinctive theme which represent in the unit title

At the end of the lesson, you are able to

1. differentiate fact and opinion
2. interpret the author's view on prostitution problems in Indonesia.
3. correlate the massive use of social media and the increasing number of prostitutions in Indonesia.
4. evaluate the government's contribution to overcome prostitution in Indonesia.

The expected learning objectives which could be accomplished after students finish all learning

Warming up



Activities to elicit students' background knowledge, so they can relate their previous experiences with the topic presented in the reading text

Task 1. Answer the questions and discuss with your peers.

1. What are the common problems occur in the developing countries?
2. Which countries usually face those problems?
3. What are the causes of those problems?

Reading Corner

Read and Preview the text.

Indonesia's Child Prostitution Problems

1. Since the early 2000s, child prostitution has become an increasingly difficult issue for Indonesia. This issue particularly affects the party islands of Bali and Batam where tourists exploit the child sex trade. As "sex tourism" rises worldwide, Indonesia has become a major "destination country" for human trafficking. It is estimated that approximately 100,000 children and women are trafficked each year in Indonesia – 30 percent are below the age of 18. "The Women's Institute, based in West Java, reports that some 43.5 percent of trafficking victims are as young as 14 years old." An additional "40,000 to 70,000 children who are not trafficked are victims of other sexual exploitation."



A reading text which discusses the social issues and injustice phenomena which occur in the society

Vocabulary Building

Task 2. Match each term in the left column with its definition in the right.

- | | |
|---|-----------------|
| 1. _____ to use yourself your abilities or beliefs in a way that does not deserve respect especially in order to get money. | a. broker |
| 2. _____ someone who acts as an intermediary to negotiate contract of purchase and sale. | b. prostitute. |
| 3. _____ the type of computer system or the software that is used | c. exploitation |
| 4. _____ someone who has committed a crime or a violent or harmful act. | d. platform |
| 5. _____ a situation in which somebody treat somebody else in unfair way especially in order to make money from their work. | e. perpetrator |

Activities to broaden students' vocabulary acquisition

Reading Skills

Distinguishing Fact and Opinion

A fact is considered as a statement which might be right or wrong, it could be proven through research, observation, or experiment.

On the other hands, an opinion could not be proven because it is someone's belief, feeling, or judgement which might be very subjective.

(adapted from mdc.edu)

**Critical reading skills
which encourage students
critically read a text**

Group Discussion

Task 4. Work in pairs and answer the following questions.

1. What problem is the author identifying?
2. Whose voices are silenced in the text?
3. How does the advancement of technology influence the increasing number of prostitution problems in Indonesia?
4. Why the government policies are considered ineffective to overcome the problems?

**Team building activities
which help students to
develop their abilities to
answer and create critical
questions**

Writing Practice

Task 6. Write a self-reflective journal to voice your perspectives about human trafficking in Indonesia.

Self-reflective journal which gives students opportunities to voice their perspectives on certain social issues.

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was
2. The part I enjoyed most was
3. I would like to find out more about

Reflection phase which let students measure the improvement of their own learning process

Unit 1

Duty-to-Report

At the end of the lesson, you are able to

1. differentiate fact and opinion
2. interpret the author's view on prostitution problems in Indonesia.
3. correlate the massive use of social media and the increasing number of prostitutions in Indonesia.
4. evaluate the government's contribution to overcome prostitution in Indonesia.

Warming up



Task 1. Answer the questions and discuss with your peers.

1. What are the common problems occur in the developing countries?
2. Which countries usually face those problems?
3. What are the causes of those problems?

Read and Preview the text.

Indonesia's Child Prostitution Problems

Adapted from *The Asian Post*, May 4, 2020

1. Since the early 2000s, child prostitution has become an increasingly difficult issue for Indonesia. This issue particularly affects the party islands of Bali and Batam where tourists exploit the child sex trade. As “sex tourism” rises worldwide, Indonesia has become a major “destination country” for human trafficking. It is estimated that approximately 100,000 children and women are trafficked each year in Indonesia – 30 percent are below the age of 18. “The Women’s Institute, based in West Java, reports that some 43.5 percent of trafficking victims are as young as 14 years old.” An additional “40,000 to 70,000 children who are not trafficked are victims of other sexual **exploitation**.”
2. With technology constantly advancing, so does the aspect of sexual abuse. Traffickers have been creating accounts on a variety of social media **platforms** in order to sell sex acts from their victims. We saw an example of this in 2016 when a “pimp’s” stronghold was raided at a hotel in Bogor. It was estimated that this particular individual had trafficked nearly 100 children using platforms such as Facebook and Grinder. Unfortunately, this is just one example of the crisis.
3. There are many reasons why child sex trafficking exists and has increased in recent years. Usually, poverty and lack of economic opportunities can be seen as basic issues in countries such as Indonesia. And while this is still true in Indonesia’s case, it is also due to the weak implementation of the Child Protection Act, especially at the provincial level, the rise of child sex tourism, and girls being forced into prostitution. Furthermore, families and close friends can also play a role in sex trafficking – forcing children into trafficking to pay off familial debt or being tricked into believing their children will have a better life. Indonesian women and girls can be trafficked as far as China, Thailand, and Eastern Europe. In West Kalimantan, girls are forced to **prostitute** themselves in jungle brothels. Indonesia’s low education, rampant poverty, social acceptance of child labor, lack of birth registration, and early marriages have all contributed to the prevalence of child trafficking in the country. Although there are laws against such actions, there is little to no enforcement carried out by the Indonesian government on its legislation to act against widespread sex abuses.
4. But lack of action, lack of legislation, and lack of enforcement have allowed the illegal activity to grow. Often, the government ignores the situation and provides no additional enforcement. They should be blocking pornographic and sex sites and appealing to social media users to report such crimes. There also needs to be “increased efforts to effectively monitor labor recruitment agencies and **brokers** and investigate, prosecute, and convict traffickers.” The government could also clarify procedures in identifying victims who are vulnerable to trafficking, including much of the labor force in Indonesia. In addition to the government’s failed actions, the problem also lies within law enforcement. There exists a sore lack of communication between officials who must prosecute and punish **perpetrators** and the police who often discover the illegal activity.

Vocabulary Building

Task 2. Match each term in the left column with its definition in the right.

- | | |
|---|-----------------|
| 1. _____ to use yourself your abilities or beliefs in a way that does not deserve respect especially in order to get money. | a. broker |
| 2. _____ someone who acts as an intermediary to negotiate contract of purchase and sale. | b. prostitute. |
| 3. _____ the type of computer system or the software that is used | c. exploitation |
| 4. _____ someone who has committed a crime or a violent or harmful act. | d. platform |
| 5. _____ a situation in which somebody treat somebody else in unfair way especially in order to make money from their work. | e. perpetrator |

Reading Skills

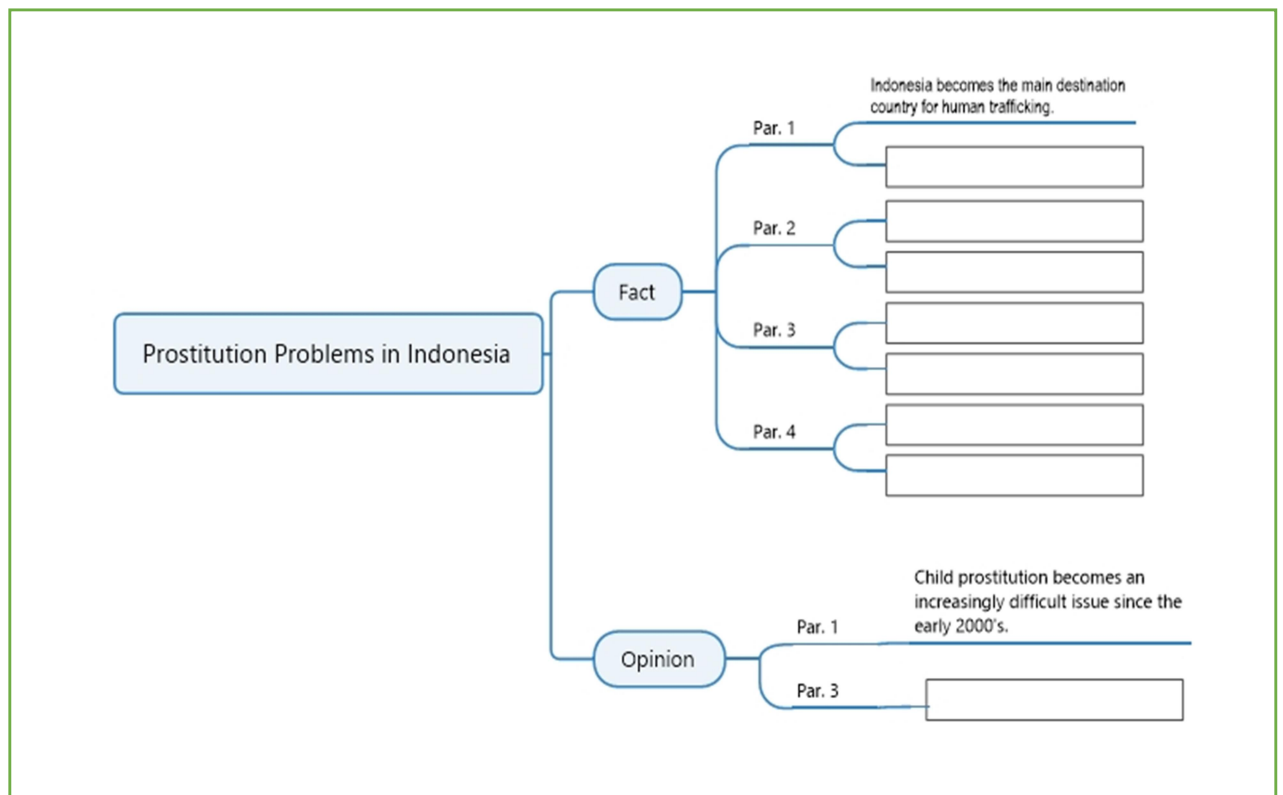
Distinguishing Fact and Opinion

A fact is considered as a statement which might be right or wrong, it could be proven through research, observation, or experiment.

On the other hands, an opinion could not be proven because it is someone's belief, feeling, or judgement which might be very subjective.

(adapted from mdc.edu)

Task 3. Create a mind map to explain the facts and opinions presented by the author in the text.



Group Discussion

Task 4. Work in pairs and answer the following questions.

1. What problem is the author identifying?
2. Whose voices are silenced in the text?
3. How does the advancement of technology influence the increasing number of prostitution problems in Indonesia?
4. Why the government policies are considered ineffective to overcome the problems?
5. Read another text about prostitution problem in Indonesia, compare the author's view of those two texts!

Task 5. Create some critical questions related to the passage and discuss the answers with your peers.

Writing Practice

Task 6. Write a self-reflective journal to voice your perspectives about human trafficking in Indonesia.

What do I know about human trafficking?
What have I learned after reading the text?
What were your reaction about human trafficking in Indonesia?
How the information in the text might be useful for you as the candidate of teacher?
Why did the situation happen?
What do you need to solve the problems?
Why does human trafficking become a complex problem in Indonesia since several years ago?

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (√) each option that is most applicable to you

Statements	Definitely	Yes	No	Not at all
I can differentiate fact and opinion				
I can interpret the author's view on prostitution problem in Indonesia.				
I can correlate the massive use of social media and the increasing number of prostitutions in Indonesia.				
I can evaluate the government's contribution to reduce the increasing number of human trafficking in Indonesia.				

Unit 2

Tropical Rainforest

At the end of the lesson, students are able to

1. identify the causes and effects of deforestation in Indonesia.
2. interpret the author's view on the environmental issues in Jakarta.
3. compare the environmental devastation occurs in Java and in your surroundings.
4. evaluate the government's contribution to the increasing number of land clearance in Indonesia.

Warming up



Task 1. Answer the questions and discuss with your peers.

1. What natural disasters in Indonesia do the photos demonstrate?
2. What are the causes of those natural disasters?
3. What are the possible solutions offered by the government to solve the problems?

Read and Preview the text.

Indonesia: Deforestation puts Jakarta Water Security at Risk

Adapted from <https://www.futuredirections.org.au/> , 27 September 2017.

1. Deforestation is occurring at a faster rate in Indonesia than anywhere else in the world. Different industries and intentions drive the deforestation, from large multinational pulp and paper companies, to land clearing for agricultural purposes and plantations. The logging industry is driven by major demand for export to China and Japan, and a growing population drives more people into the rainforests to cultivate the land and increase deforestation. These activities contribute to Indonesia having the world's fourth-largest emissions of greenhouse gases, surpassed only by India, China and the United States.
2. Continued deforestation could also put Indonesia's food and water security at risk. The rainforest is naturally adept at absorbing water from the ground, and can soak up excess water after rainfall, improving water quality and providing natural flood protection and prevention. The absorbed water is released into the atmosphere and later comes down as rain. Forests play a key role in maintaining the recharge of aquifers in the ever-important water cycle. Without the rainforest absorbing water the surrounding areas will become much more susceptible to floods during wet seasons, and droughts during the dry season, particularly in low-lying or downstream areas.
3. The city of Jakarta is situated in one such downstream area as the Ciliwung River runs from the forested areas of West Java and through Jakarta. Deforestation in West Java has increased water flow and reduced water quality in the Ciliwung River. Urban settlements or agricultural activities have spread onto the deforested area. As a result, the downstream city of Jakarta now sees less natural protection from floods. Meanwhile, the city experiences high water stress, as close to 80 per cent of the available surface water is withdrawn. Rapid groundwater depletion is also occurring as its inhabitants turn to retrieving water from aquifers under the city, and forest loss restricts and slows aquifer recharge.
4. Groundwater depletion also causes the city to sink. Water extraction is responsible for the city sinking close to ten centimeters per year. This has caused damage to infrastructure and leaves Jakarta even more vulnerable to flooding, and storms. Deforestation also affects soil fertility. During periods of low rainfall, the soil dries up and loses its nutrients, while in periods of high rainfall and the absence of forests to absorb the water the nutrients in the soil get washed away. Loss of soil fertility makes it harder to cultivate the land for agriculture or livestock, and the soil is far more prone to erosion. Once the soil has lost its nutrients and fertility, it takes a lot of effort and several decades before the land regains its fertility.
5. The Indonesian Government has long grappled with the problem of deforestation. A large amount of forest is cleared to make room for urban development, in addition to industry and agriculture. It is estimated that 70-80 per cent of deforestation in Indonesia is either conducted without permission, or with illegal methods. Corruption throughout the political system makes for little enforcement and monitoring of policies. There seems to be little accountability for illegal deforestation, a severe lack of penalties and little political will to address the issue. International organizations, such as the UN, have urged Indonesia to tighten its policies on deforestation and, in 2011, the Norwegian Government offered Indonesia \$1.25 billion in return for reducing deforestation across the country.

Vocabulary Building

Task 2. Answers of the questions below based on the passage above.

1. Which of the word in paragraph 1 means “to develop land for growing”?
2. The word “aquifers” in paragraph 2 is closest in meaning to
3. Which of the word in paragraph 3 means “deficiency”?
4. The word “fertility” in paragraph 4 is closest in meaning to
5. Which of the word in paragraph 5 means “punishment”?

Reading Skills

Determining Cause and Effect

A cause might be something (an object) or someone (a person) that generates an effect, makes a result, bring a consequence, or become the rationale for a particular condition.

An effect means a result, condition, or consequence caused by something or someone.

(Adopted from My Skills Lab pearson.com)

Task 3. Fill in the table to explain the causes and effects of deforestation in Indonesia.

Causes	Effects
Industrialization	Endanger water supply

Group Discussion

Task 4. Work in pairs and answer the following questions.

1. What is the text about?
2. How does industrialization contribute the deforestation process in Indonesia?
3. How would the text be different if it were told in another time, place, and culture?
4. How does the groundwater depletion closely relate to the global warming phenomena?
5. How is the condition in your environment? Take a photo to show the environmental condition in your surrounding and write a short description about it.

Task 5. Create some critical questions related to the passage and discuss the answers with your peers.

Writing Practice

Task 6. Write a self-reflective journal to voice your perspectives about deforestation in Indonesian forests.

What do I know about deforestation?
What have I learned after reading the text?
What were your reaction about deforestation for palm oil plantation in Indonesia?
Why did the situation happen?
What do you need to solve the problems?
Why does deforestation seem like an unresolved problem since a few years ago?
What will you do differently next time?

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (✓) each option that is most applicable to you

Statements	Definitely	Yes	No	Not at all
I can identify fact and opinion.				
I can interpret the author's view on environmental issues in Indonesia.				
I can compare the environmental devastation which happen in Java and in your surroundings.				
I can evaluate the government's contribution to the increasing number of land clearance in Indonesia.				

Unit 3

Living in Warmhearted Family

At the end of the lesson, students are able to

1. get to know the local and international folk tales.
2. interpret the values of the story.
3. predict the outcome.
4. write a counter text.

Warming up



Task 1. Answer the questions and discuss with your peers.

1. Are you familiar with the folktales shown in the pictures? What are they?
2. Do you have any favorite folktales? What are they?
3. What are the folktales from your hometown? How are they different from the popular folktales?

GRANDPA'S TABLE

A frail old man went to live with his son, daughter-in-law, and four-year old grandson. The old man's hands trembled, his eyesight was blurred, and his step faltered. The family ate together at the table. But the elderly grandfather's shaky hands and failing sight made eating difficult. Peas rolled off his spoon onto the floor. When he grasped, the glass, milk spilled on the tablecloth.

The son and daughter-in-law became irritated with the mess. "We must do something about Grandfather," said the son. "I've had enough of his spilled milk, noisy eating, and food on the floor." So, the husband and wife set a small table in the corner. There, Grandfather ate alone while the rest of the family enjoyed dinner. Since Grandfather had broken a dish or two, his food was served in a wooden bowl. When the family glanced in Grandfather's direction, sometimes he had a tear in his eye as he sat alone. Still, the only words the couple had for him were sharp admonitions when he dropped a fork or spilled food. The four-year-old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, "What are you making?" Just as sweetly, the boy responded, "Oh, I am making a little bowl for you and Mama to eat your food in when I grow up." The four-year-old smiled and went back to work. The words so struck the parents that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be done.

That evening the husband took Grandfather's hand and gently led him back to the family table. For the remainder of his days he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth soiled.

Children are remarkably perceptive. Their eyes ever observe, their ears ever listen, and their minds ever process the messages they absorb. If they see us patiently provide a happy home atmosphere for family members, they will imitate that attitude for the rest of their lives. The wise parent realizes that every day the building blocks are being laid for the child's future. Let's be wise builders and role models.

Vocabulary Building

Task 2. Write down 10 new vocabularies that you learn after reading the text.

No.	New Vocabulary	Part of Speech	Definition
1.	Frail	adjective	physically weak and thin
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Reading Skills

Understanding Moral Value in a Story

How to find the moral value in a story?

1. Considering the main character changes or what he/she goes through in the story
2. Analysing the lessons which he/she learns at the end of the story.

Some values which are commonly found in the story:

◆ Kindness	◆ Freedom	◆ Cooperation
◆ Responsibility	◆ Bravery	◆ Moderation
◆ Politeness	◆ Cleanliness	◆ Thankfulness
◆ Respect	◆ Honesty	◆ Rational
◆ Love	◆ Hardworking	◆ Neighbourliness

Group Discussion

Task 3. Answer these questions and compare your answers with your peers.

1. What does the title imply?
2. Why did the grandfather make a mess in the dining table?
3. How does the grandfather feel when he eats his meals alone?
4. What are the moral values of the story?
5. What is your favorite part of the story? Why?

Task 4. Create some critical questions related to the passage and discuss the answers with your peers.

Writing Practice

Task 5. Reconstruct the plot of the short story and write a counter text which presents similar event from different perspectives.

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (✓) each option that is most applicable to you

Statements	Definitely	Yes	No	Not at all
I can compare local and international fairy tales.				
I can interpret the values of the story.				
I can predict the outcome.				
I can write a counter text.				

Unit 4

The Land of Gold

At the end of the lesson, students are able to

1. explain author's voice about racial discrimination in Papua.
2. compare Floyd's solidarity protest in various countries.
3. interpret author's bias about Papuans.
4. analyse the government's political moves to overcome the anarchist acts in Papua.

Warming up



Task 1. Answer the questions and discuss with your peers.

1. How do you describe the public facilities in Papua as seen in the pictures?
2. What are the social problems occur in Papua?
3. How does the government solve the social problems in Papua?

Read and Preview the text.

Black Lives Matter in Indonesia Too

Adapted from

<https://foreignpolicy.com/2020/06/16/black-lives-matter-papua-indonesia/>

- 1 The echoes with the condition of African Americans is not lost on Indonesians from Papua and West Papua. Recently, Papuans have been **juxtaposing** the photo of Kogoya, who was arrested in 2016 at age 21, with George Floyd, the 46-year-old black man killed by Minneapolis police in late May. Elvira Rumkabe, a Papuan International relation lecturer, said that there are a lot of figures like George Floyd in Papua. She also reported that relating Papuans to #BlackLivesMatter is interesting phenomenon. It is a movement for Papuans to share their anger of Black Americans. Through this movement, Papuans expect that all people around the world realize that they have the same **suffering** as Black Americans.
- 2 Black Lives Matter is proving so booming halfway around the world. Over the past two weeks, countries from New Zealand to the U.K. have seen protests in solidarity with Floyd. But the case of Indonesia, and of Papua, is one of the movement's most powerful ripple effects. The demonstration spread in several cities in Indonesia, it shows the solidarity for Black American, George Floyd. Seven years after it started in the United States, Black Lives Matter's framework for understanding **systemic** racism and violence against black people is providing a **novel** way to understand a little-known, little-reported, heavily militarized and racialized conflict in the world's fourth-most populous country.
- 3 Indonesian Papua is extremely varied, comprising more than 250 tribes, and there are different groups of Papuans who advocate for different goals, from complete independence to more equitable and less militarized relations with Jakarta. But regardless of their political position on separatism, something that unites Indonesian Papuans more broadly is their experience with racism, and that, primarily, is what Black Lives Matter helps articulate. They do not only face various human rights abuses, but also racial discrimination. Police killings and beatings, the intimidation of indigenous leaders, forced conversions, and the detention of peaceful activists. When Papuans go to other islands in Indonesia, they face racism, **surveillance**, and dormitory **raids**.
- 4 While the Floyd protests captured world news headlines and attention, Indonesians started to speak out on police brutality against dark-skinned people in their own backyard. One of the tragic incidents occurred last year in the Javanese port city of Surabaya, where a university dorm of 43 Papuan students was attacked by Islamist **militia** groups for displaying Papuan flags. The countless violent incidents also took place inside Papua, like the murder of activist Yawan Wayeni in 2010. This incident was much harder to document or **publicize**. Although Indonesia has much stricter gun control laws than the United States, Indonesian police have killed Papuans with such tools as water cannons and by physical force.

- 5 Police banned mass **rallies** that could lead to “anarchist acts” in Papua since the widespread 2019 protests. So, there is almost no way to protest on the ground like Americans are doing over George Floyd. This state of affairs, combined with overlapping COVID-19 social distancing orders, means that Papuan Lives Matter remains almost totally online for now. And that, in turn, limits its reach within Papua, where mobile and internet service outside its major cities, especially in the highlands, remains **sporadic**. The work is just beginning, as nearly everyone involved in this new discourse agrees.

Vocabulary Building

Task 2. Match each word in the box to the synonym below. Use your dictionary to look up more synonyms.

Juxtapose (Verb)	Raid (Noun)
Suffering (Noun)	Militia
(Noun)	
Novel (adjective)	Publicize
(Verb)	

1. make widely known - _____
2. new - _____
3. connect - _____
4. random - _____
5. agony - _____
6. celebration - _____
7. essential - _____
8. control - _____
9. soldier - _____
10. attack - _____

Reading Skills

Identifying Author's Bias

Bias is the author's subjective way of thinking which tells only one side of the issue. Sometimes it leads to the inaccurate information or false impression.

Bias is based more on feelings and opinions than on facts. In some cases, bias results from person's past experiences. The author can be biased in favor of something or biased against it.

Readers identify bias in four steps; analyzing the tone and author's purposes, interpreting connotative meanings, noticing descriptive language, and looking at the opposing viewpoints.

Group Discussion

Task 3. Work in pairs and answer the following questions.

1. What does the writer want us to think?
2. How might alternative perspective be presented?
3. What action might you take on the basis of what you have learned?
4. What is the subject of the author's bias in the text?
5. Read another text about racial discrimination in Papua, compare the author's view of those two texts!

Task 4. Create some critical questions related to the passage and discuss the answers with your peers.

Writing Practice

Task 5. Write a self-reflective journal to voice your perspectives about racial discrimination in Papua.

What do I know about racial discrimination in Papua?

What have I learned after reading the text?

What were your reaction about this phenomenon?

Why did the situation happen?

What does the government need to solve the problems?

Why does racial discrimination in Papua seem like an unresolved problem since a few years ago?

What will you do differently next time?

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (✓) each option that is most applicable to you

Statements	Definitely	Yes	No	Not at all
I can explain author's voice about racial discrimination in Papua.				
I can compare Floyd's solidarity protest in various countries.				
I can interpret author's bias about Papuans.				
I can analyze the government's political movement to overcome the anarchist moves in Papua.				

Unit 5

Women-Only Space

At the end of the lesson, students are able to

1. explain women roles in the West Sumatra.
2. compare gender roles in matriarchal and patriarchal societies.
3. make inferences about gender roles in the matriarchal society.
4. analyse the changes of gender roles in the 21st century.

Warming up



Task 1. Answer the questions and discuss with your peers.

1. How are the roles of women today different from in the past?
2. What are the causes of changing roles of women in the society?
3. How does the changing role of women affect your daily life?

Read and Preview the text.

Indonesia's Minangkabau Culture Promotes Empowered Muslim Women

Adapted from <https://theconversation.com/>, 13 January 2017.

1. In most of the Western world, the image of Muslim women is often **distorted**. Muslim women have been represented as homogeneous, veiled, submissive, helpless, oppressed and powerless victims. Across Europe, countries are placing bans on veils on the grounds that they are symbols of oppression against Muslim women. There are 1.6 billion Muslims in the world, half of them women. While many would think of oppressive regimes of Middle Eastern countries such as Saudi Arabia when thinking about Muslim communities, the majority of Muslims live in the Asia-Pacific. And here there are places where Muslim women exercise much power, if not more than men.
2. Anyone visiting West Sumatra, Indonesia, would be amazed – not so much by the beauty of its lakes and mountains, but by the prominent role women play in almost all spheres of life in the Minangkabau community. From the household to the marketplace, Minangkabau women hold pride of place. The Minangkabau community provides empirical evidence and a case in point to understand the cultural diversity and **integrative** cultural patterns of Muslim communities.
3. Minangkabau *matriarchaat* is an established social system that appears to be drawn largely from the customary practice (*adat*) that involves tracing inheritance through the matrilineal line and giving prominent roles to women in public ceremonies. Minang women **uphold** these pre-Islamic *adat* customs, which not only trace ancestry through the female line but also involve a complex social system in which women and men share power and control based on the principle of interdependence and mutual responsibility.
4. In Minangkabau, gender is a major factor in inheritance. The ownership of property (such as land, house or livestock), for instance, must pass from mother to daughter; however, a father can pass earnings from a business or profession to son. The former follows principles of *adat* and the latter Islamic law. When couples marry, the groom moves to the bride's house. Nearly all household decisions are made only after being deliberated by both husband and wife.
5. Minang women value their significant role in social and public life, especially during *adat* ceremonies and festivals when they sing and dance. *Tari Piriang* is one of the most famous traditional Minangkabau dances performed by both young men and women together. Though music and dancing are **contentious** topics in Islam – fundamentalist versions of Islam such as Salafists and Wahhabis generally view music and dancing as forbidden (*haram*), while moderate believers regard them as permissible (*halal*) – the Minang people cherish their traditional performing art music, singing, dance and drama, and adore their ceremonies and festivals. Although Islam may be generally thought to subordinate women and girls and to put men and boys in a dominant societal position, this **devout** Muslim Minangkabau community in Indonesia puts women at the centre of household and the community, presenting a very different picture of Muslim women.

Vocabulary Building

Task 2. Look up the definition for each word in the passage.

1. Distorted (par.1)
2. Integrative (par.2)
3. Uphold (par.3)
4. Contentious (par.4)
5. Devout (par.5)

Reading Skills

Making Inferences

Making inference is one of the important strategies for reading comprehension (Marzano, 2010). Readers make inferences by implementing their logical thinking to the given evidences. By making inferences, readers learn, remember, and apply what they have read. Since the answer is unstated in the text, readers need to take two or more details from the text and make a judgement by using the supported evidences.

How do readers make inferences?

1. Inferences are developed during reading a text.
2. Asking some questions such as “Why a character does something?”, “How does a character feel?”
3. Using readers’ past experiences and prior knowledge.
4. Finding the words and phrases used by the author.
5. Analysing the title of the text.

Task 3. Explain the following statements by referencing the text.

	Inference from the reading
Moslem stigma in the West.	
The uniqueness of matriarchal society in the West Sumatra.	
Woman domination in the matriarchal society.	

Group Discussion

Task 4. Create some critical questions related to the passage and discuss the answers with your peers.

Writing Practice

Task 5. Write a self-reflective journal to voice your perspectives about women roles in the matriarchal society.

What do I know about women roles in the matriarchal society?
What have I learned after reading the text?
What were you thinking when women place at the important position in the society?
Why does the women roles change in the 21st century?
How do you react to this social reality?

Self-Reflection

Complete the following statements

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (√) each option that is most applicable to you

Statements	Definitely	Yes	No	Not at all
I can explain the roles of women in the West Sumatra.				
I can compare gender roles in the matriarchal and patriarchal societies.				
I can make inferences about gender roles in the matriarchal society.				
I can analyze the changes of gender roles in the 21 st century.				

Unit 6 Topsy-Turvy

At the end of the lesson, students are able to

1. analyse the author's purposes to write the text.
2. examine student's responses on the racial discrimination toward Papuans in Yogyakarta.
3. investigate the author's viewpoints on the attack against Papuan students in Yogyakarta.
4. evaluate the contribution of the local government to overcome the racial brawl in Yogyakarta.

Warming up

1



2



3



4



Task 1. Answer the questions and discuss with your peers.

1. Look closely and describe those pictures above, include your opinions in describing the pictures!
2. In your opinion, what makes a successful demonstration?
3. What are the effects of demonstration toward economic, social, and political dimensions in Indonesia?

Read and Preview the text.

Indonesia: Racism and Assaults against Indigenous Papuans Ignored by Government in Yogyakarta Province

Adapted from Asian Human Right Commission, 20 July 2016.

1. The Asian Human Rights Commission (AHRC) **condemns** racism, insults and assaults against indigenous Papuan students in the Papuan student's dormitory at the Kamasan I Jalan Kusumanegara, Yogyakarta province, Indonesia. Since Friday morning, July 15, police officers have surrounded and forcibly closed the Papuan students' dormitory. Inside there were approximately 100 Papuan students. The police did not allow access to the dormitory, rejecting local residents who tried to bring food to the students.
2. The AHRC has learned that there is not a good will in the government, particularly in the police, to deal with the organized, peaceful protest by the Papuan students. This case is added to a number of similar cases conducted by the Indonesian police against peaceful protest and peaceful assembly in Papua. Previously, the AHRC has documented and reported the illegal arrest of 2,300 indigenous Papuan students, during a peaceful protest in Papua. The AHRC recently issued a statement based on the current human rights situation in Papua. President Joko Widodo has yet to make any improvements towards human rights protection for indigenous Papuans. The AHRC believes that various human rights violations have occurred against **indigenous** Papuans. They are caused by the lack of national leadership, accountability of security forces, state **apparatus** and non-state actors. All of these intentionally committed human rights violations against indigenous Papuans. So far, the President does not show any serious intentions in evaluating the present military and police in Papua.
3. Since the political reform in 1998, after the dictator Soeharto stepped down, none of them showed any serious commitment to improve human rights protection for Papuans. An exception is former President Abdurrahman Wahid (known as Gus Dur). In 2001, he bravely changed the name of Irian Jaya province into Papua province. This was the original name before Indonesia took over the land from the Dutch colonials. Recurrence of human rights violations against indigenous Papuans, in particular repressive approaches to peaceful **assembly** and freedom of opinion have proved that the government has failed. It has not guaranteed that its policy, apparatus and security forces are in line with international human rights instruments, to which Indonesia is a state party.
4. The AHRC affirms that indigenous Papuans are entitled to peaceful assembly and freedom of opinion in all circumstances. The government and its subordinates, non-state actors, thugs, mass organization or paramilitary, cannot subjectively **breach** or offend these rights. Therefore, the AHRC is calling for the Indonesian government to treat the indigenous Papuans equally with other Indonesian citizens. It must make certain that, discrimination, insults and assaults against indigenous Papuans are investigated and **prosecuted** in line with the standard of fair trial principles. The government should consistently allow international journalists and other human rights missions to monitor the

situation to ensure that the government is sincere in its desire to improve the standard of human rights protection in Papua.

Vocabulary Building

Task 2. Write the definition of every vocabulary and use it in a sentence.
Number 1 as the example.

No	Word	Part of Speech	Definition	Sentence Example
1.	Indigenous (Par 2, line 17)	adj	People come from a particular place and lived there a long time before other people came there.	Protecting and preserving the indigenous cultural heritage are our responsibility as a good citizen.
2.	Condemn (Par 1, line 1)			
3.	Apparatus (Par 2, line 18)			
4.	Assembly (Par 3, line 28)			
5.	Breach (Par 4, line 34)			
6.	Prosecuted (Par 4, line 38)			

Reading Skills

Identifying Author's Viewpoints

Author's viewpoint describes the voice of the author about certain topic which is presented in a text. It indicates the language and content used to present the information. As a critical reader, the student must be able to analyze the author's viewpoint, assumption, and possible bias in a text. To do so, they identify words and phrases which reflect the author's strong feeling against a person, group, or issue. By understanding the author's viewpoints, the readers are able to critically read a text in order to assess the credibility of the information.

Guided Questions:

1. What do you think the author has this particular opinion?
2. What pictures does the author paint for a reader?
3. What facts were missing?
4. What evidence did the author include to support their opinion?
5. What words or phrases did the author use to present the information?

(adapted

Task 3. Reread the paragraph carefully and determine the author's viewpoints about the racial brawl in Yogyakarta. Then, support your answers with suitable evidences.

1. Since Friday morning, July 15, police officers have surrounded and forcibly closed the Papuan students' dormitory. Inside there were approximately 100 Papuan students. The police did not allow access to the dormitory, rejecting local residents who tried to bring food to the students (Paragraph 1).

Why is the author sharing the information?

2. What are the author's viewpoints in the 2nd paragraph?

3. What are the author's viewpoints in the 3rd paragraph?

4. What are the author's viewpoints in the last paragraph?

5. Since the political reform in 1998, after the dictator Soeharto stepped down, none of them showed any serious commitment to improve human rights protection for Papuans. An exception is former President Abdurrahman Wahid (known as Gus Dur). In 2001, he bravely changed the name of Irian Jaya province into Papua province. This was the original name before Indonesia took over the land from the Dutch colonials (Paragraph 4).

What do you think the author has this particular opinion?

Group Discussion

Task 4. Work in pairs and answer the following questions.

1. Why was the text written?

Are there any political interest affecting the author to write the text?

2. Whose interest is served by the text?

3. What are the author's viewpoints about human right protection of Papuans?

4. What are the government strategic plans to improve the human right of Papuans?

5. Choose two articles about the racial brawl in Yogyakarta. What is the author's position on the topic? Where in the article can you find relevant evidences to support your answers?

Task 5. Create some critical questions related to the passage and discuss the answers with your peers

Writing Practice

Task 6. Write a self-reflective journal to voice your perspectives about human right violation toward Papuans.

What do I know about the human right violation in Indonesia?

What have I learned after reading the text?

What are the roles of the media to spread the hatred toward Papuans in some areas in Indonesia?

How do you react to the social injustice in your society?

What will you do differently next time?

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (√) each option that is most applicable to you.

Statements	Definitely	Yes	No	Not at all
I can explain the violation of human right in Indonesia.				
I can explain the government roles to reduce the racial brawl in Yogyakarta.				
I can analyze the author's viewpoints about the attack against Papuans in Yogyakarta.				
I can explain the causes of social injustice occurred in Yogyakarta.				

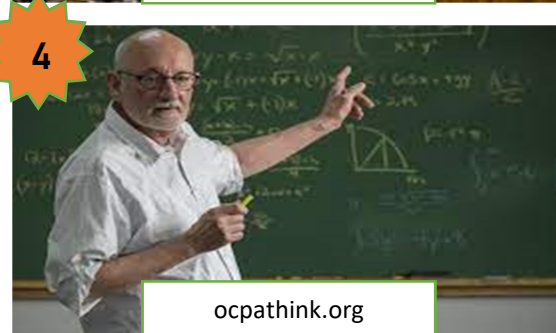
Unit 7

Meet a Wallflower Person

At the end of the lesson, students are able to

1. Analyse the tone of the text.
2. Identify the psychological burden encountered by college students in Indonesia.
3. Compare the education policy in Indonesia and other South-East Asian countries.
4. Propose some suggestion on how to reduce the number of suicidal students in Indonesia.

Warming up



Task 1. Answer the questions and discuss with your peers.

1. What professional career did you want to pursue when you were a child?
2. Look at the pictures! Are they one of your dream jobs? Why?
3. What are the personality traits needed by every profession shown in the pictures?

Reading Corner

Read and Preview the text.

Police Say UI Student Killed Himself Over Bad grades, but Other Students Say He had Good Marks

Adapted from coconuts.com 1 June 2016.

- 1 The Universitas Indonesia community was recently shocked to hear that a student, identified as Vinsensius Billy, had apparently taken his own life. Billy, a student in UI's Accounting Faculty and was found dead in his rented room at a boarding house on Tuesday. A police investigation into his death determined that the cause of death was suicide.
- 2 The police said that, based on witness testimony they had gathered, Billy took his own life because he was overwhelmed by his studies and was failing his classes. However, other UI students are questioning the police's conclusion, saying that Billy actually had strong grades and did not show any signs of being suicidal. "We were shocked when they said it was suicide. We want to wait until there is an official written statement from the police confirming that Billy committed suicide," said Pribadi Setianto, the head of the Student Activity Centre at UI's Faculty of Economics and Business.
- 3 Pribadi said that Billy had strong marks, with a grade point average above a 3, far above a GPA of 2 which might have put him in danger of failing out of school. He said that if the police continue to site Billy's grades as a possible motive for his suicide, they would show the authorities his official academic transcript to prove that was not the case. Pribadi also noted that most of Billy's fellow students were shocked to hear the 21-year-old had ended his life since he showed no signs of depression, nor had he visited any of the school's counsellors.
- 4 Universitas Indonesia has seen four of its students die in the last year. The most widely reported on was the case of Akseyna Ahad Dori, who was discovered dead in March of 2015 when his body was found in a lake on the university's campus. Police first believed that his death was a suicide, but later evidence led them to believe he had been murdered. To date, they have not named any suspects in the alleged killing.

Vocabulary Building

Task 2. Answer the questions based on the reading text.

1. What is the purpose of the author to write paragraph 1?
2. Pronoun "his" in the paragraph 2 line 2 refers to
3. Pronoun "he" in the paragraph 3 line 2 refers to
4. What is the purpose of the author to write paragraph 3?
5. Pronoun "its" in the paragraph 4 line 1 refers to

Reading Skills

Tone

Tone in a reading text shows the author's attitude and emotion toward the subject or the situation. These are commonly used tone words:

◆ positive	◆ humorous	◆ sarcastic
◆ negative	◆ introspective	◆ satirical
◆ neutral	◆ biased	◆ cynical
◆ dogmatic	◆ emotional	◆ commiserating
◆ apologetic	◆ laudatory	◆ patronizing

Group Discussion

Task 3. Work in pairs and answer the following questions.

1. What are the impressions of Billy's friends toward himself?
2. What is the tone of the passage?
3. Why do college students feel so stressed?
4. What are the differences between college life in Indonesia and other South-Asian countries?
5. What are you going to do if your friends face depression? How will you help them to overcome the situation?

Task 4. Create some critical questions related to the passage and discuss the answers with your peers

Writing Practice

Task 5. Write a self-reflective journal about how to conquer your hard-academic times. Use the following questions as your guidance.

What do I know about stressful life in university?

What have I learned after reading the text?

What makes me so stressful in campus?

How do I handle the situation?

What am I going to do to maintain my mental health during my study in university?

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (✓) each option that is most applicable to you.

Statements	Definitely	Yes	No	Not at all
I can explain the hard times in academic life.				
I can explain the challenges of being a college student in Indonesia.				
I can analyze the author's attitude shown in the text.				
I can explain the causes of the increasing number of the suicidal college students in Indonesia.				

Unit 8

Building an Eco-Friendly Environment

At the end of the lesson, students are able to

1. Explain the feasibility to build an eco-friendly environment in some cities in Indonesia.
2. Analyse the impacts of building an eco-friendly environment.
3. Examine the author's voice presented in the text.
4. Investigate the roles of the government to build sustainable environment in Indonesia.

Warming up

1



2



3



4



Task 1. Answer the questions and discuss with your peers.

1. In your opinion, how is the infrastructure development in our country these days?
2. What are the negative impacts of an infrastructure development?
3. In your opinion, how to maintain a sustainable environment along with the infrastructure development in Indonesia?

Group Discussion

Task 2. Look at the poster closely and find the other relevant articles to answer the following questions.



1. What does the poster tell about?
2. Why do the environmental activists refuse the establishment of eco-city in Rempang?
3. What are the government's roles toward the forced relocation in Rempang?
4. How did the government protect the human right of the people in Rempang against the forced relocation last October?
5. What are the socio-economic impacts the establishment of eco-city in Rempang?

Vocabulary Building

Task 3. Find the meaning and create a sentence based on these words and phrases, number 1 as an example.

No.	Vocabulary	Meaning	Sentence
1.	Agroecology	The science of following the principle of ecology in the farming system	The professor teaches agroecology in the Department of Environmental Science
2.	Anti-development		
3.	Biological control		
4.	Dumping ground		
5.	Environmental justice		
6.	Conservation area		
7.	Decarbonization		
8.	Ecotourism		
9.	Climate breakdown		
10.	Carbon debt		

Reading Skills

Mood

Mood is the feeling the reader gets from the story. Mood is shown through atmosphere and setting. There are the words used to describe mood:

◆ Light-hearted	◆ Joyous	◆ Pessimistic
◆ Playful	◆ Welcoming	◆ Cold
◆ Tender	◆ Tense	◆ Painful
◆ Warm	◆ Gloomy	◆ Terrifying
◆ Hopeful	◆ Violent	◆ Lonely

Writing Practice

Task 4. Write a self-reflective journal to voice your perspectives about the establishment of eco-city environment. Use the following questions as your guidance.

What do I know about eco-city environment?
What have I learned after reading the text?
What are the government's roles to establish the eco-city environment?
How can I establish the eco-city environment in my surrounding?
What am I going to do to prevent the environment destruction as the impact of eco-city establishment?

Self-Reflection

Complete the following statements.

1. The most interesting thing I learnt in this unit was

2. The part I enjoyed most was

3. I would like to find out more about

4. The hardest part in this unit was

5. I need to work harder at

Tick (√) each option that is most applicable to you.

Statements	Definitely	Yes	No	Not at all
I can explain the negative effects of the eco-city establishment.				
I can explain the challenges faced by the government to build eco-city environment.				
I can analyze the author's mode presented in the text.				
I can explain the causes of the environmental activist refusal toward the eco-city establishment.				

CRITICAL READING BOOK

Student's Book For Critical Reading Class

Author Biography



Diyah Ayu Rizqiani is a lecturer in English Language Education Study Program in Universitas Islam Riau, Pekanbaru, Indonesia. She earned her Ph.D from the Language Education Science, Universitas Negeri Yogyakarta, Indonesia. Her research interest is in language education and critical literacy. She is active in the international forums such as the international postgraduate symposium, and also the mixed method research. To support her professional career, she became the moderator in the international conferences; The international conference on Artificial Intelligence and computer science, also the International conference on electronics representation and algorithm.



Pratomo Widodo is a professor Linguistics and German in Universitas Negeri Yogyakarta, Indonesia. He earned his Ph.D from the Department of Linguistics, Universitas Gadjah Mada, Yogyakarta, Indonesia. His research interest is in educational linguistics and also language education. Besides being a professor, he is also active in the professional association. He is the president of Germanists Association of Indonesia and also the member of International Association for Germanists.



Erna Andriyanti is a Professor in Sociolinguistics in Universitas Negeri Yogyakarta, Indonesia. She earned her Ph.D. from the Department of Linguistics, Macquarie University, Australia. Her field and research interests include sociolinguistics, multilingualism, educational linguistics, and the cultural aspects of language education. She does not only write many articles which were published in the international reputable journals, but also, she becomes the invited speaker in some linguistics forums and conferences.



Sri Yuliani is a lecturer in English Language Education Study Program in Universitas Islam Riau, Pekanbaru, Indonesia. She earned her Ph.D from Universitas Negeri Padang, Indonesia. Her research interest is language education. Her passion in language education is unquestionable, she started her career as an English lecturer in Tanjung Pinang, the capital city of Riau Islands few years ago. Besides active as a lecturer, she is also a journal reviewer. She won the research funding from The Directorate of Higher Education, Research, and Technology in two successive years.