

Chapter 8: Students Don't Bully

Tujuh Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:

- 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
- 4.9 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
- 4.10 Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

A. WARMER

The following is a list of top 10 qualities of a good friend. However, the words are incorrectly arranged. Find the ten words by reading carefully these two groups of seemingly-nonsense words from the left top down and then up to the right and down again. As an example, the first quality is **trustworthy**. What are the other nine qualities? Work in pairs and compete to be the quickest in finding them.

trust	peNda
worth	blere
yforg	spect
iVing	fulsE
loYa	lfles
lstrA	ssupp
ightf	ortiv
orwar	enOnj
denth	udgme
usias	ntali
ticde	nsPiring

Source: <http://arias100.hubpages.com/hub/Top-10-Qualities-You-Should-Look-For-In-A-Friend>



Are there any other qualities a good friend should have? Discuss with the class.

B. OBSERVING AND QUESTIONING

Listening

Task 1: Listen to your teacher.

Listen to your teacher reading a text aloud. Answer the questions briefly.



Comprehension Questions

1. What is friendship?
2. In what branch of science do people learn friendship?
3. What does research say about friendship?
4. What are the characteristics of friendship?
5. What do people who form a friendship have in common?

Task 2: Retell.



Listen to your teacher. She is going to read the text aloud. Try to answer the comprehension questions. Use your answers to retell the text in your own words.

Reading

Task 1: Think about it.

Do you know what bullying is? Before you read the text, discuss what questions you can probably ask.

1. Your question: _____
2. Your question: _____

Task 2: Read and skim.

Read and skim each paragraph in the reading text about bullying below. After you skim each paragraph, write the number of the paragraph next to the question it answers.

1. _____ What is physical bullying?
2. _____ What is verbal bullying?

3. _____ What is bullying?
4. _____ What are the effects of bullying?
5. _____ What is cyber bullying?
6. _____ What is another effect of bullying?
7. _____ What is emotional bullying?

Teenage Bullying

Bullying includes behaviors that focus on making someone else feel inadequate, or focus on **belittling** someone else. Bullying includes harassment, physical harm, repeatedly demeaning speech and efforts to **ostracize** another person. Bullying is done with the intention of bringing another person down. It is important to realize that there are different kinds of bullying.

Physical Bullying: This is the most obvious form of bullying. In this type of bullying, the instigator attempts to physically dominate another teen. This usually includes kicking, punching and other physically harmful activities. These are designed to **instill** fear in the one bullied, and **coerce** him or her to do something.

Verbal Bullying: When someone verbally bullies another, he or she uses **demeaning** language to **tear down** another's self-image. Bullies who use verbal techniques **excessively** tease others, say belittling things, and use a great deal of sarcasm with the intent to hurt the other person's feelings or humiliate the other teen in front of others.

Emotional Bullying: This is even more **subtle** than verbal bullying. Teenage bullying that includes emotional methods aims at getting someone else to feel isolated, and alone. This type of bullying is designed to get others to ostracize the person being bullied.

Cyber Bullying: Electronic bullying is becoming a very real problem for teens. This type of bullying uses instant messaging,

cell phone text messages, and online social networks to humiliate and embarrass others. This can be especially **devastating** to the people being bullied because they cannot even find a safe place in the virtual world.

There are a number of effects that come with teenage bullying. First of all, there are the obvious physical problems and injuries that can result from physical bullying. However, emotional, verbal and cyber bullying can deeply affect teens as well. These activities can lead to depression (and even suicide), drug use and **stunted** social development. These problems can affect a person well into adulthood.

Another problem is **retaliation**. In some cases, bullied teens have violent fantasies of attacking their bullies. There are instances in which these teens become violent. They turn to their classmates in order to get revenge. This can be a cause of heartbreak and difficulty.

(Adapted from <http://www.bullyingstatistics.org/content/teenage-bullying.html>)

Task 3: Comprehension questions

Read again the text above and then answer these questions briefly.

1. What is bullying?
2. What do bullies usually do to other people?
3. What is the purpose of bullying?
4. How many types of bullying are there?
5. What differentiates one type of bullying from another?
6. What are the effects of bullying?
7. Which do you think is the most damaging kind of bullying?

8. Why do the bullied teens fantasize of attacking the bullies?
9. Why do the bullied teens seek for support to their classmates in retaliating the bullying instead of doing it themselves?
10. How can retaliation cause heartbreak?
11. What is the author's purpose in writing this article?

Vocabulary Builder

Task 4: Identify the meaning of words.

Match the words in the left column to their meanings on the right column. See the example.

1. belittle (verb)	a. not good enough, not big enough, etc. for a particular purpose
2. ostracize (verb)	b. refuse to accept someone as a member of the group
3. inadequate (verb)	c. to make someone or something seem small or unimportant
4. instigator (noun)	d. A person who initiates something
5. instill (verb)	e. to force someone to do something they do not want to do by threatening them
6. coerce (verb)	f. to teach someone to think, behave, or feel in a particular way over a period of time
7. demeaning (verb)	g. making someone feel ashamed or embarrassed to destroy something deliberately
8. tear down (verb)	h. to destroy something deliberately
9. subtle (adjective)	i. not easy to notice or understand unless we pay careful attention

10. stunted (adjective)	j. Action against someone who has done something bad to you
11. devastating (adjective)	k. making someone extremely sad
12. relatiation (noun)	l. not developing properly or to full size

Task 5: Practice pronouncing.

Observe the phonetic transcription. Practice pronouncing the words.

belittle: / bɪ ' lɪtl /
ostracize: / ' ɒstrəsaɪz /
inadequate: / ɪn ' ædɪkwət /
instigator: / ' ɪnstɪgeɪtər /
instill: / ɪn ' stɪl /
coerce: / ' kəʊɜrs /
demeaning: / dɪ ' mi:nɪŋ /
tear down: / ter daʊn /
subtle: / ' sʌtl /
stunted: / ' stʌntɪd /
devastating: / ' devəsteɪtɪŋ /

Task 6: Copying - Writing

Grammar Review

Task 7: Identify the gerund in the subject position.

Read the following sentences. Pay attention to the subjects of the sentences, the words printed in bold. They are called *gerunds*.

Try to understand what *gerunds* are by answering the questions.

- **Bullying** includes behaviors that focus on making someone else feel inadequate.
- Cyber **bullying** is becoming a very real problem for teens.

- Electronic **bullying** uses instant messaging, cell phone text messages, and online social networks to humiliate and embarrass others.
- **Kicking and punching** are examples of physical bullying.
- **Building** friendship with all students develop our communication skills.
- **Making fun** of other people is not something to enjoy.

Questions:

1. What is the part of speech of the words printed in bold in the subject position?
2. What are the base forms of the words?
3. What is the part of speech of those words before they are put in subject position?
4. What conclusion can you draw?

Task 7: Identify the gerund in the object position.

Read the following sentences. Pay attention to the objects of the sentences, particularly the bold-faced words. Answer the questions.

- Physical bullying included **kicking, punching**, and other physically harmful activities.
- Bullying is done with the intention of **bringing** another person down.
- It focuses on **belittling** someone.

Questions:

1. What is the part of speech of the words printed in bold in the object position?
2. What are the base forms of the words?

3. What are the parts of speech of the words before they are put in the object position?
4. What conclusion can you draw?

Text Structure

Task 8: Observe the text structure.

The text about bullying above is called a *factual report* (*information report*). A factual report aims to provide information about natural or social phenomena. In this case, the text about bullying is an example of **social phenomena**.

How are factual reports written? The first paragraph of a factual report gives us a **classification** containing some general information about the phenomena, that is, bullying (e.g., the definition). All the paragraphs that follow the first paragraph contain **some description** about bullying; the description provides details. The description refers to these questions: What is it? What does it look like? What special features/characteristics does it have?



Read the text again, and then write in the table below the appropriate information about bullying.

Paragraph	Main Idea	Details	Purposes of the Text
One			

Two			
Three			
Four			
Five			
Six	Problems that arise from bullying.	Physical and psychological problem: injuries, depression, suicide, drug use, stunted social development.	as a supporting paragraph that describes/ elaborates the effect of bullying.
Seven			

C. COLLECTING INFORMATION

Reading

Task 1: Read and analyze the text.

Read another text about friendship, a relationship among teenagers

which is much healthier than bullying. Do you think this text is of the same type as the text about bullying? Read the text below carefully and then practice reading it aloud.

Best Friend Forever

Among many friends that people have, some of them may eventually become true friends. Those who finally become true friends usually have these characteristics.

First, true friends have a commitment to their friends' happiness. True friends are consistently willing to put their friends' happiness before friendship. True friends will not refrain from telling something that may even risk breaking the friendship for the sake of their friends' happiness. That is because they will not lack the mercy to correct their friends when the friends are wrong.

The next characteristic is respect. True friends respect their friends' life principle, and will not ask them to place the friendship before the principle. They will not ask their friends to compromise the principle in the name of friendship or anything else.

The last characteristic deals with a good influence. True friends inspire their comrades to live up to their best potential, and not to indulge their friends' best drive.

Best friends forever are friends with those traits. In a friendship of people with such characters, people can look forward to having healthy relationship, which is a contributory factor in life happiness. *(Adapted from www.psychologytoday.com)*

Task 2: Questions

1. What is the author's purpose in writing this passage?
2. What general information do you get after reading the passage?
3. What specific information do you get?
4. What is the function of each paragraph?
5. How is each paragraph related to each other?

Vocabulary Builder

Task 3: Find the meanings of words.

Read the meaning of the following words. Do the meanings match the words? Correct any mismatch.

- | | |
|---|--|
| 1. refrain
(/ rɪˈfreɪn /) | a. a friend, especially someone who shares difficult work or danger |
| 2. indulge
(/ ɪnˈdʌldʒ /) | b. abstain/ to not do something you want to do |
| 3. comrades
(kəmˈræd /) | c. to let yourself do something that you enjoy, especially something that is considered bad for you. |
| 4. contributory
(/kənˈtrɪbjʊtəri /) | d. being one of the causes of a particular result |

Grammar Review

Task 4: Identify the gerunds.

Look through the text titled Teenage Bullying again and then find the gerunds in the object position. Identify the phrases. See **A** for an example.

A. **refrain from telling**

B. _____

C. _____

Speaking

Read the text about friendship again. Then, retell the text orally using your own words. Use the following questions to guide you.

1. How many characteristics of true friends are there?
2. What is the first characteristic? What does it mean?
3. What is another characteristic? What does it mean?
4. What is the next characteristic? What does it mean?
5. So, what is a best friend?

D. ASSOCIATING

Task 1: Vocabulary Exercise

Choose the appropriate words to fill in the blanks. Consider the contexts.

indulge	belittle	ostracize	inadequate	subtle
contributory		coerce	demeaning	down
comrades		refrain	devastating	origin
retaliation	instill	instigator	stunted	tear

1. The most sophisticated and delicious dish in the world, which is internationally acknowledged, has its _____ in Padang, West Sumatra. Do you know what that is?
2. I will always remember you as my best friend ever. The first time I came here as a new student from a remote area, you were the one who befriended me while the other students still _____ me.
3. To be a good person, never _____ yourself and other people because every human being is God's masterpiece that have their own designated contribution in making the world a better place. Think positively.
4. We were beginning to talk about _____ against the neighboring school whose some students bullied our friends when more senior students reminded us to report the case to the school principal.
5. Our English teacher never makes us feel _____ and stupid if we make mistakes. We really enjoy learning English with him.
6. Good teachers are concerned about creating positive and friendly atmosphere at school because uncaring atmosphere can lead to _____ growth of EQ (emotional quotient).
7. The police finally arrested the students who became the _____ of the school brawl and worked together with the school and their parents to educate those problematic students.
8. The key to winning friendship and being positively popular is never use _____ and sarcastic words to other people.

9. Sincere and continuing supports from friends and teachers help victims of bullying overcome the _____ effect of bullying.
10. We should stand together against those who _____ us to do something negative, such as making fun of some of our classmates.
11. I feel lucky to be one of the students here because this school _____ great learning enthusiasm and social concern into all its students.
12. Widen your _____ smile. Sincere big smile on your face can make your own day and others' cheerful. That's the easiest way of doing good deed.
13. When dealing with problematic students, the wise school principal chooses encouraging words that do not _____ the students' positive self-image.
14. As his best friend, I always tell him to _____ from smoking.
15. Peanuts are delicious but they are bad for my acne. However, I sometimes _____ myself in munching peanuts and my BFF, Diela, usually reminds me not to eat too much.
16. Both of us come from poor family so that we have to work to get money for our school tuition. That difficulty has strengthened the bond between _____ and me. We always help each other.
17. Eating junk food is a _____ factor in many kinds of diseases.

Task 2: Grammar Exercise

Put the verbs into the **-ing** form (gerund).

1. **(fish)** in this lake is forbidden.
 Fishing in this lake is forbidden.

2. (develop) good relationship is more rewarding than
 making trouble.

3. (tip) the waiters ten to fifteen percent is the custom here.

4. (prevent) bullying is every body's obligation.

5. (wash) dishes is my daily chore.

6. (give) advice should be done carefully by using non
 demeaning words.

7. (teach) friends what we are good at can sharpen the skills
 that we have.

8. (smoke) damages teenagers' health, but some students
 keep on ignoring the fact.

9. (exercise) regularly is a strategic investment for a happy
 life in the future.

10. (offer) help sometimes gives you nothing but a relief; and that leads to true happiness because we will feel meaningful.
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Task 3: Grammar Exercise

Put the verbs in the brackets, which are in the object position of preposition, into the -ing form.

1. Gina is afraid of [go] _____ to the bus station herself. I think I will teach her karate to make her more confident about herself.
2. Do not refrain from [learn] _____ new things that can make you more capable of doing many things though it is difficult at the beginning.
3. After the unforgettable community service experience, we look forward to (meet) _____ again in the program.
4. She is a genius who enjoys her days by [use] _____ her being genius to help her friends understand mathematics.
5. If you want to pass the national exam successfully, focus your energy and attention on [master] _____ the subjects that you are not good at.
6. He works in the afternoon in that photocopy service center to get some pocket money without neglecting his academic responsibility.
7. Before [swim] _____, we do some warming up exercises.
8. The school librarians tell the new students that they do not need to put the newspapers and magazines away after [read] _____ them.

9. Do not ever dream of [become] _____ successful without [work] _____ hard. There is no gain without pain.
10. Those students live far away from school and they have to go to school on foot. By [walk] _____ long distance every day, they develop strong bone and muscles and good stamina. That is a blessing in disguise.

Task 4: Find another text.

In groups of four, find another factual text report about human interactions or other social phenomena. You can go to the library or search in the Internet. Use the following questions:

1. What is the social phenomenon?
2. What features does the phenomenon have?
3. What other features do the phenomena have?

Present your text neatly and interestingly so that other groups want to read it. Take turns sharing the information you have with the class.

Task 5: Find the gerunds.

Work in groups. Examine the text carefully. Identify any verbs in the subject and object positions. Rewrite the sentences that have those verbs. Compare what you have with other groups' works.

Writing

Task 6: Create your own.

Now write a factual report. Choose a social phenomenon that is worth sharing. You can ask your social studies teacher, discuss it with your classmates, go to the library, or search in the Internet to

find help. You can also observe your surroundings. For instance, you can observe how students generally behave in the class, in recess time, in the canteen, during the flag ceremony, etc. Then write the factual report. Use these subheadings when writing.

1. **Classification:** General Information about the social phenomenon
2. **Description:** details about the features of the social phenomenon.

E. COMMUNICATING

Task 1: Writing Display

Display your report writing on the display board as suggested by your teacher. Do your best to make your writing interesting.

Task 2: Speaking – Role Play

Read again the previous texts on bullying or friendship. Hold a talk show as if you were all on TV. Present live broadcast at TV talk show on bullying or friendship among teenagers.

If you choose the topic about bullying for instance, you need some classmates to become the TV host, a bully student, a bullied student, an expert on bullying, a school principal, a police officer, and parents of the bullied and bully.

In addition to that, you also need to make a script of the talk show. The script consists of the ideas or statements/questions that each person in the talk show should say, and what to do first and later.

It also tells who should do that.

To get the ideas of what to say, you can go the Internet to find the needed information. What first question do you need to ask for that purpose? Yes. What are the key words to type on Google? Discuss that with your groups.

REFLECTION



Do you know how to create a factual report? Respond to these questions to check whether you understand how to create a factual report about natural phenomena.

Source: www.123trf.com

1. Do you use general information to introduce your topic as a classification?
2. Do you give necessary description (specific features) using subheadings?
3. Do you use present verbs?
4. Do you use -ing forms for verbs used as subjects or objects?
5. Do you pay attention to spelling, punctuation, capitalization, and formatting?
6. Do you use references?