

## Pembelajaran 3. English for Entertainment

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

### Modul 4. English For Entertainment

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#### A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran tiga. Pada pembelajaran ini dibahas tentang *English for Entertainment*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Entertainment*.
2. Menguasai *English for Entertainment* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis).

#### B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi.

Indikator pencapaian kompetensi yang akan dicapai dalam Pembelajaran 3. *English for Entertainment* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Biography Text, Recount Text, Narrative Text* lisan dan tulisan.
2. Menganalisis isi *Biography Text, Recount Text, Narrative Text* dalam bentuk tulis.
3. Menyusun *Biography Text, Recount Text, Narrative Text* dalam bentuk tulis.
4. Menganalisis unsur kebahasaan dari *Past Activities, Degrees of Comparison, Compare and Contrast, Conditional Sentences*.

## C. Uraian Materi

### 1. *Biography Text*

#### 1.1 Definition of Biography

Biography is the one genre that can open his eyes and hearts to people who have made a difference in the world. It can learn about lives and eras of both the past and present.

#### 1.2 Social/Language Function of Biography Text

The social function of Biography text is to know a person's story about his/her life outside of any accomplishments. This person may be known for and to give lots of information easily and to educate the readers.

#### 1.3 Generic Structure of Biography Text

The followings are the structure of Biography text.

a. Orientation (Introduction)

It is the opening paragraph, gives the readers the background information of the person. Usually it contains narrated biodata such as full name, place, and date of birth.

b. Events

In events, it should be a chronological order. This stage is a part of the events experienced by the character. It contains an explanation of a good story in the form of problem solving, career processes, and various events that have been experienced by the character to lead to success.

c. Re-orientation (Closing)

It consists of a conclusion or a comment or the writer. Tell about the contribution or the contribution of the person. In closing, this section contains the views of the author of the narrated character. This authentication is optional, so there may or may not be.

#### 1.4 Language Features of Biography Text


Some language features that you can follow to make a Biography Text are as follow:

1. Using Simple Past Tense.
2. Using temporal sequence and temporal conjunction.
3. Focusing on specific participant.
4. Using action verbs.

***Life and Times of***  
***Ki Hajar Dewantara***  
***(Raden Mas Suwardi Suryaningrat)***

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the “Father of Education” in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.



Picture 9.2 (Source: Kemendikbud)

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2<sup>nd</sup> May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for rights of Indonesians during Dutch and Japanese colonial eras ([www.tokoindonesia.com](http://www.tokoindonesia.com)).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but due to health reasons he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the *Indiesche Party*, which were both important in the early development of the *pergerakan*, the “movement” that grew up with a nascent Indonesian national political consciousness ([www.indonotes.wordpress.com](http://www.indonotes.wordpress.com)).

He was exiled between 1913 and 1919 following the publication of two of

his articles: “*Als ik eens Nederlander*” (If I was a Dutchman) and “*Eén voor allen en allen voor één*” (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate ([www.tokohindonesia.com](http://www.tokohindonesia.com)).

Following his return, he focused more on cultural and educational efforts paving way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from clutches of colonization. He played a leading role in establishing “*National Onderwijs Institut Taman Siswa*” in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. *Ing Ngarsa Sung Tuladha* (the one in front sets example).
2. *Ing Madya Mangun Karsa* (the one in the middle builds the spirit and encouragement).
3. *Tut Wuri Handayani* (the one at the back gives support) ([indonotes.wordpress.com](http://indonotes.wordpress.com)).

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman

Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and in Taman Siswa he drew some inspiration from Tagore's Shantiniketan ([asrirahayudamai.wordpress.com](http://asrirahayudamai.wordpress.com)).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as National Education Day. His portrait was on 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2<sup>nd</sup> President of Indonesia on 28<sup>th</sup> November 1959 ([Tokohindonesia.com](http://Tokohindonesia.com)).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

Gambar 41. Example of Biography Text

(Source: <https://www.google.com/search?q=biography>)



## **2. Recount Text**

### **2.1 Definition of Recount Text**

Recount is a text that tells the reader about one story, action or activity.

#### **There are three kinds of Recount Text**

- ❖ Personal Recount: Retells an event that the writer was personally involved in.
- ❖ Factual Recount: records an incident, e.g. a science experiment, police report.
- ❖ Imaginative Recount: writes an imaginary role and gives details of events, e.g. A day in the life of a pirate; How I invented ...

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

(Taken from: <https://freeenglishcourse.info/my-horrible-experience-arecount-text/>)

*Gambar 42.* Example of Personal Recount Text

**Man charged with pushing an old woman down the bus.**

SINGAPORE - The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court.

Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus.

The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.

A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus

Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December. (Taken from: <https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html>)

*Gambar 43.* Example of Factual Recount Text

I had my most memorable adolescence when I was fourteen.

I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back.

That was my bad experience with adolescence, though there were still lots of good experiences too. (Taken from: <https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html>)

*Gambar 44.* Example of Imaginative Recount Text

## **2.2 Social/Language Function of Recount Text**

The social function of Recount text is to retell past experience.

### **2.2.1 Generic Structure of Recount Text**

The followings are the structure of Recount text.

a. Orientation

In this paragraph, you should include the opening paragraph introducing the participant, setting of time, as well as setting of place.

b. Events

In events, you must be aware that it should be a chronological order. This stage is part of the events experienced by the characters. It contains a series of events so that it constructs a complete series.

c. Re-orientation (Closing)

It consists of a conclusion or a comment or sums up of evaluation made by the writer.

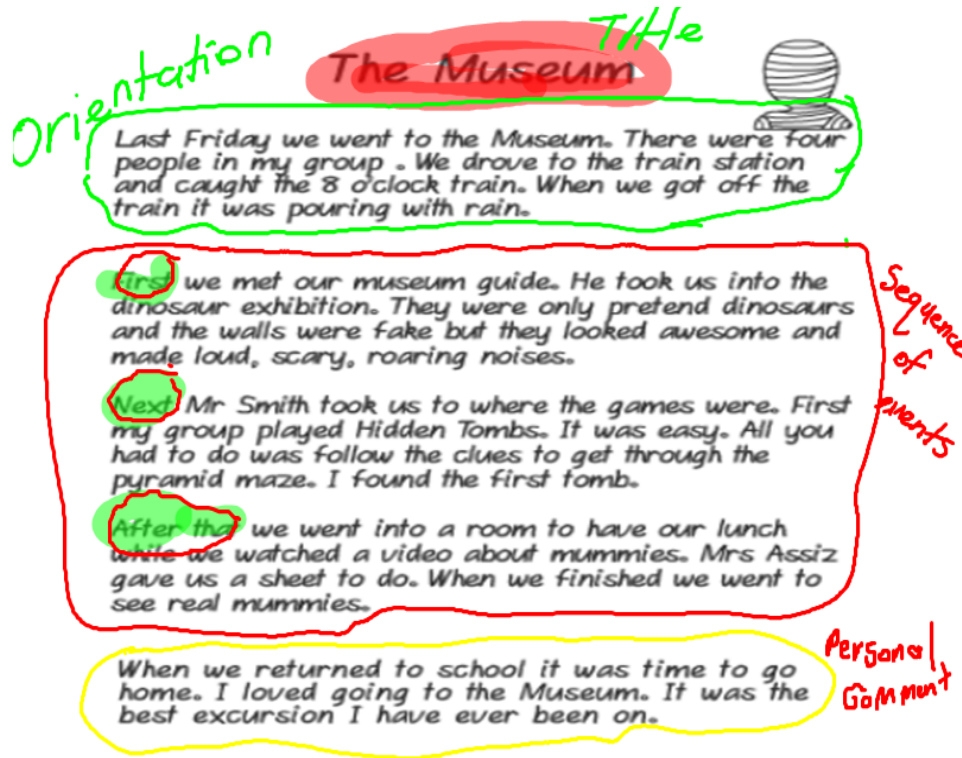
This authentication is optional, so there may or may not be.

## **2.3 Language Features of Recount Text**

Some language features that you can follow to make a RecountText are as follow:

1. Using Past Tense.
2. Using action verbs or material processes.
3. Focusing on specific participants. (e.g.: I, my group)
4. Using linking verbs.
5. Using adjectives and adverbs.
6. Using conjunctions and time connectives.
7. Using evaluative words.
8. Using passive voice
9. Using Past Continuous Tense
10. Using Past Perfect Tense

Look at the following model of Recount text and the structure below.



Gambar 45. Example of Recount Text

(Source: <https://www.bing.com/images/recount> - Bing images)

### 3. Narrative Text

#### 3.1 Definition of Narrative

Narrative is the general term (for a story long or short; of past, present, or future; factual or imagined; told for any purpose; and with or without much detail).

#### 3.2 Social/Language Function of Narrative Text

1. **Fable:** to entertain or to amuse the readers about the interesting story, to convey moral messages or lessons to the readers, especially for children to behave morally in the world to understand the values of the culture in which they are written.



**Look at the example of Fable below.**

**The Smart Monkey And The Dull Crocodile**

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

*Gambar 46.* Example of Fable

2. **Legend:** to present the story of human actions in such a way that they are perceived by the listeners or readers to be true (in literature), to entertain or to amuse the readers about the interesting story (in general).

**Look at the example of Legend below.**

Once upon a time, there was the richest man lives in West Java. He was the one owner of the fields in the whole area. The villagers were just as labourers to him, so they called him as "Pak Kikir" or "Mr. Kikir" (a stingy man). Pak Kikir had a son. His son had a different character with him. He was a humble and kind boy. He always helped the villagers.

One day, Pak Kikir celebrated a Thanksgiving party. He thought this party could be effect to the harvest of his fields. All the villagers got invitation. The villagers were happy because they thought that they could find many delicious foods in that party. But it was out of what they already imagined. Pak Kikir just put out small food.

"Huh.... The miserly man. I can't imagine how stingy he is." "The Lord is never blessing him," Said some of the villagers in that party. At the same time, there is an old woman came to Pak Kikir. She asked for his mercy. "Give me a plate of rice please..." Says the old woman. "What! I must work hard to get the place of rice!" Said Pak Kikir. "Have a mercy on me, please..." "No..... get out of my face! The old woman crying and leave the party.

However, Pak Kikir's son was sad about that. So he gave his lunch snipe at for the old woman. After that, the old lady walks to a mountain. When she arrived at the top, she saw Pak Kikir's house. The best home in that area. She said, "Remember this Pak Kikir! Your gluttonous will sink you! And the Lord will never bless you!" Then the old woman jabbed her stick to the land, Then the water from the trace jabbed. Time after time the water became the flood. The villagers and Kikir's Son ran to save themselves to the mountain. While they are running, Pak Kikir tries to keep his prosperity. The flood was getting fast, and Pak Kikir sank with his money. The villagers and the son were saved. They were sad with this accident. They decided to find a new area. The villagers elected Pak Kikir's son as their leader. This boy taught the villagers how to be a good farmer, how to handle the fields and water balance.

Then the villagers called this boy as Anjuran (a Suggestion). The villagers obeyed their leader said. Some years later, the villagers changed the name to be Cianjur. It meant full of water. Now, Cianjur known as the best area to produce rice in West Java Province-Indonesia.

*Gambar 47.* Example of Legend

### **3.3 Generic Structure of Narrative Text**

The followings are the structure of Narrative text.

a. Orientation (Introduction)

This is the introduction of what is inside the text. It tells about the text talks in general, who involves in the text, when and where it happens. It should include the characters that are animals or elements of nature. These non-human characters are told to be able to talk or show human characters or habits.

b. Complication

It tells what happens with the participants. It explores the conflict among the participants. Complication is the main element of fable. Without complication, the text is not fable. The conflict can be shown as natural, social or psychological conflict. Every fable text must consist of conflict or problem. A simple definition of problem is when something goes and it is not what we want.

c. Resolution

This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The problem must be resolved. It can succeed or fail. There must be a moral value in this part.

d. Re-orientation

It tells the conclusion of the story. It usually includes the lesson from the story.

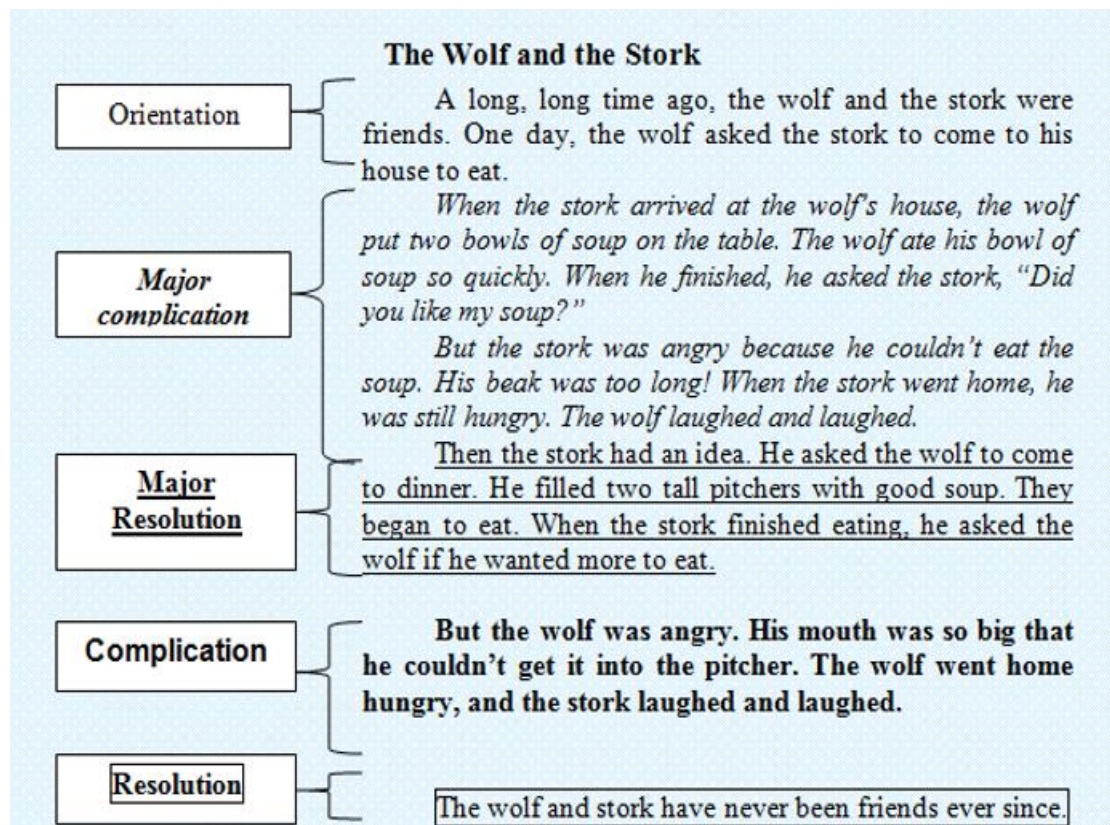
### **3.4 Language Features of Narrative Text**

Some language features that you can follow to make a Narrative Text are as follow:

1. Using common and nonspecific setting.
2. Often taking place outside.
3. Using thinking verbs.
4. Using saying verbs that mark remarks.
5. Using past action verbs.
6. Using specific noun as pronoun of person, animal in the story. (e.g.: The king, the queen)
7. Using adjectives which are for noun phrase. (e.g.: long black hair, two red apples)
8. Using time connectives and conjunctions. (e.g.: then, before, after, soon, a long time ago)
9. Using adverbs and adverbial phrase. (e.g.: here, in the mountain, ever after)

10. Using dialogue to elicit an emotional response from the reader.
11. Using Past Tense.
12. Ending in happy resolution.
13. Using of variety of simple, compound and complex sentences.
14. Using figurative language. (e.g.: simile, metaphor, hyperbole, personification, idiom, or onomatopoeia)
15. Using direct and indirect speech.

Please, study the generic structure of the following text and find the language features of the text.



Language features	Give the examples
Thinking verbs	
Direct and indirect speech	
Past Tense	
Figurative language	
Simple sentence	
Compound sentence	
Complex sentence	
Time connectives	
Conjunctions	
Adverbs and adverbial phrase	
Specific noun	
Adjective for noun phrase	

#### 4. Past Activities

The followings are types of past activities in the form of **Simple Past Tense**, **Past Continuous Tense**, and **Past Perfect Tense**. They describe “When to use” and “examples.”

Simple Past Tense	Past Continuous Tenses	Past Perfect Tense
<p>We use the Simple Past Tense:</p> <ul style="list-style-type: none"> <li>For an event or action that completed in the past at a definite time. - <i>I <b>bought</b> it yesterday.</i></li> <li>To list a series of completed actions in the past. These actions happen 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and so on. - <i>We <b>arrived</b> at the airport at 9:50, <b>checked</b> in at the Golden Tulip Hotel at 10:30, and <b>met</b> the tour guide at 11:00.</i></li> </ul>	<p>We use the Past Continuous Tense:</p> <ul style="list-style-type: none"> <li>To describe the background in a story written in the past tense. - <i>“The sun <b>was shining</b> and the birds <b>were chirping</b> as the deer came out of the forest. The other animals <b>were relaxing</b> in the shade of the trees, but the deer moved very quickly. ....”</i></li> <li>To describe the action in the past continuous started before the event or action in the simple</li> </ul>	<p>We use the Past Perfect Tense:</p> <ul style="list-style-type: none"> <li>For an event or action that from a time the speaker looks back to an earlier action and may occupy a period of time. - <i>As a young man he <b>had been</b> a sailor and he liked talking about those days.</i></li> <li>To talk about something that happened before something else. - <i>I turned back to my house and saw that someone <b>had spoiled</b> my front door.</i></li> </ul>



<ul style="list-style-type: none"> <li>For a duration which starts and stops in the past. Duration is a longer action often indicated by expressions such as: for two years, for two minutes, all day, all year, etc.</li> <li>- <i>We <b>stayed</b> in Belitong Island for four days.</i></li> </ul>	<p>past and probably continued after it.</p> <ul style="list-style-type: none"> <li>- <i>"I <b>was watching</b> TV when someone knocked on the door."</i></li> <li>To express a change of mind.</li> <li>- <i>"I <b>was going</b> to go snorkelling but I've decided to get my homework done instead."</i></li> <li>With 'wonder', to make a very polite request.</li> <li><i>"I <b>was wondering</b> if you could do a favor for me this afternoon."</i></li> </ul>	<ul style="list-style-type: none"> <li>To talk about an event or action was completed some time before some point in the past.</li> </ul> <p><i>He <b>had painted</b> her portrait. He showed it to us.</i> (The portrait was completed some time before he showed it.)</p>
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## 5. Degrees of Comparison, Compare and Contrast

Degrees of Comparison			
Types	Positive Degree	Comparative Degree	Superlative
When to use	When we speak about only one person or thing.	When we compare two persons or two things with each other.	When we compare more than two persons or things with one another.
Form	➤ adjective /adverb	➤ adjective/adverb + <b>er</b> than ➤ <b>more</b> + adjective/adverb than	➤ the adjective/a dverb + <b>est</b> ➤ the <b>most</b> + adjective/a dverb
Examples	No other house in this street is as <b>big</b> as this one.	This house is <b>bigger</b> than any other house in this street.	This is the <b>biggest</b> house in this street.
Compare and Contrast			
To compare means to find things are alike. To contrast means to find things are different.			

Compare and contrast writing shows how two or more things are both alike and different. Writer uses compare and contrast signal words to describe two or more things.		
<b>Common comparing key signal words and phrases</b>		
Like similar most important similarly both	Same in the same way have in common alike just like	too as the same as as well as
<b>Common contrasting key signal words and phrases</b>		
Although however differ unlike in contrast the reserve	Yet but instead on the contrary even though different	whereas while unless contrary to on the other hand

## 6. Conditional Sentences

The followings are types of conditional sentences in the form of Type 1, Type 2, and Type 3. Each type describes “form” and “use.”

Conditional sentences have two parts: the <b>if-clause</b> and the <b>main clause</b> . <b>Example:</b> <i>If you drop the glass, it will break.</i> <i>If you drop</i> is the if-clause and <i>it will break</i> is the main clause. The main clause can come first: It will break if you drop it. The IF-clause introduces a <b>condition</b> . The main clause is the <b>result</b> of that condition. What happens in the main clause is conditional to what happens in the if-clause. In other words the main clause only happens when the events in the if-clause happen. There are three types of conditional sentence:		
Types	Form	Use
Type 1	The verb in the <i>if</i> -clause is in the present tense and the verb in the main clause is in the future simple:  <i>If I see Tom tomorrow, I'll give him your message.</i>	We use type 1 conditional sentences when we think the action or situation in the <i>if</i> -clause is possible or probable.
Type 2	The verb in the <i>if</i> -clause is in the past simple tense and the verb in the main clause is <i>would</i> + infinitive. Type 2 conditional sentences refer to the present or future. The	We use type 2 conditional sentences as follows. 1. When the statement in the <i>if</i> -clause is contrary to known fact. If he had a garden, ... means that he

	<p>past tense in the <i>if</i>-clause doesn't indicate past time. It is an 'unreal past' and indicates unreality or doubt. <i>If he had a garden, he would grow roses.</i></p>	<p>doesn't have a garden. The <i>if</i>-clause here refers to the present.</p> <p>2. When the action in the <i>if</i>-clause is improbable. If someone says, <i>If I won £50,000, ...</i> we know that he doesn't expect to win so much. The <i>if</i>-clause here refers to the future.</p> <p>3. Sometimes when we are considering possible actions: <i>I'll go by bus. ~ If you <b>went</b> by train, you'd <b>get</b> there sooner.</i></p> <p><b>Notes:</b> The use of <i>were</i></p> <p>1. Instead of <i>if + was</i>, we can use <i>if + were</i>: <i>If I <b>was/were</b> rich, I'd build a house.</i> Note the form <i>If I was/were you, I'd ...</i>: <i>If I were you, I'd buy a car.</i> This is a useful way of expressing advice.</p> <p>2. When the <i>if</i>-clause expresses an improbable action, we can replace a past simple form by <i>were + infinitive</i>: <i>If I were to win £50,000, I'd give up my job.</i> This is a fairly formal construction.</p>
Type 3	<p>The verb in the <i>if</i>-clause is in the past perfect tense (<i>had + past participle</i>) and the verb in the main clause is <i>would + perfect infinitive</i>. <i>If he had been in his office, I would have seen him.</i></p>	<p>We use type 3 conditional sentences when we refer to the past and to an action or situation that did not happen:</p>

## **D. Rangkuman**

This section presented an overview of English for Entertainment that was presented by Biography Text, Recount Text, Narrative Text, Past Activities, Degrees of Comparison, Compare and Contrast, and Conditional Sentences. The main points of this section follow:

- Biography is the one genre that can open his eyes and hearts to people who have made a difference in the world. It can learn about lives and eras of both the past and present.
- Recount is a text that tells the reader about one story, action or activity.
- Narrative is the general term (for a story long or short; of past, present, or future; factual or imagined; told for any purpose; and with or without much detail). There are two kinds of narrative text: fable and legend.
- Past activities are described in the form of Simple Past Tense, Past Continuous Tense, and Past Perfect Tense.
- Degrees of Comparison, Compare and Contrast are described to show similarities and differences.
- Conditional Sentences are shown in three types, Type 1, Type 2, and Type 3.

The next section stresses the importance of English for Practical Use.





## Pembelajaran 4. English for Practical Use

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

### Modul 5. English For Practical Use

Penulis. Saefurrohman, Ph.D

#### A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran empat. Pada pembelajaran ini dibahas tentang *English for Practical Use*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Practical Use*.
2. Menguasai *English for Practical Use* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

#### B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi.

Indikator pencapaian kompetensi yang akan dicapai dalam Pembelajaran 4. *English for Practical Use* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Procedure Text, News Item* lisan dan tulisan.
2. Menganalisis isi *Procedure Text (Manual, Recipe, Itinerary), News Item* dalam bentuk tulis.
3. Menyusun *Procedure Text (Manual, Recipe, Itinerary), News Item* dalam bentuk tulis.
4. Menganalisis unsur kebahasaan dari *Fact and Opinion, Passive Voice, Basic English Sentence*.

## C. Uraian Materi

### 1. Procedure Text

#### 1.1 Definition of Procedure Text

Procedure text is a piece of written or spoken text which has the social function to inform the readers or the listeners how to make or to do something. It can be in the form of a set of instructions, directions or a manual.

#### 1.2 Social/Language Function of Procedure Text

The followings are some social functions for Procedure Text.

1. **Manual:** to provide a series of precise, sequenced steps or directions that explain to the readers how to do something while also allowing the readers to reach the outcome successfully.

#### How to Insert SIM Card into Cellphone

Cellphone is a modern communication device which connects one to the others by voice, written message, and data. However, this device cannot work until the SIM card is inserted. When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the direction below:

- First of all, press the locking catch and slide the cover then lift it off the phone.
- After that, push two catches in the opposite directions and remove the battery.
- Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone.
- Then, put the battery and align it until snaps into its place.

Finally, insert the two catches of the back cover corresponding



Gambar 48. Example of Manual

**2. Recipe:** to describe how food is completely made or cooked through a sequence of series/actions or steps.

***How to Make Chilli Beef Rendang***  
***By Chef James Martin***

*Rendang is one of the most famous Indonesian dish, it's even crowned as one of the most delicious food in the world in CNN's World's 50 best food. Here's how to make it*

**Ingredients**

- 2 large banana shallots, roughly chopped
- 5cm/2in piece fresh root ginger, peeled, roughly chopped
- 2 lemongrass stalks, tough outer leaves discarded, core roughly chopped
- 3 lime leaves, roughly chopped
- 6 garlic cloves, peeled, roughly chopped
- 4 long red chillies, roughly chopped
- 1kg/2lb 4oz stewing beef, cut into cubes
- 1-2 small dried chillies, to taste
- 1 tbsp rapeseed oil
- 5 cardamom pods, lightly crushed
- 3 star anise
- 2 cinnamon sticks
- 1 tbsp ground cumin
- 1 tbsp ground coriander
- 1 x 400ml tin coconut milk
- 200ml/7fl oz beef stock
- 1 tbsp fish sauce
- - 1 tbsp palm sugar
- - 2 tbsp tamarind paste
- - 2 limes, juice only
- salt and freshly ground black pepper
- boiled jasmine rice, to serve

**Method**

....



Gambar 49. Example of Recipe

### **Method**

- First, blend the shallots, ginger, lemongrass, lime leaves, garlic, red chillies and 5 tablespoons water to a paste in a food processor.
- Second, scoop the mixture out into a large bowl and add the beef, mixing well until the meat is coated in the paste. · Next cover and set aside to marinate for at least 2 hours, and preferably overnight in the fridge.
- After that put the dried chillies into a bowl and cover with boiling water from the kettle. Set aside for 30 minutes to soften.
- Heat the oil in a casserole over a medium heat. Add the cardamom, star anise, cinnamon, ground cumin and ground coriander and stir the spices into the oil until fragrant. Add the marinated beef and stir well to coat it in the spices.
- Next add all of the remaining ingredients except the lime juice (and the rice) and bring the mixture to the boil. Reduce the heat until the mixture is simmering.
- Drain the dried chillies, reserving the soaking water, and chop them finely. Add the chillies and 50ml/2fl oz of the soaking water to the casserole and stir well. Cover with a lid and simmer for 2 hours, or until the beef is tender.
- Remove the lid and stir the curry, then simmer for a further 15-20 minutes, or until the sauce has thickened. Stir in the lime juice and season, to taste, with salt and freshly ground black pepper.
- The last serve the beef rendang with jasmine rice.

3. **Itinerary:** to make a well-prepared program or travel, to make an effective journey or travel, and to be a guideline in spending time during travelling.

Video-Itinerary: Travel Dubai with TravelPort; <https://youtu.be/vKaUsvDouMw>.

### **1.3 Generic Structure of Procedure Text**

The followings are the structure of Procedure Text.

- a. Goal or purpose: provides information on the intent and purpose of the procedure and predict a conclusion.
- b. Materials or tools: list the materials or the materials required to perform a procedure or steps.

- c. Steps or methods: a list of the order of instruction/activity to achieve the objectives in the correct sequence of steps.

#### **1.4 Language Features of Procedure Text**

Some language features that you can follow to make a Procedure Text are as follow:

1. Using Simple Present Tense.
2. Using action verbs (e.g.: make, take, boil, cook).
3. Using command/imperative sentence (e.g.: Pour some water ....., Wash the tomatoes ....., Put the noodles on the ....., Cut the onion ....).
4. Using connectors/connective words/temporal conjunction (e.g.: first, then, finally, ....).
5. Using adverbial phrases (e.g.: for five minutes, 2 centimeters from the top).
6. Sometimes is started with adverb of manner (e.g.: carefully fill the bottle ....).

### **2. News Item**

#### **2.1 Definition of News Item**

News Item is a text which informs readers about events of the day. The events are considered newsworthy or important.

#### **2.2 Social/Language Function of News Item**

The social function of News item is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

#### **2.3 Generic Structure of News Item**

**The followings are the structure of News Item.**

- a. Newsworthy event: presents the daily newsworthy.
- b. Background event/Elaboration: gives further explanation about the main event.
- c. Sources/Resource of information: is the official statement from the expert or the authority which strengthens the news of the main event.

#### **2.4 Language Features of News Item**

Some language features that you can follow to make a Procedure Text are as follow:

1. Focusing on circumstances.
2. Using material processes.



3. Short, telegraphic information about story captured in headline.
4. Using action verbs.
5. Using saying verbs: (e.g. "...", She said, informed, told, reported).
6. Using adverbs: time, place, and manner.

Text Structure	<b>Sriwijaya Air Flight 182 Crash Victims</b> Updated 0707 GMT (1507 HKT) January 12, 2021	Language Features
Newsworthy events	<b>Pontianak, Indonesia (CNN)-</b> Indonesia's National Search and Rescue Agency team was continuing a search operation for the 62 people aboard <a href="#">Sriwijaya Air Flight 182</a> , which crashed into the ocean shortly after take off Saturday.	Action verb
Background Events	The Boeing 737-500 plane was heading from Jakarta to the city of Pontianak, on the Indonesian side of Borneo, when it lost contact at 2:40 p.m. local time (2:40 a.m. ET), 11 nautical miles north of Jakarta's Soekarno-Hatta International Airport. Sunday, family members <a href="#">gathered</a> at a victim identification center in Jakarta and at a crisis center in Pontianak, where they waited for any news of their loved ones.	Material Process
Resource of Information/Source	There were 50 passengers -- 43 adults and 7 children -- on board, as well as 12 crew members, according to Indonesia's minister of transportation.	Saying word

(Source: <https://edition.cnn.com/2021/01/10/asia/indonesia-sriwijaya-air-victims-intl/index.html>)

## TOWN CONTAMINATED

**Newsworthy Event:**

Moscow: A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town

**Background Events/Elaboration:**

Velena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostok.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fallout over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor class submarine during a refit had been a thermal and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tonnes of contaminated material were sworn to secrecy.

**Sources:**

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

**Please, read and analyze the following text**

**Spanish Thief Saw Himself as Robin Hood-Like Bandit**

AMadrid (Reuters) - Spain's most wanted thief, "The Loner," saw himself as a Robin Hood-style figure and said he robbed banks only because they stole from the public, his lawyer said Thursday.

Occused of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," Jimenez said in a letter reproduced on the websites of newspapers El Pais and El Mundo.

Trillo-Figueroa said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters.

1. What is the text about? -----  
-----
2. Why did "The Loner" rob the bank? -----  
-----  
-----
3. "Trilo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig .... (Par 3).  
The underlined word "disguised" means -----  
-----

### 3 *Fact and Opinion*

Fact	Opinion
<ul style="list-style-type: none"> <li>• Evidence to support its truth</li> <li>• Undisputed</li> <li>• Driven by rational thought</li> <li>• Head</li> </ul>	<ul style="list-style-type: none"> <li>• Personal view</li> <li>• Arguable</li> <li>• Driven and reinforced by emotion</li> <li>• Heart</li> </ul>
<p>Facts are what we need to focus on in order to make helpful changes. <b>Reacting</b> to our opinions is pointless and upsetting. Asking "is this Fact or Opinion?" helps us to pull back from our distress and defuse from the unhelpful thinking.</p> <p>It is often meanings or opinions that we attach to facts that cause us the distress, rather than the fact itself.</p> <p>Imagine reading a newspaper that is different to your usual one. You might look at the headlines and wonder whether they might be biased in some way. It may be the journalist or editor's opinion rather than just the facts. So we might ask ourselves whether this headline is "fact or opinion". We can do the same with our thoughts. If we identify our thought is an opinion, then we can look at the facts - what we <b>KNOW</b> about the situation. Then we can make choices about what we can or cannot do.</p>	
Asking opinions:	
<ul style="list-style-type: none"> <li>• What do you think/reckon... ?</li> <li>• What is your opinion about ...?</li> <li>• What is your stance on ...?</li> <li>• What are your thoughts on that?</li> <li>• Do you agree with me?</li> <li>• Do you know/see what I mean?</li> <li>• Don't you think (that) ...?</li> </ul>	
Giving a neutral opinion:	Giving a strong opinion:
<ul style="list-style-type: none"> <li>• I think/feel/consider/find/believe/suppose /presume/assume that ....</li> <li>• In my view ....</li> <li>• It seems to me ....</li> <li>• In my opinion ....</li> <li>• In my experience ....</li> <li>• As far as I'm concerned ....</li> <li>• As for me, I reckon ....</li> <li>• From my point of view ....</li> </ul>	<ul style="list-style-type: none"> <li>• I'm absolutely convinced that ....</li> <li>• I'm sure that ....</li> <li>• I strongly believe that ....</li> <li>• I have no doubt that ....</li> <li>• There's no doubt in my mind that ....</li> <li>• I can't be wrong that ....</li> <li>• There will be no mistake that ....</li> </ul>

## 4 *Passive Voice*

The Passive Voice is used in English when the person or thing that is receiving **the action** is **more important** than the person or thing that is performing the action.

The structure of a sentence in the passive is as follows:

**Object + To Be + Past Participle**

Look at the structure of the following sentences in the active and the passive voice to understand the difference in structure.

- I sent Christmas cards to all my friends. (Active)
- **Christmas cards were sent** to all my friends. (Passive)
- The earthquake destroyed the town last night. (Active)
- **The town was destroyed** last night. (Passive)

In these examples, you can see it is the action/result that is the most important factor in the passive sentences.

### **When to use the Passive Voice**

- It is used when the person/thing performing the action is unimportant or unknown.  
e.g. His bicycle **was stolen** last Sunday.
- It is used when it is obvious who/what is performing the action.  
e.g. The film **was shown** last week.
- It is used to describe factual information, especially when describing a process.  
e.g. The water **is boiled** in a kettle for 10 minutes at 100 degrees Celsius.
- It is used in news reports and to give instructions.  
e.g. Our planet **is wrapped** in a mass of gases.

While it is possible to use this structure in a large variety of tenses in English, it is rare to use the passive in Future Continuous, Present Perfect Continuous, Past Perfect Continuous or Future Perfect Continuous tenses.

## 5 *Basic English Sentence Types*

There are four types of sentence in English: **simple**, **compound**, **complex**, and **compound-complex**. The following table outlines the four sentence types and how speakers or writers can modify basic, simple sentences to create more complex sentence structures.



Simple	Compound	Complex	Compound-Complex
At least one <i>independent clause</i>  Example: "The worm is eating the apple."	Two independent clauses joined by a <i>coordinating conjunction</i>  Example: "We went to the movies, and we got some popcorn."	At least one independent clause and at least one <i>dependent clause</i> joined by a <i>subordinating conjunction</i>  Example: "We will call you tonight when we get home."	Two independent clauses and at least one independent clause  Example: "Billy came home since it was raining and the baseball game was cancelled."
An independent clause is a sentence containing a subject and a verb. An independent clause is able to stand alone as a complete thought.	A coordinating conjunction is a connective device such as <i>and</i> , <i>but</i> , or <i>so</i> used to join two independent clauses. Each clause is complete thought and can stand alone: <ul style="list-style-type: none"> <li>• "We went to the movies."</li> <li>• "We got some popcorn."</li> </ul> Coordinating conjunctions include <i>and</i> , <i>but</i> , <i>because</i> , <i>for</i> , <i>or</i> , <i>so</i> , and <i>yet</i> .	A dependent clause is a group of words that contains a subject and a verb but cannot stand alone as a complete thought: <ul style="list-style-type: none"> <li>• "when we got home"</li> </ul> This is not a complete thought and cannot stand alone.  Subordinating conjunctions include <i>when</i> , <i>although</i> , <i>as</i> , <i>as if</i> , <i>before</i> , <i>than</i> , <i>unless</i> , <i>whether</i> , <i>because</i> , <i>in order</i> , <i>though</i> , <i>while</i> , <i>since</i> , <i>whenever</i> , and <i>where</i> .	Two independent clauses are <ul style="list-style-type: none"> <li>• "Billy came home" and</li> <li>• "The baseball game was cancelled"</li> </ul> The dependent clause "since it was raining" is not a complete thought and cannot stand alone.

### D. Rangkuman

This section presented an overview of English for Practical Use that was presented by Procedure Text, News Item, Fact and Opinion, Passive Voice, and Basic English Sentence Types. The main points of this section follow:

- Procedure text is a piece of written or spoken text which has the social function to inform the readers or the listeners how to make or to do something. It can be in the form of a set of instructions, directions or a manual.
- News Item is a text which informs readers about events of the day. The events are considered newsworthy or important.
- Fact and opinion are shown by asking and giving opinions.
- Passive Voice is used when the person or thing that is receiving the action is more important than the person or thing that is performing the action.
- Basic English Sentence Types are shown by four types sentence in English in the form of simple, compound, complex, and compound-complex.

The next section stresses the importance of English for Academic Context.

## Pembelajaran 5. *English for Academic Context*

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

### Modul 6. English For Public Information

Penulis. Dr. Suwartono, M. Hum

#### A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran lima. Pada pembelajaran ini dibahas tentang *English for Academic Context*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Academic Context*.
2. Menguasai *English for Academic Context* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

#### B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi.

Indikator pencapaian kompetensi yang akan dicapai dalam Pembelajaran 5. *English for Academic Context* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* lisan dan tulisan.
2. Menganalisis isi *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* dalam bentuk tulis.
3. Menyusun *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* dalam bentuk tulis.
4. Menganalisis unsur kebahasaan dari *Cause and Effect, Figurative Language*.

## C. Uraian Materi

### 1. *Analytical Exposition Text*

#### 1.1 Definition of Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

#### 1.2 Social/Language Function of Analytical Exposition Text

The social function of Analytical Exposition text is to persuade the reader or the listener that something is the case, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

#### 1.3 Generic Structure of Analytical Exposition Text

The followings are the structure of Analytical Exposition text.

##### a. Thesis

1. Position: introduces topic and indicates writer's position/point of view.
2. Preview: outlines the main arguments to be presented.

##### b. Arguments:

1. Point: restates main arguments outlined in preview.
2. Elaboration: develops and supports each point/argument.

##### c. Reiteration: restates writer's position to strengthen the thesis, rewrites the main idea of a text as the closing of the text without invitation or recommendation.

#### 1.4 Language Features of Analytical Exposition Text

Some language features that you can follow to make an Analytical Exposition Text are as follow:

1. Using Simple Present Tense.
2. Using relational processes. (e.g.: be, become, seem, sound, weigh, make, ensure)
3. Using internal conjunction to state argument. (e.g.: but, or, and, so, moreover, while)
4. Reasoning through causal conjunction or nominalization. (e.g.: because, because of, since, for, therefore)

Look at the models of Analytical Exposition Text below.

Model 1. Cars should be banned in the City

The diagram illustrates the structure of an analytical exposition text. It is divided into three main sections: Thesis, Argument, and Reiteration. The Thesis section states the main point: 'Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.' The Argument section provides three supporting points: 1. 'Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.' 2. 'Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.' 3. 'Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.' The Reiteration section concludes: 'In conclusion, cars should be banned from the city for the reasons listed.'

**Cars should be banned in the city**

**Thesis**

- Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

**Argument**

- Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.
- Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.
- Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

**Reiteration**

- In conclusion, cars should be banned from the city for the reasons listed.

Gambar 50. Example of Analytical Exposition

(Source: [https://www.bing.com/images-example of analytical exposition text - Bing images](https://www.bing.com/images-example+of+analytical+exposition+text))

The diagram illustrates the structure of an analytical exposition text. It is divided into four main sections: Generic Non-human participant, Connectives, Simple Present Tense, and Causal Conjunction. The text discusses integrated pest management in agriculture. It starts with a generic non-human participant: 'Integrated pest management'. The connectives are 'There is no one best way to deal with pest agriculture. Pesticides are commonly used, but this may cause many problems. Combining different management operations is the most effective way to control pest.' The simple present tense is used throughout: 'Firstly, the chemical in pesticides may build up as residues in the environment. This reduces the quality of farm produce. As well, pest can gradually become resistant to pesticides. This means that newer and sometimes stronger one have to be developed. Some pesticides affect non target animals such as fish and bees. This affects the natural balance. Also aiming to completely wipe out agricultural pests may be very expensive. Sometimes pest damage costs less than the method of control. Lastly, understanding the ecology of the area helps a lot in pest control. Natural enemies can be used to control a pest. Pesticides should be chosen that don't affect the natural enemies. Therefore, integrated pest management is a safe and more affective option in agriculture.'

**Generic Non-human participant**

**Connectives**

**Simple Present Tense**

**Causal Conjunction**

**Integrated pest management**

There is no one best way to deal with pest agriculture. Pesticides are commonly used, but this may cause many problems. Combining different management operations is the most effective way to control pest.

Firstly, the chemical in pesticides may build up as residues in the environment. This reduces the quality of farm produce.

As well, pest can gradually become resistant to pesticides. This means that newer and sometimes stronger one have to be developed.

Some pesticides affect non target animals such as fish and bees. This affects the natural balance.

Also aiming to completely wipe out agricultural pests may be very expensive. Sometimes pest damage costs less than the method of control.

Lastly, understanding the ecology of the area helps a lot in pest control. Natural enemies can be used to control a pest. Pesticides should be chosen that don't affect the natural enemies.

Therefore, integrated pest management is a safe and more affective option in agriculture.

Gambar 51. Example of Analytical Exposition

## **2. Hortatory Exposition Text**

### **2.1 Definition of Hortatory Exposition Text**

Hortatory Exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory Exposition Text is a kind of English text that belongs to the argumentative text .

### **2.2 Social/Language Function of Hortatory Exposition Text**

The social function of Hortatory Exposition text is to persuade the reader or listener that something should or should not be the case. In Hortatory Exposition Text, the authors give some opinions about certain things to reinforce the main idea of the text.

### **2.3 Generic Structure of Hortatory Exposition Text**

The followings are the structure of Hortatory Exposition text.

- a. Thesis: the announcement of issue concern.
- b. Arguments: reasons for concern, leading to recommendation.
- c. Recommendation: statement of what ought or ought to happen, the author tries to invite and persuade the reader to do something..

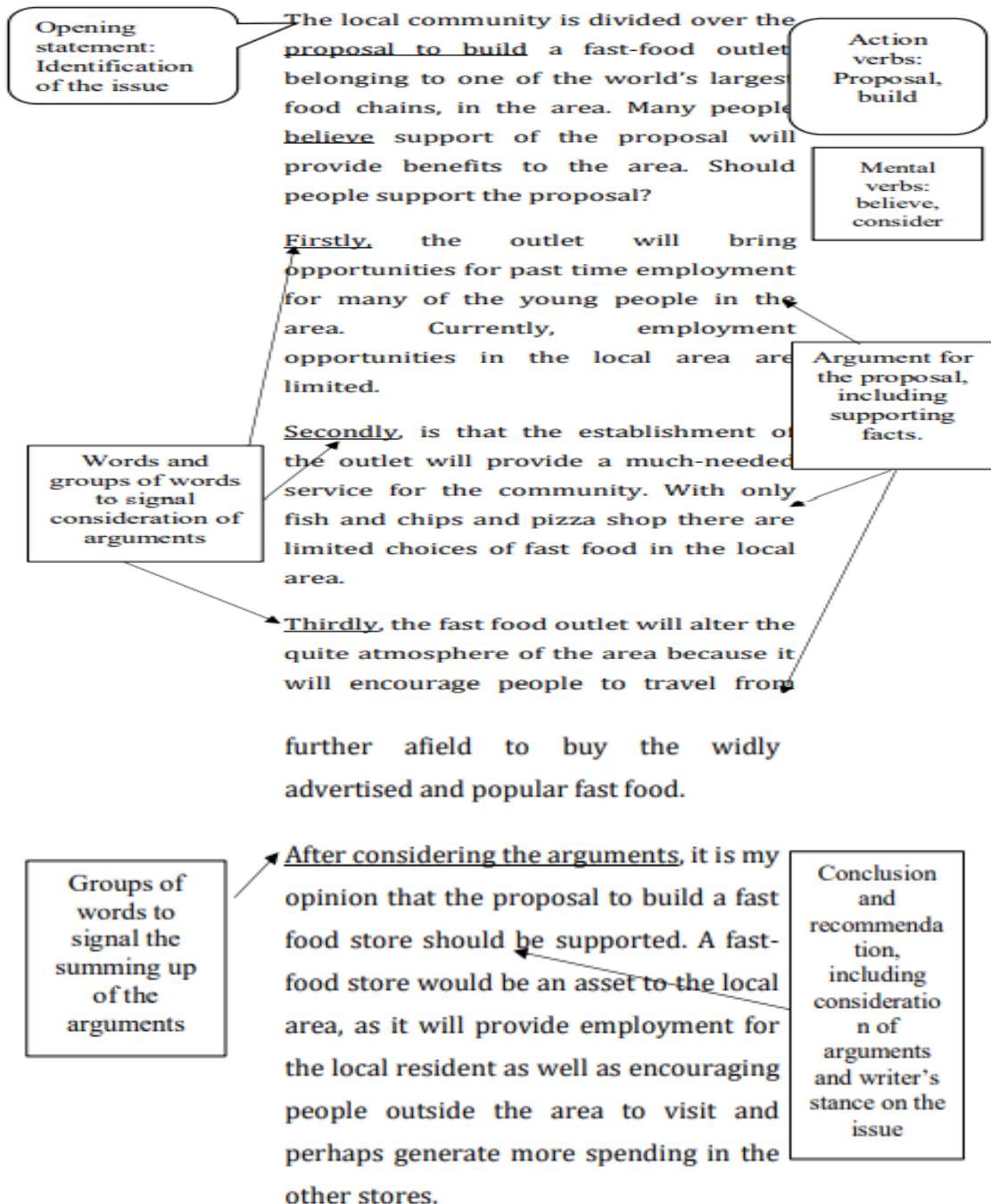
### **2.4 Language Features of Hortatory Exposition Text**

Some language features that you can follow to make a Hortatory Exposition Text are as follow:

1. Focusing on the writer.
2. Using action verbs.
3. Using thinking verbs.
4. Using modal adverb. (e.g.: certainly, surely)
5. Using temporal connectives. (e.g.: firstly, secondly)
6. Using evaluative words. (e.g.: important, valuable, trustworthy)
7. Using passive voice.
8. Using Simple Present Tense.



Look at the model of Hortatory Exposition Text below.



Sumber: UC High School Kahleen Writing Handbook 2011,  
[www.kaleenhs.act.edu.au/our\\_curriculum/english](http://www.kaleenhs.act.edu.au/our_curriculum/english)  
Gambar 52. Example of Hortatory Exposition



### **3. Explanation Text**

#### **3.1 Definition of Explanation Text**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

#### **3.2 Social/Language Function of Explanation Text**

The social function of Explanation text is to explain the audience *how* and *why* something works or happens.

#### **3.3 Generic Structure of Explanation Text**

The followings are the structure of Hortatory Exposition text.

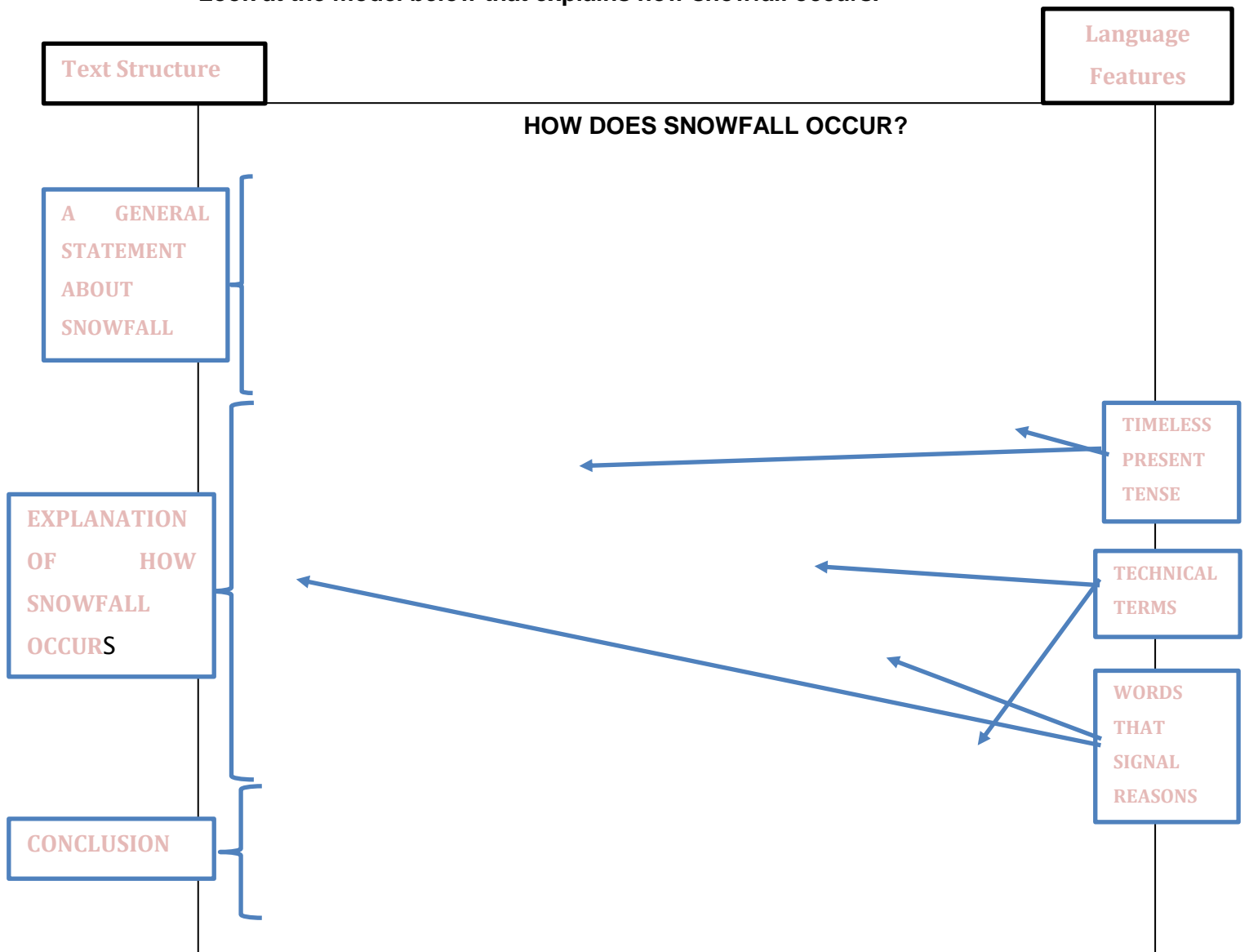
- a. General statement: states the phenomenon issues which are to be explained.
- b. Sequenced explanation: states a series of steps which explain the phenomena.
- c. Concluding statement

#### **3.4 Language Features of Explanation Text**

Some language features that you can follow to make a Hortatory Exposition Text are as follow:

1. Using passive voice.
2. Using Simple Present Tense.
3. Using technical terms.
4. Using the words that show cause and effect.
5. Using abstract nouns.
6. Using action verbs.
7. Using noun phrases.

Look at the model below that explains how snowfall occurs.



Gambar 53. Example of Explanation Text

An explanation is more than just the order in which something happens. It must include reasons.

## 4. Discussion Text

### 4.1 Definition of Discussion Text

Discussion Text is a text aimed at presenting argument and information from at least two different viewpoints. The topic discussed is usually problematic, causes pro and contra, and needs some consensus or solution. Therefore, we must have a broad view of a problem and an open mind when we want to compose a discussion text. Discussion, itself, is a process of finding a common ground between two different thoughts.

### 4.2 Social/Language Function of Discussion Text

The social function of Discussion text is to present at least two different points of view about an issue.

### 4.3 Generic Structure of Discussion Text

The followings are the structure of Discussion text.

#### a. Statement of issue

In this part of the text, a preview of the issue is presented first by giving definition, limitation, examples, data, etc. Later in the second part of the paragraph, the writer may claim that there are a debate over the issue and this is what-so called thesis statement. Sometimes, the writer uses words like debate, controversy, dispute, controversial, etc.

#### b. Arguments

As it has been mentioned before, discussion text includes differing opinions about an issue. The writer may choose to present arguments from the experts or arguments which have been known to the general public.

##### ➤ Arguments for/pro

The writer offers opinions or arguments which support the issue. There are two components in this part, i.e. **main argument and elaboration or supporting details**. To understand this part better, student may use these following clues available in 'argument for': support, agree, like, proponent, supporter, fond of, advantage, approve, benefit, strength, positive, agreement, pro, plus, favor, good point, etc.

##### ➤ Arguments against/contra

The next step is presenting the contradictory opinions. Similar to arguments for, it **starts with the main argument and followed by supporting details**. Clues for this part are

as follows: oppose, disagree, dislike, opponent, disappointed, disadvantage, disapprove, object to, condemn, weakness, negative, disagreement, contra, minus, bad point, contrast, etc.

c. Conclusion or Recommendation

In this section, the writer has found the common ground between the conflicting viewpoints. It is either a conclusion which shows that the writer is being neutral (doesn't take sides) or a recommendation where the writer takes one of the sides (pro or contra).

#### **4.4 Language Features of Discussion Text**

Some language features that you can follow to make a Hortatory Exposition Text are as follow:

1. Using Simple Present Tense.
2. Focusing on generic participants (people, scientists, smokers, etc.).
3. Using material processes (action verbs, i.e. produce, develop, feed, create, etc.)
4. Using relational process (linking verbs, i.e. to be is-am-are, have, belong to, etc.)
5. Using mental process (feeling verbs, i.e. feel, hope, believe, etc; thinking verbs, i.e. think, consider, suppose, know, etc.).
6. Using additional connectives (similarly, in addition, besides, furthermore, etc.).
7. Using contrastive conjunctions (on the other hand, however, nevertheless, etc.).
8. Using consequential conjunctions (so, therefore, consequently, etc.).
9. Using modalities (must, should, could, may, etc.).
10. Using adverbial of manner (deliberately, hopefully, etc.).

Look at the model of Discussion text and the description of the structure and the language features below.

Text Structure	Pros and Cons of Owning Dogs	Language Features
<b>Issue:</b> Preview Thesis statement	Dogs are one of the pets that can be found easily in neighborhood. For some reasons, some people would like to pet a dog, while others don't.	General participant Linking Verbs
Argument for: Main argument Elaboration	Dogs are people pleasers. Ask a dog to sit, stay, come to you, roll over, and your dog will do these to make you happy. It is deep in their genes that they need to please humans. Whether your dog pulls a sleigh or gather sheep, the dog will do these promptly.	Modal verbs Simple Present Tense
Argument for: Main argument Elaboration	Dogs are also fun. Dogs can learn many fames. This can make its owner's family entertained. Dogs can fetch and play hide and seek. They can go swimming in lakes or run in the sand on the beach. There are many fun activities owners can share with their dogs.	Modal verbs
Argument for: Main argument Elaboration	In addition, dogs are loyal. Dogs are very devoted to their owners. Some even died from the sorrow following their owner's death. Dogs will follow their owners everywhere and will do what they can do to please them Not many humans offers the unconditional love dogs give.	Additional connective
Argument against: Main argument Elaboration	On the other hand, dogs depend on humans. Some dogs suffer from great separation anxiety when left alone. Others may bear with their owner's absence, but cannot be left alone too long because they need to be fed, sent out to potty. Dogs require to be boarded or brought along when the owners have to leave for several hours or in the weekend.	Contrastive conjunction
Argument against: Main argument Elaboration	In spite of their playfulness and loyalty, dogs need to be walked. That nippy morning walk may feel like a chore to some dog owners. The truth is, your dog need to be walked 365	Feeling verbs

	days a year because they need to have regular bowel movements. Hiring a dog walker may be costly and procrastinating. This means ruining your well housebroken dog. It is a fact like it or not your dog must be walked rain or shine and even snow.	
Argument against: Main argument Elaboration	Indeed dogs are bulky. Large dogs may not be permitted in apartment complexes and some breeds are even banned lately from communities. If you are planning to move, you must do your research well as some places will not allow dogs over a certain weight. An 80-pound dog may also feel like a cow in a China store once it grows up to its potential and it may tug at leash in such manner to prevent its owner falls.	Action verbs
Conclusion	There are the pros and cons of owning dogs. There may be a lot of homework required before making a choice.	

Please, read the following text and answer the following questions.

#### Birth Control

Most people agree that some form of family limitation or spacing is desirable for the good of the family and society. But individuals and groups—especially religious groups—differ sharply on the methods of birth control that they consider moral and acceptable.

Couples that practice birth control do so for various reasons. They may want to limit or space their children or to have no children at all. Young couples often postpone having children so that both partners can work full-time. Other couples space their children so they can give each child as much attention as possible. Some women are advised by their doctors to avoid pregnancy for health reasons. In many countries with rapidly growing populations, the government encourages couples to limit the size of their families.

Even though birth control has gained in acceptance, opposition to the practice is continuous. Some people fear that birth control encourages sexual relations outside marriage or that government might impose birth control. Some religious groups oppose birth control on moral grounds.

Some religious groups teach that artificial methods of birth control are immoral because they separate the two purposes of intercourse in marriage—conjugal love and the procreation of children. Although they oppose all artificial birth control, they consider natural family planning acceptable.

No	Questions	Answers
1.	What does the text discuss?	
2.	Some women should prevent pregnancy because ... reason.	
3.	Why does the religious group object to the birth control?	
4.	Other couples space their children so they can give each child as much attention as possible. (par.2) The bold word refers to ....	
5.	Here are the definitions or synonyms of the words from the text. What are those words?	
	Worth having or wanting, advisable	
	Delay, suspend	
	Stimulate, boost, promote	
	To put or segt or as if by authority	
	Tolerable	

**Please, arrange these paragraphs into a good discussion text.**

TEXT	ARRANGEMENT	TEXT STRUCTURE
Some people agree with the operation of nuclear reactors. The energy produced from them can be used for multi-purposes such as in medical, industrial, and agricultural fields. They also claim that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. According to them, the nuclear energy can be sustainably produced in safe way.		
Moreover, some government officials also point out that this kind of energy is the safest one in response to the environment compared to the non-renewable ones mentioned above. The waste materials are processed so that none will be released into the environment. In addition, they believe that nuclear energy will never cause pollution unlike others.		
Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environmental safety. If I have a say in this matter, I want nuclear energy to be avoided.		
Nuclear energy is commonly offered as an alternative to overcome the crisis of		



energy. The debate whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environmental safety.		
On the other hand, people who disagree with the use of nuclear energy, keep criticizing that to choose it, as the best alternative to overcome the growing energy needs is silly. The silliness can be seen from the questions why they are interested in nuclear power when there is still an abundance of natural energy resources, like oil, coal, hydroelectric, thermal, etc.		

## **5. Review Text**

### **5.1 Definition of Review Text**

Review text is an evaluation of publication, such as a movie, video game, musical composition, book, a piece of hardware like a car, home appliance, or computer, or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

### **5.2 Social/Language Function of Review Text**

The social function of Review text is used to review/criticise the events or art works for the reader or listener, such as movies, shows, book, and others and to critique or evaluate an art work or event for a public audience.

### **5.3 Generic Structure of Review Text**

The followings are the structure of Review text.

- Orientation/Introduction; General/background information of the text.
- Interpretative Recount: Summary of an art work including character and plot.
- Evaluation: Concluding statement: Judgement, opinion, or recommendation. It can consist of more than one.
- Summary/Evaluative Summation: The last opinion consists of the appraisal or the punch line of the art works being criticized.

#### 5.4 Language Features of Review Text

Some language features that you can follow to make a Hortatory Exposition Text are as follow:

1. Using present tense.
2. Focusing on specific participants.
3. Using adjectives (e.g.: good, valuable, etc.)
4. Using long and complex clauses.
5. Using metaphor.
6. Using technical words.

Text Structure	<i>Beware the Night</i> By Jessika Fleck	Language Features
Orientation/Introduction	Jessika Fleck, the author of THE CASTAWAYS, <b>returns</b> with BEWARE THE NIGHT. The first of its series, BEWARE THE NIGHT immediately captures your attention, filling your mind with wonder. It is a dance brought to life with action and destiny, unfolding with each step.	<b>Present Tense</b>
Interpretative Recount	Secluded on an island, surrounded by the Great Sea, the people of Bellona worship the Sun. Their god and savior, the Sun protects Bellona from the evil Night, who kidnaps people from their homes and destroy the villages of Bellona after sunset. However, <b>in order to look after the people of Bellona, the Sun requires in return is a sacrificial Offering.</b>	<b>Complex Clause</b>
Evaluation	Personally, I <b>love</b> the mythical background written into the story. The stories of the Sun and Moon built an epic rendition that really drove the story. Each person is driven by the beliefs that they were brought up on, beliefs centered on the Sun and the Night --- each character's beliefs are used as a tool to define them. <b>When different aspects and details of the myths fell through, evidently based on lies or filled with misinformation, the myths reflect show who the characters are at their cores.</b>	
Summary/Evaluative Summation	You'll be captivated with this ethereal story. <b>This book is great for a rainy day</b> , snuggling up in a warm space and reading on and on. I loved BEWARE THE NIGHT, and I recommend it to	<b>Metaphor</b>

	people looking for an action story, or a story coupled with a romantic subplot. This book will take your breath away.	
	Reviewed by Claire O (Source: <a href="https://www.teenreads.com/reviews/beware-the-night">https://www.teenreads.com/reviews/beware-the-night</a> ).	

**Please, read the two following texts and analyze the texts by completing the table.**

### Text 1

The preponderance of viral dog videos proves that the animals are sufficiently attractive, intelligent and resourceful that they don't need stories about their reincarnation to entertain and warm hearts. Nevertheless, we now have "A Dog's Journey," the sequel to "A Dog's Purpose" (2017), all about a multiple-incarnation pooch on a mission to protect a human.

We begin with the always-welcome Dennis Quaid, as a farmer with a strong bond to the shaggy St. Bernard/Australian shepherd mix Bailey. As Bailey is put to sleep, Quaid's character begs the dog to look after his granddaughter CJ.

Among the many challenges in CJ's then-toddler life is Gloria, a single mom possessed of more hostility than the entirety of Elvis Costello's 1970s output. Gloria becomes a drunk and the older CJ adopts Molly, a delightful beagle/Cavalier King Charles spaniel mix who is, yes, possessed by the spirit of Bailey. (Josh Gad provides the cloying dog voice-over regardless of the gender of any individual beast.)

Adult CJ moves to New York and becomes Maggie Rogers with stage fright, or something like that. There, the new incarnation Max, a Yorkshire terrier, "improves" CJ's life by making her homeless.

Directed by Gail Mancuso, the movie is packed with cardboard characters who only exist to check off bad-things-happen plot points. Stick around long enough and irritation may turn into incredulity as "Journey," with the enthusiasm of a pep squad turning cartwheels, flips an increasing number of morbidity-skirting twists. Could you have predicted, when Molly learned how to be a cancer sniffer, that Max would retain that talent and use it to diagnose a central character?

I suppose it's a genuine achievement that a movie packed with as much delightful canine (and agreeable human) talent as this one should be so insufferable. (Source: <http://worldvoz.com/tv-movies/a-dogs-journey-reviewgood-boys-and-girls-on-a-mission/>)

### Text 2

Author Bren Smith declares, “I have the heart of a fisherman and the soul of a farmer,” and in his memoir, *Eat Like a Fish: My Adventures as a Fisherman Turned Restorative Ocean Farmer*, he proves this to be true over and over again. Starting off on the Canadian island of Newfoundland, he passed through Massachusetts (and through its jails), climbed onto lobster boats, plied his way north again to Alaskan fisheries and finally landed on the Thimble Islands off the New England coast. The salty adolescent who loved the company of fishermen and could swig and swear with the best of them evolved into an expert ocean farmer, pioneering the “climate cuisine” industry and promising an innovative way of feeding our beleaguered planet. Take a new look at what’s for dinner: seaweed.

As Smith scales up from his 20-acre vertical ocean farm, he births an industry that must struggle to avoid the “sharks”—and mistakes—of globalized big business, and he hooks celebrity chefs like Mark Bittman and Rene Redzepi. Kelp noodles soon take center stage on the plates of upscale New York and Las Vegas restaurants, and Google starts serving them in innovative offerings in their employee cafeterias. For those who wonder about ingredients, Smith includes recipes like Shrimp Fra Diavolo with Kelp and Barbecue Kelp and Carrots, along with where to find the goods.

Smith is an articulate, very human ambassador for sustainable, ethical and environmentally beneficial mariculture, weaving his plea for changing the way we eat with solid proof of why it’s so necessary. He includes a global history here as well, spanning coastal cultures from China and Japan to Scotland and Atlantic Canada, all rich with best practices and viable traditions.

Calling for “all hands on deck” to achieve survival as climate change continues to alter our natural resources, Smith urges that we learn to eat what the ocean can grow instead of growing only what we are used to eating. He offers ways to help like cooking and fertilizing with seaweed and shellfish and supporting local “sea trusts.” And GreenWave, the company he helped found, provides an open-source farming manual for building your own kelp hatchery. If this new age of “climate cuisine” needs an introduction, *Eat Like a Fish* is surely it. (Source: <https://www.facebook.com/thenewvision/photos/book-review-eat-like-a-fish-bren-smith-smith-is-an-articulate-very-human-ambassador/10157442337429078/>)

	Questions	Text 1	Text 2
1	What does the first paragraph tell you?		

2	What is the message presented in the second paragraph?		
3	What information is conveyed in the third paragraph?		
4	How about the 4th paragraph? What does it tell you?		
5	What information is conveyed in the 5th paragraph?		
6	Who do you think is the author of the text? Who is the audience? Who is probably interested in this type of text?		
7	In general, which tense is used in this review text? Why is this tense used?		

## 6. Cause and Effect

	The <b>cause</b> is the what happened (an event or an action that make something happen (reason)) and the <b>effect</b> is the result (what happens as a result of an action).	
	CAUSE	EFFECT
	Because since unless for this reason due to owing to thanks to as a consequence of	so this led to thus consequently therefore as a result of leads to then

	Asking (effect)	Giving (cause)
	Why did it happen? What caused it to happen? What happened?	Because of ... Due to ... ...

## 7. Figurative Language

Figurative language refers to a specific type of language that is using a word or phrase beyond its literal interpretation to impart more complex meaning or to strengthen its descriptive effect.

<b>Similes</b>	A simile is a figure of speech that compares two things of different kinds explicitly by inserting the word <i>like</i> or <i>as</i> .	<ul style="list-style-type: none"> <li>• He <b>eats like a bird</b>.</li> <li>• She was <b>as busy as a bee</b>.</li> <li>• The three-piece suit <b>fit him like a glove</b>.</li> <li>• The zombie's hands were <b>cold as ice</b>.</li> </ul>
<b>Metaphors</b>	A metaphor is the same as a simile, but without the connecting word <i>like</i> or <i>as</i> . In a metaphor, one element directly replaces the other one.	<ul style="list-style-type: none"> <li>• Life is <b>a bowl of cherries</b>.</li> <li>• She was a <b>busy bee</b>.</li> <li>• His eyes were a <b>deep ocean</b>.</li> <li>• The zombie's hands were <b>ice</b>.</li> </ul> <p>Hope is <b>a thing with feathers</b>. (Emily Dickinson: She describes the abstract concept of hope to the reader by comparing it to something very tangible and visceral: a bird with feathers that perches on branches. As readers, we can better understand the complex once it's compared to something known.)</p>
<b>Proverbs</b>	A proverb is a short saying or adage used within a specific linguistic culture to express a	<ul style="list-style-type: none"> <li>• A little knowledge is a dangerous thing. Birds of a feather flock together.</li> </ul>

	common truth or familiar experience.	
<b>Cliché</b>	A cliché is a phrase, expression, or idea that has become so <u>overused</u> that it has lost its original meaning or effect. Clichés can sometimes be seen as irritating and annoying because of their predictability.	<ul style="list-style-type: none"> <li>• All's fair in love and war.</li> <li>• Every cloud has a silver lining.</li> <li>• The zombie fell head over heels in love.</li> </ul>
<b>Hyperbole</b>	Remember a few paragraphs ago when I was stuck in the desert and it was "a million degrees outside?" That's hyperbolic. Hyperboles are intentional and obvious exaggerations in order to emphasize or evoke strong feelings.	<ul style="list-style-type: none"> <li>• Her smile was a <b>mile wide</b>.</li> <li>• The student's backpack <b>weighed a ton</b>.</li> <li>• Tommy the zombie was nervous: His dad <b>was going to kill him</b> when he got home.</li> </ul>
<b>Idiom</b>	An idiom is a group of words/phrase used to express complex meaning in a concise way.	<ul style="list-style-type: none"> <li>• Her financial problems are only <b>the tip of the iceberg</b>.</li> <li>• The project was <b>a piece of cake</b>.</li> <li>• He shrugged. "<b>Better late than never</b>."</li> <li>• The expensive meal cost the zombie <b>an arm and a leg</b>.</li> </ul>
<b>Onomatopoeia</b>	Onomatopoeia is my favorite type of figurative language, and not only because it's so fun to say. Onomatopoeia has a simple definition: It's the formation of a word by imitating the sound the thing it refers to makes or evokes. You can find them in most nursery rhymes.	<ul style="list-style-type: none"> <li>• The cow goes <b>Moo</b>.</li> <li>• <b>Ding dong</b>. Someone was at the door.</li> <li>• <b>Rwwarrrr</b> said the zombie. "<b>Beep, beep!</b>" (The Road Runner, <i>Looney Tunes</i> cartoons: The "<b>beep beep</b>" is reminiscent of a car horn and signals to the coyote that danger is around the corner.)</li> </ul>
<b>Personification</b>	Personification is when human characteristics or qualities are attributed to inanimate objects, animals, or abstract concepts.	<ul style="list-style-type: none"> <li>• The wind <b>howled</b> in the night.</li> <li>• The camera <b>loves</b> her.</li> <li>• The chair <b>groaned</b> when the zombie sat down.</li> </ul>
<b>Oxymoron</b>	An oxymoron associates two seemingly self-contradicting terms to illustrate a point or	<ul style="list-style-type: none"> <li>• The <b>silence</b> was <b>deafening</b>.</li> <li>• I was <b>busy doing nothing</b>.</li> </ul>



	reveal a paradox. Taken independently, <i>bitter</i> and <i>sweet</i> mean opposite things; however, their association ( <i>bittersweet</i> ) create a distinct, highly evocative meaning.	<ul style="list-style-type: none"> <li>That zombie was part of the <b>walking dead</b>.</li> <li>Parting is <b>such sweet sorrow</b>. (William Shakespeare, <i>Romeo and Juliet</i>: The words <i>sweet</i> and <i>sorrow</i> evoke opposite ideas of happiness and pain. However, when Shakespeare combines them, it shows how the lovers are sad at having to leave one another, but also excited and joyful at the prospect of anticipating their next reunion.)</li> </ul>
<b>Euphemism</b>	A euphemism is when a polite or mild word or expression is used in place of something more unpleasant, distributing, or taboo. In this regard, it functions as the opposite of hyperbole. The most common example of a euphemism is saying someone 'passed away' rather than 'died'.	<ul style="list-style-type: none"> <li>The English major was <b>between jobs</b>.</li> <li>He asked if she wanted to <b>"Netflix and chill"</b>.</li> <li>The zombie's girlfriend was <b>about to bite the big one</b>.</li> </ul>
<b>Allusion</b>	An allusion is a device that makes the reader think of another person, place, event, or thing. Allusions can be both explicit or implied in the narrative.	<ul style="list-style-type: none"> <li>She picked up the trash like <b>a Good Samaritan</b>.</li> <li>He was <b>a regular Einstein</b>.</li> <li>The zombie couldn't stop eating human brains; they were his <b>Achilles' heel</b>.</li> </ul>

#### **D. Rangkuman**

This section presented an overview of English for Academic Context that was presented by Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text, Cause and Effect, and Figurative Language. The main points of this section follow:

- Analytical Exposition Text is a text that elaborates the writer's idea about the phenomenon surrounding.
- Hortatory Exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory Exposition Text is a

kind of English text that belongs to the argumentative text.

- Explanation Text a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.
- Discussion text is a text aimed at presenting argument and information from at least two different viewpoints. The topic discussed is usually problematic, causes pro and contra, and needs some consensus or solution.
- Review text is an evaluation of publication, such as a movie, video game, musical composition, book, a piece of hardware like a car, home appliance, or computer, or an event or performance, such as a live music concert, a play, musical theatre show or dance show.
- Cause and Effect are shown to describe the reason and the result.
- Figurative Language refers to a specific type of language that is using a word or phrase beyond its literal interpretation to impart more complex meaning or to strengthen its descriptive effect.