



WRITING GENRE

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WRITING GENRE

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PREFACE

Alhamdulillah thanks to Allah SWT who has already given the health and strength so the writer can write up the book on time. Sholawat and salam is addressed to prophet Muhammad SAW, his family as well as companions.

The writer would also like to appreciate Kasmairi, S.S., M.Pd., for her assistances as an editor of the book and all my colleagues for advices and critics to improve this writing genre book.

This book is a reference book for genre writing. Its contents theories relate to definition, history, criteria, function, and type of writing under genre-based approach. This book also discusses how to apply genre-based approach in writing class. Many theories from other experts in genre-based approach enrich the contents of this book.

Hopefully, the book will scaffold the readers to explore some points of view in genre writing discipline. Finally, critics and suggestions are well opened to accomplish the book.

The Writer
Riswanto

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CHAPTER I

GENRE

Contents

The word “genre” derived from French which means type; kind; sort or style. The term of genre is not new anymore. This term is commonly used in everyday speech and conversation such as Friday sermon in the mosque which follows a certain pattern and contain elements. It differs from genre we use to answer the phone. It means that the way we deliver the speech is not the same with the way we respond to a telephone call. In giving a speech we firstly respect to the guests or our audiences. Then we state our general purpose to deliver speech. After that there will be content delivery and it is ended by giving the conclusion and greeting. On the other hand, when we answer a telephone call, we directly say who is speaking, and listen to the aim of the call and directly answer it. There is no general greeting or respect the audiences like we do in giving a speech.

The term genre in teaching language was firstly introduced by Elaine Tarone in 1981. It has been applied in three areas of studies i.e., ESP, New Rhetoric, and SFL (Systemic Functional Linguistics). Genre in language teaching is closely related to SFL area in which this theory

describes language in term of the choices a speaker or writer makes from the language system in particular contexts of use (Paltridge, 2001).

The term genre firstly emerges in the study of literary studies like in poetry and drama. Today, the conception of genre extends its use beyond literary texts, academic and everyday forms of speech and writing. According to Paltridge, 2001; genre is also referred to a class of communicative events such as a seminar presentation, a university lecture or an academic essay. Meaning, genre can be in the form of spoken and written one.

Genre is a term for grouping texts together, representing how writes typically use language to respond to recurring situations. For many people it is an intuitively attractive concept that help to organize the common-sense labels we use to categorize texts and the situations in which they occur.

The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experience with such texts to read, understand, and perhaps write them relatively easily. It means that genre is related to certain characteristics of a specific text. Each text has its own way of delivering the message. Different text is realized through different structure and linguistics features.

Hoey (2001) likens readers and writers to dancers following each other's steps, each assembling sense from a text by anticipating what the other is likely to do by making connections to prior texts. While writing, like dancing, allows for creativity and the unexpected, established patterns often from the basis of any variation, we know immediately, for example, whether a text is a recipe, a joke, or a love letter and can respond to it immediately and even construct a similar one if we need to. As teachers, we are able to engage in more specialized genres such as lesson plans, student report, and class examinations, bringing a degree of expertise to the ways we understand or write familiar texts. In more precise terms, we possess a schema of prior knowledge that we share with others and can bring to the situations in which we read and write to express ourselves efficiently and effectively. In another words, when we write a text, we can write it smoothly if we have enough knowledge about it.

Swales (1990) describes genre as a class of communicative events with some shared set of communicative purposes. The communicative

purpose of particular genre is recognized by members of the discourse community who establish the constraints on what is generally acceptable in terms of content, positioning, and form for a particular genre for instance the one who writes in Indonesian is not in appropriate way, the reader of Indonesian will know that the sense of the language is going wrong. It means that a genre is chiefly identified by the communicative purpose for which it is created in a particular context. The concepts define that in writing something, it must be appropriate with the real context. It must relate to what happen in the real situation and this can be done by activating the background knowledge of the students before asking them to write.

Genre can be in the form of single and complex genres. The single genre are songs, sermons, letters and etc. While the complex genres mean that a single genre may contain examples of other genres such as a church service that contains hymns, psalms, prayers and sermons. In other words, different genres are often closely related to each other. Another example is the academic essay which may draw from other genres like academic lectures, specialist academic texts and journal articles.

Today, genre is one of the most important and influential concepts in language education, as what Ann Johns (2002, p. 3) has recently referred to as “a major paradigm shift” in literacy studies and teaching. It is also happening in indonesia now. The government has also instructed to whole school apply the genre-based approach as the basic curriculum. This is realized through the book and the way the teacher teaches.

Genre analysis is defined as an area in discourse analysis that studies mainly non-literary communication in relation to its situational context (academic setting, legal setting, commercial setting, etc.) using the approach of genre, that is, by realizing types or kinds of the discourse (Garzone, 2015 in International Encyclopedia of Communication). Genre analysis studies have been flourishing in the last few decades especially under the umbrella of English for Specific Purposes (ESP) (Kobayashi, 2003; Duszak, 1997; McMahon, 2013). The focus of analyses in such field has mostly been centered around how academic writers rhetorically convince their readers to accept the writers’ claims and arguments for the research projects in one or more sections of the research articles (RAs), namely: introduction, methodology, results, discussion, etc.

The term “rhetoric” itself is generally understood as the art of discourse in which a writer (or speaker) aims not only to inform, but also to persuade and influence particular audiences in specific settings (Conley, 1994). Past studies in genre analysis have found that there are indeed varying strategies used by academic writers to gain their readers’ acceptance, specifically in regards to rhetorical moves and how those moves are organized in the texts. Despite the variation in strategy, it has also been acknowledged that writers who belong to same discourse communities possess similar writing styles or conventions.

The booming interest that is shown through the rapidly increasing number of studies and researches in genre analysis on academic writing in the past few decades cannot be separated from the influence of Create-A-Research-Space (CARS) model that is proposed by Swales (1990). This model is aimed at describing and explaining the rhetorical structures of research article introductions (RAIs) that belong to native English academic writers.

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group (Ahmad, 1997) or writing styles of native Indonesian group (Safnil, 2000; Mirahayuni, 2002; Adnan, 2009).

Generic Structure is the general structural formula of library, consisting of scaffold plus an indication of the position of attachment of the various residues. Other source generic structure is the way in which elements of a text are arranged to match its purposes. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purposes.

Every genre has different generic structure to be understood. Especially in first year of senior high school, like recount text, in commonly it has three generic structures consist: orientation, events, and re-orientation. In narrative text, in commonly it has three generic structures consist: orientation, complication, and resolution. In procedure text, in commonly it has three generic structures consist: goal, materials, and steps. In descriptive text, in commonly it has two generic structures consist: identification and description. The last, in news item text, in commonly it has three generic structures consist: newsworthy, background, and sources.

Characteristics of Researches Genre

- a. Using strategies in presentation, namely writing rhetorically and how the movements are arranged in the text.
- b. Centered on writing rhetorically to convince readers of the presentation of the research text.
- c. Using the writing style of the English indigenous group, the writing style of the Polish indigenous group, the writing style of the Malay indigenous group, and the writing style of the Indonesian indigenous group.



Answer the following questions based the text above!

1. What is genre?
2. Who was introduced the term genre in teaching language?
3. Why do we need background knowledge in writing a certain text?
4. How many kinds of genre?
5. Does every kind of text have the same characteristics?

CHAPTER II

DEFINITION OF GENRE WRITING

Contents

Genre writing is a subject which focuses on teaching writing from variety of genre which is based on genre-based approach. It means in this subject the students will write and analyze many sorts of writing and each writing has its own purpose, structure of lexicon and generic structure. In line with this, Gerot and wignell 1995 state that genre-based teaching is concerned with what learners do when they write. An understanding of the concept allows writing teachers to identify the kinds of texts that students will have to write in their target occupational, academic, or social contexts and to organize their courses to meet these needs. Curriculum materials and activities are therefore devised to support learners by drawing on texts and tasks directly related to the skills they need to practice effectively in the world outside the ESL classroom.

For writing teachers, genre pedagogy promises very real benefits. The concept of genre enables teachers to look beyond content, composing processes, and textual forms to see writing as an attempt to communicate with readers—to better understand the ways that language patters are used to accomplish coherent, purposeful prose. Genre adherents argue that

people don't just write, they write *something* to archive some purposes: writing is a way of getting things done. To get things done, to tell a story, request an overdraft, craft an essay, describe a technical process, and so on, we follow certain social new literacy views. Literacies are mainly acquired through exposure to discourses from a variety of social contexts, and through this exposure, individuals gradually develop theories of genre. In another words, in genre writing, we write based on the real context.

In educational contexts, reading and writing are therefore curriculum-wide processes rather than simply "English" activities as each curriculum area requires and offers opportunity or different kinds of writing. This means that students can naturally encounter and may need to be taught a wide range of genres. It also suggests that teachers cannot ignore the diverse genres and literacy demands students will face outside the classrooms and should provide texts and tasks that mirror the kinds of interactions they will have with these. In practice, this means recognizing that writing is always purposeful, that it demands a range of skills and understandings of various genres, that it relies on knowledge of other texts, and that it has definite outcomes. Writing, in other words, is always situated.

This view also offers writing teachers a radical new perspective on what they do, for the naïve assumption that writing and teaching writing are somehow neutral, value-free activities is no longer defensible. This view encourages us to acknowledge not only that writing is used in many ways across many social contexts but also that only some of these have institutional and cultural stature. It is not the case that all genres are created equal, because they are associated with and are used to regulated entry into social communities possessing more or less prestige and influence. So, each kind of writing has its own social and cultural context.

Advantages of Genre-based Writing Instruction

A number of advantages are often given for the use of genre-based writing instruction. The main advantages can be summarized as follows. Genre teaching is:

- Explicit.** Makes clear what is to be learned to facilitate the acquisition of writing skills
- Systematic.** Provides a coherent framework for focusing on both language and contexts

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Needs-based.	Ensures that course objectives and content are derived from student needs
Supportive.	Gives teachers a central role in scaffolding student learning and creativity
Empowering.	Provides access to the patterns and possibilities of variation in valued texts
Critical.	Provides the resources for students to understand and challenge valued discourses
Consciousness raising.	Increases teacher awareness of texts to confidently advise students on their writing

These advantages are set out more fully in the following section:

1. **Genre-based Teaching is Explicit**

Perhaps the most important advantage is that genre-based writing instruction offer writers an explicit understanding of how target texts are structured and why they are written in the ways they are. ESL (English second language) teachers can rarely rely on their students having the appropriate cultural, social, and linguistics background they need to write effectively in English for Anglophone audiences. They have to assume that students' current literacy abilities may be widely different from those that they need in such contexts. Clear and explicit genre descriptions are required to bridge this gap. Learning to write involves acquiring an ability to exercise appropriate linguistic choices, both within and beyond the sentence, and teachers can assist this by providing students with examples of the language they need to create effective texts. In another words, in asking the students to write, a teacher has to realize that each student has different ability. The slow learners must be assisted through some stages such as the explanation of the context, the generic structure of the text and the grammar needed for such kind of text.

This explicitness gives teachers and learners something to shoot for, a "visible pedagogy" that makes clear what is to be learned rather than relying on hit-or-miss inductive methods whereby learners are expected to acquire the genres they need from the growing experience o repetition or the teachers' notes in the margins of their essays (Hyland, 2003).

Providing they use to write rather than the language and patterns they require to do this effectively. Students are generally expected to discover the language they need in the process of writing itself.

For genre teachers, it is not enough to equip students with the strategies of good writers and step back to let them get on with it. Providing students with the “freedom” to write may encourage fluency, but it does not liberate them from the constraints of grammar and from in public contexts of writing.

2. Genre and Communicative Language Teaching

Communicative means that in using a certain language we know the appropriate situation of using it. Genre-based writing instruction is the heir of communicative approaches to language teaching that emerged in the 1970s. Hymes (1972) introduced the idea of *communicative competence* to account for the two kinds of knowledge crucial to successful language use: *the knowledge of language and the knowledge of when to use it appropriately*. The term generated a range of approaches known collectively as Communicative Language Teaching (see Richards & Rogers, 1986) constructed around this core idea of the role language plays in social contexts. Genre-based teaching continues this communicative tradition by guiding students to the ways they can most effectively achieve their purposes by systematically relating language to context. It means that in writing the students must care about the purpose and context of the text.

Genre-based pedagogies rest on the idea that ways of writing are community resources for creating social relationships, rather than solely the property of individual writers struggling with personal expression. Good writers are aware that what a reader finds in a text is always influenced by what he or she has found in previous texts and that what writers want to say is necessarily affected by what readers expect them to say. Because of this, context is not just the background against which writing takes place; it is co-constructed by the writer and reader anticipating each other's responses and needs and co-constructing meaning through discourse. Writers are always influenced by the social activity they are engaged in, by progress of the interaction. Their choices of grammar, vocabulary, content, and organization therefore depend on the situations in which they are writing, and these options can form the basis of L2 writing programs.

3. Genre and New Literacy

Closely linked to their relationship to communicative teaching, genre pedagogies complement research in New Literacy Studies, which regards

literacy as social practice (e.g., Barton & Hamilton, 1998). This view of literacy shows that writing (and reading) varies with context and cannot be distilled to a set of abstract cognitive or technical abilities. There are a wide variety of practices relevant to and appropriate for particular times, places, participants, and purposes, and these practices are not something that we simply pick up and put down; they are integral to our individual identity, social relationships, and group memberships.

It is important to note that genre approaches to writing instruction do not represent a single set of teaching techniques that can simply be followed in a paint-by-numbers fashion in every classroom. Students have different needs. They study in contexts where English is taught as a second or foreign language, and they learn to write for different purposes and in different genres. But while genre is a term that embraces a variety of classroom practice, at its core it recognizes that the features of a similar group of texts depend on the social contexts in which the texts are created and used and that those features should form part of a writing syllabus.

4. Genre-based Teaching Systematically Addresses Texts and Contexts

A second key advantage is that a genre orientation incorporates both discourse and contextual aspects of language use that may be neglected when attending to only structures or processes to create a well-formed and effective text student need to know how such texts are organized and the lexicogrammatical patterns that are typically used to express meanings in the genre. In addition, however, they also need to know the social purposes of the text type the kinds of situation in which its use is appropriate who the probable audience is, what readers are likely to know, and roles and relationships of text users the types of textual variation that are typical and possible how the genre is related to others in the target context and so on.

Linking texts and contexts in this way has two important advantages. First, it means that teaching materials are based on the ways language is actually used in particular writing contexts rather than on our general impressions of what happens teaching, in other words, is data driven rather than in tuition driven. Second, while genre teachers focus on texts, this is not simple training in reproducing discourse forms, nor is it a narrow focus of disembodied grammar. Instead, linguistic patterns are seen as pointing to contexts beyond the page, implying a range of social constraints and

choices, so that students are offered a way off seeing how different texts are created in distinct and recognizable ways in terms of their purpose, audience, and message.

5. Genre-based Teaching is Based on Writer Needs

Genre also offer a principal way of determining the content and organization of writing course by basing instruction on the typical patterns and choices available to students in the texts they will need to write. These needs may not always be obvious, and it is often necessary to conduct a survey of target writing contexts to determine the kinds of writing practices that the students will be faced with. However, if writing is embedded in familiar. Real life contexts and if the relevance of tasks to immediate or organized future needs is demonstrated, students are likely to find learning more motivating. They are also likely to be more successful in gaining control over target genres and to see the possibilities for variations in these texts genres and to see the possibilities for variations in these texts, how they relate to other genres, and their connections to the contexts students have to work in.

It also worth bearing in mind that genres do not occur in isolation in the real world but in sequences of written and spoken texts that are interrelated as “genre systems”. As well as known if how to use a genre, writers also know when to use it, and in many contexts, one genre will set up the successful condition for use of another. This, an expository essay is likely to be preceded by note taking, sifting through web pages, and discussions with friends, just as a business report may be embedded in a network of research and consultation genres. These genres can be integrated into a course in the same way as they are integrated in real life, with opportunity for participation in arranging of spoken and written genres that give learners a realistic understanding of their use. An understanding of these needs and systems can thus provide an authentic basis for determining what is to be learned. How these elements will be sequenced in the writing course. The kinds of writing tasks that will be required and what counts as having learned the genre for assessment purposes.

6. Genre-based Teaching is Supportive

A fourth advantage of genre-based writing teaching is that it provides support for writers as they gradually develop control of a genre. Many

genre-based pedagogies are underpinned, either explicitly or implicitly, by Vygotsky's (1978) emphasis on the interactive collaboration between teacher and student, with the teacher taking an authoritative role to "scaffold" or support learners as they move toward their potential level of performance and the confidence to independently create texts. This scaffolding is most evident at the early stages of learning a genre where the teacher intervenes to model and discuss texts, deconstructing and analyzing their language and structure. Language activities are selected to relate closely to the ways they are used in specific kinds of texts and domains to help students create meanings for particular readers and contexts. This support is gradually reduced until the learner has taken knowledge and skills to perform independently. This makes the approach particularly valuable to students of beginner and intermediate proficiencies, but it is equally important required to write a new genre.

7. Genre-based Teaching is Empowering

Fifth, genre pedagogies offer the capacity for initialing students into the ways of making meanings that are valued in English speaking communities. L2 learners commonly lack knowledge of the typical patterns and possibilities of variation within the text that possess "cultural capital" in particular social groups. Genre approaches are committed to are distribution of literacy resources to help learners to gain admission to particular discourse communities; to operate successfully in them; and, in the long run, to develop an informed creativity in using these discourses.

Valued genres are those that determine educational life chances; regulate entry into professions; restrict passage through career pathways; and symbolic value in institutions, signifying the competency or status of their users. Typically, these are the genres that L2 students wish to control and use. The study of such target text assists learners to manage the appropriate linguistic and rhetorical choices and how to use these genres effectively. It provides the means to reveal writing are relative to particular groups and contexts and help students unpack the requirements of their target communities.

8. Genre-based Teaching Facilitates Critical Understanding

Because they make all these things possible, genre approaches also have the potential for aiding students to reflect on and critique the ways

that knowledge and information are organized and constructed in written English texts.

Genre perspectives stress the view that a text is constructed in response to context and therefore only comprehensible because of its relationship to a context, the ways it builds its meanings through a specific set of linguistic choices. With educational genres, these contexts are typically located in the academic institution or professional bodies to which students are trying to gain access. An understanding of the genres of the powerful not only provides access to those genres however; it also allows users to see how they represent the interest of the powerful. Understanding how texts are socially constructed and ideologically shaped by dominant social groups reveals the ways that they work to represent some interest and perspective and suppress others. By focusing on the literacy practices writers encounter at school, at work, and at university, genre pedagogies help them to distinguish differences and provide them with a means of understanding their varied experience frameworks. What appear as dominant and superior forms of writing can then be seen as simply other practice and therefore become open to challenge.

9. Genre-based Teaching Assist Teacher Development

Finally, genre pedagogies not only address the needs of ESL writers but also draw teachers into considering how text actually work as communication. Knowledge of genres has an important consciousness-raising potential for teachers, with significant implications for both their understanding of writing and their professional development. By fostering and understanding of how texts are effectively shaped to meet writers' goals in particular contexts, teachers are in a better position.



Answer the following questions based on the text above!!!

- a. What is genre writing?
- b. What are the advantages of using genre-based instruction?
- c. How many kinds of context do we need in writing a certain text?
Explain them!
- d. What does communicative language usage mean?

CHAPTER III

KIND OF GENRE WRITING

Contents

There are many sorts of text according to genre-based approach. Those kinds have their own characteristics. The approach to genre influenced by Systemic Functional Linguistics (SFL) is perhaps the most clearly articulated and pedagogically successful of the three orientations and for this reason will be discussed first and in greater detail than the other approaches. Known in the United States as the Sydney School, this model of genre emerged from linguists and teachers working to create a genre-based pedagogy consistent with the theoretical work of Mc Halliday (Haliday, 1994; Haliday & Hasan, 1989). Haliday's conception of linguistics as a set of systems for creating meanings in social context is far wider than most linguistic theories as it is concerned with the ways we use language as a resource for communication rather than with rules for ordering grammatical forms. Language is a system of choices by which writes can communicate certain functions, allowing them to express their experiences of the world, to interact with others, and to create coherent messages.

Genre in SFL is seen as "a staged, goal oriented social process" (Martin, 1992, p. 505), emphasizing the purposeful, interactive, and sequential character of different genres and the ways that language is systematically

linked to context. Genres are social processes because members of a culture interact to achieve them; they are goal-oriented because they have evolved to achieve things; and they are staged because meanings are made in steps, and it usually takes writers more than one step to reach their goals. SFL research has therefore stressed the importance of the social purpose of genres and of describing the rhetorical structures that have evolved to. In other words, in writing a text a writer cannot do it at once. He or she needs many steps.

The SFL approach to genre has been motivated by a commitment to language and literacy education, helping teacher to view linguistics as a practical tool that they can use in their classrooms. Unlike the other two approaches to genre discussed here, SFL attempts to provide a framework that will help explaining genre use at all educational levels rather than just the post-secondary one. Genre pedagogy in Australia, in fact, began with the study of writing by primary school students (Rothery, 1996) and later expanded to include secondary school subject classes, adult migrant programs, academic disciplines, and professional workplaces (see Feez, 2001).

The fact that SFL conceptions of genre have emerged within a linguistic framework has meant that those working in this tradition tend to characterize genres in terms of broad rhetorical patterns such as narratives, recounts, arguments, and expositions. For SFL theorists, genres represent groupings of texts that are similar in terms of their discourse patterns. They redefined by internal linguistic criteria, rather than by the regularly occurring activities that we typically regard as genres, such as job application, film reviews, and recipes. Defining genre elements linguistically allows analysts to see how these elements combine in different ways to make up the genres that are found in a range of different contexts and activities.

Genres such as narration, description, and exposition are sometimes referred to as text types (Biber, 1988), which can be used in creating many different kinds of genres. While SFL does not distinguish between genre and text type, the term macrogenre is sometimes used to refer to larger, more complex genres that combine more basic elemental genres (Martin, 1992). Thus, a macrogenres such as a newspaper editorial might be composed of several elemental genres such as an exposition, a discussion, and a rebuttal. In the same way, elemental genres can contribute to more than one kind

WRITING GENRE

of macrogenre. So, scientific lab reports, instruction manuals, recipes, and directions for self-assembly furniture can all consist of description and procedures. As will be discussed further in Chapter 3, this approach is helpful in discovering how genres blend and overlap. It also helps us to understand how elemental persuasive genres such as expositions and opinions are increasingly found in information texts such as government reports, university prospectuses, and research articles

Genres in SFL, then, are the rhetorical structures fundamental to various forms of communication in a culture. Some core educational genres are listed in table 2.1, showing their social purpose and some possible “locations” or macrogenres where they are likely to be encountered.

One way in which this kind of classification is useful to teachers is that it provides a means of understanding how genres differ in the demands that they make on students. Descriptions of key genres show that expositions and explanations, for example, contain more complex forms and are consequently more difficult for learners to write than recounts.

TABLE 2.1. Some Example Genre

NO	Genre	Social Purpose	Social Location
01	Recount	To reconstruct past experiences by retelling events in original sequence	Personal letters, police reports, insurance, claims, incident reports
02	Procedure	To show how something is done	Instruction manuals, science reports, cookbooks, DIY books
03	Narrative	To entertain instruct via reflection on experience	Novels, short stories
04	Description	To give an account of imagined or factual events	Travel brochures, novels, product details
05	Report	To present factual information, usually by classifying things and then describing their characteristics	Brochures, government and business reports
06	Explanation	To give reasons for a state of affairs or a judgment	News reports, textbooks
07	Exposition	To give arguments for why a thesis has been proposed	Editorials, essays, commentaries

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Answer the following questions based on the text above!

1. Mention two factors needed in writing a text?
2. How many kinds of text are there?
3. What is the purpose of recount?
4. How do you construct a recount text?
5. Mention the social location of report?

CHAPTER IV

RECOUNT TEXT

Contents

Recount is one type of text which has specific purpose that is realized through certain idea sequences (generic structure) and linguistic features.

Social Function

To retell an event with a humorous twist

Genre (Schematic) Structure

- Orientation : Sets the scene
- Event(s) : Tell what happened
- Twist : Provides the punchline (humorous ending)

Significant Lexicogrammatical Features

- ❖ Focus on individual participants (in bold below)
- ❖ Use of material Processes (in italics below)
- ❖ Circumstances of time and place (underline below)
- ❖ Use of past tense

The following is the example:

“Penguin in the park”

Orientation

Once a man was walking in a park when **he** came across a penguin.

Event 1

He took **him** to a policeman and said **I** have just found **this** penguin. What should **I** do? **The Policeman** replied, *Take **him** to the zoo*

Event 2

The next day **the policeman** saw **the same man** in the same park and **the man** was still carrying **the penguin** with him. **The policeman** was rather surprised and *walked up to the man* and asked, ‘Why are **you** still carrying **that penguin** about? Didn’t **you** *take it to the zoo*? **I** certainly *did* reply **the man**.

Twist

And it was great idea because **he** really enjoyed, so today **I’m taking him to the movies!**

Discussion about the text above:

The text is about a policeman and a man. This man found a penguin and brought it to the police office to ask what he should with the penguin. The policeman suggested him to bring the penguin to the zoo. But the next day, the policeman saw the man still brought the penguin. The man said to the policeman that he had already brought the penguin to the zoo and the penguin looked happy and this day the man would bring the penguin to the movie.

Here the man cannot catch the policeman idea. He thought that the penguin should not put in the zoo. The punchline is here. The man understanding about the policeman recommendation. Instead of giving the penguin to the zoo officer, he again brings the penguin to another place.

So, the writer must be able to create a twisted condition. In another words, a writer has to find a funny experience to be told. The writer

must be careful in deciding the topic to be written. In talking about the generic structure, the writer should write orientation which tell about the introduction of the event, number of events (it depends on the story whether it is short or long story) and twist (humorous ending).

As stated by Anderson (1997), recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Watkins (2005) states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.

Based on the definition of recount above, it can be concluding that recount as a piece of text that reconstruct past events which they happened in order and related in a particular relation. Based on Anderson (1997), the students have to know how to construct and what language features in a recount. Recount text is one kind of genre that is taught by teacher for the student in senior high school. Prasetyaningsih (2006:137) states that recount text is designed to retell a past event. The purpose of the text is to retell past event to reader or listener with actual or imaginary experience in different ways. It means that recount is a text that retells the readers with an actual experience in past time and presents some event that aimed to restate an event. Recount text tells about something that happened in the past. The detail in a recount text can include what happened, who involved in, where it took place when it happened and why it occurred.

In conclusion, recount text is a text that retells event or something which happened in the past detail where the purpose is either to inform or to entertain the audience and has two types, namely personal recount, factual recount.

Recount has a social function to retell events for the purpose of informing and entertaining. The tense that used in recount text is past tense (Gerot and Wignell, 1998:194).

The characteristic of recount text

- a. Introducing private participants: I, my group, etc.

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- b. Using the simple past tense.
- c. Using a chronological connection: then, first, etc.
- d. Using verb connection: was, were, saw, hear, etc.
- e. Using action words: look, go, change,

According to Stubbs (2008), a recount text is a text which reconstructs events, experiences, and achievements from the past in a logical sequence and she adds the recount text is guided by the following structures:

- a. Orientation : introducing the participants, place, and time
- b. Events : describing a series of events that happened in the past
- c. Re-orientation : stating personal comments of the writer to the story

According to Sudawarti and Grace (2007:154) there are three generic structures of recount, those are orientation, sequences of event and orientation. Orientation is a part which introduces what the event happens, where the event happens, when the event happens. In orientation the write retells past event by introducing who involved in the event. Sequence of event is a part where the writer tells reader the chronologically event happened. The re-orientation is a part where the writer re-states her/his story/experience. Recount begin with telling the reader who was involved, what happened, where he takes place and when it happened which is called orientation.

Massi (2003:56) states that the structures of recount consist of three parts. First, orientation is a part that introduces the setting and characters. Second, the event that usually has more than one. Third, reorientation is the ending of the text which summarizes the topic/

A number of experts have proposed their ideas to define language features of recount text. There are some language features of recount text, as follow:

- a. Usually written in the past tense. Some forms may use simple present tense, e.g., informal anecdote storytelling (just image-I'm in the park and I suddenly see a giant bat flying towards me!)
- b. Words that show the order of event (then, next, first, afterwards, just before that, at last, meanwhile)
- c. The subject of a recount tends to focus on individual or group participant (third person: they all shouted, she crept out, it looked like animal of some kind).

- d. Personal recount is common (first person: I was on my way to school.... We got on the bus).
- e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

Steps to Write Recount Text

- a. The first thing you need to prepare for is experience. It could be yesterday's experience, a month ago, or a year ago.
- b. Write at the beginning of the story about the person to be told. You can tell yourself or someone else. State the setting of the time and place of the incident. The more detail the better.
- c. Write the events in order. Try to write down each event in one paragraph. The main sentence is supported by 2 or more sentences to clarify and beautify the story.
- d. Close the story by mentioning the final event of the series of stories made. Keep in mind, that the recount text is not fiction. Recount text is a non-fiction essay. So, the whole story is purely the experience of the storyteller or someone else being told.

Types of Recount Text

Recount text has several types of text that can be used for you to write. According to Sitorus and Sipayung (2018), various types of recount text can be seen from two aspects;

- a. Personal recount. It is a recount text that serves to tell about the author's personal experience.

Example:

My Great Day of Proposing Girl

Orientation

I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose to a girl.

Events

After praying and taking a bath, I had my early breakfast. At about nine o'clock I was in my office but my soul wasn't there. I was thinking about the lines that I had to say to her. At one o'clock, I had my lunch but I wasn't enjoying it either. So, I practiced the lines for almost all the girls I met at my lunch. Yes, I was a little bit crazy. Finally, it was three o'clock. I remembered all my lines. I wrapped my work and got ready to pick her up and of course, proposed to her.

Reorientation

I met her at four o'clock, took a little walk and went to a movie. At seven, we had a romantic dinner. I thought it was the perfect time to ask her to be my wife. Then I said the lines that I practiced the whole afternoon. She smiled. I reached in my pocket to get a ring and put it around her finger. Then she said "Yes." After driving her home, I went back to my house.

- b. Factual recount. It is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports.

Example:

Man Charged with Pushing Old Woman Down Bus

Orientation

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 3 pm on June 5 this year.

Events

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.

Reorientation

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.

- c. Imaginative recount. It is a type of recount text that serves to present an imaginative story (Mediska & Adnan, 2019). The language features of a recount text include that the language is written in the simple past tense, and the frequent use is made of connectives that link events in time, such as next, later, when, then, after, before, and first.

Example:

Spiderman

Orientation

I was dreaming of being a superhero when I was a teenager. I imagined myself as Spiderman.

Events

One day, when I was fishing at the river I was bitten by a spider and luckily, I was not dying. At first, I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was afraid, they would be angry with me. After that, something had happened in my body and I still did not recognize it. I lived as I did usually, went to school, go home, ate, did some activities, and so on.

Reorientation

I realized at the first time that I had a superpower was when I was getting an accident. I rode a motorcycle and suddenly there was a bus crashed into me. I bounced out off the road and my motorcycle was totally broken. But in that case, I did not feel any hurt. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I run after it and I didn't know why I could run so fast and jump so high. I jumped to the back of the bus and climbed it like a spider. I went to the front, stooped the bus, and took the driver out of the bus door. I knew that I was no more

a normal human being. I did nothing more to the bus driver. I went back home and decided on the next action to do after that. I did nothing like Spiderman in the movie that help people to catch criminals. I was an opportunist superhero. I was afraid of killing people so I hide my power from anybody else. I used my power only when I or my family and friends got into danger.

- d. Historical Recount tells about the history, both historical places, and historical objects.

Example:

Proclamation of Indonesian Independence

Orientation

The Proclamation of Indonesian Independence was read at 10.00 a.m. on Friday, 17 August 1945.

Events

The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949. The Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date. The United Nations, which mediated in the conflict, formally acknowledge the date of independence as 27 December 1949.

Reorientation

The document was signed by Sukarno and Mohammad Hatta, who was appointed president and vice-president respectively the following day. A recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader. Present Tense or Simple Present Tense is used to declare the event or events, or activities, activity and so is the case today. The present tense is also used to express a fact, or something that happens over and over again in the present. Remember, the present means it is now.

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The generic structures of recount text consist of:

1. Orientation
2. Events
3. Re-orientation

The language features of recount text include:

1. Using the Past Tense.
2. Using Conjunctions and Time Connectives to sequence events or occurrences.
3. Using adverbs and adverbial phrases to express place, time, and manner. For example, yesterday, at my house, and others.
4. Use Action Verbs. For example, went, slept, run, brought, and others.



Answer the following questions!

1. What is the goal of recount?
2. Explain the generic structure of recount?
3. What factor should a writer fulfill in writing a recount?
4. What kind of tense that a writer uses in writing a recount?

CHAPTER V

PROCEDURE TEXT

Contents

Text procedure is another kind of genre writing. It is a sort of writing which describe how something is done by using a series of ways. The following are the characteristics of procedure text.

Social function

To describes how something is accomplished through a sequence of actions or steps.

Generic structure

- Goal
- Materials (not required for all procedural texts)
- Steps 1-n (i.e., goal followed by a series of steps oriented to achieving the goal)

Significant Lexicogrammatical Features

- Focus on **generalized human agents**
- Use of simple present tense, often Imperative
- Use mainly of temporal conjunctions (or numbering to indicate sequence)
- Use mainly of *Material Processes*.

The Hole Game

Materials needed

Two players

One marble per person

A hole in ground

A line (distance) to start from

Method (steps 1-n)

1. **First you must dub** (*click* marbles together).
2. **Then you must check** that the marbles are in good condition and are nearly worth the same value.
3. **Next you must dig** a hole in the ground and *draw* a line a fair distance away from the hole.
4. **The first player** carefully *throws* his or her marble towards the hole.
5. **Then the second player tries to throw** his or her marble closer to the hole than **his or her opponent**.
6. **The player** whose marble is closest to the hole *tries to flick* his or her marble into the hole. If successful, **this player tries to flick** his or her opponent's marble into the hole.

The person flicking the last marble into the hole wins and *gets to keep* both marbles.

Procedure text is text that contains steps or stages that must be taken to achieve the goal according to Maryanto (2014, p. 36). Text procedure is a text that is familiar to someone in daily life, such as when giving an instruction to do something, start a game, in recipes, steps simple, purposeful directions, it can be said that the procedure text is a text that

has the aim of conveying the process of using or manufacture contained in several stages according to Rahmanti (2014, p.).

Procedure text is a piece of text that give us instructions for doing something. Procedure text is text designed to describe how something achieved through a sequence of actions or steps. Procedure text is a text that explains/tells about how to make, use or operate something. There are two kinds of procedure texts; there are recipe and manual procedure text. For the first meeting we will discuss about Recipe. Recipe is a set of instructions for preparing a particular dish, including a list of the ingredients required. Recipe procedure text is the part of procedure text that contains of explanation about how food is completely made or cooked through a sequence of series. Or in short explanation recipe procedure text is a text that explains/tells about how to make something.

So, it can be concluded here, procedure text is a type of text that aims to describe an order or instruction about how something is achieved in the right order or steps.

And usually, the title of the procedure text begins with “How to...” Examples such as “How to Make a Cup of Tea” “How to Use the Computer”, and many more examples other. Some features of procedure text are:

- using Simple Present Tense (S+V1)
- imperative form/command form,
- using action verbs, for example: make, take, boil, cook,
- using temporal conjunctions, for example: First, then, next, after that, last.

Destination Procedure Text

The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal. The purpose of a procedure text is to tell the reader how to do or make something through a sequence of actions or steps.

Types of Procedure Text:

1. Procedure text in English has several types. Here are 3 types of procedure text that you should know.
2. Procedure text that explains how something works or how to use an instruction/operation manual, for example, how to use a computer, how to record video, how to use polaroid camera.

3. Procedure text that instructs how to perform certain activities, misalnya, how to make a noodle, how to dance, how to play basketball.
4. Procedure text related to human behavior, for example, how to succeed, how to live happily, how to be a good person.

Generic Structure of Procedure Text

Procedure text has a different generic structure from other types of text, namely:

- a. Aim/goal (goal)
It is located in the title of the text and is used to indicate the purpose of the text.
Example: How to Make Noodle
- b. Ingredients
Contains materials or tools needed in the steps to carry out the process.
Example: The materials to make an omelette are egg, onion, vegetable oil, salt, and pepper.
- c. Steps/methods
Contains methods, or steps taken to achieve the objectives in the text

A. Example Procedure Text

1. How to Make Fluffy Pancakes [**aim/goal**]
 - a. Ingredients: [**ingredients**]
 - 5 eggs
 - 40 grams of sugar
 - 60 grams of purpose flour
 - 2 grams of baking powder
 - Salt
 - 1 teaspoon vanilla extract
 - Honey
 - b. Instructions: [**steps/methods**]
 - First, separate the egg yolks and whites. Then beat the egg whites until foamy.
 - In a separate bowl, stir the egg yolks with the sugar until the sugar melts.

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- Next, add the flour, baking powder and salt. Then stir until all ingredients are mixed.
 - Slowly pour all the mixed ingredients into one bowl. Then add the vanilla extract and mix.
 - Then heat a saucepan over medium-low heat and coat with butter. Use a 1/4 cup scoop to scoop and pour the batter into the pan so that you get pancakes that are the same size.
 - Cook until the first side is golden brown, or until the top surface forms bubbles.
 - Flip and repeat on the other side. Set the appropriate heat.
 - Finally, serve the pancakes while they are still warm with the honey. You can add some fruit like grapes or strawberries to make it more delicious.
2. How to Make Delicious Fried Rice **[aim/goal]**
- a. Materials: **[ingredients]**
- Onion
 - 2 eggs
 - Half a spoon of salt
 - Pepper to taste
 - 2 plates of rice
 - One teaspoon of oyster sauce
 - 2 tablespoons vegetable oil
 - Peas and carrots to taste
- b. How to cook: **[steps/methods]**
- Heat the skillet over medium heat. Pour the oil into the pan.
 - When the oil is hot enough, pour in the onions, peas and carrots.
 - Then, add the beaten eggs to the pan. Stir using a spatula.
 - When the vegetable and egg mixture is half cooked, add the rice and stir.
 - Do not use rice that has just been cooked as it will make the fried rice mushy.
 - Add salt, pepper and oyster sauce.
 - Stir until cooked.
 - You can add chili or chili powder if you like spicy food.
 - You can also use other ingredients such as shrimp, sausage, or meatballs to make it more delicious. However, you must add these

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ingredients before you add the rice so that all the ingredients cook together



Answer the following questions carefully!

1. What is procedure text?
2. What is the goal of procedure text?
3. How many steps should a procedure text possess?
4. Find another typical title for procedure text!

CHAPTER VI

NARRATIVE TEXT

Contents

Narrative text is a text which is used to describe an event or someone's experience which is closed by a resolution. In another words, narrative is a text which tell about a problematic one. There are conflicts and turning point or anticlimax which is ended by a solution. The following are the explanation of narrative:

Social Function

To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure

- Orientation : sets the scene and introduces the participants
- Evaluation : a stepping back to evaluate the plight
- Complication : a crisis arises
- Resolution : the crisis is resolved, for better or for worse

- Re-orientation : optional

Significant Lexicogrammatical Features

- Focus on **specific** and usually **individualized participants**
- Use of *Material Processes*, (and in this text, *Behavioural* and *Verbal Processes*)
- Use of **Relational Processes** and *Mental Processes*
- Use of temporal conjunctions, and temporal circumstances
- Use of past tense

The following is the example of narrative text:

Snow White

Orientation

Once upon a time there *lived* a little girl named **Snow White**. *She lived* with **her Aunt and Uncle** because **her parents were** dead.

Major complication

One day she heard her uncle and Aunt talking about leaving **Snow White** the castle because **they** both *wanted* to go to America and **they didn't have** enough money to take **Snow White**.

Resolution

Snow white *did not want* her **Uncle and Aunt** to do this so **she** *decided* it **would be** best if **she** *ran away*. The next morning, **she** *ran away* from home when her **Aunt and Uncle** were *having* breakfast. **She** *ran away* into the woods.

Complication

He was very tired and hungry.

Resolution

When she saw this little cottage. **She** *knocked* but no one *answered* so he *went* inside and *fell asleep*.

Complication

Meanwhile, **the seven dwarfs** *were coming* home from work. **They** *went* side. There **they** *found* **Snow White** *sleeping*. Then **Snow White** *woke up*. She saw **the dwarfs**. The dwarfs *said*. ‘what **is** your name?’ **Snow White** *said*. ‘My name **is** **Snow White**’.

Major resolution

Said, ‘if you wish, you *may live* here with us’. **Snow White** *said*. ‘oh should (I) thank you’. Then **Snow White** *told* **the dwarfs** the whole story and snow white and **Snow White** and the **7 dwarfs** *lived* happily ever after.

Text is a combination of paragraphs that forms a certain genre and it has different purposes for each other. There’s a text that informs you of some new information you don’t know before, there’s also a text that can entertain you, or it can guide you to do many works. Those texts we can find in written form, such as books, newspapers, and so on. One of the examples of those texts is narrative text.

If you have ever read a fable, novel, or folktale, those are examples of narrative text. The story of how Cinderella went to the palace and danced with the Prince until midnight, how Malin Kundang got cursed by his mother and then turned into a rock, or how Frodo Baggins and his hobbit friends succeeded their journey to bring the Ring to Mount Doom and hiding it away from the wrath of Sauron, those all are some examples of narrative text.

The narrative text is not only what we can find in written fiction stories, but also in real life, even our experiences on some occasions can be turned into narrative text. When we spend the holiday on the beach, do camping near the forest, or get scolded because we forgot to do our homework can be a story that can be written in narrative text.

Writing

- Mayers (2005: 5) states “writing is an action-a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them.” In learning writing, students not only learn about how to make a good writer, but also the students should understand how to make their writing better than before.

- Heaton (1988: 135) says that “writing is complex and sometimes difficult to teach, requiring mastery not only of grammatical devices but also conceptual and judgmental elements”.

Based on the explanation above, the writer concluded that the activity to express their ideas and thoughts in written form is writing. Moreover, they can improve their other component of languages such as vocabulary, spelling, and grammar so the students not only learn about how to make a good writer.

According to

- Smalley and Ruetten (1986) that “Narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological according to time order”.
- Anderson (1997) states that “narrative is text, which tells a story and in doing so, entertains or informs the reader or listener”. It means that narrative is a piece of text that tells a story to inform, amuse, and entertain the reader or listener’.

Based on the explanation above, the writer conclude narrative text is a text which purposed to describes or tell story about events in the past with a chronological system or interconnected, it tends imaginative, aka not real or imagination of the author so it is to inform, amuse the readers.

Generic Structures

- a. Orientation: the beginning of the story
- b. Complication: the problem faced by the main character.
- c. Resolution: the problem is resolved.
- d. Re-orientation: the moral value of the story.

In this case, complications consist of three conflicts, namely:

- Natural conflict is natural conflicts or between universes.
- Social conflict is conflict between characters or actors.
- Psychological conflict is inner conflict or self

Language

- Focus on specific and usually individualized participants.
- Focus on material processes.
- Use of relational processes and mental processes

- Use past tense.
- Using conjunction to put the event.
- Use of temporal conjunctions and temporal circumstances.

There are 5 problems in teaching writing that explained by Almubark (2016: 15-19) as follows:

- a. The topics in textbooks are not attractive
The topics in the textbooks for writing skills are not attractive and persuasive enough which make it quite discouraging to teach writing skills to the students.
- b. Credit hours
More credit hours should be added to teaching writing skills so that the problem of writing skills in the classroom can be eradicated.
- c. The higher students in the class
The higher students in each class are an obstacle for the teacher to get their teaching goals for teaching writing skills.
- d. Teacher competence
Teacher competence in using devices or equipment for learning writing skills will assist the attainment of writing skills in the classrooms.
- e. Intensive writing exercise
Intensive writing exercises and teachers' regular assessment of the material will identify the students' weaknesses in learning English language writing skills.

Types of Narrative Text

Joyce and Feez (2000) stated that narrative writings are divided into two kinds namely:

1. Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing,
2. Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

Various of Narrative Text

1. Fairy Tale is a story with the genre of fantasy or unreal stories. Fairy tales are usually in the form of folk or children's stories. Examples include Snow White, Thumbelina, Timun Mas, and Cinderella.
2. Folktale or folklore, is that passed down from generation to generation. Besides, usually its spread by word of mouth. Example is Malin Kundang.
3. Legend is a folktale that many people consider real because there is a heroic content in it. Generally, legends tell about how the origin of a place came to be. Example is the story of Lake Toba.
4. Myth same as folktale, usually people assume that mythical stories really happen. Example the stories of Aji Saka and Dewata Cengkar.
5. Science fiction, commonly abbreviated as Sci-Fi, is a story that revolves around science fiction. This type of text usually deals with imaginative and future concepts using advanced science and technology.
6. Romantic, Romance or love story is a that contains the struggle of the main character's love. Examples are Romeo and Juliet.
7. Horror texts are stories that contain scary stories such as ghosts and other astral creatures that are much loved by the public.
8. Fable. A story where the main character is an animal, intended for children as a lullaby.
9. History is a story about events and what happened in the past, complete with a chronology of the place, characters, and time of the incident.
10. Slice of life is a text that contains the daily activities of the author or imaginative characters created by the author.
11. Personal experience, in this type the writer can express what had been experienced by himself in an interesting story.

Examples: The Crying Kid

A few days ago, I was hanging out with my friends in a shopping mall. We were heading to the cinema and then I heard a kid was crying. I checked around us but there was no one. Then I walked again for about six steps.

That's when I looked to my left and then I saw the little boy was standing right in front of the escalator.

I tried to approach him and asked him why he was crying. He said nothing but kept staring downstairs. I looked downstairs and saw his mother trying to reach him by running on the escalator. But her effort was actually useless since she was running upstairs on the wrong escalator. That escalator went downstairs. I could see she was super nervous and wanted to reach her son as soon as possible.

I made a very quick decision at that moment. I held the little boy's hand gently and then I said "Come on", let's go to your mom together". He said nothing but he opened his arm wide. I hug him and then carry him on my chest. Then I told his mom "Don't worry Ma'am, I will get him to you," and then I stepped on the escalator and started walking down as fast as I could. His mother was super happy. She couldn't say anything but kept smiling at me. I smiled at the little boy's mom and then said to her, "Everything is going to be okay now."

Animal Farm

Once upon a time in the English countryside, there was a poorly-run farm called Manor Farm. Mr. Jones, the owner of Manor Farm was a lazy and alcoholic farmer. The animals on the farm feel restless because of Mr. Jones's irresponsibility.

One night, an old boar called Mayor has a dream, where there are no humans on the farm, but instead, animals controlled it fully and lived happily and equally. After that night, Mayor called all of the animals and held a conference. He told the animals about his dream and called for the overthrow of Mr. Jones's reigns.

One week after, the old Mayor died, but his dream will be carried by other animals, they plan to stage a revolt. No matter the variety of animals, from pigs, horses, chickens, birds, and even bugs, they have one goal, driving Mr. Jones out and claiming the farm for themselves. Two young pigs, Napoleon and Snowball assume the command and led the animals to revolution.

The next day, the animals rise to revolt. With all their might, they kick the farmworkers from the barn, then force Mr. Jones and his wife to

flee out of the farm. At last, the animals won the revolt. They defeated the humans, successfully fulfilled the late old Mayor's dream, and claimed the farm for themselves.

After the revolution, a new government must be instituted. Napoleon and Snowball were appointed as leaders. The Seven Commandments of Animalism was adopted, which the most important is "All animals are equal". The flag of the animal was raised, a green flag with a white hoof and horn. Then, the farm was renamed from Manor Farm to Animal Farm.

With this animal regime, will the farm be more flourishing than before? Do the animals stay alive equally and happily? We don't know yet. It depends on the animals themselves. Long Live the Animal Farm.

The Prince Alaric

At the time in a pretty kingdom lived a small prince his named was **Alaric**, but everyone called him as turbaned prince because he very loved to put on turbaned on the head. The Dad and Mom as the King and Queen very kind to all folks in the kingdom was that reason how folks in the kingdom loved small prince very much. The kingdom is beauty there have two different areas, one is beautiful area with many trees and another part full of desert. Uniquely, these 2 different places are only separated by a small village the named of village is **Reends**.

Reends is a small village which is the places famous with the beautiful womens from the kingdom and even thought like the Queen from the village, and yeah in there was a the most pretty girl but she was shy, her named is **Deandra**. Deandra is secretly admired of the prince Alaric.

Prince is a virtuous, wise, very kind to all people and doesn't discriminate against his people. He have white skin, curly black hair, sharp nose and proportional body but all of already said in above was covered with his cold face.

Day by day the prince grow up and become a handsome young man. One day he want to hunting in **Lily Forest** in Reends village, him gone alone without of the palace dwellers knowledge. In the Lily's Forest the prince saw a beauty lady picking Lily flowers alone in the forest. The lady have sweet smile fascinated and because that the turbaned prince had forgotten to purpose him in the forest.

While in the palace the King and Queen planned match prince Alaric with Princess Belle from the neighbor palace, for strengthen political relations between kingdoms. After the day the king call Alaric to said about match plan, Alaric was surprised listen about the news, him so cunfused refuse that match. He doesn't to say him fall in love with lady with sweet smile. The morning, Princess Belle's royal family Guest Arrive, the palace very busy prepared tea party, during the party the Queen was felt strange with her son. him looking very sad.

The Queen told the King, the prince looking so sad and her said "we were restrained Alaric, let him choose who the woman he loves and will be the next queen", " Queen right I'm compels him, I will talks later" anwer the king. And than Alaric enter to the palace room, there was already Princess Belle and her family, "Alaric your mother said you looking so sad, what do you think my son? say to all people in the room", asked the King "oh dad, how I can say it I fall in love with a girl with a sweet smile, when I meet her in the Lily's forest", answer Alaric. All people in the room so surprised, "Prince Alaric how you can love someone when you are going to married with my daughter", angry Princess Belle dad then Princess Belle said "I agree I cant married with Prince dear father I'm also love someone, he is a loyal guard of prince Alaric, please bless our relationship". Bow down Princess Belle.

All people in the room so surprised for twice, the dad of princess Belle so angry listening her daughter, them were leaving prince's kingdom. The king said to Alaric " find and bring here the woman you love". Prince Alaric so happy he is go to Lily Forest to see the lady but she doesn't in the forest. Alaric did not give up day after day he spent to find a lover, and finally he saw a woman and knew that woman was named Deandra. Alaric and Deandra go to to palace to met him parents.



Answer the following questions!

1. What is narrative text?
2. What are the characteristics of narrative?
3. What is the difference between narrative and recount?
4. Are there any similarities between recount and narrative?
5. Find other examples of narrative text from your surroundings!

CHAPTER VII

DESCRIPTIVE TEXT

Contents

Description is a text which describe about human beings, place or thing in a specific way. In another words, description is talking about a thing, place or someone in very detail way. So, we can say that the descriptive text is the text that describes what kind of person or an object described, good shape, properties, number and others in particular. Goal (purpose) of the descriptive text is clear, namely to explain, DESCRIBE or disclose a specific individual or object.

Social function

To describe a particular person, place or thing.

Generic structure

- Identification: identifies phenomenon to be described
- Description: describes parts, qualities, characteristics

Significant Lexicogrammatical Features

- Focus on **Specific Participants**
- Use of *Attributive* and *Identifying Processes*
- Frequent use of Epithets and Classifiers in nominal groups
- Use of simple present tense

The following are the examples of description of place, animal, thing and human beings:

Natural Bridge National Park

Identification

Natural bridge national park *is* a *luscious* tropical rainforest.

Description

It *is located* 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway *lies* in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades *is* a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique features of the glow worms.

Picnic area *offer* toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(text source: Paul Attwood 1990:42)

My Sphinx Cat

My Sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.

I like his tail although my mom say that it is like a rat’s tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue,

lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

Generic structure analysis:

1. Identification: My Sphinx cat
 2. Description: He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.
-

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed, it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color is like honey and her skin color is light brown, and she has a beautiful smile. Her weight is around 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep, I wake up or when I am going to go to some places, she always gives me a kiss, and when the family have a problem, she always be with us to helps us and to give us all her love.



Answer the following questions!

1. What can we describe through description text?
2. Analyse the text “the small house” and “my mother”
3. Determine the generic structure of the text.
4. Justify the linguistic features of the texts?
5. Is description text the same with report text? Explain your answer.

Descriptive text, or in terms of writing simply known as “description” is one English lesson to be mastered not only by the junior high school children but also by the high school kids, students, and anyone who loves the English language. Because after all, writing descriptive material is necessary for the development of English language proficiency.

Some writers, particularly writers of fiction, can write the descriptive text so well that writing is very readable at the same time easy to understand. Therefore, if we can master this lesson well, we might later be great writers in the future.

Furthermore, explanations and examples of descriptive text could help my friend who is or is still a long way to learn English. Do not hesitate to read the descriptive text below, the more we read the more we can understand it. And it would be nice if we not only understand itself, but also can write their descriptive text

Descriptive texts consist of sets of sentences or words that are organized coherently and their construction implies a complete meaning, so they are texts that gather information or characteristics of concrete and

real aspects. They have a logical composition that allows them to express a coherent idea. This type of text defines a subject or aspect based on a representation in words of the appearance, aspect, or composition of an object, a situation, a person, a landscape, an animal, an experience, a process,

Descriptive text is a text that describes the sensory experience, how something looks and sounds (Kane, 2000). Likewise, Pardiyono (2006) said that descriptive text is a text which provides a description of an object (human or nonhuman). Another definition comes from Littell (1999) which said that descriptive text is a genre which describes an object, a place, or a person in a way that allows readers to picture what is being portrayed. To sum up, descriptive text is a type of text which tells about some objects in detail.

Writing is one of language skills learnt by students in their school. For almost students think that writing is unbearably difficult. They consider writing as the most difficult skill to be acquired. This opinion is supported by Richards and Renandya states that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. But the writer believes that everyone can master and manage the writing skill if they want to do practice well. Gordon Taylor says that writing is the seed, the fruit and the pickle of our understanding. So, writers need to know what they are talking about if they want to write well.

There are many definitions about writing given by experts from many resources. Harmer states that writing is a basic language skill, just as important as speaking, listening and reading. It means that writing is one of the basic important skills that give influence to other skill. On the other hand, Besral says that "writing is a process of thinking deeply and transfer it into the form of written text by considering the reader and also the components of writing itself."⁴ By writing, we can share our idea, feeling or anything that exists in our mind, and then it is written on a paper or nowadays on a computer screen. In addition, Harmer says that writing is "a form of communication to deliver through or to express feeling through written form."⁵ Then, Mary Fitzpatrick says that you need to explain things to the reader and give them examples so that they can experience the things you have seen and heard. From definition above, the writer can conclude that writing is the language skill that used to communicate with

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reader to express things and feelings in written form to make the readers understand and they can experience the things and feeling you conveyed in the text.

Generic structure can be simply meant as the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose.

According to Hammound, et al. (1992:78), the generic structure of a descriptive text is shown in the following table:

Text Elements

Text elements	Content
Identification	An introduction to the objects/things described which includes who or what, when, where.
Description	A description of an object. For example, the color, the size, the smell, the taste, what makes it special, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.
Conclusion	Summary points

According to Doddy, et al. (2008:119) the structure of descriptive text is divided into two parts: an identification and a description. The identification part is the part where the writer of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense. Stanley, et al. (1992:152) state that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. This means that the aim of a descriptive writing is to convey to the reader what something looks like.

In addition, Smalley, et al. (2001:66) support that a descriptive writing uses sensory details to paint a picture of a place, a person, or an object. The details in descriptive writing should not only be logically arranged but also vivid. As a painter with words, we want to give the reader as precise a picture as possible; otherwise, the reader will have only a vague sense of

what we are describing. To make the details more vivid, we need to modify them (Modify means to restrict or narrow down the meaning).

In addition, D' Angelo (1980:116) stated that description is a mental process, a way of perceiving objects in space and time. From the definitions above, the writer concludes that the general characteristics of a description include: elaborate use of sensory language (what is heard, seen, smelt, felt, and tasted; rich, vivid, and lively details and the use of active verbs). Descriptive writing can be used in the following ways: to make scenes realistic and memorable, to help readers experience an emotion, to share your feelings more clearly, to bring characters to life, to convey key ideas, and to help readers feel like they are on the scene. Therefore, these guidelines can be followed when we write descriptive pieces: (1) start by deciding on a method of organization, spatial organization, for example, works especially well if the details are mainly visual. If we are describing an animal, consider parts of the animal; (2) select a point of view, the vantage point from which we will relate details; (3) clearly identify the subject; (4) use details to create a strong mood or feeling about the subject; (5) as we write, draw on all five senses: sight, touch, hearing, taste, and smell.

When writing to communicate, writers use their knowledge of language features, grammar and the features of written texts. Features of written texts include the length and layout of the text, the different parts of the text and the cohesive devices, such as the sequencing of paragraphs, that link the parts. According to Jaya, et al. (2008:14), a descriptive text uses:

1. Specific Nouns, e.g., my car, my new house, my dog, etc. Using specific nouns gives readers a more concrete vision of what is writing about. It makes the passage more engaging and vivid.
2. Simple Present Tense, e.g., I live in a simple house; the house is very beautiful; it has a wonderful park. Simple present tense is used to state description, definition, and statements of general truth.
3. Detailed Noun Phrase to give information about subject. E.g., I have a white skinned girlfriend, etc. Noun phrases often function as verb subjects and objects, as predicative expressions, and as the complements of prepositions.
4. Some Adjectives (describing, numbering, classifying), e.g., two strong legs, sharp white fangs, etc. Adjectives are words that describe or modify another person or thing in the sentence.

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5. Relating Verbs to give information about subject, e.g., My mum is really cool; it has very thick fur, etc. Relating verbs are commonly used in descriptions, both general and particular.
6. Thinking Verb or feeling verb to express personal writer view about subject, e.g., Police believed the suspect is armed; I think it is a clever animal, etc. Thinking Verb is a verb which is related to thinking activity.
7. Action Verb, e.g., Our new puppy bites our shoes; my cat eats mouse, etc. Action Verb is a verb which shows real activity, it can be seen and heard.

The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail.

a. To entertain

An amusing description of a teenager's bedroom.

b. To express feelings

A description of your favorite outdoor retreat so your reader understand why you enjoy it so much.

c. To relate experience

A description of your childhood home to convey a sense of the poverty you grew up in.

d. To inform (for a reader unfamiliar with the subject)

A description of a newborn calf for a reader who has never seen one.

e. To inform (to create a fresh appreciation for the familiar)

A description of an apple to help the reader rediscover the joys of this simple fruit.

f. To persuade (to convince the reader that some music videos degrade woman)

A description of a degrading music video

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort

to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

b. Description of a place

In describing a place, for example, a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

c. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

Examples of Descriptive Text

Description of Ria Ricis

(Identification)

Ria Ricis is a woman who is now mentioned everywhere. Ria Ricis often appears on various social media. Ria Ricis is known to many people and is a celebgram and Youtuber. The income that Ria Ricis gets is also extraordinary.

(Description)

His figure is so easily recognized by many people because his behavior is funny, attractive, and cute. Ria Ricis always wears the hijab in every content. Ria Ricis whose full name is Ria Yunita was born in 1995. Ria Ricis can enliven family atmosphere in house. Ria Ricis’s humor and excitement can make the atmosphere lively.

Ria Ricis's last name, Ricis, has its own extension, namely beautiful and sweet. Ria Ricis often entertains people through her Instagram account which is full of parody videos, memes and various other entertainments. The entertainment content created by Ria Ricis is liked by many people so that Ria Ricis has many followers.

The number of Instagram followers of Ria Ricis is fantastic because it is able to exceed the number of followers of other well-known artists in Indonesia. Ricis can make large amounts of money from endorse or paid promote.



Borobudur Temple

(Identification)

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(Description)

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, *kamadhatu*, *rupadhatu*, and *arupadhatu*. The first sphere, *kamadhatu*, represents respectively the sphere of desires where we are bound to our desires; the second sphere, *rupadhatu*, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, *arupadhatu*, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

CHAPTER VIII

REPORT TEXT

Contents

Social Function

To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

Generic (Schematics) Structure

- General classification : tells what the phenomenon under discussion is
- Description : tells what the phenomenon under discussion is like in terms of
 - Parts (and their functions)
 - Qualities
 - Habits or behaviours, if living; uses, if non-natural

Significant Lexicogrammatical Feature

- Focus on **Generic participants** (in bold)

- Use of *Relational processes* (in italics) to taste what is and that which it is
- Use of simple present tense (unless extinct)
- No temporal sequences

The following is the example of report text:

“Whales”

General Classification

Whales are **sea-living mammals**.

Description: (behaviours, qualities, parts)

They therefore breathe air but cannot survive on land. **Some species** are very large indeed and **the blue whale, which** *can exceed* 30 in length, *is* the largest animal to have lived on earth. Superficially, **the whale** *looks* rather like a fish, but there are important differences in its eternal structure; **its tail** *consists of* a pair of board, flat, horizontal paddles (**the tail of a fish** *is* vertical) and **it** *has* a single nostril on top of its large, broad head. **The skin** *is* smooth and shiny beneath it *lies* a **layer of fat (blubber)**. **This** *is* up to 30cm in thickness and serves to conserve **heat and body fluids**.

In English, there are several types of English text or what is commonly referred to as genre. The classification of genres in English is influenced by several things, including the author’s purpose in writing the text, the function of the text, the linguistic structure used, and the characteristics of the language used in the text. Most of the time in studying the types of English texts is spent discussing the generic structure and language features which are used as material to compose the text.

There are 13 types of text in English, namely narrative text, recount text, procedure text, report text, analytical exposition text, hortatory exposition text, explanation text, descriptive text, discussion text, news item text, review text, anecdote text, and text false. In connection with the importance of knowledge as mentioned above, that is what makes the author choose the topic of the type of English text which will discuss report text as study material in the making of this paper.

As factual text, report presents information, issues or ideas in order to inform the reader or listener. The Report can be recognized from three rhetorical structures. They are the social function, the schematic structures and the language features. An Analysis of Schematic Structures of Report Tests Write. (Farihah Hial: 183-206)

Report text is text that presents information about natural and non-natural things. More specifically, the type of report text can be interpreted as factual text which describes the way things are, with reference to a whole range of phenomena, natural, cultural, and social in our environment (Wikipedia. 2010). Based on that statement, the report text is a text in the form of a discussion of all phenomena; natural, cultural, and social in our environment. Report type text is a text that in principle contains a description of a subject. Hammond (1992) revealed that the function of the report type text is to provide information about natural and non-natural phenomena.

Anderson & Anderson (2003) use the term information report to discuss the report text. With the term information report, they state that the text of the report type has a broad scope of discussion. Information report is a piece of text that presents information about a subject. Report text is a text that presents information on a subject.

Some experts say that the purpose of a text report is: Its social purpose is presenting information about something. They describe an entire generally class of things, whether natural or made: Mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on. If concluded, the purpose of the report text is to convey information on the results of observation and systematic analysis.

The social function of report as said by Gerot and Wignell (1994) is to describe the way things are, with the reference to a range of natural, man-made and social phenomenon in our environment. In line with Gerot and Wignell, Paltridge (2000) says that the purpose of report is to provide information about natural and non-natural phenomena, to classify and describe the phenomena of our world.

Hammond, Burns, Joyce, Brosnan, and Gerot (1992: 90) explain that the social function of report is to provide information about natural and non-natural phenomena. It is also mentioned in 'An Introduction to Genre-based Writing', the function of report is to describe the ways things

are; with reference to a whole range of phenomena, natural, synthetic and social in our environment.

Report is a text type that can be used to describe a factual information. We can describe a whole class of things; living thing or non-living thing. It can be natural or non-natural phenomena. In other words, report is a text type that can be used to describe natural, synthetic and social phenomena in our environment.

A genre is characterized by the use of certain language features or linguistic features. The language features of the information report text are the following.

1. Generalized participants: a whole class of things.
2. Some action verbs (material process).
3. Many “linking” verbs (relational process).
4. Usually in the “timeless” present tense.
5. Descriptive language, but factual and precise rather than imaginative or “lively”.
6. Language for defining, classifying, comparing and contrasting.
7. Likely to contain technical vocabulary.
8. The writing is in a relatively formal and objective style.

(Derewianka, 1995).

1. Use of general nouns, e.g., hunting dogs, rather than particular nouns, e.g., our dog.
2. Use of relating verbs to describe features, e.g., Molecules are tiny particles.
3. Some use of action verbs when describing behaviour, e.g., Emus cannot fly.
4. Use of timeless present tense to indicate usualness, e.g., Tropical cyclones always begin over the sea.
5. Use of technical terms, e.g., Isobars are lines drawn on a weather map.
6. Use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

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On the other hand, Gerot and Wignell (1994) use the term lexicogrammatical features to refer to language features. The lexicogrammatical features of report according to their opinion are:

1. Focus on generic participants.
2. Use of relational processes.
3. Use of simple present tense.
4. No temporal sequences.

A genre or a text type can be recognized from the Schematic structure or Generic Structure. It belongs within the context. As a type of text, we can recognize an information report from its Schematic structures. Talking about schematic structure, Martin and Rothery in Paltridge (2000) state that the analysis of the Schematic (or Generic) Structure of texts involves the identification of the discourse structure of a text. Gerot and Wignell (1994) state that the Schematic Structures of report are:

1. General Classification: It tells what the phenomenon under discussion is.
2. Description: It tells what the phenomenon under discussion is like in terms of parts (and functions), qualities and habit or behavior.

General classification	A tornado is powerful, twisting wind storm. It is one of the most destructive storms on earth. A tornado is also called a waterspout
Description	A tornado is a long cloud which comes down from the sky. It is shaped like a funnel and consists of wind which whirls around and around extremely fast. In fact, the wind can reach a speed of more than 900 km per hour. Most tornadoes form a long a front (boundary) between cool, dry air and warm, humid air. Weather scientists are unable to know exactly when tornados will occur. Fortunately, the tornado is not usually very big and it does not last long.

With similar point of view, Hammond, Burns, Joyce, Brosnan, and Gerot (1992). Explain that the Schematic Structures of report are:

1. Title (it indicates topic of report).
2. General Statement (it introduces the topic of report).
3. Description (it provides details of topic such as physical appearance, behavior, landforms and uses (typically organized in para graphs)).

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Related to Schematic Structures of an information report, it is also mentioned in English K-6 syllabus (1994) that its Schematic Structures are opening general definition or classification, sequence of related statements about topic and concluding statement.

Most of the experts give similar points of view related to the Schematic Structures of a report. In a report, there are general classification as an introduction to the report and description which consists sequence explanation about the topic of report. Although they use the different terms, the substances are the same.

Title	Harvesting Machines
General statement	Headers harvest crops such as wheat, barley and oats. These machines are also known as combine harvesters. Headers combine the three operations needed to harvest a crop—reaping, threshing and winnowing.
Series of descriptions	heads. Straw and chaff (bits of stalk) are fed out the back of the header. Straw is spread over the ground. Stock can graze on this and the standing stubble left after harvest. There are a number of screens in the header. Grain passes over these and fans blow the husks away. This is called winnowing. The clean grain is stored in the box. When this is full the grain is augured out into a chaser bin or truck.

Anderson & Anderson (2003) states that the generic structure of report text consists of 5 of three parts. These sections are the general opening statement, the series of paragraphs about the subject, and the conclusion. An introduction to the subject matter of the discussion can be found in the general opening statement section. Actually, this section has the same function as the general classification or general statement, which is to provide an introduction to the things that are the subject of discussion in the text of the report.

General opening statement	Skin
	Skin is an important organ of the human body. It covers all of the body and performs many special functions.

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Series of paragraphs about the subject	<p>Skin is the largest organ in the human body. It weighs between two and three kilograms and is either glabrous or hairy. Glabrous skin is that found on the palms of the hands and the soles of the feet. It is smooth and hairless. Hairy skin covers the rest of the body and this varies in texture, thickness and amount hair.</p> <p>Skin is made up of two layers. The outer layer is the epidermis. This is mainly dead or dying skin cells. Beneath the epidermis is the dermis. The dermis is made from tougher fibres and is thicker than the epidermis. Within the dermis are nerves, blood vessels and glands. Skin does a number of important things for the body. It provides a protective covering for the body, helps to prevent the body from drying out, holds the body organs in place and regulates the body's temperature</p>
Conclusion	The skin, therefore, is a complex part of the human body. (Derewianka, B. 1990)

Hammond (1992) states linguistic traits that can be a marker of the text of a report include:

1. Focus on generic participants.
2. Use of present simple tense to indicate 'timeless' nature of information
3. Some technical vocabulary.
4. Use of long nominal groups to compact information
5. Principally the use of verbs of being and having rather than action verbs.

The linguistic characteristics used also have some technical vocabulary. The series of sentences in the report text use verbs that indicate 'being' and 'having' instead of verbs that indicate activity (action verbs) (Agustien, H. 2004). There are three linguistic structure text reports, are:

1. Technical language related to the subject.
2. Generalised terms.
3. Use of the timeless present tense.

In the linguistic feature, it is stated that in the text of the report there is a technical language related to the subject. This means that the technical terms contained in a report text are only related to the subject matter in the text. The generalised terms feature means that in the text of the report,

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general terms are used that can be understood by the average person. The form of the sentence used in the text of the report is the use of the timeless present tense (Hill, L. A. 1980). The sentence uses a simple present tense form that is not bound by time captions.

Generic Structure	Snakes	Lexicogrammatical Feature
General Classification	Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but form a sub-group of their own (Serpentes)	Technical terms
	<u>Appearance</u> Snakes have two legs but a long time ago they had claws to help them slither along.	Classifying verbs
Description	Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground.	"Timeless"
	<u>Behaviour</u> Snakes often sunbake on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun's warmth to heat their body up.	Present tense
	Most snakes live in the country. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.	Linking verbs
	A snake's diet usually consists of frogs, lizards, and mice and other snakes. The Anaconda can eat small crocodiles and even wild boars.	Passive form of verb

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Generic Structure	Snakes	Lexicogrammatical Feature
	<p>Many snakes protect themselves with their fangs. Boa Constrictors can give you a bear hug which is so powerful it can crush every single bone in your body. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches Out. Its technique is just like the sugar glider's.</p> <p>Text source: Derewianka, 1990</p>	<p>Generalized participants habit moderating words habitat Part action verbs comparison</p>

Types of Report Text

1. Reference Articles

Reference articles are reference articles written based on sources whose content can be accounted for. Sources can be taken from books, research journals, electronic books (eBooks) and reference websites whose validity can be trusted. In addition, the quality of reference articles is up to date with the latest information and research results. Revisions are carried out whenever the discussion of related topics contains the latest information. Article updates or revisions will always include the last date the article was revised at the end of the article so that readers can easily find out when the last revision was made to the article. It is possible if the reference article is revised because so far there have been many developments in the science of astronomy along with the many studies being carried out.

2. Scientific Articles

A scientific article presents research findings written by researchers and scientists. They are generally considered primary sources and are written for other researchers. The most recent articles will contain the most recent work in the field, with references to previously published works in the field of study. Parts of a Scientific Article are:

- a. Abstract: A summary of the paper.

- b. Introduction: The background information with citations from previously published articles. This section will also state the problem or question addressed in the article. The summary of previous research is sometimes referred to as the Literature Review.
- c. Methods: The technical details on how the experiment was carried out or designed.
- d. Results: The presentation of the data generated by the experiment.
- e. Discussion: The author's conclusions drawn on the data generated through the experiment. This is the interpretation and evaluation of the results.
- f. Conclusions: This is an expansion of the Discussion section that will place the results into the field's context.
- g. References: The documents referenced by the author. This section can be a good place to look for more sources on a topic.

3. Textbooks

A textbook is a book containing a comprehensive compilation of content in a branch of study with the intention of explaining it. Textbooks are produced to meet the needs of educators, usually at educational institutions. Schoolbooks are textbooks and other books used in schools. Today, many textbooks are published in both print and digital formats.

Steps to Write Report Text

The following steps are presented to make it easier for us to write report text:

1. Theme analysis
Starting with creating a text title, it will describe an animal, person, thing, or place.
2. Gathering ideas
This can be done by using a mind map (mapping of ideas), tables, or key points. Write only the important points, using commas, dashes, or crisps.
3. Separate the ideas of each paragraph
From each idea that has been collected, include each idea in a paragraph for writing.
4. Develop writing based on the points in the paragraph

Example of Report Text

Computer

A computer is an electrical device which is used to store, process, and analyze data, or to solve mathematical calculation. A computer unit usually consists of four main parts. The first one is the CPU. CPU stands for Central Processing Unit. This is considered as the brain of the computer as it analyzes and processes all the data entered. The second one is the keyboard. We use the keyboard to feed the computer with information and commands. It looks like an ordinary typewriter. Each button represents a different code. The third one is the disk drive. It is placed in the CPU. A computer unit usually has at least two disk drives. A disk functions as a device that reads all the data from a diskette. The fourth part is the monitor. It looks like a television set. It enables us to look at data we feed into the computer. All the data is displayed on the screen.

Apart from these four main parts, we still need more additional parts, such as a mouse and a printer. A mouse is used to make it easier to run a command. A printer presents output in printed form. Another thing that we need to operate a computer is a diskette. It may contain a computer program, a game, or a word processing program. It may also contain sets of data.

All the data that we create is stored or recorded into a diskette as a file. All these parts of the computer can't work on their own. They must work together as a whole unit. If you have a personal computer at home, you must learn how to use it. You will find it very helpful.

(Adapted from *Bahan Ajar Bahasa Inggris SMA Kelas X*)

Example 2

Japanese Tea Ceremony

The tea ceremony is called *sado* traditional Japanese ritual of presenting tea to guests. In ancient times called *sado* or *cha no yu*. Tea ceremonies are held outdoors called *Nodate*.

The tea is prepared specially by those who learn the art of the tea ceremony and enjoyed a bunch of special guests in the room for tea called *Chashitsu*. The host is also responsible for preparing a pleasant situation for the guests such as choose wall painting (*kakejiku*), flowers (*Chabana*), and ceramic bowls to suit the season and guests are invited status.

Tea is not just poured with hot water and drunk, but as an art in its broadest sense. Tea ceremony reflects the host's personality and knowledge that includes, among others, the purpose of life, way of thinking, religion, appreciation tea ceremony utensils and how to put the pieces of art in a tea ceremony room (*Chashitsu*) and various art knowledge in general is dependent on the flow embraced the tea ceremony.

The art of the tea ceremony requires deepening over the years with the improvement that lasts a lifetime. Formally invited guests for the tea ceremony also had to learn manners, habits, politeness, etiquette of drinking tea and enjoying snacks served. In general, the tea ceremony using powdered matcha tea is made from finely ground green tea.

Using matcha tea ceremony called *matchadō*, whereas when using a type of *sencha* green tea called *senchadō*. In everyday conversation in Japanese tea ceremony simply referred to as *ocha* (tea). The term *ocha no keiko* could mean learning practice serving tea manners or etiquette learning as a guest in the tea ceremony.



Answer the following questions:

1. what is report text?
2. Make the typical title for report text?
3. What are the generic structures of report text?
4. What is the common tense used in report text?
5. What is the difference between report and description?

CHAPTER IX

NEWS ITEM

Contents

This is one social location of explanation text. This news item informs the readers about a newsworthy event.

Social Function

To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

Generic Structure

- Newsworthy Event(s): recounts the vent in summary form
- Background Events: elaborate what happened, to whom, in what circumstances
- Sources: comments by participants in, witnesses to and authorities expert on the event

Significant Lexicogrammatical Features

- Short, telegraphic information about story captured in headline

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- Use of *Material Processes* to retell the event (in the text below, many of the *Material Processes* are nominalised)
- Use of projecting *Verbal Processes* in Source stage
- Focus on Circumstances (in the text below, mostly within *Qualifiers*)

This is the frame of news item:

Text type	News item		
Social function	To retell an event with a humorous twist		To amuse, entertain and to deal with actual experience in different ways.
Generic structure		Newsworthy event Background events (elaborate what happened, to whom, in what circumstances)	
Linguistic features	<ul style="list-style-type: none"> - Focus on individual participant - Use past tense 		Focus on specific participant (individualised participant) Use past tense

The followings are the example of news item:

Town "Contaminated"

Newsworthy Events

Moscow-A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 20 sailors and *contaminated* an entire town.

Background Events

Xelena 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 Vladivostock.

The accident, which occurred 13 months before the Chernobyl disaster, sore radioactive fall-out over the base and nearby town, but was covered up by officials of the then Soviet Union. Residents were told the exploration 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 tons 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

If you are someone who is familiar with newspapers, then surely you will not be that unfamiliar with the type of English text, News Text. According to the Oxford English Dictionary, news item text is a text which informs readers about the events of the day. Learn to be a reliable journalist.

The events that are conveyed to the reader are events that are considered important and deserve to be made into news. An incident that is not important or does not deserve to be known by many people does not deserve to be made news. The communicative purpose of this type of text is to inform readers, listeners or viewers about events or events that are considered important or newsworthy.

Example: The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

A news item text is ordered systematically. The generic structure of the news item is different from another type of texts. News item text has its structure. News item text consists of newsworthy event, background events, and sources by Eltis (1990).

Based on the Oxford English Dictionary, the news item is a text which informs readers about events of the day. This text related to the news, there are two kinds of news item text, written and spoken. News that we read on newspapers is written text form and news that we hear on radio or television is spoken text form.

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News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about event of the day that are considered newsworthy or important. The following are the construction of News Item text based on Gerot and Wignell (1994:200).
Newsworthy events: recount the events in the summary form. Background events: elaborate what happened, to whom, in what circumstances. Source: comments by participants, witnesses and authorities expert on the events

According to Gerot and Wignell, the language features of news item text are short telegraphic information about story captured in headline, the existence of material process to retell the event, the use of projecting verbal processes in sources stage and focusing on circumstances.

1. Include data such as news headlines.
2. Because news item text is a text that describes the actual news that presents news in fact, the main headline in an accurate news text is not a fabricated story.
3. Using action verbs
4. In writing news item text, a writer must use action verbs like crash or hit.
5. Using the verbs
6. News seekers who then write news texts must use verbs, for example, words and states. These words can provide additional information from witnesses or the police.
7. Using passive voice
8. A text news item tells something that happened and then happened. So, the writer must use the passive verb in writing the sentence.
9. Using adverbs in passive sentences
10. You are asked to write adverbs in passive when writing news sentences that are presented in the text of the news item.

The purpose of the news item is to inform and present information the readers about newsworthy or important events of the day.

The Example of News Item

Man Dies after Falling 20 m from Condominium Roof in West Coast



Figure 1 A screengrab from Google Street View showing Westcove Condominium.
(Image: Google Maps)

Newsworthy Events

SINGAPORE: A 37-year-old worker died after he fell 20 m from the roof of a condominium in West Coast, said the Ministry of Manpower (MOM) on Tuesday (May 31).

Background Events

This is the third reported workplace death in about a week. The Bangladeshi worker was performing waterproofing works on the roof of 16 West Coast Crescent, Westcove condominium, at about 10.45am on May 24 when he slipped and fell, said MOM.

He landed about 20 m on the ground below and was taken to National University Hospital, where he died of his injuries shortly after. The occupier and employer are RJ Contract, the ministry added.

Sources

“MOM is investigating the accident, and has instructed the occupier to stop all work activities within the premises,” the ministry said.

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“As a general safety measure, every means by which a worker may fall from height (for example, open sides, openings and fragile surfaces) should be identified and guarded or covered. In addition, workers should be equipped with safety equipment to prevent falls,” it added.

The news item is a text which informs readers about events of the day and this text related to the news. The generic News Item text structures are newsworthy events, background events, and sources. The language features of news item text are short telegraphic information about story captured in headline, the existence of material process to retell the event, the use of projecting verbal processes and focusing on circumstances. And the purpose of this text is to inform the readers about newsworthy or important events of the day.

CHAPTER X

HORTATORY EXPOSITION

Contents

Social function

To persuade the reader or listener that something should not be the case.

Generic structure

- Thesis: announcement of issue of concern
- Arguments: reasons for concern, leading to recommendation
- Recommendation: statement of what ought not to happen

Significant Lexicogrammatical Features

- Focus on **generic human** and **non-human participants**, except for speaker or writer referring to self
- Use of
 - *Mental processes*: to state what writer thinks or feels about issue
e.g., realize, feel, appreciate
 - *Material processes*: to state what happens e.g., is polluting, drive, travel, spend, should be treated

- *Relational processes*: to state what is or should be e.g., doesn't seem to have been, is
- Use of simple present tense

Note that Hortatory Exposition goes by several different names, including argument and persuasion, in various sources. We prefer martin's (1985) original term. Hortatory exposition differs from Analytical Exposition in that the latter argues that X **is** the case. Hortatory Exposition argues that X **ought** or **ought not** to be or **should** or **should not** be the case. The latter type of Expositions exhorts someone to take or to desist in some action. It should be further noted that latter to the editor are a common, though not sale source of Hortatory Exposition. The letter format is a matter of mode, not of genre. Hortatory Expositions, Recounts, Anecdotes, even Advertisement can be written in the form of a letter, but this does not change the genre concerned. Genre is driven by functional purpose, not form.

Country Concern

Thesis

In all the discussion over the removal of lead form petrol (and the atmosphere) there *doesn't seem to have been* any mention of the difference between driving in the city and the country.

Argument

While I *realize* my leaded petrol car *is polluting* **the air** wherever I *drive*, I *feel* that when **you travel** through the country, where **you** only see **another car** every five to ten minutes, **the problem** *is* not as severe as when **traffic** *is* concentrated on **city roads**.

Argument

Those who want to penalise older, leaded petrol vehicles **and their owners** *don't seem to appreciate* that, in the country, there *is* **no public transport** to fall back upon and **one's own vehicle** *is* the only way to get about.

Recommendation

I feel that **country people**, who often *have to travel* huge distance to the nearest town and who already *spend* a great deal of money on petrol, *should be treated* differently to **the people who live in the city**.



Answer the following questions:

1. what is the goal of hortatory exposition?
2. what are the generic structure of Hortatory exposition?
3. What is the tense commonly used in hortatory exposition text?

Hortatory exposition text is a type of spoken or written text that is intended to explain to listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs several arguments as the basic reasons for the ideas given.

Like analytical exposition, hortatory exposition is a type of English text that belongs to the argumentation text form. In it, the author includes several opinions on certain matters to strengthen the main idea of the text. This type of text can be referred to as an argument. Hortatory exposition text can be found in scientific books, magazines, articles, newspapers, speeches, research reports, etc.

Unlike the analytical exposition, the hortatory exposition writes recommendations as to the closing paragraph. In addition, in the hortatory exposition, the author influences the reader that it should or should not be so. This is different from the purpose of analytical exposition which emphasizes the importance of the events being told.

Expositions are texts that inform the readers about what the writer's topics should persuade readers. An exposition is a comprehensive description and explanation of certain ideas or theories based on a reality phenomenon. In addition, Expositions are certainly factual and usually included the writer's point of view. The exposition itself is usually informed in many forms/media such as newspapers, scientific papers, academic work, etc.

Exposition is divided into two **forms Analytical Exposition and Hortatory Exposition**. Analytical Exposition is an exposition text-based what is going on in realities and divided into several issues then writers closed the text with a conclusion. The conclusion itself convinced the

readers that the sequence of events happened. Meanwhile, **Hortatory Exposition** are exposition text based on realities but in addition with readers point of view about what should going on or not should going on. The point of view of readers is manifested as a recommendation.

From our perspective about our material (**Hortatory Exposition**), Hortatory is about how the writers control the reader's mind not just how to persuade them. After providing some arguments in the text, writers should tell about recommendations so they can control the reader's mind. If the readers nod their head and say "Oh I see" then writers are completed their job to make hortatory exposition or they are achieving their goals to make readers believe. Social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case.

Language Feature of Hortatory Exposition Text

- a. Focusing on the writer
- b. Using action verb
- c. Using modal adverbs; certainly, surely, etc.
- d. Using temporal connective; firstly, secondly, however, therefore, etc.)
- e. Using evaluative words; important, valuable, trustworthy, etc.
- f. Using passive voice
- g. Using simple present tense
- h. The use of modals and adverbs (e.g., may, must, should, etc.)
- i. The use of emotive words (e.g., worried, alarmed, etc.)
- j. The use of words that qualify statements (e.g., usual, probably, etc.)
- k. The use of subjective opinions using pronouns I and we.

Characteristic of Hortatory Exposition

- a. Factual
- b. The tenses of the text are present tense
- c. Usually uses many conjunctions because there are many things writers should connect from one sentence to another sentence.
- d. Uses temporal connectives verb: First, Second, Third
- e. Uses evaluative words: Importantly, Nevertheless, Valuably, Certainly, etc.

Generic Structure of Hortatory Exposition

- a. Thesis
This part contains the introduction to the topics. Moreover, the introduction of the topics will build the foundation or structure of the text as information about events has already opened.
- b. Arguments
Arguments contain a sequence of a statement from the writers. Thus, the arguments are proving points to persuade the readers. The more the writers add the arguments, the more the readers will believe the point of view. The arguments themselves should be concreted from factual data, not from unorthodox experiences.
- c. Recommendation
The recommendation contains an invitation or certain advice on what should readers do or don't.

The Differences Between Analytical Exposition and Hortatory Exposition

These typical expository texts are written to show readers how important a certain issue among them is. The topic for analytical exposition can be like the importance of wearing a mask, while for hortatory exposition, it will write in a more directive way to do such things.

What is analytical exposition text? and what is hortatory text? They are subjective essays. The goal is to make readers believe and do like what the writer believes and doe. However, it should bring differences between both of them though they belong to exposition text.

A. Generic Structure of Analytical Exposition

The arrangement of the text is referred to how the opinion of the author can in received by readers, namely:

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining the arguments to support the writer's position
3. **Reiteration:** Restating the writer's position

B. Generic Structure of Hortatory Exposition

1. Thesis: What important issue to be stated
2. Arguments: What arguments support the stated issue

3. Recommendation: What action should be taken or should not be taken

Now it is clear that the last paragraph is what makes analytical exposition and hortatory text different. The point is Reiteration and Recommendation are different from each other. Reiteration is simply restating the thesis or something like a summary. Meanwhile, the recommendation is deeper than it. The recommendation does not only persuade readers to believe but also to act like what the writers do.

Example of Hortatory Exposition

Mobile Phones Should Not be Banned in School

Mobile phones are not used just for calling, but for sending texts, taking pictures, accessing the internet, and much more. Many students bring their phones to school. For them, the mobile phone has many uses. So, mobile phones should not be banned in school. Why do I say that? [Thesis]

Firstly, students call their parents for other needs. By mobile phone, students can call their close relatives if they need something to be brought to school. In addition, a mobile phone can be used to call their children when one of their family was hit by disaster suddenly. And then, the student can call their parent to pick her up when want to go home. [Arguments]

Secondly, increased knowledge among students. When trying to find answers to difficult tasks at school, a mobile phone can be used as a connection to search for the answer through GPRS or WiFi networks. [Arguments]

Finally, expand the network of friendship among students. School is the right place to find friends. The average, the student has been at school for about 7 hours or more. So that, a lot of students found their friends in the school environment. Therefore, communication between friends should be kept on of which using a mobile phone. [Arguments]

So, I think mobile phones should not be banned in school. But, use your phone at the time and right place so that no one was disturbed. [Recommendation]

In conclusion, Hortatory exposition is a type of speech or text writing that aims to explain to the listener or the reader something that should or

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should not happen or be finished. Hortatory exposition texts can be found in scientific or science books, journals, magazines, newspaper articles, academic speeches or lectures, research reports, and others. Unlike the Analytical Exposition Text whose communicative purpose is to explain and influence the reader that the events being told are important, the Hortatory Exposition Text's communicative purpose is to explain and influence the reader that it should be and shouldn't be.

Hortatory-expositions-text, Scribd

English lesson : The difference between analytical and hortatory exposition. (for the eight a, b, c please write and make 5 questions on each example)

Hortatory Exposition : Definition, Purpose, Generic Structure, Language Features, and the Examples.

CHAPTER XI

ANALYTICAL EXPOSITION

Contents

Analytical Exposition is a kind of explanation text. There are three different kind of explanation text. They are hortatory exposition, analytical exposition and discussion. The following is about the analytical exposition text.

Social Function

To persuade the reader or listener that something is the case.

Generic (schematics) Structure

- Thesis
- Position : introduces topic and indicates writer's position
- Preview : outlines the main arguments to be presented
- Arguments
 - Point : restates main argument outlined in preview
 - Elaboration: develops and supports each point/argument
- Reiteration : restates writer's position

Significant Lexicogrammatical Features

- Focus on **generic human and non-human participants** (bold)
- Use of simple present tense
- Use of *Relation Processes* (italic)
- Use of Internal Conjunction to stage argument (underlined)
- Reasoning through Causal Conjunction or nominalisation (underlined)

The following is the example of analytical exposition:

Australian Government

Thesis: Position

In Australia there are **three levels of government, the federal government, state governments and local governments**. All of these **levels of government** are necessary. This is so for a number of reasons.

Argument 1

Point

First, **the federal government** is necessary for **the big things**

Elaboration

They keep **the economy** in order and look after things like defense.

Argument 2

Point

Similarly, **the state governments** look after **the middle-sized things**.

Elaboration

For example, **they** look after **law and order**, preventing things like vandalism **high schools**.

Argument 3

Point

Finally, **local governments** look after **the small things**

Elaboration

They look after things like collecting **rubbish**, otherwise **everyone** would have **diseases**.

Conclusion

Thus, for the reasons above **we** can conclude that **the three levels of government** are necessary.



Answer the following questions:

1. What is the goal of analytical exposition text?
2. What is the dominant tense used in this text?
3. What is the different between hortatory exposition and analytical exposition?

CHAPTER XII

DISCUSSION TEXT

Contents

Social Function

To present (at least) two points of view about an issue

Generic Structure

- Issue
 - Statement
 - Preview
- Arguments for and against or Statements of differing points of view
 - Point
 - Elaboration
- Conclusion or Recommendations

Significant Lexicogrammatical Features

- Focus on **generic human** and **generic non-human participants**
- Use of
 - 1) Material Processes e.g., has produced, have developed, to feed

- 2) Relational Processes e.g., is, could have, cause, are
- 3) Mental Processes e.g., feel
- Use of comparative: contrastive and consequential conjunctions
- Reasoning expressed as verbs and nouns (**abstraction**)

Note that Discussions are like expositions in many ways except that Discussions consider at least two sides of an issue, not just one.

The following is the example of discussion:

Gene Splicing

Issue

Genetic research has produced both exciting and frightening possibilities. **Scientists** are now able to create **new forms of life** in the **laboratory** due to the development of **gene splicing**.

Arguments for

Point

On the one hand the ability to create **life** in the laboratory could greatly benefit **mankind**.

Elaboration

For example, because it is very expensive to obtain **insulin** from **natural sources**, **scientists** have developed a method to manufacture it inexpensively in the laboratory.

Point

Another beneficial application of **gene splicing** is in **agriculture**

Elaboration

Scientists foresee the day when **new plants** will be developed using nitrogen from the air instead of from fertilizer. Therefore, **food production**

could be increased. In addition, entirely **new plants** could be developed to feed **the world's hungry people**.

Argument against

Point

Not **everyone** is excited about **gene splicing**, however. Some people feel that it could have terrible consequences

Elaboration

An elaboration accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity.

Conclusion

As a result of this controversy, the government has made rules to control genetic experiments. While some members of the scientific community feel that these rules are too strict, many other people feel that they are still not strict enough.

(text adapted from: Oshima and Hogue 1983:3)

Discussion text is made as a mediator or solution. Thus, the writer and the reader of the text do not look at a problem from one side only, but can from different side and then find the most appropriate solutions, conclusions, and recommendations for the problem discussed.

Discussion text is a text that presents a problem topic which is then discussed in various perspectives. The discussion text itself discusses something that contains pros and cons views on this matter. The topics discussed in the discussion texts themselves are usually controversial issues that occur in society.

The purpose of the discussion text is to provide new information to the reader about a problem by explaining some of the opinions of experts in their field based on existing facts and usually the opinions presented are contradictory (pros and cons). This information is also a new perspective, so the reader can see an issue from a different perspective. Because the discussion text is objective, the author should not be biased and should be as neutral as possible.

Generic Structure of the discussion text is:

1. Issue: contains of statement and preview about something.
2. Arguments for/supporting arguments: after stating the issue, it is necessary to present the argument to support that one point is agreeing. In each paragraph the supporting arguments consists of two components including the main idea of the paragraph and an elaboration or description of the main idea of the paragraph.
3. Arguments against/contrasting arguments: In this section, the author presents opinions that oppose the issue or problem (Cons). As in the supporting point paragraph, contrasting arguments also present two forming components, namely the main idea of the paragraph and an elaboration or description of the main idea of the paragraph.
4. Recommendation/conclusion: In this section, the author presents conclusions or can also make recommendations from the issues/discourses or problems that have been discussed, as well as to solve the issue by paying attention to the pro and con arguments.

In the discussion text, there are several linguistic characteristics that need to be considered. Launching Rosie Peters (2000) in her book *Targeting Text*, the linguistic characteristics of the discussion text are:

1. Consists of several tenses. Generally, in texts like this we use the simple present tense, but in some sentences that support the statement we can use other tenses.
2. Using general nouns, such as governments, students, and others.
3. Using active voice or active sentences.
4. Using adjectives or adjectives.
5. Using conjunctions, such as furthermore, as well as this, and others.
6. Using contrastives, such as conversely, on the other hand, and others.
7. Use persuasive, descriptive, and judgmental language.
8. Using imperatives.
9. Use complex sentences.

The Example of the Discussion Text

The following is an example of a discussion text:

Topic:

About Love

Title:

What are the pros and cons of falling in love with your best friend?

Issues:

Everyone must have best friends in their lives. A best friend is someone you believe you can trust your life with. A best friend is the first person you call when you have the most amazing things in your life, and when you are in the most horrific incidents. But, what if you fall in love with your best friends? If you have decided to choose your best friend as someone you will share your life with, there is a lot to consider. Take a moment to consider the advantages and disadvantages of taking your friendship to the next level.

Supporting Arguments:

Having a serious relationship with someone you've only been best friends until now may not be an easy task, but the following advantages may just make taking the risk worth it. Firstly, you have already laid the groundwork. A strong emotional bond is a strong foundation of any successful relationship. Next, you can bypass the awkward stuff. The good news about dating your best friend is that you can simply enjoy the excitement of taking your relationship to the next level. Besides, you have already had a solid emotional bond and have shared history of togetherness such as graduating from the same university together or gathering family by your side. Having shared important moments in each other's lives will make your connection stronger and even more likely to last.

Contrasting Arguments:

On the other side, dating your best friend has also some disadvantages. Before taking a romantic relationship with your best friend, take a moment to consider the following drawbacks. First, are you willing to make the

sacrifice? What if it doesn't last? If you break up, you might lose your friendship forever. Second, there is always a possibility for not having a mutual feeling between both of you. Decide in advance what your plans might be if your friend does not reciprocate: can you continue your friendship with him/her? Could you take it if he/she dates someone else? Third, although you'll bypass the awkward getting-to-know-you stage, missing out on discovering a new person, their personality and their interests could prove to be a little boring for you.

Conclusion:

While there are risks involved with confessing romantic feelings to your best friend, it is worth remembering that the greatest and most successful relationships often grow from great friendships, and it might just be the best decision you'll ever make.

In conclusion, Discussion text is a text that presents a problem topic which is then discussed in various perspectives. The discussion text is to provide new information to the reader about a problem by explaining some of the opinions of experts in their field based on existing facts and usually the opinions presented are contradictory (pros and cons). General structure of the discussion text is issue, supporting arguments, contrasting arguments, and recommendation/conclusion.

CHAPTER XIII

ANECDOTE TEXT

Contents

Social Function

To share with others an account of an unusual or amusing incident

Generic Structure

- Abstract: signals the retelling of an unusual incident
- Orientation: sets the scene
- Crisis: provides details of the unusual incident
- Reaction: reaction to crisis
- Coda: optional-reflection on or evaluation of the incident

Significant Lexicogrammatical Features

- Use of **exclamations, rhetorical questions** and **intensifiers** (really, very, quite, etc.) to point up the significance of the events
- Use of *Material Processes* to tell what happened
- Use of temporal conjunctions

The following is the example of anecdote:

Snake in the Bath

Abstract

How would you like to find a snake in your bath?

A nasty one too!

Orientation

We *had* just *moved* into a new house, which had been empty for so long that everything was in a terrible mess. Anna and I decided we *would clean* the bath first, so we *set to*, and *turned* on the tap.

Crisis

Suddenly to my horror, a snake's head *appeared* in the plug-hole. Then out *slithered* the rest of his long thin body. He *twisted* and *turned* on the slippery bottom of the bath, *spitting* and *hissing* at us.

Incident

For an instant I *stood* there **quite** paralysed. Then I yelled for my husband, who luckily *came running* and *killed* the snake with the handle of a broom. Anna, who was only three at the time, was **quite** interested in the whole business. Indeed, I *had to pull* her out of the way or she'd probably *have leant over* the bath to get a better look!

Coda

We found out later that it was a black mamba, a poisonous kind of snake. It had obviously been fast asleep, *curled up* at the bottom of the nice warm water-pipe. **It must have had an awful shock when the cold water came trickling down! But nothing to the shock I got!** Ever since then *I've always put* the plug in firmly before *running* the bath water.

Discuss the text above!

- a. What is the text about?
- b. Retell the text with your own words!

The following is another example of anecdote:

Soon after David left college, one of his uncles who was rich died and left David a lot of money.

Abstract So he decided to set up his own real estate agency
Orientation He had only been there for a few hours when he heard someone coming toward the door of his office.
Crisis “It is my first customer” he thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in New York
Reaction who wanted to buy a big and expensive house in the country
Coda The man knocked the door while this was going on, came in and waited politely for the agent to finish his conversation. The man said to me “I am from the telephone company and I was sent here to connect your telephone.”

English is a language subject that has four skills. They are speaking, listening, reading and writing. In writing, the students need to make sure what they want to write. They have to write about what they think in their mind on a paper by using the correct procedure.

Harmer (2004) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be presented in learning activities.

Writing is a powerful tool to organize events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above we can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

It is often found understanding about the funny story in our society life. Every funny story is often defined as anecdote. In this term, anecdote mean jokes or satire. Most the story are funny because they have unpredictable funny things in the end. All those types of stories are often socially called anecdote and they are going on. However, the unpredictable thing in the

end of story which is often funny is called twist. While in the generic structure of anecdote, we cannot find the twist. So, it might be the funny story which we often hear in our social life and defined as anecdote story is not the anecdote text in term of text types we are learning. Commonly it's defined spoof and anecdote are similar. Spoof and anecdote tend to be defined as text which relate to funny story and unusual incidents. It can be true as both bring the function mostly to entertain and share to readers. But actually, both are different.

Anecdote means a short story that illustrates a point. An anecdote may also mean just a short, interesting story. A person that shares many anecdotes is usually considered a good public speaker. An anecdote is a short and amusing but serious account, which may depict a real/fake incident or character. Anecdotes can be as brief as the setting and provocation. An anecdote is always presented as based in a real incident involving actual persons, whether famous or not, usually in an identifiable place. However, over time, modification in reuse may convert a particular anecdote to a fictional piece, one that is retold but is "too good to be true".

Anecdote shows satire inside. Sometimes humorous, anecdotes are not jokes, because their primary purpose is not simply to evoke laughter, but to reveal a truth more general than the brief tale itself, or to delineate a character trait in such a light that it strikes in a flash of insight to its very essence. An anecdote thus is closer to the tradition of the parable than the patently invented fable with its animal characters and generic human figures but it is distinct from the parable in the historical specificity which it claims.

In communication studies, science communication, psycholinguistics and choice theory, anecdotal value refers to the primarily social and political value of an anecdote or anecdotal evidence in promoting understanding of a social, cultural, or economic phenomenon. While anecdotal evidence is typically unscientific, in the last several decades the evaluation of anecdotes has received sustained academic scrutiny from economists and scholars such as Ix Salmon S. G. Checkland (on David Ricardo), Steven Novella, R. Charleton, Hollis Robbins, Kwamena Kwansah-Aidoo, and others. These academics seek to quantify the value of the use of anecdotes, e.g., in promoting public awareness of a disease. More recently, economists studying choice models have begun assessing anecdotal value in the context of framing; Daniel Kahneman and Amos Tversky suggest

that choice models may be contingent on stories or anecdotes that frame or influence choice. As an example, consider Joseph Stalin's apocryphal quote: The death of one man is a tragedy, the death of millions is a statistic.

Anecdotal evidence is an informal account of evidence in the form of an anecdote. The term is often used in contrast to scientific evidence, as evidence that cannot be investigated using the scientific method. The problem with arguing based on anecdotal evidence is that anecdotal evidence is not necessarily typical; only statistical evidence can determine how typical something is. Misuse of anecdotal evidence is an informal fallacy.

When used in advertising or promotion of a product, service, or idea, anecdotal evidence is often called a testimonial and is banned in some jurisdictions. The term is also sometimes used in a legal context to describe certain kinds of testimony. Psychologists have found that people are more likely to remember notable examples than the typical example.

A. The Generic Structures of Anecdote are:

- Abstract: signals the retelling of unusual, uncommon or amusing incident
- Orientation: introduction or sets the scene
- Crisis: provides details of unusual, uncommon or amusing incident
- Incident: reaction to the CRISIS
- Coda: (OPTIONAL), a reflection or an evaluation of unusual, uncommon or amusing incident

B. The Language Features of Anecdote Text are:

- Using exclamation (e.g., great!, what a bad day!, a very strange incident! etc.)
- Using of rhetorical questions (e.g., what do you like to do when you make wrong thing?, oh no, it is a stupid thing, isn't?)
- Using material processes (e.g., protected, employed, spoke etc.)
- Using temporal conjunctions (e.g., then, afterwards, ever since, while, before, after etc.)
- Anecdote always uses the past tense in every sentence.
- Always use conjunctions such as before and after.

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- Using a rhetoric question or a question that does not require an answer. Rhetoric questions are used to create interaction with the reader.
- Use exclamations.
- Is satirical or satirical
- Anecdotes are always cutting off and giving different impressions such as funny things, moral or philosophical considerations and historical considerations. If the rebuttal is off topic or used as a topic in the initial conversation, it's not an anecdote.
- Anecdotes are often conveyed verbally rather than in writing.
- Anecdotes in English often use past tenses.

C. Function of Anecdote

1. To Bring Cheer

Sometimes telling a story just makes people laugh or brightens the mood. In the example about favorite recipes, the woman is sharing a tale with her friends or coworkers about a time that she experienced a disaster in the kitchen. Whether she tried to boil an egg without water or made fudge that turned as hard as a rock, the other people are sure to have a good laugh.

2. To Reminisce

In several of these examples, such as the parents on Christmas morning and the elderly couple, people are talking about their pasts. They are looking back favorably on moments in their lives and sharing the joy of that time with others.

3. To Caution

In the fire safety case, the speaker is trying to show the audience what can happen if they do not follow proper procedures. Sometimes just laying out rules for individuals is not effective, and they need to hear frightening stories of dangers that can be avoided by following these regulations.

4. To Persuade or Inspire

Returning to the examples about tutors and tutoring sessions, the speakers want the students to know they are there to help, and that they have faced similar struggles. They want the students to know that there is the possibility of a brighter future if they put the work in.

Of course, anecdotes do not have to serve such specific purposes all the time. They can just be part of a natural conversation with other people.

Anecdotes and humorous pieces are not only jokes, but exquisite literary devices as well. Their major purposes are to stir up laughter, to disclose a truth in a general way, or to describe a feature of a character in such a way that it becomes humorous and at the same time gives us a better understanding of the character.

Anecdotes may also serve as cautions. Writers tell their readers about the possibilities of future happenings in case they do not follow particular processes and techniques

How to Write an Anecdote

Anecdotes are often used in speeches not only to entertain with a simple story but also to reveal a greater truth. An anecdote is a narrated story that is biographical in nature and must be about a real person. Often called “modern-day parables,” anecdotes are short narratives that make the listeners both laugh and think. As long as the story illustrates the point that the narrator is trying to make, it can be considered an anecdote. Many people use anecdotes in speeches, church sermons and wedding toasts, so learning how to write anecdote will certainly come in handy over the course of a lifetime.

- **It Must be True**

An anecdote must be a true story about someone. It might be you, and therefore the anecdote would be written in first person. If you witnessed the event, you would write the anecdote in third person. As with any good story or essay, an anecdote must relay the who, what, when, where, why and how of the “plot.” While there’s no need to go overboard in details, these essential elements frame the story.

- **It Must be Short**

An anecdote is simply a slice of life that illustrates a point, often with wit and humor. By connecting the point to a memorable story, narrators can ensure that listeners will be more likely to remember it. An anecdote should not contain any information that is not essential to the understanding of the story and, as the ultimate in short-story writing, every word counts. When writing an anecdote, reveal only the details that matter, and leave the rest behind.

- **Strong Tie-in**

The anecdote must have a strong ending where the meaning of the story is clear. Don't rely on veiled references or hints at the outcome of the tale. The point should also tie into the rest of the story or speech if you are using it to lead into another thought. Many speechwriters or magazine articles use an anecdote to begin an exposition on a much longer and more detailed theme. No matter the purpose, an anecdote that doesn't deliver the point is not a successful one.

- **Amusing Election Joke**

The Vicar spoke to his curate. "I'm going away today, but I'll be back on Saturday evening in time to conduct matins on Sunday morning. Will you make sure the hymn numbers are put up on Saturday afternoon so that everything is ready when the service begins? They're all written on this piece of paper apart from the first hymn." "Yes, certainly Vicar, but what are you doing about the first hymn?" asked the curate.

"It depends", said the Vicar. "It's Polling Day for the General Election Thursday. The first hymn will depend on the result. If the Conservatives have a sufficient majority to form a government, it'll be 283, "Now thank we all our God. However, if labour has most seats and are going to form the next government, then put up number 578, "Go labour on, spend and be spent."

"Yes, right", said the curate. I'll see you on Sunday morning.

"Oh, there's just one thing," said the curate. Suppose the Liberal Democrats have the majority, what number would you want me to put up in that circumstance?"

"Oh. in that circumstance. it'll be 482, "God moves in a mysterious way His wonders to perform..."

"Contraception leads to more babies being born out of wedlock, the exact same way that fire extinguishers cause fires." Said Stephen Colbert "If this is going to be a Christian nation that doesn't help the poor, either we have to pretend that Jesus was just as selfish as we are, or we've got to acknowledge that He commanded us to love the poor and serve the needy without condition and then admit that we just don't want to do it." Said Stephen Colbert "If you ignore something long enough, it will go away. Just look at Sarah Palin." Said Stephen Colbert "Why would we go to war on women? They don't

have any oil.” Said Stephen Colbert
“Agnostics are just atheists without balls.” Said Stephen Colbert
“Contrary to what people may say, there’s no upper limit to stupidity.”
Said Stephen Colbert “The ‘truthiness’ is, anyone can read the news
to you. I promise to feel the news...at you.” Said Stephen Colbert.

Talk Less Do More!

Outside a small mosque after praying, there were two ustadz’s having a conversation, Ust. Sosmed and Ust. Gaul. They were talking about the effect of cigarette for health, Ust. Sosmed said, “Look!” By showing Ust. Gaul the box of cigarette. “It causes many diseases for our health. It may kill you!” Then he said, “Cigarettes are haram!” and he added, “Why are you still smoking a cigarette?” Without any expression on Ust. Gaul’s face, he said, “Talk less do more!” Then he took his match from his pocket, pull out a cigarette and put it on his mouth, “Let’s burn the cigarette!”

Analyzing of the text

- Abstract : How would you think if there is an ustadz smoking?
- Orientation : Outside a small mosque after praying, there are two ustadz’s having a conversation, Ust. Sosmed and Ust. Gaul.
- Crisis : They are talking about the effect of cigarette for health. Ust. Sosmed said, “Look!” By showing Ust. Gaul the box of cigarette. “It causes many disease for our health. It may kill you!”
- Incident : Then he said, “Cigarettes are haram!” and he added, “Why are you still smoking a cigarette?”
- Coda : Without any expression on Ust. Gaul’s face, he said, “Talk less do more!” Then he took his match from his pocket, pull out a cigarette and put it on his mouth, “Let’s burn the cigarette!”

Anecdote is one of the texts which retells an unusual incident. Communicative purpose of this text is to retell an unusual and funny incident to entertain the readers. Like other texts, anecdote also has the

generic structure. Abstract, orientation, crisis, reaction and coda. The first is abstract, here the writer starts to introduce an unusual incident that will be told briefly. Then, in orientation part, the writer will tell who, when and where that incident was happened. Next, in crisis part, the writer tells the incidents more detail. The part of reaction is where the writer will tell how the characters solve the problem and usually the readers or listeners get the funny way to solve the problem. The last part is, coda. This is an optional part. Sometimes it appears, sometimes not. In this part, the readers usually laugh louder. Anecdote and spoof tell us a funny incident, but they still different. In anecdote text, an unusual incident contains of funny elements, while, in spoof text, a normal incident changes into funny when in the twist part.



Answer the following questions:

1. Create the appropriate title for the text above!
2. What is anecdote text purpose?
3. What are the generic structures of anecdote?
4. Do you know the linguistic features of anecdote?
5. Find another anecdote text!

CHAPTER XIV

REVIEW TEXT

Contents

Social Function

A critique an art work or event for a public audience.

Lunch works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

Generic Structure

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event
- Interpretative Recount: summaries the plot and/or provides an account of how the reviewed rendition of the work came into being: is optional, but if present, often recursive.
- Evaluation: provides an evaluation of the work and/or its performance or production is usually recursive.
- Evaluative Summary: provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole: is optional.

The orientation is typically provided by the reviewer while interpretative accounts and evaluations can be provided by the reviewer. And optionally a source (that is, someone who participated in the creation and/or performance of the work). The evaluative Summation is provided by the viewer.

Significant Lexicogrammatical Features

- focus on **Particular Participant**
- direct expression of opinions through use of attitudinal lexis (value-laden vocabulary) including: attitudinal epithets in nominal groups; qualitative attributes and affective mental processes.
- use of elaborating and extending clause and group complexes to package the information (evident especially in paragraphs 1,2,4,5 and 6 below)
- use of metaphorical language (e.g., the wit was there, dexterously ping ponged to and fro)

it is important to note that the genre for reviewing books, concert and theatre is the same genre even though three different media are involved, changing the medium (a mode, and therefore a register, variable) does not change the game.

The following is the example of review:

Private Lives Sparkle

Orientation

Since the first production of 'private lives' in 1930, with the theatre's two leading sophisticates Noel Coward and Getrude Lawrence in the leads, the play has tended to be seen as a vehicle for starts.

Evaluation

Qut Academy of the Arts 'production boasted no 'starts', but certainly fielded potential stars in a sparkling performance that brought out just how fine a piece of craftsmanship coward's play is.

Evaluation

More than 60 years later, what new could be deduced from so familiar a theme?

Director Rod Wissler’s highly perceptive approach went beyond the glittery surface of witty banter to the darker implication beneath.

Interpretative Recount

With the shifting of attitudes to social values, it became clear that victor and sibyl were potentially the more admirable of the couples, with standards better adjusted than the volatile and self-indulgent Elyot and Amanda.

Evaluation

The wit was there, dexterously ping-ponged to and fro by a vibrant Amanda (Catherine Jones) and a suave Elyot (Daniel Kealy)

Evaluation

Julie Eckersley’s Sibly was a delightful creation, and Phillip Cameron-Smith’s more serious playing was just right for Victor.

Jodie Levesconte was a superb French maid. James Maclean’s set captured the thirties atmosphere with many subtle touches.

Discussion of the text above:

- a. identify the genre
- b. identify its social structure

In learning English, you must learn and understand several types of text at once to help you understand the structure of English sentences. One type of text that is often used as material in English is Review Text. This type of text is also often used in magazines or newspapers as a separate rubric. Understanding it is not difficult, that’s why the material about Review Text is often used because it is fun to learn.

Review Text is a type of text in English that aims to review or assess a work, be it a movie, book and so on. This assessment aims to find out and inform the quality, advantages, and disadvantages of the work. The

communicative purpose of a review text is to criticize an art work, event for a public audience.

You must have known that each type of text in English has a different structure. The structure adjusts to the purpose and function of each type of text. So, the structure in review text and descriptive or narrative text will definitely be different.

Review is an evaluation or critical evaluation giving an assessment of a book, play, movie, concert, song, painting, product, or other public performances. People read reviews to make a decision about what to see, do or buy. Bad reviews can cause some readers to lose interest in or have negative feelings about the subject under review. Reviews have to be honest and describe what they see. Remember that review gives one person's point of view. Not everyone will agree with this review.

The purpose of the Review text is to 'criticize' an art work, event for a public audience' and also provide reviews, reviews, and even criticisms of a work of art, science, book or other forms to be known by the general public.

Social Function of Review Text

Review text is to analyze and evaluate some creative works, and to inform people about its strengths and weaknesses. In other words, to do some critics toward the events or artworks to the readers or listeners for instance films, shows, books, and etc.

Language Features

1. Focus on specific participants
2. Using adjectives
3. Using long and complex clauses
4. Using metaphor style Review Text Simple

Example of Review Text

Harry Potter

Orientation

All and each Harry Potter series both movies and book hold a particular part in my heart. And by that means, I love it all. No, I won't talk about

the whole series. I'll only talk about the 6th series of Harry Potter movie, Harry Potter and the Half of Blood Prince.

Evaluation

The movie may slightly unsatisfying for those who read the book. It's a dark time for Harry. It's like a cup of hot cocoa on your cold morning, but your cat breaks the cup.

Interpretative recount

Harry Potter books have been a hit and been more potent since the Warner Bros decide to bring it to life through a movie. One or two changes from the text in the film is undeniable. We all know Harry has to feel one more lost on the last movie because Bellatrix killed his God-father, Sirius Black after they talk about lives together in an entirely safe village far from anywhere. Sure, it's like a thunder strikes on the midday for Harry.

As we always want for Harry happiness, many have hope that everything he's been through will paid on the Half-Blood Prince. At the first hour of this movie, we can see Harry doing great for his Potion class even beat Hermione, thanks to the book previously owned by The Half-Blood Prince he found at the bottom of the cupboard.

But another dreary, depressing feel once again must we see on this movie as Dumbledore fall from the attic after being Avada Kedavra by his trusted man, Severus Snape aka the Half-Blood Prince. Not many things from the book were adapted. Instead, it almost entirely different. After the movie was released, you can hear some voice of disappointment roaring from some of the fans, including me.

Evaluation summation

Nevertheless, this is still an excellent movie to watch and of course worth your time. 7 stars out of 10 for the Half-Blood Prince! Don't worry because every question and every scene missed in this movie will be soon explained on Deathly Hallows.

In conclusion, Review is an evaluation or critical evaluation giving an assessment of a book, play, movie, concert, song, painting, product, or other public performances. The purpose of the Review text is to 'criticize' an art work, event for a public audience' and also provide reviews, reviews, and

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even criticisms of a work of art, science, book or other forms to be known by the general public. Review text is to analyze and evaluate some creative works, and to inform people about its strengths and weaknesses. In other words, to do some critics toward the events or artworks to the readers or listeners for instance films, shows, books, and etc.

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This book is entitled *Writing Genre* which focuses on equipping and scaffolding students to develop their writing skills especially in genre approach perspective. The book contains some angles in genre-based approach such as; definition of genre, history of genre, characteristics, types of genre, examples and analysis.

The target of this book is oriented to students of English department, lecturers and professionals who concern on writing different text types. The book is designed with theoretical concepts and examples to accommodate deep comprehension in the field. Besides, the language is constructed simply in order to reach the estimate goals of writing purposes.

Hopefully the book assists many parts to enhance their writing skill practically and help writing lecturers to enrich their writing theories and practices.



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