

SUMBER BELAJAR PENUNJANG PLPG 2017
MATA PELAJARAN/PAKET KEAHLIAN
BAHASA INGGRIS

BAB I
TEXT AND NON-TEXT



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

CHAPTER 1

TEXT AND NON-TEXT

1.1 Membedakan Teks dan Non Teks

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa Inggris (linguistik, wacana, sociolinguistik dan strategis)

What is TEXT? Halliday and Hasan (1976:1-2) mention that text is a *semantic unit*. He said further about the text as:

“[A term] used in linguistics to refer to any passage-spoken or written, of whatever length, that does form a unified whole [...] A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size [...] A text is best regarded as a SEMANTIC unit; a unit not of form but of meaning.”

Moreover, Halliday said that the text is the language people produce and react to, what they say and write, and read and listen to, in the course of daily life..... The term covers both speech and writing... it may be language in action, conversation, telephone talk, debate, ... public notices, ... intimate monologue or anything else (1975:123).

Etymologically, text comes from a metaphorical use of the Latin verb *texere* 'weave', suggesting a sequence of sentences or utterances 'interwoven' structurally and semantically. As a count noun it is commonly used in linguistics and stylistics to refer to a sequential collection of sentences or utterances which form a unity by reason of their linguistic COHESION and semantic COHERENCE. e.g. a scientific article; a recipe; poem; public lecture; etc. Moreover, text is linguistics realization of proportional meanings as

connected passage that is situationally relevant. The following are the characteristics of the text:

- Essentially semantic unit as a form of interaction
- Cohesive and coherence; not random but connected
- Spoken or written; mode of linguistics realization
- Of any length
- Create and/created by context (situationally relevant).

Werlich (1976) says that a **text** is an extended structure of syntactic units (i.e. text as super-sentence) such as words, groups, and clauses and textual units that is marked by both coherence among the elements and completion, whereas a **non-text** consists of random sequences of linguistic units such as sentences, paragraphs, or sections in any temporal and/or spatial extension. In its social-semantic perspective, **text** is an object of social exchange of meanings. As such, it is embedded in a **context** of situation. The context of situation is the semio-socio-cultural environment in which the text unfolds.

Beaugrande and Dressler (1981) define a **text** as a communicative occurrence which meets seven standards of textuality, they are:

1. Cohesion

Cohesion concerns the ways in which the components of the surface text are connected within a sequence.

2. Coherence

Coherence related to the ways in which concepts and relations, which underlie the surface text, are linked, relevant and used, to achieve efficient communication.

- A concept is a cognitive content which can be retrieved or triggered with a high degree of consistency in the mind.
- Relations are the links between concepts within a text, with each link identified with the concept that it connects to.

3. Intentionality

Intentionality refers to the text producer's attitude and intentions as the text producer uses cohesion and coherence to attain a goal specified in a plan.

4. Acceptability

Acceptability concerns to the text receiver's attitude that the text should constitute useful or relevant details or information such that it is worth accepting.

5. Informativity

Informativity is the extent to which the contents of a text are already known or expected as compared to unknown or unexpected.

6. Situationality

Situationality refers to the factors which make a text relevant to a situation of occurrence.

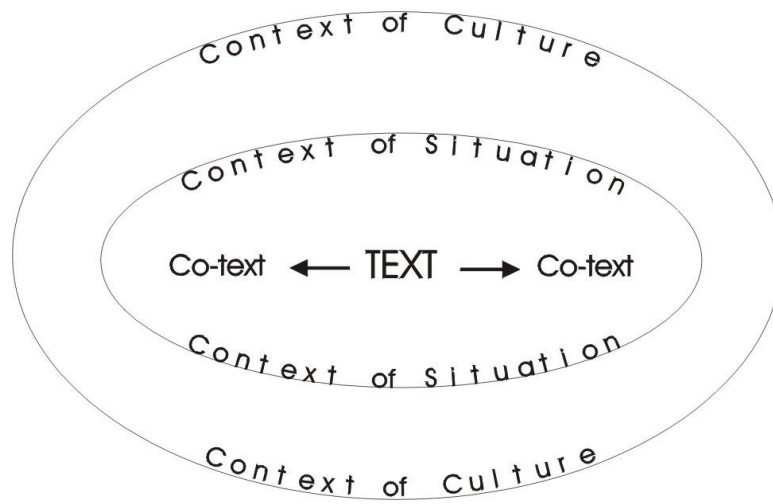
7. Intertextuality

Intertextuality concerns with the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered text. If a text receiver does not have prior knowledge of a relevant text, communication may break down because the understanding of the current text is obscured.

Without any of which, the text will not be communicative. Non-communicative texts are treated as **non-texts**.

Most linguists agree on the classification into five text-types: narrative, descriptive, argumentative, instructive, and comparison/contrast (also called expositive). Some classifications divide the types of texts according to their function. Others differ because they take into consideration the topic of the texts, the producer and the addressee, or the style. The following figure display the position of text.

Figure 10.1 Text, co-text, and context



Context of culture: context as knowledge; non-linear
Context of situation: context as situation; non-linear
Co-text: linguistic context; linear

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BAB II
MODALITY



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

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CHAPTER 2

MODALITY

2.1 Menentukan Modality yang Tepat sesuai Konteks

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa Inggris (linguistik, wacana, sociolinguistik dan strategis)

Modals (also called **modal verbs**, **modal auxiliary verbs**, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the **function** of the main verb that follows it. They have a great variety of **communicative functions**. Modals are also those helping verbs, which express the 'mode' or 'manner' of the actions indicated by the main verbs. They express modes such as ability, possibility, probability, permission, obligation, etc. The most commonly used modals are shall, should, will, would, can, could, may, might, must, ought to, used to, need and dare. Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

List of modal verbs

Here is a list of modal verbs:

can, could, may, might, will, would, shall, should, must

The verbs or expressions **dare**, **ought to**, **had better**, and **need not** behave like modal auxiliaries to a large extent and may be added to the above list.

Use of modal verbs:

Modal verbs are used to express functions such as:

- 1) Ask permission—may, can, could.
Examples: May I come in?, Could I use your pen, please?
- 2) Make a request—can, could.
Example: Could you please give me the doctor's telephone number?
- 3) Express a possibility—may, might, could.
Example: It might rain during the night.
- 4) Give advice or suggestion—should.
Example: You should wear a helmet while riding your motorbike.
- 5) Express necessity or compulsion—must, have to.
Examples: We must slow down while driving in front of a school, I have to submit my project by tomorrow.
- 6) Express prohibition.
Example: You must not talk loudly in the library.
- 7) Express a promise or intention—will, shall.
Example: I will mail you my address.
- 8) Express a wish—may.
Example: May you have a long life!

Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red.
	Logical conclusion/Certainty	He must be very tired. He's been working all day long.

must not	Prohibition	You must not smoke in the hospital.
can	Ability	I can swim.
	Permission	Can I use your phone please?
	Possibility	Smoking can cause cancer.
could	Ability in the past	When I was younger I could run fast.
	Polite permission	Excuse me, could I just say something?
	Possibility	It could rain tomorrow!
may	Permission	May I use your phone please?
	Possibility, probability	It may rain tomorrow!
might	Polite permission	Might I suggest an idea?
	Possibility, probability	I might go on holiday to Australia next year.
need not	Lack of necessity/ absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	Advice	You should / ought to revise your lessons
	Logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	Advice	You 'd better revise your lessons

REMEMBER !

(1) A modal does not change according to the number or person of the subject.

Examples: He can learn, I can learn, You can learn, They can learn, We can learn.

- (2) A modal is always used with a verb in its basic form. The modal takes the tense while the main verb remains in its dictionary form.

Examples: I can run, I may run, I could run, I might run.

- (3) Modals can be used alone in response to a question.

Examples: Can you sing? I can.

Will you sing? I will.

Will you come? I may./I will.

- (4) Modals, when joined with 'not' to form a negative, can be contracted.

Examples: I cannot run. I can't run.

I do not run. I don't run.

I will not run. I won't run.

- (5) Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

Examples: You must stop when the traffic lights turn red.

You should see the doctor.

There are a lot of tomatoes in the fridge. You need not buy any.

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BAB III
LOGICAL CONNECTOR



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CHAPTER 3

LOGICAL CONNECTOR

3.1 Menggunakan Logical Connector dalam Konteks

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

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Logical connector is a connector which link the semantical unit of language. Logical connectors are used to join or connect two ideas that have a particular relationship. These relationships can be: sequential (time), reason and purpose, adversative (opposition, contrast and/or unexpected result), condition. Within each category, the words used to join the ideas or clauses are used differently, with different grammar and punctuation.

Type	Explanation
Subordinating conjunctions	Introduce adverb clauses Either the dependent clause or the independent clause may come first in the sentence, with no change in meaning <i>ex: Before he came, we didn't have a physical education teacher.</i> <i>We didn't have a physical education teacher before he came.</i>
Prepositions	Is followed by a noun or noun phrase Either clause may appear first <i>ex: He didn't come to class due to his illness.</i>
Transitions and Conjunctive adverbs	Joins two sentences separated by a period or two clauses separated by a semi-colon. Only one possible order of the sentences The transition may appear clause initial, clause final, or between the subject and verb of the second sentence.

	<i>ex: He was sick. Nevertheless, he came to class.</i>
Conjunctions	<p>One possible order</p> <p>A comma is used before the conjunction</p> <p>In academic writing, do not begin a sentence with a conjunction</p> <p><i>ex: He didn't do his homework, so he didn't pass the class.</i></p>

Here is the logical connector of each type.

Type	Relation			
	Sequential	Reason and Purpose	adversative	Condition
Subordinating conjunctions	<p>Until</p> <p>after</p> <p>before</p> <p>when</p> <p>while</p> <p>since</p> <p>once</p> <p>whenever</p> <p>as soon as</p> <p>as long as</p> <p>by the time</p>	<p>Because</p> <p>as</p> <p>since</p> <p>inasmuch as</p> <p>now that</p> <p>as long as</p> <p>such...that</p> <p>[such a/an + adjective + noun + that]</p> <p>so...that</p> <p>[so +adjective or adverb + that]</p> <p>[so much/many/little/few + noun + that]</p> <p><i>expressing purpose</i></p> <p>so that</p> <p>in order that</p>	<p>even though</p> <p>although</p> <p>though</p> <p>(in spite of the fact that)</p> <p>while</p> <p>whereas</p> <p>where</p>	<p>If</p> <p>unless</p> <p>even if</p> <p>providing (that)</p> <p>provided (that)</p> <p>in case</p> <p>whether or not</p> <p>only if*</p> <p>*verb inversion, no comma if <i>only if</i> appears first in the sentence</p>
Prepositions	<p>During</p> <p>after</p> <p>before</p> <p>since</p> <p>until</p> <p>upon</p>	<p>because of</p> <p>due to</p> <p>in order to</p>	<p>Despite</p> <p>in spite of</p>	
Transitions	Then	Therefore	However	Otherwise

and Conjunctive adverbs	next after that following that before that afterwards meanwhile beforehand	Consequently	nonetheless nevertheless on the other hand in contrast on the contrary	
Conjunctions	and then	So	but...anyway but...still yet...still but	or (else)

Many connectors having similar meanings are followed by different structures. For example, **despite** and **in spite of** are followed by a noun phrase or an **-ing form**.

- I went to work in spite of feeling ill. (in spite of + -ing)
- I went out despite the heavy rains. (despite + noun)

In spite of and **despite** are prepositions. They cannot be directly followed by a clause. Hence we use the phrase 'the fact that' before a clause.

- I went to work **in spite of the fact that** I was feeling ill.

Connector Chart

COORDINATORS	SUBORDINATORS	ADJUNCT PREPOSITIONS ²	CONNECTIVE ADVERBS
A coordinator expresses a relationship (addition +, contrast -, option +/-) between two <i>like</i> (same kind) words, phrases or clauses. The	A subordinator marks ¹ a clause as subordinate to (a dependent of) the main clause. The subordinator itself does not have a meaning. It serves	A preposition as the head of an <u>adjunct prepositional phrase</u> connects a subordinate structure. A preposition, unlike a subordinator,	A <u>connective adverb</u> expresses a relationship between two clauses and transitions the reader or listener from the main idea

<p>coordinated elements are reversible [A+ B = B + A]. See <u>Coordinators</u>. Also see <u>Coordinator Properties</u>.</p> <p>It was cold, and the wind was blowing. (<i>different subjects</i>) He opened his umbrella, but the wind blew it backwards. Did he take an umbrella, or did he wear his raincoat? He took neither an umbrella nor a raincoat.</p>	<p>to connect content information. See <u>Subordinators</u>. Also see <u>Clauses: Other Clause Types</u>.</p> <p>He said that it was raining. He thinks (that) we need rain. It is so windy that it blew me over. We like to walk in the rain. He wishes (for) us to bring a coat. He asked if I needed an umbrella.</p>	<p>carries meaning. Depending on its meaning, it may take a noun phrase, a clause, or another structure as its <u>complement</u>.</p> <p>Though it was raining, he continued walking. He walked though it was raining. Besides being windy, it was rainy. The wind was strong besides being cold.</p>	<p>in one clause to the idea in the next clause. (Also called <i>conjunctive adverbs, linking adverbs or transition words</i>.)</p> <p>He opened his umbrella. However, the wind blew it away. It was windy and cold. Moreover, it was raining. His umbrella blew away in the wind. Otherwise, he would have used it. In addition, it was windy and cold. *It was raining, so he opened his umbrella.</p>
NO MEANING			
	<p><u>that</u> (declarative) <u>if</u>, <u>whether</u> (interrogative) <u>to</u> (infinitival), <u>for</u> (infinitive subj)</p>		
ADDITION			
<p><u>and</u>, <u>also</u>, <u>and also</u> <u>both...and</u>, <u>not only ...also</u>, <u>not only... but</u> <u>also</u>, <u>and...too</u>, <u>and so</u></p>		<p><u>besides</u>, <u>in addition to</u></p>	<p><u>in addition</u>, <u>furthermore</u>, <u>moreover</u>, <u>additionally</u>, <u>besides</u>, firstly, secondly, next, finally</p>
ALTERNATIVE			

<u>or, nor, either...or, neither...nor, X rather than Y</u>		<u>prefer X to Y, would rather...or, rather than (2)</u>	instead, as an alternative, <u>otherwise, rather</u>
CAUSE-EFFECT / REASON			
* <u>so</u> , * <u>for</u> (Also <u>connective adverb</u>)		<u>because, since, now that, as, in order, as long as, inasmuch, because of, due to, owing to, so that, in order that, if only because</u>	<u>so</u> (reason), <u>for</u> (purpose) <u>therefore, consequently, as a consequence, as a result</u> , thus, hence, accordingly
COMPARISON			
		<u>as (like), as...as, same as, so...as, such...as, such as, similar to, equal to/with, identical to/with, greater than, more than, less than, rather than, prefer...to, superior to, inferior to, different from/to/than.</u>	<u>In the same way, Similarly, In contrast, Unlike X, Y</u>
CONDITION			
<u>or else</u>		<u>if, only if, unless, even if, whether, whether or not, provided (that), in case, in the event (that)</u>	<u>otherwise, in the event (that), anyway, anyhow</u>
CONTRARY CAUSE-EFFECT			
<u>but, but still, but anyway</u> * <u>yet</u> (Also <u>connective</u>)		<u>although, even though, though, while, whereas, despite</u>	<u>yet, nevertheless, nonetheless, however, on the one</u>

<u>ve adverb)</u>		, <u>in spite of</u> , <u>regardless of</u>	<u>hand</u> , <u>on the other hand</u> , <u>in contrast to</u> , <u>in contrast</u> , <u>on the contrary</u>
EMPHASIS			
	<u>so...that</u> (Adv-Subord) <u>such...that</u> (Adj-Subord)		<u>indeed</u> , <u>in fact</u> , of course, certainly
PLACE			
		<u>where</u> , <u>wherever</u>	there ³ , here, In this location
TIME			
		<u>after</u> , <u>before</u> , <u>when</u> , <u>while</u> , <u>since</u> , <u>as</u> , <u>until</u> , <u>as soon as</u> , <u>by the time</u> , <u>once</u>	<u>first</u> , <u>second</u> , <u>next</u> , <u>then</u> , <u>finally</u> , previously, now, presently, next, still, meanwhile, subsequently, <u>afterward</u>

REASON / CAUSE-EFFECT

Because (*since, as, now that*) is a connective preposition that relates additional (non-essential) information to the main clause. *Because* is complemented by a clause that states a reason (cause) for the effect stated in the main clause. The cause-effect relationship or reasoning is what we would expect.

EFFECT	CAUSE
Justin wore his winter pants	because it was snowing.
Justin rode his bike to school	as his car was snowed in. (under snow)

He likes to walk in the snow	since it is a special winter experience.
He put on his parka	for ¹ he felt cold. ¹ rarely used in US English
Justin can make a snowman	now that there is snow on the ground.
The mayor apologized	inasmuch as the snow removal was behind schedule. (late)
The mayor declared a holiday	for the reason that no one could get to work.
CONTRARY REASONING / NONCAUSE-EFFECT	
<i>Though (although, even though)</i> is a connective preposition that relates additional (non-essential) information to the main clause. <i>Though</i> is complemented by a clause that states a contrary reason for the effect. It is either illogical, concessive or not the reason (something else is).	
EFFECT	NON-CAUSAL / CONCESSION
Justin wore his winter pants	though it was warm outside. just because he felt like it.
Justin rode his bike to school	even though the snow was slippery.
He likes to walk in the snow	although his nose gets cold.(concession)
He put on his parka	regardless of the fact (that) he did not feel cold.
Justin made an excellent snowman	despite the fact (that) he had never made one before.
The mayor apologized	in spite of the fact (that) snow removal was not his responsibility.

The mayor declared a holiday, **yet** some people went to work anyway.

CAUSE EFFECT → NO CAUSE-EFFECT

REASON effect–cause	<p><i>He's a good leader because he has worked hard and studied law at Harvard.</i></p> <p>The opinion or action is a logical response to the assertion or situation in other clause—cause-effect.</p>
CONCESSIVE REASON effect–exception	<p><i>He's a good leader though he occasionally makes mistakes.</i></p> <p>Admitting to something that does not logically fit with the previous statement—an exception. See <u>Concession</u>.</p>
CONTRARY REASON effect–no cause	<p><i>He's a good leader though he's never held a public office before.</i></p> <p>The opinion or action is a not a logical or an expected response to the assertion or situation in other clause—no cause-effect. See <u>Contrary Reasoning</u>.</p>

adjunct — elements not required by an expression to complete its meaning

adjunct prepositional phrase: *People were hurt* **adjunct prep**

phrase [*prep because* **content clause** [*they could not get away.*]]

CAUSE–EFFECT

‘ A clause with **because** at the beginning of the sentence (before the main clause), emphasizes the causal-situation ("the reason") with a logical reaction or response following it in the main clause.

CAUSE

LOGICAL EFFECT

Because it was snowing, he wore his winter pants

Since it will be snowing harder soon, we need to leave now

NO CAUSE–EFFECT

‘ A clause with **though** at the beginning of the sentence emphasizes the illogical reaction or response that follows in the main clause.

CAUSE

ILLOGICAL EFFECT

Though it was snowing, he wore his shorts.
It was snowing. Even so, he wore his shorts.

Although it will be snowing harder soon, we need to stay and get our work done.

concede (V) – admit something to be true; to give away a point; **concession** (N) – yield, give away, give up, admit defeat; **concessive** (Adj) – tending to concede
in as much as (double Prep) — to the extent that; used to explain the way in which what you are saying is true. *He was a good leader, inasmuch as he got the opposing parties to settle their differences.*

non-essential — not required for the structure to make sense; the structure or expression can stand alone without it

reason (V) — form conclusions, inferences or judgments from facts or propositions
; **reasoning** (N) — the process of forming conclusions

slippery (Adj) — causing one to slide, possibly fall.

Connective Adverbs

AN EXPECTED OUTCOME	
<ul style="list-style-type: none">Expressions such as for this reason and as a consequence transition the reader from a sentence with a given situation to a second sentence with a logical reason for the situation in the main clause. A comma is used after the transition word.	
CAUSE	LOGICAL EFFECT
It was raining.	For this reason , we moved our picnic indoors.
It was sunny.	Consequently , we had to wear sunscreen.
It was bright.	As a result , we had to wear sun glasses to drive.
The weather was delightful.	As a consequence , we went hiking.
AN UNEXPECTED OUTCOME	
<ul style="list-style-type: none">Similarly, expressions such as nevertheless and nonetheless transition the reader from a sentence with a given situation to a second sentence with	


a **contrary reason** for the situation in the main clause. A comma is used after the transition word.

CAUSE	ILLOGICAL EFFECT
It was raining.	Nevertheless , we went on a picnic.
It was cloudy.	Even so , we got sunburned.
The sky was overcast.	Nonetheless , we wore sun glasses while driving.
The weather was miserable.	In spite of that , we went hiking.

Cause-Effect

Connective prepositional complement

Because of / In spite of + Noun Phrase ("adverbial prepositions")

BECAUSE OF + NP	
 <i>Because of, due to, on account of, or owing to</i> is followed by noun phrase expressing a logical reason for the action in the main clause. The action in the main clause is expected under these circumstances.	
EFFECT / SITUATION	CAUSE
MAIN CLAUSE	ADJUNCT PREP PHRASE
CLAUSE	PREP + NP
Schools were closed	<i>because of the snow.</i>
The pipes froze	<i>due to the cold temperature</i>

People stayed indoors **on account of** the bad weather

Mail service way delayed **owing to** *the bad weather*

IN SPITE OF + NP



In spite of, despite or *regardless of* is followed by a **noun phrase** expressing a **contrary reasoning** for the action in the main clause. The action in the main clause is unexpected under these circumstances.

EFFECT / SITUATION	CONCESSION / NOT A CAUSE
MAIN CLAUSE	ADJUNCT PREP PHRASE
CLAUSE	PREP-PREP + NP
Schools remained open	in spite of <i>the snow.</i>
The pipes did not freeze	in spite of <i>the cold temperature.</i>
People were out and about	despite <i>the bad weather.</i>
The mail will be delivered	regardless of <i>the bad weather.</i>

Cause-Effect

Because of -ing

Because of / In Spite Of + Gerund Clause

BECAUSE OF + NP



Because of (*due to, on account of, owing to*) is a double-preposition that is complemented by a noun phrase (NP) or gerund clause expressing **reason** for the action in the main clause.

EFFECT	REASON
Schools were closed	because of <i>not having any heat in the rooms. (there being no heat.)</i>
The pipes froze	due to <i>not being insulated well.</i>
People stayed home	on account of <i>their wanting to keep warm.</i>
Mail service was delayed	owing to <i>being unable to drive in the snow.</i>
Airplanes were grounded	due to <i>the runways being covered with snow</i>

IN SPITE OF + NP



In spite of (*despite, regardless of*) is a double-preposition that is complemented by a noun phrase (NP) or gerund clause expressing **contrary reasoning** for the action in the main clause. ("concession")

EFFECT	CONTRARY REASONING
Schools remained open	in spite of <i>having no heat in the rooms.</i>
The pipes did not freeze	in spite of <i>not being insulated well.</i>
People were out and about	despite <i>their wanting to keep warm.</i>

The mail was delivered **regardless of *being unable to drive in the snow.***

Airplanes took off **despite *the runways being covered with snow***

insulated (Adj) – to cover or protect something with a material that stops electricity, sound, heat etc from getting in or out.

Cause–Effect

Position and Punctuation

Initial vs. Mid Position

INITIAL-POSITION CLAUSE

’ A comma is placed after connective preposition and its clause when it is placed before the main clause.

REASONING

EFFECT

Because we were cold,

we went inside.

Though we wanted to stay,

he made us leave.

On account of the frost,

we put the car in the garage.

MID-POSITION CLAUSE



No comma is required when the connective preposition and its clause is placed after the main clause. (See exception below.)

EFFECT	REASONING
We went inside	because we were cold.
He made us leave	though we wanted to stay.
We put the car in the garage	on account of the frost.

Not...Because

Limiting negation to the main clause

"Not...Because" – an exception for using a comma

BECAUSE AS AN ADJUNCT CLAUSE



A negative in the main clause negates the **reason** clause, "something else is the cause", "not because X". Whether or not the verb in the main clause (effect-clause) is also negated depends on the context and cultural interpretation.

NOT NEGATES MAIN VERB AND THE CAUSE CLS VERB



She did **not** buy the phone **because her sister had one**. (*ambiguous)

Her sister having a phone was not the reason for her [buying / not buying] one.

It was for some other reason.

TWO INTERPRETATIONS OF THE EFFECT-CLAUSE

→ **She bought the phone** not because her sister had one.

→ **She didn't buy the phone** not because her sister had one.

LOGIC GAP / CULTURAL UNDERSTANDING

Sisters may be jealous of each other. One sister usually wants to have what the other sister has.

Most people interpret the effect as: **She bought it.**

ONLY / JUST MODIFY THE REASON CLAUSE



She **only** bought the phone **because her sister had one.**

→ She bought the phone **only because her sister had one.**



I'm **not just** doing it **because you told me to (do it).** (ambiguous)

→ I'm doing it **not just because you told me to do it..**

Your telling me to do it **is not the only reason** for my doing it. There are other reasons as well.

BECAUSE AS A SUPPLEMENTAL CLAUSE



A comma may be used to set off the because-clause from the negation ("not") in the main clause. The comma clarifies meaning by removing the because-clause from the influence (scope) of the negation in the main clause. The because-clause becomes a comment.

NOT NEGATES ADJACENT VERB ONLY



She did **not buy** the phone, because her sister had one.

Her sister having a phone **was the reason for her not buying one**. It mattered that her sister had one. (They didn't need another.)

ONLY / JUST MODIFY THE IMMEDIATE VERB



She **only** bought the (one) phone, **because her sister had a phone**. (She limited her purchase.)



I'm not doing it, just because you told me to (do it) .

Your telling me to do it **is the only reason** that I'm not doing it.

ambiguous (Adj) — can be understood in more than one way

cell phone (US-Eng); mobile phone (BR-Eng)

An adjunct clause is more closely related to the verb (and the negative) in the main verb. A supplemental clause is loosely related to the verb in the main clause; it is more like a comment.

Common Mistakes

Errors and Solutions

ERROR

*The skier wanted to compete **though** he broke his ankle.

Unclear - How did he compete with a broken ankle?

"Though" means he did. "But" means he didn't.

***Since** its March, its raining here.

The meaning for "since" is unclear.

***Because he felt tired.**

Incomplete sentence or thought

SOLUTION

The skier wanted to compete, **but** he broke his ankle.

He wasn't able to compete.

Though the skier broke his ankle, he was able to compete.

He was able to compete the event– unexpected, a miracle!)

#1 It has been raining here **since** March.

since – duration; from then until now

#2 **Since** it is March (spring), it's raining here.

since – because, reason; rain is expected in March

Because he felt tired, he went to bed.

Add a main clause for the reason clause.

Because he felt tired was not a reason for skipping class. Add a predicate (verb phrase).

The reason he missed class was because he was tired. Add a subject and predicate.

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MATA PELAJARAN/PAKET KEAHLIAN
BAHASA INGGRIS

BAB IV
NOTICE AND ANNOUNCEMENT



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

CHAPTER 4

NOTICE AND ANNOUNCEMENT

4.1 Gambaran Umum Teks Tertulis Fungsional Pendek Berbentuk Notice/Announcement

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis).

Functional text is text that serves to provide information that is considered important to someone. Short functional text is a text that has social function to inform something. It's called short functional text because the text is short and has a specific information. Kinds of functional texts are notice, announcement, advertisement, short message, label, sign, pamphlet, brochure and the other short texts.

The social function is to give information to someone about something. This chapter will discuss about notice and announcement as two of short functional texts.

Notice

Notice is a sign in a public place giving information or instructions. Notice is premonition to someone; it can be command, caution, information, prohibition. Notice should be easy to understand and easy to read. It is also written using simple words, concise and easy to understand. For example:

1. **Notice Command** means the notice gives instruction to people to do what is written.
2. **Notice caution** is used to warn someone to be careful or aware of something.
3. **Notice prohibition** informs people that they are forbidden to do what is written.

Actually, notice command, caution, and prohibition are almost the same; they are short and simple information intended for the crowds.

Announcement

Announcement is an important or official statement that informs people about something. Announcement is often seen in public area, such as at school, hospital and other public places. The following example is an announcement about English Club Program at school.



4.2 Informasi Rinci Tersurat Teks Tertulis Fungsional Pendek Berbentuk Notice/Announcement

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

Notice

Notice is a sign in a public place giving information or instructions. Notice is premonition to someone; it can be command, caution, information, prohibition. For example:

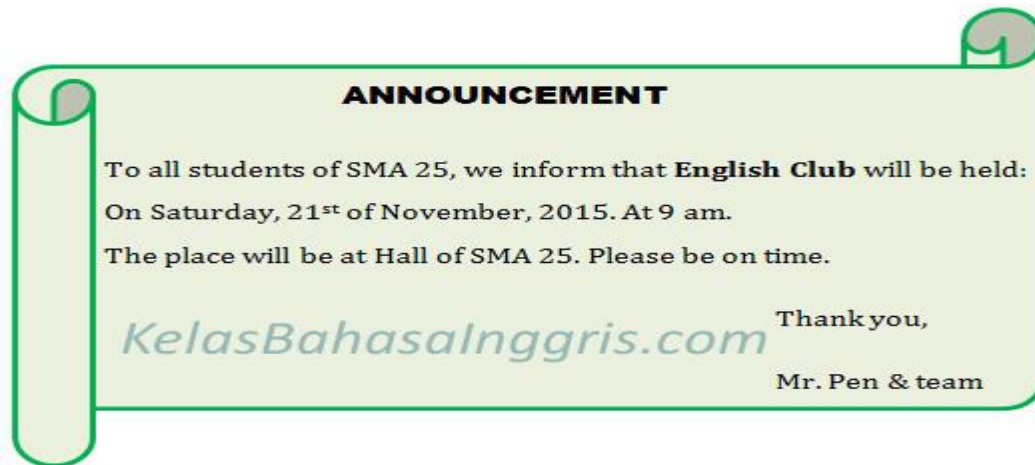
Notice Command means that the notice gives instruction to people to do what is written. For example *notice command* below.



The notice above clearly commands someone to keep the door closed whether one is in or out the room. The notice is easy to understand and easy to read. It is also written by using simple words and concise that makes everyone who reads the command will understand it easily.

Announcement

Announcement is often seen in public area, such as at school, hospital and other public places. The following example is an announcement about English Club Program at school.



From the announcement above, the reader can get clear information about English Club at SMA 25. It concisely states the time and place of English Club in SMA 25. The announcement is written by Mr. Pen and team of English Club. The announcement is for all students of SMA 25, from the tenth grade up to twelfth grade.

4.3 Informasi Rinci Tersirat Teks Tertulis Fungsional Pendek Berbentuk Notice/Announcement

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

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Notice caution

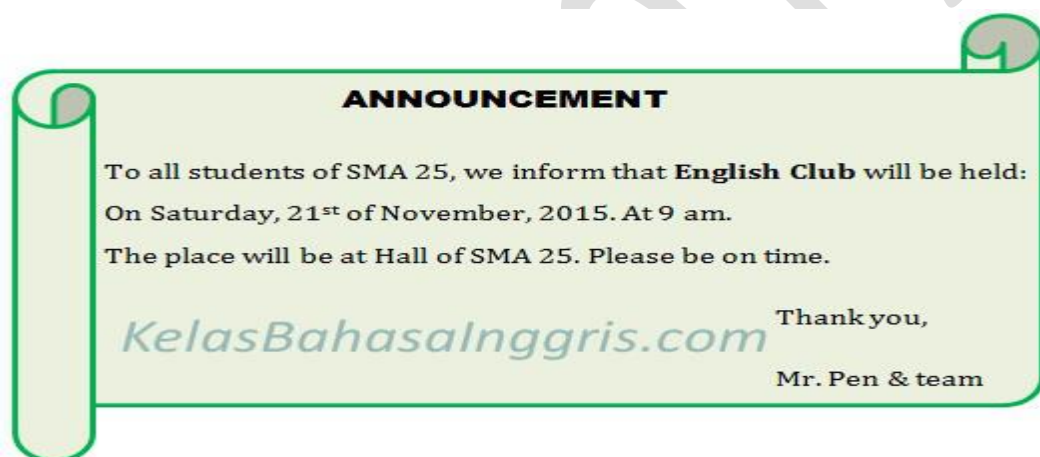
Notice caution is used to warn someone to be careful or aware of something related to the caution.

For example is the following caution.



The notice above implicitly warns the visitors of the building or hotel a message informing about something dangerous or serious so that people can avoid it. The visitors should avoid the wet floor so that they do not fall down.

Announcement



From the announcement, the readers can assume that the announcement is for the students who are interested in joining English Club. It implies that the school concerns on the students' improvement in speaking English. The school supports the students to enrich their English proficiency.

4.4 Teks Notice/Announcement yang Tepat sesuai Konteks yang Disajikan

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

Notice: prohibition

Notice prohibition informs people that they are forbidden to do what is written.



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Based on the context of notice above, the visitors know that only the staff of the company or office who allowed entering the room. It instructs everyone who is not the staff forbid to come in the room. Staff only means only for the clerks.

Announcement

The following example is an announcement that gives the information about the open daily of a public place. The announcement uses simple words and detail information about the day and time. The visitors can easily understand the announcement.



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MATA PELAJARAN/PAKET KEAHLIAN
BAHASA INGGRIS

BAB IX
DISCUSSION



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

CHAPTER 9

DISCUSSION

9.1 Gambaran Umum Teks Tertulis Fungsional Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view. It presents **pro and contra** opinion on certain issue. The purpose of a discussion text is to present arguments and information from differing viewpoints. Discussion texts are usually written in the present tense. Discussion is a process to find the meet point between two different ideas. It is important to to get the understanding between the two differences. In many social activities, discussion is the effective way to calm down any friction and difference in thought, perception and recommendation.

This example of discussion text present the two poles, between the advantage and disadvantage of using nuclear plant to fulfill the energy needed. It is a case which needs to be talked and discussed from two points.

Points to check

- Have you been fair to both sides?
- Have you supported your views with reasons and evidence?
- In your conclusion, have you given a reason for what you have decided?

. Generic Structure

- **Issue:** contains of statement and preview about something.

- **Arguments for/Supporting arguments:** after stating the issue, it is necessary to present the argument to support that one point is agreeing.
- **Arguments against:** beside the supporting argument, discussion text needs the arguments which disagree to the stated issue.
- **Recommendation/conclusion:** It is used to tell how to solve issue by concerning the arguments for and against

Language Features

Introducing category or generic participant.

- Relating verb/to be: is, am, are, etc.
- Using thinking verb: feel, hope, believe, etc.
- Using additive, contrastive, and causal connection: similarly, on the hand, however, etc.
- Using modalities: must, should, could, may, etc.
- Using adverbial of manner: deliberately, hopefully, etc.
- Conjunction/transition: although, even, if, etc

Example of Discussion Text

Now read this example of discussion text!

The Advantages and the Disadvantages of Nuclear Energy

Issue:

Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate of whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environment.

Argument 'pro':

Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. In their

opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainable when produced in a safe way.

Argument "contra":

However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in a reactor, for example, usually results in the contamination of the surrounding soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperiled people and the environment severely.

Conclusion:

It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy? Is there any alternative energy to overcome the crisis of energy?

9.2 Informasi Rinci Tersurat Teks Tertulis Fungsional Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

A discussion text functions to provide information about controversial issues and present arguments from two sides: the pros and cons. The following text is the example of discussion text.

Television: the Best Invention of the Twentieth Century?

During the twentieth century the world has witnessed the invention of many amazing things. Television is a great invention, but there are arguments for and against whether it is the best invention of the twentieth century. Television was invented in the 1920s and first came in 1956. It has played an important role in communicating news. We can learn instantly about what is happening in the world because of television. Also,

television has provided people with entertainment in their own homes. People in isolated areas can still feel part of the world because of television. For these reasons I feel that television could be considered the best invention of the twentieth century. On the other hand, there are other inventions that could be considered to be better than television. Some might argue that the computer should be awarded the distinction of being the best invention because computers have made life easier. Others might argue that medical inventions such as heart pacemakers are the best inventions because they help to save lives. It can be seen that there are reasons for and against television being considered the best invention of the twentieth century. After looking at both sides I still believe it is the best invention. (Taken from: www.englishdirection.com.)

9.3 Informasi Tertentu Teks Tertulis Fungsional Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

A discussion text has the social function is to present points of view about an issue at least from two sides (P AND A). Meanwhile, the generic structures of discussion are

- a. Issue \wedge [Argument for] \wedge [Argument against] \wedge Conclusion
- b. Issue \wedge [Argument of Differing Views] \wedge Conclusion

Issue: (1) Statement (2) Preview.

Argument: (1) Point (2) Elaboration.

Beautiful Lake Toba

Lake Toba is one of the world's most beautiful lakes. Millions of people have come to enjoy beautiful landscapes and sceneries offered by the lake. Visitors have stayed in towns or places along the sides of the lake. Parapat, one of small towns at the

bank of the lake with modern facilities, has been visited by people of various cultural and professional backgrounds. Different persons have different perspectives or opinions on the lake.

Scientists believe that lake Toba has formed as the result of volcanic eruption. The eruption has formed a large pond, which was filled by water from rainfalls. This process went on for years before it formed the present lake Toba.

Sociologists, on seeing the contacts between the native people and the visitors, particularly those of European tourists, hold that the lake sceneries have caused contacts between or among persons of different cultural backgrounds. The contacts may result in positive consequences where 'west' cultures have enriched the host culture. On the other hand, the contacts may result in serious social frictions or confrontations. Such a social conflict was shown by the bomb blast in Bali.

9.4 Informasi Tersirat Teks Tertulis Fungsional Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

Why would we ever need to imply a main idea when it's so easy to say it outright? People use implied main ideas for all sorts of reasons - from disguising their real intentions, to keeping us on our toes. In fact, you've probably even used an implied main idea or two in the form of what we might call 'dropping hints.' Take for example this seemingly rambling account from a theoretical 13-year-old.

Did you know snowboarding started from surfing? They even have snowboarding in the Olympics now! I wonder how long it takes to build a snowboard? I saw one the other day, though, down at the mall...

Although it might look like these sentences are only thinly connected, their implied main idea actually keeps them all tightly linked. And here's how we can tell...

Read the passage entirely first. All the details might not make sense immediately, but you should start to see patterns. For instance, the young teenager appears to be jumping from one idea to the next; but if we look closely, we can see that snowboards feature prominently throughout the passage.

Examine individual details to see how they relate to the common thread. The first sentence relates snowboarding to surfing (maybe the parents are surfers?); the second hypes its place in the Olympic Games; while the third and last imply the difficulties of building a board, and the efficiency of finding one at the mall.

Put the details together to find out what the main idea is. We can look at the details together to see that the implied main idea of this teenager's hint-dropping is that he or she wants a snowboard: each detail attempts to add some sort of value to the sport so that the parents will finally be convinced to buy the snowboard at the mall. Re-reading the passage or summarizing it can also be helpful at this stage in the process.

9.5 Koherensi dan Kohesif Teks Discussion Teks Tertulis Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

Coherence

Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, coherence refers to the “rhetorical” aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. The **cohesion** of writing focuses on the “grammatical” aspects of writing.

One of the practical tools that can help improve the coherence of your writing is to use a **concept map**. The concept map is also known as “**reverse outline**” since you make an outline of your paper after you have finished the main ideas of your paper. Write down the main idea of each paragraph—which is called a topic sentence—on a blank piece of paper. Check to see if the **topic sentences** are connected to the thesis statement of your paper or if you have strayed from your main argument. As you repeat this process, it will help you become more aware of how to develop your argument coherently and how to organize your ideas effectively. Here is a concept map template you can use.

Cohesion is also a very important aspect of academic writing, because it immediately affects the tone of your writing. Although some instructors may say that you will not lose points because of grammatical errors in your paper, you may lose points if the tone of your writing is sloppy or too casual (a diary-type of writing or choppy sentences will make the tone of your writing too casual for academic writing). But cohesive writing does not mean just “grammatically correct” sentences; cohesive writing refers to the connection of your ideas both at the sentence level and at the paragraph level.

Here are some **examples** that illustrate the importance of connecting your ideas more effectively in writing.

The hotel is famous. It is one of the most well-known hotels in the country. The latest international dancing competition was held at the hotel. The hotel spent a lot of money to advertise the event because the hotel wanted to gain international reputation. But not many people attended the event. *(The connection of ideas is not very good.)*

The hotel, which is one of the most well-known hotels in this region, wanted to promote its image around the world by hosting the latest international dancing competition. Although the event was widely advertised, not many people participated in the competition. *(The connection of ideas is better than in the first example.)*

The latest international dancing competition was held at the hotel, which is one of the most well-known hotels in this region. The hotel spent a lot of money on advertising the event since it wanted to enhance its international reputation; however, it failed to attract many people. *(The connection of ideas is better than in the first example.)*

Created by Young-Kyung Min, PhD ykmin@uwb.edu

Cohesion and coherence aren't too difficult to explain. Cohesion refers to connectivity in a text. Coherence refers to how easy it is to understand the writing.

Cohesion and Coherence

"My favourite colour is **blue**. I like **it** because **it** is calming and **it relaxes me**. I often go outside in the summer and lie on the grass and look into the **clear sky** when I am **stressed**. For **this reason**, I'd have to say my favourite colour is blue."

This sentence is both coherent and cohesive, but let's focus on the cohesion first. I've highlighted the ways that each sentence is connected to the sentence before.

Cohesion with NO Coherence

Now, here is a sentence that has cohesion but no coherence.

*"My favourite colour is **blue**. **Blue** sports cars go **very fast**. Driving **in this way** is dangerous and can cause many **car crashes**. I had a **car accident** once and **broke my leg**. I was very sad because I had to miss a holiday in Europe because of **the injury**."*

As you can see, there is plenty of cohesion here. The sentences connect clearly together but if you read the paragraph, it really makes no sense - I start talking about blue and I finish talking about a holiday in Europe. There is no coherence in this sentence.

Coherence with NO Cohesion

Now, let's take a look at a sentence that is coherent but not cohesive.

"My favourite colour is blue. I'm calm and relaxed. In the summer I lie on the grass and look up."

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BAB V
ADVERTISEMENT



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
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CHAPTER 5

ADVERTISEMENT

5.1 Tujuan Komunikatif Teks Tertulis Fungsional Pendek Berbentuk Advertisement

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis).

ADVERTISEMENT

The word 'advertisement' is derived from 'advertise' originated from Latin 'advertere', which means "informing somebody about something" or "drawing attention to something". The important thing is that it functions to inform and draw attention, and it can be stated that an advertisement is information which functions to persuade people.

Advertisement is a notice or publication promoting a product, service, or event. Advertising is a form of communication used to encourage or persuade an audience (viewers, readers or listeners) to continue or take some new action. The purpose of advertisement text is to announce about a case of a product to the public, or in other words to introduce a product to the public in order to buy and attracted to the product being advertised. In general, an advertisement consists of five parts: headline, subheads, bodycopy, slogan, closing. They play different roles and serve different purposes and hence may not be equally important, but none is dispensable. For Example:



The purpose of the writer is to persuade the customers to visit Irena's Boutique 20th anniversary by giving them special price up to 70 % off for shoes, bag, jacket and many more items. This is the way how the shop attracts the customers; special price and gift for them if they visit the shop on 20th Nov – 20th Dec 2015.

5.2 Makna Kata Teks Tertulis Fungsional Pendek Berbentuk Advertisement

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis).

Advertisement can be defined as typical information used to persuade audience (readers or listeners) to do something or to take some action. The language use is important in discussing the advertisement. The following language features are commonly intended to raise the audience or customer's interest:

- a. The use of simple and informal words.

The examples can be found in the advertisement of a microwave oven and an automobile respectively. Such as "I couldn't believe it, until I tried it! I'm

impressed! I'm really impressed! You've *gotta* try it! I love it!". And also "*Buy one, get more*".

b. Misspelling and Coinages. For example: We know *eggsactly*, How to sell eggs, Give a *Timex* to all, and to all a good time (time and excellent)

c. Frequent use of particular verbs.

The most common verbs used in product advertisement are try, ask, get, take, let, send for, use, call, make, come on, hurry, see, give, come, remember, discover, serve, introduce, choose, and look for.

d. The use of "positive" adjectives

For advertisements, words with strong emotive power are preferable since they communicate products powerfully. Adjectives with positive connotation are commonly selected to influence customer's behavior. The most common adjectives found in some products are new, crisp, good/better/best, fine, free, big, fresh, great, delicious, real, full, sure, easy, bright, clean, extra, safe, special, rich, strong, stylist, etc.

For example, *what's on the Best-Seller list in IBM personal Computer Software?* (Advertising for IBM), Kent. *Fresh. Calm. Mild* (Kent informs the taste you'll feel good about the Mild International cigarette)

e. Frequent use of compounds (*Chocolate-flavored cereal, fresh-tasting milk, "top-quality bulbs*)

f. More simple sentences, fewer complex sentences such as *It comes with a conscience* (Honda cars); *Stouffer's presents 14days to get your life, on the right course* (food)

g. More interrogative sentences and imperative sentences (*What's so special about Lurpark Danish butter? Have a little fruit after dinner*)

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BAB VI
NARRATIVE



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
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CHAPTER 6

NARRATIVE

6.1 Gambaran Umum Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

The social function of narrative genre is to tell a story. The story is commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called a crisis or climax in the story. The story then stages a solution to the problem in the climax. A narrative ends with a solution, either with a happy or sad ending.

Society is dynamic in the sense that the society is faced to evolution where things happen and the happenings become the causes to the next events and so forth. The events attract attentions of human beings as members of the society. As a way of preserving the events, human beings record them either in oral or written mode and stage them in stories called narratives. The narratives are passed on from persons to other persons, from one generation to other generations and from one time to another. Consequently, there have been, are and will be stories or narratives in the society. As the stories form in the society, they reflect socio-cultural heritages. The value of narratives is that they indicate views, attitudes or aspirations of the society. In this way, narrative is regarded as the preservation of culture. Thus, they prevail, remain and maintained in the society.

Generic Structure

The generic structure of narrative is as follows.

(ABSTRACT) \wedge ORIENTATION \wedge [(EVALUATION)]_N \wedge COMPLICATION \wedge RESOLUTION \wedge (CODA)

The stage of Abstract serves as a short introductory remark to the story. Commonly the stage is indicated by the narrator in expression such as *I have an interesting story, this is a special event in my life, I have an unforgettable experience in my life, this is what happened last week, etc.*

The stage of Orientation tells 'who is who and where'. This is to say that the stage specifies who takes part in the story. The participants may be human or non-human beings, such as animals and things. The stage also indicates the location, namely the place where the story takes place and the time when the story happens. In other words, the stage of Orientation specifies the Participants and Circumstance of Location covering spatial and temporal locations.

At the Evaluation stage, the narrator shows his/her judgments or comments of the events of the whole story. As indicated above in [...] ⁿ, the evaluation stage may occur once, twice, three times or reiterated in unlimited times. This is indicated by numbers, such as 1, 2, 3, 4, ... n. The stage is optional and it may occur at any time before or after one stage.

The stage of Complication treats the crisis or climax in the story. This is the part of the story where something goes wrong and becomes a serious problem. The crisis is of great interest and suspense.

The Resolution stage explains efforts taken to solve the problem.

The stage of Coda closes the story by additional remarks.

The stages of Abstract, Evaluation and Coda are optional.

The stage of Evaluation is reiterated and may occur before or after a certain stage.

2)

I remember the first time that I saw my little sister Patricia. She was wearing blue clothes. My thought was, "Boy! Where is the girl that I 'm waiting for?" I was eight years old. I was skinny and my arms looked weak. Anyway, my mother trusted that I could hold the baby. Then I took Patricia in my arms and I knew how much I loved her. I believed that I could take care of her like my own child. My mother had a full-time job. She couldn't stay at home the whole day to take care of her children. Then we had a person who was in charge of housekeeping and taking care of us, too. I didn't want

someone else to take care for my sister. I began to change my dolls for a real baby. I fed her; I gave her a bath; I changed her clothes. When she was crying, I held her. I loved her and I still love her so much! Patricia grew up and I still treat her my child. She is 14 years old. She is taller than I am. She is beautiful girl. However, she will always be my little sister.

(5b) [first person/--projection]

1)

I have a special experience in dealing with the police. I once visited Medan and stayed in my colleague's house. As it was my first visit to the city Johan, my friend, took me to have a sight- seeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. Johan had to obediently produce his driving license to respond to the police officer's order. In a gruffly manner the police officer withheld the license and was about to give him a ticket to pay the fine blaming that we had crossed the road when the red light was on. Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took a Rp. 10.000 bank note from his pocket, went out the car and shook hands with the police officer. I did not hear the words uttered by Johan but the police officer smiled at him. Johan returned to the car. The police officer waved his hand and let us proceed to our destination. It appears to me that such a practice to deal with the police is common in Medan.

2)

Last weekend I had one, well not only one, two of my worse days in my life. I got sick and I felt very bad and sad. I was in bed all weekend with fever and flu. In the beginning my friends were in my apartment with me but Saturday night they went to dance in Salt Lake and I was complete alone in my apartment. I felt so sad, I had a fever and a headache, and I was alone. Oh, it was terrible. I was thinking about my family and I was remembering my home and when I got sick in Mexico my mother and my father, well all my family were with me, they never left me alone but here was completely different I was alone and missing my family very much and their love.

I really felt very sad, so I decided to pray to feel better and then I watched a movie until I was asleep. Well this was one of my worse days in my life, but I could understand how important your family and their love are.

In (5c) the narrative begins with the third person or personal name of the character in the story. This story also contains quotations and reports from the characters in the narrative.

5c [third person/projection]

Benny was very wise in dealing with the police officer in Medan, his home town. I once visited Medan and stayed in my colleague's house. As it was my first visit to the city Johan, my friend, took me to have a sight-seeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. The police officer said, "You drove across the road when the red light was on. Your license please." Johan obediently produced his driving. In a gruffly manner the police officer continued, "I must give you a ticket and your license is withheld." The officer was about to give him a ticket to pay when Johan said, "Sir, wait a minute. I have something to say." Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took a Rp10.000 bank note from his pocket, went out the car and shook hands with the police officer. I did not hear the words uttered by Johan but the police officer smiled at him. Johan returned to the car. The police officer waved his hand at us and let us proceed to our destination. It appears to me that such a practice to deal with the police is common in Medan.

Lexicogrammatical Aspects

1. Process

The text of narrative is dominated by the material process. A story is normally told and something that can be told should be physically visible. This makes the material process to be dominant.

2. Tense

A story normally took place at a certain place in the past. Consequently, the dominant tense associated to the event is that of the past tense.

3. Conjunction

Due to its past occurrence, the genre of narrative is dominated by the conjunction indicating location (spatial and temporal).

6.2 Informasi Tertentu Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

Identifying what is important in a text depends on good sampling but it also depends on knowing what to look for - the clues that help us to identify the important and specific points and to separate them from the less important details.

The following story is a narrative in which the stages are highlighted. The stages of Abstract, Orientation, Evaluation, Complication, Resolution and Coda are shown.

(1)

Abstract : This is a tragic story.

Orientation : A couple of mouse deer were deeply in love. One day they went out to a field with green grass. There they grazed the young grass.

Evaluation : The couple of deer enjoyed the late afternoon breezes. They were very happy.

Complication : However, a hunter had been hiding and watching the couple of deer. Soon he fired two shots and hit the she-deer. The she-deer collapsed and died.

Resolution : The he-deer ran into the dense jungle. As he was so sad he lost his way.

Eventually, he fell down into a deep hole in a valley and died.

Coda : That is the end of the tragic story.

Rather than expressing the story by using the third person, the narrative may be expressed by using the first person I or we. Here the story is told by the first person I.

(2)

I have an unforgettable story on smoking. This happened when I was 9 years old. I liked heroes in cowboy films where the heroes fired shoots while they were smoking. One day, my friend Ali and I went to our special place –under the bamboo tress near the bank of a river in a remote place in Asahan. Ali took a packet of cigarettes, which he snatched from his father's drawers and I stole half a packet from my father' pocket. There we enjoyed the cigarettes.

After almost two hours' smoking I felt headache. I saw Ali's face turning pale and Ali told me that he saw the earth moving. In no time Ali collapsed and got fainted. I ran back home quickly and told our parents and the news spread all over the village. All of a sudden all members of the village came to our favorite place at the bank of a river and at no time Ali and I were taken to the community medical centre. When we recovered, our parents got very angry and as a lesson my uncle smacked me on the face and Ali was hit by his elder brother and it was an awful experience.

The story in (3) is coded by using third person.

(3)

This is an awful experience of traffic jam. Frank works is a bank. One morning he had to rush to his office. He was much scared to be late as his boss was very strict and easily tempered. He woke early and prepared everything for his work. He was driving on the road when the traffic jam barred his car. He was exactly in front of the red traffic light. In order to avoid boredom he turned off his car as the traffic jam in Metro Manila may last for one hour. As it was awfully busy hour his engine car was off and he sat relaxingly behind the steering wheel. He waited and waited and he did not know what happened. He woke up to realize that the police knocking at his car door. He realized that he had been sleeping for almost 45 minutes waiting for the jam. As he had been

working much late that night he found the occasion to motivate him to sleeping. Not only did he arrive at his office late but his boss was extremely crazy for him as he had been expected to make a serious presentation.

(4)

We arrived much late at night. As we were approaching the house, we heard dogs barking in the darkness. Cecil and Frank felt scared as the wind was blowing from the mountain forest. The night air was extremely cold and damp in that late horrible winter. We were only few metres from the huge house when we heard shootings from behind. Three stout officers in Nazi uniform appeared and one of them asked us to produce our ID cards. Cecil and I were frozen to scares. Calmly Frank showed his ID card and the three tough men in their military uniform saluted at us. They let us go. Frank waved his hand and the three men disappeared in the darkness followed by the dogs barking. We were safe to pass through the most dangerous check point at the border. I will never forget that horrible and threatening night.

6.3 Informasi Rinci Tersurat Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

Types of Narrative

As a story of experience in which something goes wrong and a solution is given at the Resolution stage, the narrative is specified in terms of point of view and projection. The point of view refers to the narrator, namely from which side of the narrator is the narrative or story realized. With reference to the criterion of viewpoint, a narrative may be that of the first person, in which the narrator also takes part in the story and the third person, in which the narrator does not take part in the story. A narrative realized in the view of the first person starts with the narrator in the first person I or we and the related forms, such as my, me, mine, us, our, and ours. Obviously, such a narrative indicates that the narrator is involved in the story. Normally, the first person narrative has a limited

view since the narrator cannot be everywhere in the story. A narrative with the view of the third person begins with the third person pronouns s/he or they and the related forms such as him, his, her, hers, them, their and theirs. In this perspective, the narrator is not involved in the story. However, the narrator can be wherever in the story. The narrator can detail every character and situation in the story. The third person narrative may also begin with a proper noun or name of the person as indicated.

Projection refers to quoting or reporting of a source. In formal grammar projection is known as the direct or reported speech. The clause complex Johan said, "I will speak to the police officer", is a projection of parataxis or paratactic kind. The clause complex of Johan said (that) he would speak to the manager is a report. A story is potentially loaded with projections. This particularly occurs when the narrator, in telling the story, quotes directly or reports indirectly expressions of the participants or characters taking parts in the story. The quotation contains wordings whereas the report conveys meanings. When the criteria of viewpoint and projection are intersected in system network as shown in Figure, four kinds of narrative are derived as stated in (5).

(5)

- a. [first person/projection]
- b. [first person/-projection]
- c. [third person/projection]
- d. [third person/-projection]

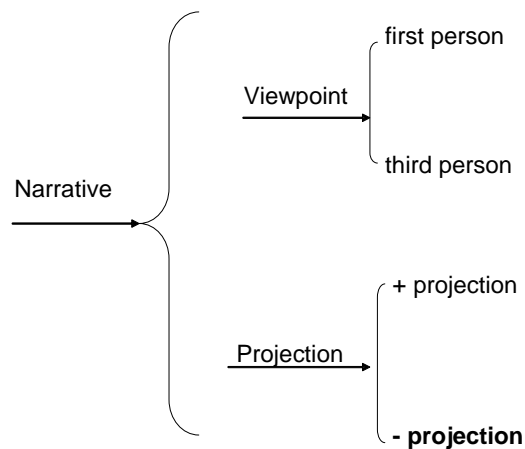


Figure: System Network of Narrative

Each kind of narrative is exemplified as in the following. In the narrative of the first person I is used. There are quoted expressions of both the police officer and Johan, who are the participants in the story. However, there is no projection or report from the participants' interactions.

6.4 Pikiran Utama Paragraf Tertentu Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

A paragraph is a group of sentences about the same topic. The main idea is usually given in the first sentence. This is called the topic sentence. The main idea can usually be located if we can determine what the topic sentence is. The topic sentence is a sentence that develops a single controlling idea within the paragraph. The functions of the topic sentence are to substantiate or support an essay's thesis statement' to unify the content of a paragraph and direct the order of the sentences; and to advise the reader of the subject to be discussed and how the paragraph will discuss it.

To find the topic of a text, ask the simple question, "What or who is the text about?" The main idea is the chief point about a topic made by the writer. It sums up the writer's primary message. Meanwhile, the topic sentence is the statement of the main idea. It is the statement under which all other material in the paragraph- examples, reason, facts, details and other evidence can fit. The main idea of the paragraph can be found in the location of the topic sentence which can be:

- In the first sentence of the paragraph
- Within the paragraph
- At the end of the paragraph
- In the beginning and the end of paragraph
- The main idea that are inferred

The main idea in first or **beginning** paragraph

"It is the state dance of California. It is a partner dance that requires a leader and a follower. The steps are performed in a slot or row configuration. The leader and follower exchange places as they dance through turns, side passes, whips, and other moves. The leader and follower hold hands throughout the dance except for a few moves that allow for a break in the arm connection. This dance is known as the West Coast Swing, and it is very popular among all age groups."

(Written by Doreen Kaller, Instructor, Rio Hondo College)

The author may choose to express the main idea in the **middle** of the paragraph.

"Changing the look of an old piece of furniture begins with the removal the existing paint or finish. You can buy several products designed for paint removal. After removing the paint, the piece must be well sanded. Following the right steps can definitely turn an old furniture piece into a welcomed addition to any home. The sanded piece should be primed if necessary to eliminate any "bleeding through" of the original color. The new paint should be applied neatly and carefully, allowing for the appropriate amount of time for drying before applying a second coat if needed. Depending on your preference, you may want to add a clear coat to finish the job."

(Written by Doreen Kaller, Instructor, Rio Hondo College)

Sometimes the author may choose to "**suggest**" a main idea and feeling without stating it in a particular sentence. This is called an "implied main idea" when the author does not state the topic but instead provides sentences of example to convey the message.

"I scanned the room for familiar faces but saw none. I checked my watch for the current time. I paced the floor and continued to look around. I checked the Arrival Board for incoming flights. I checked my cellphone for messages. I bought a cup of coffee. I sat down and fidgeted in my seat."

(Written by Doreen Kaller, Instructor, Rio Hondo College)

The author reveals the main idea without stating it in a sentence. The author's character is anxious about the arrival of someone who appears to be late.

6.5 Pesan Moral Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

The moral of a story is a lesson that is taught within the context of a tale, often using an analogy. In general, stories with morals are found in children's literature or, for adults, inspirational and motivational tales. The most famous morality tales are Aesop's Fables, a collection of very short children's stories teaching moral lessons that are explicitly stated at the end in a maxim. Many of Aesop's maxims have passed into common usage, such as "a bird in the hand is worth two in the bush."

In adult literature, it's more common to find parables teaching morals. While fables use animals with human-like characteristics and inanimate objects as their story actors, parables exclude anthropomorphized characters. This is a relatively recent distinction, and many older parables do not follow this rule.

6.6 Makna Kata Teks Tertulis Fungsional Berbentuk Narrative

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

Narrative text—often written based on life experience—will tell the story in a amusing way and provides an esthetic literary experience to its readers. In the literary term, experience is what people do, feel, hear, read, even what they dream.

The language features in Narrative text include the following indicators:

1. Certain nouns, pronouns, animals, and certain things in the story, such as maid, stepsisters, housework, etc.
2. Adjectives extending noun phrases, such as long black hair, two red apples, etc.
3. Time connectives and conjunctions to make events sequence, such as then, before that, soon, next, etc.
4. Adverbs and adverbial phrases to show location and time of events, such as here, in the mountain, happily ever after, etc.
5. Action verbs in past tense: stayed, climbed, jumped, etc.
6. Saying verbs indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the characters in the story, such as thought, understood, felt, seemed, etc.
7. The use of Past Tense.

In general, stories with morals are found in children's literature or, for adults, inspirational and motivational tales. The most famous morality tales are Aesop's Fables, a collection of very short children's stories teaching moral lessons that are explicitly stated at the end in a maxim. Many of Aesop's maxims have passed into common usage, such as "a bird in the hand is worth two in the bush."

In adult literature, it's more common to find parables teaching morals. While fables use animals with human-like characteristics and inanimate objects as their story actors, parables exclude anthropomorphized characters. This is a relatively recent distinction, and many older parables do not follow this rule.

SUMBER BELAJAR PENUNJANG PLPG 2017
MATA PELAJARAN/PAKET KEAHLIAN
BAHASA INGGRIS

BAB VII
NEWS ITEM



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

CHAPTER 7

NEWS ITEM

7.1 Gambaran Umum Teks Tertulis Fungsional Berbentuk News Item (Tujuan; Fungsi Sosial; & Gagasan Utama)

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important. The generic structure of news item has elements as follows.

- **Headline/title:** the main point to report in reduced clause.
- **Summary of event:** the summary of main event that is to be reported.
- **Background of event:** the explanation about what had happened (who, what, when, where).
- **Source:** someone's about the event.

Generic Structure of News Item

1. Main event recounts the event in summary
2. Elaboration (background, participant, time, place) elaborates what happened, to whom, and in what circumstances
3. Resource of information comments by participants in, witnesses to and authorities expert on the event

Language Feature of News Item

1. Focusing on circumstances

2. Using material process
3. Short, telegraphic information about story captured in headline
4. Use of Material Processes to retell the events (in the text below, many of the Material Processes are nominalised)
5. Use of projecting Verbal Processes in sources stage.
6. Focus on Circumstances (e.g. mostly within qualifiers).

Tips of Reporting

We read a "news item" to find out specific information about an event reported in the news. Every "news item" has to have the answers to the five WH questions:

- **What** - What happened exactly?
- **Who** - Who are the people and groups involved in the event?
- **When** - When did the event take place?
- **Where** - Where did the event take place?
- **Why** - Why did it happen? (The reasons behind the event)

Remember:

If you read information and write it in your *own* words, you are reporting!
If you *copy* someone else's writing you are doing something illegal. No reporter is allowed to plagiarize from any other reporter!

Examples and structures of the text

Town 'Contaminated

Newsworthy events Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear catastrophe, which *killed* 10 sailors and *contaminated* an entire town.

Background Events Yelena 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, *spread* radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

Source

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

7.2 Informasi Tertentu Teks Tertulis Fungsional Berbentuk News Item

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

After identifying the information you need, it's helpful to determine which part of the text it is in. Headings can help with this, as can reading for gist. The main reading skill employed is scanning. This involves moving very quickly over the text, ignoring unknown vocabulary and focusing solely on key words, phrases and ideas. Scanning should enable you to find the specific information. Then read that part more carefully to get a full understanding.

Reading for gist can be helpful in:

- a. locating a specific word or phrase,
- b. working out unknown vocabulary, and
- c. finding the general location of an idea.

7.3 Informasi Rinci Tersurat Teks Tertulis Fungsional Berbentuk News Item

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik,wacana,sosiolinguistik dan strategis)

Explicit information is any idea that is stated. With explicit information, you see the text explained! Since you are looking for explicit information in what is read, the explicit information will be written in the text. There is no need to look for clues. Just read. If the information is written it is explicit.

7.4 Makna Kata Teks Tertulis Fungsional Berbentuk News Item

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik,wacana,sosiolinguistik dan strategis)

The language features of News Item text focus on general topics of human and non human being. It is characterized by the dominant use of:

1. Short, telegraphic information about story captured in headline
2. Action verbs
3. Saying verbs
4. Adverbs : time, place and manner.

7.5 Koherensi dan Kohesif Teks News Item

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik,wacana,sosiolinguistik dan strategis)

Halliday and Hasan (1976) states that there are six main ways that cohesion is created in a text. These they called: **Reference, Substitution, Ellipsis, Lexical Chains, Cohesive Nouns** and **Conjunction**.

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MATA PELAJARAN/PAKET KEAHLIAN
BAHASA INGGRIS

BAB VIII
DESCRIPTION



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

CHAPTER 8

DESCRIPTION

8.1 Gambaran Umum Teks Tertulis Fungsional Berbentuk Descriptive

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis)

DESCRIPTIVE

Descriptive is a type of text which gives description about an object (living or non-living things) such as person, place or thing. There are three things that have to know, they are communicative purposes, generic structure and language features.

1) Social Function

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

2) Generic Structure

It consists of two parts they are (a) identification; identification, that is the statement that consist of one topic to be describe, and (b) description, which consists of the details description about the object that is identified in identification.

3) Grammatical Feature

In descriptive text, it is focuses on specific participant, uses of attributes, declarative sentence, and simple present tense.

Study the following text organization!

Title	Erlenmeyer flask
Identification	<p>An Erlenmeyer flask is a type of laboratory flask which features a flat bottom, a conical body, and a cylindrical neck. It is named after the German chemist Emil Erlenmeyer (1825–1909), who created it in 1860.</p>
Description	<p>Erlenmeyer flasks have wide bases, with sides that taper upward to a short vertical neck. They may be graduated, and often spots of ground glass or enamel are used where they can be labeled with a pencil. It differs from the beaker in its tapered body and narrow neck.</p> <p>The mouth of the Erlenmeyer flask can have a beaded lip that can be stoppered using a piece of cotton wool, rubber bung, or similar. Alternatively, the neck may be fitted with a female ground glass joint to accept a glass stopper.</p> <p>The tapered sides and narrow neck of this flask allow the contents of the flask to be mixed by swirling, without risk of spillage, making them suitable for titrations. Such features similarly make the flask suitable for boiling liquids. Hot vapors condense on the upper section of the Erlenmeyer flask, reducing solvent loss. Erlenmeyer flasks' narrow necks can also support filter funnels.</p> <p>Erlenmeyer flasks are also used in microbiology for the preparation of microbial cultures. It has the most significant impact on oxygen transfer.</p>

8.2 Makna Kata Teks Tertulis Fungsional Berbentuk Descriptive

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

There are five types of descriptive text namely, describing process, describing an event, describing personality, describing object and describing place.

1. Describing Process

Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.

How to be Happy?

First, when you wake up hit the snooze button once (just once only). When the alarm sounds a second time get right up and do some light exercise for 15-20 minutes to wake yourself up. Next, perform your daily beautiful routine and then take five extra minutes picking out your clothes. Try something new when it comes to clothes, hair and make-up. Then, eat a light breakfast with plenty of protein.

Next, if you can, walk to work, school or wherever you are heading and say hello to random people on your way. Next, when you arrive at your destination have a short conversation with a friend or better yet chat up someone new and make a new friend. Then, during lunch grab a piece of fruit and a bottle of water and take a short walk. When you get back look in a mirror and thank yourself for making a healthy decision.

Next, when you get home from work immediately put in a good, solid 45 minute workout then take a nice relaxing bath or shower. Then, cook a nice dinner and enjoy with a drink, some candlelight and some quiet jazz music (this can be done with or without a partner). Next dinner make a cup of tea and call to chat with a friend for a bit.

The last, before bed be sure to stretch for about ten minutes to relax your body and mind, then crawl into bed, read a chapter of a book, then shut off the lights and nod off to sleep.

2. Describing an event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable., she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

3. Describing a personality

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

PROF. DR. M. SARDJITO, M.D., M.P.H.

Prof. Dr. M. Sardjito was born on August 13, 1889 in Magetan, East Java. He is indonesian. He is a Doctor and also the founding father of Gadjah Mada University. He ever works in Jakarta Laboratory center. He is a great doctor who spends his time mostly in laboratory. He does research about influenza, dysentery bacillary and leprosy.

Dr. M. Sardjito help patients sincerely, he is so smart, trust, wise and respect people. He lives to help everyone who needs him. Dr. M. Sardjito is a humble, patient and gentle person. He has a simple personality, he likes to help everyone, no matter who they are. He prefers to give something than asks something from everyone. He is diligent and optimist doing something including research.

8.3 Informasi Rinci Tersurat Teks Tertulis Fungsional Berbentuk Descriptive

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

Describing a place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

Venice

One of the famous cities in Italy is Venice. It gets its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.

Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.

As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the biggest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores.

When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoys.

Describing an object

To describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

Plasma Membrane

The plasma membrane is the boundary between the cell and its environment. It regulates what enters and exits the cell. Cells must maintain an appropriate amount of molecules to function inside them. They must also have a way to keep things out or to allow things to enter. This is the job of the plasma membrane. The plasma membrane is like the guard at a gated community. The guard must inspect those who enter and those who leave to make sure that only the people and things needed in the community are there.

The plasma membrane is composed of a phospholipid bilayer, which are two layers of phospholipids back-to-back. Phospholipids are lipids with a phosphate group attached to them. The phospholipids have one head and two tails. The head is polar and hydrophilic, or water-loving. The tails are nonpolar and hydrophobic, or water-fearing.

All living cells must maintain a balance regardless of external or internal conditions. This includes regulating what can enter and exit the cell. The plasma membrane serves as a gateway to allow or block the entry or exit of materials.

SUMBER BELAJAR PENUNJANG PLPG 2017
MATA PELAJARAN/PAKET KEAHLIAN
BAHASA INGGRIS

BAB X
HORTATORY EXPOSITION



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

CHAPTER 10

HORTATORY EXPOSITION

10.1 Gambaran Umum Teks Tertulis Fungsional Berbentuk Hortatory Exposition

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis).

Hortatory Exposition

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people. It means that the text asserts something to the readers by giving supporting statement and evidence to convince it. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

The characteristics of hortatory exposition contain:

Purpose

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

Generic structure

- Thesis → it presents announcement of issue of concern.
- Arguments → it presents the reasons for concern, leading to recommendation.
- Recommendation → it presents the statement of what ought or ought not to happen.

Lexicogrammatical features

- ✱ Focus on generic human and non-human participants
- ✱ The use material processes
- ✱ Using Present Tense
- ✱ Using conjunction

Example of hortatory exposition text:

Watch Your Kid while Watching TV

Television becomes one of the most important devices, which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrates that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.

Another research find that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms

- Review the rating of TV shows which your children watch
- Watch television with your children and discuss what is happening in the show

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10.2 Informasi Spesifik Teks Tertulis Fungsional Berbentuk Hortatory Exposition

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

HORTATORY EXPOSITION

It is a kind of text type that presents arguments or reasons to support the opinion. It is aimed to persuade the readers or listeners that something should or should not be the case. The difference of analytical and hortatory exposition is on the term of its generic structure in the last part that is called as reiteration in analytical and recommendation in hortatory exposition. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer's opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments. In short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purposes a suggestion in the end of the argumentation. Some examples of hortatory exposition are: Editorial, letter to the editor, and letter to a politician.

Generic Structure of Hortatory Exposition

The generic structure of hortatory exposition is:

1. An Introductory Statement: It consists of the author's point of view (thesis), preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention.
2. A series of arguments to convince the audience: This part is significant to support about the thesis. Therefore, it needs some requirements. They are explained as follow;
 - A new paragraph is used for each argument

- Each new paragraph begins with topic sentence
- After topic sentence comes the details to support the arguments
- Emotive words are used to persuade the audience into believing the author.

3. Recommendation: statement of what should or should not happen or be done based on the given arguments.

Language Features of Hortatory Exposition

Common grammatical patterns in hortatory exposition include:

- Abstract nouns, e.g. culture, etc.
- Action verbs, e.g. value, etc.
- Connectives, e.g. first, second, etc.
- Modal auxiliaries: Should, ought to, had better

Example of Hortatory Exposition text:

The Importance of Reading

Thesis:

I personally think that reading is a very important activity in our life. Why do I say so?

Argument I:

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Argument II:

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Argument III:

Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

Argument IV:

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

Recommendation:

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

10.3 Rujukan Kata Teks Tertulis Fungsional Berbentuk Hortatory Exposition

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

Language Features of Hortatory Exposition

Common grammatical patterns in hortatory exposition include:

- Abstract nouns, e.g. culture, etc.
- Action verbs, e.g. value, etc.
- Temporal connectives, e.g. first, second, etc.
- Modal auxiliaries: Should, ought to, had better

1. Abstract Noun

An abstract noun is a word which names something that you cannot see, hear, touch, smell, or taste. It is the opposite of a concrete noun.

Examples: consideration, parenthood, belief, etc.

2. Action Verb

An action verb expresses something that a person, animal, or object **can do**.

For example: watch, talk, explode, reach, etc.

3. Temporal Connective

We will refer to a *temporal connective* as an expression which relates an event to a point or an interval in time.

For example: firstly, secondly, thirdly, etc.

4. Modal Auxiliaries

Here's a list of the modal verbs in English:

Can	Could	may	Might	will
<u>would</u>	Must	shall	Should	ought to

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10.4 Koherensi dan Kohesi Teks Hortatory Exposition

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis).

Coherence and Cohesion in Hortatory Exposition

Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, coherence refers to the “rhetorical” aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. Coherence is the arrangement of ideas in a clear and logical way. When a text is unified and coherent, the reader can easily understand the main points. In other words, coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals.

There are several ways to achieve coherence. According to Oshima & Hogue, there are four ways to achieve coherence. The first two ways involve repeating key nouns and using pronouns which refer back to key nouns. The third way is to use transition signals to show how one idea is related to the next. The fourth way to achieve coherence is to arrange the sentences in logical orders.

The **cohesion** of writing focuses on the “grammatical” aspects of writing. Cohesion is part of the text-forming component in the linguistic system. It is the means whereby structurally unrelated elements are linked together, through the dependence of one on the other for its interpretation.

There are some types of cohesion. They are:

A. Grammatical Cohesion

1. Reference; reference refers to the dependent relationship between the referring and the referred in a text.

2. Substitution; the use of pro-forms.
3. Ellipsis; omission of elements which are retrievable from context.
4. Conjunction; signals relationship between discourse segments (and, but, or, though, then, because...).

B. Lexical Cohesion

1. Reiteration; repetition of a lexical item in various forms.
2. Collocation; association of lexical items that regularly co-occur due to some recognizable lexico-semantic relation.

SUMBER BELAJAR PENUNJANG PLPG 2017
MATA PELAJARAN/PAKET KEAHLIAN
BAHASA INGGRIS

BAB XI
CRITICAL READING AND WRITING



Dr. Rahmad Husein, M.Ed.
Dr. Anni Holila Pulungan, M.Hum.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

CHAPTER 11

CRITICAL READING AND WRITING

11.1 Analisis Teks secara Kritis

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sociolinguistik dan strategis).

A. Critical Reading

To make you understand the critical reading, read the differences between critical reading and non-critical reading as the following table.

Table 1. The different between critical reading and non-critical reading

Non-critical reading	Critical reading
To non-critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text.	To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.
A non-critical reader might read a history book to learn the facts of the situation or to discover an accepted interpretation of those events.	A critical reader might read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding.

Non-critical reading is satisfied with recognizing what a text *says* and restating the key remarks.

Critical reading goes two steps further. Having recognized what a text *says*, it reflects on what the text *does* by making such remarks. Is it offering examples? Arguing? Appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then infer what the text, as a whole, *means*, based on the earlier analysis.

Types of reading

These three steps or modes of analysis are reflected in three types of reading and discussion:

- What a text says – restatement – talks about the same topic as the original text
- What a text does – description – discusses aspects of the discussion itself
- What a text means – interpretation — analyzes the text and asserts a meaning for the text as a whole.

Goals of Critical Reading

Textbooks on critical reading commonly ask students to accomplish certain goals:

- » recognizing purpose involves inferring a basis for choices of content and language
- » recognizing tone and persuasive elements involves classifying the nature of language choices
- » recognizing bias involves classifying the nature of patterns of choice of content and language

Critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence upon the page.

B. Critical Writing

What is Critical Writing? It is common for feedback on student writing to focus on the need to engage more critically with the source material. Typical comments from

tutors are: 'too descriptive', or 'not enough critical analysis'. This study guide gives ideas for how to improve the level of critical analysis you demonstrate for your writing.

The most characteristic features of critical writing are:

- ▶ a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide;
- ▶ a balanced presentation of reasons why the conclusions of other writers may be accepted or may need to be treated with caution;
- ▶ a clear presentation of your own evidence and argument, leading to your conclusion; and
- ▶ a recognition of the limitations in your own evidence, argument, and conclusion.

The difference between descriptive writing and critical writing

With **descriptive writing** you are not developing argument; you are merely setting the background within which an argument can be developed. You are representing the situation as it stands, without presenting any analysis or discussion.

Descriptive writing is relatively simple. There is also the trap that it can be easy to use many, many words from your word limit, simply providing description. In providing only description, you are presenting but not transforming information; you are reporting ideas but not taking them forward in any way. **An assignment using only descriptive writing would therefore gain few marks.** By critical writing you are participating in the academic debate. This is more challenging and risky. You need to weigh up the evidence and arguments of others, and to contribute your own. You will need to:

- ▶ consider the quality of the evidence and argument you have read;
- ▶ identify key positive and negative aspects you can comment upon;
- ▶ assess their relevance and usefulness to the debate that you are engaging in for your assignment; and
- ▶ identify how best they can be woven into the argument that you are developing.

A much higher level of skill is clearly needed for critical writing than for descriptive writing, and this is reflected in the higher marks it is given.

Critical writing involves considering evidence to make reasoned conclusions. A mistake many beginning writers make is to use only one source to support their ideas (or, worse, no sources, making unsubstantiated statements). The main problem with using only one source is: what if your source says one thing, but most other writers say something completely different? In critical writing you therefore need to consider more than one viewpoint. This leads to the first part of the simple definition of critical writing, which is:

- Critical writing uses more than one source in developing an argument.

Another mistake beginning writers make is to use several sources but to string quotes together (e.g. A says this, B says that, C says something else), without really analysing what these writers say. In critical writing, you need to evaluate and analyse the information from sources, rather than just accepting it as being true. This leads to the second part of the simple definition, which is:

- Critical writing evaluates and analyses the information from different sources.

Putting this together, a simple definition of critical writing is as follows:

- Critical writing is writing which evaluates and analyses more than one source in order to develop an argument.

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