



Let's

Learn

English

# ENGLISH LANGUAGE LEARNING MATERIALS

**Ferdika Rahmawati Boru Rambe**



**PENERBIT  
UWKS PRESS**

# ENGLISH LANGUAGE LEARNING MATERIALS

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**Dilarang mengutip sebagian atau seluruh isi buku ini dengan cara apapun, termasuk dengan penggunaan mesin fotokopi, tanpa izin sah dari penerbit**

## PREFACE

I give big thanks to Allah SWT for all the blessings so the writer can fulfill this Learning Material and the Prophet Muhammad SAW. I am so thankful for my big support (My Husband Amin Gultom, Parents, Brother and sisters and the whole family) and SMK Politeknik YP3i Banyumas' big family, and for my lovely PPG Prajabatan 2021 friends, all the lecturers Wijaya Kusuma University of Surabaya, *Guru Pamong*. I am nothing without you all, so thank you.

The objective of this learning material is to give a hand to the students to understand the English materials provided on this book. This learning material talks about English for Proficiency. It contains learning sources, examples, exercises, and formative tests.

The writer realizes that this book is far from perfect, but the writer hopes this can help the reader or students can comprehend English materials easily. There might have been some problems regarding the lack of comprehension of the writer in some aspects and also minor mistakes such as typing mistakes. Thus, the writer apologizes if any errors and shortcomings found in this learning material.

Banyumas, 8 Oktober 2022

Ferdika Rahmawati Boru Rambe, S. Pd

## TABLE OF CONTENT

PREFACE .....	ii
TABLE OF CONTENT .....	iv
GRAPHIC ORGANIZER .....	1
PUBLIC NOTICE .....	10
POSTERS AND BANNERS .....	14
PERSONAL LETTER .....	26
INVITATION.....	30
ANNOUNCEMENT .....	35
ADVERTISMENT .....	39
EXPLORING DESCRIPTIVE TEXT 1 .....	45
(PERSON AND ANIMAL) .....	45
EXPLORING DESCRIPTIVE TEXT 2 .....	53
(THINGS AND PLACES).....	53
EXPLORING REPORT TEXT 1.....	59
(CLASSIFYING AND COMPOSITIONAL REPORTS) .....	59
EXPLORING REPORT TEXT 2.....	65
(COMPARATIVE REPORT AND HISTORICAL REPORT).....	65
BIOGRAPHY.....	72
HISTORICAL RECOUNT .....	77
FABLE .....	82
Legend/ Folktale.....	88
Exploring Procedure Text; Manual .....	92

Exploring Procedure Text; Recipe .....	96
Exploring Procedure Text; Itinerary.....	101
Exploring News Item .....	105
Analytical Exposition Texts .....	108
Hortatory Exposition Texts .....	114
Discussion Texts .....	125
Definition of News Item.....	127
Purpose of News Item .....	131
Language Feature of News Item.....	131
Tips of Reporting.....	131
CLOSING SECTION.....	133
NARRATIVE (FABLE) .....	136
REFERENCE.....	138

# **GRAPHIC ORGANIZER**

## **1. The Description of Graphic organizer**

It's a visual understanding that helps someone learn and organize a topic. It helps teacher shows and explains relationships between content and sub-content and how they relate to the other areas.

## **2. The function of Graphic Organizer**

It's to present information in simple manner that emphasize concept organization and relationship, Tools for critical and creative thinking, tools self learning/autonomous learning like taking note, planning, presentation.

## **3. The Generic Structure of Graphic Organizer**

- a. Titles, heading indicates the information which is going to be presented
- b. Specific locations for information  
Information is presented in the form of pictures, symbols or words specifically so that the readers will easily understand the content of an issue/topic
- c. Short description(limited sentence)

## **4. The Types of Graphic Organizer**

- a. Descriptive Graphic Organizer



The author listing character,feature,examples. The signals words are for example, specifically, looks like, in addition, such as

b. Sequence Graphic Organizer

The author lists items in numerical or chronological order.

Signals word are first, next, then, finally

c. Compare and contrast

The author explains how two or more things are alike and/or how they are different.

Signals words are different, in contrast, same as, alike, both, on the other hand

d. Cause and Effect Graphic Organizer

The author lists one or more causes and the resulting effects.

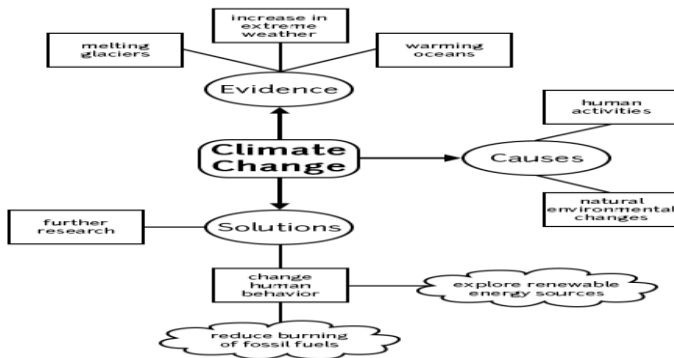
Signals words are because, result, reason why, impact

e. Problem and Solution Graphic organizer

The author states one or more problems and lists one or more solutions for the problem.

## 5. Contoh graphics organizer

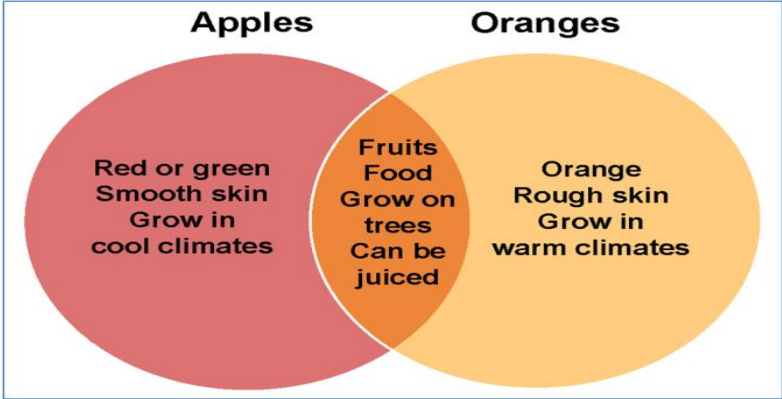
### a. Concept map



### b. KWL chart

<b>KWL</b>		
What I Know	What I Want to Know	What I Learned

c. Diagram Venn

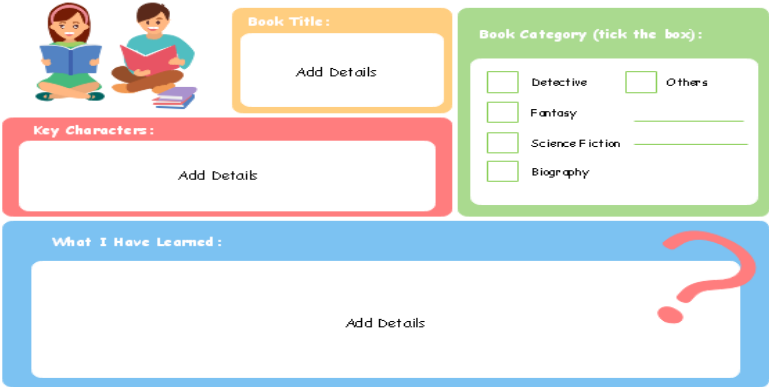


d. T-chart

Pros	Cons
<ul style="list-style-type: none"><li>• Item 1</li><li>• Item 2</li><li>• Item 3</li></ul>	<ul style="list-style-type: none"><li>• Item 1</li><li>• Item 2</li><li>• Item 3</li></ul>

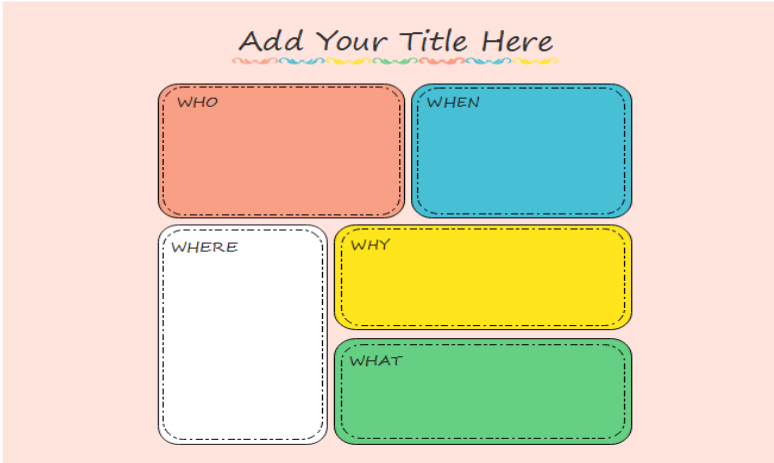
e. Story board

### Book Storyboard Template



The storyboard template consists of several colored boxes for notes:

- Book Title:** An orange box with the text "Add Details".
- Key Characters:** A red box with the text "Add Details".
- Book Category (tick the box):** A green box containing four categories with checkboxes: "Detective", "Fantasy", "Science Fiction", and "Biography". There is also an "Others" category with a checkbox and a blank line for a name.
- What I Have Learned:** A large blue box with the text "Add Details" and a red question mark icon on the right side.



*Add Your Title Here*

The storyboard features five colored boxes with dashed borders for notes:

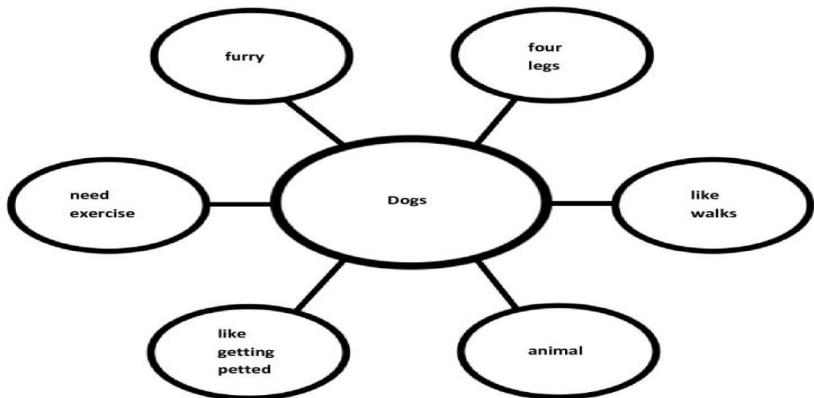
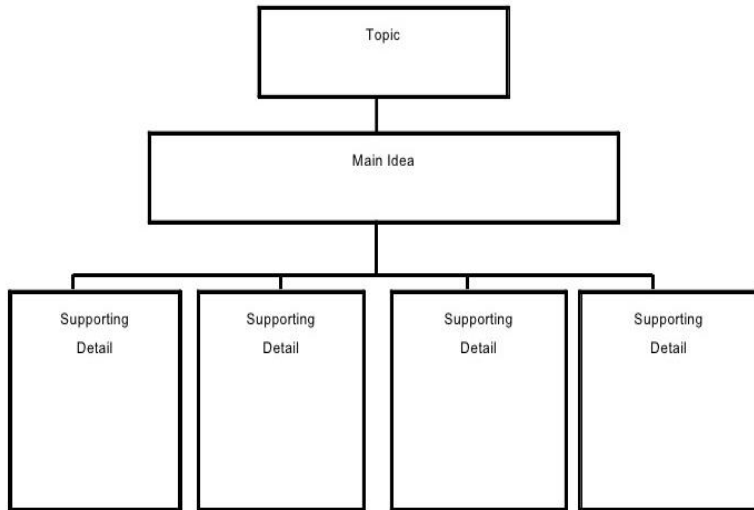
- WHO:** An orange box.
- WHEN:** A blue box.
- WHERE:** A white box.
- WHY:** A yellow box.
- WHAT:** A green box.

6. **Example of Descriptive Graphic Organizer** (Bagan menentukan main idea dari suatu bacaan, susunan organisasi, mendeskripsikan sesuatu)

Name: \_\_\_\_\_

**Graphic Organizer**

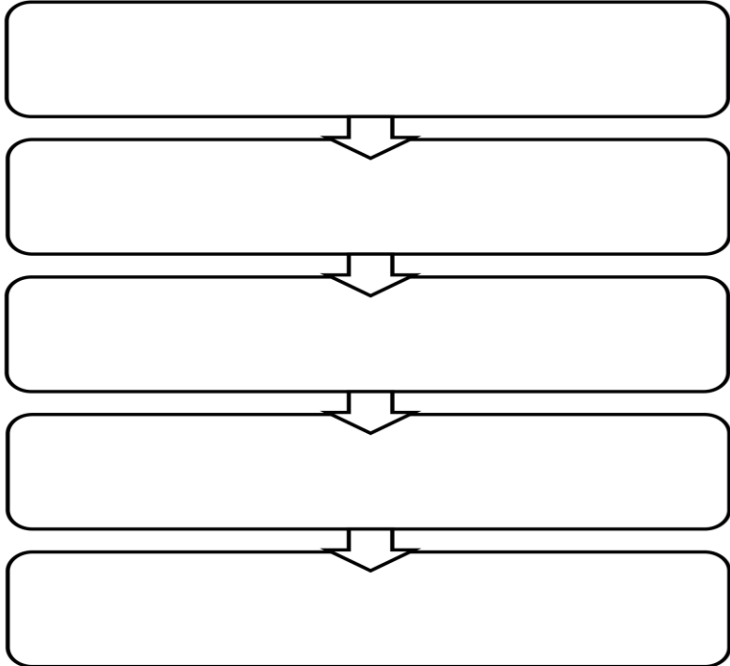
Main Idea Chart



7. **Sequence Graphic Organizer** (contohnya urutan suatu peristiwa terjadi)

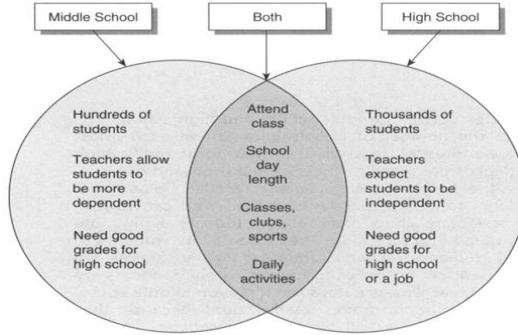
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Graphic Organizer: Sequence of Events**

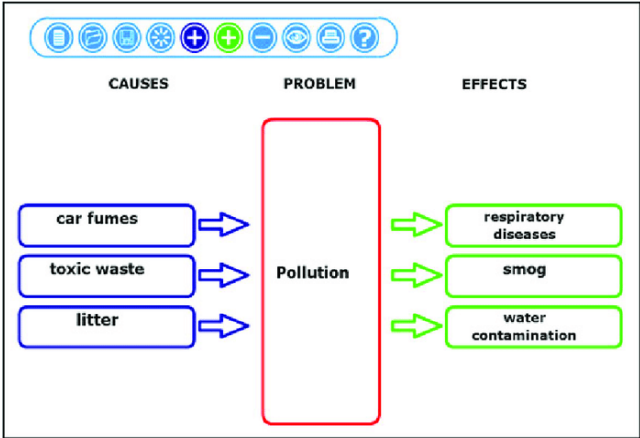


8. **Compare and contrast graphic organizer** (Menjelaskan bagaimana kemiripan suatu benda atau lebih dan bagaimana kedua benda itu berbeda)

### Comparison/Contrast Text Structure Graphic Organizer



9. **Cause and effect graphic organizer** (Penulis mendaftarkan satu atau lebih sebab-sebab suatu permasalahan dan menyimpulkan efek-efek dari sebab tersebut)




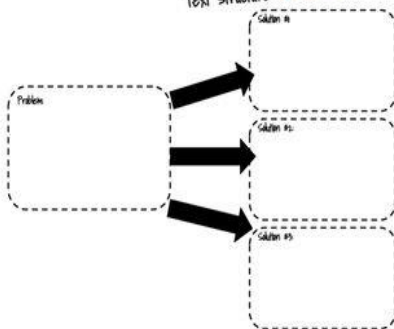
10. **Problem and Solution graphic organizer** (penulis mendata satu atau lebih permasalahan-permasalahan dan mendata satu atau lebih solusinya)

# Problem and Solution

Problem:					
↓		↓		↓	
Choice 1:		Choice 2:		Choice 3:	
↓		↓		↓	
Pros:	Cons:	Pros:	Cons:	Pros:	Cons:
Solution:					

Great writers,  
Pre-write + Plan

Problem + Solution  
Text Structure 





# **PUBLIC NOTICE**

## **1. Description of public notices**

Public notice is a very short piece of writing which is usually formal in style. It's usually used as instruction or guidance to someone doing or not doing something.

## **2. Social function of public notices text**

It's to give information, instruction or warning, to remind people to..., to ban/to forbid, to advice people to...

## **3. Characteristics of public notices**

- a. Don't need sequence in time
- b. Written in a simple and large font
- c. Use simple words, phrases or clauses
- d. Use an images, marks, signs
- e. Notices should be easily understood and easy to read
- f. It's usually placed in public area

## **4. Generic structures of public notices**

- a. Attention gather (optional) is uses to attract reader's attention, such as WARNING, CAUTION, NOTICE
- b. Information (content of notices)
- c. Closure/closing (optional), example "We thank you for your understanding and wish you a happy new year"

## 5. Language features

Use imperative sentences and declarative sentences (in written/spoken form)

## 6. Kinds of notices/examples of notices (Caution, Prohibition, Information, Warning)

- a. Caution is to remember someone to do/not to do something (e.g CAUTION WET FLOOR, SLEEPERY FLOOR.
- b. Information is a clause that consists information giving to people (e.g KEEP THIS DOOR CLOSED AND LOCKED, NOTICE! KEEP THE GRASS, NOTICE! KEEP THIS AREA CLEAN, REST AREA. BIKE ROUTE, FOR STAFF ONLY.
- c. Prohibition is to inform reader not to do something (e.g DO NOT LITTERING, DO NOT SWIM HERE, NO SMOKING, DON'T ENTER
- d. Example of notices

### 1) Caution



2) Information



3) Warning



#### 4) Prohibition



Don't park here,  
until the next sign!

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# POSTERS AND BANNERS

## 1. Description of Poster and Banner

- a. Poster is one of the communication media that is used to convey a message or an information. A poster is a large printed paper that is designed to be attached to a wall or other vertical surface.
- b. Banner is a flag that signals something. It is a long strip of cloth or vinyl bearing a slogan or design. They are carried in demonstrations, protests or processions or are hung in a public place.

## 2. The differences Poster and Banner

- a. Posters are made of printed paper and are designed to be attached to walls or other vertical surfaces, written in small size (font, form), it's to give to common people, there is placed on announcement's wall.
- b. Banners are made of vinyl/plastics and are designed to be hung from a high place or held by people, it's written in big size (font and form), it's to give to certain people.

## 3. Language features of Posters and banners

- a. Language Features of Poster

- 1) Short Text Element

It's suggested to keep elements to 50 words or even fewer  
(depends on the size of poster)

## 2) Phrases and Active voice

It uses phrases rather than full sentences

## 3) Serif font text and san-serif font for title and heading (optional)

## 4. Language Features of Banner

- a. Use Simple Present Tense
- b. Use simple phrases or statement

## 5. The generic structures of a poster and banner

- a. The structures of a poster:
- b. Header area consists logo
- c. Title area is a place to the organization's guidelines
- d. Author's photo and address is providing a photo in order to be recognized and approached. Address means an e-mail which is often sufficient.
- e. Main area presents the poster's main statement
- f. Footer area means references and contact details as well
- g. Background is about colors, structures and images

h. Fonts use sans serif fonts. Avoid decorative fonts since they are not so legible. Use boldface for emphasis, avoid underscores/italics for a poster. Avoid too large space between words better use ragged alignment

6. The structures of a banner:

- a. Logo consists the offer/information on banner. It looks consistent to avoid any confusion/anxiety (it includes reader's awareness and recognition)
- b. Value position is the most space and be the first thing that attracts the viewer's eyes
- c. Body copy is the goal of display. It means to get the visitor's attention, earn their click (a simple banner is better), concise description of products or events
- d. Images is to bring a sense of visual urgency to the text by using contrasting.
- e. Call to Action (CTA) means without a call to action will not know what you are really supposed to do here

7. Social Functions of Poster and Banner

a. Poster

- 1) to alert and engage the viewer
- 2) to challenge and call an audience into action
- 3) to promote an event

b. Banner

- 1) to advertise or give a name of college or universities, media.
- 2) to promote product, event, service

c. Poster and Banner

- 1) Example of poster





## 2) Examples of Banner



### 1. The Definition of Info Graphics

It's essentially visual representing of information, data, knowledge quickly and clearly. We can find it in social media, website, newspaper

### 2. The Functions of Info graphics

They are to tell stories, bring ideas, explore issues through a form of different graphics

### **3. The Characteristics of Info Graphics**

- a. Clear goals to what the author wants to achieve through in graphics
- b. Easy to Understand
- c. Can make the reader feel intellectually enhanced and emotionally stimulated
- d. Unique concept, it should influence the viewers with your messages, it needs to grasp the readers' attention and interests quickly.
- e. Creative Designs
- f. Visual focus-Not text

### **4. Generic Structures of Info Graphics**

- a. Titles
- b. Beginning/Introduction
- c. Main Info Graphic Contents
- d. End/Conclusion, it consists summarizing and reinforcement about the author's argument, in this part write what you want your readers to do
- e. Sources and footnotes

### **5. Language Features of Info Graphics**

- a. Informative

- b. Engaging
- c. Accessible ( use the clearest language and the simplest techniques)

## **6. The types of Info Graphics**

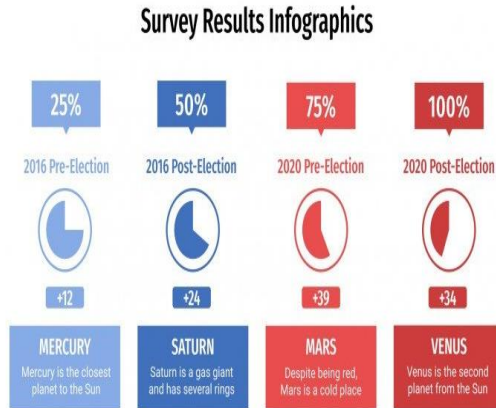
- a. Statistical info graphic is to visualize survey results, present data from some sources, argue some issue with relevant data (you may add charts, icons, images, interesting fonts)
- b. Informational info graphic is to give an overview of a topic, commonly it's divided into sections containing descriptive header.
- c. Timeline info graphic is to visualize the story of something, to highlight important dates.
- d. Process info graphic is providing a summary of steps in a process
- e. Geographic info graphic can visualize location based data or demographic data through this type of infographic. This focuses on map charts and different types
- f. Comparison infographic uses to compare options in an unbiased way
- g. Hierarchical info graphic is to arrange information from the greatest to least
- h. List Infographics is to share a collection of tips, list of examples

## **7. Info graphic**

- a. Statistical Infographics

This type of infographics allows you to visualize survey results, present data from some sources, argue some issues with relevant data, and etc.

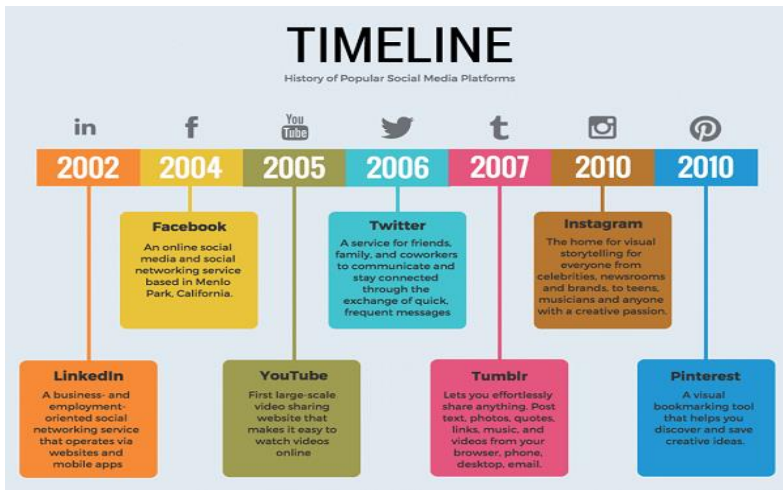
Example of info graphic



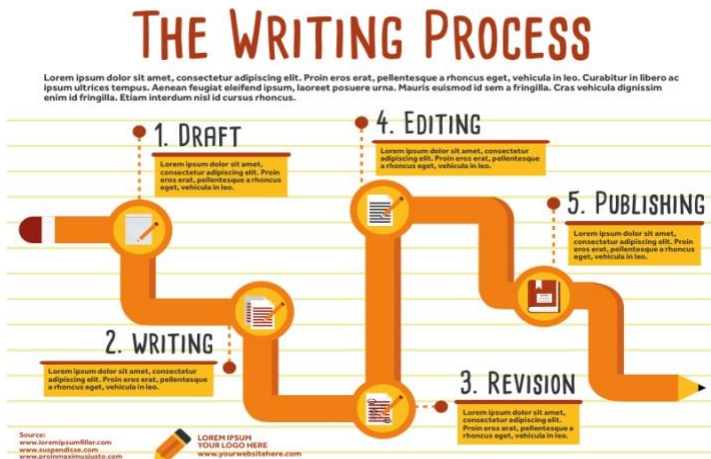
b. Exampe of Informational info graphic



c. Example of Timeline infographic



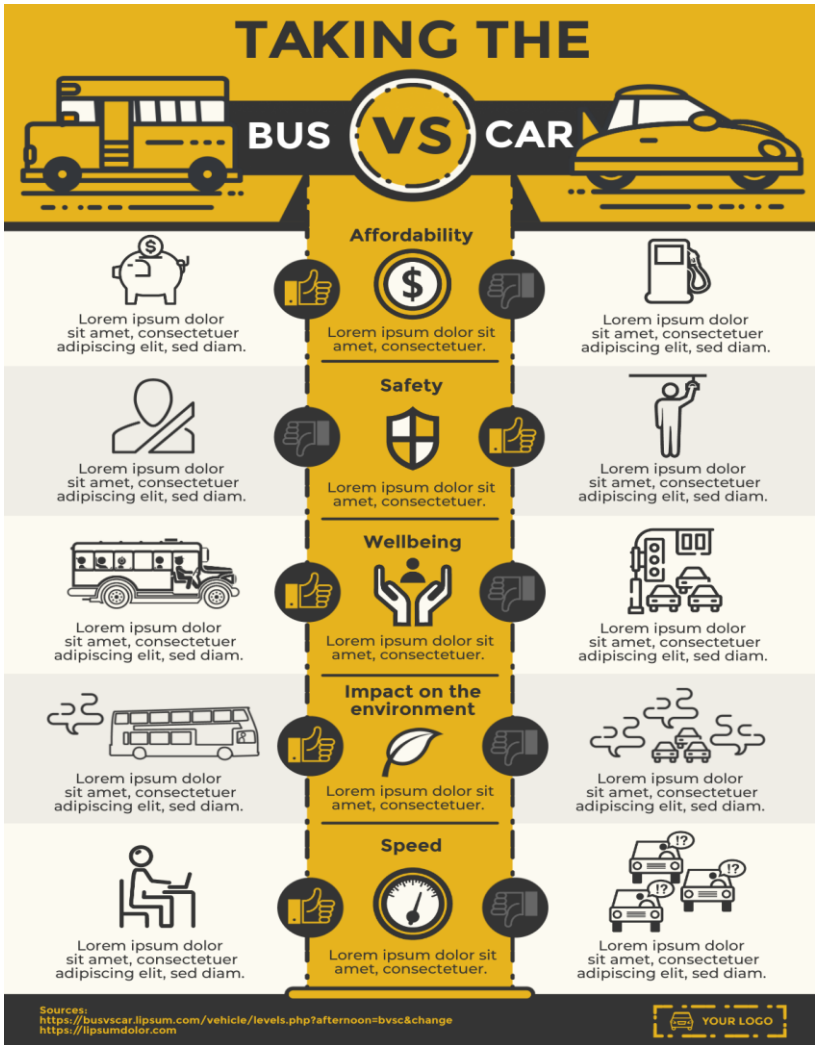
d. Example of Process infographic



e. Example of Geographics infographic



f. Example of Comparison infographics



g. Example of hierarchical infographic



h. Example of List infographics





# PERSONAL LETTER

## 1. The Description of Personal letter

Personal Letter is a letter which discusses about personal matter such as telling good/bad news, telling experiences/activities, apologizing/giving advice, asking for help and it's addressed to a person who is known well.

## 2. Types of Personal Letter

There are many types of personal letter. They are family letter, friend letter, fan mails, celebration letter, farewell letter, get well letter, congratulation letter and love letter.

## 3. The Text Structures of Personal Letter

### a. Heading

- 1) Address of the receiver/addressee
- 2) Dates when the sender write the letter

### b. Salutation and the name of the receiver

Examples of salutation are Dear friend, my truly friend, my beloved friend, etc.

### c. Introduction

It consists about saying greeting for the opening and asking about the receiver's condition/health like "How are you?" and also about the reaction to the previous letter like "It was so good to hear from you, thanks for the last letter, hopes this letter finds you".

d. Body of the letter

In this part is about stating the sender's message in the body of the letter. The sender begins with telling the experience and telling the reasons of writing the letter in the first paragraph, the second paragraph consists of message and the letter's goals.

e. Conclusion

This part consists the sentence like "I am waiting for a quick reply, I have to stop now, bye, see you, see you soon, I am looking forward to

f. Ending/closing

The sender can end the letter with clear ending stating what the sender's expected and feeling like "I'd love to hear all about how everything is gong".

#### **4. The Social Function of Personal Letter**

It's to convey personal opinion or interests, to maintain the relationship between two people or more.

#### **5. The Language Features of Personal Letter**

- a. Focus on telling/sharing current news, feeling condition
- b. Use pronoun (e.g. we, him, she, her, him, they, their, us etc),
- c. Use simple present tense (e.g I am happy for you)
- d. Use simple past tense (e.g You sent me messages)
- e. Use dates and address

- f. Informal greeting (although the tone of the letter is informal, it's not recommended to use offensive language) and use grammatically correct sentences
- g. Use salutation
- h. Example of Formal Personal Letter

1234 Main Street  
Belleville, Illinois 62223  
January 17, 2003

Our Lady Queen of Peace School  
Attn: QP Students  
5915 North Belt West  
Belleville, Illinois 62223

Dear Sir or Madam:

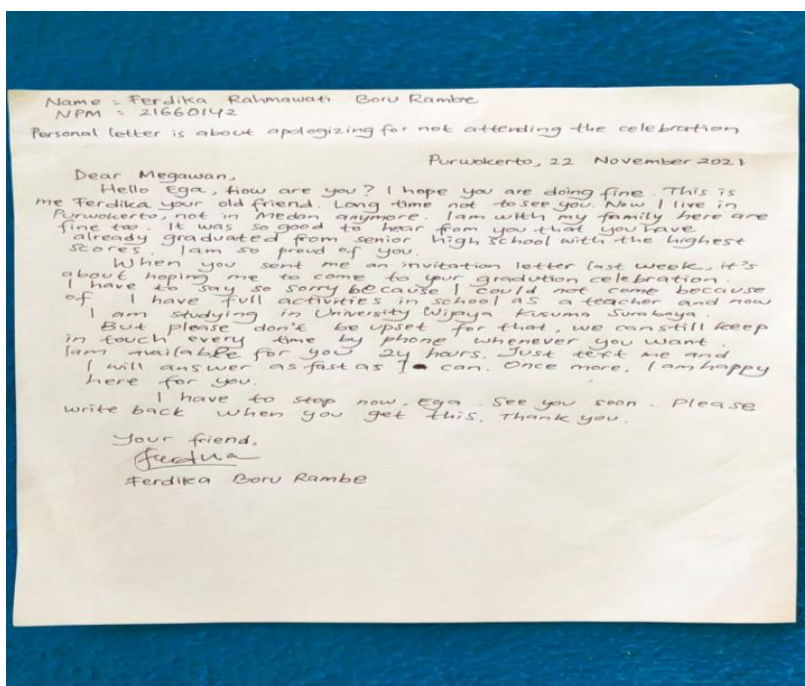
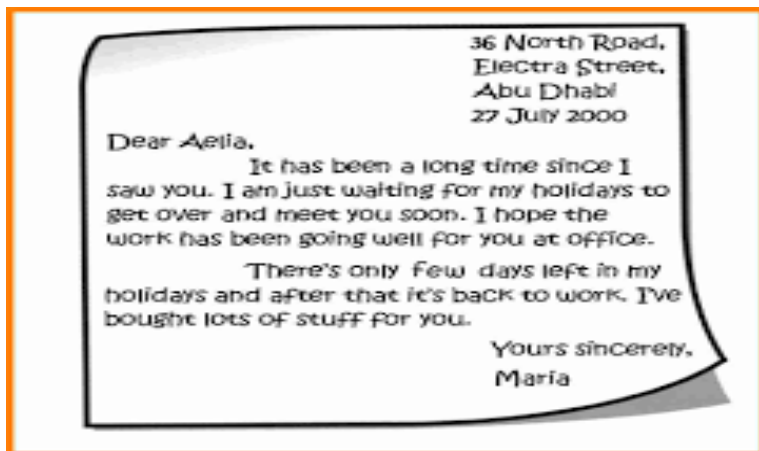
You may write a business letter to request information, to order a product, to apply to a school, or to seek employment. Whether you write or type a business letter, be polite, specific, and neat. Keep a copy of every business letter.

Use either the block or modified block form for a business letter. Either form has six parts, including an inside address.

Sincerely yours,

Ann Smith

i. Example of informal Personal Letter



# INVITATION

## 1. The Definition of Invitation

It's a document that presents a formal request for the presence of an individual, a group of people or an organization at an event.

## 2. The Types and Forms of Invitation

There are two types of invitation, they are:

- a. Spoken invitation (using the sentences like “would you like to come?, would you like to join us?, I would like to invite you, request the present of), those are for formal spoken invitation.
- b. Written invitation.

There are two forms of invitation, they are:

- a. Printed on a piece of paper (e.g letter or card)
- b. Sent by email

## 3. The Social Function of Invitation

It's to invite someone to join/come in an event (such as wedding, graduation ceremonies, anniversary parties, birthday parties)

## 4. The Language Features of Invitation

- a. Invitation uses present tense (e.g I stay in Purwokerto), itinerary, future tense (e.g I will visit you there)
- b. To formal invitation uses RSVP (it means please reply, respond please and also writes contact person which is been available by the inviter)
- c. Consider the social linguistics competences. They are:

- 1) Rules of communication
- 2) Social participant
- 3) Topic
- 4) Setting (place and time)
- 5) Chanel (face to face or by phone)
- 6) Dimension (Background of education)
- 7) Age
- 8) Culture

## **5. The Text Structures of of Invitation**

- a. Invitee/the receiver
- b. Date and day
- c. Salutation
- d. Purpose of the invitation
- e. Itinerary (time, place/vanue, date)
- f. Closing

To formal invitation, the text structure will be RSVP date.

e.g

- 1) RSVP by the twentieth of december
- 2) Please respond by June 20<sup>th</sup>
- 3) Kindly reply is requested by June 20<sup>th</sup>

4) Example of informal spoken invitation:

## Sample Dialogues - Informal

### DIALOGUE 1

*Person 1:* Let's go out for a movie tonight.

*Person 2:* Yes, let's do that. Where should we meet?

*Person 1:* I'll pick you up from your home at 8.

*Person 2:* Thanks mate.

### DIALOGUE 2

*Person 1:* Shall we get some dinner tonight?

*Person 2:* Sorry, I'm busy tonight. Maybe next time?

*Person 1:* That's OK.

5) Example of formal spoken invitation:

### DIALOGUE

⊗ *Jan:* Mr. Brown, my husband and I were just wondering if you would like to come over for dinner this evening.

⊗ *Brown:* Oh, thank you! I'd be delighted to.

⊗ *Jan:* Great! Could you come over at around 6?

⊗ *Brown:* Sure. Do I need to bring anything?

⊗ *Jan:* No, but thanks for asking.

⊗ *Brown:* OK. See you this evening then.

6) Example of formal written invitation





7) Example of informal written invitation



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# ANNOUNCEMENT

## 1. The Definition of Announcement

A statement made to the public or to the media which gives information about something that has happened or will happen. It's a public notification/ declaration, the forms are in written form or spoken statement informing something to the public.

## 2. Social Function of Announcement

It's to announce something to public / community, to inform something to people.

## 3. Generic Structures of Announcement

- a. Head/ Topic (Title or type of event, this could be explicit or implicit)
- b. Body/ Content (dates, place, program)
- c. Closing (For more information)
- d. Writer / Announcer/ Sender
- e. Contact Person

## 4. Language Features of Announcement

- a. Use simple present tense
- b. Use simple future tense
- c. Pay attention about spelling
- d. Pronunciation and intonation for spoken announcement

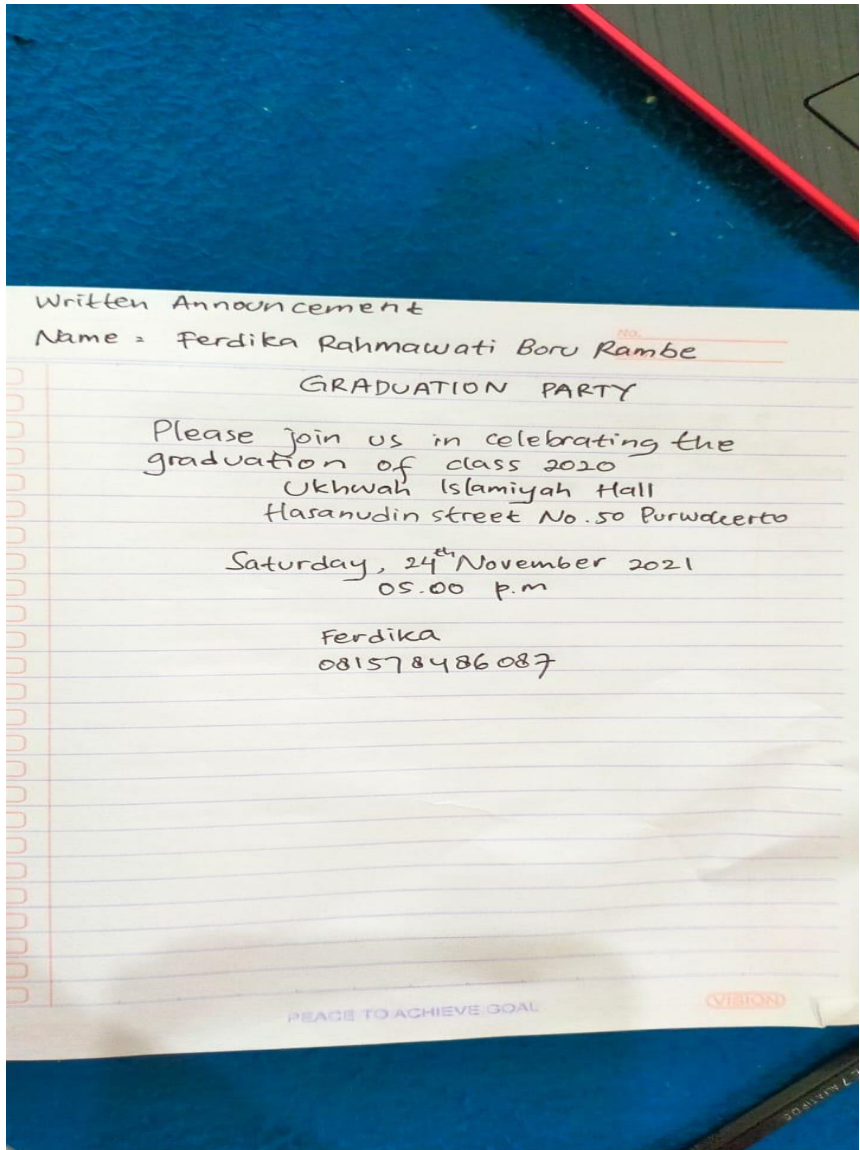
## **5. Types of Announcement**

- a. Public Service Announcement
- b. High School Graduation Announcement
- c. Job Announcement
- d. Promotion Announcement
- e. Wedding Announcement

## **6. The Characteristics of Announcement**

- a. Short
- b. Direct
- c. Concise
- d. Quickly and easily to understand
- e. If it's spoken announcement usually begins with saying  
“Attention, please”

The announcement can be found in public places such as  
school,  
airport, railway station, market, etc.



Spoken Announcement

Name = Ferdika R. Boru Rambe

Your attention please!

The seminar will be started in 5 minutes. Those who are still talking and having dinner can go to Java Room on the ~~the~~ third floor.

Thank you.

# ADVERTISEMENT

## 1. The Definition of Advertisement

It is a means of communication with the users of products or services.

## 2. The Social Function of Advertisement

- a. To urge the listener /reader to buy or use the products or services
- b. To announce about products, services, or events to the public.
- c. To promote our products/services.
- d. To attract buyers to buy our products/services

## 3. Generic Structures of Advertisement

- a. Topic
- b. Purpose
- c. Name of products/services/events
- d. Target reader/users
- e. Media used

## 4. The Language Features of Advertisement

- a. Use persuasive (to attract people to buy)
- b. Use imperative ( this part asks someone to do something/action)
- c. Use comparative and superlative adjectives
- d. Use compound verbs
- e. Use powerful Language
- f. Use simple sentences
- g. Use active sentences
- h. Use informative language
- i. Use words easily and quickly to understand

Name = Ferdika R. Boru Rambe  
Advertisement

Do you want to work abroad?  
Need to be fluenced in speaking  
english (only 3 months)  
with the reasonable price.

This is the time to contact

Miss Ferdika

hot line 081378486087

e-mail ferdika.teacher@gmail.com

Name = Ferdika Rahmawati

Advertisement about cafe

Love Cafe

Hot promo!

Are you a student?

Bring your student card and get discounts up to 25% for dessert and non-coffee drinks.



**FREE DELIVERY**

# Pixivu Burger

SPECIAL OFFER

SPICY AVAILABLE

**\$4.99 ONLY**

FREE DRINK & FRIES | NO WAITING | DOOR OPENS AT 9 PM

**ORDER NOW**  
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A comfortable country house hotel on the edge of the Ribble Valley, Northcote has held a Michelin star for over two decades. And while there's no mistaking



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NEW YORK

WWW.BURGERSITE.COM

From picture above, we can get an information that the seller sells *product*, that is *burger*. Besides, the additional information is about the price, that is **\$4.99**. The seller also provides the information to buy, that is *delivery order* which means we do not need to go to the store, but by staying at home, the courier can deliver the burger to us. The other information we can gain is also the phone number to order, that is **120-450-700**. The opening store is also informed, that is at **9 PM**, and by costing **\$4.99**, we can get *free drink and fries*. What other information can you get?

We Make Your Space Shine!

Phalange  
**HOUSE CLEANING SERVICE**

We believe your weekends weren't made for housework.

- ✓ KITCHEN
- ✓ BATHROOM
- ✓ GARDEN
- ✓ CAR
- ✓ CARPETS
- ✓ VACUMING

CALL US NOW:  
**555-123-4567**

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris ni

From picture above, we can get an information that the seller sells a *service*, that is *house cleaning service*. The seller provides some information about what rooms which are able to get their service. Can you mention them? Next, what other information can you get?

**Metamorphosis**  
Creative & Design Studio

We are **Metamorphosis**  
a fast-growing creative and design studio  
based in Gading Serpong, Tangerang

*We're Hiring!*

# WEB PROGRAMMER

**Full Time (Wordpress Based)**

**Requirements:**  
Fast response, highly passionate,  
self-motivated, responsible,  
must be programming enthusiast,  
knowledge front-end and back-end (CMS)  
will be a plus.

Send your CV & Application Letter to:  
[join@metamorphosis.co.id](mailto:join@metamorphosis.co.id)

**Subject:**  
**I AM READY\_WEB PROGRAMMER**  
\*only selected applicant will be notified

MetamorphosisID [www.metamorphosis.co.id](http://www.metamorphosis.co.id)

Picture above is the example of a job vacancy. You can get some information there, for example the needed job, that is **web programmer**. The type of work, that is **full time job**. You also can find the requirement, time limitation to apply the job, and also the address to send the needed document. Can you find other information from this kind of ads?

Now we have known some examples of ads. It is time for us to know more about the function of Advertisement Text. What do you think the function of Ads? Yes, exactly!

"Advertisement is used to persuade the public to purchase the products, to use the service, or to join the event it promotes."

# **EXPLORING DESCRIPTIVE TEXT 1**

## **(PERSON AND ANIMAL)**

### **Exploring Descriptive Text 1 (Person & animal)**

#### **1. The Description of Descriptive Text**

The descriptive text is a text which contains description or information (it can be the characteristics) about person/family and animal.

#### **2. The Generic Structures of Descriptive Text**

##### **a. Identification/General Statement**

It identifies/introduces specific objects.

##### **b. Description Elements (description of characteristics, description of appearances and personality, description habits/qualities.)**

#### **3. The Social Function of Descriptive Text**

##### **a. To describe how something looks alike, sounds, shapes, appearances (in this case which can be described are a particular person, place, thing, or animal)**

##### **b. To give information about a particular entity/exist by describing its features, history, and special characteristics.**

##### **c. To give information about things by describing physical attributes, behaviors, etc.**

#### **4. Language Features of Descriptive Text**

##### **1. Focus on specific participants as the main character**

2. Use present tense as dominant tenses
3. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena
4. Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text
5. Use mental verb or mental process when describing feelings
  - 1) a mental-state verb is a verb with a meaning related to understand, discover, plan, or decide. Common mental-state verbs in English include know, think, learn, understand, perceive, feel, guess, recognize, notice, want, wish, hope, decide, expect, prefer, remember, forget, imagine, and believe.
  - 2) Mental processes is about all the things that the human mind can do naturally. Common mental processes include memory, emotion, perception, imagination, thinking and reasoning.
6. Use nominal group frequently to describe
  - 1) A nominal group is a grammatical unit or group that can be used as a noun in the English language. A noun is typically surrounded by other words that describe or reflect the character of the noun, which make up a noun phrase. An

example of a noun phrase would be “**the cute bunny** on the table” where “bunny” is the noun.

- 2) Contoh adjective dan classifiers dalam nominal group
  - a) Wooden train: I saw a wooden train in London last year.
  - b) Electric train: I am happy that my father gives me ticket to ride an electric train.
  - c) Toy train : I saw my little brother playing a troy train in the backyard.
  - d) Pretty girl : I saw a pretty girl yesterday. She was me in the mirror.
  - e) Clean house : My Mom glad seeing a clean house.
7. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic
8. Use adverbial phrases to add more information about manner, place, or time

### **Examples of Adverbial Phrase**

- 1) I came here yesterday. (adverb of time)
- 2) Sam said it in a polite way. (adverb of manner)
- 3) John was walking so quickly. (adverb of manner)
- 4) I will meet you in library (adverb of place)
- 5) Jeff was speaking so roughly.
- 6) Descriptive Text of Animal



## **THE ASIAN ELEPHANT**

The Asian Elephant is the one of the larger animals in the world.  
**(Identification)**

It has a big body. Its skin is thick and tough. It has four big legs, a long trunk, small eyes, two long tusks, and big ears.

**(Description of parts)**

It eats grasses, leaves, shrubs, twigs, branches, and bark of tree. Also prefer banana, paddy, coconut, and sugar cane.

**(Description of qualities)**

The Asian Elephant weight up to 5,400 kilograms. It lives in forest, hilly or mountainous area. It feeds during the morning, evening and night. It rests during in the middle of day. It needs shade during the hot season to keep from over heating. It cannot go far without water.

**(Description of characteristics)**

## 7) Descriptive text of person



Agnes Monica Muljoto known by her stage name Agnez Mo (she was born in 1 July 1986), is an Indonesian singer, songwriter, and actress. Born in Jakarta, She has beautiful face and healthy body/proportional body and uniqueness of her voices, she started her career in the entertainment industry at the age of six as a child singer. She has recorded three children's albums and became a presenter of several children's television programs. In 2003, Mo released her first adult album entitled *And the Story Goes*, which catapulted her name back in the Indonesian music industry.

Mo's success in homeland encouraged her to set a target to get a career in the international music scene. On



the second album released in 2005, she collaborated with American singer Keith Martin for single “I’ll Light a Candle”. Mo also took part in two Taiwanese drama series, *The Hospital* and *Romance In The White House*.

Mo won the award two years in a row for her performances in the Asia Song Festival in Seoul, South Korea, in 2008 and 2009. With her third album, *Sacredly Agnezious* (2009), she began to get involved as producer and songwriter. In 2010, she was appointed as a judge on the talent show, *Indonesian Idol*. She signed a recording deal with *The Cherry Party*, a label ventured with Sony Music Entertainment. Mo has released two international singles, “Coke Bottle” (featuring Timbaland and T.I.) and “Boy Magnet”.

In addition to commercial success, Mo is a singer with the most number of awards in Indonesia. She has won dozens of trophies, including 17 Anugerah Musik Indonesia, 8 Panasonic Awards, 5 Nickelodeon Indonesia Kids’ Choice Awards, and 4 MTV Indonesia Awards. She achieved a Best Asian Artist Award on the 2012 Mnet Asian Music Awards in South Korea. In addition, she has been trusted to be anti-drug ambassador in Asia as well as the ambassador of MTV EXIT in combating human trafficking.

## People : Raditya Dika



Raditya Dika was born on Desember 28 1984. He is a writer, Comedian, and an actor. He is one of success people in indonesia, He has 6 million people as his followers in social media (twitter). He also write some books that all of it are best seller, He is an actor in Kambing Jantan Movie, Cinta Brontosaurus, Manusia Setengah Salmon, and Serial Malam Minggu Miko.

He is an easy going man. He has short black hair, His eyebrows are thick, he not so tall, he has white skin and pointed nose. Everyone mentioned that he has two big nostril.

He has three sister and one little brother named Edgar. He always bullying Edgar and get a funny story from that. He also play in Stand Up Comedy that's a serial comedy in TV.

## 9. Summary

What is descriptive text? Zetira (2015) states that description recreates sense impression by translating into words, the feel, sound, taste, smell and look of things. He adds motion may be described too, feeling such as happiness, fear, loneliness, gloom, and joy. The descriptive text depicts a person, an animal, a thing, or a place so that the reader or the listener of the text can imagine what the text is describing. To understand

what descriptive text is and to write a descriptive text, readers should pay attention to its language feature.

- 1) Focus on the main topic;
- 2) Use Present Tense as dominant tenses;
- 3) Use linking verbs or relational processes frequently to classify and describe appearance or qualities and parts or functions of phenomena;
- 4) Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in the text;
- 5) Use the mental verb or mental process when describing feelings;
- 6) Use nominal group frequently to describe;
- 7) Use adjectives and adverbs to add information to nouns and add information to verbs to provide a more detailed description about the topic;
- 8) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in the embedded clause which functions as circumstances.

## **EXPLORING DESCRIPTIVE TEXT 2**

### **(THINGS AND PLACES)**

#### **1. The Description of descriptive text, this focuses on describing things and places**

This text describes and reveals particular things/places.

#### **2. The Social Function of descriptive text (things and place)**

It's to give a visual picture of a thing, such as my favorite books that describe specific book, a picture of a tourism place (like Komodo National Park) by explaining theirs' features, forms, types, location.

#### **3. The Generic Structures of Descriptive Text (things and place)**

##### **a. Identification/General Statement**

It identifies/introduces specific objects.

##### **b. Description Elements (description of characteristics, description of appearances and personality, description habits/qualities.)**

#### **4. Language Features of Descriptive Text**

##### **a. Focus on specific participants as the main character**

##### **b. Use present tense as dominant tenses**

##### **c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena**

- d. Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text
- e. Use mental verb or mental process when describing feelings
- f. Use nominal group frequently to describe
- g. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic
- h. Use adverbial phrases to add more information about manner, place, or time. There are two kinds of Simple Present's formula, verbal and nominal sentence.

1) Verbal sentence

<b>Formula</b>	
<b>Subject + V1 + O</b>	
<p><b>Subject (I, You, We, They) + V1</b></p> <p>Examples:</p> <p>a) I go to school</p> <p>b) You write a letter</p> <p>c) We eat banana</p>	<p><b>Subject (He, She, It) + V1s</b></p> <p>Examples:</p> <p>a) He goes to school</p> <p>b) He writes a letter</p> <p>c) It eats banana</p>

<p>d) You visit the museum</p> <p>e) They learn English</p>	<p>d) The dog bites him</p> <p>e) Andrew visits the museum</p>
<p>The examples above are in form of affirmative sentences. To change the sentences in negative form you can use auxiliary verb “<b>do not</b>” or “<b>does not</b>”.</p>	
<p>a) I do not go to school</p> <p>b) You do not write a letter</p> <p>c) We do not eat banana</p> <p>d) You do not visit the museum</p>	<p>a) He does not go to school</p> <p>b) He does not write a letter</p> <p>c) It does not eat banana</p> <p>d) The dog does not bite him</p>

2) Nominal Sentence

<p><b>Formula:</b></p> <p><b>Subject + Tobe (is,am,are) + O</b></p>		
<p><b>Subject (I) +</b> <b>am + O</b></p>	<p><b>Subject (You, We, They)</b></p>	<p><b>Subject (He, She, It) + is</b></p>

	<b>+ are</b>	
a) I am a teacher b) I am handsome c) I am tall	a) You are beautiful b) We are family c) They are smart people	a) He is my friend b) She is smart c) It is a big wall

## 5. Descriptive text of place



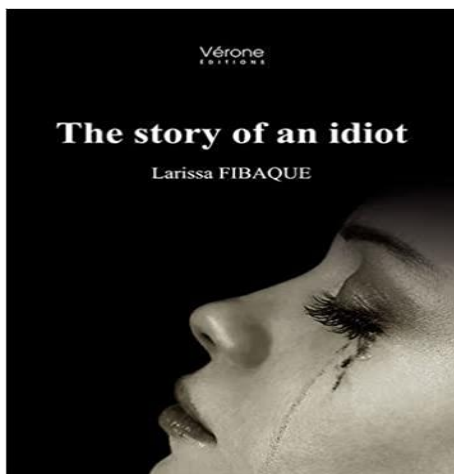
### **Borobudur Temple**

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m<sup>2</sup>) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also

included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

## 6. Descriptive Text of Things





## **My Favorite Book**

I have a book which I bought last year. The book is a novel which titled The Story of An Idiot. I love that book because when I read it I get not only knowledge but also entertainment. Unfortunately I had loss this book. I guess I lose it at Tugu Station during my trip in Yogyakarta. It was difficult to get that book because I never found it at the book store. I got it at the street book seller in London.

The colour of the book's cover is dominated in red. The picture of that cover is a young man in a black jacket walking through the bridge. At the first page of that book, I wrote my name and my email address. I also draw a simple rat at the corner of the first page. I always do the same thing to all my books because I hope if I loss my book, someone who found it would give it back to me.

The book is written in English. The author of that book is Joseph J Joseph. It is a strange name but cool enough for the name of a novel author. The total pages of that book are 125 pages which are divided into 6 parts. At the back of the cover is actually the short summary of that book, but I changed it by sticking the picture of a monkey on it.

# **EXPLORING REPORT TEXT 1**

## **(CLASSIFYING AND COMPOSITIONAL REPORTS)**

### **1. Classifying and Compositional Reports**

#### **a. The Definition of Report Text**

It's a text which presents a result of systematic observation and analyses

#### **b. The Social Function of Classifying and Compositional Reports**

##### **1) Classifying Reports**

To organize and describe a field or topic into a class and subclass hierarchy

##### **2) Compositional Reports**

To organize and describe a field or topic according to its part (a part or whole part)

#### **c. Generic Structures of Report Text**

##### **1) Title**

This part consists of the title of the text which it will be the subject explained/reported.

##### **2) General Classification /Definition**

It introduces the phenomenon/thing that is going to be reported /discussed with general statement explaining reported subject, classification, information.

##### **3) Description /Specific Information**

This part usually gives details information about the

subject/phenomenon happened and it's reported by scientifically

- 4) The Language Features of Report Text
- 5) Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dogs
- 6) Use of relating verbs (are, is, has, have) to describe features, eg Molecules are tiny particles
- 7) Some use of action verbs when describing behaviour, eg cat cannot fly
- 8) Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea
- 9) Repeated naming of the topic as the beginning focus of the clause

## **2. Comparative Report and Historical Report )**

### **a. The Definition of Report Text**

It's a text which presents a result of systematic observation and analyses

### **b. The Social Function of Comparative and Historical Report**

#### **1) Comparative report**

To identify the similarities and differences between two or more classes or things

#### **2) Historical Report**

To give information about the way things were in relation to a particular historical period or site.

### 3. Generic Structures of Report Text

On the basis of content, *Comparative reports* are typically structured as follow:

a. General Statement :

It introduces entities to be compared

b. Description:

It contains the systematic analysis of similarities and differences

On the other hand, *Historical reports* are typically structured as follows:

c. General Statement

It Identifies historical period or site

And it defines and locates in time and place

Description

- 1) Features or characteristics
- 2) Activities
- 3) Behaviours
- 4) Artefacts
- 5) Historical significance

### 4. The Language Features of Report Text

- a. Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dogs

- b. Use of relating verbs (are, is, has, have) to describe features, eg  
Molecules are tiny particles
- c. Some use of action verbs when describing behaviour, eg cat  
cannot fly
- d. Use of timeless present tense to indicate usualness, eg Tropical  
cyclones always begin over the sea

Repeated naming of the topic as the beginning focus of the clause

## **5. Example of Classifying Report Text**

### ***Fish***

Fish are aquatic animals which belong to the group of vertebrates. There are more than 30.000 species of fish in the world. Some of them live in freshwater and some other live in an ocean. All of them breathe by using a special organs known as “gills”. They consume various foods such as plants, worms, and sometimes another fish with smaller body.

Each species of fish have their own maximum measurement. It can range from 8 mm to 16 m. Most of them have scaly skin with various colors. Some of them even have a unique pattern on their scales which makes them more valuable for humans as a decorative items. They have some sets of muscles on their backbone which allow them to move their body and create ripples in the water that will push their body forward so they can swim. Each of them also have some fins on their body to navigate their movement. Many of them have an internal organ called as “swim

bladder” which contains gases that prevent them from sinking.

Fish contain a lot of good nutrient for the body such as protein, omega 3 and vitamine. Since a long time ago, some species of fish, especially the freshwater fish, has been breed in a fish farm in order to fulfill the needs of human. Beside that, some fish such as Koi Fish and Betta Fish are famous for their beauty and they are kept in a pond or in an aquarium as a decoration.

## **6. Examples of Compositional Report Text**

### **Skin**

Skin is the outer layer of the body. In human beings, it is the most important and largest organ of the system that covers our body. Our skin has a function to protect the human body from infection, also maintain fluid balance, extreme temperatures, and synthesize vitamin D for personal needs also have a function to shield physical structure.

Skin has three main layers, which are Epidermis or Stratum, Dermis, and Hypodermis or skin layer that have their individual tasks and need each other. The stratum layer is the outer layer of the skin. This layer doesn't contain blood vessels, and is made from Merkel cells, keratinocytes, with melanocytes and Langerhans cells. Beneath the stratum layer, there is Dermis or corium layer. This layer contains hair follicles, sweat glands, fat glands, apocrine glands, body fluid vessels and blood vessels. This layer is connected to the cuticle layer with the

basement membrane. Structurally, this layer is split into 2 regions, that the region next to the cuticle referred to as the process region, and also the thick inner region that's called the crisscrossed region.

What is more, there's layer layer that situated below the derma layer. This layer is thought as hypodermic tissue. Layer serves to connect the skin to the underlying bone and muscle and provide them with blood vessels and nerves. The mixture of those 3 main layers has a mean thickness of 1 mm.

## **EXPLORING REPORT TEXT 2**

### **(COMPARATIVE REPORT AND HISTORICAL REPORT)**

#### **1. The Definition of Report Text**

It's a text which presents a result of systematic observation and analyses

#### **2. The Social Function of Comparative and Historical Report**

##### a. Comparative report

To identify the similarities and differences between two or more classes or things

##### b. Historical Report

To give information about the way things were in relation to a particular historical period or site.

#### **3. Generic Structures of Report Text**

On the basis of content, *Comparative reports* are typically structured as follows:

##### a. General Statement :

It introduces entities to be compared

##### b. Description:

It contains the systematic analysis of similarities and differences

On the other hand, *Historical reports* are typically structured as follows:

##### c. General Statement



It Identifies historical period or site

And it defines and locates in time and place

Description

- 1) Features or characteristics
- 2) Activities
- 3) Behaviours
- 4) Artefacts
- 5) Historical significance

#### **4. The Language Features of Report Text**

- a. Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dogs
- b. Use of relating verbs (are, is, has, have) to describe features, eg  
Molecules are tiny particles
- c. Some use of action verbs when describing behaviour, eg cat cannot fly
- d. Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea
- e. Repeated naming of the topic as the beginning focus of the clause

f.

Past Tense Regular Verb	Past Tense Irregular Verb
<b>Explored</b>	Fought
<b>Discovered</b>	Became
<b>Invented</b>	Broke
<b>Betrayed</b>	Gave Did
<b>Started</b>	Thought,
<b>Advanced,</b>	etc.
<b>etc.</b>	

g. Comparative Report Text

### **Yoga and Pilates**

What is the difference between pilates and yoga? It is a question asked by many, as they seem so similar in a number of ways. They are both extremely popular. Pilates and yoga offer stress relief, build physical strength, improve endurance and balance and promote flexibility, coordination, and good posture. They both are similar in part because the creator Pilates studied yoga and was inspired by the concept of unifying mind, body, and spirit.

However, as similar as they are, they do have differences. Yoga offers more of a spiritual component by creating a meditative environment during classes, and while yoga poses will develop core strength, yoga is more stretches and

flexibility oriented. Pilates also has a mind-body component, but it places an emphasis on the core of the body and how the core impacts the rest of the body.

Movements are different as well. Movement through yoga asanas (poses) improves flexibility, coordination, and balance. Pilates is a more structured workout where we will be moving through a series of exercises that focus on toning the body with low-impact exercises. All pilates movements initiate from the “powerhouse”, which is the pilates term for the abdominals, lower back, hips and buttocks. In addition to Pilates mat work, Pilates offers exercise movements with pilates exercise machines, such as the reformer, a spring-based resistance machine. There are no machines in yoga, although yoga has introduced some equipment into classes, such as straps, blocks, and bolsters. Both yoga and pilates coordinate breathing with their movements, but they differ in their methods. Yoga uses various breath control techniques, the most common being inhaling and exhaling through the nose. Pilates also encourages awareness of breathing, but there are not different breathing techniques. Practitioners consistently inhale through the nose and exhale through the mouth throughout the exercise movements. Yoga offers diversity in its presentations. There are many different styles of yoga, ranging from relaxing meditative to more physically demanding movements. There

are different levels of pilates from beginner to advanced, but there are no different styles involved.

h. Example of Historical Report Text

**A Brief History of Bandung City**

Bandung city is one of developed cities in Indonesia. The progress of the development in Bandung not only supported by good infrastructure, but also from the world of education, tourism, and the world of fashion. For most of both local and foreign tourists, Bandung is a lovable place that should be the list of places to visit. The word “Bandung” comes from the word *bendung* or dam since the Citarum river covered by lava of mount Tangkuban Perahu. Then, it formed a lake. The legend told by old people in Bandung said that the name “Bandung” taken from water vehicle consisting of two boats which were tied side by side called the Bandung Boat used by the Regent Bandung, R.A. Wiranatakusumah II. It was used to navigate Citarum in searching new district to replace the old capital of Dayeuhkolot.

Originally Bandung regency capitalized in Krapyak (now Dayeuhkolot) which is located about 11 kilometers to the south from the center of Bandung now. When the district of Bandung was led by the 6th bupati, RA Wiranatakusumah II (1794-1829) who known as “Dalem Kaum I”, the power of Indonesia was moved to the Dutch Government, with the first general

governor was Herman Willem Daendels (1808-1811). To smoothly carry out its duties in Java, Daendels built the Post Road (*Groote Postweg*) from Anyer in West Java to Panarukan in East Java (approximately 1000 km). The construction of the highway was carried out by the local people of Indonesia under the leadership of their respective district heads.

For the ease of the road construction, Daendels via letter dated on May 25, 1810 requested the Regent of Bandung and the Regent of Parakanmuncang to move the district capitals, respectively to Cikapundung and Andawadak (Tanjungsari), approaching Jalan Raya Pos. Apparently Daendels didn't know that long before the letter came out, the regent of Bandung had planned to move the capital district of Bandung. He had even found a good enough and strategic place for the central government.

The chosen place is an empty field of forest, located on the western edge of the Cikapundung River, the southern edge of Jalan Raya Pos being built (the downtown Bandung now). The reason for the removal of the capital is the unfitted Krapyak as the capital of government, because it is located on the southern side of Bandung area and often hit by flooding when the rainy season.

Paris van Java is the name in the Dutch colonial era for the city of Bandung which was given around 1920 – 1925. Historically,

the city of Bandung was famous for its natural beauty and coolness of the air. This atmosphere is highly favored by the Dutch colonial people. Moreover, the equal geographical similarity between Bandung and the southern region of France had successfully attracted the European. Finally, the Dutch make the development of the city of Bandung to be a beautiful settlement complete with the means to meet the needs of its citizens.

Bandung today has made a lot of difference. Several tourist areas including shopping centers and factory outlets are also scattered in this city, such as in the area of Jalan Braga, Cihampelas area, Cibaduyut with craftsmen shoes and Cigondewah with textile traders. Dozens of shopping centers are spread across the city of Bandung, some of which are Plaza Bandung Palace, Bandung Supermal, Cihampelas Walk, Paris Van Java Mall, and Bandung Indah Plaza. While some areas of traditional markets are quite famous in this city include Pasar Baru, Gedebage Market and Andir Market.

# **BIOGRAPHY**

## **1. The Definition of Biographies**

It's a text which is a details description of someone's life.

Biographies are the one genre that can open their eyes and hearts to people who have made a difference in the world. They can learn about lives and eras of both the past and present. It's a text to tell famous person's life.

## **2. The Social Function of Biography**

It's to entertain the reader , to know a person's story about his / her life outside of any accomplishments this person may be known for and to give lots of information easily and to educate the readers.

## **3. The Generic Structure of Biography**

### **a. ORIENTATION (INTRODUCTION)**

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

### **b. EVENTS**

In events, it should be written in a chronological order. It contains good stories. This stage is part of the events or events experienced by the character. It contains an explanation of a good story in the form of problem solving, career processes,

and various events that have been experienced by the character to lead to success.

c. **RE-ORIENTATION (CLOSING)**

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

**4. The Language Features of Biography Report text**

- a. Use temporary sequence /conjunction, it's to link one sentence to another (when/where/what/which /that)
- b. Use compound sentence (e.g He ran out of money, so he had to stop buying cloths at super market) and complex sentences (e. g whenever she was lonely, Ani called her mother) .
- c. Use connectives to do with the time (last year, then, at the same time, next, before, on Tuesday 24 May, later)
- d. Use vivid/clear language to narrate the events
- e. Use action verbs (simple past tense) (e.g She married on 1990).  
It's a group of words that describe something that is already done by the actor
- f. Use simple past tense (e.g She wrote a letter, he was a police)

**You could write a biography recount about:**

- a. famous person's life (heroes, famous actor/actress)
- b. autobiography



## 5. Biography Recount

### WHAT is Biography Recount?

- a. a literary genre that portray the experiences of all these events occurring in the life of a person, mostly in a chronological order.
- b. Unlike a resume or profile, a **biography** provides a life story of a subject, highlighting different aspects of his of her life.

### AIMS

- a. is to inform you. It gives you information

### SOCIAL FUNCTION

- a. entertain the readers

### HOW

- a. written in formal language.
- b. using compound and complex sentences, containing connectives.
- c. Written in the past tense and usually written in chronological order (in time order)

Example of the biography text

- a. He was born .....
- b. His father....

### Early life of Soekarno

- a. He went to a local elementary school...
- b. He then...

## **Education of Soekarno**

- a. He married to....
- b. He.....

## **Marriage and Divorce**

- a. He founded PNI...
- b. He....

## **Political Career**

- a. August 15, 1945, Japan surrendered to the Allied Powers....
- b. ....

## **Indonesian Independence**

- a. On. on June 21, 1970....

## **Soekarno's Death**

- a. Soekarno was so charming (completed with your opinion)

Your opinion about Soekarno  
Sukarno was born on June 6, 1901, in Surabaya and was given the name Kusno Sosrodihardjo. His parents later renamed him Sukarno after he survived a serious illness. Sukarno's father was Raden Soekemi Sosrodihardjo, a Moslem aristocrat and school teacher from Java. His mother Ida Ayu Nyoman Rai was a Hindu of the Brahman Caste from Bali. Ir. Soekarno is well-known as the founding Father of Indonesia was the first president known as

proclaimer with Dr. Mohammad Hatta.

Young Sukarno went to a local elementary school until 1912. He then attended a Dutch middle school in Mojokerto, followed in 1916 by a Dutch high school in Surabaya. The young man was gifted with a photographic memory and a talent for languages, including Javanese, Balinese, Sundanese, Dutch, English, French, Arabic, Bahasa Indonesia, German, and Japanese. He graduated from Technische Hogeschool (\**Bandung Institute of Technology*), Bandung In 1926.

While in Surabaya for high school, Sukarno lived with the Indonesian nationalist leader Tjokroaminoto. He fell in love with his landlord's daughter Siti Oetari, who he married in 1920. The following year, however, Sukarno went to study civil engineering at the Technical Institute in Bandung and fell

# HISTORICAL RECOUNT

## 1. The Definition of Historical Recount

Historical recount is closely related to the history of a place or an object which is very memorable and considered important throughout life. This type of the text is a kind of recount which explains about the chronological events occurred in the past.

## 2. The Function of Historical Recount

- a. To describe past historical experiences by retelling chronological events by involving the important dates, characters as well as the place of the events. The historical recount should be presented scientifically based on the facts found when the events take place or written creatively based on the writer's imagination because it functions to either inform or entertain the readers (or both).
- b. To perform all-interpretive aspects in the historical recount to be able to compile historical synthesis based on the existence of careful research through the selection of historical facts.
- c. To inform and to entertain the readers

## 3. The Characteristics of Historical Recount

Before you have more activities on historical recount, you should be able to recognize the characteristics of the historical recount, namely;

- a. Retelling the past historical events
- b. Upholding the history of a place or an object
- c. Written scientifically or imaginatively
- d. Purposing to informing or entertaining (can be both)

**4. You could write a historical recount about:**

- a. A well-known battle, (e.g a war of Surabaya)
- b. The development of an invention
- c. An event which changed society

**6. The Generic Structure of Historical Recount**

a. ORIENTATION (INTRODUCTION)

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

b. EVENTS

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

c. RE-ORIENTATION (CLOSING)

It consists of a conclusion or a comment or the writer. Tell about the contribution or the contribution of the person. In closing, this section contains the views of the author of the

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

## **7. Example of Historical Recount Text**

The Dutch launched a military offensive on 19 December 1948 which it termed Operation Crow. By the following day it had conquered the city of Yogyakarta, the location of the temporary Republican capital. By the end of December, all major Republican held cities in Java and Sumatra were in Dutch hands. The Republican President, Vice-President, and all but six Republic of Indonesia ministers were captured by Dutch troops and exiled on Bangka Island off the east coast of Sumatra.

In areas surrounding Yogyakarta and Surakarta, Republican forces refused to surrender and continued to wage a guerrilla war under the leadership of Republican military chief of staff General Sudirman who had escaped the Dutch offensives. An emergency Republican government, was established in West Sumatra. On March 1, 1949 at 6 am, Republican forces launched March 1 General Offensive.

The Offensive caught the Dutch by surprise. For his part, Hamengkubuwono IX allowed his palace to be used as a hide out for the troops.

## **8. The example of Historical Recount Text**

**“The Proclamation of Indonesian Independence”**

The proclamation of Indonesian Independence was read at 10.00 a.m. on Friday, 17 August 1945. The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949. In 2005, the Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date.

The document was signed by Sukarno (who signed his name "Soekarno" using the older Dutch orthography) and Mohammad Hatta, who were appointed president and vice-president respectively the following day.

The draft was prepared only a few hours earlier, on the night of 16 August, by Sukarno, Hatta, and Soebardjo, at Rear-Admiral Maeda (Minoru) Tadashi's house, Miyako-Doori 1, Jakarta (now the "Museum of the Declaration of Independence", JL. Imam Bonjol I, Jakarta). The original Indonesian Declaration of Independence was typed by Sayuti Melik. Maeda himself was sleeping in his room upstairs. He was agreeable to the idea of Indonesia's independence, and had lent his house for the drafting of the declaration. Marshal Terauchi, the highest-ranking Japanese leader in South East Asia and son of Prime Minister Terauchi Masatake, was however against Indonesia's independence, scheduled for 24 August.

While the formal preparation of the declaration, and the official independence itself for that matter, had been carefully planned a few months earlier, the actual declaration date was brought forward almost inadvertently as a consequence of the Japanese unconditional surrender to the Allies on 15 August following the Nagasaki atomic bombing. The historic event was triggered by a plot, led by a few more radical youth activists such as Adam Malik and Chairul Saleh, that put pressure on Sukarno and Hatta to proclaim independence immediately. All parties involved in the historical moment finally agreed on a compromise solution which only included Sukarno and Mohammad Hatta as the co-signers in the name of the nation of Indonesia.

Sukarno had initially wanted the declaration to be read at Ikada Plain, the large open field in the center of Jakarta, but due to unfounded widespread apprehension over the possibility of Japanese sabotage, the venue was changed to Sukarno's house at Pegangsaan Timur 56. There was no concrete evidence for the growing suspicions, as the Japanese had already surrendered to the Allies, the declaration of independence passed without a hitch.

The proclamation at 56, Jalan Pegangsaan Timur, Jakarta, was heard throughout the country because the text was secretly broadcast by Indonesian radio personnel using the transmitters of the JAKARTA Hosokyo radio station. An English translation of the proclamation was broadcast overseas.



# FABLE

## 1. The definition of Fable

A fable is a fictional story, poems or prose, with a specific moral or lesson that is conveyed to the reader. It is a story using animals forms that can speak and act/ behave like human being

## 2. The Function of Fables

- a. To entertain or to amuse the readers about the interesting story
- b. To convey moral messages/value or lessons to the readers, especially for children to behave morally in the world to understand the values of the culture in which they are written.

## 3. The Characteristics of Fable

- a. Using at least one character makes a bad decision
- b. Using simple plot and character
- c. Involving a character who is sly or clever
- d. Using animals or elements of nature (non-human characters) as the main characters who act and talk just like people while keeping their animal traits. **In simple terms, its making animals or objects seem like real people, with real feelings and emotions.**
- e. Containing a moral or lesson which can be found in the end of the story
- f. Using personification (**anthropomorphized**) where Non-human characters can talk or show human characters

- g. Containing a funny and amusing story
- h. Reflecting cultural beliefs

#### **4. Generic Structure of Fable**

##### **a. ORIENTATION (INTRODUCTION)**

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

##### **b. COMPLICATION**

It tells what happens with the participants. It explores the conflict among the participants. Complication is the main element of fable. Without complication, the text is not fable. The conflict can be shown as natural (it's about a conflict between an actor and nature), social (it's about a conflict between the actors who are written in the text) or psychological conflict (it's about a conflict between an actor and his/herself). Every fable text must consist of conflict or problem. A simple definition of problem is when something goes and it is not what we want.

##### **c. RESOLUTION**

This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The

problem must be resolved. It can succeed or fail. Whether it's happy ending or sad ending.

d. REORIENTATION

This part is about closing statement which tells the ending condition of the actor in the story. There must be a moral value in this part.

5. **Grammar and language features**

**There are some language features that should be considered when you read or create a type of fable:**

- a. Using common and nonspecific setting
- b. Often taking place outside
- c. Using past action verb: Climbed, Turned, Brought
- d. Using specific noun as pronoun of person, animal in the story.  
Example: The king, the queen, etc.
- e. Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.
- f. Using time connectives and Conjunctions to arrange the events.  
Examples: Then, before, after, soon, etc.
- g. Using adverbs and adverbial phrase to show the location of events. Examples: here, in the mountain, ever after, etc.
- h. Using dialogue to elicit an emotional response from the reader.
- i. Using Past Tense
- j. Ending in happy resolution
- k. Using of variety of simple, compound and complex sentences

## 6. Moral values of the fable

A fable is indeed identical with moral values, below are some examples of moral value of the fables:

- a. Persuasion is better than force
- b. Never underestimate the weakest opponent
- c. Don't believe a false friend
- d. Don't just follow the crowd
- e. Pride can be costly
- f. Don't be greedy man
- g. Don't break your promise

### **The Smart Monkey And The Dull Crocodile**

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

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

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to

swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

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

#### Generic Structure of The Smart Monkey And The Dull Crocodile:

##### 1. Orientation:

The participants or characters of the story are a smart monkey and dull crocodile. One day there was a monkey. He wanted to cross a river. There he saw a crocodile

The time set is just one day. The story takes place in a river

##### 2. Complication:

Every narrative text must consist of conflict or problem. A simple definition of problem is when something goes and it is not what we want. In the story the complication start when the crocodile want to eats the monkey. The crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. Of

course the monkey don not want to be the crocodile's meal and that is the problem which sets the whole story.

### 3. Resolution:

A problem must be resolved. It can succeed or fail. In this story, the monkey succeeds to solve the problem. He get free from the hungry crocodile.

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

## **Legend/ Folktale**

### **1. The Definition of Legend**

A legend is a story about human events or actions that has not been proved nor documented in real history.

Legends are stories that are partly true and partly imaginary about a particular person, event, place or natural feature.

### **2. The Function of Legend**

- a. To present the story of human actions in such a way that they are perceived by the listeners or readers to be true (in literature).
- b. To entertain or to amuse the readers about the interesting story (in general)

### **3. Characteristics of Legend**

- a. A legend is a set in specific place or time
- b. The main character is often heroic
- c. The main character is a human, not a God
- d. A legend is a fictional story
- e. Usually there is some historical truth at the heart of every legend
- f. Heroes perform great deeds with their strength and their intelligence. Exaggeration is usually involved in retelling deeds.
- g. Heroes often give up dreams of happiness to help others

- h. The hero is real but some parts of the story are not completely true. They have been stretched or expanded upon.
- i. Handed down through generation
- j. The story was told orally and turned into literary masterpieces

#### **4. Generic Structure of Legend**

##### **a. ORIENTATION (INTRODUCTION)**

This is the introduction of what is inside the text. It tells about the text talks in general, who involves in the text, when and where it happens. It should include the characters of the story.

##### **b. COMPLICATION**

It tells what happens with the participants. It explores the conflict among the participants.

##### **c. RESOLUTION**

This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The problem must be resolved.

##### **d. RE-ORIENTATION**

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

### **Malin Kundang**

The original "Malin Kundang" story is set at a specific location, the Air Manis Beach in Padang, West Sumatra. Malin Kundang tells the story of an ungrateful son who is cursed into



stone by his mother. If you visit the beach, you can see a stone believed to be the cursed Malin Kundang because it is shaped like a person face-down on his knees begging for forgiveness.



Another folktale from West Kalimantan called "Batu Menangis" ("The Crying Stone") has a story very similar to Malin Kundang, but no "crying stone" has ever been discovered in the area. There are some differences between the two stories. Malin Kundang, in the beginning of the story, is a hard-working, obedient young man. He sails the world to get more money to support his mother. After many years, Malin comes back a rich man. Now, vain Malin now refuses to be associated with his poor mother. That's when the mother prays for him to be transformed

into stone.

Meanwhile, Batu Menangis's main character is a spoiled girl who never lifts a finger to help her mother. Instead, she keeps saying to people that the mother is actually her maid. Mother finally has enough and prays to God that the girl is turned into stone.

## 5. Grammar and language features

**There are some language features that should be considered when you read or create a type of a legend:**

- a. The use of Adjective that form the noun phrase. Example: the strong crocodile
- b. Time connectives and conjunction. Example: A long time ago
- c. The use of adverb and adverbial phrases to indicate the location of the incident or events. Example: In the river
- d. The use of action verbs in the past tense. Example: They **curved** her. People then always **talked**
- e. The used of saying verbs that mark remarks. Example : He **said** angrily
- f. The use of thinking verbs that mark the thoughts, perceptions or feelings of the characters in the story. Example: The man then **looked** so curious.

The use of dialogue to elicit an emotional response from the reader

## **Exploring Procedure Text; Manual**

### **1. The Definition of Procedure Text; Manual**

Procedure text is a text that explains/ tells about how to make, use or operate something. A manual is a book or pamphlet that contains information about a program or piece of hardware. For example, a computer case may come with documentation explaining what sizes of motherboard it can hold. Or, a video game may come with a manual explaining how to play it.

### **2. The followings are the social function of procedure text:**

- a. It is used to describe how something is done in sequenced steps.
- b. It provides a series of steps in sequence that explain the readers how to do something while allowing them to reach the outcome successfully.
- c. The communicative purpose of the text is to tell the steps of making or doing something.

### **3. The Generic Structures of Manual**

- a. Goal/aim

This part of the text describes the purpose of doing or operating something.

- b. Materials/equipments

This part describes the materials or equipments needed in the process of doing or operating something. It is important to note that some of procedure texts do not provide materials section.

- c. Steps/methods This part describes the set of instructions in order to achieve the goal.

#### **4. The Language Features of Manual**

- a. Generally using simple present tense
- b. Using adverbial of sequence or using temporal adjective.
- c. We use the sequence adverbs to describe the order in which two or more actions happen. For example first, second, the last, etc.
- d. Using imperative sentences or command

Imperative sentences are used to issue a command or instruction, make a request, or offer advice. Basically, they tell people what to do.

Examples:

Pass the salt.

Move out of my way!

Shut the front door.

Find my leather jacket.

Be there at five.

- e. Using action verb  
For example turn, put, cut, etc
- f. Using conjunctions to link a process to another process.

Some of the conjunctions that show a sequence of process here are such as then, after that, etc

- g. Using adverb of time to express details of time

The adverb of time in this part means the duration or the length. It can be stated in second, minute, or hour.

For example for five minutes, in two hours, etc.

### **Manual (How to use a toaster)**

How to make delicious bread by using toaster:



- a. First, insert a slice of bread into each toaster slot.

- b. Second, choose the toasting level, usually it is from the lightest to the darkest. This will allow you to choose how dark the toast to be.
- c. Third, wait until the toasting process finished, usually the process only take a minute.
- d. Fourth, pick the bread when the toasting process is finished and the bread pops up from the toaster slot. Then put it on a plate.
- e. Fifth, pour some sugar on the bread while it is still warm or put some butter on it and jam.
- f. Finally, the toasted bread is ready.

## Exploring Procedure Text; Recipe

### 1. The Definition of Recipe

Recipe is a set of instructions telling you how to prepare and cook foods or beverages

### 2. The Generic Structures of Recipe

- a. **Goal**
- b. **Materials** (Ingredients and Utensils)
- c. **Steps**

### 3. Social/Language Functions of Recipe

- a. It is a text that explains or helps us how to make something. The followings are the social function of recipe; a. Recipe is used to describe how food is completely made or cooked through a sequence of series.
- b. Communicative purpose of recipe is to describe how food is completely made through a sequence of actions or steps.

### 4. Language Features of Recipe

- a. Noun or noun groups A noun is a word that functions as the name of some spesific thing or set of things. For example bowl, rice, glass, etc.
- b. Conjunctions  
Conjunction is a word to connect clauses or sentences or to coordinate words in the same clause. Conjunctions in recipe are used to show chronogical order. For instance before, while,

then, after, etc

c. Action verbs

d. Imperatives

An imperative sentence gives a command. For example: add some sugar, mix the ingredients, cut the onion

e. Adverbial

First is adverbial of sequence which is used to add detail information about the sequence. For example first, 2 second, finally, etc. In addition, another adverbial is used to express detail of the time, manner, or place. For example for five minutes, for an hour, in three minutes.

f. Vocabulary

Language The language in recipe is supposed to be clear and precise. However, detailed language is needed especially in methods section

## **5. RECIPE**

a. How to Make Satay

Serving 3-6

Prep time: 25 min, Inactive time:2 hrs, Cook time: 8 min Satay

Ingredients:

- 1) 8-14 skinless chicken thighs, cut into thin strips
- 2) 10 (6 inch) wooden skewers, or as needed, soaked in water for 30 minutes
- 3) 3 tbsp. fish sauce



- 4) 2 stalks of fresh lemongrass, sliced
- 5) 1/4 cup fresh lime juice for more flavor
- 6) 2 shallots OR 1 small onion, sliced (optional)
- 7) 2 Tbsp. agave nectar
- 8) 1 Tbsp. low-sodium soy sauce
- 9) 1 Tbsp. minced fresh ginger
- 10) 1-2 fresh red chilies, diced, or 1/2 tsp. to 1 tsp. cayenne pepper, for flavor
- 11) 3-4 garlic cloves, minced
- 12) 2 Tbsp. vegetable oil
- 13) 1/4 small Napa cabbage, shredded (about 3 cups)
- 14) 6 ounces snap peas, shredded
- 15) 1/2 teaspoon ground black pepper (optional)
- 16) Tsp. cilantro (optional)

Satay Preparation: Before preparation, keep in mind for highest quality taste; it's recommended to pour the marinade ingredients over the meat and stir to combine. Allow at least 2 hour for marinating, or longer (up to 24 hours) for better flavor.

- 1) Soak skewers in water while you prepare the meat. Cut chicken into thin strips or small pieces and place in a bowl.
- 2) Whisk together fish sauce, lime juice, lemongrass, agave, soy sauce, ginger, red chilies and garlic in a bowl.

- 3) Pour 1/2 bowl marinade into a shallow baking dish; reserve the remaining 1/4 bowl.
- 4) Add the chicken to the marinade in the baking dish, cover with plastic wrap and refrigerate for at least 2 hours. (longer the better)
- 5) Pour reserved marinade into a large bowl; whisk with the vegetable oil. Add the shredded cabbage, snap peas and pepper; cover with plastic and refrigerate until ready to serve.
- 6) When ready to cook, thread meat onto the skewers. Tip: Fill up to 3/4 of the skewer, leaving the lower half empty so that the person grilling has a "handle" to easily turn the satay during cooking.
- 7) Grill on BBQ or In-house oven set to "broil" with baking sheet. Place satay close beneath the heating element and turn the meat every 5 minutes until cooked. (Depending on how thin your meat is, the satay should cook in 10 to 20 minutes.)
- 8) Enjoy!

b. How to make Orange Juice

- 1) First, peel the oranges. Do remove the pith and the white layers from the orange segments.

You can put them in a bowl and chill them in the fridge for 20 to 30 minutes before blending, if you like yours it

cold. Once ready, add the orange segments in a mixed jar or blender jar.

- 2) Add 1 tablespoon of lemon juice. This is optional and you can skip if you want. However, I really like how the tartness of the lemon balances the sweetness of the oranges. It also will help keep the juice tasting fresher for a bit longer if you plan to chill in the fridge before drinking.
- 3) Run the mixer or blender on low to medium speed for several seconds, until the mixture becomes pulpy and the oranges are crushed.
- 4) Set a strainer over a bowl, and pour in the juice. You can use a juice strainer or a mesh strainer.
- 5) Use a spoon to press and move the pulp around to help strain the juice. Continue to do this until as much of the juice as possible has been strained into the bowl.
- 6) You should only have the stringy pulp remaining after all the juice is strained. You will have to discard the pulp as it will be bitter or you can add it to your compost.
- 7) Pour immediately into two tall glasses and serve orange juice.

## **Exploring Procedure Text; Itinerary**

### **1. The Definition of Itinerary**

An itinerary is a schedule of events relating to planned travel, generally including destinations to be visited at specified times and means of transportation to move between those destinations. For example, both the plan of a business trip and the route of a road trip, or the proposed outline of one, are travel itineraries

### **2. The Generic Structures of Itinerary are:**

- a. The name of the trip
- b. The details of the trip : the activities, places, and times

### **3. The Social Functions of Itinerary**

- a. To make a well-prepared program or travel

Making an itinerary will force you to do a research ahead of time. Through this, you might even learn of destinations, festivals or exhibitions. By doing a research before creating an itinerary, you are able to arrange your day to hit the places that open early first before the others that open later. Thus, it will prevent you from missing out on anything related to the travel or program you have planned before.

- b. To make an effective journey or travel

By having an itinerary, you will know well about the places

you are going to visit and how to get there and when you will go and go back from a place to another places, so that it will maximize your time in enjoying the travel as you have recognized the destinations.

- c. To be a guideline in spending time during travelling

An itinerary is usually used as a guideline for someone in spending the time while they are having vacation. You will see what kind of activity to do during the travelling and when you should finish it, the things dealing with your travelling are written in the itinerary

#### **4. The Language Features of itinerary**

- a. Use simple present tense

Look at the following examples of simple present tense:

- 1) He goes to school every morning.
- 2) She understands English.
- 3) It mixes the sand and the water.
- 4) He tries very hard.

- b. Use action verb

Use simple sentence or phrase

## 5. Itinerary

BATANGAS HERITAGE TOUR (3 DAYS)	
Time	Activity
<b>Day 1: TAAL VOLCANO</b>	
5:00 AM	ETD Manila
8:00 AM	ETA Taal Lake Yacht Club
8:30 AM	Boat to Taal Volcano
9:15 AM	Start trek to the crater
1:00 PM	Back to the mainland, lunch
3:00 PM	Stop at Mabini Shrine In Tanauan
3:45 PM	Leave for Lipa City
5:00 PM	Check in at Hotel in Lipa
7:00 PM	Dinner at a goto or lomi place
9:00 PM	REST
<b>Day 2: LIPA CITY</b>	
6:00 AM	Our Lady of Mt. Carmel Chuch, Lipa Cathedral, and Casa de Segunda
9:00 AM	Leave for Anilao
11:00 AM	ETA Anilao, check-in at resort
12:00 PM	Start island hopping (Sombrero Island, Sepoc Beach, Oscar Beach, or Masasa Beach)
6:00 PM	Back to the mainland, freshen up
8:00 PM	Dinner
<b>Day 3: TAAL TOWN</b>	
7:00 AM	Travel to Taal
8:30 AM	Taal Heritage Tour (Ancestral Houses, Taal Basilica, Caysasay Chapel, Balisong)
12:00 PM	Leave Taal. You can go to Tagaytay or return to Manila
4:00 PM	Tagaytay Side Trip or Back to Manila

# ITINERARY PLANNER

Date  
**December 26, 1962**

Purpose  
**Suspendiss**

Location  
**1 Miller Crossing  
Erie, Pa, 16522**



## Day 1

Date of Arrival	Time	Activity	Location
<b>01/26/2019</b>	<b>07:00 AM</b>	<b>Breakfast</b>	<b>Pantry</b>
<b>01/26/2019</b>	<b>09:00 AM</b>	<b>Opening Ceremony</b>	<b>Auditorium</b>
<b>01/26/2019</b>	<b>12:00 PM</b>	<b>Lunch</b>	<b>Pantry</b>
<b>01/26/2019</b>	<b>01:00 PM</b>	<b>Seminar Starts</b>	<b>Auditorium</b>
<b>01/26/2019</b>	<b>05:00 PM</b>	<b>Closing Remarks</b>	<b>Auditorium</b>

## Day 2

Date of Arrival	Time	Activity	Location
<b>01/27/2019</b>	<b>07:00 AM</b>	<b>Breakfast</b>	<b>Pantry</b>
<b>01/27/2019</b>	<b>09:00 AM</b>	<b>Opening Ceremony</b>	<b>Auditorium</b>
<b>01/27/2019</b>	<b>12:00 PM</b>	<b>Lunch</b>	<b>Pantry</b>
<b>01/27/2019</b>	<b>01:00 PM</b>	<b>Seminar Starts</b>	<b>Auditorium</b>
<b>01/27/2019</b>	<b>03:00 PM</b>	<b>Closing Remarks</b>	<b>Auditorium</b>

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## **Exploring News Item**

### **1. The Definition of News Item**

News item text is a text which informs readers about events of the day. The events are considered newsworthy or important. It means if there is an important event that should be known by many people, then this event deserves news.

### **2. The Social Function of News Item**

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

### **3. Generic Structure of News Item**

- a. Main Events / Newsworthy event(s): it recounts the event in summary form.
- b. Elaboration / Background event(s): they elaborate what happened, to whom, in what circumstance.
- c. Resource of Information (Source) : it contains comments by participants in, witnesses to and authorities expert on the event

### **4. Language Features of News Item**

- a. Focusing on circumstances (using a simple language in writing the text)
- b. Using saying verbs: "...", She said, informed, told, reported.
- c. Sometimes at the beginning of news, the scene is mentioned :



Jakarta – ... .. / Kuala Lumpur – ...

- d. Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.
- e. Short, telegraphic information about story captured in headline
- f. Using adverbs: time, place and manner
- g. Uses of material processes to retell the event

Using passive voice

A verb is said to be in the passive voice when its subject does not perform the action of the verb. In fact, the action is performed on the subject.

Here are some examples of passive voice:

- 1) The bridge was blown up by engineers.
- 2) A knife was used to commit the murder

## **News Item**

### **Jokowi, Ma'ruf inaugurated as president, vice president**

Jakarta / Sun, October 20, 2019 / 04:19 pm

Joko "Jokowi" Widodo and Ma'ruf Amin have officially taken their oaths to serve the country as the President and the Vice 85 President for the 2019-2024 term in a plenary session of the People's Consultative Assembly (MPR) on Sunday. After reading the General Elections Commission's (KPU) official presidential election result, MPR Speaker Bambang Soesatyo announced that Jokowi and Ma'ruf

would be sworn in as stipulated in Article 9 of the 1945 Constitution. Jokowi, clad in a blue suit and red tie, went first, reciting the official oath of office while religious figures stood behind him holding a Quran over his head. "I swear by God to fulfill the duties of President of the Republic of Indonesia to the best of my capabilities and in the fairest way possible, to uphold the Constitution by all means and to execute all laws and regulations as straightforwardly as possible, as well as to dedicate myself to the service of the nation and the people," Jokowi said. Ma'ruf, wearing a black suit and pants instead of his usual sarong, went next, reading the same oath for his duties as the Vice President. The inauguration marked the start of Jokowi's second and final term in office after having secured reelection in April's presidential race. The ceremony saw the attendance of former presidents Megawati Soekarnoputri and Susilo Bambang Yudhoyono, outgoing vice president Jusuf Kalla and a number of foreign dignitaries including Malaysian Prime Minister Mahathir Mohammad, Singaporean Prime Minister Lee Hsien Loong and Australian Prime Minister Scott Morrison. Jokowi's and Ma'ruf's erstwhile rivals during April's election, Gerindra Party chairman Prabowo Subianto and former Jakarta deputy governor Sandiaga Uno, also attended the ceremony. According to the KPU's official count, the Jokowi- Maruf ticket won 55 percent of the vote in April, compared to Prabowo-Sandiaga's 45 percent.

## **Analytical Exposition Texts**

### **1. The Description of Analytical Texts**

- a. An analytical exposition text evaluates a topic critically but focuses only on one side of an argument. It belongs to argumentative texts.
- b. In our life, we have ever tried to convince anyone on a certain issue or argued relentlessly about something with someone, then we have used an exposition.
- c. The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

### **2. The Social Function**

This text is to convince the readers toward what the writer wrote

### **3. The Generic Structures**

#### a. Title

Tells about the topic of the essay

#### b. Thesis/Introduction

1) This is the starting point of an exposition essay

2) Here you state the topic and establish the point of view  
(thesis statement)

3) Introductory statement should be an emotional statement or a question that is an attention grabber.

4) A preview of the points you plan to make to support your thesis (argument).

c. Body/Argument

1) A series of argument to convince the audience

2) Each paragraph starts with a new argument

3) Each paragraph has a main point, reason for the main point and evidence to support the main point

4) Use emotive words, mental verbs, causal conjunction to persuade the audience

5) Each paragraph has to be logically linked to the previous paragraph and the thesis statement

d. Conclusion/Reiteration

1) Restating the writer's point of view/to strengthen the thesis.

2) Summarize what has been stated.

3) This contains a conclusion.

**4. An exposition text needs to:**

a. clearly state the point of view

b. use valid research finding to support your viewpoint

c. defend your viewpoint

d. support the viewpoint with factual data like graphs, pictures, charts

**5. Language Features**

a. Grammar

- 1) Use simple present tense such as lions live; I eat; she studies
  - 2) Use causal conjunctions to indicate a cause or reason of what is being stated. For example:  
Because, consequently, despite, due to, for that reason, in that case, even though, yet, otherwise
  - 3) Use compound and complex sentences
- b. Use mental verbs such as I believe; I prefer; I agree; I doubt; I disagree
  - c. Use saying verbs to support the argument such as people say; it is said; research indicates
  - d. Use connecting words to link to arguments so that the flow of the argument is logical and fluent.  
Some examples are: additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly
  - e. Use words that express the author's attitude to qualify or confirm.  
For example: frequently, usually, typically, commonly, doubtless, characteristically, in all probability
  - f. Use persuasive techniques
    - 1) Use generalizations to support viewpoints or arguments.  
Generalizations are common beliefs, general statements
    - 2) Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes

- g. Vocabulary
- h. Pronunciation
- i. Common expression

They are:

- 1) The following are the reason why...
- 2) Based on the arguments above,

## **6. The examples/types of analytical Exposition Text**

Legal defenses, speeches/lectures, editorials, letters, political leaflets, essays, newspaper articles

### **BANNING OF MOTORBIKES IS NECESSARY IN THE HOUSING AREAS**

Motorbikes are a nuisance and a cause for great distress. Even motorbikes or considered as the most convenient from of transportation, I think they are a hazard to humans, animals, as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.

First of all, I would like to point out that motorbike are major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (science daily).

Secondly, according to report from BBC News Channel,

motorbikes are also responsible for causing diseases such as bronchitis, cancer, and are a major trigger of asthma and high blood pressure. Some of the diseases are so gastly that they can kill people (BBC News ,2009).

Furthermore, motorbikes create so much noise. There is “Vroom Vroom” noise every where. It is extremely difficult to sleep parents with infants find it extremely challenging. The moment their babies fall a sleep, one or other motorbike passes by and the baby wakes up. It is also difficult for children to cocentrate on their homework. Expert are of opinion that if there is extreme noise, It can lead to deafness and lack of cocentration in children and adults (field,1993).

Finally motorbikes are responsible for horrible accidents. In some cases there are deaths. Motorbikes riders go so fast that they are enable to stop on time thus they and up hitting other people or animals. Many a time lot of animals are trampled and found death and road. Motorbikes are known to be the biggest killers on road (field,1993).

In conclusion, from the argumants above, I strongly believe that motorbikes should be banned from housing areas.

1. Why are the motorbikes banned?
2. What are the diseases caused by motorbikes?
3. What is the solution of this case?
4. Why is the motorbike the extremely case?

5. What is this text for?
6. What kind of the text is this?
7. How is the generic structure of the text above?
8. “Finally motorbikes are responsible for **horrible** accidents.”  
(paragraph 5, in line 1). What is the synonym of horrible?
9. What effects does motorcycle create so much noise from?
10. What will the emission of gas from motorcycle be in long-term?



## Hortatory Exposition Texts

### 1. The Definition of Hortatory Texts

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.**

It means that the text asserts something to the readers by giving supporting statement and evidence to convince it.

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

Hortatory exposition text 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.

### 2. Generic Structure

#### 1) Thesis

It presents announcement of issue of concern.

#### 2) Arguments

It presents the reasons for concern, leading to recommendation.

#### 3) Recommendation

It presents the statement of what ought or ought not to happen.

### **3. Social Function**

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

### **4. Language Features**

- a. Focus on generic human and non-human participants
- b. Grammar

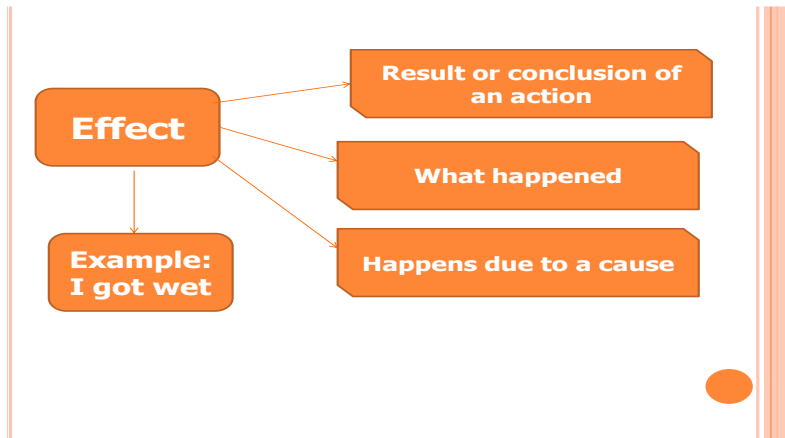
Grammatical points that are typical of this text type:

- 4) Use of The Simple Present Tense
  - 5) Use of passive sentences
  - 6) Use of modals and adverb: certainly, surely, etc.
  - 7) Use of subject pronoun (e.g. I and we)
  - 8) Use of temporal connectives and causal connectives
  - 9) Use of evaluative language
- c. Using Present Tense
  - d. Using conjunction

## 5. Hortatory Exposition Texts

STRUCTURE	<p style="text-align: center;"><b>Should Americans be Forced to Public Transportation?</b></p> <p>First, let me define what the question is and isn't asking. It isn't asking if we should we all abandon cars right now, nor is it asking if we should abandon them completely, nor is it asking if every American should do so. It is asking whether some Americans should have to take public transit some of the time, and I would say yes.</p> <p>Oil use and pollution aside, in some cities like Los Angeles and New York there just isn't room for any more roads, so in order for large cities to grow, they need more people to take public transit or risk permanent traffic jam. One bus can safely hold 40 people so even at half capacity that's nearly 20 cars' worth of space in traffic cleared up, and nearly 20 parking spaces that do not need to be built.</p> <p>There are a lot of people that can take with transit little inconvenience but simply don't because they never have in the past. If residents in areas with plenty of transit had to buy transit passes as part of their property taxes, then, they would have little excuse not to bus occasionally. QA number of universities already bundle a 'U-Pass' with their tuition feeds, forcing their students to take the bus. When given the change the majority of those students have voted to keep these programs.</p> <p>A similar system in apartments where a portion of the tenants are not issued parking spaces in exchange for a discount on their rent would also be community car to several apartment tenants that arrange a schedule for the car, and this program gets many positive</p>	LANGUAGE FEATURES
Title		Use of Simple Present Tense
Thesis		Use of Passive Voice
A Series of Arguments		Use of Connectives
Recommendation		Use of Modality
		Use of Evaluative Language

## 6. Explanation Text



## 7. Generic Structure

Cause and effect is a common way to organize information in a text. **Paragraphs** structured as cause and effect explains reasons why something happened or the effects of something, there is a signal words in cause and effect sentences. The cause and effect text structure is generally used in expository and persuasive writing modes. The forms are:

- a. **Cause sentence+signal word of effect + effect sentence**  
(e.g There was a lot of homework and tests, **as a result** most of the students were unhappy and couldn't go anywhere during the weekend).
- b. **Signal word of cause sentence + cause sentence+effect sentence** (e.g **Because of** his hard work, he managed to get the best student award)

## 8. Social Function

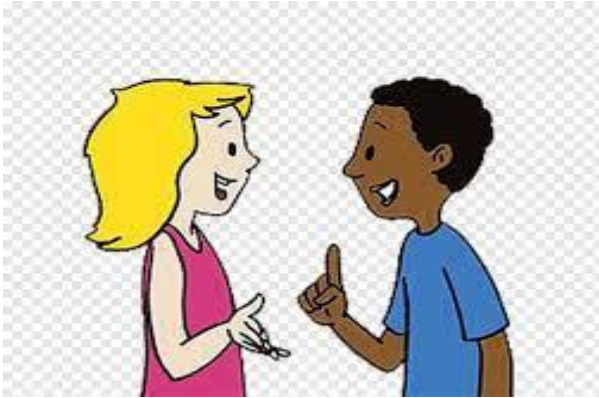
A cause is something that produces an event or condition; an effect is what results from an event or condition. The purpose of the cause-and-effect essay is **to determine how various phenomena relate in terms of origins and results.**

### Some examples of Cause and Effect relationship

Sentence	Cause and Effect Relationship
Sumatran tigers are almost extinct because people killed too many of them.	Cause- People killed too many of them Effect- Sumatran tigers are almost extinct.
Haze is caused by massive forest burning.	Cause- massive forest burning Effect- Haze
Since they are in love, they forgive each other's mistakes	Cause – They are in love Effect – They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause- Early man learnt to grow food Effect – Their lives became easier

**Example of cause and effect relationship in the form of dialog :**

**Dialog 1**



Jane

Ray

Read this conversation below with your partner

Jane : Hi Ray, What are you doing?

Ray : Hi Jane, I am reading an article on smoking.

Jane : Smoking! Why?

Ray : For my presentation in science class

Jane : So, what you learnt about smoking?

Ray : Did you know that smoking is one of main causes of sickness in smokers. Smoking weakens the lung, it causes heart's attack, stroke, ulcers.

Jane : Really? It sounds scary.

Ray : It is! If we don't educate people about the effect of smoking, there will be many people suffering this disease

Jane : You are right. We have to do this.

**The 2<sup>nd</sup> dialog is a conversation which talks about global warming**

**Dialog 2**

Daisy : Mom, I have this homework about global warming. Can you help me?

Mom : Sure. What can I help you with?

Daisy : Do you know what causes global warming?

Mom : As far as I know, it caused by air pollutants which gather in the atmosphere. The pollutants trap the heat and make our planet get hotter.

Daisy : Does global warming affect us?

Mom : Of course. Due to global warming, it causes climate change. Do you remember about last year's early snowmelt? That's one of effects of global warming.

Daisy : Yes, I remember that.

Mom : Because of Global warming, it also drives plants and animals to extinction as it disrupts their habitats.

Daisy : That's terrible!

Mom : As a result we should reduce carbon pollution emission by planting trees, taking public transportation, recycling, and turning off electronic devices when we're not using them.

o Let's take a look at the sentence structure of cause and effect

a. **Due to, because of, owing to** are followed by a noun.

Due to	<b>+ Noun</b>
Because of	
Owing to	
Thanks to	

b. **Because, since, as, for** are followed by a verb.

<b>Because</b>	<b>Subject + verb</b>
Since	
As	
For	
As a result of	

Examples:

1. **Owing to** her hard work and intelligence, we won the trophy.
2. **Thanks to** Dita and John's effective planning, the event went well.
3. **Because of** his hard work, he managed to get the best student award
4. I have a stomachache **because** I ate too much food
5. There was a lot of homework and tests, **as a result** most of the students were unhappy and couldn't go anywhere during the weekend.



## Task 1

### Let's Practice

Read the following sentences. Decide if the words in bold are the cause or the effect. Write cause or effect on the line. Then, underline the "signal word".

1. Early man used weapons because **they needed to find food**.
2. **My sister was very tired** because she stayed up past midnight
3. **Early man slowly started to grow food**, and as a result, their lives became easier
4. **Because he wanted to work in a ship** and as a result, he could speak English fluently.
5. **She graduated in her university**, and as a result, she got a job very early
6. The milk spilled all over the floor, **so jane got a mop and cleaned it up**
7. **Siti has planned a trip to her uncle's house** because she loves her cousins.
8. **The green house gases trap the heat in the air**, so the earth becomes warmer
9. Because the Sumatran tigers were almost extinct, **the Indonesian government declared them as endangered species**.
10. **Animals are becoming extinct** because humans are moving into

their habitats.

## Task 2

**Read the cause, write the effect, then write the complete sentence using signal words. The first one has been done for you.**

1. Cause : It was very windy  
Effect : All the flights were cancelled  
Sentence : It was very windy; therefore, All the flights were cancelled
2. Cause : She ate too much  
Effect : .....  
Sentence : .....
3. Cause : I ran out of money  
Effect : .....  
Sentence : .....
4. Cause : He is afraid to fly  
Effect : .....  
Sentence : .....
5. Cause : After the car accident happened.  
Effect : .....  
Sentence : .....

6. Cause : I lost my motorcycle

Effect : .....

Sentence : .....

## Discussion Texts

### 1. The Definition of Explanation Texts

Discussion text 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.

Purpose: To present different opinions on a particular issue or topic arguments for and against/positive and negative/good and bad.

### 2. Generic Structure

- a. General statement is to introduce the audience to the topic of discussion – it can include a question and the view of the author can be expressed here (called the discussion's thesis)
- b. A series of paragraphs that have points for and against the topic – the text may have paragraphs on the *for* side followed by paragraphs on the *against* side, and within the paragraphs there should be evidence to support the point of view.
- c. A concluding paragraph to sum up the discussion and gives the opinion of the author of the text.

### 3. Social Function

A Discussion Text is intended by the writer/speaker to present (at least) two points of view about issue or problem; to present arguments from differing points of view about issue or problem.

#### **4. Language Features**

Introducing category or generic participant

- a. Using thinking verb; feel, hope, believe, etc
- b. Using contrastive conjunction; however, on the other hand, but, in other side, although, etc
- c. Using modalities; must, should, could, may, etc
- d. Using adverbial of manner; deliberately, hopefully, etc
- e. Simple present

#### **Discussion Text**

#### **TELEVISION**

Television becomes part of our life. Every day, we watch television. We usually watch television after working, getting together with our family, even when we are working. As the part of our life, television has bad and good effects.

People have different opinion about the negative and positive impacts of watching TV. The bad effects most people say are TV makes us lack of movement. We stay for a long time in our TV. It's not healthy life. They also say that TV influence our daily life. Sometimes we don't realize that we become more consuming after watching various ads. Some TV shows influence the way children act. The rudeness and violence come to our house without permission through television.

But, the other people say that television has a good impact.

We can get much information from TV. When there is something happened in another city, we know directly, fastly through the news on TV. TV also makes us relax. After working all day, we come home and turn on TV to watch funny and comedy videos.

We can conclude that TV has good and bad effects to our life. Our task is how to choose the good things and try to take away the bad one

## NEWS ITEM

### Definition of News Item



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

It means if there is an important event that should be known by many people, then this event deserves news. Well, the news text is called the newsitem text. However, if there are events that people do not deserve, then they are not definitely worth to be news.

## 5. Generic Structure of News Item

### a. Main Events / Newsworthy

It recounts the event in summary form.

### b. Elaboration / Background

They elaborate what happened, to whom, in what circumstance

### c. Resource of Information

It contains comments by participants in, witnesses to and authorities' experts on the event (source)

## **Gresik residents made to dig graves as punishment for not wearing facemasks**



Eight people in Gresik regency, East Java, were ordered by local authorities to dig graves for those who have died of COVID-19 as punishment for not wearing face masks in public. Cerme district head, Suyono, said that he punished residents who did not wear face masks by making them dig graves at a public cemetery in Ngabetan village.

“There are only three available gravediggers at the moment, so I thought I might as well put these people to work with them,” said Suyono as quoted by [tribunnews.com](http://tribunnews.com) on Wednesday, adding that local authorities made sure the health protocol violators did not participate in the burials. To assist the gravediggers, Suyono assigned two people to each grave. One is tasked with digging the grave, while the other lays wooden boards inside the hole to support the corpse. “Hopefully this can create a deterrent effect against violations,” Suyono said.

He also said the number of COVID-19 cases was continuing to increase in Cerme, prompting the village administration to strengthen protocols in the village. Based on the Regent Law No. 22/2020, residents who violate the protocols are subject to fines or community service as punishment. Separately, Cerme Police chief Adj. Pol. Comm. Moh. Nur Amin said the police protocols, “ he said. (dpk).



**Table 2**

Headlines	Title	<b>Gresik residents made to dig graves as punishment for wearing face masks News Desk</b>
Newsworthy event	Tells the event in a summary form	Eight people in Gresik regency, East Java, were ordered by local authorities to dig graves for those
		punishment for masks in public.
Background	elaborate what happened, tell what caused the incident	“There are only three available gravediggers at the moment, so I thought I might as well put these people to work with them,” said Suyono as quoted by tribunnews.com on Wednesday, adding that local
Sources	comments by participants, witnesses, authorities, and experts involved in the event.	Suyono

### **Purpose of News Item**

1. To inform the readers about newsworthy or important events of the day;
2. To present information the readers about newsworthy or important events of the day.

### **Language Feature of News Item**

1. Focusing on circumstances (using a simple language in writing the text)
2. Using saying verbs: "...", She said, informed, told, reported.
3. Sometimes at the beginning of news, the scene is mentioned :  
Jakarta – .. / Kuala Lumpur – ...
4. Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.
5. Short, telegraphic information about story captured in headline
6. Using adverbs: time, place and manner.
7. Uses of material processes to retell the event

### **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:

1. What - What happened exactly?
2. Who - Who are the people and groups involved in the event?

3. When - When did the event take place?
4. Where - Where did the event take place?
5. 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!

## CLOSING SECTION

### 1. Summary

News item text is a text which informs readers about events of the day. The events are considered newsworthy or important. The events in news item text should be considered newsworthy or important. The social function of news item text is to inform readers, listeners or viewers about newly received or noteworthy information, especially about recent or important events.

### 2. Definition of Report Text (Classifying Report)

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses. Classifying report is usually a part of a report that organizes data into sections for analysis.

### 3. Social Function

Its social purpose is presenting information and organise about a topic into a class or a group. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

### 4. Generic Structure

The structure of a report text consists of:

- 1) **Introduction/ general classification:** talking about what the phenomenon is.

- 2) **Description:** describing what the phenomenon is like in terms of parts, quantities, habits, or behaviours (if living) and uses (if non-natural). It also classifies information.

## **5. Language Features and Grammar Focus**

- 1) Focus on generic participants
- 2) Use of simple present
- 3) Use technical terms (example: herd, mountains, block-fault mountains, etc.)
- 4) Use “being (to be)” and “action” verb
- 5) Use of passive voice

## **6. Passive voice**

Passive voice is used when the focus is on the action when rewriting active sentences in passive voice, note the following:

- a. The object of the active sentence becomes the subject of the passive sentence.
- b. The finite form of the verb is changed (to be + past participle).
- c. The subject of the active sentence becomes the object of the passive sentence (or is dropped).

# Passive Voice

A passive sentence consist of;

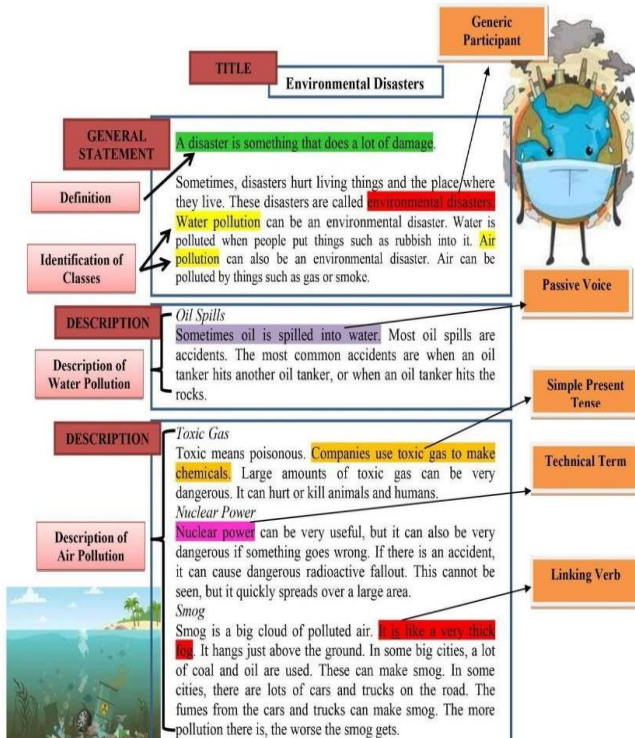
- ✓ The subject
- ✓ The verb to be in the correct tense.
- ✓ The past participle of the verb needed.
- ✓ Sometimes, the agent and/or other complements

Subject + verb + "to be" + Past participle

- The novel **was read** by Mom in one day.
- This film **wasn't liked** by no one.
- The windows **had been broken**.

[www.englishstudypage.com](http://www.englishstudypage.com)

## Example of report text (classifying report)



Source: Derewianka 2016, p. 165.

## **NARRATIVE (FABLE)**

### 1. The definition of a fable:

- a. A fable is a fictional story, poems or prose, with a specific moral or lesson that is conveyed to the reader.
- b. Fables are stories intended to teach a lesson, and animals often speak and act like human beings.
- c. A fable is a story featuring animals, plants or forces of nature which are anthropomorphized (given human qualities). A fable always ends with a moral value which was intended as the lesson.

### 2. The function of fable:

- a. To entertain or to amuse the readers about the interesting story.
- b. To convey moral messages or lessons to the readers, especially for children to behave morally in the world to understand the values of the culture in which they are written.

### 3. The generic structure of fable:

#### a. ORIENTATION (INTRODUCTION)

This part talks in general, who involves in the text, when and where it happens. It should include the characters that are animals or elements of nature.

#### b. COMPLICATION

It tells the conflict that happens to the main characters.

c. RESOLUTION

This part tells how the participants solve the problems aroused by the conflict. There must be a moral value in this part.

4. The Language Features of Fable

- a. Using common and nonspecific setting
- b. Often taking place outside
- c. Using past action verb: Climbed, Turned, Brought
- d. Using specific noun as pronoun of person, animal in the story.  
Example: The king, the queen, etc.
- e. Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.
- f. Using time connectives and Conjunctions to arrange the events.  
Examples: Then, before, after, soon, etc.
- g. Using adverbs and adverbial phrase to show the location of events. Examples: here, in the mountain, ever after, etc.
- h. Using dialogue to elicit an emotional response from the reader.
- i. Using Past Tense
- j. Ending in happy resolution
- k. Using of variety of simple, compound and complex sent



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