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ENGLISH LANGUAGE UP-GRADING (ELU):



READING COMPREHENSION

[PART TWO: UNDERSTANDING LONG FUNCTIONAL TEXTX]



**EDUCATION & TRAINING PROGRAM FOR TEACHERS' PROFESSION
WEST NUSA TENGGARA
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PREFACE

In addition to having S1/D4 qualification, teachers of English in Indonesia are expected to have 4 competencies, namely Academic/Professional, Pedagogic, Social and Personality Competencies. PLPG is intended to improve teachers' competencies mentioned above. This program is held for 90 hours, covering the materials capable of improving teachers' professionalism.

This module is designed to provide materials needed in order to improve English proficiency of teachers attending the PLPG program at Rayon 122 Nusa Tenggara Barat. The materials in this module are developed from the guidelines of the implementation of PLPG and Pre-Competency Test Blueprint issued by Teachers' Certification Consortium, Ministry of Education and Culture Jakarta.

There are two main parts of this module: Short Functional Texts and Genre-Based Approach, each of which consists of theory descriptions and practices exercises. Since the time allocation for each skill is very limited, being only 5 hours for each skill, it is expected that the participants of this training must spend their time reading materials (especially the concept of Short Functional Texts and Genre Based Approach) on their own time outside the class.

It is reminded that the final test will cover both materials in this training and materials outside training related to competencies need by English teachers (see Buku 4: Rambu-Rambu Pelaksanaan PLPG). Therefore, keep improving your English language proficiency.

Mataram, 23 April 2012

I Made Sujana

COURSE OUTLINE

ENGLISH LANGUAGE UP-GRADING: READING COMPREHENSION

COURSE DESCRIPTION

This course is designed to improve participants' ability in reading comprehension needed for both teaching preparation and professionalism development as teachers. The participants of this training will be exposed to various kinds of texts such as short functional texts and all kinds of text types: narrative texts, procedures, recounts, anecdotes, expository, descriptive, news items, etc. Every text will be discussed from various sub-reading skill perspectives such as communicative function of the text, generic structures, lexico-grammatical features, main ideas, stated information, unstated detail information, implied detail information, vocabulary in context, referents, etc. of short functional texts (announcement, letter, memo, advertisement/brochure, etc.) and essays in various texts/genres. The materials provided in this module are quite extensive so that they can be used for both class sessions and independent learning sessions by students. Therefore, it is expected that participants of this training will spend their time reading all materials in their own way and their own time as expected by this program.

COMPETENCY STANDARD

- Understand meanings and rhetorical developments of written texts of short functional texts and various genres needed by the participants for teaching and professionalism development as teachers.

BASIC COMPETENCIES

- Understand the meanings of written short functional texts.
- Understand the social function, generic structure and lexico-grammatical features in various texts.
- Understand the meanings of essays in various genres commonly used in daily life contexts.

PERFORMANCE INDICATORS

- Find out main ideas of short functional texts.
- Find out stated detail information of short functional texts
- Determine unstated detail information.
- Find out synonym of expressions found in short functional texts.
- Determine communicative function of short functional texts.

- Find out the communicative functions of essays in various genres.
- Recognize the generic structures of essays in various genres.
- Identify lexico-grammatical features of essays in various genres.
- Find out main ideas of each paragraph of essays in various genres.
- Find out main ideas of essays in various genres.

- Find out stated detail information of essays in various genres.
- Find out unstated detail information of essays in various genres.
- Find out pronouns referents of essays in various genres.
- Find out implied detail information of essays in various genres.
- Determine the transition information of essays in various genres.
- Find out the meanings of vocabulary in contexts of essays in various genres.
- Determine the tones of essays in various genres.
- Determine moral values of essays in various genres.

MATERIALS

- Short Functional Texts: Announcement
- Short Functional Texts: Letter, Memo
- Short Functional Texts: Advertisement/Brochure
- Narrative Texts
- News Item Texts
- Recount Texts
- Report Texts
- Descriptive Texts
- Exposition Texts
- Discussion Texts
- Hortatory Exposition Texts
- Analytical Exposition Texts
- Anecdote Texts
- Spoof Texts
- Explanation Texts
- Procedure Texts

METHODS/MODELS/TECHNIQUES

- Discussion
- Mind Mapping
- Information Gap
- Note Taking
- Deconstruction-Construction Model
- SQ4R
- Summary Translation
- Teaching & Learning Cycles (TLC) – Written Cycles

SOURCES:

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PART TWO

INTRODUCTION TO GENRE-BASED APPROACH IN TEACHING ENGLISH

COMPETENCY STANDARD

- Understand meanings and rhetorical developments various written genres needed by the participants for teaching and professionalism development as teachers.

BASIC COMPETENCIES

- Understand the meanings of written short functional texts.
- Understand the social function, generic structure and lexico-grammatical features in various texts.
- Understand the meanings of essays in various genres commonly used in daily life contexts.

PERFORMANCE INDICATORS

- Find out the communicative functions of essays in various genres.
- Recognize the generic structures of essays in various genres.
- Identify lexico-grammatical features of essays in various genres.
- Find out main ideas of each paragraph of essays in various genres.
- Find out main ideas of essays in various genres.
- Find out stated detail information of essays in various genres.
- Find out unstated detail information of essays in various genres.
- Find out pronouns referents of essays in various genres.
- Find out implied detail information of essays in various genres.
- Determine the transition information of essays in various genres.
- Find out the meanings of vocabulary in contexts of essays in various genres.
- Determine the tones of essays in various genres.
- Determine moral values of essays in various genres.

GENRE 1 - DESCRIPTION TEXTS

A. SOCIAL FUNCTION

The social function of the descriptive texts is to describe a particular person or thing.

B. GENERIC STRUCTURE

- Identification: Identify phenomenon to be described.
- Description: describe the parts, qualities, characteristics.

C. LEXICOGRAMMATICAL FEATURES

- Focus on specific participants
- Use of attributive and identifying processes
- Frequent use of epithets and classifiers in nominal groups.
- Use of simple present tense

D. SAMPLE

Generic Structure	My Toy	Lexicogrammatical Features
Identification	I have a toy. It is a doll, a bear doll, and I call it Teddy.	Specific/Non human participant
Description	Teddy Bear is an American origin. My dad brought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy Bear is a doll, I don't need to feed it. I wash it at the laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.	(Teddy Bear, doll, ..) human participant (I, my dad, ...) Simple present Identifying process (is, am ...) Nominal groups

GENRE 2 - PROCEDURE TEXTS

A. SOCIAL FUNCTION

The function of Procedure Texts is to describe how something is accomplished through sequence of actions or steps.

B. GENERIC STRUCTURES

- Goal
- Materials (for some kinds of procedure texts)
- Steps (1 – n)

C. GRAMMATICAL FEATURES

- Generalized human agents
- Use of imperative or use of simple present
- Use mainly of temporal conjunctions (or numbering to indicate sequence)
- Use mainly of material processes (kata kerja action)

D. SAMPLE

Generic Structure		Lexicogrammatical Features
Goal	GROW YOUR OWN PLANTS	
Materials	<p>You'll need...</p> <ul style="list-style-type: none"> • approximately a dozen seeds (e.g. wheat seeds; cress seeds; bean seeds, sunflower seeds) • glass jar • one small plastic ice cream carton • hammer and nail • potting mixture or seed-raising mixture • cardboard label, cello-phone tape and scissors • large bowl • large plastic bag and a rubber band 	<p>Generalized human participant ('you')</p> <p>Non-human participants (seeds, carton, label, ...)</p> <p>Mainly material processes (place, punch, fill, ...)</p>
Steps or Action in Series	<ol style="list-style-type: none"> 1. Place your seeds in the glass jar and soak them overnight 2. With the hammer and nail, punch about five holes into the bottom of the ice cream carton for drainage 3. Fill the carton about two-thirds full with potting mixture 4. Place your seeds on the top of the potting mixture and then cover them carefully with about half a centimeter of mixture 5. Stick a cardboard label on the carton with sticky tape to identify your plants 6. Fill the bowl with water and stand the carton in it until the water soaks through to the top 7. Let the carton drain. Cover the carton with a plastic bag, using a rubber band to keep it in place 8. Put the carton in a warm place until the seeds germinate. <p>The text is taken from <i>Muchlas Yusak's Genre & Text</i></p>	<p>Numbering indicating sequence (1, 2, 3, ...)</p> <p>Imperative mood (place, punch, fill, ...)</p>

GENRE 3 NARRATIVE TEXTS

A. SOCIAL FUNCTION

The social function of the narrative texts is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

B. GENERIC STRUCTURE

- Orientation: set the scene and introduce participants
- Evaluation: a sleeping back to evaluate the plight
- Complication: a series of events in which the main character attempts to solve problem
- Resolution: the crisis is resolved for better or for worse
- Re-orientation: optional.

C. LEXICOGRAMMATICAL FEATURES

- Focus on specific and usually individualized participants
- Use of all kinds of processes (material, behavioral, verbal, relational, mental processes)
- Use of temporal conjunctions
- Use of past tense

D. SAMPLES

Generic Structure	SNOW WHITE	Lexicogrammatical Features
Orientation	Once upon time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.	Past tense (lived, wanted, ran ...)
Major Complication	One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.	Temporal conjunctions (then, the next morning. ...)
Resolution	Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran into the woods.	Human participants (Snow White, Uncle, Aunt ...)
Complication	She was very tired and hungry.	Material, relational, verbal, behavioral processes.
Resolution	Then she saw a little cottage. She knocked but no one answered so she went	

	inside and fell asleep.	
Complication	Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White wake up. She saw the dwarfs. The dwarfs asked, “what is your name?” Snow White said, “My name is Snow White”.	
Major Resolution	Doc said, “If you wish, you may live here with us”. Snow White said, “Oh, could I?. Thank you”. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after	

GENRE 4 - RECOUNT TEXTS

A. SOCIAL FUNCTIONS

The social function of the recount texts is to retell events for the purposes of informing or entertaining

B. GENERIC STRUCTURES

- Orientation: provide the setting and introduce participants
- Events (1 – n): tell what happened in what sequences
- Re-orientation: optional closure of events

C. LEXICOGRAMMATICAL FEATURES

- Focus on specific participants
- Use of material processes
- Circumstance of time and places
- Use past tense,
- Focus on temporal sequence

D. SAMPLE

Generic Structure	OUR SEEDLING DIARY	Lexicogrammatical Features
Orientation	Last week our class planted some bean seeds in ice-cream containers to watch how they grow.	Specific participants (our class, we, the seeds ...)
Record of Event 1	We watered the seeds well and then we put a plastic bag over them to keep them moist.	Material processes (plant, put, pull, ...)

Record of Event 2	After that we put the container on the window sill in the sun.	Mental process (observe)
Record of Event 3	About five days later we observed that some of the seeds were beginning to germinate. We pulled a couple of seeds out of the dirt and noticed that they had started to grow roots.	
Record of Event 4	In a couple of days the plants had started to sprout leaves and by the end of the week they were about 7 centimeters tall.	Circumstances of time (after that, then ...)
Record of Event 5	Then we dug a small garden outside our classroom and planted the seedlings so that we could watch them grow bigger.	Circumstances of place (on the window, in the sun...)
Text taken from <i>Muchlas Yusak's Genre & Text</i>		Past tense (planted, watered, dug, ...)

GENRE 5 - REPORT TEXTS

A. SOCIAL FUNCTIONS

The social function of the Report Texts is to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment

B. GENERIC STRUCTURE

- Generic Classification: tell the phenomenon under discussion is
- Description: tell what phenomenon under discussion is, like in terms of parts, qualities, habits or behaviors for living things, and uses for non-living things/non-natural.

C. LEXICOGRAMMATICAL FEATURES

- Focus on generic participants.
- Use of relation processes to state what is and which it is.
- Use of simple present
- Non-temporal sequence

D. SAMPLE

Generic Structure	WHAT IS A SEED?	Lexicogrammatical Features
Definition	A seed is a little plant. It is a plant that has not started to grow.	Specific non-human participants (a seed, types of
Description: • <i>Types</i>	There are many different types of seeds: tree seeds, flower seeds and grass seeds. They	

<ul style="list-style-type: none"> • <i>Characteristics</i> 	vary in size from the fine, dust-like seeds of orchids to the large seed contained in the coconut.	seeds, a food store ...)
Description: <ul style="list-style-type: none"> • <i>Parts</i> 	All seeds have three parts; a food store called an endosperm, a baby plant called an embryo, and a seed coat called a testa.	Simple Present tense (is, are, vary, ...)
Explanation	Seeds are produced from the flowers of plants by pollination. This happens when the pollen from one plant is carried to the female egg cells in the flower of another plant. The seeds can be carried by the wind, by insect, by water, by birds and animals, and by humans.	Relational processes (is, are, is called, ...)
Description: <ul style="list-style-type: none"> • <i>Behaviour</i> 	Some seeds, such beans, grow very fast, but others are slow growing, like the oak seed.	
Uses	Seeds are an important source of nutrition in our diet.	

GENRE 6 - ANECDOTE TEXTS

A. SOCIAL FUNCTION

The social function of the anecdote texts is to share with others an account of an unusual or amusing incident.

B. GENERIC STRUCTURE

- Abstract: signal the retelling of unusual incidents.
- Orientation: set the scene
- Crisis: provide details of the unusual incidents
- Reaction: reaction to the crises
- Coda: Optional-reflection on or evaluate or evaluation of the incident.
-

C. LEXICOGRAMMATICAL FEATURES

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

D. SAMPLE

Generic Structure	Suspicious Man or Kind Man?	Lexicogrammatical Features
Abstract	How would you like to be entailed by someone when you were walking? What an uncomfortable experience!	Exclamation (what an ...,

Orientation	I was walking in the aisles to have a shortcut since it was rather far from my friend's house to mine. While walking, I was whistling to entertain my heart with Rod Stewart's song. Suddenly, a suspicious man entailed me from behind.	Questions Material processes (was walking, fastened ..)
Crisis	He fastened his paces and he was still following me. He had a bad looking. He was old and faded. Moreover, he looked very mysterious! He kept following me wherever I went.	Temporal conjunctions (then, at last ...)
Reaction	In this bad situation, I fastened my paces and a little bit ran to avoid his entailment. Then, I took a short stick that was laid upon the street to protect myself. Even so, he kept entailing me. Without asking, I hid behind an electric porch and got ready to hit the man. Next, he passed me and I hit him. He fell down and groaned. I ran as fast as possible.	
Coda	He shouted at me to wait for him, and I stopped to look at him. He just wanted to give my wallet back since it was fallen down when I was walking. He found it and he wanted to return it. Oh God! How pitiful he is! I helped him to stand up and said sorry to him. At last, I gave him some money. <i>The text is taken from Siahaan and Shinoda's Generic Text Structure</i>	

GENRE 7 - SPOOF TEXTS

A. SOCIAL FUNCTION

The social function of the spoof texts is to retell an event with a humorous twist.

B. GENERIC STRUCTURE

- Orientation: set the scene
- Event(s): tell what happened
- Twist: provide the "punch line"

C. LEXICOGRAMMATICAL FEATURES

- focus on individual participants
- use of material processes
- use of circumstances of time and place

- use of past tense

D. SAMPLE

Generic Structure	THE TROUSERS	Lexicogrammatical Features
Orientation	One day, a woman was ironing when her husband went home.	Human and non human participants
Event 1	She brought it to her husband and said, “I have just broken your lovely trousers. I ironed it but I left it and the iron burned the back of your trousers. What should I do? Must I buy the new one for you?”	Material processes
Event 2	Then her husband went to the room and he got back with the same trousers in his hand, “Honey, don’t you remember that I bought the same model trousers two days ago?” His wife replied, “Yes, I do. Oh, yes and you will wear it right?”	Circumstances of time and place Past tense
Twist	“No, honey. You can cut the back piece of these trousers and patch it to the broken one!”	

GENRE 8 - DISCUSSION TEXTS

A. SOCIAL FUNCTION

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

B. GENERIC STRUCTURE

- Issue: statement or preview
- Argument: argument for and argument against
- Conclusion or recommendation.

C. LEXICOGRAMMATICAL FEATURES

1. Focus on generic human and generic non human participants
2. Use of material processes and relational processes
3. Use of comparative and contrastive
4. Use of consequential conjunctions

D. SAMPLE

Generic Structure	FOREST FUTURES	Lexicogrammatical Features

Issue	One of the most controversial environmental issues concerns the future of our forests. Debates centres on whether we should preserve the forests in their natural state or whether we should allow them to be logged.	Human participants (we, developers, Non human participants (resources, forests, ..)
Position A • Point • Elaboration	On the one hand, conservations argue that we need to put a veto on the destruction of this natural resource. In Brazil, for example, the rainforest is disappearing at an alarming rate, depriving native tribes of their habitat and depleting the earth's supply of oxygen.	Contrastive conjunction (on one hand, on the other hand) Simple Present Material Processes
Position B • Point • Elaboration	On the other hand, developers claim that forests are a renewable resource and that humankind has an urgent need of the products provided by the forests such as timber and woodchips. Moreover, the logging industry is a major employer and if logging were stopped, several thousand would be out of work.	Relational Process (is, concern, ...)
Recommendation	It would seem apparent that while some form of logging is inevitable in the short term, in the longer term we need to develop alternatives to using timber from natural forests.	

GENRE 9 - EXPLANATION TEXTS

A. SOCIAL FUNCTION

The social function of the explanation texts is to explain the processes involved in the information or workings of natural or socio-cultural phenomena

B. GENERIC STRUCTURE

- General statement: state the position of the writer.

- Sequence explanation: a sequenced explanation of why or how something occurs.
- Closing

C. LEXICOGRAMMATICAL FEATURES

- Focus on generic non human participants.
- Use mainly of mental and relational processes.
- Use mainly of temporal and casual circumstances and conjunctions.
- Some use of passive voice to get theme right.

D. SAMPLES

Generic Structure	SPEECH PRODUCTION	Lexicogrammatical Features
General Statement	Speech production is made possible by the specialized movements of our vocal organs that generate speech sound waves.	Non-human participants (speech production, source of energy, ...)
Explanation 1	Like all sound production, speech production requires a source of energy. The source of energy for speech production is the steady stream of air that comes from the lungs as we exhale. When we breathe normally, the air stream is inaudible. To become vocal cords cause the air stream to vibrate.	Relational processes (is,
Explanation 2	As we talk, the vocal cords open and close rapidly, chopping up the steady air stream into a series of puffs. These puffs are heard as a buzz. But this buzz is still not speech.	Material processes (produce, move, ...)
Explanation 3	To produce speech sounds, the vocal tract must change shape. During speech we continually alter the shape of the vocal tract by moving the tongue and lips, etc. These movements change the acoustic properties of the vocal tract, which in turn produce the different sounds of speech. Text is taken from <i>Nanan Suryana's Genre</i>	Passive voice (is made) Simple Present Temporal conjunctions (when, during, ..)

GENRE 10 - NEWS ITEM TEXTS

A. SOCIAL FUNCTION

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

B. GENERIC STRUCTURE

- Newsworthy events: Recount the event in summary form
- Background events: Elaborate what happened, to whom, in what circumstances.
- Sources: Comment by participants in, witnesses to and authorities' expert on the events.

C. LEXICOGRAMMATICAL FEATURES

- Short, telegraphic information about story captured in headlines.
- Use of materials processes to retell the events.
- Use of projecting verbal processes in source stage
- Focus on circumstances.

D. SAMPLES

Generic Structure	KELUD MOUNTAIN'S ALERT	Lexicogrammatical Features
Newsworthy Event	Kediri – The national experts of volcanic announced a new development of Kelud Mountain activities.	Short telegraphic information in newsworthy event
Background Event 1	Samiran, one of the experts, is the first who announced the activities of Kelud Mountain activities in Kediri.	Projecting verbal processes (announces,
Background Event 2	The previous day, in the morning, the mountain released 500 metric ton poisonous ashes and materials. It endangered the life surround. At the midday, it reacted again. At that time, it released a great deal of thick cloud that made the area be dark. In the afternoon, it threw away stones and other materials. It started to react more than the day before.	Human and non-human participants Past tense
Source	The national volcanic institution was later to describe it as the “alert” for all people surround and they were asked to vacant the areas to the shelters.	

GENRE 11 - REVIEW TEXTS

A. SOCIAL FUNCTION

The social function of the review texts is to critique an art work, events such as movie, TV programs, books, plays, opera, recordings, concerts for public audience.

B. GENERIC STRUCTURE

- Orientation: place the work in its general and particular context, often by comparing it with another of its kind or through analogue with non-art object or event.
- Interpretative Recount: summarize the plot and/or provide an account of how the review of the work came into being.
- Evaluation: provide an evaluation of the work and/or its performance or production; is usually recursive.
- Evaluative Summation: provide a kind of punch line which sums up the reviewer's opinion of the art event as a whole; is optional.

C. LEXICOGRAMMATICAL FEATURES

- Focus on particular participants
- Direct expression of options through use of attitudinal Epithets in nominal groups; qualitative attribute and affective mental processes.
- Use of elaborating and extending clauses and group complexes to package the information.
- Use of metaphorical language.

D. SAMPLES

Generic Structure	THE PRESENT STATE OF GRAMMATICAL STUDIES	Lexicogrammatical Features
Orientation	One of the chief results of research within the framework of Transformational Grammar has been the realization that depth, scope, complexity and abstractness of linguistic structure have been almost always seriously underestimated (Rosenbaum, 1968: 288).	Human and non human participants Nominal group
Interpretative Recount	The formality and the lack of precision of most descriptions of grammar, particularly those underlying our school grammar, have produced a tendency to think of language as much simpler and more obvious systems as they are in reality. The usual approach in these descriptions is to pick out arbitrary example sentences and then to say various things about them or analyze them in various ways. Such descriptions never really face the problem of determining the precise system of rules that tell one who knows the language all (and only) the fact about each example sentence. That is, they do not deal with the problem of providing a finite grammar which generates the infinite number of sentences in a language. Obviously, a far simpler task to pick example sentences, even a very large number, and to say things about those	Relational processes Attitudinal epithet Affective mental processes Complex clauses

	<p>particular sentences than it is to discover the exact mechanisms which generate these and all other sentences. In short, traditional linguistic discussion, and school grammars in particular, do not concern themselves with the problem of constructing an explicit system of grammatical rules.</p>
Evaluation	<p>The approach has been quite different. The attempt has been made to provide a precise and explicit account of the system of rules underlying our syntactic knowledge. But this is a very complicated task. Consequently, the class of construction dealt with is much smaller than one might have expected from the older grammars. This is not a matter of a deliberate omission, but rather a result of our explicit knowledge of the complex, abstract systems of principles which forms the grammar of human language.</p>
Evaluation Summation	<p>The ultimate goal must be to combine breadth of coverage with depth and precision of analysis. But the attainment of this goal will require the intensive research of many grammarians for a long period of time. We must recognize that language in general, and English in particular, still remain largely beyond our serious understanding despite the many years of study by generations of scholars. The results are all the more impressive when we consider the fact that they represent what has been achieved by only the very beginning of precise studies of the form and content of grammars of human language.</p> <p style="text-align: right;"><i>Text taken from Siahaan & Shinoda's Generic Text Structure</i></p>

GENRE 12 - EXPOSITION (HORTATORY) TEXTS

A. SOCIAL FUNCTION

The social function of the exposition (hortatory) text is to persuade the reader or listener that something should or should not be the case.

B. GENERIC STRUCTURE

- **Thesis:** announcement of issue concern.
- **Arguments:** reasons for concern leading to recommendation.

- **Recommendation:** statement of what ought to or ought not to happen.

C. LEXICOGRAMMATICAL FEATURES

- Focus on generic human and non human participants except for speaker or listener referring to self
- Use of mental processes: to state which what the writer thinks or feel about the issue.
- Use material processes: to state what happens
- Use of relational processes to state what is or should be.
- Use of simple present tense.

D. SAMPLE

Generic Structure	COUNTRY CONCERN	Lexicogrammatical Features
Thesis	In all discussion over the removal of lead from petrol (and the atmosphere) there doesn't seem to have been any mention of the difference between driving in the city and that in the country.	Human and non-human participants
Argument	While I realized my leaded petrol car is polluting the air whenever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when the traffic is concentrated on the city roads.	Mental processes (feel, realize, appreciate ...) Material processes (drive, travel, spend, treat ...)
Argument	Those who want to penalize order, leaded petrol vehicles and their owners do not seem appreciate that, in the country, there is no public transport to fall back upon and one's own vehicle is the only way to get about.	Relational processes (seem, have been, is ...)
Recommendation	I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal money on petrol, should be treated differently to the people who live in the city. <i>Text taken from Suryana's Genre</i>	Simple Present

GENRE 13 - EXPOSITION (ANALYTICAL) TEXTS

A. SOCIAL FUNCTION

The social function of the exposition (analytical) text is to persuade the reader or listener that something is the case.

B. GENERIC STRUCTURE

- Thesis:
Position: introduce the topic and indicate writer’s position.
Preview: outline the main argument to be presented.
- Argument
Point: restate main arguments outlined in the Preview
Elaboration: develop and support each point or argument
- Reiteration

C. LEXICOGRAMMATICAL FEATURES

- Focus on generic human and non human participants.
- Use internal conjunctions to state argument.
- Reasoning through casual conjunction or nominalization.
- Use of relational processes to state what is or should be.
- Use of simple present tense.

D. SAMPLE

Generic Structure	INTERNET IMPACT	Lexicogrammatical Features
Issue <ul style="list-style-type: none"> • Statement • Preview 	<p style="text-align: center;">Internet expansion has created two different sides of impact: enchanting and destructive probabilities.</p> <p style="text-align: center;">Some computer experts from different countries cooperate to expand innovation of information and data transferring owing to the competency to be the best transparent world.</p>	Non-human participants Human participants Simple Present
Argument for <ul style="list-style-type: none"> • Point • Elaboration • Point • Elaboration • Point • Elaboration 	<p style="text-align: center;">In one side, internet impact could give us some eases, for instance as it is very far away from one to another place, the experts have developed a way to shorten the distance.</p> <p style="text-align: center;">Not only that, internet still has another profitable ease for us. The hottest news is spread all the time whenever we want.</p> <p style="text-align: center;">The other advantageous impact of it is for transferring valuable things. In business world, banking world, military world, and education world, internet is needed. The experts have increased their ability to find apparatus, which could transfer data in a big size. For example, in business world money is transferred just in a few seconds and goods are transferred in a short time. In military world, internet shows the</p>	Relational processes Contrast conjunctions

	<p>region to explore. Teachers and students can access the data and they exchange while interacting each other.</p>
<p>Argument against</p> <ul style="list-style-type: none"> • Point • Elaboration • Point • Elaboration 	<p>In contrast, many people think and they feel disadvantages of internet. Some porn sites have appeared and they cause the underage users addicted to that rush.</p> <p>Moreover, internet has become a means of virus spreading. Abundant viruses spread through internet and they demolish everything they infect.</p> <p>Some people spend their time chatting. They waste their valuable time and in the end, they forget everything which is important for them such as family, school, etc.</p>
<p>Conclusion</p>	<p>As the consequence of these bad impacts, WIL (World Internet League) has limited sites which the creators show on internet. Whereas some site creators consider that, this decision objects them.</p> <p style="text-align: right;"><i>Text taken from Siahaan & Shinoda' Generic Structure</i></p>