READING

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PT. GLOBAL EKSEKUTIF TEKNOLOGI

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PREFACE

Praise and gratitude we pray to the presence of ALLAH SWT, thanks to grace and guidance, so that the author can complete the preparation of the book entitled Reading.

This book is expected to help readers understand English , so that they can apply their knowledge. Hopefully this book can contribute to literature in Indonesia and be useful for all of us.

Writers,   2022

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CLASSROOM REGULATION, INTRODUCTION TO THE COURSE
By Andri Kurniawan

1.1 Definition of Classroom Regulation

Education plays an important role in helping students develop these skills, for example by making them together responsible to teachers for their learning and actively involving them in learning activities. When students are actively involved in learning activities, it is likely that learning will meaningful (Aldridge, Fraser, Bell, & Dorman, 2012). The teacher, as a component of the learning environment, can play an important role in stimulating students and developing students' self-regulated learning. Teachers have the opportunity to arrange educational environments in order to facilitate students to gain experiences with and learn different types of learning skills.

Regulation is the controlling of an activity or process, usually by means of rules. Regulation can be defined as a rule that has been agreed upon by an institution that must be obeyed and if the rules are violated, a pre-determined sanction will be given. Meichati (1980) suggests the notion of discipline is a regulation that is binding on a person or group and has the aim of being able to create security, and tranquility for the person or group. In addition, the existence of rules and regulations also aims to maintain security in the community. According to Mulyono (2000), regulations are rules that are made in writing and are binding on community members. The rules and prohibitions in the regularity of the school system include obligations and prohibitions. A classroom according to Wikipedia is a room located in a school building that has a

function for the implementation of face-to-face activities in the process of teaching and learning activities.

From the explanation above, it can be concluded that the rules in the class are all the rules that have been made in writing and bind the members in the class. The rules of order include obligations, and prohibitions, and in the class rules there are also sanctions if class members violate the rules that have been made. The purpose of implementing the rules and their sanctions are as follows:

1. In order to create security and tranquility in the classroom.
2. Each individual knows their responsibilities, rights, and obligations in class.
3. Each individual knows the things that are allowed and not allowed in the classroom.

1.2   Knowing the Rules in School

1. Identifying school rules

Discipline in the classroom refers to expressed expectations regarding behavior. A code of conduct identifies general expectations or standards for behavior. Rules may indicate unacceptable behavior as well as expected and appropriate behavior, although teachers sometimes try to write down rules that are only stated in a positive way. In addition to general rules, many teachers also have a number of rules governing specific behaviors that can be a problem to prevent.

In addition to classroom rules that regulate student behavior, usually, all schools have rules that are embodied in an implementation regulation that details expected and prohibited student behavior. As a teacher, you should first know the school rules before making rules or regulations in the class they are guiding. Thus a teacher can combine the existing rules in school with a system of discipline in the

classroom, so that a discipline can be realized that can provide security and tranquility in the classroom and the fulfillment of rights and obligations in the classroom

2. Designing Class Rules

Many rules or regulations are possible to be made in class. However, when presenting rules or regulations in class, it is advisable to first discuss the rules that have been previously designed with the students. The involvement of students in making rules in the classroom will be very useful for students to get meaning and concrete examples of the behavior covered by these rules. However, teachers should be prepared to provide positive examples to give students a better understanding of the rules.

The rules or disciplines in the class that is set will be posted in the classroom and maybe even send a copy of the rules/rules in the class to the students' homes for the parents to sign.

The class rules that have been set may be changed in the future or new rules/regulations need to be added to cover all student behavior in class. Rules in the classroom must always be taught and practiced to suppress unwanted student behavior. Many rules in class that may be offered to be set as rules in class, for example:

1. Greet the teacher in front of the classroom door during the first and last lesson. This regulation aims to build student ethics and as an effort to create a good relationship between students and teachers.
2. Make class equipment (chairman, treasurer, and   secretary). The appointment of this class device aims as a coordinator in the class.

3. Use polite language both towards teachers and students.
This rule is to train and familiarize students to use good and polite language when speaking to anyone.
4. Not allowed to play cell phones without guidance or direction during learning activities.
This regulation aims to prevent students' concentration from breaking while studying.
5. Make a class cleaning picket list.
This regulation aims to make students responsible for maintaining/cleaning the facilities they use.
6. Pray according to their respective religions and beliefs at the beginning of the lesson and at the end of the lesson.
This regulation is to foster religious students to always surrender to God Almighty.
7. Sing the obligatory anthem or national anthem at the end of the lesson.
This regulation is to foster a sense of nationalism and love for the homeland.
8. Not allowed to eat in class during class hours.
This regulation aims to train students to be disciplined and orderly during class hours
9. Use uniforms or other attributes according to the schedule.
This regulation trains students to be orderly and accustomed to using uniforms or attributes according to the schedule.

10. Raise your hand when you want to say something.

   This regulation aims to train students to be orderly in giving opinions and prevent other students from being distracted.

1.3   Implementation of the Rules in Class

The implementation of discipline in the classroom has been designed and approved jointly by the homeroom teacher and the students in the class they are guiding. The implementation of the rules in the class will include all members of the class.

Class rules are implemented by students in all their activities in class. A student should behave in accordance with the rules that have been mutually agreed upon beforehand and if a class member is found to have violated these rules, they will be subject to sanctions in accordance with the level of the rules that have been violated.

In the implementation of the rules in the classroom, it is not only the teacher who acts as a supervisor but is assisted by the class apparatus that has been made previously. The class apparatus will act as an enforcer of order in the class if the teacher or homeroom teacher is unable to attend or is not present in class. The class war also serves to remind all class members to fulfill their rights and obligations in class. Class officials also have the authority to reprimand class members who will violate class rules as early prevention.

In implementing the rules in the classroom, the homeroom teacher should always remind all class members of the rules in the class and always carry out an assessment process by observing the behavior of each class member. The assessment is also intended as material for consideration to improve or not the order in the class. In addition, it is also useful

to measure the effectiveness of the class order in creating an effective classroom atmosphere.

1.4 Penalties or Sanctions for Violating Class Rules

The class rules have two very important functions in helping children get used to controlling and curbing desired behavior, as stated by Hurlock (1978), namely: first, rules have educational value, and second, rules help curb unwanted behavior. , while the violation of the rules is a form of student delinquency that is carried out according to his own will regardless of the rules that have been made. Regulations cannot be implemented properly or consistently so that violations occur.

The teacher as a subject who corrects the behavior carried out by students. The role of the teacher according to Mulyasa (2011) is as follows: the teacher as an educator, the teacher as a guide, the teacher as advisor, the teacher as a model and role model, and the teacher as an evaluation and assessor. The role of the teacher is very necessary to deal with students who deviate. The teachers are considered good, they are those who succeed in playing the role of the teacher as well as possible, meaning that they can show a pattern of behavior that is in accordance with their position and can be accepted by the environment and society. As a teacher guidance officer is the first hand in an effort to help solve the difficulties of students who become their students. The teacher who has the most and frequent contact with the students. The task of the teacher is not only limited to providing various knowledge and skills to his students, but the teacher also has the responsibility to help and supervise students.

Our education leader Ki Hajar Dewantara advised to express his opinion that in giving punishment to students, an educator must pay attention to 3 kinds of rules:

1. Punishment must be in line with the error,
2. Punishment must be fair and,
3. Punishment must be immediately handed down.

Punishment must match the guilt. For example, if he breaks the glass, it's legal to replace the broken glass. There is no need for additional insults or insults that hurt. If you arrive 5 minutes late, you will return 5 minutes later. It's a coherent name. Not arriving 5 minutes late, how come the punishment is walking around the school field 5 times, for example. What relationship is here? It's called the punishment of torture. Punishment must be fair. Fairness must be based on an objective sense, not taking sides and discarding subjective feelings. For example, other students clean the classroom, how come there are students who just sit and sing and don't go to work. So the penalty is to work together with his friends with the time added equal to the delay regardless of which student does it. Punishment must be handed down quickly. It is intended that students immediately understand the relationship of their mistakes. Educators must also clearly show the violations committed by students. With the hope that students will immediately know and consciously prepare for repairs. Educators are not allowed as long as they give punishment so that students are confused about how to respond.

That is the will of Ki Hajar Dewantara that we can use as a guide and consideration by us as teachers/principals who often appoint themselves dual functions. First, he functions as a police officer, then a prosecutor, and at the same time as a judge at his school. Teachers/principals do have high rights and superiority over their students. We can do this as long as it does not harm students. This is what demands that educators be wise so that punishments should not be arbitrary to students.

Psychologically, children need a soft, flexible, and sweet touch so that they can make their feelings of sensitivity

normalized. Punishment of students must be based on balance. If it is still not tolerated, it is subject to suspension and may not participate in school activities. While the punishment at the top strata if the school is not able to foster it anymore, return it to the parents.

Thus we should always think positively about children. Thus, the orientation is the positive behavior of the child, not the negative behavior that we are always looking for. Because negative behavior tends to arise because we ourselves are the ones who stimulated its emergence, it all comes from our negative thoughts about children. We must have a complete concept of where our students will take us by using what is the most appropriate way.

Apart from that, they must improve themselves by increasing knowledge about the impact of punishment and violence on children in the future with various sources of information. No less important is respecting the abilities and strengths of children. In other words, not only focus on the child's weaknesses and limitations but also focus on things that please the child. A well-founded set of class rules has the power to make any school year great. Great teachers know that rules enable learning and work hard to choose them. Follow these tips to create the right rules for your class and implement them.

1.5   Solution to Overcome Students Who Violate the Rules

Each class has rules that students must obey. However, there are still a group of students who are stubborn and always violate the rules. To give birth to exemplary students who obey the rules and become students that the homeroom and the school can be proud of, teachers must also participate in educating students to want to obey the rules in class so that they can make the class and school name proud. To overcome students who violate the rules in the classroom, they must

discipline them both while in class and outside the classroom by:

1. Growing self-awareness in students.

   Before imposing penalties on students who violate the rules, students who have violated the rules should be given awareness and direction that can make them aware of the importance of obeying the rules in the classroom that have been made. Cultivating the self-awareness of students is more effective than giving punishments that do not necessarily deter them from violating the teacher's back. Self-awareness of students can also be a solution for promiscuity among students.

2. Provide guidance and counseling services.

   In addition to acting as a classroom teacher, they also play a role as a BK teacher who provides guidance and counseling for all students who are naughty, have problems, and often violate the rules. Students who violate the rules to get direction so that they can become good students and obey the rules. The way to deal with naughty children in the classroom is to provide guidance and counseling services. BK teachers will usually approach students to explore what is the cause of naughty children. With the right approach, students will be more flexible in speaking and expressing what they feel.

3. Sanctions for students who violate the rules.

   Students who continue to violate the rules and cannot be reminded and reprimanded must be given appropriate sanctions so that they can obey and obey the rules. Sanctions are given so that students are aware of their mistakes and so that they are afraid to violate the rules in the classroom. Sanctions can be in the form of reducing grades, fines, and various other sanctions that according to classroom teachers are

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good for making students aware of discipline. And of course students who have violated their names must be included in the list of students who violate the rules in order to be subject to sanctions.

4. Always supervise students.

   In order for students to obey the rules in the classroom, the teacher must continue to supervise the students every day. If there are students who violate the rules, they can be reprimanded at that time. This can make students more obedient to the rules for fear of being scolded by the teacher who might suddenly meet before or after class hours.

5. Appreciation and appreciation for students who always comply with school rules.

   Students whose names are not on the list of students who violate the rules may be given appreciation to appreciate those who are willing and aware to follow the rules in class. Awards can be given in the form of prizes, additional value or awards in other forms.

1.6   Steps for Introducing Class Rules to Students

1. Involve your students. Many teachers create class rules with the help of their students. This is an excellent strategy for long-term success. Instilling a sense of ownership in your students with regard to the rules will make it more likely that they follow and value them. You can even have your students agree to abide by them by signing a contract.

2. Explicitly teach the rules. Once your class has come up with practical rules, work together to talk about what they mean. Teach and model the rules so that the entire class is on the same page. Let your students help you demonstrate desired

behavior and have meaningful conversations about why rules are important.

3. Post the rules. Your students can't be expected to remember every rule after only hearing them once. Post them somewhere visible so that they can be easily referenced—some teachers even send students home with their own copies. Keep the rules fresh in their minds and remember that sometimes they merely forget and are not deliberately misbehaving.

4. Talk about the rules often. Keep the conversation going as the year progresses because posting the rules isn't always enough. Issues will come up that require you to revisit your guidelines with individuals, groups of students, and even the whole class. No one is perfect and your students will need to reset sometimes.

5. Add more rules as needed. You don't have to have it all figured out the day your new students walk into class. If you ever realize that there are rules missing that would make everything run more smoothly, go ahead and add, teach, and post them as you did with all the others. Teach your students about adapting to change whenever you add a new rule.

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CHAPTER II
UNDERSTANDING NARRATIVE TEXT

By Neneng Yuniarty

2.1 Preface

Text is a set of words a collection of words formed into a story to convey a meaning. While talking or composing something to convey a piece of information, the reader is composing a text. While reading, listening to, and looking at a story, the reader is translating its message. Writing a text needs us to choose proper words and how to place them together. The appropriate choice enables us to communicate with others.

Text creates discourse. Discourse represented in a text has an informative goal. Based on the communicative purpose to be accomplished, the texts are gathered into different kinds of categories. To accomplish this communicative purpose, the text is organized with a particular structure and realized with particular language features.

The structure of a text from one another is not always the same but varies. In gaining its purpose, a type of text commonly has the littlest aspects. For example, a cooking recipe will at least supply the ingredients and procedure of preparation. Other aspects such as the way of presentation can also be discussed, but this does not have to be there because it is an additional aspect. This littlest aspect variety of texts.

The readers mostly read the narrative text, nevertheless, fewest comprehended all the text types. Since this type of text is still a favourite type of text, some assume that this type of text can be easily written naturally by students or everyone. Story-writing,

thus, is outstanding as a method of consistently introducing the writer to the complexity and peculiarity of the English expression.

Initially, we require to create, thus, is this type of text, although it is so prominent, considered not too close to natural; nor is it easy to plainly just written by the writers? Why do some writers write this type of text easily?

This type of text does not have, for example, a particular general-purpose as the other types. We may not state that this type of text is not merely to amuse the reader, even though it is commonly so. The text also has an active social part apart from that becoming an average for amusement. It is also an effective means for replacing social points of view and perspectives. When we see that television dramas or soap operas apply narrative to set up current social issues and perform their intricacies and diverse aspects in ways that are not possible in news reports and current affairs programs (Knapp, Peter & Watkins, 2005).

2.2 Narrative Text

This type of text has social function to A narrative is a kind of text having the social function to please, captivate, and relate to existing knowledge in distinctive form. It can be delivered through all media communication-printed media and mass media. Narratives contain problematic events indicating a conflict or twist of some sort, that consecutively gets a solution, such as in:

1. Adventure
   This kind of text is telling someone's experience story, for example, the story of Tintin and Sinbad. Typically, this kind of text is a retelling of a sequence of amazing and thrilling situations driving to a huge effect solution. Chronological narrative is commonly used in this type of text. Setting up enthusiasm when the main character encounters and survives difficulty that is an essential part, so it is not usual when the structures are

complicated like the reminiscence of the past. Representative characters are the standard and much of the evolving pressure originates from the viewer estimating the person or the thing that symbolizes the menace (the scoundrel) and what will probably fall through to the main character.

When the text has a long story to tell, it creates tension in waves, and problems or conflicts will take turns to come in the story within every stage or episode in the story until it reaches the climax.

The story can take place in any background where there is the possibility of a journey through the troublesome situation. This type of text often applies different structures, letting the writer choose different paths by the arranged storylines, constantly with peculiar resolutions that base on the preference created by the writer.

2. Mystery

The text is a story that draws people's curiosity. It is usually related to horror and supernatural events.

The text has chronological structure, even in a longer text, but intricate fundamental ways are constantly used for impact. Distinctive forms can be used for layering of idea or to create a full image for the viewer, like using flashbacks to give the information needed that was not equipped before in the text or setting up the stages so the writer will describe the story both before and after the main situation. Identifying the flow of the situation and reading about it happening can boost to the tension. The backgrounds are frequently placed the main cast is unaccustomed.

Diverse cultures' backgrounds usually give aspects about the types of ambiance that appear obscure (remote rural area, empty houses). Other backgrounds can be pretty usual locations (local market, near village, shop) but with a given element setting off the mystery (an intruder

comes to town, a strange guest, a foreign flying object in the sky, the animal start howling)

3. Science Fiction

The writer creates this imaginary story based on the influence of science and technology that happen around society. The boundaries of this genre are never clearly defined, and the lines between the sub-genres are not fixed.

We are able to apply some of the various arrangements usual in the narrative. The background is generally sometime in the future so we can apply the arrangement that plays with the time sequence, like flashbacks and time travel. Science Fiction commonly involves specific aspect of how the society lives in the future and predicts technology advancement.

4. Fantasy

This type of text uses the basic chronological narrative setting in a fantasy world but some fantasy narratives embellish the 'grotesque' feature of the structure as well. For instance, the story may play with the idea of time so that the characters discover themselves shifting in time with diverse ideas.

Some fantasy structures focus on character improvement or description of the setting at the expense of the plot so that the actual order of events becomes less important or even impossible to follow.

5. Historical fiction,

The text explains or talks about actuality or past stories that are the origin of something that has historical value. In historical narrative texts, a series of events is presented based on the chronology of time.

The narrative is about something that has already happened in the past so a series of events is usually the underlying structure. The writer can adapt the structure to achieve a specific effect. For example, the story can begin with the main character looking back and

reflecting on the past (I was just an ordinary villager then. Something happened one day…Let me tell you what happened …). Sometimes, a historical narrative begins with the final event and then goes on to explain what led up to that by moving back in time to tell the whole story. Historical fiction requires a historical setting but can also be an adventure or a mystery. It can also give a fictionalized account of real events or additional, fictional detail to things that really happened.

6. Contemporary fiction,
   The contemporary settings are often used familiar backgrounds and sometimes create empathy with familiar characters. This type of narrative includes school stories and things that happen around us such as at home or in local settings that children either know themselves or recognize. Stories, thus, often reflect children's own experiences and are often personal and structured as a recount.

7. Dilemmas or Romance Stories,
   The text is a kind of literary work in the form of prose whose contents illustrate the actions of the perpetrators according to the character and content of each soul. It could also mean romance is a "love story".
   The strength of the story often depends on a character facing a difficult (or seemingly impossible) dilemma, with a limited choice of actions. A strong, simple story structure usually leads the character to the dilemma quite quickly and then makes the reader wait to find out how it is dealt with. The narrative makes the waiting interesting by adding to the suspense, for example by increasing the intricacy or gravity of the dilemma or by threatening the right/chosen course of action. Most forms of narrative can include stories that raise dilemmas.

8. Dialogue, Play scripts, film narratives
   Although these forms of storytelling contradict the narrative in that they are not inevitably 'narrated', they customarily have the same purposes: to tell a story and to have a deliberate effect on the viewer/listener/reader. They include scripts for film/digital viewing or audio (e.g., digital audio recording or radio plays) and stories told using pictures and speech bubbles (such as comic strips) sometimes enhanced with a supplementary narrative element.
9. Myths
   Myth provides a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious, or spiritual beliefs and traditions.
   The plot is often based on a lengthy and precarious journey, an expedition, or a series of exploratory for the hero. The plot usually includes unimaginable or astounding events, where characters act in superhuman ways using remarkable powers or with the help of superhuman beings. Myths are often much longer texts than other traditional stories (apart from some legends), especially in their original form. They administer a very helpful distinction with shorter forms of traditional narrative such as fables.
10. Legends
    Legend provides information about the way peculiar people lived, and what they believed. Legends also help us to mirror our own lives because they often deal with matters that are cross-cultural and relevant today.
    The structure of this text is usually chronological, with one episode told after another, for example as the phases of a journey or the stages of an ongoing battle. Some legends tell the whole life story of their hero as a series

of tied episodes; each one may be a story in its own right. The generic structures include:
- chronological chapter;
- adventure stories;
- sequential stories;
- biography and society histories.

11. Fairy tales

The tales were originally meant for adults and children. They were handed over verbally to amuse and to convey cultural information that influences behavior, such as where it is secure to travel and where it is harmful to go. Fairy tales are found in most cultures and many infer from the oldest stories ever told. Some modern fairy tales could be included in the more currently classified genre of 'fantasy'. The setting of this text is nearly always vague. The text sometimes uses the time signal such as Once upon a time ..., A long, long time ago.

The structure is most typically a recount in chronological order, where events retell what happened to the main character that came into contact with the 'fairy world'.

Often the hero or heroine is searching for something (a home, love, acceptance, wealth, wisdom) and in many tales' dreams are filled with a little help from magic. 'Fairy tale endings' (where everything turns out for the best) are typical but many fairy tales are darker and have a sad ending.

12. Fables

Fable tells the lives of animals that act like humans. It is a fiction or fantasy story (fantasy). Sometimes the story includes minority characters in the form of humans. It is also often called a moral story as it contains messages associated with morals.

A fable is designed to teach the reader or listener a lesson that they should learn about life. The narrative moves towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will

there's a way, work hard and always plan ahead for lean times, charity is a virtue. The clear presence of a moral differentiates fables from other folk tales.

There is a shared understanding between storyteller and audience that the events told did not actually happen so fables do not need to convince and their structure is usually, simple. They are often very short with few characters – sometimes only two.

The structure is typically the simplest kind of narrative with a beginning, a complication, and a resolution. Two characters (often animals) meet, an event occurs and they go on their way with one of them having learned an important lesson about life.

13. Folktales

Folklore/folktale is traditional customs that are handed over from generation to generation, but it is not documented.

Traditional or 'folk' tales include myths, legends, fables, and fairy tales which are often coming from the spoken tradition. It occurs in most cultures, providing a rich, culturally various resource for children's reading and writing. Many of these stories raise the initial aspiration of passing on traditional knowledge or sharing cultural beliefs. They tend to have subjects dealing with life's valuable matters and their narrative structures are often based on an expedition, a journey, or a series of trials and forfeits. Characters usually symbolize the classic opposites of good and bad, stupid and clever, beautiful and ugly, majority and minority, rich and poor.

The form this text commonly holds element with their ancestor in spoken storytelling: abundant, expressive terminology, duplication and figurative language, and strong use of symbolism. When writing this type of text, the writer also applies some ancient language patterns and diction. Lots of local stories consist of confined terminology and accent patterns. Distinctive variation of

traditional are likely to carry their own part of narrative elements (aim, aspect, language, style, arrangement).
14. Horror
This story tells mystical events that have a scary atmosphere.
15. Slice of Life story
This type of text is a part of someone's life short story that can have happy and sad ending.
16. Personal Experience
It tells about a personal experience and is usually told from the first-person point of view.

A.S Hornby stated that narrative text as a narration of actions, particularly in a prose or story, the step or course of sensing a story. It is related to what John Langan says that narration is an author expressing their thought by making a story based on the phenomenon that happened around them and making the description understandable by associating in detail. Otong Setiawan Djuhaerie also stated narrative is the type of text in the form of stories or fairy tales that address to entertain the reader. The main feature of this text is that there is a problem (or what is considered a problem or complication) and the steps taken to respond to the problem - are generally in the form of a solution or resolution. The text content can be in the form of imaginary stories or true stories that have been fabricated. However, Pardiyono said that narrative is a story that talks about past actions or actions requiring problems and contributes a lesson to readers. (Lubis, 2014).

2.3 Grammatical or Language Features of Narrative Text

Narrative text commonly applies the past patterns of tense for it is fiction stories. The writer may apply past tense and other forms of past. The guidelines must not be applied oscitations since the tenses refer to the circumstances and context of the sentence.

The grammatical and language features often used in the narrative text are (Knapp, Peter & Watkins, 2005):

1. While arranging the actor and acts in the background, narrating commonly applies (Knapp, Peter & Watkins, 2005):

a. using action verbs; for example,

- Unexpectedly, we **noticed** something big moving toward us. It was a big bear. We **tried** to calm down. We **climbed** to the nearest tree to save ourselves but one of our friends just **laid** down like a dead man.

b. connective is extensively used to carry out the story and influence the viewer:

- to indicate the time (later, once, once upon a time, formerly, in the former time, long time ago);
- to carry out the scene (in the meantime at school, behind the door);
- to cause amazement (unexpectedly, all of a sudden without warning, abruptly)

c. chronological connectives; for example,

- **later** the boy searched for his bicycle. **Then** he was riding along the river bank. **After** that, he went to the nearest park**.**

2. The narrative text is usually using past tense if it is not in direct; for example,

- The little girl was afraid that they would take her away. She cried and begged to stay. "Now, you are safe, little girl", said one of the ladies in red dress.

3. In action orders, the story for the most part uses action verbs (in bold), while in reflections, the story uses the mental verbs (italicized); for example,

- The dogs **were howling** and the hunters **were running** toward the dogs.

- Mark *didn't know* what to **do** next. He *seemed* confused about the news.

4. The text usually applies figurative language to create effective images; for example,

- James is as white as chalk as if he saw a ghost.
- His parents were drowning in a sea of grief after losing their only son.

5. It usually uses rhythm and repetition to create certain impression; for example,

- **Jumping. Jumping.** The dog kept **jumping** on his feet until his human gave him the treat.

6. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example,

- **Anger, Silence. As the vengeful brother prowls the streets.**
- Rose slowly opened the old wooden door. **Dark**. There was nothing but black.

2.4 Generic Structure of Narrative Text

Regularly, narrative arranges the actors in time and space. In its most primary style, it is usually appeared in recounting and retelling text, the type of the text does little more than plainly arrangement. The fundamental feature for every type in the genre, nevertheless, is the necessity to present the viewer to the actors, time and place in the text. The narrative text's structure is commonly way more intricate than the other sequencing story. The stories, for instance, deliver a little intricate element to the show. More than merely arranging a set of actions, stories apply the sequence to build up one or more conflicts. It is this conflict making that commonly draws the viewer into the narrative, therefore the

viewer is able to sympathize to the characters. The conflict is part of the text and in the end the character in the story has to solve the conflict or problem in many different possible ways, if not the reader will be very disappointed or annoyed. How to solve the problem or conflict abilities is an important factor in making the outstanding narrative text, and this is the most challenging phase for the new writers to deliver one.

Otong Setiawan Djuharie stated that this type of text has four generic structures (Lubis, 2014):

1) Orientation

This part has to set or open the story. It is also presenting the actors in the story, the time, and the background of the story (who is the participant, what is the story about, when did it happen, and where did it happen)

2) Complication

It means that in this phase the problem arises in this and a set of actions that the main actor tries to resolve. It is also the vital element of the story.

The conflicts that occur in this text can be divided into:

a. Physical Conflict

The problem emerges because of a conflict in physical contact or anything connected to the physical of the character.

b. Natural Conflict

The problem emerges because the actors are dealing with the forces of nature.

c. Social Conflict

The problem emerges because the characters face each other where they meet at the same time but have different interests.

d. Psychological Conflict

The problem emerges when the characters are dealing with himself. This usually occurs when there is a conflict between good and bad principles, pride and humility, greed and tolerance.

3) Resolution

This part of the text is to describe the response and the conclusion of the story consisting of the problem solution. In this phase, every conflict has to be resolved by the leading actor. The settlement can be a happy ending (fun) or it can be a sad ending (tragic).

4) Coda

This part describes the impression or assessment of the conflict. It also sometimes has moral value that the reader can take from the story. This section is a statement to close a story and this form is only optional.

The function of the generic structures:

a) Orientation

1) Talking about the topic that will be narrated in the story.

2) Drawing and provoking the readers.

3) Describing the character generally using adjective.

b) Complication

1) Talking about the problem arises. It is sequencing from the beginning of the story, problem arising, and till the peak of the problem.

2) Talking about the series chronologically. It usually uses the chronological markers such as, fourth, before, since, last, next, etc.

3) Grammatical or language features

a. Using past tense

b. Using action verb.
c. Using adjective to show the individual character, such as sad, afraid, cool, timid, glad.
d. Using conjunction for instance: first, the girl in the black dress looked so calm **though** the situation was beyond her imagination.

c) Resolution
Explaining the climax and problem solving.

d) Coda
Expressing the moral value which the viewer will be able to have in last part of the narrative text.

Thus, Pardiyono stated that this text is a distinguished kind of story talking about complication and unanticipated result in it which amuses and affects the viewer, for example: prose, poems, comics, film and other, and the grammatical feature used in this kind of text is Past Tense (Lubis, 2014).

We can see some examples of narrative text and its generic structures below:

1.

The Legend of Lake Toba	
Orientation	This story begins with a young man named Toba. He is an orphan who lives alone. The daily work of Toba is fishing or working in the fields.
	One day, Toba decided to fish in the river to serve as a side dish. Luckily, the hook that was thrown managed to catch a big fish.
Complication	The fish caught Toba's attention because of its different in size and shape from other fish. The colour of the fish is yellowish and the scales are golden yellow. Toba was even more surprised when he saw the fish turned into a beautiful

woman.

"Sir, I am the curse of God because I have violated the great prohibition. It has been destined for me, that I will change shape to resemble any creature that holds or touches me. Because the master has held me, then I have turned into a human like this Master," said the woman.

Toba finally brought the woman home and because of her beauty, Toba asked permission to marry her.

The woman then agreed but with some conditions. "My only request is that you should keep my secret. Do not ever mention that I am a fish. If you express your willingness to keep this secret, I am willing to be your wife," explained the woman.

Toba agreed and they got married. The marriage went according to expectations. Both of them lived in happiness and simplicity until finally they had a son named Samosir. He grew into a naughty and lazy child. He did not want to help anyone.

Not only that, Samosir had a big appetite and made Toba had to look for more side dishes than usual. One day, the mother asked Samosir for help to deliver food to Toba in the fields. Although lazy, Samosir finally agreed to his mother's request and walked towards the fields. Unfortunately, only half way through, Samosir was hungry and decided to eat half of the lunch that his mother gave to his father.

Knowing that the food was only half of it, Toba

	got angry and shouted at Samosir. Toba even accidentally told Samosir that he was the son of a fish. Hearing this, Samosir went to his mother and complained about what Toba had said. What Samosir told made the mother angry with her husband, Toba, who had broken a promise.
Resolution	Not long after that, Samosir and his mother disappeared and the ground they had previously stepped on gave off a lot of water. The water in an instant made the entire land around him filled with water and formed a lake.

Now, the lake is known as Lake Toba and the island in the middle is Samosir Island. |

<div align="right">(Sayuti, Asrilsyak and Rafdinal, 2021)</div>

2.

Malin Kundang	
Orientation	Once upon a time, there lived a widow with a son, in the village of Air Manis beach, Padang, West Sumatra. Her name is Mande Rubayah and her son's name is Malin Kundang. Since childhood, Malin Kundang was orphaned after the death of his father.
Complication	When he was a grown up, Malin Kundang wanted to change his fate into a great man. He asked his mother's blessing to wander to another country. Then the fate come for Malin Kundang, a large ship docked at Air Manis Beach. The arrival of the ship confirmed Malin Kundang's heart to go abroad.

"Mom, I want to find work, wander to other countries," said Malin in a low voice. "It's a rare |

thing happen that the big ship comes to our beach not even once a year. I will look for work so that our destiny will change and be free from poverty." Although with a heavy heart, his mother finally allowed her son to go abroad.

Days turned into months, months turned into years, Malin Kundang had left his village without ever giving a single news to his mother. Until one day, a large ship docked at Air Manis beach. Seeing this, Mande Rubayah joined the crowd approaching the ship. She was very sure that the young man was Malin Kundang. Without being awkward, she immediately hugged Malin tightly, as if she was afraid of losing her child again.

Then she greeted Malin with a hoarse voice, because she was holding back tears of joy. "Malin, my son, why did it take you so long to leave your mother?" Malin was stunned because he could not believe that the woman was his mother. Before he could think, Malin Kundang's beautiful wife insulted Malin Kundang's mother, who was her own mother-in-law "Yikes! Is this bad woman your mother? Why did you lie to me?' she said. The wife also asked Malin Kundang if the woman was really his mother. "Didn't you say that your mother was a noble on the same level as us?"

Hearing his wife's words, Malin Kundang pushed the old woman to the ground. Mande Rubayah said again to convince Malin Kundang that she was his mother. "Malin, Malin, my son. I am your mother, son!" said Rubayah quietly. Even so, Malin Kundang did not pay attention to his mother's words. "Hey, old lady! My mother is not

	like you, you look so poor and dirty!" said the Malin while pushing the old woman until she fell unconscious.
	When Mande Rubayah woke up, Air Manis Beach was deserted. In the sea, she saw Malin's ship getting farther and farther away. Her heart ached like it was being stabbed. Her hands were raised to the sky as she prayed. "O Allah, the Almighty, if he is not my son, I forgive his actions earlier. But if it is true that he is my son, Malin Kundang, I ask for your justice." Not long after, the weather in the middle of the sea, which was previously sunny, suddenly turned dark.
Resolution	Somehow at first, suddenly a big storm hit Malin Kundang's ship. Instantly the ship shattered into pieces. Then the waves hit the beach. The next day, at the foot of the hill, the wreckage of the ship that had turned to stone was seen, that was Malin Kundang's ship. Not far from that place, there was a boulder resembling a human body. That said, that's the body of Malin Kundang, a disobedient child who was cursed by his mother, turned to stone. Between the rocks, anchovy, mullet and mackerel swam. That said, the fish came from the body fragments of his wife who kept looking for Malin Kundang.
Coda	That is the story of Malin Kundang who came from West Sumatra. This story can teach children to appreciate and love their parents who have cared for them with sincere affection. In addition, do not be an arrogant person if you are rich.

(Lubis, 2014)

3.

The Queen of Arabia and The Three Sheiks	
Orientation	Maura, who was considered to be the most stunning and influential queen of Arabia, had many admirers. One at a time she threw them away, until the list was reduced to just three sheikhs. The three sheikhs were both young and good-looking. They were also wealthy and influential. It was really difficult to decide who would be the most outstanding of them.
Complication	One evening, Maura camouflaged herself and went to the camp of the three sheikhs. When they were about to have dinner, Maura asked them for something to eat. The first one gave her the leftovers. The second sheikh gave her an unappetizing camel tail. The third sheikh, who was called Hakim, offered her some of the most tender and appetizing meat. After dinner, the queen in camouflage left the sheikh's camp.
	The next day, the queen invited three sheikhs to have dinner in her palace. She requested her helpers to give each one precisely as they had given her the night before. Hakim, who got a plate of savoury and appetizing meat, turned down the meat and did not want to eat it if the other two sheikhs could not have what he got for dinner.
Resolution	Sheikh Hakim's actions definitely assured the queen that he was the appropriate man for her.
	"Without question, Hakim is the most generous among you" She declared her choice to the sheikhs. "So, it is Hakim who I will marry"

(Sayuti, Asrilsyak and Rafdinal, 2021)

4.

The Smartest Animal.	
Orientation	A long time ago there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.
Complication	One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.
	After the man went home, the tiger spoke to the buffalo; "you are so big and strong.
	Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent".
	The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo; "but you can ask him".
	So, the following day the tiger asked to the man; "Can I see your intelligence?". But the man answered; "it is at home". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"
Resolution	After the tiger was tied to a tree by the farmer, the farmer didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it."

5.

The Dragon's Pearl	
Orientation	Once, on the top of Mountain Kinabalu in Borneo lived a dragon. He had a huge and exquisite pearl. People considered that he managed the weather with it.
	The ruler of China heard this and desired the pearl. He assigned his two sons, Wee Ping and Wee San to Borneo to steal it. The princes, together with one hundred troopers, set sail for Borneo in twelve sailing junks.
Complication	As the troopers and the princes arrived in Borneo, they deployed at once to search the legendary mountain. Their travel up the rocky hill of Mount Kinabalu found very tough. The dragon protected his cave very ferociously and slayed lots of the troopers. Then Wee San had a bright idea. He climbed a tall tree, so he could see the dragon's cave. He took note what time the dragon left his cave to search for food and what time he came back to it. Next, he assigned his troopers to make an imitation pearl and a large kite. He waited until the dragon left his cave. Then he placed the imitation pearl in a bag, hung it over across his shoulder and flew up to the mountain-top on the kite. He replaced the genuine pearl for the imitation one and then his brother pulled his kite back to the ground.
Resolution	They, Wee Ping and Wee San, hastily went back to their ships and set out for China. They sailed securely home. The king was delighted with the

	mission to steal the pearl and threw a massive party to celebrate his sons return.

<div align="right">(Saiful saifullah, 2013)</div>

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CHAPTER III
UNDERSTANDING SPOOF TEXT
By Fuad Hasyim

Each writing is done with a different meaning and purpose. As part of the communication process, these distinctions are initiated by the context and the medium of communication. Therefore, a text can be categorized into several genres or types.

Based on the generic structure and the most dominant language features used, there are 13 texts in English studies: narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. (Anggriani et al., 2021) These categories are so-called genres. For some people, these differences are confusing because one genre to another has similarities. Therefore, complete writing about the characteristics of text genre is needed as guidance for teachers or students in producing text.

The spoof text is a familiar genre among writers or readers. This genre is similar to anecdote, as both texts contain humorous content. However, these texts are primarily different in simple terms. Spoof and anecdote text is defined as a funny or humorous story. The thing that distinguishes is the narrator's point of view. Spoor texts are used to tell the author's funny experiences.

A spoof is a type of text that conveys a factual story in the past. This story usually ends with something unpredictable and funny. Hence, the social function of this story is only to share the story and entertain its readers. (Julianti, 2017) The source of the spoof text story is generally from the author's experience (non-fiction) delivered in an informal or popular language style.

Meanwhile, the storylines are often brief to avoid monotonous and boring. The story is made so that it can invite curiosity and give a funny surprise. Thus, the unpredictable story is a significant part of this text. This element also differentiates it from

the anecdotal text. Because anecdotes provide humorous details throughout the story, it misses a surprising and unpredictable humorous end.

Experts divide the generic structures of the spoof text consisting of orientation, events, and twists. (Orianda & Rosa, 2013) In contrast to the more complex one, anecdotes consist of abstracts, orientations, crises, reactions, and codas. Based on this structure, especially at the end of the story, it can be concluded that spoofs and anecdotes are different. In the generic structure of the spoof, *orientation* is the introductory part of the story series. Through this section, the reader will recognize what characters are involved in the whole story. This character recognition also reveals the time and place of each character's involvement in an event.

The second structure is *events*, the disclosure of actions experienced by the main character in a chronology and sequence of events. These events may contain phrases from characters commenting on unique experiences. To make it clear to the reader what happened., it must be written in a complete sentence. The target of these events is to provoke the curiosity of the reader. Therefore, the event must be a fun and entertaining experience. Authors can add fictitious and irrelevant details to the topic to dramatize the storyline.

Meanwhile, the essential structure of this text is *twist*. This part is a funny and unpredictable ending. This section can also surprise and entertain the reader.

Spoof texts have distinct characteristics based on the language features predominantly used. *First*, the text focuses on using human, animal, and certain noun characters. Using these nouns to make the story closer to everyday life, thus the storyline is younger understood by the reader. It is different if the character is an imaginary figure far from the reader's daily life.

Secondly, the spoof text uses many action verbs. This type of verb is meant to create a livelier and more dynamic situation. In

addition, the action verb helps to know and describe the activities that the sentence's subject performs more clearly and precisely. The actions expressed by the Action Verb can be physical actions (e.g., jump, run, walk, climb) or mental actions (e.g., think, hope, decide, learn, perceive, imagine, believe, expect, wish, want, prefer, and cry). (Talitha, 2021) These verbs can be written in various ways, including past tense, simple, and continuous. The use of each tense relates to the circumstances of the conversation between each character.

Third, spoof text is often accompanied by adverbials, especially adverbs of time and place. This feature provides a comprehensive setting description of a particular event. It makes the story easier to follow for readers. Adverbials used might be a prepositional phrase (in Jakarta, next to me, or at seven), location (on the table, inside), direction (into the car), or distance (from Surabaya).

Fourth, in the spoof text, the story is often presented chronologically. The definition is that the sequence of events follows the time. By ordering stories based on time, a story will be more accessible for readers to follow the events. This method is also the best to explain the causal relationship between one event and another.

Here are some examples of spoofs text, adapted from (Veronica, 2021; Widya, 2022), along with a description of its generic structure:

1. Half of the day

When it was snowing heavily, a group of students had a hard time staying focused on their studies. They wait patiently for the extended holiday to be announced.

Snow has accumulated so thickly that a principal voice in the corner of the classroom announces, "Attention to the pupils, because the

snow is so deep today. As a result, your schedule will only include half-days of schooling."

The principal announced, following a brief pause for cheers from the class. "You will continue learning activities this afternoon,"

Generic structure of the text:

Orientation : The students are being difficult to study since the snow falls thicker

Events : The students wait for the holiday announcement

The principal announced would like that the class would be an only half day

Twist : The students must continue their studies entirely this afternoon.

2. Geography Test

There will be a geography exam that day. Everyone was focused on their studies. They did not even leave the classroom, going to the cafeteria for a break to work on their studying. Students were all aware of the need for a solid academic performance. There are, nevertheless, some students who do not prepare. Andy, a scoundrel at school, played football on the playground with his friends from the other classes. He was sure that he could get deal with it. Mr. Brian, the teacher, was a serious one. It was challenging to cheat during the exam. On the other hand, Andy always found a way to pull it off and did well in school.

The bell started ringing. All pupils went in. Then Mr. Brian came. He instantly shared the question sheets with every pupil in the class. "Please do it on your own," he said. When he gave the instructions, he remarked, "One hour." Andy spent the first half-hour reading the questions and trying to answer them independently. In order to recall, he had to work harder. All he could recall was the memories of him getting punished numerous times. He did not realize the time had gone rapidly. Mr. Brian estimated they had only 15 minutes remaining when he made the announcement.

Andy was only able to answer seven of the 30 multiple-choice questions perfectly. Inevitably, Andy approached Hasan, seated just in front of him, for consent to cheat. In order for Andy to view Hasan's question sheet with the solution, Hasan placed it on the left side of his desk. From behind, Andy straightened up to get a significant advantage.

The exam was over, and Andy thanked Hasan, saying, "Thanks."

Hasan only nodded in agreement. "Andy, was there any of your questions that were the same as mine?" he said in surprise.

"Which one?" I ask.

As far as I know, each person received a different question sheet.

It is too late now. Andy looks darkened. He had forgotten what Mr. Brian had mentioned last week about the questions supposed to be different.

Generic structure of the text:

Orientation : The students have a Geography examination

Events : The students are focusing on preparing, except Andy, who is sure he can handle cheating

Hasan let Andy to cheat his answer sheet

Twist : Hasan reminds Andy that every student has a different question for the test

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CHAPTER IV
UNDERSTANDING DESCRIPTIVE TEXT

By Aulia Nisa' Khusnia

4.1 Introduction

Descriptive text, often known as "description" in writing, is an English lesson that should be understood not only by junior high school students, but also by senior high school students, college students, and anybody interested in English. Because, after all, descriptive content is critical to improving our English proficiency. Another elaboration on what descriptive text is defined by Kane. A descriptive text describes the characteristics of a person or an object. Its goal is to reveal and describe a certain person, place, or item.

As a result, based on Kane's argument, descriptive writing is meaningful text that represents the experience of the senses, such as what shape, sound, and taste are. The majority of descriptive writing is about visual experience, however we may also use experiences other than sight to create descriptive language.

Furthermore, a descriptive text can be defined as a text that tells what a person or an object is like, including its form, qualities, quantity, and so on. The descriptive text's objective is clear: to describe, portray, or reveal a person or an item, whether abstract or concrete.

In general, a description consists of describing an object, a person, or a scenario in detail and in an ordered manner, highlighting its various sorts of qualities so that the interlocutor can obtain an understanding of what we mean despite not having seen or witnessed it. It's what we do when we lose something and ask someone if they've seen it, providing them with details about its most evident features.

4.2 Purpose

The purpse of descriptive text is :

   a)   To describe person, thing or place in specific.

   b)   To describe a particular person, thing or place.

4.3 Generic Structures

When writing descriptive text, there are several generic structures (which aren't required) that must be followed in order for our writing to be accurate. The set-up is as follows:

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe

4.4 Characteristic of Descriptive Texts

The text's principal goal is to describe: to list all of the traits or characteristics of what is being explained or exposed.

Declarative or attributive sentences are ones in which the predicate gives the subject qualities.

There are a lot of noun phrases, adjectives, and appositions, as well as other constructs like adjectival phrases and subordinate adjectives. The use of circumstantial complements to contextualize what has been said is also common.

The indicative mood of the verb is usually expressed in the present tense (s) or the past imperfect (era). Furthermore, state, nature, and belonging verbs tend to dominate.

Metaphors, enumerations, and comparisons are all common.

4.5 Examples of Descriptive Text

Text 1

Bungalow House

A bungalow house, cabin, or cottage is a one-story or one-and-a-half-story house, cabin, or cottage. If a bungalow has a half-story, it is usually constructed into the sloped roof. Low pitched roof, compact footprint, open floor plan, front porch, Craftsman architectural style, and Craftsman architectural style are some of the other characteristics of bungalows.

Text 2

Aare River Fly Fishing in Switzerland

The Aare began as a raging mountain creek in the Grimsel area (Bernese Oberland). The Aare enters Berne as a medium-sized river, measuring 30-50m from bank to bank, after passing through the Brienz and Thune lakes.

From September, when they rise for sedge or olive dun, to the end of the year, when they take tiny midges, the Aare is known for its beautiful and plentiful grayling. The best days are usually in November, when it's gloomy or foggy, but some experts catch the biggest fish on the chilly winter days. Annual catches of 6000 fish or more have been recorded in strong years,

Apart from grayling, the river has large trout (brown trout and a few rainbow trout), however the number of trout has

decreased in recent years. Nonetheless, catching one of these gorgeous fish on a dry fly or nymph is always a possibility. Please keep in mind that from October 1st to March 15th, trout are legally protected.

We propose hiring a professional guide to explain you how to fish in the best portions of the Aare river near Berne. During the low water season, the fishing is excellent (march and april for trout, end of september to december for grayling).

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Taken from: [Fly fishing in Switzerland: Aare river (Berne) (swissflies.ch)](swissflies.ch)

Text 3

Spider-Abilities Man's

Spider-Man is a superhero with spider-like abilities such as superhuman strength and the ability to adhere to almost any surface. He's also incredibly quick and has incredible reflexes.

Spider-Man also has a "spider sense" that alerts him when he is about to be attacked.

Spider-Man has enhanced his abilities with the use of technology. Peter has created web-slingers, bracelets that shoot forth sticky webbing, allowing him to swing from building to building and ensnare opponents. He's also come up with stingers that fire powerful energy blasts that stun opponents.

THE DIFFERENT	DESCRIPTIVE TEXT
The object	Talk about one specific thing
The resourses	Based on the objective fact of the thing
The example (title)	My beautiful cat (describe the cat's writer)

4.6 Tips for Descriptive Text

1. Select a noteworthy person, location, or thing as your subject.

2. Give a brief description of the person, place, or item you're describing.

3. Appeal to your reader's visual senses. …

4. If you're able, describe the odors and tastes. …

5. Describe how the situation or thing makes you feel. …

6. Describe the sound of your subject.

7. Make an original observation

8. Use metaphors and figurative language.

9. Concluding remarks

4.7 Describing A Thing

You may be required to describe things in English on occasion. To make such descriptions, you can utilize a variety of words.

You can describe things using the following criteria:

material	color
shape	size
opinion	age

.

Check out this collection of the most used language for describing things based on their material:

brick	copper	rubber	fibeglass
clay	cotton	gold	glass
iron	leather	marble	plastic
paper	silk	silver	steel
stone	wood	wool	wax

Examples:
1. Please hand over those plastic glasses to me.
2. The drinking fountain does not have any paper cups.

List of the most commonly used words to describe objects based on color.

black	pink
yellow	blue
grey	green
white	orange

Examples:

1. Please hand over the yellow folder to me.
2. Next to the green book is the stapler.
3. In my office, there are three blue chairs.

SHAPE

this collection of the most prevalent terms for describing things based on their shap

triangular	circular
square	rectangular

Examples:

1.The reports are kept in the square box.

2. In my office, there are two circular chairs.

SIZE

This collection of the most prevalent terms for describing things depending on their size.

Small	big
Medium	large
huge	medium

Examples:
1. That is a very large flat screen.
2. Over there, there's a small desk.

Use this language to help you describe objects based on your own personal perspective/ opinion.

Nice	Ugly
strange	excellent

AGES

Some English words for describing objects, regardless of how new or ancient they are.

old	new

Examples:
1. Take a look at that old scanner; it's barely functional.
2. We've got some new headphones, and the Call Center Agents are raving about them.

PEOPLE

There are two aspects for describing people, appearance and personality traits.

A. Appearance

Category	Adjective
Height	Tall, short, average
Build	(Positive) Slim, slender, bonny
	(negative) Anorexic, tubby, overweight
	(neutral) Plump, stocky
Hair	Blonde/ fair hair Brown hair/ brunette
	Read hair/ readhead
	Black hair
	Grey hair
Complexion	Light-brown skin
	Dark skin

	Fair skin
	Pale skin

B. Personality traits

This is a collection of English words that are frequently used to characterize a person's personality.

Brave	friendly
Chatty	Funny
Clever	Generous
cowardly	moody
Easy-going	nasty

4.8. Research in Descriptive Texts

There have been various studies done on descriptive texts. They demonstrated how to use specific approaches to develop skills such as writing, speaking and reading in descriptive text.

CHAPTER V
UNDERSTANDING EXPLANATION TEXT
By Suzanna Widjajanti

5.1 Introduction

Another genre of the English written text that is important to understand is the explanation. The explanation text is a kind of text which states how to do something or why something occurs. It mostly reveals the process of something or occasions in stages logically and in detail. (Permana & Pd, 2021)

Generally, the genre of explanation text has two kinds of characteristics. First, the text mostly reveals the natural phenomenon as the aim of the text. Second, a sequence of events is a novel explanation text.

Relate to the English teaching-learning process and the studies that have been conducted, the explanation is one of the genres taught in the school, mainly senior high school, the implementation of the Genre Based Approach provided a good trigger to the student's language skills. Through a genre-based approach, students could acquire knowledge of the various text and they also could be involved in ambiance learning suitable to the lesson contexts. ((Tachia & Loeneto, 2018),

Besides, learning a language based on the genre would enhance students' speaking and writing skills in various texts. As the result, it the easier to retell or rewrite everything that relates to a social issue or fact of a natural phenomenon, however, based on the research carried out, many students could not write the explanation text. It may be caused by some factors such as students' ability and problems in understanding explanation text components. (Dina, 2019)

Meanwhile, based on the research also could be assumed that Genre Based Approach was a good approach for teaching English, however, it is still a barrier for the teachers to apply themes caused by some factors such as teaching activities and teaching.(Tartila, et all in Tachia & Loeneto, 2018)

Genre explanation is almost similar to exposition one. Both of them tell a process or procedure to do. However, in the exposition, the writer does not mean to influent the reader by adhering to knowledge or information delivered

Regarding the problem's English genre text, explanation text is most complicated as it could be a combination of other text types such as descriptive text, procedure text, and argumentative texts (Emilia in Siti Ulfa Herdiyani, 2014). It could be seen that there is a similarity in their general characteristics of them, mainly the social function and generic structure of the explanation text with descriptive text, procedure text, and argumentative text.

5.2 What's the Explanation Text?

As previously mentioned above, the explanation text is a kind of text which states how to make something or why something occurs. In addition, the events are stated in chronological order. Furthermore, the explanation also has characteristics of the text.

The characteristic of the explanation text consists of a general statement. Then, the events stated in chronological order or sequence get along with the development of causal relationships among the stages. Finally, there is an interpretation of the writer as a tie-up of the explanation text.

Relate to the process or procedure described in the text, there are two kinds of process analysis: directional and informative. A directional process tells the reader how to do or make something: in simple words, it gives directions. A directional process mostly appears in the daily activities the people must adhere to as a direction or procedure do something such as how can we change the flat tire

Notice: the example of text below about how to change the tire.

How to change the tire

How can we change the flat tire? First, make sure you are completely off the road, away from traffic. Second, stop your engine and turn on the emergency flashers. Third, put on the parking brake firmly, and finally get the tools. After that, you can remove the flat tire with a new one. So easy.

How can we change the flat tire? is a general statement of the paragraph above. The sentence clearly states a question *how* that requires an answer in the form of processing

Meanwhile, an informative process tells the reader how something is or was made or done or something works. The informative process differs from the directional process in that is not designed primarily to tell how to do it: instead, it describes the steps by which someone other than the reader does or make something (or how something is made in the past). For example: how to make a slim.

Notice the example of text below about how to make a slim

How To Be Slim

The best way to be slim is by reducing our food consumption. If you want to lose weight, you have to stop eating a lot of fat during your mealtime and leisure. Try to have a cheese sandwich and a packet of crips when you are having lunch in your office restaurant, and remember, a soft drink that contains soda must be avoided.

After the general statement (*the best way to be slim is by reducing our food consumption*), is found out 2 sentences followed. Both sentences are explanations of the general statement process that is a part of the core of its paragraph. From the paragraph above, could be seen that to be slim should :

- stop eating a lot of fat
- eat cheese and crisps at lunchtime
- avoid soft drink

The third way above is constructed into two sentences that its substance is explaining the process or the way to be slim.

5.3 Types of the Explanation Text

There are 2 types of explanation text; sequential and cause and effect

Sequential - Details what steps the events in the stage to the next.

Notice: the example of text below about Going outdoor?

Going outdoor?

Outdoor activities such as sports cause the risk of losing too much body fluid. If you need to be outdoor most of the time, make sure your heads are protected from the sun's heat. Wear a hat or use an umbrella, or go to the shades. When you are feeling too much heat, apply a cold compress on areas of your body with thinner skins, such as the wrist and neck.

After the general statement (*Outdoor activities such as sport causes the risk of losing too much body fluid*), is found out 3 sentences followed. They are explanations of the general statement process that is a part of the core of its paragraph. From the paragraph above, could be seen that to do be outdoor most of the time be should :

- make sure heads are protected from the sun's heat.
- wear a hat or use an umbrella, or go to the shades.
- apply cold compress on areas of your body with thinner skin, such as wrist and neck

Causal – Details what causes the change from one stage to the next.

Notice the example of text below about The Importance of School

The Importance of School

Schools are institutions where the people come for alkindsnd reasons. In the first place, school is a place to learn something for students. Furthermore, it is a place for good interaction between students and teachers. Students can begin their socialization at school. Finally, it determines people's future.

The text explains the reason why the school is very important, even though „why" vividly disappears in the text. The explanation process in the text can be seen as :

- School is a place to study
- School is a place for interaction
- School is for people's future

5.4 General Characteristics of the Explanation Text

a) Having social function to explain how to o something and why somethinoccursur
b) Having components text structure that consists of
   - Title
   - General statement
   - Sequence events
c) Having linguistic features:
   - The text points out an object human problem or natural phenomenon
   - The text applies simple present tense to state habitual activity or give directions
     For example :
        The dog barks
        You can remove the flat tire with a new
         one

- The text applies sequence expression to combine the sentences and step-by-step explain a process. The sequence expression such as first, next, then
- The text applies passive form, such as; "... They have occurred
- The text applies a lot of nouns, pronouns (subject pronoun, object pronoun, possessive pronoun, demonstrative pronoun), action verb, etc.

5.5 Explanation Text vs Report Text

The similar purposes of explanation and report texts are to give information about the object. Both of them try to show rather than tell the reader about the factual condition of the object.

The difference between an explanation and a report text is a report text presents information about something. It is a result of systematic observation and analysis. While the explanation tends to tell processes relating to forming of natural, social, scientific, and cultural phenomena

The difference between Explanation and Report Text

Explanation Text	ReportText
A general statement	General Classification
A sequenced explanation, content, and closing	Description

Notice: the example of explanation text below about Flood.

Flood

Floods are natural disasters that mostly happened second after the fire. They are occurred almost everywhere in the world, resulting in widespread damage and even death. It can also be seen

as part of the hydrological cycle, namely the portion of water on the earth's surface that goes to the sea. (Paragraph 1)

Through the hydrological cycle, we see that the amount of water on the earth's surface is affected by rainfall and the absorption of water into the soil. Floods are naturally caused by local rainfall and whenever rivers are already at their fulcapacityty of water, the river overflows and floods the surrounding land. (Paragraph 2)

The process of natural flooding is like, rain falling on the earth's surface and is restrained by plants, after that it enters the soil surface, flows to a lower place, after which evaporation occurs, and leaves the land surface. (Paragraph 3)

Floods that occur naturally can be a disaster for humans if the flood hits humans and causes harm to humans. Meanwhile, the process of non-natural flooding due to human activities, such as throwing garbage out of place and causing the water flow not to run smoothly so that the water floats in the disposal site, the longer it evaporates after it gets high and comes out so that it hits the land and causes flooding. (Paragraph 4)

Note:

Paragraph 1   : General Statement

Paragraphs 2 until 4: Sequence Explanations

Notice the example of the Report text below about the Flood.

Flood

Floods are natural disasters that mostly happened second after the fire. They are occurred almost everywhere in the world, resulting in widespread damage and even death. It can also be seen as part of the hydrological cycle, namely the portion of water on the earth's surface that goes to the sea. (Paragraph 1)

Through the hydrological cycle, we see that the amount of water on the earth's surface is affected by rainfall and the absorption of water into the soil. Floods are naturally caused by local rainfall and whenever rivers are already at their fulcapacityty of water, the river overflowing floods the surrounding land. (Paragraph 2)

The process of natural flooding is like, rain falling on the earth's surface and is restrained by plants, after that it enters the soil surface, flows to a lower place, after which evaporation occurs, and leaves the land surface. (Paragraph 3)

Floods that occur naturally can be a disaster for humans if the flood hits humans and causes harm to humans. Meanwhile, the process of non-natural flooding due to human activities, such as throwing garbage out of place and causing the water flow not to run smoothly so that the water floats in the disposal site, the longer it evaporates after it gets high and comes out so that it hits the land and causes flooding. (Paragraph 4)

Note:

Paragraph 1   : General Statement

Paragraphs 2 until 4: Description

5.6 Explanation Text vs Procedure Text

Both explanation text and procedure text have a similar social function to explain how to do and why the sequence fact occurred such as phenomena, goods, product cases, or problems.

Moreover, regarding the differences between explanation text and procedure text tend to use language features and the purpose of the text. The explanation texts commonly use the passive voice in building the sentences and focus on scientific material about natural phenomena that a happen, humans' activities, es or goods.

Meanwhile, the procedure, this text type is commonly called instruction text. It uses a pattern of commend in building the structure of the text. It uses the "to the infinitive verb" which is omitted from the "to". For example how to make salted eggs. The sequence word is s mostly used; first, second, ne,xt, and so on.

The difference between explanation and procedure text

Explanation	Procedure
- Title - General statement - Sequenced explanation of the events	- Goal - Materials/ingredients - Steps 1-n

Notice: the example of explanation text below about how to safe and clean outdoor.

How to safe and clean outdoor

The best way to keep kids hygiene is to make sure they stay clean and safe during outdoor time. When they play in the playground, take a good look at the situation and condition. Assist them when they are about to climb or slide. Bring extra clothes as a precaution when they get wet and dirty, also prepare hand sanitizer, antiseptic tissue for infants, and d first aid kit

Notice: the example of procedure text below about how to make salted eggs.

How to make salted eggs

The materials:
- Eggs
- Sandpaper
- Rubbing ash
- Salt

- Red brick powder
- Plastic bucket
- Water

The steps to make :

- First, choose good quality eggs
- Second, wash the eggs and clean them, preferably using warm water.
- Next, dry the washed eggs with a cloth.
- Then, sandpaper a few moments the surface of the skin slowly so that the skin pores open.
- To make the dough, the ingredients used include: rubbing ash and salt mixed, a ratio of 1: 1 evenly, add enough water to form a dough.
- Add red brick powder in rubbing ash.
- After that, wrap the egg with the dough that has been made earlier until evenly distributed over the entire surface of the egg.
- Then, store the eggs in a plastic bucket for 2-3 weeks in an open place, the longer they are stored the longer they will last and the saltier they will taste.
- After the storage process is complete, clean the eggs and make sure the eggs are still intact.
- After cleaning, boil the eggs until they are completely cooked.

Finally, cooked salted eggs can be served and can also be combined with other foods.

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CHAPTER VI
UNDERSTANDING PROCEDURE TEXT

By Juspaningsih

6.1 Introduction

Reading, for some people, is not a fun activity. Indeed, it becomes very boring or difficult. Some factors may affect why people lack of motivation in reading. Moreover, if readers have to read a short or even long texts without having a prior knowledge where the texts are varied with their features. Therefore, it is essential to understand those texts in order to get some information. In the previous chapters, some texts have been explained how to get to the level of comprehension. In this chapter, the author focuses on procedure text.

Procedure text sounds effortless rather than other texts. People may think that it just a sequence of some steps. However, a research was conducted by (Yusmalinda and Astuti, 2020) showed that some students still got difficulty in comprehending the procedure text. Even though, the teacher already used some methods to assist students get comprehension.

6.2 Definition

The author now needs to come up with the definition of procedure text. According to (Solihah and Rustandi, 2020),

procedure text is a text giving instructions to do something through a sequence of actions or steps. In line with the previous statement about procedure text, (Devi and Husein, 2021) states that it is a design of a sequence steps or action describing how something is achieved.

Talking about procedure is closely related to the steps of doing or making something. What we have to understand in this kind of text is the questions of "what and how", what to do, how to do, and how to make it. Two question words that are connected each other and assemble the same meaning and purpose. In short, procedure text tells us how to make or do something following some sequences of steps based on the types.

In addition, (British Course Admin, 2017) put on three definition of procedure text. first, it is a text explaining how something works or how to operate something. The second, it instructs how to do a particular activity such as recipes, rules for games, science experiments, road safety rules. The text also deals with human behaviour. For instance; how to live happily or how to succeed.

6.3 Purpose

Regarding to some definition of procedure text, we can easily determine the purpose of procedure text in reading where it is aimed to:

a) Give instruction to the reader how to use or operate something easily
b) Inform the reader how to make something (commonly it is about food or beverage)
c) tell the reader how to do something

6.4 Generic Structure

Likewise other types of text, procedure text also has its generic structure. It is very important for the reader to recognize the structure of the text because it can assist them understanding what they are reading about. There are three main structures of this text. They are:

a) Goal; the goal or the purpose of a procedure text can be seen from the title. As the title always start with the word "How". It means that the goal of this text is to explain the ways something made or done.

b) Materials/Ingredients/Tools; in procedure text, materials, ingredients and tools are optional things because they are not always existing in a reading passage. It depends on the types of the procedure text. If the text is a recipe, it definitely needs ingredients or even some tools. Yet, the text is focusing on how to operate something, the tools may be existed, not the ingredients.

c) Steps; to understand what to do or make from this text, look at the sequence of steps. These inform the reader what should be done in every step. The steps of procedure text play very important role because it is the core of the text structure.

6.5 Language Feature

Understanding the language feature of a text is one of the important elements because it can help the readers defining what type of text they are reading about. Language feature is related to grammar rules. Therefore, it is essential to learn the grammar rules of English. The following are the language feature of procedure text:

1. Using question word "How"

The easy way to determine it is procedure text or no is the use of "How" in the reading title. The question word "How"

indicates a process. In grammar rule, how is use to ask for manner or the way something done. For instance; how to make mashed potato, how to live happily or how to operate a machine.

2. Using imperative sentence

The type of sentence uses in procedure text is imperative sentence where it is usually started with base form of verb and used for giving an order or command such as *boil, cook, add, put, use* and many others. An imperative sentence can end with an exclamation mark (!) if the order is very firm said (Howard Sargeant, 2007), but it is rarely found in procedure text.

There are two forms of imperative sentence; positive and negative imperative. *Shut the door, pour the water into the pan or press the button* are the examples of positive imperative sentence. Whereas, it has the negative one. For instance;

> *Don't be lazy!*
>
> *Don't touch the machine while using it.*
>
> *Don't drive so fast!*

The structure also clearly shows that *you* is not used as a subject in constructing it because it is already understood as written by (Gray, 2019).

3. Using adverbial conjunction

Other language feature of procedure text is the use of adverbial conjunction. As known, adverbial conjunction is used to connect two independent clauses. The function of adverbial conjunction in procedure text is to show the

reader what step or order should be done at first to the end. Here is the list of common adverbial conjunction applied in procedure text:

finally	*to begin*
first of all	*to end with*
first, second	*after that*
third	*after*
next	*before*
then	*last*

4. Using action verbs

A verb is an important element in a sentence because one sentence should contain at least one verb, whether it is auxiliary or ordinary verb. There are many types of verbs used in different text. One of the types is action verbs. All activities indicate actions involving the body movement done by subjects are defined as action verbs. In a grammar book written by (Howard Sargeant, 2007) explained that most verbs describe actions are called action verbs.

A notion of action verbs written by (Peter Knapp, 2005) states that it refers to a concrete actions which is easily identified only by the question "Can this verb done?". Furthermore, they express that the use of action verbs in the genre of instructions, especially in procedure text is to represent the processes involved in completing a task. For instance;

Cross the street to get your destination.

Add some salt for the best taste.

Plug the charger on.

The theory of action verbs distinguishes them into two; transitive and intransitive verbs. In a sentence, transitive verb should be followed by an object. In contrary, intransitive verbs are verbs that require objects in complete a sentence. So, it is more meaningful.

Example of common Transitive verb

- *make*
- *play*
- *read*
- *give*
- *turn on*
- *push*
- *pull*
- *touch*
- *buy*
- *drive*

Example of common intransitive verbs

- *sit*
- *pray*
- *walk*
- *eat*
- *go*
- *run*
- *shake*
- *skip*
- *smile*

- *come*

5. Using adverbs of duration and manner

In English grammar, adverbs are words modifying adjective, verb or even the adverb itself. According to (Peter Knapp, 2005), to complete a task of how something done, adverbs are used to qualify verbs and provide extra information. In procedure text, adverbs of duration and manner are often used such as *slowly, quickly, carefully, for 3 minutes, for two hours, overnight or other possible adverbs.*

6. Using simple present

The tense used in this type of text is simple present. One of the usages of this tense is to describe command or instruction. The form of this is subject followed by the base form of verb. For instance; *The players play the game once, the food is already cooked and you need to be an active learner.*

6.6 Kinds of Procedure Text

It is not really challenging to find this kind of text since people almost do it all in their daily life. Procedure text can be found in the following things:

1. Recipe: Common example of procedure text found in recipes. This tells the reader how to do particular thing such as cooking. For instance; how to make lemon juice, how to make mashed potato, the recipe of scramble egg or many others.

2. Manual: Nowadays, the development of technology is very sophisticated. It also trigs the development of electronic tools. There

many kinds of electronic tools used in a household, in a hotel, in an office, at the hospital or other places. Before using those electronic tools, the users have to concern on how to use it to avoid an accident and misusing. Definitely, there are some steps or direction in the manual book that should be followed. Therefore, it is categorized as the type of procedure text. For example; how to operate a washing machine, how to use an air fryer, how to use a steamer, etc.

3. Experiment: When the reader deals with a text describing about an experiment, it is probably a kind of text namely procedure text. Some examples of experiment are *how to make eco enzyme, how to make rainbow in a glass or how to make cloud in a glass.*

4. Rules of Games: The procedure text also found in games rules such as *the way to play scrabble, how to play an English grammar game, how to play chess* and many other popular games with different rules on how to play them.

5. Life tips: this life tips related to human behavior, human life or life habits. The are many reading passages about this kind of text. The reader may read an article about *how to be a good speaker, how to go on diet, how to save money, how to manage time*, etc.

6.7 Examples

For the purpose of giving comprehension or insight to the reader about procedure text, the author writes down some examples based on the kinds of text explained in 9.5.

6.7.1 Example of recipe

How to Make Oreo Chocolate Pudding

Ingredients of Chocolate pudding:

1 instant chocolate pudding powder (Use "Nutrijel Pudding)

500 ml plain water

Oreo cookies

Ingredients of The Pudding Vla

1 sachet of instant vanilla vla powder from Nutrijel

200 ml hot water

Steps of making the Chocolate Pudding:

1. Prepare a medium-sized saucepan.
2. Pour the instant chocolate pudding powder into the saucepan.
3. Take 500 ml plain water in a measuring cup.
4. Add the plain water into the pudding powder.
5. Stir together before cook it to avoid the lump.
6. Cook it and stir constantly to a boil till the pudding thickens enough.
7. Before removing the heat, add Oreo cookies crumbs into the chocolate pudding.
8. Stir to mix them all.
9. Remove the heat.
10. Pour the mixture pudding into the pudding bowl carefully.
11. Chill the pudding for around 30 minutes in the refrigerator before serving it.

While chilling the chocolate pudding, make the pudding vla (use Nutrijel instant vla powder)

Steps of making the pudding vla:

1. Pour the instant vanilla vla powder into a bowl.

2. Add 200 ml boiling water.
3. Stir well until the texture become smooth.
4. Chill in the refrigerator before serving it with Oreo chocolate pudding.

6.7.2 Example of manual

How to Use an Air Fryer

Directions:

1. First, hold the fry basket handle to pull out the fry basket. Then, put it on a flat surface.
2. Second, put the food into the fry basket pan.
3. Next, place into the fryer.
4. After that, Plug the electric plug.
5. Then, choose the menu to show the time and temperature or set the time and the temperature on the control panel manually.
6. Wait until the process is done. It will stop automatically if the time is up.
7. When the food is already cooked, plug off the electric plug and pull out the frying basket carefully.
8. Put it again on the flat surface then take the food.
9. The last, serve the food on the serving plate.

6.7.3 Example of experiment

How to Make Eco Enzyme

Materials:

150 grams of vegetable or fruit peel

50 grams of brown sugar

500 ml water

Air tight plastic container (used bottle of mineral water)

Tools:

Measuring cup

Scale

Knife/Scissors

Steps of Making:

1. First, chop the vegetable/fruit peel into the small parts then measure again to make sure the mass.
2. Second, fill the plastic container with 500 ml of water.
3. Then, add 150 of brown sugar (before add the brown sugar into the water, make sure it is already melted)
4. Next, add the vegetable/fruit peel into the container.
5. After filling all the ingredients, mix them all using long stick.
6. Close the container tightly then place it away from direct sun or warm temperature.
7. Open the lid of the container every day for a second during the fermentation in the first month.
8. Every two weeks in the next two months, stir the mixture.
9. After three months of fermentation, remove the peel and the enzyme is ready to use.

6.7.4 Example of games rules

How to Play Scrabble

Materials:

Tiles of letter

Game board

Letter rack for each player

A small bag to hold the letter tiles

A dictionary

A piece of paper to write the players' points

Number of Players:

2 to 4 players

How to play:

1. At first, put the letter tiles into the bag then shake them all.
2. Then, ask all players to take one letter tile. The player who gets letter 'A' or the letter closest to 'A' is the first one.
3. After that, all players take 8 letter tiles randomly and then arrange them on the letter rack.
4. Next, ask the first player to start arranging a word in the middle of the game board. Ask his/her to lay out the horizontal or vertical.
5. If the word is correct (use a dictionary to check the word), calculate the points then write them on the paper under the player's name. The first player gets double point as he/she gets premium star as the first player.
6. Before other players play, the first player has to take letter tiles as many as the word he/she has laid out on the game board. For example, if the word consists of 4 letters, the player should take 4 letters from the bag.
7. Continue the game to the next player with the same rules.
8. Remember to build a word on other player's word. the letter tiles you put must be connected each other.

9. At the end of the game, add up all points of the players to determine the winner.
10. Last, announce the winner of the game.

6.7.5 Example of Life tips

How to Master English Conversation

As English become a global language, many people concern on the use of the language whether in their daily life or in some occasions. They are looking for the ways, methods or some tips how to be good at English especially in mastering English conversation. As an English lecturer, I have met many learners with different problems in doing a conversation even in a simple one or daily conversation. Here are some tips how to master English conversation that named "BE A COZY PERSON":

1. Be active. You need to be an active learner. What I mean to be active here is memorizing some vocabulary, phrases and expressions. Doing this actively will be your first step mastering English conversation. You also need to be active joining in some English communities to practice your English.
2. Be confidence. If you want to say something in English, just be confidence. You don't need to think much about your grammar or your pronunciation. Just speak up! It is better than you don't practice your English.
3. Be crazy. Some learners I met always tell their reason why they cannot do a conversation with others because they do not have a partner in practicing their English. They do not have someone to talk with. Now, you do not need to worry about it because you can do it by yourself.

Stand in front of the mirror, then talk alone. It sounds a little bit crazy, but it works. Believe me. I have tried it.

Based on the given examples above, it is not difficult to analyze and comprehending the generic structure of procedure text since it has been written systematically and clearly. By comprehending the generic structure, the reader will also comprehend the purpose of a text. On the whole, recognizing the language features of this text also important to guide the reader to comprehend the content.

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CHAPTER VII
UNDERSTANDING ANALYTICAL EXPOSITION TEXT

By Ossa Bodhi Tala Sumanto

7.1 Definition

In English, there are several texts, such as narrative, descriptive, exposition, etc. Among these several types of texts, many argue that writing expository texts is more complicated than other types of texts. This perhaps, because its structure and it aims to explain something to the readers and make them understand. As we know, that to make someone get across our views is not an easy thing.

In explaining something to the readers, the author can achieve it in some ways. Some of them are: comparing two things or people, showing steps in a process, analyzing something or a problem, and persuading the readers. In persuading the readers, the author can argue for their opinion. They may try to make others do something like stop doing things or sign a petition. Readers can come across this type of text in newspapers, magazines, articles, journals, academic speeches, and scientific books

Have you ever read a text containing the writer's opinion in it? It may appear like this, "Do you believe that by reducing using plastic bags, we can save this planet? Yes, I do. We can save this

planet by contributing in the smallest act possible." These sentence types are not hard to find in the Analytical Exposition text, which is also a part of the Argumentation Text. Sometimes people read this kind of text. But they do not realize that they are reading an analytical exposition text.

So, what exactly Analytical Exposition text is? It is a text containing the writer's detailed thought that comprehensively explains problems or surrounding phenomena accompanied by supporting opinions. It has to have a necessary topic to be discussed. It should be considered essential, something that happened recently, and is exploratory (Untoro, 2016, p. 33).

7.2 Purpose

This analytical text clearly expresses the author's position on an issue. The author cannot side with both the pros and cons in this text. Since it is argumentative, one of its aims is to convince the reader to see things from the author's perspective. It also has a social function to convince or persuade the readers to think that the topics presented are essential topics to be discussed or get attention.

7.3 Structure

The generic structure of this text consists of:

a) Thesis
This section is found in the first paragraph of the text and contains information about topic or pivotal idea and the author's view on a problem. It tells the readers about topics that will be discussed by the author. The thesis contains the expression of the author's position statement accompanied by a solid argument preview.

This part of the text is not only to present the discussed problem or issues, yet it should provide a review of the arguments. The author can start the thesis by showing the matter and what they think about that.

Example: Do you believe that by reducing using plastic bags, we can save this planet? (Topic)
Yes, I do. We can save this planet by contributing in the smallest act possible. (Author's view)

Other authors occasionally add an opening remark to catch the readers' attention before they introduce the topic, telling their position and outlining the preview of the arguments.

b) Arguments (Series of Arguments)

This section contains the arguments that support and prove the truth of the thesis. Strong and logical arguments can show and prove the truth of the 'thesis' and make the reader more convinced that the 'thesis' discussed is important.

The argument needs to start with points and be followed by elaborated statements which support those points. Arguments are spelled out and elaborated with strong data

which should be logically sequenced and smoothly transitioned in each paragraph.

To further strengthen the thesis, not only strong arguments are needed but also facts, supporting data, statistics, and etc.

The data need to be very well researched and provided at every elaboration of the arguments.

Usually, the author provides more than two arguments. Several arguments are provided to convince the readers of the discussed topic. Readers will be convinced by looking at the number of arguments as well as the supporting data that the author presented. It expects to affect the readers' perspective in looking at some issues so that they see it through the author's point of view.

c) Reiteration (Conclusion)
Reiteration is a conclusion from the series of arguments that have been presented previously. This consolidates those arguments as well as the author's point of view of the discussed matter.

This part can be short, concise, and simple but powerful. It reaffirms on what side the author stands. The author could also provide a brief review of the arguments.
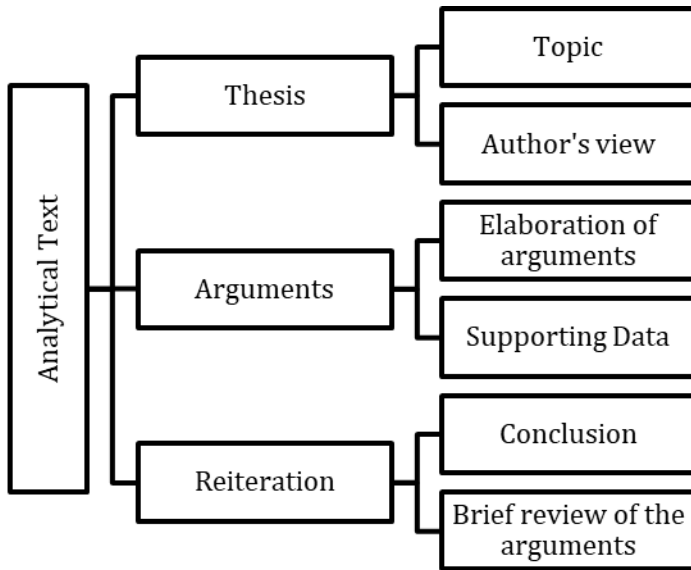
Graphic 1: Structure of Analytical Text

7.4 Language Features

As Hartanti (2020, p. 16) states that this text has its own language features as follow:

a) It uses Simple Present tense because exposition text is a text that expresses general opinions and facts.
b) Using evaluative words such as *good, bad, negative, very addictive*
c) Using compound and complex sentence
d) Using thinking verbs or words that express thoughts or the author's feelings. For example, *believe, experience, feel, know, realize, sense, think*, etc.
e) Using conjunctions that connect the arguments between the two clauses. It can be divided into four categories, namely:

i) Addition
    For example, *besides, in addition, further*.
ii) Comparison
    For example, *but, vice versa, henceforth, on the other hand.*
iii) Time
    For example, *first, second, then, then, next.*
iv) Cause-effect
    For example, *consequently, as a result, and so, the results.*
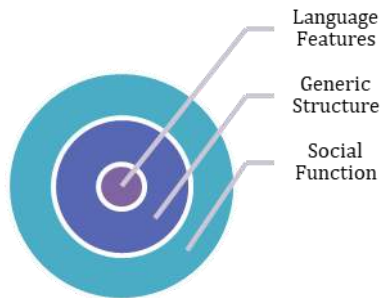
Graphic 2: Concept Map of Analytical Text

7.5 Example and Analysis of the Text

Look at the example of the text below.

PLASTIC BAN

I **believe** that the use of plastic packaging should be banned from now on. **I think**, it causes **terrible** effects on our environment and especially on our health.

To begin with, it increases the environmental waste. After we use it once, we will throw it then it becomes trash. People use plastic

packaging in everyday life and obtain it from products they buy. As I have **experienced**, the amount of garbage is growing rapidly. **For instance**, if one person wastes two or three plastic packages a day on average, how much waste will be if other people do the same thing?

Second, it plays a significant role in causing global warming as one of the main concerns of society nowadays. Plastic products are difficult to decompose. **Therefore** they are one of the main contributors to global warming. It is **badly affecting** our planet as much as it affects us, human being, and other living beings. **Besides,** as the waste increases, unmanaged rubbish or waste can cause diseases that endanger our health.

In conclusion, based on the listed arguments above, the use of plastic packaging should be banned for our planet's well-being as much as ours.

Analysis of the text:

The text above talks about the author's perspective on the importance of banning the use of plastic packaging. As we can see, the text uses the Simple Present tense. The more detailed explanation is as follows:

<u>Thesis</u>:

I **believe** that the use of plastic packaging should be banned from now on. **I think**, it causes **terrible** effects on our environment and especially on our health.

In the thesis, we can see what issue the author wants to present to the readers. It is followed by a statement that shows their contra side in using the plastic package. The author even clearly argues that according to their opinion, plastic packaging should be banned.

Besides using thinking verbs such as **believe and thinking**, the author also use evaluative word such as **terrible** to indicate their position toward the issue.

<u>Arguments</u>:

To begin with, it increases the environmental waste. After we use it once, we will throw it then it becomes trash. People use plastic packaging in everyday life and obtain it from products they buy. As I have **experienced**, the amount of garbage is growing rapidly. **For instance**, if one person wastes two or three plastic packages a day on average, how much waste will be if other people do the same thing?

Second, it plays a significant role in causing global warming as one of the main concerns of society nowadays. Plastic products are difficult to decompose. **Therefore** they are one of the main contributors to global warming. It is **badly affecting** our planet as much as it affects us, human being, and other living beings. **Besides,** as the waste increases, unmanaged rubbish or waste can cause diseases that endanger our health.

In the series of arguments, the author presents their perspective that explains their earlier statement in the thesis that was supported by facts and other supporting data. There are some arguments provided and elaborated. Each argument has its part of elaboration.

The author uses many conjunctions to connect one argument to another. They use addition, comparison, time, and cause effect conjunctions such as **to begin with, for instance, second, therefore, and besides**.

The author also uses thinking verbs **(I believe, I think, experienced**) and evaluative word (**badly affecting)** that express the author's feeling or thought toward the issue.

<u>**Reiteration:**</u>

In conclusion, based on the listed arguments above, the use of plastic packaging should be banned for our planet's well-being as much as ours.

The reiteration part contains the conclusion (marked by **In conclusion)** and restatement of the author's perspective about the use of plastic packaging.

7.6 Problems in Understanding or Writing Analytical Exposition Text

People frequently encounter problems in dealing with writing analytical exposition text. Generally, people find it hard to write because it means we are creating and producing something. That may have differences with reading or identifying a text.

Moreover, this kind of text requires the author to be clear with their opinion. The author also needs to provide strong data to support the elaborated arguments. It is common to assume that writing analytical exposition text is complicated because of its content and needs to be supported by a considerable amount of data to persuade the readers. Perhaps those points above led to an assumption of the complication in writing analytical text in general.

Some problems may arise while producing this text. It varies from issues of the general structure of the text or the way the author expresses their idea. In some cases, the author does not present their side of opinion. They should be clear whether they are on the pro or contra side. Readers find it confusing because occasionally,

the author does not present it in the thesis part. The text becomes confusing and unclear.

Another case is about the lack of provided arguments by the author. To convince the readers of the point, the author needs to provide as many statements as possible. It should be elaborated on and supported by numerous data. Some authors do provide many arguments but it lacks elaboration. Besides, many elaborations of the arguments are not supported by enough data.

Frequently, the author presents their argument without giving a brief elaboration of it. In other cases, the authors do not provide adequate series of arguments. It is probably caused by the difficulty in expressing their idea through words and the difficulty in developing the idea itself.

7.7 The Difference between Analytical Exposition Text and Hortatory Exposition Text

These two types of text are often assumed to be the same. Indeed, both have some similar features, but there are striking differences that can be seen between them.

Both of the texts do show that the issues discussed are essential to get attention. However, for example, if the analytical exposition explains the dangers of using plastic, the hortatory writes it more directly and persuades readers to switch to using other materials besides plastic. If the analytical exposition text uses strong arguments and convincing data, then the hortatory exposition uses something stronger and more convincing than what is found in the analytical exposition.

But the main difference is in the last paragraph. In the analytical exposition text, the last paragraph is a reiteration or conclusion. However, in the hortatory exposition, the last paragraph

contains a recommending action by the author to be carried out by the reader. The generic structure of the analytical exposition text consists of thesis, arguments, and reiteration. However, in the hortatory exposition, we will find recommendations instead of reiterations.

Reiteration is only a restatement of the thesis and conclusions based on the stated arguments. But the recommendation is stronger and more intense than that. It not only makes readers believe in the author's perspective on an issue but also persuades the readers to act and behave like what the author did in addressing the issue.

Let's look at the examples of Analytical Exposition text and Hortatory Exposition text below. Both of them consist of the same thesis and arguments but have different closing.

Example 1: ANALYTICAL EXPOSITION TEXT

Why Exercise is Important

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts said that exercise has great role in making our body healthy.

Being physically active offers many advantages. In physical reword, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time. Overall, exercise helps us healthier physically and mentally. That is why exercise is very important to us.

Example 2: HORTATORY EXPOSITION TEXT

Why Exercise is Important

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts said that exercise has great role in making our body healthy

Being physically active offers many advantages. In physical reword, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Based on arguments above, it is very clear that exercise is vital for our life. Even for busy people, exercise can be done in many ways and I'm sure it will even be possible for non-busy people. So, we should exercise.

(The texts are taken from https://classblogspace.wordpress.com/2013/01/27/hortatory-analytical-differences/)

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CHAPTER VIII

UNDERSTANDING HORTATORY EXPOSITION TEXT

By Fitrahnanda Ayubadiah

8.1 Introduction

Readers may find articles about some instances or phenomena that contain the author's explanation or opinion. This text is called an Exposition text. An exposition text is a factual text used to persuade people to a particular point of view (Butt 2000 cited in Karimah, 2019). The factual texts communicate knowledge as it has been defined, classified, and constructed educationally.

Based on the structure, exposition text is divided into analytical and hortatory exposition. Both of those text becomes part of argumentative and persuasive text. This chapter will give insight into hortatory exposition to ease the reader in comprehending the text.

8.2 Definition

Hortatory means trying to encourage or persuade someone to do something. In other words, when it comes to a text, the aim is to influence the reader by giving suggestions or recommendations. A hortatory exposition is a type of spoken or written text intended to explain to the listeners or readers that something should or should not happen or be done. (Husein and Pulungan, 2017). According to

(Inayah, 2021), a hortatory exposition text is a text that presents the author's view about specific issues to influence the reader associated with the case.

Thus, hortatory is a factual text that discusses a particular case or phenomenon and aims to influence or persuade the reader through arguments and recommendations or suggestions that are strengthened by the presentation of data evidence. The characteristics and purposes of this text make it a part of academic texts. This type of text is often found in online and printed newspapers and magazines, scientific articles, books, research, lectures, and even educational speeches.

8.4 Structures

The definition explains the hortatory exposition text objects to influence the readers through recommendations or advices. Therefore, the text's structure should consist of elements supporting the opinion's presentation to achieve this text's objectives. The generic structures of hortatory exposition are the characteristics that distinguish it from the analytical exposition. These three components construct this text as thesis, argument, and recommendation.

1. Thesis

It briefly introducing the topic and the author's main idea. The thesis is essential since it could help to keep the text to a manageable topic and outlines the main arguments that will be presented. The thesis statement describes the author's stance on the case or phenomenon that will be support by arguments in the next paragraphs.

2. Argument

After presenting the thesis statement, the readers will find series of argumentation paragraphs that show the reason for the author's concern about the case. It is provided with evidence, factual information, description, explanation to provise the evidence and to assure the readers of the author's point of view. Supporting data or evidence plays a significant role in strengthening the arguments and showing that the arguments are credible or trustworthy.

3. Recommendation

After presenting the arguments and evidence, the last paragraph of the hortatory text contains recommendations or suggestions. The author will clarify thesis by suggesting and convincing the reader about specific actions or situations that should or should not be taken or happened.

8.5 Language Features

In creating coherence in the paragraph, language features play an essential role in constructing it. Understanding language features of may help the reader to distinguish the text from other types of exposition text and the most important, understand the content.

Simple present tense

The hortatory text uses the simple present tense because it explains a fact or opinion whose truth or existence is still the same until now. The simple present tense is also used to state facts. (Sargeant, 2007). In addition to the simple present tense, the choice of verbs, and nouns also influences the hortatory exposition text.

Mental process, material and relational clauses

Language features of hortatory exposition based on (Gerot and Wignell,1994:210 cited in Karimah, 2019) are the use of mental, material and relational process.

Mental process is used to express what the author knows and wants. In the other words, it is the process of sensing. Schinke-Llano and Lock (1997) divides the mental process into four sub types, one of them is cognition process. Cognition process includes thinking, knowing, believing, and soon. This to indicates author's expression of opinion. For instance; I believe, I appreciate, I feel and I think.

Material process is a process of doing. They express that some entity 'does' something to the others (Halliday, 2004). For example: people are starting, developing countries are learning.

Relational process is the process of being or the state of being and possesive. This reflects in being and state of being verbs. Furthermore, Halliday (2000) explains there are three main types of relation process such as intensive, circumstantial and possessive which are found in hortatory text.

Passive voice

Besides simple present tense and action verbs. Another thing that becomes the language feature of horatory is passive voice. The structure of passive voice is formed by combining the verb 'to be' and 'the past participle'. It is used when the speaker wants to focus on an action. (Raifsnider, 2005). In other words, the hortatory text emphasizes the action or the event. However, in presenting the

arguments, the author may focus on himself or herself to show which side his or her is taking.

Modality

Since the characteristics of the paragraph contains recommendation and suggestions, the sentences should include modality that reflects requirement and likehood. Requirement in the broad sense concerns the area of meaning between do it and don't do it (Schinke-Llano and Lock, 1997).

In modal auxiliaries of requirement there are obligation, necessitiy, advice and permission. Obligation and necessity can be expressed through must, have got, and need meanwhile should and ought to are the expression of advice or suggestions.

Hortatory text also reflects likehood to persuade the reader through the use of personal judgement for example I think, I think—should, I am certain, and impresonal judgments expressions such as it is invitable that or it is probable that.

Connectives

In order to form a coherent text, the hortatory exposition uses connectives. In most argumentation text, the connector used is temporal connective, causal conditional and comparative. Connective relate ideas to another and help to show the logic of the information (Knapp and Megan, 2005).

Temporal connective express temporal relationships between one part of the text and another part of the text (Schinke-Llano and Lock, 1997). Causal conditional and comparative connectives are used to connect points and present contrasts. In the other words, connectives help the author in keeping the arguments' explanation on track and linking it to each other.

Technical vocabulary

The hortatory text tries to explain certain cases or phenomena which may related to particular field. Moreover, the thesis should be supported by arguments and evidence and most of them contain technical vocabulary including nominalisations and technical noun groups.

8.6 Example of Hortatory Exposition Text

In order to give an insight into the generic structure of hortatory exposition, here is the example:

Crime in Big Cities

Crime is a serious problem in big cities. And it is getting worse every year. This is what police departments around the country said in their report last week. There were more robberies and murders this year than last year. The subways are more dangerous. The streets are more dangerous. You may not even be safe in your own home.

Why is the problem serious now? This is not an easy question to answer. There may not be a single answer. Many problems together seem to make cities so dangerous.

One of the problems is money. To fight crime, a city needs police officers, cars, and guns. These cost a lot of money. But right now, cities do not have much extra money. So, there are not enough police officers, cars and guns for the cities.

Another problem is drugs. Crime studies show that many criminals use and sell drugs. After they start taking drugs, they want to have more. But drugs are very expensive. So, these people may sell drugs to other people to make money. Or they may steal money to get more drugs.

The laws about guns are also part of the crime problem. It is very easy to buy a gun in the United States. Anyone can have a gun. That means robbers carry guns. Many people are killed during robberies. Anyone can have a gun at home. So, an angry husband may shoot his wife or children. A crazy person is more dangerous with a gun. In general, crimes are more serious because everyone has guns. [...]

It is not going to be easy to change these crime problems. We must first change many of the laws about drugs and guns. We mustchange the way cities spend their money. We must also begin to make changes in the neighborhoods. Until then, the crime problem will not go away and we will live our lives in fear.

 (Mikulecky, B. S., & Jeffries, 1997)

In the example above, the issue of concern is the criminalization in big cities is increasing every year. The author adds that all places become more and more dangerous, our own home might be not a safe place anymore.

Crime is a serious problem in big cities. And it is getting worse every year. This is what police departments around the country said in their report last week. [...] you may not even be safe in your own home.

 In the arguments, the author explains more than one problem that make the city is not safe such as money, drugs and laws. Giving examples in the form of describing a case strengthens the author's argument.

Another problem is drugs. Crime studies shows that many criminals use and sell drugs. After they start taking drugs, they

> want to have more [...] So, these people may sell drugs to other people to make money or they may steal money to get more drugs.
>
> The laws about guns are also part of the crime problem. [...] Anyone can have a gun at home. So, an angry husband may shoot his wife or children.

In the last paragraph, a suggestion or recommendation is made by the author. It states that the process of solving these crime problems is difficult since there are lot to change.

> [...] We must first change many of the laws about drugs and guns. We must change the way cities spend their money. We must also begin to make changes in the neighborhoods.

The author emphasizes the action needed by using modal markes 'must' which state high necessity and advice. Furthermore, to sound convincing, the author state that if this is not be done, there will be no solution for problem and people will still live in terror.

8.7 Analytical vs Hortatory Exposition

The introduction mentioned two kinds of exposition text such as the analytical and hortatory exposition text. Both of them have similar aims; to persuade the reader. Moreover, the generic structure and the language features are almost the same. Thus, readers may find it difficult to distinguish them.

The difference between those two texts lies in the generic structure constructed specifically in the last paragraph. The first paragraph of the texts is a thesis statement which mention the issue of concern. Since the aim is to explain and persuade the reader, in thesis paragraph, the author shows his or her stance or position. The

second, third and following paragpraphs conclude series of arguments which support the thesis.

Moreover, the more views presented, the more substantial influence exerted. In the final paragraph, an analytical exposition text will restate the thesis statement and summarize the arguments without influencing readers to take action. Instead, the restatement and summary convince that the issue is an important thing to be discussed and give an insight to the reader. Meanwhile, in the hortatory exposition text, the last paragraph concludes with a recommendation or advice that reader should take any action or to influence them that the issue discussed needs to be happen.

Notice the text below:

Online learning during pandemic

The coronavirus pandemic has prevented people from many activities. The swift spread of the virus makes people unable to carry out activities freely. The education sector is one of them. Online sessions replace offline meeting, which have pros and cons. Many complain about online learning, but on the other hand, the online class has many advantages. Why do I say so? [Thesis]

The first is flexible timing. Students can do online learning anytime and anywhere. Education spans across regions even when students are not physically present in class. [Argument]

It also makes learning cost-effective because students don't need much transportation so they can be allocated to other things such as internet quotas. [Argument]

Third, during a pandemic, social distancing is critical. Online learning can reduce the spread of COVID-19. This is supported by the downgrading of the PPKM status to level 2. [Argument]

From the thesis paragraph until the series of arguments, the text shows generic structure of analytical and hortatory exposition. There is an issue being discussed that is people are complaining about online class during pandemic. On the other hand, it has some benefits. The text tries to influence the reader about online meetings is advantegous.

In the following paragraph, the text presents several arguments, that is the advantages of online class. The text also provides examples including the downgrading of PPKM level, which really shows that online learning is advantegous during pandemic.

The generic structure of the hortatory text contains recommendation as the last paragraph. Notice the example below:

Online learning has several benefits, and we need to use it. However, to make online education more leverage, we must prepare ourself. If we are in a remote area, we should look for a provider with broad and robust signal coverage. We need to prepare a good and supportive environment to comprehend the material delivered during online sessions. Covid is not a barrier for us to get a better education.

The text not only explains argument about the benefits of online learning but also recomends how to utilize it. The use of modalities'must', 'should' and 'need' shows obligation or necessity and advice. This is the characteristic of a hortatory text.

In conclusion, online learning does not always negatively affect students. Instead, students have several advantages such as flexible timing, saving money and even participating in preventing the spread of covid-19 through social distancing.

Meanwhile, in analytical exposition, the last paragraph restates the arguments without recommending or suggesting any action. Instead, the text summarizes the point that have been discussed previously. The aim is only to persuade that this issue is important and lets the reader agree with the opinions.

8.8 Summary

To summarize, the hortatory exposition text provides a series of explanations of essential issues to influence the reader. The problems present in the thesis paragraph include the author's position to it. To make it more convincing, the author provides shreds of argumence with evidence, instances, or data.

Since the purpose is to influence the reader and talks about the fact, modality such as; need to, must and should also simple present tense become the primarily language feature of this text. Thus, in the final paragraph the text will suggest the reader take actions regarding the issues or make a strong opinion that this case should or should not be happened.

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CHAPTER IX
UNDERSTANDING NEWS ITEM
By Muflihatun Haqiqiyah

9.1 Introduction

English is one of an international language which is very popular because a lot of people in the world has applied this language. Based on the curriculum and syllabus (Nasional, 2006) of English subject for senior high school, there are four main skills that must be learned by the students. In Indonesia, English has become one of subject which is used in curriculum of education in Indonesia because it can help the students are better in understanding and using it (Nasional, 2006). As we know that, there are four main skills must be learned by the students like Reading, listening, writing and speaking. Teacher should choose and match good material for students (Salem, 2017).

English is an international language which is very popular and has been studied and used by a lot of people… (Handayani, 2017). Nowadays, English has become an important lesson in the school, so teacher must capable in understanding students' difficulties in learning English. From elementary school until university level, English becomes one of subject should be understand by the students.

Ratna Handayani (2017) said that reading is a process to understand the information from the text, through reading the reader can enlarge their knowledge. In learning English, students are not only learning Tenses, but only they are also learning some text such as Narrative text, Descriptive Text, Spoof Text, hortatory Text, News Item text and another texts (Fountas, Pinnell and Le Verrier, 2001).

In this chapter, we will learn about News Item Text in Reading Comprehension and Writing.

9.2 Definition of News Item Text

News Item is a kind of text contains factual and actual information about some events happened or being happened accurately which is informed to viewer, reader, and listeners. It is presented completely. Generally, the text is real got from the field or trusted sources. The events are considered newsworthy. In another definition, News Item is News presented by a journalist, in print or broadcast medium. Usually, News item text could be find in newspaper which contains news and some events that just happened (Tal-Or and Cohen, 2010).

In writing News Item text, we arrange the text using 5W 1H (What, Where, When, Who, Why and How) (Firdaus, 2019).

a. Generic Structure of News Item Text

1. Main events : some moments which could be a primary news
2. Elaboration: the explanations involve person, place, and time of the moment happened.
3. Resource of information (source): text resources, some responses from the witnesses, experts' opinions and etc.

b. There are some language features of news item text. They are:
   i. Information on the use of headlines, the use of material processes to retell the events, focus on circumstance,
   ii. The use of action verbs,
   iii. The use of saying verbs,
   iv. The use of passive sentences,
   v. The use of adverbs in passive sentences

In arrange News Item text, We can use present tense and past tense form because we do not focus on the tenses but the reader only focuses on the information presented (Robertson *et al.*, 2013).

## 9.3 News Item in Reading Comprehension

According to Alyousef (Alyousef, 2006), reading can be seen as an "interactive" process between a reader and a text. While, Lems, Miller and Soro (2009) argue that it becomes an involving interaction between the text and the background knowledge of the reader. Based on the explanation above, Reading is an important skill to understand and get information from the material being read such as news, newspaper or another social media in learning English. There are various text are learned like News Item Text. The curriculum shows that the aim of teaching English at senior high school is to develop four components of language skills (Sarri, Bakouros and Petridou, 2010; Mukminin *et al.*, 2015). It means that reading is an important part that needs to be developed.

News Item Text is some facts from the day event provides information to listener, reader and audience. The purpose is to improve students' vocabularies and reading skills. The process of learning can be succeed if the teacher can choose good method and media for the students. The expressions from students can been from their comments, and their enthusiasm in the classroom. Teacher can measure their difficulty and give the solution to them (Sari, 2019).

Yiyis Sunten Anggari, Odo Fadloeli (2021) said that Utilizing technology in the learning process, has become the thing that needs to be done, more than that the use of technology in the learning process can facilitate students in understanding learning material. Indeed, teacher must be creative methods in finding an appreciate method for the students in order that they can learn

and analyze better than before. Sometimes, it is not easy for the students comprehend what the writer meant from the text.

We can see the picture below about how to analyze information from News Item Text in order to find the detail of day event. There are 6 questions that usually become the questions in reading News Item Text (Hendrita, 2019).
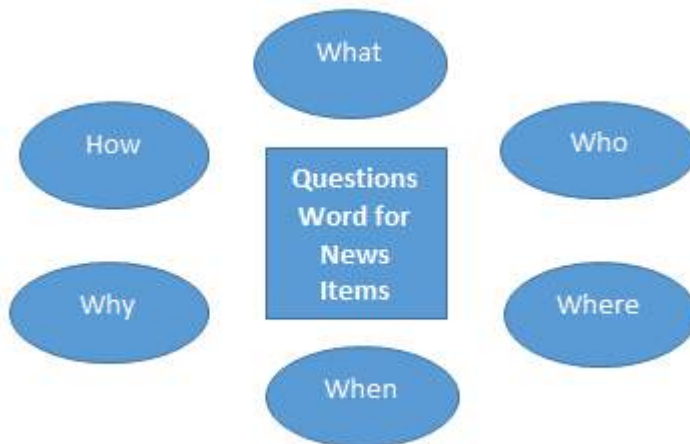
In arranging the information, we can look the first part as main point and at the end of part text as detail of information which is not too important

INVERTED PYRAMID TYPE
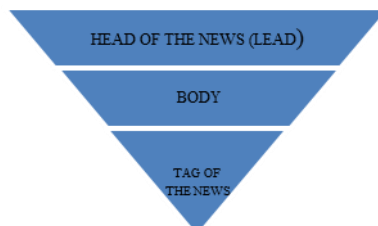
From the structure of information above, an information is at the first and at the end is very little information to

be served. Otherwise, the most important is located at the first part. So, if we do not have enough time to listen the information totally, only with notice first part the reader can conclude what the main point of the information served.

The Example of News Item Text

Death toll from Indonesia's volcano eruption climbs to 34

Search and rescue operations are still under way to find 16 people missing after the eruption of Java's mount Semeru. The death toll from the eruption on Saturday of the highest volcano on Indonesia's Java Island has risen to at least 34, local officials said, and rescue operations are still under way. Mount Semeru, in the Lumajang district of East Java Province, spewed thick columns of ash more than 12,000 metres (40,000 feet) into the sky, with searing gas and lava flowing down its slopes after the sudden eruption. The disaster left entire streets filled with mud and ash, swallowing homes and vehicles in several villages.

"So far, 34 people have died and 16 are still being searched for" Wayan Suyatna, head of the local search and rescue agency, told state media on Tuesday, raising an earlier death toll of 14. He added that nearly 3,700 people have been evacuated from the affected area.

Rescuers have been battling dangerous conditions since the eruption, searching for survivors and bodies in the volcanic debris, wrecked buildings and destroyed vehicles. Search crews deployed dogs on Tuesday to aid the operation.

Mount Semeru has remained active since Saturday, with small eruptions keeping emergency workers and residents on edge. On Tuesday, there were small three small eruptions, each spewing ash about a kilometre (3,300 feet) into the sky. Authorities said. Officials have advised locals not to travel within 5k (3.1 miles) of Semeru crater, as the nearby air is highly polluted and could affect vulnerable groups.

Indonesia, an archipelago of more than270 million people, is prone to earthquakes and volcanic activity because it sits along the pacific "Ring of Fire" a horseshoe-shaped series of fault lines. (This article was published in Al-Jazeera Creative Commons)

The main point of text above after we read are:

a. 16 people missed after the eruption of Java's mount Semeru.

b. Mount Semeru has remained active since Saturday, with small eruptions keeping emergency workers and residents on edge..

c. The Pacific Ring of Fire" a horseshoe is shaped by series of fault line in Indonesia as an archipelago of more than 270 million people.

This text has main point such as.

Question	Main information
1. What event of the day?	Indonesia's Volcano Eruption
2. Who is involved?	34 people have died and 16 missing person
3 . Where is the event happened?	Mount Semeru
4. When is it happened?	Since Saturday has small eruption till Tuesday
5. Why is it happened	The disaster left entire streets filled with mud and ash, swallowing homes and vehicles in several villages.
1. How is it happened?	searing gas and lava flowing down its slopes after the sudden eruption

9.4 News Item Text Structure

Another language feature of this text are:

1) The use of direct sentences as a kind of indirect sentences. It relates with the quotation of questions used by the news sources.

Contoh:

Indirect Sentences	Direct Sentences
Search and rescue operations are still under way to find 16 people missing after the eruption of Java's mount Semeru.	"So Far, 34 people have died and 16 are still being searched for" Wayan Suyatna,
The disaster left entire streets filled with mud and ash, swallowing homes and vehicles in several village.	

2) There are many mental verb which is used in this text such as: said, told, thought, explained, added, criticized, refused and etc.

For example:

a. Wayan Suyatna , head of the local search and rescue agency, told state media on Tuesday, raising an earlier death toll of 14.

b. He added that nearly 3,700 people have been evacuated from the affected area.

3) The using of adverb of time and adverb of place, to complete a news which covers when and where.

For example:

a) Mount Semeru has remained active <u>since Saturday</u>

b) Search and rescue operations are still under way to find 16 people missing after the eruption of <u>Java's mount Semeru.</u>
4) The using of conjunction which means chronologic or summation, such as then, since, after, earlier, in the end. It relates with news serving which follows chronological order.
a) Rescuers have been battling dangerous conditions since the eruption
b) Searing gas and lava flowing down its slopes after the sudden eruption.

9.5 Analyze News Item Text

Nunan (2003) states that the goal of reading is comprehension. So, when we analyze the text, we have to get the information what the writers wrote in the text. The text is the result of analysis from the news. As we learned before, analysis the explanation from the text to the parts of text and study the part itself and the relationship between parts of the text to get the real meaning and comprehending the txt totally. So, we need to elaborate a text based on the comprehension itself. In this case, the parts include 5W+1H (Who, What, When, Where, Why and How). We need to explain based on the paragraphs or based on time of the news. Begins from the result of, analysis, we can make conclusion about the content and form of news. The conclusion is the end of elaboration. In conclusion, we should make main of the news, but the pattern is more concise. So, the conclusion of the news should utilize main of the news with 5W+ 1H.
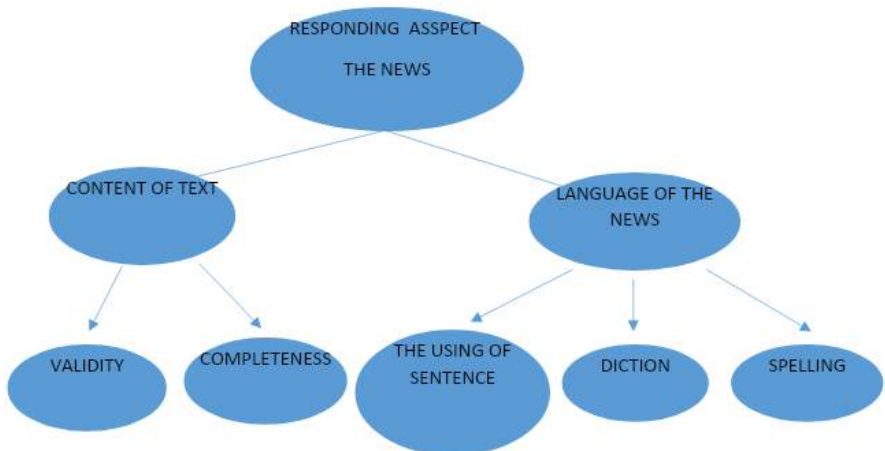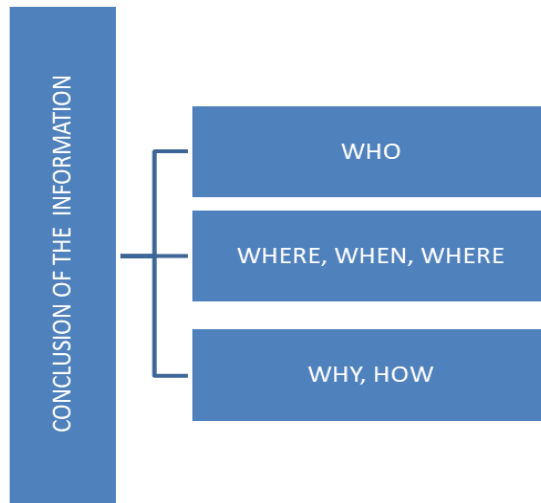
9.6 Writing News Item Text

Rafidah Rahman (2018) explained that in education, in this case writing English was one of four skills that have to be achieved by students at secondary, high school and universities. Writing is a kind of productive skill should be mastered by the students in English. In writing English, to motivate students' interest, teachers as facilitators should be able to create a good media in teaching

learning process. In writing skill, students are able to express their ideas. Some factors are faced by the teachers in teaching writing. Students should have sufficient knowledge to write effectively. Writing a news is not same with writing short story or kinds of another fiction text.

According to Rebecca Anrini (2014), in learning of writing, students cannot study successfully because it is caused by teaching learning process which have not certain quality. Teacher should improve the way they teach in order not to be monotonous in the class. Because, students can be interested to English if the teacher capable to change the harmony of the class when they learn English especially writing.

In writing factual recount, writing a news should be based on real moments and actual. That's why, before we write, we must get source of news is the event. It is better, if we look at the event directly and do interview with people relates with the event. So that, the news which we write is more complete, clearer, and simpler (Reis *et al.*, 2010).

1. Complete, because a good news should contain the answer and it is created from the questions such as what, who, where, when, why and how.

2. Clear because a good news should explain real events detail.

3. Irresponsible because a good news should express real moments correctly and based on real in the field.

There are steps of writing a news such as:

i) Make a source of news, in the form of interesting moment and relates with many importance of the people

ii) Come a source of news with look and interview the people relates with the moments directly.

iii) Notice real news from the result of observation or the interview with refers to type of framework 5W 1H

Questions	Answer
a. What	
b. Who	
c. Where	
d. When	
e. Why	
f. How	

4. Develop the notes becomes whole report which served from the important part to not too important part. This item is based on news serving which use inverted pyramid type.

Title
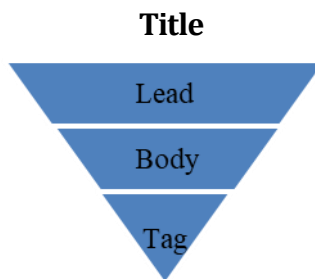
There are many methods in solving students' problem in writing. Teachers have to find a good method to make students not too bored to write news item. Some teachers can use video in students' writing, to make students effective in comprehending materials from the teachers. But, there are some points should be prepared before we write:

1. Grammar

The simple sentence contains noun, a word name and a verb or action verb. In students' writing, teacher should check the result of students writing in grammar side (Imran, Asgher and Ghani, 2016). Currently, however, a new draft National Curriculum presents a Grammar Annex, which outlines year by

year, the grammatical terminology which students must learn and the grammatical structures which they master.

Teaching grammar to young learners in English is a good thing because it can improve their written English and their capability to speak about language. Teachers needed to know about pupils' writing problems. The appropriateness of grammatical form is focused in written composition (Al Hosni, 2014).

   a. Sentence Construction

For example

"Gina wrote"

Gina is naming noun and walked is the action verb

Gina is the proper noun but it can be substituted by pronoun (she)

Most sentences have a subject, noun and an object noun

   b. Tense

   Tenses are expressed by verb or action verbs in present tense, past tense or future tense. The setting of tense a verb in time.

   For example:
   1. Maria cooks (Present tense)
   2. Maria cooked (Past Tense)
   3. Maria will cook (Future Tense)

   There are many tenses which more difficult like above. But, we must consistent in using of time. We can explain whether a moment happened in the past, present, or in the future and then we can make the using of time till we have a good reason to change (Samuelson, 2016).

The mistakes in using tenses is one of the common things in grammar.

 For example:

 - Albert describes the new techniques, how they varied in approach and attitude

   In present tense form, describe is correct, but varied is past tense

   The correct tensing is:

- Albert describes the new technique, how they vary in approach and attitude.
  c. Indefinite and Definite article
- "A /An" is the indefinite or general article (indicating any person or thing, a girl. A car. An ant)
- "The" is definite article (indicating somebody or something specific: the boy, the beach ball)
  d. Contractions
     In a dialogue or reported speech directly, it is contracted or abbreviated words such as can't, couldn't in informal writing. For example, if you quote someone's work. The full words such as cannot, could not or it is in the other times
     For example
- She said " I can't write"
     The sentence above is correct because we quote the speaking directly. But, it we report this statement we will write:
- She said that that she could not write
  e. Conjunctive or " Joining Words"
     Conjunction words such as and, or, but are called conjunctive because they join in the parts of sentences. The most frequently and well-known include:
- Because
- Therefore
- Consequently
- However
- If
- Although
     These words are useful to make sentences simpler and make long sentences becomes short sentences and complex so the readers are able to regards that the sentences are difficult to be understand.
2. Vocabulary
     We cannot communicate in speech or writing without knowing and using words that convey the ideas that we want to

express (Laufer, 2012). Vocabulary is one of main point in writing news. Vocabulary mastery is very important in using the intelligence or knowledge the students' have. The using of students' number of words is needed to communicate. There are some indicators to measure vocabulary like:

a. Demonstrating the word
b. Selecting the word with its meaning
c. Selecting Synonymous words, and
d. Selecting words with anonymity.

The requirements above can be distributed in mastering vocabulary. All of the qualifications shows very good on the average. Experience, reading books and literature, reading dictionaries and others are involved in mastery of vocabulary.

Language structure, use of spelling and also vocabulary mastery itself cannot be ignored in linguistic abilities. In writing news, expertise in interpreting facts found in the field.

In writing news, there are four requirements in building news such as, technique, material, form and language.

In journalism and newspaper, there are some items common used in the world of in writing news:

a. Article : a piece of writing or text on non-fiction material
b. Broadsheet : report contains serious contents with a large format newspaper
c. Censor : certain articles that can be stopped by the official with power
d. Feature : a newspapers contains special or regular article which usually displayed prominently
e. Editorial : an article which is written by the editor and stating his opinion
f. Front page : the most important story which is located in first page
g. Headline : the most important stories in the head or at the top of an article

h. Opinion   : a point of view about particular subject by a person
i. Paper   : material for making on newspaper
j. Story   : a report or article contains events of the day
k. Media   : internet, papers, TV, radio
l. Journalist   : a person who assigned to write the content of article

9.7 Conclusion

Writing is one of skill which expresses some information to be read by many people. Some events are able to be written on newspaper, internet, television or another mass media. When we write, some difficulties may be found from the students. Teacher should find the best solution to comprehend the students' difficulties. In English, we know a text like news item. In reading news item, students must understand about 5W 1H type. It includes what, who, where, when, why and also how the events are happened. When we read news items text. We do not focus on the tenses appeared, but we look up to the information presented by the writer. When we analyze the text, we refer to inverted pyramid type because the conclusion is taken from 5W 1H type. This type are capable to give some information to the leader and listener what the writer presented in their written. In writing news item text, students have to make information clearly, completely and irresponsible. We also need to know about the way to arrange the words becomes sentences. Parts of sentences such as because, although, if, consequently, before and etc. Vocabulary is also the important point in making information. When we lack of vocabularies, the reader cannot enjoy the story because they feel bored. Our information should attend new color to the audiences.

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CHAPTER X
UNDERSTANDING REVIEW TEXT
By Elihami

10.1 Introduction

In the current era of widespread use of the internet, the number of consumers who write opinions and experiences online continue to increase. Read the review in its entirety can take some time, however, if only a few reviews are done read, the evaluation will be biased. Sentiment classification aims to solve this problem automatically

classifying user reviews into positive opinions or negative, (Cooper et al., 1996).

Review text or reviews are writings whose contents weigh or evaluate a work written by another person. Reviews are often termed scales, reviews, and reviews. The book is good or not. In this case, what is assessed is the advantages and disadvantages of the book. Reviewer is an effort to appreciate the writings or work of others by providing comments objectively (Sánchez-García & Cabello, 2016). Review text is a type of text that is used to review a work in the form of a film, book, or other object to find out its qualities, strengths, and weaknesses, a review is an article or review about the value of a work or book. Reviewer etymologically comes from the Latin, namely revidere and recensere which means to look back, weigh, or assess. In Indonesia, reviews are often termed as book scales, book reviews, book reviews, book reviews, and so on (Rahayu et al., 2018).

Review text is a text in which there are a number of interpretations, comments, or comments about an object. Written reviews are generally published in the mass media such as in newspapers or magazines (Suwito & Budijanto, 2020). The form can be in the form of reviews, essays, or editorials. Review text is part of the response text that has a social purpose to discuss two or more points of view.

Students are trained to think critically in response to a work such as a book, film, drama or musical performance, artwork, and other works (Latong, 2020). Reviewers pick up other people's work to place them in their place.

10.2 Definition of Understanding Review Text

a. Social Function

The social function of Review text is to make a critique or evaluate an art work or event for a public audience, such book, cosmetics product, car, cell phone, notebook, etc.

b. Generic Structure

The generic structure of Review text involves orientation, evaluation, interpretative recount, evaluation, and evaluative summation.

Text Elements	Business Loan Program
Orientation	Many of us want to build new business or manage the old one to make big development. Business plan has been analyzed. The property and equipment have been listed.
Evaluation	However, this good plan and preparation will not run well without enough cash in hands. What we have to do when we have to face such condition? Will we give up and sleep leaving that good plan and preparation? We should not. When there is a will there is a way. The answer is finding Business Loans program which offer the best service.
Interpretative Recount	Easy process is one of the characteristics. Of course, we do not

	want to apply the loan in complicated process. Some programs offer the easy service in processing but some time they do not give funding quickly. In the other hand we do need the cash for running our business.
Evaluation	The best program of <u>Business Loan</u> will provide easy process in application, fund quickly as we urgently need the cash and provide the excellent service with fully customer support.
Evaluative Summation	So if you have found such program, apply soon to increase your own business profit.

c. Language feature

1. Focus on specific participants, i.e., the characters being involved in the text.
2. Using adjectives, i.e., indicated by suffixes, such as: -ish, -ive, -ful, -ous, -al, etc.
3. Using long and complex clauses, i.e., mind the types of sentences.
4. Using metaphor, i.e., comparing two things using different characteristics.

d. Example of a Review Text

'The Bob's Burgers Movie' review: a meaty treat for fans and newcomers alike

B*ob's Burgers* isn't the filthiest or flashiest animated sitcom, but it is one of the funniest. Over 12 seasons – <u>with a 13th on the way</u> – it's also become one of the most beloved. <u>Storefront puns</u> and daffy sight gags come as

standard, but the real meat, if you will, is the relatable family dynamic at the show's core: patty-flipping dad Bob Belcher (H. Jon Benjamin), endlessly enthusiastic wife Linda (John Roberts) and their three kids are a pleasure to spend half an hour with every weekWhen a skeleton is found inside that sinkhole, their clueless landlord Calvin Fischoeder (Kevin Kline) becomes the prime suspect. This turns the film into a tongue-in-cheek murder mystery centred on the kitsch amusement park he runs with his pretentious sibling Felix (Zach Galifianakis). It would be a shame to give anything away, but let's just say the park reveals some hidden depths.

Along the way there are a few more musical numbers than we're accustomed to, but they have enough witty wordplay not to feel like filler. Sadly, some of the subplots aren't quite so well executed. Belcher son Gene (Eugene Mirman) is underused and sister Tina (Dan Mintz) is given a rote romantic storyline that gets forgotten about for most of the movie. It's much more fun following youngest Belcher Louise (Kristen Schaal) as she struggles to prove her bravery after a classmate calls her "the B word" – that's baby, obviously. The result isn't overwhelmingly cinematic, but, then again, it probably doesn't need to be. If you're looking for dazzling visuals and epic grandeur, go watch *Dune* again. *The Bob's Burgers Movi*e is substantial enough to justify its 102-minute runtime and manages to supersize the show's appealing recipe without diluting its flavour. It's a meaty treat that fans and newcomers alike can devour with relish.

(Source:https://www.nme.com/reviews/film-reviews/the-bobs-burgers-movie-review-3235390)

10.3 Bibliometrics of Understanding Review Text

The components of bibliometrics, namely: a) bibliometrics for bibliometricians, are the main domain of bibliometric research and are traditionally used as a research

methodology; b) bibliometrics for scientific disciplines (scientific information), considering that researchers work scientifically oriented, their interest is very strong in their field of specialization and allows for a joint borderland with quantitative research in information retrieval; c) bibliometrics for science policy and management (science policy), is the domain of research evaluation in various research topics (Zabidin et al., 2019). Bibliometric analysis is a study of bibliographic analysis of scientific activities, which is based on the assumption that a researcher carries out his research and must communicate the results to colleagues (Zabidin, 2019). This will provide progress and development of knowledge if researchers carry out joint activities to examine specific research topics (Sajovic et al., 2018). In research, of course, requires information from the results of previous scientific works that have also been carried out by colleagues. In the classical input-output model to explain the process of scientific research, publications are recommended to present the output of knowledge. Almost all publications in the form of scientific articles and monographs are known as definitive statements of research results (Herrera-Viedma et al., 2016).

VosViewer is a free computer program available to visualize, and explore bibliometric knowledge maps. VOS stands for VosViewer is Visualization of Similarities. The algorithm used in this program is almost the same as Multi Dimensional Scaling (MDS) (Gutiérrez-Salcedo et al., 2017). VosViewer generated clusters are automatically displayed in color on the map. The cluster algorithm operates with a parameter (ɣ) which can be changed to get more or less clusters. Cluster density and color can be displayed with VosViewer. The advantage of VosViewer compared to other analytical applications is that this program uses a text mining function to identify combinations of relevant noun phrases by mapping and an integrated clustering approach to examine cocitation data networks and co-occurrence (Eck & Waltman, 2009). Although there are many programs for analyzing text units and matrix similarities,

VosViewer's strength lies in its visualization. The program's interactive options and functions make it easy to access and explore its network of bibliometric data, such as number of citations or co-occurence relationships between key terms and concepts (Cobo et al., 2018).

The following bibliometric analysis uses text mining functions to identify combinations of relevant noun phrases by mapping and an integrated clustering approach to examine the cocitation data network and co-occurrence for the keyword 'meaning of words and terms'. As follows:
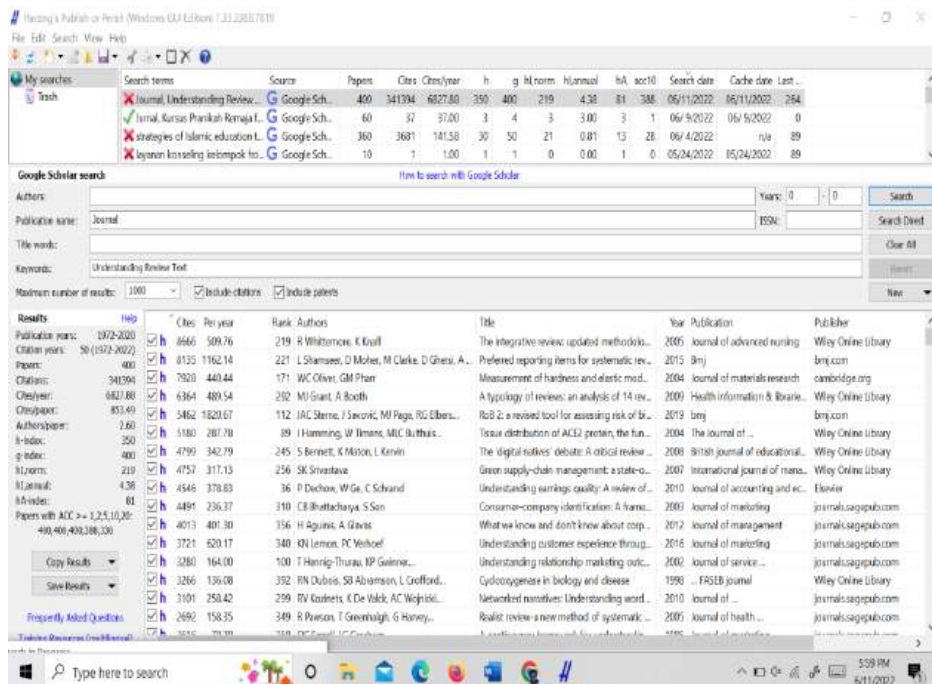

Figure 1. Publish or Perish
Contributors of research results for the keyword 'meaning of words and terms' indexed by Google Scholar with a total of 400 articles **from 19720 to 2020.**

Figure 2. VOSviewer

HOW TO WRITE A REVIEW

- A review is a description or an evaluation of a movie you have watched or a book you have read. It can also be used to review Websites and Computer games.
- Reviews are helpful because they inform the reader about the movie or book they may be interested in.
- Often a review will influence people by telling them a little bit about the story WITHOUT telling them everything. (You must NEVER give away the ending)
- While it is important to tell the storyline, do so briefly!
- Choose the main events which take place – NOT every detail.
- Use DESCRIPTIVE words to describe the movie or book (interesting, boring, adventurous, exciting, confusing, thrilling etc).
- Your opinion – Why did you like/dislike it?
- What was your favourite part? And why?
- If you could change something what would it be and why?
- Did you like the character/s?
- Your recommendation: Would you recommend seeing the movie or reading the book? Who would you recommend see it/read it?
- Would it be of particular interest to a specific group of people? (Explain: I would recommend this movie to all Australians because it deal with issues which are central to the heart of all of us).
- What type of language does it use? Does it use technical language, complex language or colloquial (everyday) language? By discussing the level of language used it will help the viewers or readers decide whether they will be

BOOK REVIEW TEMPLATE

Title:	
Author:	
Illustrator: (if applicable)	
Lead Character/s?	
What is the storyline or plot?	
Did you like this novel	Yes/No
Why? • **Your opinion – Why did you like/dislike it?** • **What was your favourite part? And why?** • **If you could change something what would it be and why?** • **Did you like the character/s?** • **What is your recommendation?**	
List at least 5 adjectives you would use to describe	

this text:	
• **What type of language does it use?** • **Does it use technical language, complex language or colloquial (everyday) language?** • **Does the level of language make it easy or difficult for the reader to follow?**	

FILM REVIEW TEMPLATE

Title: _____

Director: _____

Audience you are writing for: _____

Main characters and the actors that played them:

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

A comment stating your opinion: *(e.g. Director Gary Ross has created a quirky tale)*

_____
_____
_____
_____
_____
_____

Brief Plot Analysis:

Do not reveal the ending or give a recount of the whole film.

_____

_____

_____

_____

_____

_____

Analysis of key aspects of the film: *(Paragraph minimum for each area)*

Theme/Plot

Genre:

What type of genre and why?

Characters –

Choose one or two characters to look at in depth. *Hint: choose ones that polarise the audience e.g. love or hate them.*

_____
_____
_____
_____
_____
_____

Film Features –

Costumes, sound/music, lighting, special effects, and cinematography – framing shots and camera angles.

- -
- -
- -
- -
- -
- -

Rating:

Remember your review must be informative and entertaining

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