



DAR2/Professional/157/6/2019

PENDALAMAN MATERI BAHASA INGGRIS

MODUL 6: ENGLISH FOR ACADEMIC CONTEXT



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Kementerian Pendidikan dan
Kebudayaan 2019

Judul : ENGLISH FOR ACADEMIC CONTEXT

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ISBN :

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Penerbit : KEMENDIKBUD

Redaksi :

Jl.

Distributor Tunggal :

Cetakan Pertama : 2019

Hak cipta dilindungi Undang-Undang

Dilarang memperbanyak modul ini dalam bentuk dan dengan cara apapun tanpa
ijin tertulis dari penerbit

Preface and Acknowledgement

I express my deep sense of gratitude to Alloh S.W.T, God Almighty, for giving me health and opportunity and enabling me to accomplish this module writing project, fulfill this work, and submit it in time.

This module – entitled *English for Academic Context* – consists of four units, chapters, or preferably called here as learning activities (LA). LA One deals with Analytical Exposition. This unit discusses all texts whose main purpose is to convince the audience. LA Two brings to you another type of exposition text, Hortatory Exposition. This type of text is treated separately as unit because it has significant feature differences in comparison to the former. In addition, this exposition text is intended more to persuade the audience. The next LA presents Explanation Text. As its name suggests, this unit presents discussions of all texts that give answers to questions “how” and or “why” things happen. The last LA deals with Discussion Text. One interesting thing of this text is the presence of pros and cons in most of its content.

I proudly address a bouquet of respect to The Ministry of Education and Culture for the trust and funding support granted to me and my team. I am much indebted especially to Professor Aris Junaedi, Director of Centre for Quality Assurance, Directorate for Learning and Higher Education Learners for his presence, moral support and encouragement.

At the outset, I express my sincere gratitude and thanks to Prof. Putu Kerti Nitiasih of Universitas Pendidikan Ganesha in Bali and Nury Supriyanti, MA. of Universitas Negeri Yogyakarta, as my project supervisors, for their professional role. I am very much obliged to them for their enthusiasm, considerable patience, encouragement, expert advice and substantial time extended to me.

I warmly thank all my team colleagues for their hard work and ceaseless cooperation. I owe sincere thanks to Saefurrohman, Ph.D., Head of Department,

for his generosity in providing both information and practical solution that facilitated me to complete my work.

Finally, I am also thankful to Retno Ayu Cahyaningtyas, my project assistant, who prepared lots of material preparation and data input jobs. Though just sitting at semester 3, she has shown professional behavior. I do appreciate her full active support.

Last but not least, words fail to express my appreciation to my family whose love and persistent confidence in me, has taken the load of household chores off my shoulder. I record my unstinted thanks to my loving, encouraging and tolerant wife Rina for her faithful support rendered throughout the period of my project. I acknowledge earnest thanks to my children who filled my heart with love and supported me in all my pursuits in regard with this project.

Hope this little work be beneficial and fruitful to prospective audience.

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English for Academic Context

Learning Activity 1. Analytical Exposition Texts

A. INTRODUCTION

1. Description

This unit deals with Analytical Exposition texts. Analytical Exposition belongs to argumentative texts. Through this type of texts, the writer/speaker elaborates his/her idea about the phenomenon surrounding. His/her purpose is to convince the audience that his/her idea is an important matter.

2. Relevance

Analytical expositions are popular among science, academic community and educated people. In order to get the students acquainted with this type of text, pre-service and/or in-service teachers of English need to have better insights into and good mastery of it.

3. Learning Guide

How It Works

This unit consists of a few parts. In order to better achieve the expected learning outcome, you should make sure to study the whole learning material and activities presented in this unit of the module. You are provided with supporting media and documentation, which can be opened, downloaded or viewed on-line. To share with either the instructor or other participants, it is necessary for you to take part in Discussion Forum as scheduled. Formative Test is available to complete to get a quick picture of mastery of this unit material. It is recommended that you

explore relevant materials from other resources as well, including the ones listed in the References.

B. MAIN SECTION

1. Learning Outcomes

a. Attitude

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

To uphold and apply religious values, moral values, ethical values, personal and social values, in this case being respectful to others (treating people with courtesy, politeness, and kindness), showing appreciation to others' opinions and suggestions, and listening to what others have to say/write wisely before expressing your own viewpoints.

b. Knowledge

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To understand the nature of Analytical Exposition texts
- To get the general pictures of Analytical Exposition texts
- To get the insights into how to teach Analytical Exposition texts

c. Skill

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To write small functional texts (brochures)
- To write analytical exposition texts
- To carry out conversations involving the acts of:
 - Expressing satisfaction and dissatisfaction

2. Learning Materials and Learning Activities

a. Definition

What is actually Analytical Exposition Text?

Below is a selected link to a video on analytical text. Click on the link and study the content. Having viewed the video, can you outline 'Analytical Exposition Text' in a few sentences?



[Link: <https://www.youtube.com/watch?v=qw4XU13ooi4>]

b. Generic Structures

An Analytical Exposition consists of three components:

1. Thesis: Introducing the topic and indicating the writer's point of view.
2. Argument: Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
3. Reiteration: Restating the writer's point of view / to strengthen the thesis. We can make conclusion in reiteration.

c. Social Function

An Analytical Exposition is intended by the writer/speaker:

To convince the audience that his/her idea is an important matter.

d. Language Features

Analytical Exposition has its characteristics, especially in terms of grammar, vocabulary, and expressions.

i) Grammar

Grammatical points that are most often used:

- Use of internal conjunction
- Use of causal conjunction
- Use of the Simple Present Tense
- Use of relational process
- Use of compound and complex sentences
- Use of words that link argument

ii) Vocabulary

A few words/phrases that often appear:

- (Once) again /wʌns ə'geɪn/; /ə'geɪn/
- Consequently /'kɒn.sɪ.kwənt.lɪ/
- Because /bɪ'kɔːz/; /bɪ'kɒz/
- In short /ɪn ʃɔːt/
- In conclusion /ɪn kən'kluː.ʒən/
- Arguments /'ɑːg.jə.mənts/
- Reason /'riː.zən/
- Secondly /'sek.əndli/
- In addition /ɪn ə'dɪʃ.ən/
- Furthermore /,fɜː.ðə'mɔːr/

iii) Pronunciation:



Above and below are a few examples of words or expressions most frequently found in Analytical Exposition Text. Attached is an audio file made available for you to serve as a model. Open it, listen, and practice how they are pronounced.

[Attachment: Audio-Analytical Exposition Text-Pronunciation]

iv) Common expressions

Expressions with the following style are typical to Analytical Exposition texts:

- The following are the reasons why.....
/ ðə 'fɒl.əʊ.ɪŋ əɪ ðə 'ri:.zən waɪ/
- Based on the arguments above,
/beɪst ɒn ðə 'ɑ:gjʊmənts ə'bʌv/

Tips!

Before proceeding with tasks, you may find this section valuable. In your attempt to produce effective analytical exposition texts you can try the following:

- *Thesis*
Thesis should be formulated in such a 'straight to the point' way.
- *Paragraphs that follow*
All the things mentioned in the clusters of ideas should support the thesis stated at the beginning.
- *Style*

Insert quotations. This will help you convince the audience. For this, you have to read a lot in order to support your arguments with data, facts or even authoritative sources.

- *Re-read*

Re-read your hortatory text when you have finished. Make sure you have included relevant strong supporting ideas and quality language. Avoid thinking that longer texts are better than shorter ones.

Task 1. Understanding the Nature of Analytical Exposition Texts.

In this task, you will be learning for a better understanding of and deeper insights into the characteristics of analytical exposition texts. Attached is a file of power-point slides on ‘Analytical Exposition Texts’. Open the file and study the slides content.



[Attachment: Slides-Analytical Exposition Text]

Having studied the slides content, just put √ in the checklist below when the information is mentioned on the slides or right.

NO	INFORMATION	√
1	An analytical exposition text is meant by the writer/speaker to convince the audience that his/her idea is an important issue.	
2	An analytical exposition ends with recommendations	
3	Hypothesis is central in analytical exposition text.	
4	To introduce arguments in analytical expositions, connectors such on the other hand, however, and the like are often used	
5	To introduce a conclusion in analytical expositions, words/phrases such as in short, to sum up, and the like are frequently used.	
6	An analytical exposition generally comprises 3 parts.	
7	“In some conditions, cars can be good for us if we want to go to a far destination. But, in the other hand, cars become not good for human health caused by the carbon dioxide emissions. What can we do now is, starting using public transportation rather than private transportation. So, we have to know how to use cars wisely for our life” is a good argument for an analytical exposition text	
8	Analytical expositions typically use the simple present tense	
9	Arguments in analytical expositions may be more than one	
10	As its name suggests, analytical exposition has a purpose to criticise the unpleasant conditions.	

Task 2. Getting the General Picture of Analytical Exposition Texts.

Look closely at the following reading text and colored boxes. To help you check your understanding of analytical exposition texts structure, please add the necessary signs (e.g. colors and arrows) to refer to the parts in more details.

STRUCTURE

LANGUAGE FEATURES

Thesis

There is no one best way to deal with pests in agriculture. Pesticides are commonly used, but this may cause many problems. Combining different management operations is the most effective way to control pests.

Use of Causal Conjunction

Argument 1

Firstly, the chemicals in pesticides may build up as residues in the environment. This reduces the quality of farm's products.

Argument 2

As well, pests can become resistant to pesticides gradually. This means that newer and stronger ones have to be developed.

Temporal Connectives

Argument 3

Some pesticides affect non target animals such as fish and bees. This affects the natural

Modal Auxiliaries

Argument 4

To wipe out agricultural pests completely may be very expensive. Sometimes pest damage costs less than the method of control.

Argument 4

Finally, understanding the ecology of the area helps a lot in pest control. Natural enemies can be used to control a pest. Pesticides that do not affect the natural enemies should be chosen,

Action Verb

Reiteration

Therefore, integrated pest management is a safe and more effective option in agriculture.

Abstract Noun

Task 3. Getting the Insights into How to Teach Analytical Exposition Texts

Attached is a video on how to teach analytical exposition text using Problem-Based Learning model. Open the video file and study the content. Having viewed the video, please answer the following questions:

1. What was the topic of the lesson?
2. How did the teacher begin the lesson?
3. Mention minimum 3 main activities in the part of students during the lesson!
4. What role/s do you think the teacher played in the classroom? (see roles of language teacher)
5. How did the teacher organize the students?



[Attachment: Video-Analytical Exposition Text-Teaching Model]

Task 4. Building Analytical Exposition Texts

a. Creating a Brochure

Brochures are advertising pieces mainly used to introduce a company, products or services to a target audience. Thus, the functional text they contain is relevant to the text type we discuss in this unit – their purpose is to persuade the audience. Before creating one of your own, let us gain some understanding of a brochure first.

Generic Structure

- Title: The name of products or service offered in brochure.
- Content: The information given about the products or service offered in brochure.
- Contact person: Name, address, or phone number person to find out more information about something that's offered in brochure.

Specific text: Brochure usually succinct in language and eye-catching in design, and usually using a headlines.

Now, read the brochure below. What is it about? Answer the questions.



1. What does this brochure introduce?
 2. How do you find this brochure persuading?
 3. How do the target audience do a follow-up?
- b. Suppose you want to introduce food, motorcycles, houses, or books. Considering the brochure provided and answers to questions above, create one of your own to persuade the target audience to purchase one.
- c. Let's Get Started to Write
- You are provided with a text with many missing parts. Now, complete the text with words/phrases that most possibly make sense. You may need to open a dictionary or other sources.

Music is Fun for Learning English

Learning English through music and songs can be You can mix pleasure with learning when you and exploit the song as a means to your English progress. Some underlying reason can be support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" Phenomenon (the echoing in our minds of the last song we after leaving a restaurant, shopping malls, etc) can be both and..... . This phenomenon also seems to that songs work on our short-and-long term memory.

Secondly, songs in general also use..... , with a lot of repetition, which is just what many learners look for sample text. The fact that they makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and canin the same way as any other..... .

Furthermore, song can by listener for their own purpose. Most and probably many other types don't have precise people, place or time reference.

In addition, songs are They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many we can do with songs such as studying grammar, practicing selective listening comprehension, , learning vocabulary, and culture.

From the elaboration above, it can bethat learning through music and songs, learning English can be and fun.

d. Let's Speak Up

In regard to analytical exposition texts, you may find it useful to learn how to express satisfaction and dissatisfaction in spoken English.



Study the following materials. Then, orally practice them. Next, open the attached audio file, compare your performance to that of the model on the recording, record your own voice, and submit it.

[Attachment: Audio-Analytical Exposition Text-Let's Speak up]

Expressing Satisfaction and Dissatisfaction

❖ Expressions:

Super!



Great!



Terrific!



Fantastic!



Smashing!



Perfect!



It is with great pleasure
that.....!



It gives me great
satisfaction.



I'm very pleased with it



A most delightful
example of



What a beautiful story!



Great, love it.



I'm content with....



Horrible!



Very sad!



Annoying!



Disappointing!



Frustrating!



How bad!



It is disappointing
that....!



It is unacceptable



This is the limit I won't
take any more of...



Well, this is most
unsatisfactory.



The concert is so
boring.



What an awful!



It's not as good as I
thought.



❖ Dialogs:

Example 1

Waiter : Did you enjoy your meal, sir?
George : Yes, I did. It was very delicious indeed.
Waiter : Thank you, sir. I am glad you enjoyed it.
George : You make great curry. I am impressed!
Waiter : Thank you very much indeed, sir.

Example 2

Waiter : What do you think about this food?
Dony : It is very delicious. I am completely satisfied.
Andy : I think everyone also like it.
Dinda : I agree. But not for the coffee.
Dony : What's wrong?
Dinda : Please try it yourself.
Waiter : Are you satisfied with our drink? Are you dissatisfied with something?
Dinda : How bad!. This coffee is very bitter.
Waiter : I am sorry Sir. We will change with the new one.

❖ Practice:

How would you express satisfaction and dissatisfaction to the following topics? Use the expressions that you learned.

- 1) You get satisfying haircut.



.....

- 2) You are complaining about the furniture you bought.



.....

- 3) You feel satisfied with the hotel service.



.....

- 4) You are complaining about the laundry.



.....

- 5) The house you bought from the developer is not as they promoted.

What would you say?



.....

- 6) You are complaining about the travel service.



.....

Discussion Forum

So far, you have studied the materials and experienced the activities presented in this unit. However, you may need to confirm understanding and share ideas with other participants and/or instructor. Besides, your participation is rated. Therefore, get involved in the Discussion Forum at the period pre-set by the instructor.

A few things to take into account when having an effective discussion here are:

1. Consider other participants' ideas before giving your own ideas.
2. Avoid giving ideas with answering a question-like style.
3. Be always punctual in joining the discussion forum.
4. Quantity and quality of participation is priority.

C. CLOSING SECTION

1. Summary

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

An Analytical Exposition is intended by the writer/speaker to persuade the audience that his/her idea is indeed an important issue, and to analyse the topic that the thesis/opinion is correct by developing an argument to support it.

An Analytical Exposition consists of three components:

1. Thesis: Introducing the topic and indicating the writer's point of view.
2. Argument: Explaining the argument to support the writer's position.
The number of arguments may vary, but each argument must be supported by evidence and explanation.
3. Reiteration: Restating the writer's point of view / to strengthen the thesis. We can make conclusion in reiteration.

2. Reflection

No	Learning Journal
1	Within this learning material and activity, I have learned:
2	The key features of the material include:
3	What I like most of this material and activity is/are:
4	What I need to improve/learn/practice more is/are:

3. Formative Test

To help you see your mastery of the material presented in this unit, please do the test well.

1. An analytical exposition typically ends with

 - A. a conclusion
 - B. an argument
 - C. a disagreement
 - D. a recommendation
 - E. a thesis

2. Which series of words/phrases do you think are most probably found in an analytical exposition?

 - A. required, in other words, nevertheless
 - B. because, animal, believe
 - C. scientific, frequently, elaboration
 - D. pleased, that is why, the government
 - E. first of all, agree, finally

3. An analytical exposition text uses mostlyin its sentences.

 - A. The Future Tense
 - B. The Simple Past Tense
 - C. The Past Perfect Tense
 - D. The Simple Present Tense
 - E. The Future Perfect Tense

4. 'Thesis' in analytical expositions serves to

 - A. conclude the speaker/writer 's arguments
 - B. respond to a serious issue of life
 - C. provoke debates based on the topic presented
 - D. present the speaker/writer's topic of a concerned issue.

- E. introduce the speaker/writer's position
5. Through his/her analytical exposition text the speaker/writer intends primarily to
- A. ask others for opinions
 - B. share experience to others
 - C. persuade others to agree
 - D. give others information
 - E. tell others about the truth

Read the text below and answer the questions that follow.

Before we are going to smoke, it is better to look at the fact. About fifty thousand people die every year in Britain as direct result of smoking. This is seven times as many as deaths in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non-smoker. If we smoke twenty cigarettes a day, the risk is nineteen times greater. Ninety five percent of people who suffer from bronchitis are people who smoke. Smokers are two and half times more likely to die of heart disease than non-smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non-smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

6. The underlined part is called.....
- A. recommendation
 - B. opinion
 - C. clarification
 - D. argument
 - E. reiteration
7. One word/phrase in the text above that most possibly helps characterize it as an analytical exposition text is
- A. cigarettes
 - B. more likely
 - C. direct result
 - D. because
 - E. die

Read the text below and answer the questions that follow.

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice, since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friends got to a certain school then we go to there too. Some prefer to choose a certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is it important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. This label of Accredited School has an impact in employment opportunities. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have an edge

over the other candidate. A student from an accredited school has more open door than student with an unaccredited one.

Many students select a certain school depending more on short term factors like friend influence and short distance from home. It is not bad, since commuting actually needs much cost. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Accredited school is not the only factor which will drive student's success. Personality and characterization are very important too. However, a student with good personality who comes from an accredited school is better than the others.

8. Based on the text above, which one is correct?
- A. The text comprises 4 kinds of components
 - B. The phrase "as a result" is typical of this text type
 - C. The writer/speaker proposes 4 factors for selecting a school
 - D. The writer/speaker recommends an accredited school
 - E. The writer/speaker justifies the importance of personality

Skateboarding

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

9. The writer's purpose for writing the text is
- A. To convince the readers that they need a safe place for skaters to skate
 - B. To provoke youngsters into the local government policy
 - C. To invite the local teenagers to skate in a park built specifically for skaters
 - D. To promote the writer's business of skateboarding class
 - E. To inform parents about the goodness of skateboarding

10. Which of the following is the best arrangement for the jumbled text?

A.

Playgrounds give social skills. When children play with other children they learn to communicate, share, collaborate and empathize with others.

Playing outside is not just about letting off steam. It is a vital part of childhood that helps children develop physical strength, coordination and balance. It can also provide opportunities for children to learn and develop.

Playgrounds also give some imagination and creativities. It is believed that outside play is often open-ended and children need to be creative about what and how games are played.

Besides two reasons above, playgrounds can remote children's thinking and problem solving skills. As children assess risks and tackle new challenges, they learn about having ago, persistence and perseverance and the success those attributes can bring.

B.

Playing outside is not just about letting off steam. It is a vital part of childhood that helps children develop physical strength, coordination and balance. It can also provide opportunities for children to learn and develop.

Playgrounds give social skills. When children play with other children they learn to communicate, share, collaborate and empathize with others.

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Besides two reasons above, playgrounds can remote children's thinking and problem solving skills. As children assess risks and

tackle new challenges, they learn about having ago, persistence and perseverance and the success those attributes can bring.

C.

As children assess risks and tackle new challenges, they learn about having ago, persistence and perseverance and the success those attributes can bring.

Playing outside is not just about letting off steam. It is a vital part of childhood that helps children develop physical strength, coordination and balance. It can also provide opportunities for children to learn and develop.

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D.

Playgrounds give social skills. When children play with other children they learn to communicate, share, collaborate and empathize with others.

Playgrounds also give some imagination and creativities. It is believed that outside play is often open-ended and children need to be creative about what and how games are played.

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Playing outside is not just about letting off steam. It is a vital part of childhood that helps children develop physical strength, coordination and balance. It can also provide opportunities for children to learn and develop.

E.

Playgrounds give social skills. When children play with other children they learn to communicate, share, collaborate and empathize with others.

Besides two reasons above, playgrounds can remote children's thinking and problem solving skills. As children assess risks and tackle new challenges, they learn about having ago, persistence and perseverance and the success those attributes can bring.

Playgrounds also give some imagination and creativities. It is believed that outside play is often open-ended and children need to be creative about what and how games are played.

Playing outside is not just about letting off steam. It is a vital part of childhood that helps children develop physical strength, coordination and balance. It can also provide opportunities for children to learn and develop.

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5. Answer Key

- | | |
|------|-------|
| 1. A | 6. E |
| 2. A | 7. D |
| 3. D | 8. B |
| 4. E | 9. A |
| 5. C | 10. B |

English for Academic Context

Learning Activity 2. Hortatory Exposition Texts

A. INTRODUCTION

1. Description

This unit deals with Hortatory Exposition texts. Hortatory Exposition belongs to argumentative texts. In this type of texts, the writer/speaker includes several opinions about certain things to strengthen the main idea of the text. Hortatory Exposition proposes recommendations as the concluding paragraph. The writer/speaker influences the reader that something should or should not be the case or be done.

2. Relevance

Hortatory expositions are popular among science, academic community and educated people. In order to help students become familiar with this type of text, pre-service and/or in-service teachers of English need to have better insights into and good mastery of it.

3. Learning Guide

How It Works

This unit consists of a few parts. In order to better achieve the expected learning outcome, you should make sure to study the whole learning material and activities presented in this unit of the module. You are provided with supporting media and documentation, which can be opened, downloaded or viewed on-line. To share with either the instructor or other participants, it is necessary for you to take part in Discussion Forum as scheduled. Formative Test is available to complete to get a

quick picture of mastery of this unit material. It is recommended that you explore relevant materials from other resources as well, including the ones listed in the References.

B. MAIN SECTION

1. Learning Outcomes

a. Attitude

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To uphold and apply religious values, moral values, ethical values, personal and social values, in this case being respectful to others (treating people with courtesy, politeness, and kindness), showing appreciation to others' opinions and suggestions, and listening to what others have to say/write wisely before expressing your own viewpoints.

b. Knowledge

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To understand the nature of hortatory exposition texts
- To get the general pictures of hortatory exposition texts

c. Skill

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To write small functional texts (advertisements)
- To write hortatory exposition texts.
- To carry out conversations involving the acts of:
 - Expressing asking for and giving suggestion and advice

2. Learning Materials and Learning Activities

a. Definition

What is actually Hortatory Exposition Text?

Attached is a tutorial video on hortatory exposition text. Play the video and study the content. Having viewed the video, can you outline ‘Hortatory Exposition Text’ in a few sentences?



[Attachment: Video-Hortatory Exposition Texts]

b. Generic Structure

A Hortatory Exposition consists of three main components:

1. Thesis: Statement or announcement of concerned issue.
2. Arguments: Reasons for concern that will lead to recommendation.
3. Recommendation: Statement of what should or should not happen or be done based on the given arguments.

c. Social Function

A Hortatory Exposition is intended by the writer/speaker:

To persuade the audience that something should or should not be the case or be done.

d. Language Features

Hortatory Exposition has its characteristics, especially in terms of grammar, vocabulary, and expressions.

i) Grammar

Grammatical points that are typical of this text type:

- Use of The Simple Present Tense
- Use of passive sentences
- Use of modals and adverb: certainly, surely, etc.
- Use of subject pronoun (e.g. I and we)
- Use of temporal connectives and causal connectives
- Use of evaluative language

ii) Mini-Dictionary [Vocabulary]

A few words/phrases that often appear:

- Suggest /sə'dʒest/
- Recommend /,rek.ə'mend/
- Should strong /ʃʊd/; weak /ʃəd/
- Advantages /əd'vɑ:n.tɪdʒɪs/
- However /,haʊ'ev.ər/
- Reason /'ri:zən/
- Argument /'ɑ:g.jə.mənt/
- Think /θɪŋk/
- Important /ɪm'pɔ:.tənt/
- Make /meɪk/
- Firstly /'fɜ:stli/

Pronunciation:



Above and below are a few examples of words or expressions most frequently found in Hortatory Exposition Text. Attached is an audio file made available for you to serve as a model. Open it, listen, and practice how they are pronounced.

[Attachment: Audio-Hortatory Exposition Text-Pronunciation]

iii) Common Expressions

Expressions with the following style are typical to Hortatory Exposition texts:

- The following are the reasons why.....
/ðə 'fɒl.əʊ.ɪŋ əɾ ðə 'ri:zən waɪ/
- Based on the arguments above, ...
/beɪst ɒn ðə 'ɑ:gjʊmənts ə'bʌv/
- I think we should ...
- ...is important to ...
- It could be argued that ...

Tips!

Before proceeding with tasks, you may find this little piece of section valuable. As you do with analytical text, in your attempt to produce effective hortatory exposition texts you can try the following:

- *Thesis*

Thesis should be formulated in such a 'straight to the point' way.

- *Paragraphs that follow*

All the things mentioned in the clusters of ideas should support the thesis stated at the beginning.

- *Style*

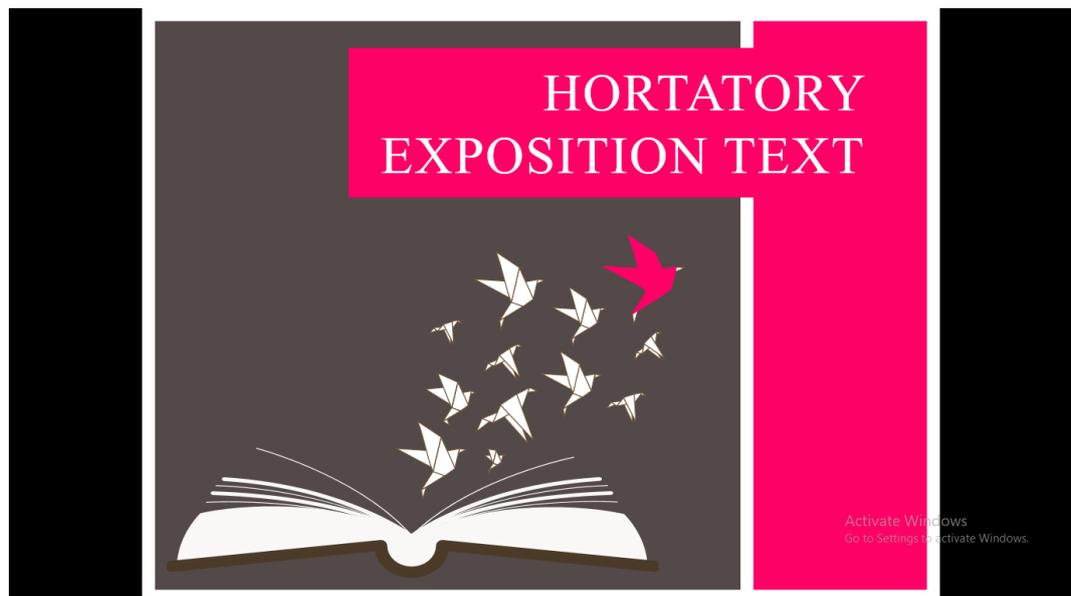
Insert quotations. This will help you convince the audience. For this, you have to read a lot in order to support your arguments with data, facts or even authoritative sources.

- *Re-read*

Re-read your hortatory text when you have finished. Make sure you have included relevant strong supporting ideas and quality language. Avoid thinking that longer texts are better than shorter ones.

Task 1. Understanding the Nature of Hortatory Exposition Texts.

In this task, you will be learning for a better understanding of and deeper insights into the characteristics of hortatory exposition texts. Attached is a file of power-point slides on ‘Hortatory Exposition Texts’. Open the file and study the slides content.



[Attachment: Slides-Hortatory Exposition Text]

Based on your viewing on the slides, decide whether the following statements about explanation texts are TRUE or FALSE. Put a \surd in the box provided when you think the statements are TRUE, and an X when you think they are FALSE.

Statements	True	False
1 Connectives such as <i>first, then, finally</i> , etc. are often used in a hortatory exposition text.		
2 An example of hortatory exposition text would have a title like 'OPPO: My Mobile Phone'.		
3 A hortatory exposition text may have more than one argument		
4 A hortatory exposition text ends with a recommendation for the audience to do or not to do		
5 What makes a hortatory exposition text different from analytical exposition text lies on first paragraph.		
6 Like narrative texts, a hortatory exposition text often uses the simple past tense.		
7 In hortatory exposition texts, 'The Simple Present Tense' is used more often than other tenses.		
8 In hortatory exposition texts, the passive voice' is used more often than active sentences.		
9 Evaluative words (necessary, important, etc.) will never be used in a hortatory exposition text		
10 To clarify its purpose, a hortatory exposition text often appears with pictures.		

Task 2. Getting the General Picture of Hortatory Exposition Texts

Look at the following reading text and colored boxes. To help you check your understanding of explanation texts structure, please add the necessary signs (e.g. colors and arrows) to refer to the parts in more details.

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

Task 3. Building Hortatory Exposition Texts

a. Creating an Advertisement

Advertisements have relation with hortatory exposition texts in that, at least, both are meant to persuade the target audience. Before creating one of your own, let us gain some understanding of an advertisement first.

Read the advertisement below. What is it about? Answer the questions.

ADVERTISEMENT	
CASANOVA'S Annual Sale	
<i>This week only</i>	
	Men and women's Clothing: Shoes, coats and sweaters, swim wears, jeans
	Jewellery: Watches, rings, earrings, necklaces Furniture: Luggage: Bags and briefcases
Cassanova's is on Jl. Kenanga 14 Open from 09:00 a.m. to 09:00 p.m.	

1. Who is the writer of the advertisement?

2. What is the purpose of the advertisement?
3. How long is the sale?
4. What goods get 25% off?
5. What kinds of furniture are on sale?
6. What is Casanova's address?
7. When is Casanova's open?
8. What kind of advertisement is it? A shopping ad or a job vacancy ad?
9. How would you suggest improvement in its: a) design? and b) content?
10. Why do you think so?

An advertisement (or and ad) is a public promotion or announcement of some products or services.

Some commercial advertising media include: billboards, radio, and television, magazines, newspapers, printed flyers, etc.

(Adapted from Purwati & Yuliani, 2005)

- b. Suppose you will sell something or offer a service. Considering the advertisement provided and answers to questions above, create one of your own to sell something or offer a service.

c. Let's Get Started to Write



You are guided to write a brief article. First sentence per paragraph has been made available for you. Now, add at least a couple of sentences for each paragraph. Quantity of writing is important, but quality of your writing is more important. You may need to open a dictionary or other sources.

When we buy a mobile phone, we have to think about the advantages as well as disadvantages.

.....

.....

.....

.....

If we decide to buy a mobile phone, we can start asking ourselves the usefulness of the equipment.

.....

.....

.....

After we decide to use a mobile phone, we should make a choice on the type of mobile phone.

.....

.....

.....

As the consequence of its high operational costs, we have to pay more for a mobile phone compared to a fixed telephone.....

.....

.....

.....

With all the consequences of the mobile phone, we indeed should give serious considerations before using it.

.....

.....

d. Let's Speak Up

In regard to spoken hortatory exposition texts, you may find it useful to learn how to express asking for, giving, accepting and rejecting suggestion and advice. Study the following materials. Then, orally practice them. Next, open the attached audio file, compare your performance to that of the model on the recording, record your own voice, and submit it.

[Attachment: Audio-Hortatory Exposition-Let's Speak up]

Expressing Asking for and Giving Suggestion and Advice

❖ Expressions:

- Would you be so kind enough to? 
-  • How about?
- I would be very grateful if you would 
- Suppose you can



.....

- Perhaps you would accept my



.....

- You must
-
- ...!



.....

- You ought to



.....

- You should



.....

- If I were you I should



.....

- You had better



.....

- Why don't you
-?



.....

- It's time you



.....

- What do you recommend we
-?



.....

- Do you have any suggestions?



.....

- What would you do about.....?



.....

- Why don't you.....?



.....

- Yes, I agree with that.



.....

- That sounds like a good idea!



.....

- Ok, why don't we do that?



.....

- That's very interesting.



.....

- Thank you for your advice



.....

- That would be nice



.....

- I would rather not, if you don't mind



.....

- That seems all right



.....

- I'm sorry, I can't agree with that



.....

- I don't think that's a good idea.



.....

- I don't think we should do that.



.....

- That's very interesting, but...



.....

❖ Dialogs:

Example

Pudi: Hey, Zach! Do you want to hang out after work?

Tono: Sure, why not? What shall we do?

Pudi: I don't know. What do you have in mind?

Tono: Why don't we go to the movies?

Pudi: I'm not sure about that, to be honest. The weather is so beautiful, and we've been inside all day. How about we try that new roof-top restaurant that just opened?

Tono: That sounds like a good idea. I hear they have amazing views.

Pudi: Me too. Someone told me it can be hard to get a table though.

Tono: Then I suggest we sneak out of work a little bit early so we can get one.

Pudi: I don't think that's a good idea. The boss has been so strict lately.

Tono: Okay, fine. But if we can't get a table at the restaurant, we're going to the movies instead.

Pudi: That's fair. Meet you in the lobby at 5:00 pm? We can walk there together.

Tono: Sounds good. I'll see you then.

❖ Practice:

How would you express asking for and giving suggestions to the following topics? Use the expressions that you learned.

- 1) You have suffered from long headache. You ask for a suggestion.



.....

- 2) Your friend lost his wallet with documents inside. You are giving an advice.



.....

- 3) You are travelling. You need advice from the travel agent about the best transportation and accommodation.



.....

- 4) You ask for advice on higher education after being graduated from senior high school shortly.



.....

- 5) You have a serious family problem. You are seeing a counsellor.
What would you say?



.....

- 6) Give a suggestion to a friend who is fallen in love with a married guy.



.....

Discussion Forum

So far, you have studied the materials and experienced the activities presented in this unit. However, you may need to confirm understanding and share ideas with other participants and/or instructor. Besides, your participation is rated. Therefore, get involved in the Discussion Forum at the period pre-set by the instructor.

A few things to take into account when having an effective discussion here are:

- 1) Consider other participants' ideas before giving your own ideas.
- 2) Avoid giving ideas with answering a question-like style.
- 3) Be always punctual in joining the discussion forum.
- 4) Quantity and quality of participation is priority.

C. CLOSING SECTION

1. Summary

Hortatory Exposition is a type of English text that belongs to the class of Argumentation. Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text.

A Hortatory Exposition consists of three components:

1. Thesis: Statement or announcement of concerned issue.
2. Arguments: Reasons for concern that will lead to recommendation.

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

2. Reflection

No	Learning Journal
1	Within this learning material and activity, I have learned:
2	The key features of the material include:
3	What I like most of this material and activity is/are:
4	What I need to improve/learn/practice more is/are:

3. Formative Test

To help you see your mastery of the material presented in this unit, please do the test well.

1. Through his/her hortatory exposition text the speaker/writer intends to
 - A. ask others for opinions
 - B. motivate others to agree
 - C. share experience to others
 - D. give others information
 - E. tell others about the truth
2. A hortatory exposition typically ends with
 - A. a conclusion
 - B. an argument
 - C. a disagreement
 - D. a recommendation
 - E. a thesis
3. Which series of words/phrases do you think are most probably found in a hortatory exposition?
 - A. should, animal, unaware
 - B. neglect, never, remember
 - C. carefully, last but not least, necessary
 - D. happy, that is why, the government
 - E. first of all, society, human being
4. A hortatory exposition text uses mostlyin its sentences.
 - A. The Simple Present Tense
 - B. The Simple Past Tense
 - C. The Future Tense
 - D. The Past Perfect Tense
 - E. The Future Perfect Tense

5. 'Thesis' in hortatory expositions means
- A. a conclusion in relation gained from reading the text
 - B. the opinion shared by the a speaker/writer
 - C. the responses addressed by the audience to the speaker/writer
 - D. a statement that provokes debates
 - E. the idea presented by a speaker/writer of a concerned issue.

Read the text below and answer the questions that follow.

Television is today a part of daily life. It is not only a source of entertainment but also news and information. Television is also a valuable tool for science, education and industry.

What makes television even more interesting is that action which is accompanied by sound. So we can see as well as hear what is actually happen on the other region just through television. Today we can stay at home and enjoy entertainment that once could be seen only in cinema, theatres and sport arenas. Television enables to meet important people. It can bring important guests and important scene to receivers who are located anywhere.

Television has a great influence on our idea about what is right and what is wrong. It influences the way which we should behave. Television has close related to our life in general. Some times the value and life style we get from television are in conflict with those that we get at home and school.

Critics point out that crime and TV show often appeal to taste for violence, while many games and quizzes appeal to greedy.it is important to suggest that television should be used for socially constructive purpose for the sake of better life.

6. The underlined part is called.....
- A. title
 - B. opinion
 - C. clarification
 - D. statement
 - E. thesis
7. One word/phrase in the text above that most possibly helps characterize it as a hortatory exposition text is
- A. television
 - B. should
 - C. here
 - D. quizzes
 - E. daily

Read the text below and answer the questions that follow.

Writing a short story in an online forum can be a beneficial activity for people who have a lot of free time. It can help you to expand your knowledge, to get a new friend and also to make a profitable investment. The following reasons will show you some benefit of this activity.

Firstly, in order to keep the quality of your writings, you need to read a lot of resources. During the process, you will find a lot of new information that you may not know before and you will also strengthen your memory of your existing knowledge. Therefore, we can say that the more writings we produce the more knowledge we receive.

Secondly, if you post your writings on an online forum for writers, another member of the forum will be able to read your story. If they think that your story is interesting and they like it, they will be able to leave comment on it. In addition, you can also follow the account of other

writer if you like their story. This feature will allow you to get to know each other better and become friend.

The last, the story that you post in an online forum will have a visitor counter on it. The total of visitors on your story will show how popular your story is. If your story is popular, you will have a chance to make money out of it, because nowadays there are so many book publishers who are looking for popular stories from online forum. They are willing to print your story into a novel and help you to sell it through their retailer network and share the profit with you.

Based on my explanation above, I strongly recommend you try this activity if you have a lot of free time at home because it will make you smarter and richer.

8. Based on the text above, which one is correct?
 - A. The text consists of 6 paragraphs
 - B. The text comprises 3 kinds of components
 - C. The word “popular” is typical of this text type
 - D. Writing gives 3 advantages
 - E. The writer/speaker wants to write/tell stories
9. Which one is the most suitable title for the text?
 - A. Benefits of Writing
 - B. Future Publication
 - C. Online Publication
 - D. Short Story Writing
 - E. Reasons for Writing
10. Which of the following is the best arrangement for the jumbled text?
 - A.

The development of technology has made anyone to have access to anything. This condition has brought huge impact to the society. One if the impact is health problem caused by the use of gadget. Of all possible health problem resulting from the use of gadget, eye health is still the major problem. Sadly, the major victims are children.

Handy gadget such as smartphone and tablet emit strong light in order to keep the display clear and bright. The light produce by the gadget screen expose the eye of the users with abundance amount of light that could damage the eye because the eye muscle will lose its flexibility as it stays on stretched condition for long period. If the eye have lost its flexibility, the eye will experience myopia or hipermetropy. If it happen to our children, they have to wear glasses all the time.

The size of the gadget screen is small compared to our TV at home. When children use their gadget, they usually don't realize that they put it too close to their eyes. Many has reported that after they play with their gadget for about two hours, they feel dizzy and they cannot see clearly. The worst scenario that could happen to them if this condition continue was the damage of the nerve system.

From the explanation above, it is obvious that we should not allow our children to play gadget anymore, or in summary we can say that gadget is dangerous for children.

B.

The development of technology has made anyone to have access to anything. This condition has brought huge impact to the society. One if the impact is health problem caused by the use of gadget. Of all possible health problem resulting from the use of gadget, eye

health is still the major problem. Sadly, the major victims are children.

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From the explanation above, it is obvious that we should not allow our children to play gadget anymore, or in summary we can say that gadget is dangerous for children.

The size of the gadget screen is small compared to our TV at home. When children use their gadget, they usually don't realize that they put it too close to their eyes. Many has reported that after they play with their gadget for about two hours, they feel dizzy and they cannot see clearly. The worst scenario that could happen to them if this condition continue was the damage of the nerve system.

C.

Handy gadget such as smartphone and tablet emit strong light in order to keep the display clear and bright. The light produce by the gadget screen expose the eye of the users with abundance amount of light that could damage the eye because the eye muscle will lose its flexibility as it stays on stretched condition for long period. If the eye have lost its flexibility, the eye will experience myopia or hipermetropy. If it happen to our children, they have to wear glasses all the time.

The development of technology has made anyone to have access to anything. This condition has brought huge impact to the society. One if the impact is health problem caused by the use of gadget. Of

all possible health problem resulting from the use of gadget, eye health is still the major problem. Sadly, the major victims are children.

From the explanation above, it is obvious that we should not allow our children to play gadget anymore, or in summary we can say that gadget is dangerous for children.

The size of the gadget screen is small compared to our TV at home. When children use their gadget, they usually don't realize that they put it too close to their eyes. Many has reported that after they play with their gadget for about two hours, they feel dizzy and they cannot see clearly. The worst scenario that could happen to them if this condition continue was the damage of the nerve system.

D.

The size of the gadget screen is small compared to our TV at home. When children use their gadget, they usually don't realize that they put it too close to their eyes. Many has reported that after they play with their gadget for about two hours, they feel dizzy and they cannot see clearly. The worst scenario that could happen to them if this condition continue was the damage of the nerve system.

Handy gadget such as smartphone and tablet emit strong light in order to keep the display clear and bright. The light produce by the gadget screen expose the eye of the users with abundance amount of light that could damage the eye because the eye muscle will lose its flexibility as it stays on stretched condition for long period. If the eye have lost its flexibility, the eye will experience myopia or hipermetropy. If it happen to our children, they have to wear glasses all the time.

The development of technology has made anyone to have access to anything. This condition has brought huge impact to the society. One if the impact is health problem caused by the use of gadget. Of all possible health problem resulting from the use of gadget, eye

health is still the major problem. Sadly, the major victims are children.

From the explanation above, it is obvious that we should not allow our children to play gadget anymore, or in summary we can say that gadget is dangerous for children.

E.

The size of the gadget screen is small compared to our TV at home. When children use their gadget, they usually don't realize that they put it too close to their eyes. Many has reported that after they play with their gadget for about two hours, they feel dizzy and they cannot see clearly. The worst scenario that could happen to them if this condition continue was the damage of the nerve system.

Handy gadget such as smartphone and tablet emit strong light in order to keep the display clear and bright. The light produce by the gadget screen expose the eye of the users with abundance amount of light that could damage the eye because the eye muscle will lose its flexibility as it stays on stretched condition for long period. If the eye have lost its flexibility, the eye will experience myopia or hipermetropy. If it happen to our children, they have to wear glasses all the time.

The development of technology has made anyone to have access to anything. This condition has brought huge impact to the society. One if the impact is health problem caused by the use of gadget. Of all possible health problem resulting from the use of gadget, eye health is still the major problem. Sadly, the major victims are children.

From the explanation above, it is obvious that we should not allow our children to play gadget anymore, or in summary we can say that gadget is dangerous for children.

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5. Answer Key

1. B
2. D
3. C
4. A
5. E
6. E
7. B
8. B
9. A
10. A

English for Academic Context

Learning Activity 3. Explanation Texts

A. INTRODUCTION

1. Description

This unit deals with Explanation Texts. Explanation texts can be said as one of the most complicated types as they could be a combination of other text types such as descriptive text, procedure text, and argumentative texts (Emilia, 2011). An explanation text tells the audience how something works or why something happens. Explanations detail and logically describe the stages in a process, such as the rainbow, or how a car engine works. Quite often, especially in its written version, this text type appears with a picture complement to support clarity.

2. Relevance

Explanation texts are frequently found in the worlds of knowledge, science, and technology. In order to help students become familiar with this type of text, pre-service and/or in-service teachers of English need to have better insights into and good mastery of it.

3. Learning Guide

How It Works

This unit consists of a few parts. In order to better achieve the expected learning outcome, you should make sure to study the whole learning material and activities presented in this unit of the module. You are provided with supporting media and documentation, which can be opened, downloaded or viewed on-line. To share with either the instructor or other participants, it is necessary for you to take part in Discussion

Forum as scheduled. Formative Test is available to complete to get a quick picture of mastery of this unit material. It is recommended that you explore relevant materials from other resources as well, including the ones listed in the References.

B. MAIN SECTION

1. Learning Outcomes

a. Attitude

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To uphold and apply religious values, moral values, ethical values, personal and social values, more specifically being grateful to God for His creation, thankful to others (scholars, scientists, and experts) for never-ending hard work and development of science and technology, and being provoked to self-improvement, growth, and development.

b. Knowledge

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To understand the nature of explanation texts
- To get the general pictures of explanation texts

c. Skill

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To write small functional texts (academic poster, pamphlet, and/or banner)
- To write explanation texts.
- To carry out conversations involving the acts of:
 - Showing appreciation to others

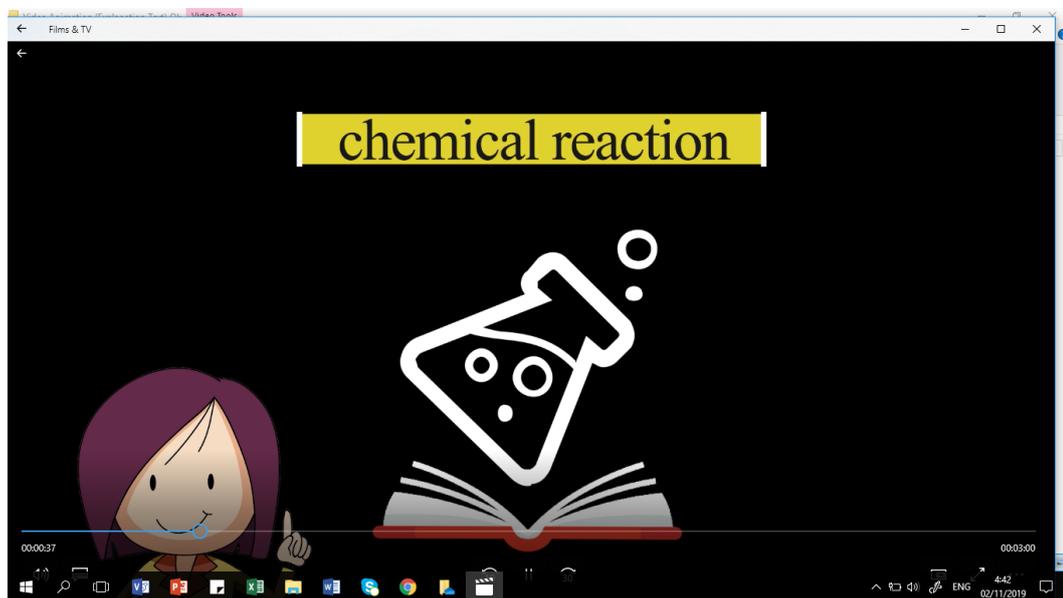
- Expressing gratitude to others

2. Learning Materials and Learning Activities

a. Definition

What is actually Explanation Text?

Attached below is a video on explanation text. Open the video file and study the content. Having viewed the video, can you outline 'Explanation Text' in a few sentences?



[Attachment: Video-Explanation Texts]

b. Generic Structure

An Explanation text comprises three main parts:

1. General statement; stating the phenomenon issues which are to be explained.
2. Sequenced explanation; stating a series of steps which explain the phenomena.
3. Concluding statement.

c. Social Function

An Explanation Text is intended by the writer/speaker:

To explain the audience *how* and *why* something works or happens.

d. Language Features

Explanation text has its characteristics, especially in terms of grammar, vocabulary, and expressions.

i) Grammar

The grammatical points that are typical of this text type:

- Use of passive voice pattern
- Use of the Simple Present Tense
- Use of technical terms
- Use of words that show cause and effect
- Use of abstract noun
- Use of action verb
- Use of noun phrases

ii) Mini-Dictionary [Vocabulary]

Notice a few words/phrases that often appear:

- First /'fɜːst/
- Then /ðen/
- Next /nekst/
- As a consequence /es ə kənˌsɪ.kwəns/
- Because /bɪ'kəz/; /bɪ'kɒz/
- Lead to /liːd tu/
- However /ˌhaʊ'ev.ər/
- Include /m'kluːd/
- ...similar to... /'sɪmɪlə tu/
- ...differs from... /dɪfəz frəm/
- ...resulted in ... /rɪ'sʌltdɪn/

Pronunciation:



Above and below are a few examples of words or expressions most frequently found in Explanation Text. Attached is an audio file made available for you to serve as a model. Open it, listen, and practice how they are pronounced.

[Attachment: Audio-Explanation Text-Pronunciation]

iii) Common Expressions

Expressions with the following style are typical to Explanation Text:

- For example /fɔ:r ɪg'zɑ:mpl/
- These include /ði:z ɪn'klu:d/
- For instance /fɔ:r 'ɪnstəns/
- As shown by ... /æz ʃəʊn baɪ/...
- ... Such as ... /sʌʃ æz/; /sʌʃ əz/
- On the other hand, ... /ɒn ði 'ʌðə hænd/, ...
- Including /ɪn'klu:dɪŋ/

Tips!

Before proceeding with tasks, you may find this little piece of section valuable. The efforts you can take to produce effective explanation texts are as follows:

- *Title*

Titles that use words like 'how' or 'why', will help readers to understand what the text is about and make them want to find out more. For example:

'Why' do animals sleep through the winter?'

- *Paragraphs*

You need to write in paragraphs to break up your text and make sure it follows a sequence. Use connectives like 'Firstly' and 'So' to put it in the right order.

- *Style*

Use a question or a statement as your title. Keep this in mind so you stick to the point. Use the rest of your writing to make points that help to answer your question or support your statement.

- *Interesting facts*

Throw in a few interesting facts to make your writing come alive and keep your reader interested.

- *Re-read*

Re-read your explanation text when you have finished. Make sure you've answered your question or supported your statement.

Task 1. Understanding the Nature of Explanation Texts

In this task, you will be learning for a better understanding of and deeper insights into the characteristics of explanatory texts. Attached is a file of power-point slides on 'Explanation Texts'. Open the file and study the slides content.



[Attachment: Slides-Explanation Text]

Based on your viewing on the slides, decide whether the following statements about explanation texts are TRUE or FALSE. Put a \checkmark in the box provided when you think the statements are TRUE, and a X when you think they are FALSE.

Statements	True	False
1 <i>Explanations</i> answer the questions on ' how ' something works or ' why ' something happens.		
2 An example of natural explanation text would have a title like ' <i>How ice flowers are formed</i> '.		
3 An example of mechanical explanation text would be a short text titled ' <i>How to prepare pancakes</i> '.		
4 An explanation text begins with a general statement that introduces the phenomenon to discuss in the text.		
5 The first paragraph has a general statement that introduces or identifies the scientific or technical phenomenon.		

6	The body of an explanation text consists of a series of sequenced statements about the process explained.		
7	'Present tense' is used to describe actions involved in the process.		
8	Connectives such as <i>first, then, after, finally, so, as a consequence</i> are used to show cause and effect relationship in explanations		
9	The use of <i>passive voice</i> is a must in explanations		
10	Graphic organizers (GO) such as <i>tables, charts</i> and <i>diagrams</i> are commonly used in explanations as decorations.		

Task 2. Getting the General Picture of Explanation Texts

Look closely at the following reading text and colored boxes. To help you check your understanding of explanation texts structure, please add the necessary signs (e.g. colors and arrows) to refer to the parts in more details.

STRUCTURE

LANGUAGE FEATURES

Title

HOW IT WORKS

Use of specialised words

A general statement

Frogs are delightful creatures. Our country is home to more than 220 named species, and they can be found in almost any Austrian landscape. Most frogs lay eggs on land or in the water. Then, after the eggs hatch, tadpoles enter the water for two weeks to six months, depending on the temperature, before emerging as frog lets (baby frogs). Not all frogs do this. The hip-pocket frog is a very interesting example of parental care. After the female hip-pocket frog has spawned, the male will lie on her eggs and about eight tadpoles wriggle up into each pocket where they grow into baby frogs, Australia's two species of gastric brooding frogs are even more amazing. They swallow their fertilised eggs and hatch the tadpoles in their stomachs. Six weeks later the frog lets emerge from their mother's mouth.

Statements telling where, when, how, why

A series of explanations

Biological names for the creatures

Conclusion

Use of the present tense to explain the actions

Task 3. Building Explanation Texts

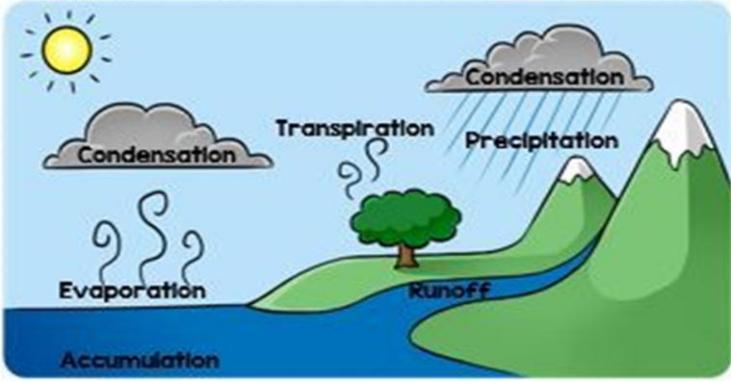
a. Creating an Academic Poster

Below is an academic poster, i.e. a graphic and textual method of presenting information. An effective academic poster balances the content (information) and the layout (how the information is presented).

Now, study the academic poster and answer the questions that follow.

The Water Cycle

Water travels in a cycle. It is on a continuous journey from the sky to land and back again.

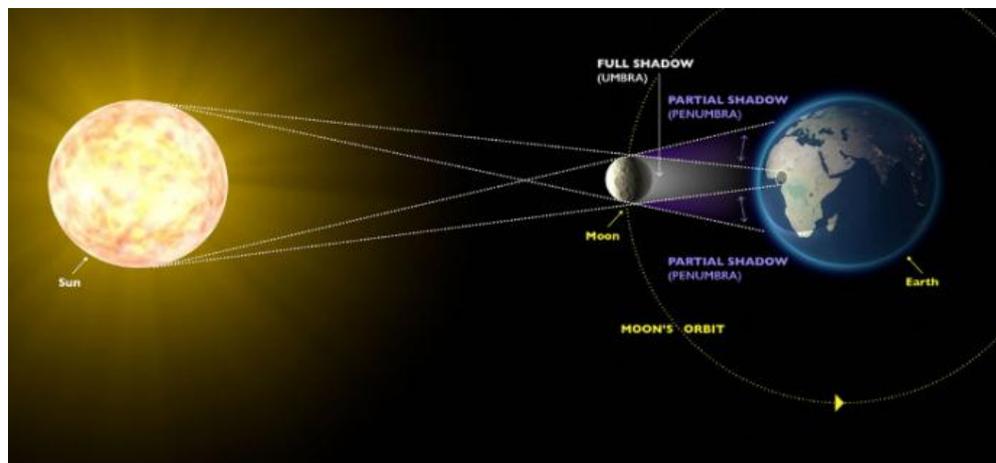


Precipitation	Water falls to the earth as rain, snow, sleet, or hail.
Evaporation	Water change from a liquid to a gas as it is heated from the sun.
Condensation	Water vapor changes from a gas to a liquid and forms little water droplets as it cools.
Run Off	Water drains from a high point of land and flows into an existing body of water.
Accumulatation	Water collects on the earth's surface such as oceans, streams, and lakes.

Transpiration : Water is absorbed by a plant, corned through to the leaves, and then turned into water vapor and released into the atmosphere.
[Source: <https://id.pinterest.com/pin/61080138681424493/?mic=1a>]

1. Mention at least 3 technical terms used in the poster.
 2. Mention the so-called general statement (if any)
 3. Does the picture help your understanding of the content?
 4. Can you formulate a concluding statement? Please try.
- b. Considering the poster and answers to questions above, create a poster of your own that has something to do with explanation of an event or thing.
- c. Let's Get Started to Write.

You are provided with a text with many missing parts. The text deals with the picture below. Now, complete the text with words/phrases that most possibly make sense. You may need to open a dictionary or other sources.



A solar eclipse when the moon passes between the and the This can only happen during new moon. The moon may partially or entirely block the sun during solar eclipse. At this time, the shadow of the moon on the earth. When the outer shadow or the of the moon on the earth a partial solar eclipse is

Partial occur when the moon is not completely in with the sun and the earth. When the inner shadow or the umbra of the moon on the earth a solar eclipse occurs. At this time, the moon completely blocks the view of the sun.

Sometimes, when the sun and the moon are exactly in line, the appearance size of the moon is smaller than the sun does, the sun appears as a bright ring or and we an annular eclipse.

Solar eclipse do not occurs very often, this is primarily the moon orbit is tilted at an angle of 5 As the moon around the earth it is quiet rare for the, the moon, and the earth to fall in straight line.

An eclipse is a natural Nevertheless, in some ancient and modern cultures, solar eclipses have been to supernatural causes or as bad omens. A total solar eclipse can be frightening to people who are unaware of its astronomical explanation, as the Sun seems to during the day and the sky in a matter of minutes. Looking directly at the sun when solar eclipse occurs can lead eye even blindness of the intense visible and invisible that the photosphere So, we must use any optical aid like and eclipse when looking solar eclipse.

d. Let's Speak Up

In regard to spoken explanation texts, you may find it useful to learn how to show appreciation to the speaker giving explanations, express gratitude to him/her, and ask for and give information. Study the following materials. Then, orally practice them. Next, open the attached audio file, compare your performance to that of the model on the recording, record your own voice, and submit it.

[Attachment: Audio-Explanation Text-Let's Speak up]

Expressions:

Thanks.



Thank you.



I appreciate it.



Thank you for ...



I appreciate your kindness.



Thank you for all your help.



I don't know how to thank
you.



Dialogue:

Izza: Hi, Nick. Do you need help?

Nick: Hi, Izza. Yes, I think I really need your help.

Izza: What are you doing? Are you going to move?

Nick: No, I'm just cleaning my room. As you can see, it's so messy.

Izza: I think you're right. Let me help you.

Nick: You're such an angel! I really appreciate your kindness, Izza.

Izza: You're welcome. Nick: Do you like doing the house chores?

Izza: Yes, I do. I was trained by mother when I was still young to do the house chores in our house.

Nick: Wow! Good for you. Me, I'm not used with these since my mother does all the cleaning by herself when I was young. But I'm a good cook. That's my job, you know.

Izza: Really? That's great! After an hour...

Nick: Whew! That was tiring. Thank you again, Izza.

Izza: No problem, Nick. I live just beside your apartment so let me know when you need help again.

Nick: Really? Thank you very much! Thank you for all your help.

Izza: You're very welcome, Nick. Anytime.

Nick: Hmm... Is it ok if you stay here longer? I would like to cook something for you.

Izza: Oh, I would love to! Nick: Great! Give me time and I'll make a special meal for you.

Izza: You're so nice. Now, I don't have to go to your restaurant to taste your cooking. Thank you, Nick.

Nick: No, I should thank you. Thank you for your time, Izza.

Izza: That's nothing.

Practice:

How would you express thank you?

i. Your teacher just gave you a gift for your birthday.



ii. Your friend brought dinner for you.



iii. Someone has returned your lost wallet.



iv. Someone helped carry your books.



v. Your teacher just gave you an explanation you asked for.



(Adapted from: <http://www.internet-english-academy.com>)

Discussion Forum

So far, you have studied the materials and experienced the activities presented in this unit. However, you may need to confirm understanding and share ideas with other participants and/or instructor. Besides, your participation is rated. Therefore, get involved in the Discussion Forum at the period pre-set by the instructor.

A few things to take into account when having an effective discussion here are:

1. Consider other participants' ideas before giving your own ideas.
2. Avoid giving ideas with answering a question-like style.
3. Be always punctual in joining the discussion forum.
4. Quantity and quality of participation is priority.

C. CLOSING SECTION

1. Summary

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. It comprises three main parts:

- *General statement*: stating the phenomenon issues which are to be explained.
- *Sequenced explanation*: stating a series of steps which explain the phenomena.
- *Closing*: many people think that the last paragraph is closing, in which it is actually part of sequenced explanation

2. Reflection

No	Learning Journal
1	Within this learning material and activity, I have learned:
2	The key features of the material include:
3	What I like most of this material and activity is/are:
4	What I need to improve/learn/practice more is/are:

3. Formative Test

To help you check your mastery of the material presented in this unit, please do the test well.

1. Through his/her explanation text the speaker/writer intends to
 - A. describe a thing
 - B. recommend a thing
 - C. share ideas
 - D. mention opinions
 - E. give explanation
2. An explanation text typically ends with
 - A. a reiteration
 - B. a suggestion
 - C. a conclusion
 - D. a recommendation
 - E. a remark
3. Which series of words/phrases do you think are most probably found in an explanatory text?
 - A. such as, for instance, as indicated in
 - B. neglect, never, such as
 - C. carefully, last but not least, including
 - D. happy, I think, as shown by
 - E. second, society, human being
4. An explanatory text uses mostlyin its sentences.
 - A. The Continuous Tenses
 - B. The Simple Past Tense
 - C. The Future Tense
 - D. The Simple Present Tense
 - E. The Future Perfect Tense

5. 'Sequenced Explanation' in explanation texts means

.....

- A. a series of steps which explain the phenomena
- B. the opinion shared by the a speaker/writer
- C. the responses addressed by the audience to the speaker/writer
- D. the phenomenon issues which are to be explained
- E. the idea presented by a speaker/writer of a concerned issue.

Read the text below and answer the questions that follow.

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled.

The recycling process reclaims the original material and uses it in new products. In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminium foil.

The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibres and floats to the surface. The ink is

skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibres to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

6. Which one is correct?
 - A. introduction - paragraphs 1 and 2, explanations – paragraph 3, conclusions – paragraphs 4 and 5
 - B. introduction - paragraphs 1 and 2, explanations – paragraphs 3 and 4, conclusion – paragraph 5
 - C. introduction - paragraph 1, explanations – paragraphs 2 and 3, conclusion – paragraphs 4 and 5
 - D. introduction - paragraph 1, explanations – paragraphs 2 to 4, conclusion – paragraph 5
 - E. introduction - paragraph 1, explanations – paragraph 2, conclusion – paragraphs 3 to 5
7. One word/phrase in the text above that most possibly helps characterize it as an explanation text is

 - A. collected
 - B. reduce
 - C. average
 - D. process
 - E. fibres

Read the text below and answer the questions that follow.

Have we wondered how we get chocolate from? Well this time we will enter the amazing world of chocolate, so we can understand exactly what we are eating.

Chocolate starts with a tree called cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruits are the tree's seeds. They are also known as coco beans.

Next, the beans are fermented for about a week, dried in the sun. After that they are shipped to the chocolate maker. The chocolate maker starts processing by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavour. So they are often sorted and blended to produce a distinctive mix.

The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao bean from its shell. Then the nibs are blended. The blended nibs are grounded to make it liquid. The liquid is called chocolate liquor. It tastes bitter.

All seeds contain some amount of fat and cacao beans are not different. However, cacao beans are half fat, which is why they ground nibs from liquid. It is pure bitter chocolate.

8. The underlined part is
 - A. an introduction
 - B. an explanation
 - C. a conclusion
 - D. a statement
 - E. an argument
9. Which one is the most suitable title for the text?
 - A. Cacao Tree is Amazing
 - B. Good Regions for Cacao Plantation

- C. World's Best Chocolate Producers
- D. How Chocolate is Made
- E. Reasons for Consuming Chocolate

10. Which of the following is the best arrangement for the jumbled text?

A.

Tsunami

Tsunami always bring great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

The term "tsunami" comes from the Japanese which means harbor ("tsu") and wave ("nami"). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale. A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth's crust can occur at plate boundaries.

Seduction of earthquakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates.

As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

B.

Tsunami

Seduction of earthquakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates.

As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

Tsunami always bring great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

The term “tsunami” comes from the Japanese which means harbor (“tsu”) and wave (“nami”). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale. A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth’s crust can occur at plate boundaries.

C.

Tsunami

As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

The term “tsunami” comes from the Japanese which means harbor (“tsu”) and wave (“nami”). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale. A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth’s crust can occur at plate boundaries.

Subduction of earthquakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates.

Tsunami always bring great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height

of the sea keeps rising fast and floods powerfully into the coastal area.

D.

Tsunami

Subduction of earthquakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates.

The term “tsunami” comes from the Japanese which means harbor (“tsu”) and wave (“nami”). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale. A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth’s crust can occur at plate boundaries.

As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

Tsunami always bring great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

E.

Tsunami

The term “tsunami” comes from the Japanese which means harbor (“tsu”) and wave (“nami”). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale. A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth’s crust can occur at plate boundaries.

Seduction of earthquakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates.

As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

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5. Answer Key

1. E
2. C
3. A
4. D
5. A
6. D
7. D
8. B
9. D
10. E

English for Academic Context

Learning Activity 4. Discussion Texts

A. INTRODUCTION

1. Description

This unit deals with Discussion Texts, ones that give the *for* and *against*, the positive and negative, or the good points and the bad points – viewing things from two sides. This covers a wider area of life, such as entertainments, law, science, education, and politics. Some popular examples include talkback radio, debates, current affairs, letters to the editor, essays, and newspaper articles. The purpose of this text type is to present to the audience different opinions on a topic and, at the end, the writer/speaker's own opinion.

2. Relevance

Throughout their lives, students require skills of decision making. Students need to consider different points before they finally make a rational decision. They have to think clearly and critically within a wide range of life sectors. In order to help them become familiar with this text type, pre-service and/or in-service teachers of English need to have better insights into and good mastery of it.

3. Learning Guide

How It Works

This unit consists of a few parts. In order to better achieve the expected learning outcome, you should make sure to study the whole learning material and activities presented in this unit of the module. You are provided with supporting media and documentation, which can be

opened, downloaded or viewed on-line. To share with either the instructor or other participants, it is necessary for you to take part in Discussion Forum as scheduled. Formative Test is available to complete to get a quick picture of mastery of this unit material. It is recommended that you explore relevant materials from other resources as well, including the ones listed in the References.

B. MAIN SECTION

1. Learning Outcomes

a. Attitude

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To uphold and apply religious values, moral values, ethical values, personal and social values, more specifically being able to think clearly and critically, becoming aware that facts can be interpreted in different ways, and being able to make rational decisions throughout the students' lives.

b. Knowledge

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To understand the nature of discussion texts
- To get the general pictures of discussion texts

c. Skill

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To write small functional texts (letters to the editor or newspaper articles)
- To write discussion texts
- To carry out conversations involving the acts of:

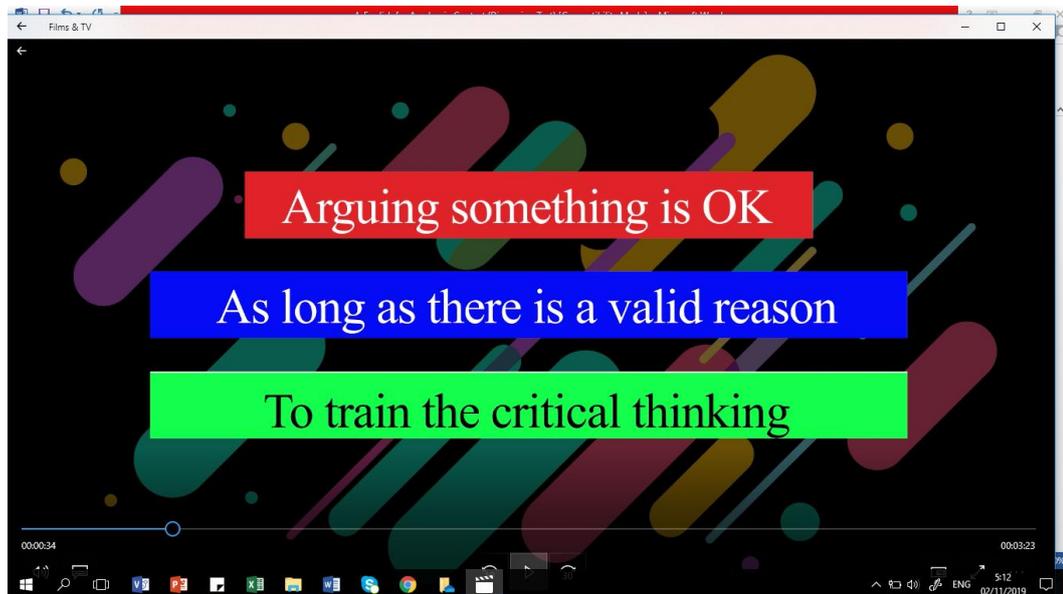
- Expressing agreement and disagreement with someone's opinion.

2. Learning Materials and Learning Activities

a. Definition

What is actually Discussion Text?

Attached below is a video on discussion text. Open the file and study the content. Having viewed the video, can you outline 'Discussion Text' in a few sentences?



[Attachment: Video-Discussion Texts]

b. Generic Structure

A discussion text comprises three main parts:

1. General statement to introduce the audience to the topic of discussion – it can include a question and the view of the author can be expressed here (called the discussion's thesis)

2. A series of paragraphs that have points for and against the topic – the text may have paragraphs on the *for* side followed by paragraphs on the *against* side, and within the paragraphs there should be evidence to support the point of view.
3. A concluding paragraph that sums up the discussion and gives the opinion of the author of the text.

c. Social Function

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

d. Language Features

Discussion text has its characteristics, especially in terms of grammar, vocabulary, and expressions.

i) Grammar

The grammatical points that are typical of this text type:

- Use of the Simple Present Tense
- Use of medium to high degrees of modality.
- Use of quoted and reported speech to support arguments.
- Use of passive voice to change focus of sentences.
- Focus on beginning of sentences.
- Use of complex combination of clauses.
- Use of complex sentences.

ii) Mini-Dictionary [Vocabulary]

Notice a few words/phrases that often appear:

- Argue /'ɑ:g.ju; /
- Possibly /'pɒsɪblɪ/
- Exactly /ɪg'zækt.li/
- However /,haʊ'ev.ər/
-but.....:/bʌt/; /bət/

- Wonder /'wʌn.dəɪ/

Pronunciation:



Above and below are a few examples of words or expressions most frequently found in Discussion Text. Attached is an audio file made available for you to serve as a model. Open it, listen, and practice how they are pronounced.

[Attachment: Audio-Discussion Text-Pronunciation]

iii) Common Expressions

Expressions with the following style are typical to Discussion Text:

- Let's begin/start with ... /lets bɪ'ɡɪn/; / lets stɑ:t wɪð/ /
- This might mean /ðɪs maɪt mi:n/
- Some people say /sʌm 'pi:pl səɪ/
- Others argue /'ʌðəz 'ɑ:gju:/
- On the one hand,.../ɒn ðə wʌn hænd/
- As far as I'm concerned,... /æz fɑ:r æz aɪm kən'sɜ:nd/
- I think /aɪ θɪŋk/
- In my opinion,... /ɪn maɪ ə'pɪnjən/
- As far as I know,... /æz fɑ:r æz aɪ nəʊ/
- In my view /ɪn maɪ vju:/
- I don't think /aɪ dəʊnt θɪŋk/
- I don't believe that /aɪ dəʊnt bɪ'li:v ðæt/
- Well, if you ask me /wel, ɪf ju: ɑ:sk mi:/

- If you want my honest opinion /ɪf ju: wɒnt maɪ 'ɒnɪst ə'pɪnjən/
- I've never come across the idea that /aɪv 'nevə kʌm ə'krɒs ði aɪ'dɪə ðæt/
- I must admit that /aɪ mʌst əd'mɪt ðæt/
- I totally/fully/partly agree /aɪ 'təʊtli ə'gri:./; / aɪ 'fʊli ə'gri: ./; /aɪ 'pɑ:tli ə'gri:./
- I agree/don't agree with you /aɪ ə'gri: wɪð ju:./; / aɪ dəʊnt ə'gri: wɪð ju:./
- I believe/don't believe /aɪ br'i:li:v/; / aɪ dəʊnt br'i:li:v/
- I'm convinced that /aɪm kən'vɪnst ðæt/
- It seems to me that /ɪt si:mz tu: mi: ðæt/
- I wouldn't say that /aɪ 'wʊdnt seɪ ðæt/
- I don't think so /aɪ dəʊnt θɪŋk səʊ/
- As a matter of fact /æz ə 'mætər ɒv fækt/
- That's right/wrong /ðæts raɪt/rɒŋ/
- I can understand /aɪ kæn ,ʌndə'stænd/
- It's hard to say /ɪts hɑ:d tu: seɪ/
- It's a fact that /ɪts ə fækt ðæt/
- That's why /ðæts waɪ/
- They claim that /ðeɪ kleɪm ðæt/
- They also say /ðeɪ 'ɔ:lsoʊ seɪ/
- Opinion among ... is that ... /ə'pɪnjən ə'mʌŋ ... ɪz ðæt .../

Tips!

Before proceeding with tasks, you may find this little piece of section valuable. The efforts you can take to produce effective discussion texts are as follows:

- Choose the most recent controversial topic to be discussed.
- Make sure you clearly explain the topic to the audience before you get into taking sides.
- When you have selected a topic, ensure that you research both sides of the argument thoroughly before writing.
- In your conclusion make it clear which side of the argument you side, even make a recommendation but allow the reader to keep an open mind.
- List all the items that will be required to complete the task.
- Keep your arguments short, sharp and straight to the point.

Task 1. Understanding the Nature of Discussion Texts

In this task, you will be learning for a better understanding of the characteristics of discussion texts. Attached is a file of power-point slides on 'Discussion Texts'. Open the file and study the slides.



[Attachment: Slides-Discussion Text]

Based on your viewing on the slides, fill in the blanks with the words/phrases provided in the box below.

Comparison	Conventions	Debate
Argument for	Issue	Features
Logical connectives	Viewpoints	Evidence
Conclusion	Essay	On the one hand
Radio talkback	Statement	Terms

1. The end of the discussion text is signalled by a/anthat gives a final point of views, either for or against the topic.
2. The first paragraph in a written discussion, or the opening statement in a spoken discussion, needs to give a statement about the
3. One good example of discussion texts is, which is a spoken discussion involving two sides.
4. The general purpose of a discussion text is to present to the audience different

5. Elaboration or is always required to support the speaker/writer's points in discussion texts.
6. One typical language feature found in discussion texts is the use of
7. is the same as "pro" arguments (as opposed to "cons" arguments)
8. The expression..... and its counterpart is often used in discussion texts as an effort to keep it balanced.
9. The host introduces a topic for discussion. He/she then invites listeners to phone in to express their opinions. This illustrates a discussion called
10. "Don't be too definite" is another form of discussion

Task 2. Getting the General Picture of Discussion Texts

Look at the following reading text and colored boxes. To help you check your understanding of discussion texts structure, please add the necessary signs (e.g. colors and arrows) to refer to the parts in more details.

STRUCTURE		LANGUAGE FEATURES
Title	The Advantages and the Disadvantages of Nuclear Energy	Passive sentences
A general statement	Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate of whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environment.	Technical terms
A series of arguments	Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. In their opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainable when produced in a safe way.	Complex combination of clauses
Conclusion	However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in a reactor, for example, usually results in the contamination of the surrounding soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperiled people and the environment severely. It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy? Is there any alternative energy to overcome the crisis of energy?	Conjunctions and connectives
		Passive sentences
		Evaluative language

Task 3. Building Discussion Texts

a. Creating a Letter to the Editor

Below is a letter to the editor (sometimes abbreviated as LTTE or LTE), i.e. a letter sent to a publication about issues of concern from its readers. Usually, letters are intended for publication. Letters to the editor are most frequently associated with newspapers and newsmagazines. An LTE plays a dual role, i.e. it serves a corrective critical function and has the capacity to spread and share knowledge as well.

Now, study the letter and answer the questions that follows.

	B 101 Shiv Sai Complex Thane Phone: 28 October 2012
The Editor Times of India Dear Sir or Madam	
On 30 July 2011 your newspaper published an article about notable social activist John Fernandez. In your article Mr John is portrayed as greedy and corrupt. I want to bring it to your kind attention that that is not true.	
I have known John since our school days, and I can tell you that he is an honest person who deeply cares for the poor and the needy. Even as a student he used to actively engage in social work. And that is the reason why he decided to work for an NGO after completing his management studies. If money was his priority, he could have opted for a job with a multinational company. Quite a few MNCs were interested in hiring him. But he didn't do that. Instead, he chose to live and work for the under privileged in the society.	
I am sure his growing popularity as a social activist hasn't gone down well with some politicians and they are the ones spreading these false stories. A respected newspaper like yours should have checked twice before buying these rumors.	
I am requesting you to republish this article with all inaccuracies corrected. I think the least you should do is to publish a public apology to Mr John for defaming him in this way.	
Expecting prompt action, Aditi Menon	

Source: <http://www.perfectyourenglish.com>]

1. Who sent the letter?
 2. Who was the addressee?
 3. What issue of concern was written about by the sender?
 4. Do you think there is/are any pro/s and or contra/s mentioned in the LTE? If any, mention!
- b. Considering the LTE and based on answers to questions above, write a letter that you plan to send to the editor of a magazine.
- c. Let's Get Started to Write.

You are provided with a text with the topic sentences only. The text deals with the picture below. Now, write a few more sentences that most possibly make sense to complete the topic sentences. You may need to open a dictionary or other sources.



During the twentieth century, the world has witnessed the invention of many amazing things.

It has played an important role in communicating news.....

On the other hand, there are other inventions that could be considered to be better than television.

After looking at both sides I still believe it is the best invention.

d. Let's Speak Up

In regard to spoken discussion texts, you may find it useful to learn how to express agreement and disagreement. Study the following materials. Then, orally practice them. Next, open the attached audio file, compare your performance to that of the model on the recording, record your own voice, and submit it.

[Attachment: Audio-Discussion Text-Let's Speak up]

❖ Expressions:

I agree with you a hundred percent.



I couldn't agree with
you more.



That's so true.



That's for sure.



Tell me about it!



You're absolutely right.



Absolutely.



That's exactly how I
feel.



Exactly.



I'm afraid I agree with

.....



I have to side with
..... on this one.



No doubt about it.



Me neither.



I suppose so/I guess so.



You have a point there.



I was just going to say
that.



I don't think so.



No way.



I'm afraid I disagree.



I totally disagree.



I beg to differ.



I'd say the exact
opposite.



Not necessarily.



That's not always true.



That's not always the
case.



No, I'm not so sure
about that.



❖ Dialog:

Tomi: Hi Roni, you look so sleepy. What's wrong?

Roni: Yeah Tomi, I do. I think that I need more sleep since I only slept
for 5 hours last night.

Tomi: Oh, I see. Did you watch the football match last night between
England versus Croatia?.

Roni: Sure, my favorite team is England in this tournament. However,
they lost last night.

Tomi: Yes, I know that because I also watched the match. Croatia won
by 4-3.

Roni: Yeah, to be honest Croatia played better than England.

Tomi: I agree with you. Although England have many good players, but still they couldn't play better.

Roni: Yeah, I feel the same way.

Tomi: I think England can be the 3rd winner in this tournament Ron. They are going to play against Belgium.

Roni : I wish I could agree with you, but England was defeated by Belgium on the group stage last week. So, I think England will play the same like before as the 3rd place is not so prestigious for them.

Tomi: I'm not sure if I agree with you about that. Let's see this week. How about watching it together in my house?

Roni: That's a good idea Tom. Catch you later Tomi.

Tomi: Alright. See you Ron.

❖ Practice:

How would you express agreement and disagreement to the following topics? Use the expressions that you learned.

- 1) Breakfast is the most important meal of the day.



- 2) Swimming in the ocean is better than swimming in a public pool.



- 3) Studying grammar is more important than practicing conversation skills.



- 4) Television is the leading cause of violence in today's society.



- 5) Women should be allowed to go topless in public.



Discussion Forum

So far, you have studied the materials and experienced the activities presented in this unit. However, you may need to confirm understanding and share ideas with other participants and/or instructor. Besides, your participation is rated. Therefore, get involved in the Discussion Forum at the period pre-set by the instructor.

A few things to take into account when having an effective discussion here are:

1. Consider other participants' ideas before giving your own ideas.
2. Avoid giving ideas with answering a question-like style.
3. Be always punctual in joining the discussion forum.
4. Quantity and quality of participation is priority.

C. CLOSING SECTION

1. Summary

Discussion text is a text which presents a problematic discourse. This problem is discussed from different points of view. It presents pro and contra opinion on certain issue.

A Discussion Text consists of three main components:

1. An opening: introduces the topic being discussed.
2. Arguments: one or more, with supporting evidence or elaboration/details

3. A conclusion: sums up the discussion and gives a recommendation or opinion.

2. Reflection

No	Learning Journal
1	Within this learning material and activity, I have learned:
2	The key features of the material include:
3	What I like most of this material and activity is/are:
4	What I need to improve/learn/practice more is/are:

3. Formative Test

To help you check your mastery of the material presented in this unit, please do the test well.

1. In a discussion text, the writer/speaker wants to
 - A. debate a very crucial issue in the society.
 - B. recommend a thing that is debatable.
 - C. discuss two or more topics at the same time
 - D. criticise some very important problems of life
 - E. present different perspectives on an issue
2. The second part of discussion texts is
 - A. an argument/s
 - B. a point/s
 - C. an opinion/s
 - D. a suggestion
 - E. an advice/s
3. Which series of words/phrases do you think are most probably found in a discussion text?
 - A. such as, believe, as indicated in
 - B. neglect, never, such as
 - C. opinion, hard, think
 - D. happy, sure, as shown by
 - E. conclusion, society, human being
4. A discussion text often usesto ensure the audience.
 - A. ideas
 - B. quotes
 - C. declarations
 - D. opinions
 - E. conclusion

5. Which one of the following characterises discussion texts?
- A. Use of most recent controversial topics
 - B. Focus on topic of discussion
 - C. Existence of long debates
 - D. Presence of comparison and contrasts
 - E. Absence of the simple present tense

Read the text below and answer the questions that follow.

Should Australia Become a Republic?

Recently, Australians have been debating the possibility of becoming a republic. There are arguments for and against Australia pursuing this course in the twenty-first century. I believe that Australia should become a republic.

Republicans see Australia as having moved beyond its British roots and desire change not only because it is practical, but also symbolic. I believe that Britain is now less important to Australia economically as well as culturally, and that Australia should look at forming stronger links with nations situated in the same region.

On the other hand, those opposed to a republic argue that our parliamentary system and other major institutions, such as the law, are based on the British model, which has provided Australia with a stable system of government, and they fear that any changes may threaten this stability.

It can be seen that there are reasons for and against becoming a republic. After looking at both sides, I still believe that Australia should become a republic.

6. Which one of the following is the structure of the text above?
- A. general statement – paragraph 1, reasons for and against – paragraphs 2 and 3, conclusion with author’s opinion – paragraphs 4
 - B. general statement - paragraph 1, reason for and against – paragraph 3, conclusions – paragraph 4 and 5
 - C. general statements - paragraph 1 and 2, reason for and against – paragraphs 3 and 4, conclusion – paragraphs 4
 - D. general statements - paragraph 1 and 2, reason for and against – paragraphs 3, conclusion – paragraph 4
 - E. general statement - paragraph 1, reason for and against – paragraph 2, conclusions – paragraphs 3 to 4
7. One word/phrase in the text above that most possibly helps characterize it as a discussion text is
- A. stronger link
 - B. threaten
 - C. less important
 - D. on the other hand
 - E. both sides

Read the text below and answer the questions that follow.

There are a lot of discussion as to whether children should be given homework or not. Is it enough for children having time to study at school or needing additional time in home for study after school time?

Some people claim that children do enough work in school already. They also argue that children have their hobbies which they want to do after school, such as sport or music. A further point they make is that a lot of homework is pointless and does not help the children learn at all.

However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school.

Furthermore, they claim that the school day is too short to get anything done. It makes sense to send home tasks like independent reading or further writing task which does not need the teacher's support.

I think, on balance, that some homework is a good idea, but that should only be given at the weekend when children have more time.

8. The underlined part is

- A. an opening
- B. an introduction
- C. an elaboration
- D. an evidence
- E. an argument

9. The best title for the text above would be

- A. Homework Should be Given at the Weekend
- B. Homework Should not be Given to Children
- C. Teachers do not Understand Children and Parents
- D. Giving Children Homework: Pros and Cons
- E. The Importance of Homework for School Children

10. Which of the following is the best arrangement for the jumbled text?

A.

Facebook, Twitter, and other social networking sites are now technological applications that are popular among teenagers as well as children. With this website, we can expand either of kinship or

friendship with the wider community, not only in the scope of the neighborhood itself, but from different walks of life, environmental and social status. It becomes a necessity for young people to have it. Therefore, social networking sites have resulted in both positive and negative impacts.

The positive impacts of social networks are we are able to have many friends, able to bring together the kinship that has not seen or has dropped out, able to share the information, able to find out a place to vent, able to be a place to deliver our hobby such as writing, to make promotion, and able to avoid stress. Therefore, the teens and the children should use social networks wisely and be able to sort the time between learning and opening the social networking sites so they will not regret the impacts later. At school, the students should have a training or socialization from adolescents, such as the teachers, so that later they are able to understand how the devastating impact of social networks on an ongoing basis so that it might be expected that the teens can be aware of and understand their obligations or duties as the students.

The negative impact of social networks for teens and children are the social networking sites they have. They will feel addicted and do not care about time, do not care about the surroundings, lack of socialization with the environment, waste of money and credit, prone to dispute or misunderstanding, often social media can be a place that the fraud can occur, and social media can damage the health of the eye of children or people who use them.

The conclusion that can be drawn is that social networking does have many benefits, but it cannot be denied that social networks also have a wide range of hazards and other consequences like many boys and girls open social networking sites during school hours.

B.

The positive impacts of social networks are we are able to have many friends, able to bring together the kinship that has not seen or has dropped out, able to share the information, able to find out a place to vent, able to be a place to deliver our hobby such as writing, to make promotion, and able to avoid stress.

The negative impact of social networks for teens and children are the social networking sites they have. They will feel addicted and do not care about time, do not care about the surroundings, lack of socialization with the environment, waste of money and credit, prone to dispute or misunderstanding, often social media can be a place that the fraud can occur, and social media can damage the health of the eye of children or people who use them.

Facebook, Twitter, and other social networking sites are now technological applications that are popular among teenagers as well as children. With this website, we can expand either of kinship or friendship with the wider community, not only in the scope of the neighborhood itself, but from different walks of life, environmental and social status. It becomes a necessity for young people to have it. Therefore, social networking sites have resulted in both positive and negative impacts.

The conclusion that can be drawn is that social networking does have many benefits, but it cannot be denied that social networks also have a wide range of hazards and other consequences like many boys and girls open social networking sites during school hours. Therefore, the teens and the children should use social networks wisely and be able to sort the time between learning and opening the social networking sites so they will not regret the impacts later. At school, the students should have a training or socialization from adolescents, such as the teachers, so that later they are able to

understand how the devastating impact of social networks on an ongoing basis so that it might be expected that the teens can be aware of and understand their obligations or duties as the students.

C.

Facebook, Twitter, and other social networking sites are now technological applications that are popular among teenagers as well as children. With this website, we can expand either of kinship or friendship with the wider community, not only in the scope of the neighborhood itself, but from different walks of life, environmental and social status. It becomes a necessity for young people to have it. Therefore, social networking sites have resulted in both positive and negative impacts.

The positive impacts of social networks are we are able to have many friends, able to bring together the kinship that has not seen or has dropped out, able to share the information, able to find out a place to vent, able to be a place to deliver our hobby such as writing, to make promotion, and able to avoid stress.

The negative impact of social networks for teens and children are the social networking sites they have. They will feel addicted and do not care about time, do not care about the surroundings, lack of socialization with the environment, waste of money and credit, prone to dispute or misunderstanding, often social media can be a place that the fraud can occur, and social media can damage the health of the eye of children or people who use them.

The conclusion that can be drawn is that social networking does have many benefits, but it cannot be denied that social networks also have a wide range of hazards and other consequences like many boys and girls open social networking sites during school hours. Therefore, the teens and the children should use social networks

wisely and be able to sort the time between learning and opening the social networking sites so they will not regret the impacts later. At school, the students should have a training or socialization from adolescents, such as the teachers, so that later they are able to understand how the devastating impact of social networks on an ongoing basis so that it might be expected that the teens can be aware of and understand their obligations or duties as the students.

D.

The negative impact of social networks for teens and children are the social networking sites they have. They will feel addicted and do not care about time, do not care about the surroundings, lack of socialization with the environment, waste of money and credit, prone to dispute or misunderstanding, often social media can be a place that the fraud can occur, and social media can damage the health of the eye of children or people who use them.

The conclusion that can be drawn is that social networking does have many benefits, but it cannot be denied that social networks also have a wide range of hazards and other consequences like many boys and girls open social networking sites during school hours. Therefore, the teens and the children should use social networks wisely and be able to sort the time between learning and opening the social networking sites so they will not regret the impacts later. At school, the students should have a training or socialization from adolescents, such as the teachers, so that later they are able to understand how the devastating impact of social networks on an ongoing basis so that it might be expected that the teens can be aware of and understand their obligations or duties as the students.

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The positive impacts of social networks are we are able to have many friends, able to bring together the kinship that has not seen or has dropped out, able to share the information, able to find out a place to vent, able to be a place to deliver our hobby such as writing, to make promotion, and able to avoid stress.

E.

The conclusion that can be drawn is that social networking does have many benefits, but it cannot be denied that social networks also have a wide range of hazards and other consequences like many boys and girls open social networking sites during school hours.

Facebook, Twitter, and other social networking sites are now technological applications that are popular among teenagers as well as children. With this website, we can expand either of kinship or friendship with the wider community, not only in the scope of the neighborhood itself, but from different walks of life, environmental and social status. It becomes a necessity for young people to have it. Therefore, social networking sites have resulted in both positive and negative impacts.

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The negative impact of social networks for teens and children are the social networking sites they have. They will feel addicted and do not care about time, do not care about the surroundings, lack of socialization with the environment, waste of money and credit, prone to dispute or misunderstanding, often social media can be a place that the fraud can occur, and social media can damage the health of the eye of children or people who use them.

Therefore, the teens and the children should use social networks wisely and be able to sort the time between learning and opening the social networking sites so they will not regret the impacts later. At school, the students should have a training or socialization from adolescents, such as the teachers, so that later they are able to understand how the devastating impact of social networks on an ongoing basis so that it might be expected that the teens can be aware of and understand their obligations or duties as the students.

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5. Answer Key

1. E
2. A
3. C
4. B
5. D
6. A
7. D
8. E
9. D
10. C

Summative Test

This test covers all topics throughout Module 6.

Do the test by choosing A, B, C, D, or E.

1. Typically, what is expected by the writer/speaker of analytical exposition in the end is that the audience will... .. his/her statement/opinion.
 - A. argue
 - B. agree
 - C. neglect
 - D. remember
 - E. debate

The following text is for questions 2 – 3.

If you want to advance in your career, you will have to make some careful decision about which job to take. Evaluate a job offer for the value it has to your career. It may mean a sacrifice first. You may have to move to another region or a different country to get a job that is right for you. You may have to work late hours, at last temporarily. You might even have to take lower salary for a job that offers you the experience you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the training or experience you need or want. You will find yourself frustrated in such position and consequently will not perform your best. This will have an effect on the people around you who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that the job is the one you want to have.

2. One thing typical of the text above is the recommendation the writer/speaker gives to the audience, which is ...
 - A. Take the first job offered to you
 - B. Don't work with other people
 - C. Consider changing career

- D. Think before accepting a job
 - E. Find a job with the highest salary
3. What is wrong with taking a job outside your career path?
- A. You will earn less
 - B. You will not perform well
 - C. People will give you advice
 - D. You will be part of a team
 - E. People will complain to you

The following text is for questions 4 – 5.

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in crack and fissures until it reaches very hot rock in the earth interior becomes heated to temperature in excess of 290 F. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption. Favorable conditions for geyser exist in some regions of the world including New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithfull in Yellow Park. Old Faithfull erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

4. How is geyser formed?
- A. By the rise of temperature pressure functioning hot steam
 - B. From huge tension of heated water that comes out from the earth crack
 - C. From the heated temperature in earth crack that absorbs water
 - D. From the temperature and absorbed water that occurs on earth surface
 - E. By the hot water and temperature of hot rock that occurs on earth surface
5. Steam and hot water shoot out of the surface because of ...
- A. Hot rock and water

- B. Temperature and pressure
- C. Greater pressure
- D. High temperature and increased pressure
- E. Underground temperature and increased pressure

The following text is for questions number 6.

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

6. Which one of the following is right according to the text above?
- A. Best title for the text would be "Old Cars v.s. Modern Cars"
 - B. The seat belt always saves life when car accident happens
 - C. The underlined part is typically intended for emphasis/clarity
 - D. The word "This" p. 3, l. 1 refers to seat belt in the old cars
 - E. The writer's statement of concern is presented in paragraph 3.

The following text is for questions 7 – 8.

Should The Driving Age Be Raised?

An ongoing topic of debate in the safety world has been whether the driving age should be raised. Typically, drivers need to be 16 or 17 to drive alone. There are

many people, including politicians and safety experts that want to raise the age to 18. Potential teen drivers aren't exactly thrilled with the idea, of course, but there are convincing arguments on both sides of the issue.

There are some strong, data-based arguments to be made in favor of raising the minimum driving age. First, it is safer. The rate of fatal crashes per mile driven is around half as high for teens aged 18 or 19 as for 16- and 17-year-olds.¹ It is thought that raising the driving age to 18 could help lower the overall rate of fatal crashes.

Second argument is that it will make teens more active. It is thought that removing the option to drive will cause more teens to walk, ride bikes, or use other active options to get places. This could cut back on teenage obesity levels by providing more opportunities for exercise.

Thirdly, 18-year-olds are more emotionally mature than 16-year-olds. Emotional maturity increases as we age, and it's thought that 18-year-olds are more likely to make smart decisions without giving in to peer pressure than 16-year-olds.

Though the camp for raising the minimum driving age makes strong points, there are additional arguments in favor of keeping things the same. In the first place, it limits transportation options for teens. Teens these days are involved in more activities than ever. School, extracurricular activities, jobs, and social events usually require some form of transportation. If the teens can't drive themselves, the responsibility for transportation often falls to their parents—who may not have the time or ability—or public transportation, which may not be readily available. This can limit the options these kids have for personal growth at a critical age.

Another argument is it will delay the gaining of valuable experience. The best way to learn how to do something is to do it. The argument here is that the higher crash rates for 16- and 17-year-olds may just be because they are new to driving and lack experience. Delaying the start of driving may just delay that learning and shift the crash rates more toward the 18- and 19-year-olds.

Whichever side of the argument you fall on, we encourage you to stay invested in your child's safety as they learn to drive. To help keep them accountable, consider installing a dash cam so you can see how they drive—and have conversations about how to improve their safety behind the wheel.

7. According to the pros-arguments mentioned in the text, raising driving age will be beneficial to teenagers for this reason:
- A. Health
 - B. Efficiency
 - C. Future life
 - D. Achievement
 - E. Opportunity

8. One of the arguments against the raising of driving age to 18 or above deals with
- A. Safety
 - B. Transport limit
 - C. Emotional maturity
 - D. Fatality
 - E. Traffic jam

The following text is for question number 9.

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain. Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO₂). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO₂) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO₂), both of which are gasses. The gasses may be dry deposited—absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere at any time, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H₂SO₄) and the nitrogen oxides will become nitric acid (HNO₃). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain. Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH₄) can be formed when some of the acids are partially neutralized by airborne ammonia (NH₃). Acidification increases with the number of active hydrogen (H⁺) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

9. What is the text mainly about?
- A. Air pollutants
 - B. Danger of gasses in the air

- C. Chemical substances
- D. Acid rain
- E. Process of rain

The following text is for question number 10.

There are many reasons for both sides of the question, “should we have printed advertisement?”. Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel it is important source of information.

There are some reasons why we should have advertisement in newspaper and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping. Another reason is that advertisement promotes business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue that ads should not be put in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don't like finding junk mail in their letter boxes. Ads also influence people to buy items they don't need and can't really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching.

After looking at both sides of issue, I think we should not have advertisements because they cost a lot of money and take up a lot of room in the papers. I don't think I find some of them interesting. I mainly disagree because its junk mail.

10. The writer presents two sides of opinion of advertisement because he/she wants

- A. to take side
- B. Hto be in the affirmative side
- C. to use opinions to emphasize her own stance
- D. to know the opinion about the issue
- E. the readers to understand her stance