MENULIS

A. KOMPETENSI YANG DIHARAPKAN

Setelah mengikuti pelatihan ini, peserta diharapkan dapat:
1. menjelaskan proses menulis
2. mengidentifikasi kesulitan-kesulitan dalam menulis
3. menyebutkan jenis teks tulis yang harus dikuasai siswa
4. mengidentifikasi ciri-ciri jenis teks tulis yang harus dikuasai siswa
5. memberi contoh jenis teks tulis yang harus dikuasai siswa

B. INDIKATOR
1. Membedakan keterampilan menulis dengan keterampilan berbahasa lainnya
2. Menjelaskan hakikat menulis
3. Membedakan ciri bahasa tulis dari ciri bahasa lisan
4. Memberi contoh kesalahan dalam menulis
5. Menjelaskan sumber kesalahan dalam menulis
6. Menjelaskan jenis pesan atau gagasan untuk ditulis
7. Menjelaskan jenis teks tulis untuk mewadahi pesan atau gagasan
8. Menjelaskan ciri-ciri jenis teks tulis yang harus dikuasai siswa
9. Menjelaskan unsur-unsur kebahasaan dari jenis teks tulis yang harus dikuasai siswa
10. Menulis beragam jenis teks tulis dengan tepat ditinjau dari tujuan dan aspek kebahasaan

C. URAIAN MATERI

1. Pengantar

Kita tentunya sudah tahu bahwa menulis adalah salah satu keterampilan berbahasa yang bersifat produktif. Sebagai keterampilan produktif, menulis berarti mengkomunikasikan pesan atau gagasan dalam bahasa tulis. Kita akan menulis ketika kita mepunyai pesan yang perlu kita sampaikan kepada orang lain lewat bahasa tulis. Agar pesan dapat dipahami orang lain, pesan tersebut harus kita tata sesuai dengan kaidah-kaidah bahasa tulis. Ketika kita menata pesan dalam bahasa tulis, kita dapat merasakan bagaimana tangan kita menata huruf-huruf menjadi kata, kata-kata menjadi kalimat, kalimat-kalimat menjadi paragraf, dan seterusnya. Oleh karena itu, di samping memiliki pesan yang akan kita sampaikan, kita juga perlu memiliki pengetahuan dan keterampilan dasar kebahasaan untuk menata pesan.

Kita perlu menyadari bahwa keterampilan menulis sebenarnya merupakan keterampilan yang tergolong sulit and kompleks. Ketika menulis, kita harus mengkoordinasikan sejumlah hal secara bersamaan. Pada tingkat kata, kita perlu membedakan antara huruf yang satu dengan yang lain dan menggabungkannya menjadi kata. Pada tingkat frasa, kita perlu mengetahui gabungan kata-kata yang dapat membentuk frasa yang bermakna. Pada tingkat kalimat, kita perlu

mengkoordinasikan kata dan frasa agar dapat menghasilkan kalimat yang dapat dipahami. Pada tingkat paragraf, kita perlu mengintegrasikan kalimat satu dengan kalimat lain agar membentuk paragraf yang koheren dan kohesif. Proses pengkoordinasian dan penggabungan yang demikian berlangsung terus ketika kita mengungkapkan gagasan atau pesan dalam teks tulis yang lebih besar dari paragraf.

Jika dibandingkan dengan keterampilan berbahasa produktif lainnya, yaitu berbicara, keterampilan menulis bukan keterampilan yang alamiah. Ketika kita memiliki teman, dapat dipastikan bahwa kita pasti akan berbicara untuk saling menyampaikan pesan. Namun, kita tidak selalu menyampaikan pesan secara tertulis. Bahkan pada masyarakat tertentu, bahasa tulis tidak dikenal, sehingga membaca dan menulis tidak digunakan sebagai sarana komunikasi sesama anggotanya. Jika kita menelaah bagaimana kita menguasai keterampilan berbahasa, kita akan mengetahui bahwa keterampilan menulis merupakan keterampilan yang paling akhir kita kuasai setelah menyimak, berbicara, dan membaca.

2. Proses Menulis

Ketika menulis, kita tentu memiliki maksud tertentu. Secara umum ada dua hal yang perlu kita perhatikan dalam menulis. Pertama, kita menulis untuk menyampaikan pesan tertentu. Kedua, kita menulis pesan untuk pembaca. Pesan yang kita tulis dan pembaca yang kita tuju menentukan apa yang kita tulis and bagaimana menuliskannya. Misalnya, kita membuat catatan untuk diri kita sendiri tentang apa yang akan kita lakukan hari ini. Mungkin kita akan menuliskannya dengan tangan dalam bentuk coretan-coretan yang mungkin tidak dapat dibaca oleh orang lain. Namun jika kita menuliskan pesan untuk teman kita, kita akan menuliskannya dengan jelas.

Sebagai keterampilan produktif, menulis melibatkan beberapa sub-keterampilan yang berkaitan dengan ketepatan (*accuracy*) dari sudut bahasa. Menulis dengan tepat melibatkan penggunaan ejaan yang benar, penggunaan bentuk huruf yang tepat, penggunaan tulisan yang dapat dibaca orang lain, penggunaan tanda baca yang benar, penggunaan layout yang benar, pemilihan kosakata yang tepat, penggunaan tatabahasa yang benar, penggabungan kalimat-kalimat dengan benar, dan penggunaan paragraf dengan tepat. Namun, menulis tidak sekadar melibatkan itu semua. Menulis, seperti yang disebut di atas, adalah menyampaikan pesan kepada orang lain lewat bahasa tulis. Untuk itu kita perlu memiliki gagasan yang memadai, dapat menatanya dan menyampaikannya kepada orang lain dengan baik.

Dengan mempertimbangkan apa yang kita tulis dan untuk siapa kita menulis, kita dapat menelaah proses menulis. Misalnya, ketika menulis karya ilmiah, kita akan menempuh sejumlah langkah yang antara lain sebagai berikut (Spratt, Pulverness, & Williams, 2005):

- *brainstorming* (mencari-cari gagasan untuk disampaikan)
- *making notes* (membuat catatan-catatan yang berkaitan dengan gagasan)
- *planning* (merencanakan penataan gagasan dalam bentuk tulisan)
- *writing a draft* (menuliskan gagasan dalam bentuk naskah awal)

- *editing* (menyunting naskah awal untuk perbaikan)
- *producing another draft* (menghasilkan naskah yang telah diperbaiki)
- *proofreading* (meminta orang lain untuk membaca naskah yang telah diperbaiki).

Tentunya tidak semua langkah tersebut kita tempuh ketika kita menulis memo untuk teman kita. Dengan demikian, ketika menulis kita dapat menempuh langkah sesuai dengan keperluan.

Secara umum, ada dua pendekatan yang dapat digunakan dalam pembelajaran menulis, yaitu pendekatan produk dan pendekatan proses. Pada pendekatan produk, yang dipentingkan dan menjadi fokus kegiatan adalah hasil akhir dari kegiatan menulis, misalnya surat atau cerita lucu. Jika kita memilih pendekatan ini, kita akan lebih memperhatikan apakah hasil akhir tulisan secara tatabahasa baik atau tidak, apakah memenuhi konvensi-konvensi yang ada atau tidak, apakah formatnya sesuai atau tidak, apakah seluruh paragraf memiliki fokus atau gagasan utama yang didukung *supporting detail* atau tidak, dan seterusnya.

Jika kita memilih pendekatan proses, kita akan lebih tertarik pada apa-apa yang akan membantu kita dalam kegiatan menulis. Misalnya, kita akan mencari informasi di lapangan sebagai bahan kegiatan menulis atau mengembangkan gagasan-gagasan yang menarik untuk ditulis. Kita akan bereksplorasi mengembangkan gagasan misalnya dengan teknik membuat *outline* atau *draft* terlebih dahulu sebelum menulis. Dengan pendekatan ini, kita tidak menganggap hasil tulisan sebagai sesuatu yang final. Hasil tulisan dapat berubah karena ada, misalnya, masukan dari teman yang bermanfaaat untuk mengembangkan tulisan tersebut.

3. Kesulitan dalam Menulis

Kesulitan dalam menulis dapat berasal dari faktor kebahasaan dan faktor non-kebahasaan. Faktor kebahasaan pada umumnya berkaitan dengan miskinnya kosakata dan miskinnya pengetahuan struktur kalimat atau tatabahasa. Faktor non-kebahasaan sering berkaitan dengan miskinnya gagasan atau pesan untuk ditulis dan ketakutan mengungkapkannya lewat bahasa tulis.

Kosakata sebagai salah satu unsur kebahasaan memiliki peran penting dalam menulis teks bahasa Inggris. Kosakata merupakan "*the vital organs and the flesh*" (Harmer, 1992: 153) yang melengkapi pengetahuan tatabahasa yang dapat diibaratkan sebagai kerangka bahasa. Dalam kegiatan komunikasi, Anda barangkali sering menjumpai kenyataan bahwa pemilihan kosakata yang tidak tepat untuk menyampaikan pesan tertentu dapat menimbulkan kesalahpahaman. Meskipun tatabahasa juga penting, dalam kenyataan, ketidaktepatan struktur kalimat sering diabaikan asalkan pilihan kosakatanya tepat.

Kita tentu akan kesulitan menyampaikan pesan lewat bahasa tulis jika kita menguasai kosa kata yang memadai. Misalnya, kita ingin menulis teks yang menjelaskan konsep matematika. Jika kita tidak menguasai ungkapan yang cukup untuk menjelaskan konsep tersebut, kita tentu tidak dapat menuliskannya dengan baik.

Bagaimana kita dapat memperkaya kosakata kita? Salah satu prinsip yang perlu kita perhatikan dalam penguasaan kosakata adalah prinsip *familiarity*. Kita menguasai, dalam arti mengetahui makna dan dapat menggunakan, sejumlah kata tertentu tetapi tidak menguasai sejumlah kata yang lain karena kita sudah "kenal" dengan kata yang kita kuasai dan belum "kenal" dengan kata yang belum kita kuasai. Misalnya, kita mengetahui makna dan dapat menggunakan kata *book* karena kita sering mendengar, mengucapkan, membaca, dan menuliskannya. Sebaliknya, kita mungkin tidak tahu dan tidak dapat menggunakan kata *jeopardy* karena kata ini jarang kita temui dalam komunikasi kita sehari-hari. Untuk dapat "kenal" dengan kata tertentu, kita harus "mendekati" kata tersebut. Kita kenali ciri-cirinya dan kita coba menggunakannya dalam komunikasi.

Menurut Harmer (1992), agar dapat menguasai kosakata, kita perlu mempelajari *meaning*, *word use*, *word information*, dan *word grammar*. *Meaning* berkaitan dengan kenyataan bahwa dalam bahasa Inggris, atau bahasa-bahasa lain, satu kata dapat memiliki lebih dari satu makna. Kata *well* dapat berarti 'baik' dan dapat pula berarti 'sumur'. Oleh karena itu, dalam hal meaning, kata perlu digunakan dalam konteks. *Word use* berkaitan dengan penggunaan kata secara literal, idiomatik, atau metaforis. Kata *cat* yang digunakan secara literal memiliki makna yang berbeda dengan *cat* dalam ungkapan *raining cats and dogs*. Word information berkaitan dengan jenis kata, pembentukan, ejaan dan ucapannya. Kata *running*, dapat sebagai kata kerja dan kata sifat, dibentuk dengan penambahan akhiran, dieja r-u-n-n-i-n-g dan diucapkan /rʌnɪŋ/. Word grammar berkaitan dengan kaidah tatabahasa yang berlaku untuk kata tertentu. Misalnya, kita dapat menggunakan *one table* dan *two tables*, tetapi tidak dapat menggunakan *one furniture* dan *two furnitures*. Dengan penjelasan tersebut, kita dapat menyimpulkan bahwa menguasai kosakata bukan kegiatan yang sederhana.

Salah satu cara yang dapat kita lakukan untuk memperkaya kosakata adalah menggunakan kamus. Ketika ketika menjumpai kata baru yang kita baca atau mencari kata untuk mengungkapkan gagasan, kita dapat mencarinya dalam kamus. Kamus yang kita gunakan dapat kita sesuaikan dengan keperluan kita. Dilihat dari bahasa yang digunakan, ada kamus dwibahasa dan ada pula kamus ekabahasa. Dilihat dari jumlah kata yang ditampilkan, ada kamus yang memuat kata dengan jumlah yang relatif kecil, dan ada pula kamus yang memuat kata dalam jumlah relatif besar. Terlepas dari jenis kamus yang kita gunakan, kita perlu melihat kelengkapannya. Kamus yang menyajikan informasi lengkap memuat setidak-tidaknya empat unsur yang telah dijelaskan (*meaning*, *word use*, *word information*, dan *word grammar*).

Unsur kebahasaan lain yang penting dalam menulis adalah tatabahasa. Dengan berkembangnya pendekatan komunikatif dalam pembelajaran bahasa Inggris, kadang-kadang muncul anggapan bahwa tatabahasa tidak penting dalam kegiatan komunikasi. Yang penting dalam komunikasi adalah pesan bisa sampai dan dipahami. Anggapan ini tentu saja tidak benar. Tanpa tatabahasa, pesan tidak dapat ditata dengan baik sehingga sulit untuk sampai kepada dan dipahami oleh penerima. Kegiatan belajar mengajar pada saat ini memang tidak ditekankan pada tatabahasa. Namun, ini tidak berarti bahwa tatabahasa tidak penting. Pentingnya tatabahasa diungkapkan oleh Nunan (1995: 153) dengan pernyataan "*without*

grammar it is impossible to communicate beyond a rudimentary level". Dengan demikian, agar kita dapat menulis dengan baik kita perlu menguasai tatabahasa.

Salah satu penyebab sulitnya menguasai tatabahasa Inggris adalah perbedaan sistem bahasa yang sudah kita kuasai dengan sistem bahasa Inggris. Meskipun ada ahli yang menolak dugaan ini, kenyataan di lapangan menunjukkan bahwa kita kesulitan menghilangkan pengaruh bahasa yang sudah kita kuasai ketika kita mempelajari bahasa baru atau asing. Perbedaan pada sistem penataan frasa dan klausa, misalnya, sering menjadi sumber kesulitan. Sumber kesulitan lain adalah jenis kata. Dalam bahasa Inggris, ada permasalahan yang berkaitan dengan perubahan kata kerja berdasarkan waktu, perbandingan kata sifat, penggunaan kata depan, dan sebagainya. Dan masih ada sumber-sumber kesulitan lain yang menjadikan kita kesulitan menguasai tatabahasa.

Bagaimana kita dapat meningkatkan penguasaan tatabahasa? Menurut Thornbury (2004), kita dapat mempelajari tatabahasa secara deduktif (*rule-driven*) dan induktif (*discovery*). Secara deduktif, kita dapat mempelajari aturan-aturan tatabahasa secara eksplisit. Ini dapat kita pelajari dari buku-buku teks mengenai bahasa. Secara induktif, kita dapat mempelajarinya lewat tulisan-tulisan yang sudah jadi. Dari tulisan-tulisan tersebut kita dapat menyimpulkan aturan-aturan tertentu yang berkaitan dengan penataan pesan tulis. Baik *rule-driven learning* maupun *discovery learning* memiliki kelebihan dan kekurangan. Kita perlu pandai-pandai memilih cara mana yang sesuai dengan keperluan, agar tujuan meningkatkan penguasaan tatabahasa dapat kita capai.

Di samping faktor kebahasaan yang telah disebutkan, faktor non-kebahasaan juga dapat menjadikan seseorang sulit mengungkap pesan atau gagasan lewat bahasa tulis. Salah satunya adalah miskinnya pesan atau gagasan untuk ditulis. Kita tidak mungkin dapat menuliskan sesuatu kalau kita tidak punya gagasan. Kita dapat memperoleh gagasan dengan memperhatikan apa-apa yang ada di sekitar kita. Kita dapat mendengarkan pembicaraan orang lain, mendengarkan berita radio dan televisi, mengamati perilaku orang lain, membaca berita atau artikel di koran atau majalah, dan sebagainya. Gagasan yang sudah kita miliki dapat kita tuangkan dalam bentuk tulisan.

Faktor non-kebahasaan lain yang juga menjadikan menulis sulit adalah ketakutan mengungkapkan gagasan. Adakalanya kita khawatir, cemas, atau takut kalau gagasan yang kita tulis akan ditertawakan orang lain ketika dibaca. Kita dapat mengatasi hal ini dengan berkeyakinan bahwa kita semua masih dalam proses belajar. Kekurangan menjadi hal wajar dalam proses ini. Dengan meyakini hal ini, kita tidak perlu khawatir mengungkapkan gagasan kita dalam bentuk tulisan.

Di samping yang telah disebutkan, masih ada faktor-faktor lain yang menjadikan menulis sulit. Dengan mempertimbangkan bahwa menulis adalah keterampilan berbahasa, secara umum kita dapat mengatasi kendala-kendala dalam menulis dengan memperbanyak latihan. Para ahli sepakat bahwa kita dapat menguasai keterampilan apapun melalui latihan. Ungkapan yang sering kita dengar, *practice makes perfect*, berlaku juga untuk keterampilan menulis.

4. Kompetensi Menulis

Sebagai guru, kita perlu mencermati kompetensi menulis yang harus dikuasai oleh siswa. Dalam Standar Isi untuk Mata Pelajaran Bahasa Inggris untuk SMP/MTs dan SMA/MA, kompetensi dasar menulis dinyatakan dengan "mengungkapkan makna dalam teks tulis". Frasa ini sesuai dengan keterampilan menulis sebagai keterampilan berbahasa yang bersifat produktif. Teks tulis seperti apa yang kita gunakan untuk mengungkapkan makna? Sesuai dengan tingkat satuan pendidikan, teks tulis yang kita gunakan beragam. Namun secara umum, teks tersebut dikategorikan ke dalam dua jenis, yaitu teks tulis fungsional dan esei. Teks tulis fungsional meliputi antara lain iklan, pengumuman, undangan, dan esei meliputi antara lain *descriptive*, *procedure*, dan *recount*. Kompetensi menulis yang harus dikuasai siswa dinyatakan dalam Standar Kompetensi yang selengkapnya dinyatakan sebagai berikut:

SMA/MA

Kelas X
Semester 1
Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari

Semester 2
Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kelas XI
Semester 1
Mengungkapkan makna dalam esei sederhana berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari

Semester 2
Mengungkapkan makna dalam teks tulis fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

Kelas XII
Semester 1
Mengungkapkan makna dalam teks tulis monolog yang berbentuk *narrative*, *explanation*, dan *discussion* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

Semester 2
Mengungkapkan makna dalam teks tulis monolog/esei berbentuk *narrative* dan *review* dalam konteks kehidupan sehari-hari

TAMBAHAN UNTUK PROGRAM BAHASA

Kelas XI
Semester 1
Mengungkapkan makna dalam konteks persiapan *public speaking* sederhana

Semester 2
Mengungkapkan kembali karya sastra lisan yang populer dan disederhanakan (*simplified*)

Kelas XII
Semester 1
Mengungkapkan makna dalam naskah persiapan *public speaking* dalam konteks akademik

Semester 2
Mengungkapkan kembali karya sastra yang populer dan otentik sederhana secara tertulis

Jenis-jenis teks yang perlu dikuasai oleh siswa untuk mengungkapkan makna menuntut kita untuk mencermati cara untuk menghasilkan teks yang dimaksud. Harmer (2004) menyatakan "*different purposes*, *different writing*". Artinya, ketika mengungkapkan makna atau tujuan tertentu dalam bentuk tulis, ketika perlu memperhatikan jenis teks yang tepat untuk makna tersebut. Teks yang kita kenal sebagai surat berbeda bentuknya dengan iklan, esei ilmiah, memo, dan sebagainya. Dalam hal *construction*, yang sering disebut *text type* atau *genre*, bentuk-bentuk teks tersebut berbeda, dan dalam hal *choice of language*, atau *register*, teks-teks tersebut juga berbeda. Oleh karena itu, ketika menulis kita perlu memperhatikan setidak-tidaknya *purpose* (tujuan atau maksud), *structure* (unsur atau komponen), dan *lexicogrammatical feature* (ciri kebahasaan yang meliputi aspek tatabahasa dan kosakata) dari teks yang kita tulis. Ciri-ciri dan contoh beberapa jenis teks disajikan di Lampiran (hal. 11).

D. LATIHAN

1. Compose three paragraphs about a textbook. Each paragraph has a different purpose.

Purpose	Paragraph
To describe the textbook	
To persuade someone to buy the textbook	
To instruct someone how to use the textbook	

2. Complete the following table for each person, keeping in mind social context.

Postcard to your	Text on postcard
Mother	Salutation: Message: Closing:
Best friend	Salutation: Message:

	Closing:
Teacher	Salutation: Message: Closing:
Five-year-old sister	Salutation: Message: Closing:

3. Think of some news from around your school. Compose a five-paragraph report, remembering to include:
   a. a headline
   b. a lead paragraph
   c. series of sentence-paragraphs

4. Compose a brochure. Your task is to produce a brochure for your school canteen. The purpose is to:
   a. provide information on the canteen's opening times and the food available
   b. persuade students to use the canteen more often
   c. explain how to order lunches from the canteen.

5. Compose another brochure. The audience is the student body at your school. Draft your brochure on a sheet of A4 paper. Think about:
   a. the visual text you will use
   b. the written text you will use (including font styles and sizes)
   c. the colours you will use
   d. what will appear on each panel (structure and layout).

E. DAFTAR PUSTAKA

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F. LAMPIRAN

TEXT FEATURES

RECOUNT

Social Purpose: to tell what happened.
Factual recount: to document a series of events and evaluate their significance in some way.
Literary or story recount: to tell a sequence of events so that it entertains (expressions of attitude and feeling, usually made by the narrator about the events).

Structure
- an orientation providing information about 'who', 'where' and 'when';
- a record of events usually recounted in chronological order;
- personal comments and/or evaluative remarks that are interspersed throughout
- the record of events;
- reorientation that 'rounds off' the sequence of events.

Grammar
- use of nouns and pronouns to identify people, animals or things involved;
- use of action verbs to refer to events;
- use of past tense to locate events in relation to speaker's or writer's time;
- use of conjunctions and time connectives to sequence the events;
- use of adverbs and adverbial phrases to indicate place and time;
- use of adjectives to describe nouns.

NARRATIVE

Social Purpose: to construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener.

Narratives incorporate patterns of behaviour that are generally highly valued.

Structure

Orientation — this stage 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
Complication — in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters,
The events are evaluated by the character/s, thus making it clear to the reader/listener that a crisis has developed

Resolution — the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.

Coda — this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

Grammar
- use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- use of adjectives to build noun groups to describe the people, animals or things in the story;
- use of conjunctions and time connectives to sequence events through time;
- use of adverbs and adverbial phrases to locate the particular incidents or events;
- use of past tense action verbs to indicate the actions in a narrative;
- use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

PROCEDURE

Social Purpose: to tell how to do something, including instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behaviour.

Structure
- the goal of the activity;
- any materials needed to achieve the goal;
- steps to accomplish the goal.

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure from those which give instructions to make something.

Grammar
- use of commands (ie the imperative form of the verb)
- use of action verbs
- use of precise vocabulary
- use of connectives to sequence the actions in time
- use of adverbials to express details of time and place, manner, and so on

REPORT

Social Purpose: to present information about something.
They generally describe an entire class of things, whether natural or made.

Structure
- a general statement identifying the subject of the information report, perhaps defining and classifying it;
- description ('bundles' of information relating to, for example, features, behaviour, or types).

Grammar
- use of general nouns rather than particular nouns
- use of relating verbs to describe features
- some use of action verbs when describing behaviour
- use of timeless present tense to indicate usuality
- use of technical terms
- use of paragraphs with topic sentences to organise bundles of information;
- repeated naming of the topic as the beginning focus of the clause.

DESCRIPTION

Social Purpose: to focus one's attention on the characteristic features of a particular thing (as opposed to information reports, which deal with a general class of things).
The subject might be a person, a place, or a thing. It might be impressionistic/imaginative or an objective description.

While descriptions can occur as 'stand alone' texts, they are often part of a longer text, such as the description of a character or setting in a story or biography. Although they might not always be seen as a distinct text type, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of different text types.

Structure
- an introduction to the subject of the description;
- characteristic features of the subject
  There may also be some optional evaluation interspersed through the text and an optional concluding comment.

Grammar
- use of particular nouns
- use of detailed noun groups to provide information about the subject
- use of a variety of types of adjectives
- use of relating verbs to provide information about the subject
- use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings
- use of action verbs to describe the subject's behaviour
- use of adverbials to provide more information about this behaviour

- use of similes, metaphors and other types of figurative language, particularly in literary descriptions

NEWS ITEM

Social Purpose: to inform readers or listeners about events of the day which are considered newsworthy or important.

Structure
- headline(eye-catching title)
- summary of event (a summary recount of a newsworthy event)
- background events (elaboration of what happened, to whom, in what circumstances)
- sources (comments by participants or authorities on the subject)
  (Background events and sources are typically interspersed and occur repeatedly throughout the text.)

Grammar
- use of short telegraphic information about story in headline
- verbs of action to retell the story
- use of verbs of thinking and feeling to give an insight into the participants' reactions to events
- verbs of saying to quote or report ahat participants and authorities said
- focus on circumstances of time and place
- focus on specific participants (frequently occurring at the beginning of sentences)

ANALYTICAL EXPOSITION

Social purpose: to persuade the reader or listener that something is the case

Structure
- thesis (introducing topic and indicates writer's position in regard to the topic)
- arguments (presented in support of writer's position)
- summing up (a restatement of writer's position)

Grammar
- use of causal and additive connectives to construct the arguments
- verbs of being and having
- verbs of thinking and feeling predominantly in the thesis at summing-up stages
- use of vocabulary items to indicate the writer's attitude

HORTATORY EXPOSITION

Social Purpose
To persuade the reader or listener to take action on some matter

Structure
- thesis (introducing issue and indicating writer's position in regard to issue)
- arguments (presented in support of the writer's position)
- recommendation (recommended action)

Grammar
- focus on generic participants (human or non-human)
- use of specific participants in order to refer to the writer(s) and audience, predominantly in the thesis and recommendation
- use of causal connectives to construct the argument (some causal connectives are implicit in this genre)
- use of verbs of being and having
- use of vocabulary items that indicate the writer's attitude
- use of strong modality to indicate writer's attitude
- use of verbs of doing

SPOOF

Social purpose
To tell a factual story, occurring in the past time with unpredictable and funny ending, to entertain and share the story.
Structure
- orientation
- events
- twist
Grammar
- focus on people, animals or other things
- use of action verbs
- use adverbs of time and place
- chronological order

EXPLANATION

Social Purpose
To tell how and why things occur in scientific and technical fields

Structure
- an identifying statement about what is to be explained — this stage is the 'statement of phenomenon';
- a series of events known as the 'explanation sequence' — the events may be related according to time or cause, or according to both relationships;

- a 'concluding statement' (this stage is optional).

Explanations may include visual images, eg flow charts and diagrams, which need to be carefully examined.

Grammar
- general and abstract nouns
- action verbs
- simple present tense
- passive voice
- conjunctions of time and cause
- noun groups
- abstract nouns
- adverbial phrases
- complex sentences
- technical language

DISCUSSION

Social purpose
To look at more than one side of an issue and to explore various perspectives before coming to an informed decision

Structure
- a statement outlining the issue, often accompanied by some background information about the issue
- arguments for and against, including evidence for different points of view
- a conclusion, which might sum up both sides or might recommend in favour of one particular side

Grammar

- use of general nouns to make statements about categories
- use of relating verbs to provide information about the issue
- use of thinking verbs to express the writer's personal view
- use of additive, contrastive and causal connectives to link arguments
- use of detailed noun groups to provide information in a compact way
- use of varying degrees of modality
- use of adverbials of manner

REVIEW

Social purpose
To evaluate the quality of a book, film, etc., with a view to informing an audience of potential readers, moviegoers, etc.

Structure
- title (eye-catching heading to attract readers' attention and arouse curiosity)
- identification (identifying and evaluating that which is to be reviewed plus indicating what is to follow)
- summary and evaluation (selective summary of content of work plus author's evaluative comments interspersed throughout the text)
- evaluation of work (author's summarised opinion of value of work)
- details of work (director, author, publisher, actors, etc.)

Grammar
- use of vocabulary items to indicate the writer's attitude
- present tense
- specific participants
- circumstances of manner, time, and place
- frequent use of embedded clauses in long sentences
- use of descriptive adjectives to build up long nominal groups

PUBLIC SPEAKING

Social purpose
To speak to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.
Often expressed as "*who* is saying *what* to *whom* using what *medium* with what *effects*?"

Structure
- introduction (beginning)
- main body (middle)
- conclusion (end)

Each of these serves an integral and essential role with it's own unique function. The body of the speech is the biggest and is where the majority of information is transferred.

Grammar
- a less formal language style
- shorter sentences
- simpler and more familiar language
- more concrete words
- more repetition

SAMPLE TEXTS

RECOUNT

An Excursion to the Botanic Gardens

On Thursday 24 April we went to the Botanic Gardens. We walked down and boarded the bus.

After we arrived at the gardens we walked down to the Education Centre. Year Three went to have a look around. First we went to the First Farm and Mrs James read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we did sketching and then we met back at the Education Centre with Year Four to have lunch. Soon after it was time for us to go and make our terrarium while Year Four went to have their walk.

A lady took us in to a special room and introduced herself, and then she explained what we were going to do. Next she took us in to a pyramid terrarium and another one. It was most interesting. Later we went back and made our terrariums.

Soon after we had finished we went back outside and met Year Four. Then we reboarded the bus and returned to school.

REPORT

SHARKS

A shark is a type of fish that lives in the sea. It is one of the largest sea creatures. There are over 350 species. A shark is shaped like a torpedo. It has rough skin like sandpaper. Instead of bones it has elastic cartilage which helps them to move easily. It can grow up to 8 metres.

Sharks are found in all oceans around the world. The type of shark found will depend on the water's temperature. A shark has to keep moving when it is asleep because it will either sink or suffocate. It has to keep moving because it needs to breathe through its gills to keep alive.

When sharks are hungry, they look for food. Different sharks eat different food. Harmless sharks eat plankton but harmful sharks eat meat.

PROCEDURE

How to make jelly
Making jelly is very simple by following these directions.
You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, and a bowl.

1. Empty contents of a packet of jelly crystals into the jug.
2. Add boiling water.
3. Stir well until crystals dissolve.
4. Add the cold water and stir.
5. Pour mixture into a bowl.
6. Refrigerate until firm.

How to Make a Cardboard Photo Frame
Equipment and materials needed:
Cardboard, paper, string, etc.
Photo
Glue
Paint
Sticky tape
Ruler

Steps:
1. Find a photo.
2. Measure up frames.
3. Cut out the first frame.
4. Cut out the second frame so that the first frame can fit on top without slipping through.
5. Make the third frame with the same overlap.
6. Paint the frame in different ways.
7. Attach a stand or handle.

FACTUAL DESCRIPTION

A dentist is a special kind of doctor who helps clean your teeth and lets you know if there is something wrong with them.

A dentist pulls out your teeth if they are too sick. Sometimes you can just go to the dentist to check your teeth but sometimes you go for fillings. A dentist works in a dentist surgery. A dentist uses a drill and toothbrush, mirror, bib, lamp, tap, sucker, pick, and water.

INFORMATION REPORT

A triangle is a geometric shape with three sides and three angles.

An isosceles triangle has two sides and angles that are the same and one that is different. A right angled triangle has a 90^0 angle. A scalene triangle has no sides or angles the same. In an equilateral triangle, all the sides and angles are the same.

PROCEDURAL RECOUNT

The water cycle

Today we did an experiment to demonstrate the energy of the sun and to construct a model of the water cycle.

First, we filled a third of a bucket with water that contained a cup of soil, a handful of salt and several leaves. We then put a mound of plasticine in the bottom of the bucket and stuck a plastic cup onto the mound with Blutack. Next we placed clingwrap over the bucket and taped it down to make it secure. We put three of four marbles directly over the cup so that the plastic sagged and left it in the sun for a few hours.

When we came back we saw that the water evaporated to the clingwrap where it cooled and condensed. Then the droplets joined together and then it fell into the cup. This is called precipitation. The water was clean because the sun only pulls up water not salt. This means that we had made a model of the water cycle.

FACTUAL RECOUNT

Federation

More than one hundred years after Captain James Cook and many other explorers landed on the soil of Australia, there was Federation.

Before Federation people disagreed and agreed about becoming a nation. From 1850 to 1891, Sir Henry Parkes debated for federation in his newspaper, The Empire. In 1891 the first Australian convention happened and many people supported the idea, such as Edmund Barton. On the first of January 1901, the British Government finally allowed all six states to join to become one nation.

Federation is a very important historical event for Australia because it meant that all the states were unified.

EXPLANATION

How does a dynamo work?

A dynamo is a machine which changes mechanical energy into electrical energy. It is also called a generator.

When an axle of a dynamo is turned, it receives mechanical energy. The mechanical energy of the axle is transferred to a coil which then spins between the two poles of a magnet. Because a magnetic force acts on electrons in the wire of

the coil, they begin to move. The movement of electrons causes electrical energy. The electrical energy powers a light bulb which then lights up.

EXPOSITION

Dogs

I think dogs make good pets.

One reason dogs can make good pets is because they are very active and playful. They are cute and you can tech them tricks.

Another reason dogs make good pets is because you can take them for walks and they can protect you.

These are the main reasons why dogs make good pets but you have to look after them.

Cars should be banned in the city

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, contribute to most of the pollution in the world.

Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

DISCUSSION

Homework

I have been wondering if homework is necessary.

I think we should have homework because it helps us to learn and revise our work.

Homework helps people who aren't very smart to remember what they have learned. Homework is really good because it helps with our education.

But, many times, doing homework is not a great idea. I think we shouldn't have homework because I like to go out after school to a restaurant or the movies. Sometimes homework is boring and not important.

I think homework is bad because I like to play and discuss things with my family.

NARRATIVE

Katie's Show and Tell

One date Kate found a spider in her back yard and decided to take it in for Show and Tell. She loved spiders and knew which ones were dangerous.

When it was her turn to do show and tell, Kate got up excitedly and opened the box to show everybody the spider. Suddenly the spider jumped out the box onto the floor. Everybody in the class started to scream and run around the room madly. Kate thought they were stupid. It was only a spider. She got down and frantically started to look for it but everybody was in the way.

"What if they trod on it?" she thought angrily.

Finally the teacher got mad and yelled at the kids to stay still. Then Kate was able to find the poor thing under the teacher's desk. It was shivering with fright but still alive. Kate decided not to bring anything interesting to school anymore.

SPOOF

Penguin in the Park

Once a man was walking in a park when he came across a penguin.

He took him to a policeman and said, 'I have just found this penguin. What should I do?' The policeman replied, 'Take him to the zoo'.

The next day the policeman saw the same man in the same park and the man *was* still *carrying* the penguin with him. The policeman was rather surprised and *walked up* to the man and asked, 'Why are you still *carrying* that penguin about? Didn't you take it to the zoo? '

'I certainly *did*,' replied the man. 'And it was a great idea because he really enjoyed it, so today I'm *taking* him to the movies!'

NEWS ITEM

Town Contaminated

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

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostock.

The accident, which *occurred* 13 months before the Chernobyl disaster, *spread* radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tones of contaminated material were sworn to secrecy.

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

REVIEW

Harry Potter: Order of the Phoenix

I absolutely love the Harry Potter series, and all of the books will always hold a special place in my heart.

I have to say that of all of the books, however, this was not my favorite.

When the series began it was as much of a "feel good" experience as a huge mug of hot cocoa. The stories were bright, fast-paced, intriguing, and ultimately satisfying.

Order of the Phoenix is a different kind of book. In some instances this works...you feel a whole new level of intensity and excitement by the time you get to the end. I was truly moved by the last page. Other times the book just has a slightly dreary, depressing feel. The galloping pace of the other books has slowed to a trot here, and parts of it do seem long, as if we're reading all about Harry "just hanging out" instead of having his usual adventures. Reading in detail about Harry cleaning up an old house, for example - housekeeping is still housekeeping, magical or no, and I'm not very interested in doing it or reading about other people doing it.

A few other changes in this book - the "real" world comes much more in to play rather than the fantasy universe of the previous books, and Harry has apparently been taken off his meds. I know that he had a lot to be grumpy in this book, especially with being a teenager and all, but the sudden change in his character seemed too drastic. He goes from being a warm-hearted, considerate person to someone who will bite his best friend's heads off over nothing. It just seemed like it didn't fit with his character, like he turned into a walking cliché of the "angry teen" overnight.

The "real" story seemed to happen in the last 1/3 of the book, and this part I loved. I actually liked the ending (and yes, I cried!) as sad as it was. It packed a punch and it made me care about the story even more. Still a really good book, with some editing it would have been great.

PUBLIC SPEAKING

Election Campaign

Our country has come to a crossroad, and now you have the power to change the political landscape of America. As I have said time and time again, if you elect me to be your face in congress, there are several things I will do to ensure that your needs are met day in and day out across this land.

First of all, I plan on proposing new legislation that will invest more tax dollars in our public schools, not only to meet the needs of today, but to encourage developing minds for the future. Such new funding would be used to hire and retain good teachers, build and renovate new schools, and give great tax breaks to classroom teachers. To accomplish this, I am proposing no new taxes increases, but rather a rechanneling of our existing tax revenue to meet these demands. Now, the incumbent and his staff have been talking about this for years with little progress. I plan to change all of this now.

Second, economic development is on the minds of most of you, particularly with regard to our downtown area. For many years, economic prosperity has been neglected by current government leaders, and I plan to change all of that. I am proposing a city center revitalization project that would promote new businesses, new residential areas, and new open green areas to bring people back to the heart of our city. Current leaders have allowed the city center to die, preferring to invest in sport arenas in the outlying areas.

And third, I am proposing the construction of a light rail train system, to be built over the next decade, to meet the growing demands of better and more efficient transportation for years to come. My opponent and his administration have lacked the vision of long-term solutions, preferring to take a look and see approach. Such a short sighted stance fails to consider the needs of future generations . . . our children and our grandchildren. My generation doesn't want to be remembered for

a road we build today, but for a more visionary transportation system for our future.

And finally, my opponent has cited my inexperience as a reason for why you shouldn't vote for me. However, I am not a career politician who has lost touch with the everyday needs and concerns of day-to-day people. My work as an educator and business owner has given me a unique perspective on the pains and challenges you face.

If elected, I promise to give my all to my elected position and make your issues and concerns are fully addressed at the local and national level.

Thank you.