TEXT TYPES

SUHARSO

FBS

UNIVERSITAS NEGERI YOGYAKARTA

STANDAR NASIONAL PENDIDIKAN

- **Standar Isi**
- **Standar Proses**
- **Standar Kompetensi Lulusan**
- **Standar Pendidik dan Tenaga Kependidikan**
- **Standar Sarana dan Prasarana**
- **Standar Pembiayaan**
- **Standar Pengelolaan**
- **Standar Penilaian**

SMP/MTs

- Merespon makna
- Mengungkap makna
- Percakapan transaksional
- Percakapan interpersonal
- Teks fungsional pendek
- Descriptive
- Procedure
- Recount
- Narrative
- Report

SMA/MA

- Merespon makna
- Mengungkap makna
- Percakapan transaksional
- Percakapan interpersonal
- Teks fungsional pendek
- Recount
- Narrative
- Procedure
- Descriptive
- News item

- Report
- Analytical exposition
- Spoof
- Hortatory exposition
- Explanation
- Discussion
- Review
- Public speaking

SMK

- **Level novice**
- **Level elementary**
- **Level intermediate**
- **Memahami**
- **Menyebutkan**
- **Mendeskripsikan**
- **Menghasilkan**
- **Menjelaskan**
- **Menuliskan**
- **Mencatat**
- **Merinci**
- **Menceritakan**
- **Mengungkapkan**
- **Membuat**
- **Menyajikan**
- **Menulis**

GENRE APPROACH

1. Learning language is a social activity.

2. Learning occurs more effectively if teachers are explicit about what is expected of students.

3. The process of learning language is a series of scaffolded developmental steps which address different aspects of language.

   (Feez & Joyce, 2002: 24-26)

A Genre-based Model of Language
(Knapp & Watkins, 2005:27)

PROCESS	PRODUCT
DESCRIBING through the process of *ordering* things into commonsense or technical frameworks of meaning.	Personal descriptions Commonsense descriptions Technical descriptions Information reports Scientific reports Definitions

PROCESS	PRODUCT
EXPLAINING through the process of *sequencing* phenomena in temporal and/or causal relationships.	Explanations of how Explanations of why Elaborations Illustrations Accounts Explanation essays

PROCESS	PRODUCT
INSTRUCTING through the process of logically *sequencing* actions or behaviours.	Procedures Instructions Manuals Recipes Directions

PROCESS	PRODUCT
ARGUING through the process of *expanding* a proposition to persuade readers to accept a point of view.	Essays Expositions Discussions Debates Interpretations Evaluations

PROCESS	PRODUCT
NARRATING through the process of *sequencing* people and events in time and space.	Personal recounts Historical recounts Stories Fairy tales Myths Fables Narratives

TEXT TYPES & SCHOOL LEARNING (Droga & Humprey, 2005: 9)

Common curriculum outcomes	Text types
Classify and describe phenomena	Factual description Information report
Explain how or why things come/came about Explain impacts and consequences	Explanation
Describe changes over time Retell events in the past	Factual recount
Evaluate, analyse and assess issues Argue a case	Discussion Exposition

Common curriculum outcomes	Text types
Entertain through telling a story	Narrative Literary recount Literary description
Summarise, analyse, and respond to literary texts, artworks, and performances	Personal response review
Devise or follow a set of instructions and record steps taken to achieve the goal	Procedure Procedural recount

SHORT FUNCTIONAL TEXTS

- brochures
- leaflets
- advertisements
- announcements
- notices
- cards

etc.

INTERPERSONAL & TRANSACTIONAL USES

INTERPERSONAL

a. introducing oneself

b. talking about self, family, friends, interests, past events, feelings, and understanding when others talk about themselves

TRANSACTIONAL

a. making enquiries

b. ordering goods and services

RECOUNT

General Features of 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

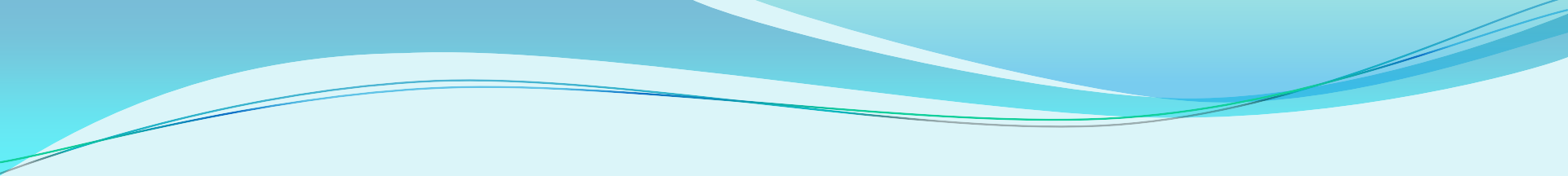**General Features of Narrative**

Social Purpose

To construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener.

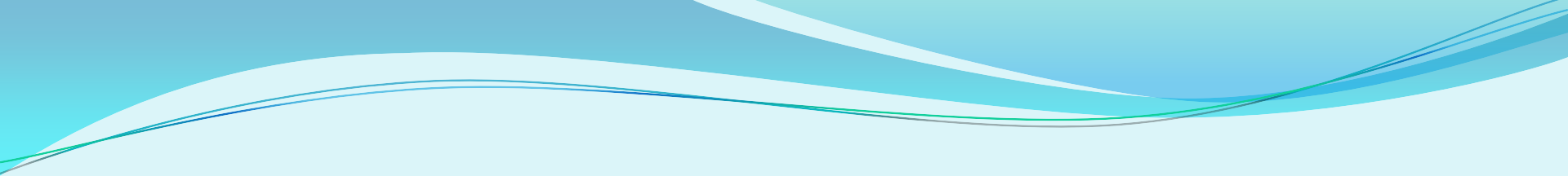Narratives incorporate patterns of behaviour that are generally highly valued.

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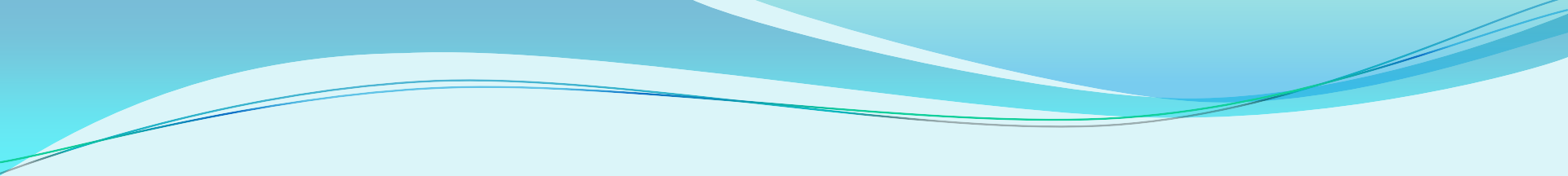
Resolution — the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.

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.
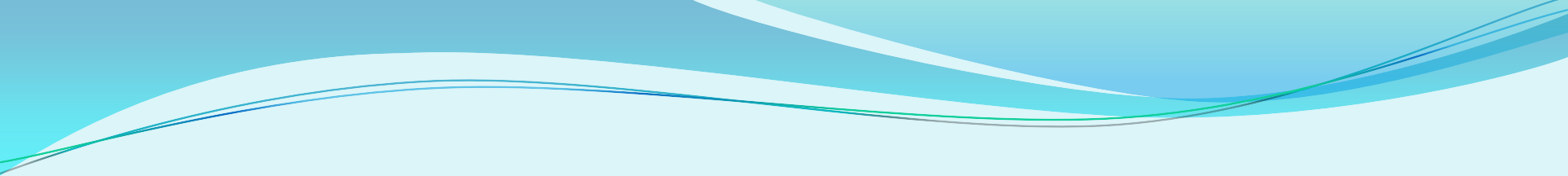
PROCEDURE

General Features of 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

General Features of Information 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;
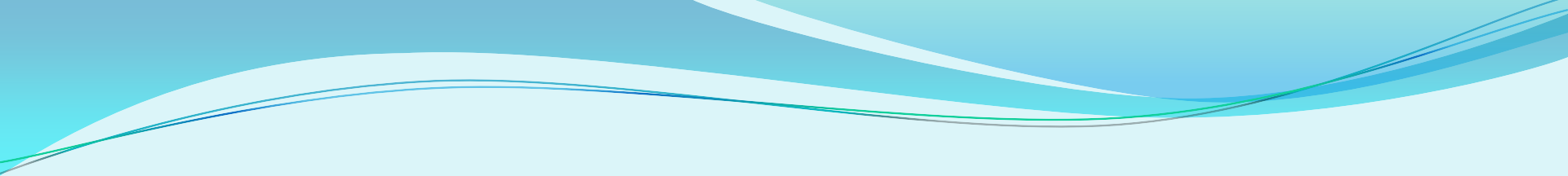- repeated naming of the topic as the beginning focus of the clause.

DESCRIPTION

General Features of 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

General Features of 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

General Features of 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

General Features of 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

General Features of 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

General Features of 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

General Features of 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

General Features of 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

General Features of 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

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