



A LEARNING MODULE

WRITING ESSAY I



Neti Hartati, S. Pd., M. Pd.

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i Penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv Penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

Sanksi Pelanggaran Pasal 113

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

A LEARNING MODULE ESSAY WRITING

Neti Hartati, M.Pd.

Penerbit



CV. MEDIA SAINS INDONESIA
Melong Asih Regency B40 - Cijerah
Kota Bandung - Jawa Barat
www.medsan.co.id

Anggota IKAPI
No. 370/JBA/2020

A LEARNING MODULE ESSAY WRITING

Neti Hartati, M.Pd.

Editor :

Rintho R. Rerung

Layout :

Dina Verawati

Cover Design :

Syahrul Nugraha

Size of Book :

A4: 21 x 29,7 cm

Pages :

ix, 158

ISBN :

978-623-362-372-8

Publish In:

Februari 2022

Hak Cipta 2022 @ Media Sains Indonesia dan Penulis

Hak cipta dilindungi undang-undang. Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari Penerbit atau Penulis.

PENERBIT MEDIA SAINS INDONESIA

(CV. MEDIA SAINS INDONESIA)

Melong Asih Regency B40 - Cijerah

Kota Bandung - Jawa Barat

www.medsan.co.id

PREFACE

In this opportunity, the writer would like to express her deepest gratitude to all people who have given their assistance so that the writer could finish this learning e-modul. The writer would sincerely express her most sincere and deepest gratitude to the followings:

1. Prof. Dr. Gunawan Suryoputro, M.Hum., The Rector of The University of Muhammadiyah Prof. Dr. Hamka.
2. Prof. Dr. Abd. Rahman Ghani, M.Pd., The Vice-rector I of The University of Muhammadiyah Prof. Dr. Hamka.
3. Dr. Zamah Sari, M.Ag., The Vice-Rector II of The University of Muhammadiyah Prof. Dr. Hamka.
4. Dr. Tri Wintolo Apoko, M.Pd., The Head of The Department of the Development of Education and Teaching (Lembaga Pengembangan Pendidikan dan Pengajaran) of The University of Muhammadiyah Prof. Dr. Hamka.
5. Dr. Desvian Bandarsyah, M.Pd., the Dean of The Faculty of Teacher Training and Education of The University of Muhammadiyah Prof. Dr. Hamka.
6. Silih Warni, Ph.D., The Head of the English Education Department of The University of Muhammadiyah Prof. Dr. Hamka.
7. Cahya Komara, M.Hum., The Secretary of of the English Education Department of The University of Muhammadiyah Prof. Dr. Hamka.
8. All colleague lecturers at the the English Education Department of The University of Muhammadiyah Prof. Dr. Hamka.

TABLE OF CONTENT

PREFACE	i
DAFTAR ISI	ii
LIST OF PICTURES	ix
Subject Description.....	1
UNIT 1 CLAUSE: INDEPENDENT AND DEPENDENT CLAUSE	3
Learning Material 1.....	3
Exercise 1:.....	5
Answer Key of Exercise 1:.....	6
Summary 1.....	7
Formative Test 1	7
Answer Key of Formative Test 1	8
Learning Reflection 1	9
Learning Evaluation 1	10
UNIT 2 SIMPLE SENTENCE	13
Learning Material 2.....	13
Exercise 2:.....	14
Answer Key of Exercise 2:.....	15
Summary 2.....	16
Formative Test 2	16
Answer Key of Formative Test 2	17
Learning Reflection 2	17
Learning Evaluation 2	18
UNIT 3 COMPOUND SENTENCE	19
Learning Material 3.....	19
Exercise 3:.....	22
Answer Key of Exercise 3.....	23
Summary 3.....	24

Formative Test 3	24
Answer Key of Formative Test 3	26
Learning Reflection 3	27
Learning Evaluation 3	28
UNIT 4 COMPLEX SENTENCE.....	29
Learning Material 4.....	29
Exercise 4:.....	31
Answer Key of Exercise 4:.....	31
Summary 4.....	33
Formative Test 4:	33
Answer Key of Formative Test 4	34
Learning Reflection 4	35
Learning Evaluation 4	36
UNIT 5 COMPLEX SENTENCE WITH NOUN CLAUSE	37
Learning Material 5.....	37
Exercise 5.....	40
Summary 5.....	41
Formative Test 5	42
Answer Key of Formative Test 5	44
Learning Reflection 5	44
Learning Evaluation 5	46
UNIT 6 RELATIVE CLAUSE/COMPLEX SENTENCE WITH ADJECTIVE CLAUSE	47
Learning Material 6.....	47
Exercise 6:.....	49
Answer Key of Exercise 6:.....	49
Summary 6.....	49

Formative Test 6	50
Answer Key of Formative Test 6	52
Learning Reflection 6	53
Learning Evaluation 6	55
UNIT 7 COMPLEX SENTENCE WITH ADVERBIAL CLAUSE	57
Learning Material 7	57
Exercise 7	59
Answer Key of Exercise 7	61
Summary 7	62
Formative Test 7	63
Answer Key of Formative Test 7	64
Learning Reflection 7	65
Learning Evaluation 7	67
UNIT 8 PRE-WRITING AND MIND-MAPPING FOR BRAINSTORMING AND OUTLINING	69
Learning Material 8	69
Exercise 8	73
Summary 8	77
Formative Test 8	77
Answer Keys of Formative Test 8	79
Learning Reflection 8	80
Learning Evaluation 8	81
UNIT 9 DESCRIPTIVE TEXT AND THE LEXICOGRAMMATICAL FEATURES	83
Learning Material 9	83
Exercise 9A	87
Exercise 9B	94
Summary 9	98

Formative Test 9	99
Answer Key of Formative Test 9	100
Learning Reflection 9	100
Learning Evaluation 9	102
UNIT 10 THE GENERIC STRUCTURE OF A DESCRIPTIVE TEXT	103
Learning Material 10	103
Exercise 10	104
Summary 10	108
Formative Test 10	108
Answer Key of Formative Test 10	108
Learning Reflection 10	108
UNIT 11 NARRATIVE TEXT AND THE LEXICOGRAMMATICAL FEATURES	111
Learning Material 11	111
Exercise 11	114
Summary 11	120
Formative Test 11	120
Answer Key of Formative Test 11	121
Learning Reflection 11	122
Learning Evaluation 11	123
UNIT 12 THE GENERIC STRUCTURE OF A NARRATIVE TEXT	125
Learning Material 12	125
Exercise 12	127
Summary 12	131
Formative Test 12:	131
Answer key of Formative Test 12	131
Learning Reflection 12	132

Learning Evaluation 12	133
UNIT 13 RECOUNT TEXT AND THE LEXICOGRAMMATICAL FEATURES	135
Learning Material 13	135
Exercise 13.....	137
Summary 13.....	143
Formative Test 13	143
Answer Key of Formative Test 13	144
Learning Reflection 13.....	145
Learning Evaluation 13	146
UNIT 14 THE GENERIC STRUCTURE OF A RECOUNT TEXT	147
Learning Material 14.....	147
Exercise 14:.....	149
Summary 14:.....	153
Formative Test 14:	153
Answer Key to Formative Test 14:	153
Learning Reflection 14.....	154
Learning Evaluation 14	155
GLOSARIUM.....	157
REFERENCES	159

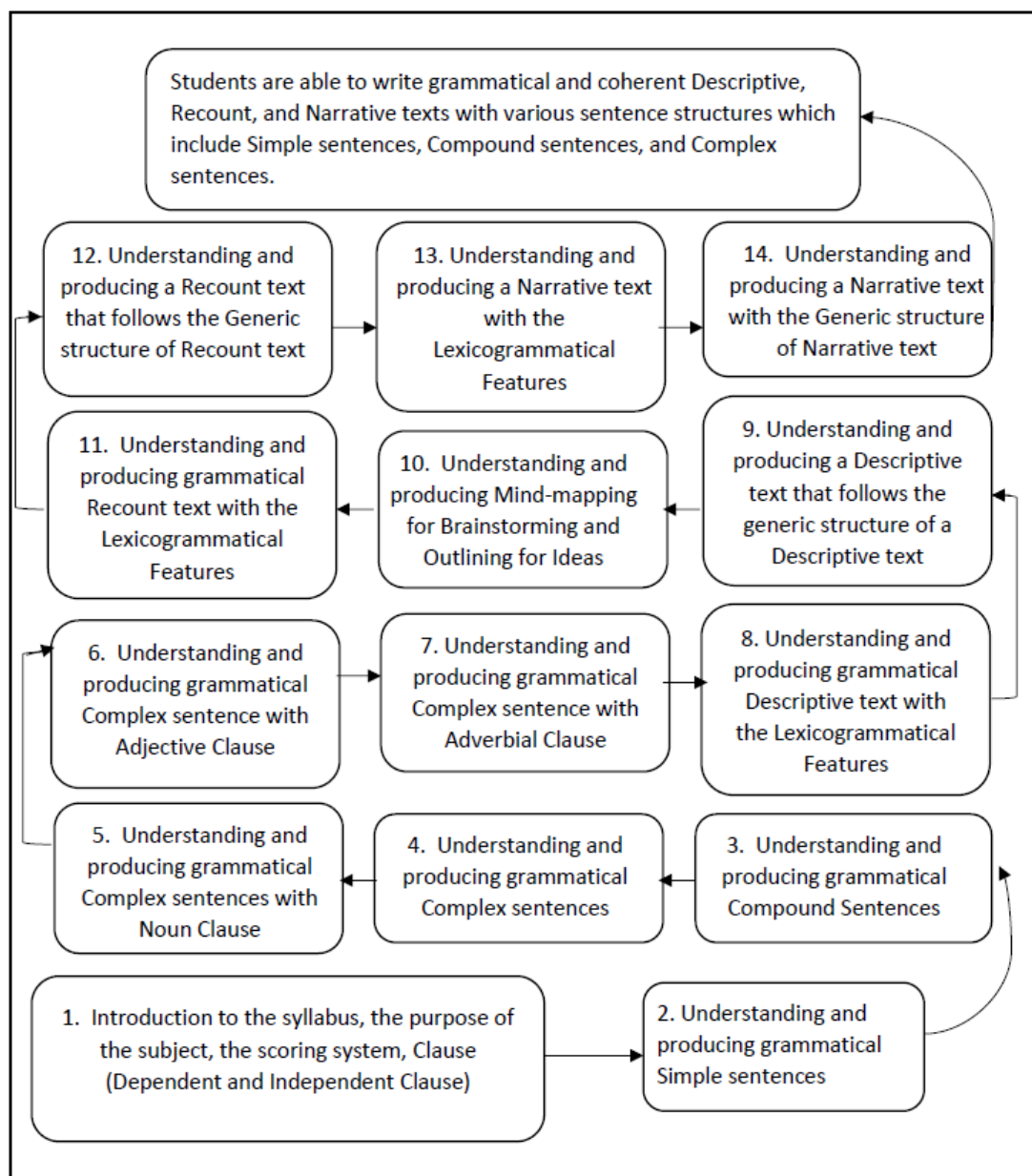
LIST OF PICTURES

Picture 1. A Mind-map of the writing “My Mother’s Rose Garden”.....	72
Picture 2. A busy Indonesian traditional market.....	89
Picture 3. Kota Tua at weekend.	90
Picture 4. A busy airport	91
Picture 5. Sunset at a beach.....	92
Picture 6. An emergency room at a hospital	93
Picture 7. The Creature	114
Picture 8. Kidnapped	116
Picture 9. The Monster of the Sea	117
Picture 10. Tarzan	118
Picture 11. The Magic Carpet	118
Picture 12. The Generic Structure of a Narrative Text	127

Subject Description

In this subject, the students are learning the knowledge of various sentence structures which include Simple sentence, Compound sentences, and Complex sentences and also the generic structures and the language features of Descriptive text, Recount text, and Narrative text. The knowledge is given to enable them to write grammatical and coherent Descriptive, Recount, and Narrative texts.

Competency Map



UNIT 1

CLAUSE: INDEPENDENT AND DEPENDENT CLAUSE

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the elements of a Clause. 2. Learners have the knowledge to differentiate two different types of Clause; Independent and Dependent Clause. 3. Learners are able to construct Independent Clause.

Learning Material 1

A Clause

A Clause is a group of words that consists of a subject and a predicate (Herring, 2016).

A Clause consists of:

1 Subject (S) + 1 Predicate (P)

For example:

We study English every day.

S P

The sentence “We study English every day” consists of 1 subject ‘we’ and 1 predicate ‘study English every day’, or:

Indonesia is a Republic.

S P

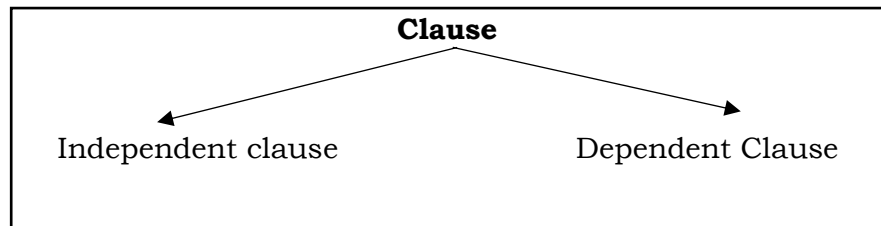
The sentence “Indonesia is a Republic” consists of 1 subject ‘Indonesia’ and 1 predicate ‘is a Republic’.

Other examples of Clause:

1. I love studying English.

2. Indonesians eat rice.
3. Jakarta is the capital of Indonesia.
4. Reading is fun.
5. Writing needs skills.

There are two kinds of Clause; **Independent clause** and **Dependent Clause**.



An **Independent Clause** is a Clause that consists of a Subject and a Predicate that has a complete thought or meaning. It does not need any other clause to make the thought or the meaning clear. Therefore, it can stand independently own its own as a sentence (Herring, 2016). For example: “We study English” or “The cake is delicious”.

The cake is delicious

Subject Predicate

The sentence “We study English” is an Independent clause because it has a complete thought or meaning, and therefore it can stand on its own as a Simple sentence.

Other examples:

1. I love Oranges.
2. Indonesia is a country.
3. People need to exercise.

A **Dependent Clause** is a clause that consists of a Subject and a Predicate that does not have a complete thought or meaning. It needs or depends on the information from an Independent clause to form a sentence that is to make the thought or the meaning clear (Herring, 2016). For example: “because I was hungry”.

The sentence “because I was hungry” is a Dependent clause because it does not have a complete thought or meaning, and therefore it cannot stand on its own as a sentence. This sentence needs other Clause (Independent Clause) to make the meaning clear. For example: “I ate the whole cake because I was hungry”. The Clause “I ate the whole cake” is an Independent clause that completes the meaning of the Dependent Clause “because I was hungry”. For example: “when he was a child”

Dependent Clauses are usually signed by dependent words such as; **Subordinator/Subordinating conjunctions** (*because, after, before*), **Relative Pronouns** (*who, when, which, where, whom, whose*), which link them to Independent clause(s) in a sentence (Herring, 2016).

because I was hungry

Sub S P

The dependent clause “because I was hungry” consists of a Subordinator ‘because’, a Subject ‘I’, and a Predicate ‘was hungry’.

Other examples of Dependent Clauses:

1. after I finish my homework
2. which I like
3. who is standing at the door
4. where he is from
5. before I finish my exam

The five Clauses above are Dependent Clauses. They do not have a complete thought or meaning, and, therefore, they need an Independent Clause to form a sentence.

Exercise 1:

I. Analyze the five examples of Independent Clauses below and decide and underline the subject and the predicate of each Clause.

- a. I love studying English.
- b. Indonesians eat rice.
- c. Jakarta is the capital of Indonesia.
- d. Reading is fun.
- e. Writing needs skills.

II. Analyze the five examples of Dependent Clauses below and decide and underline the subject and the predicate of each Clause, and also the Subordinating Conjunctions/Subordinators.

after I finish my homework

- a. which I like
- b. who is standing at the door
- c. where he is from
- d. before I finish my exam

III. Write your own two Independent Clauses, and two Dependent Clauses and analyze them based on the Subject, Predicate, and Subordinators.

Answer Key of Exercise 1:

- I. a. I love studying English.
S P
- b. Indonesians eat rice.
S P
- c. Jakarta is the capital of Indonesia.
S P
- d. Reading is fun.
S P
- e. Writing needs skills.
S P

*note: S = Subject, P = Predicate

- II. a. after I finish my homework

Sub. S Predicate

- b. which I like

Sub. S Predicate

- c. whom I adore

Sub. S Predicate

- d. where he is from

Sub. S Predicate

- e. before I finish my exam

Sub. S Predicate

*note: Sub= Subordinator, S= Subject.

III.

.....
.....
.....

Summary 1

1. A Clause is a group of words that consists of a Subject and a Predicate.
2. An Independent Clause is a Clause that consists of a Subject and a Predicate with a complete thought or meaning and it can stand on its own as a sentence.
3. A Dependent Clause is a Clause that consists of a Subject and a Predicate but does not have a complete thought or meaning, and it needs an independent clause to form a sentence.
4. A Dependent Clause is usually marked by a Subordinating Conjunction or a Relative Pronoun.

Formative Test 1

Choose the right answer to complete the sentences.

1. A Clause is...
 - A. a group of words that consists of a Subject and a Predicate.
 - B. a group of words that consists of a Subject and a Predicate and a Coordinator.
 - C. a group of words that does not have a complete thought or meaning.
 - D. a group of words that consists of two subjects and two predicates.
2. An Independent clause is...
 - A. a Clause with a Coordinator.
 - B. a Clause that does not have a complete thought or meaning.
 - C. a Clause that cannot stand on its own and needs other Independent Clauses.
 - D. a Clause with a complete thought or meaning and can stand on its own as a sentence.

3. A Dependent Clause is ...
- A. a Clause with a Coordinator.
 - B. a Clause that does not have a complete thought or meaning.
 - C. a Clause that can stand on its own but needs other Independent Clauses.
 - D. a Clause with a complete thought or meaning and can stand on its own as a sentence.
4. Which of the following Clause is an Independent Clause?
- A. When I finish my study.
 - B. The television set is new.
 - C. Because the coffee is too sweet.
 - D. who loves music.
5. Which of the following Clause is a Dependent Clause?
- A. Where I go to study.
 - B. The novel is very interesting.
 - C. He plays football.
 - D. I love music.

Answer Key of Formative Test 1

- 1. A
- 2. D
- 3. B
- 4. B
- 5. B

Learning Reflection 1

Answer the following questions for your reflection of learning this Unit.

1. What do you learn in this unit?

2. Do you know what a Clause is?

3. Do you know what an Independent Clause is?

4. Do you know what a Dependent Clause is?

5. Can you construct or make your own Independent Clause?

5. Can you construct or make your own Independent Clause?

6. Can you differentiate an Independent Clause from a Dependent Clause?

Learning Evaluation 1

Based on your answers for Formative Test 1 and the Answer Key of Formative Test 1, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 1.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 1} \times 100\%}{\text{The total number of questions in Formative Test 1}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 2. However, if it reaches below 80%, you have to re-learn the learning material of unit 1, especially the parts that you have not mastered yet.

UNIT 2

SIMPLE SENTENCE

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the elements of Simple sentence. 2. Learners are able to construct Simple sentences.

Learning Material 2

Simple Sentence

A Simple sentence is a sentence which only comprises of **1 Independent Clause**. We can also say that *an Independent clause is a Simple Sentence* (Herring, 2016).

A Simple Sentence Clause = 1 Independent Clause

1 Subject (S) + 1 Predicate (P)

As has been discussed in the first module, an **Independent Clause** is a Clause that consists of a subject and a predicate that has a complete thought or meaning, and it does not need any other clause to make the thought or the meaning clear. Thus, an Independent Clause can stand independently as a sentence.

It means a Simple sentence is a sentence that only has 1 Subject and 1 Predicate but it has a complete thought or meaning as a sentence. Therefore, **a simple sentence is an Independent Clause** or vice versa.

For example:

We study English every day.

S

P

The sentence “We study English every day” consists of 1 subject ‘we’ and the predicate ‘study English every day’.

Other examples of Simple Sentences:

- a. I love studying English.
- b. Indonesians eat rice.
- c. Jakarta is the capital of Indonesia.
- d. Reading is fun.

Exercise 2:

I. Analyze the five examples of Simple sentences below and decide and underline the subject and the predicate of each Simple Sentence.

- a. I love studying English.
- b. Indonesians eat rice.
- c. Jakarta is the capital of Indonesia.
- d. Reading is fun.
- e. Writing needs skills.

II. Arrange the words below to form a simple sentence.

- a. learning-English-right-are-They-now.
- b. land-fertile-a-has-Indonesia.
- c. critical-are-still-we-in-a-condition.
- d. smart-are-elephants-animals.
- e. eat-you-what-are-you.

III. Write two simple sentences of your own and analyze or underline the Subject and the Predicate.

Answer Key of Exercise 2:

I.

a. I love studying English.

S P

b. Indonesians eat rice.

S P

c. Jakarta is the capital of Indonesia.

S P

d. Reading is fun.

S P

e. Writing needs skills.

S P

II.

a. They are learning English right now.

b. Indonesia has a fertile land.

c. We are still in a critical condition.

d. Elephants are smart animals.

e. You are what you eat.

III.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Summary 2

1. A Simple sentence consists of 1 Independent clause, or;
2. An Independent Clause is a Simple sentence.
3. A Simple Sentence or an Independent Clause has a complete thought or meaning, and, thus, it can stand independently as a sentence.

Formative Test 2

Choose the right answer for the following questions.

1. A Simple sentence consists of...
 - A. one Dependent Clause.
 - B. one Clause with a Coordinator.
 - C. one Independent Clause.
 - D. two or more Independent Clauses with Coordinator; and, or, but.
2. A Simple sentence ...
 - A. cannot stand on its own as a sentence
 - B. does not have a complete thought or meaning.
 - C. needs another clause to have a complete thought or meaning.
 - D. has a complete thought or meaning.
3. Choose the correct statement.
 - A. A Simple sentence has a Subject and a Predicate.
 - B. A Simple sentence has two Clauses.
 - C. A Simple sentence consists of 2 independent clauses.
 - D. There is a Coordinator in a Simple sentence.
4. Which Clause below is a Simple Sentence?
 - A. Andy is a boy.
 - B. After she graduated from the university.
 - C. before she woke up.
 - D. because it was dark.

5. Which clause below is an Independent Clause:

- A. when she was ill.
- B. Where she lives.
- C. I was starving.
- D. because he is the leader.

Answer Key of Formative Test 2

- 1. C
- 2. D
- 3. A
- 4. A
- 5. C

Learning Reflection 2

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Simple sentence is?

3. Can you construct your own Simple sentence well?

Learning Evaluation 2

Based on your answers for Formative Test 2 and the Answer Key of Formative Test 2, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 2.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 2} \times 100\%}{\text{The total number of questions in Formative Test 2}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 3. However, if it reaches below 80%, you have to re-learn the learning material of Unit 2, especially the parts that you have not mastered yet.

UNIT 3

COMPOUND SENTENCE

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the elements of Compound sentence, 2. Learners are able to construct Compound sentences.

Learning Material 3

Compound Sentence

According to Herring (2016) and Oshima & Hogue (2006, p. 165), a compound sentence is a sentence that consists of two or more **Independent Clauses**. Further, Oshima and Hogue (2006, p. 165) explained that there are three ways to construct Compound sentences:

1. by using a coordinator

- I love English language, but my brother loves French language.

Independent Clause Coord. Independent Clause

2. by using a conjunctive adverb

- Wearing a mask is proven effective to prevent Corona virus infection; therefore,

Independent Clause

you should wear one.

Independent Clause

3. by using a semicolon (;)

- My parents live in Bandung; I wish I lived there.

Independent Clause Independent Clause

Coordinators (Coordinating Conjunctions)

The most common Coordinators or Coordinating Conjunctions used to construct Compound Sentences in English are; for, and, nor, but, or, yet, so (FANBOYS) (Herring, 2016, p. 866; Oshima and Hogue, 2006, p.165). Further, Oshima and Hogue (2006, p.166) explains that each coordinator has its own function or meaning.

- **For:** to add a reason
e.g.: I canceled going to the wedding, **for** there was a storm.
- **And:** to add an equal or similar idea
e.g.: Koreans eat a lot of vegetables and seafood, **and** they reduce the amount of salt in their diet.
- **Nor:** to add a negative equal or similar idea
e.g.: They do not eat red meat, **nor** do they drink dairy products.
- **But:** to add an opposite idea
e.g.: Diet is the determinant of a longevity, **but** it is not the only determinant.
- **Or:** to add an alternative possibility
e.g.: People should move more, **or** else they risk having obesity.
- **Yet:** to add an unexpected or surprising continuation
e.g.: He eats a lot, **yet** he is slim.
- **So:** to add an expected result
e.g.: I was so hungry, **so** I ate the whole cake.

Special explanation

But and Yet:

Oshima and Hogue (2006, p. 166) explained that the coordinators **but** and **yet** have similar meanings and that they are the signals that an opposite idea is following.

But is preferred to combine two independent clauses with two direct opposites, for example:

- He has curly hair, **but** his sister has straight hair.

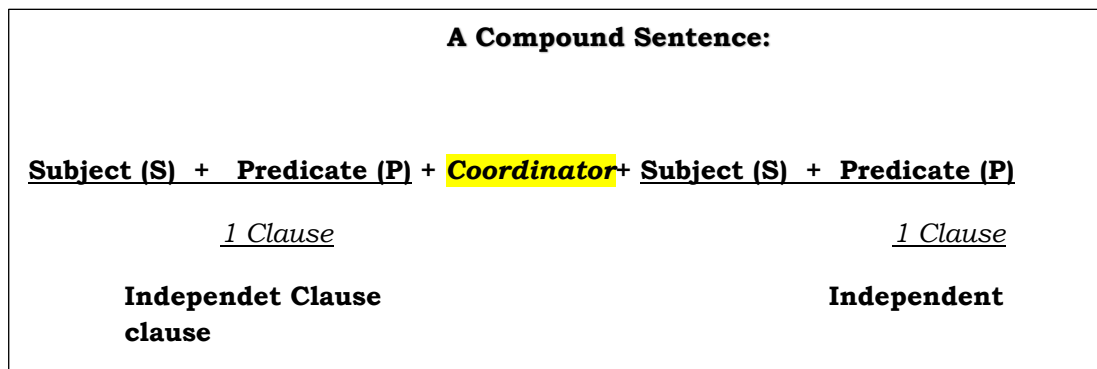
However, **but** can also be used in replace of **yet** to indicate an unexpected or surprising fact/continuation, for example:

- He eats a lot, **but he is slim**. (surprising fact/continuation after “He eats a lot”)

Yet is only used when the following independent clause indicates an unexpected or surprising fact/continuation in relation to the first independent clause, for example:

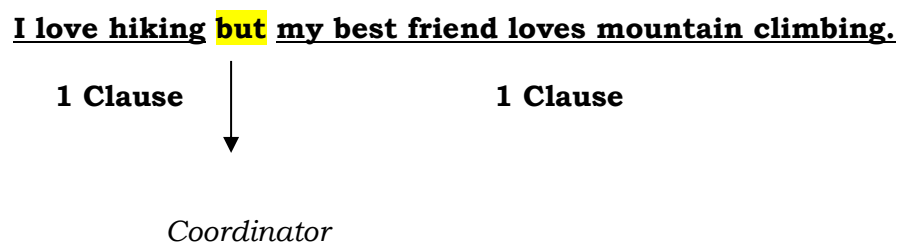
- He eats a lot, **yet he is slim**. (surprising fact/continuation after “He eats a lot”)

The arrangement of the Compound sentence and the coordinator is shown in the box below:



As you can see in the box above, a Compound sentence is a sentence that comprises of more than 1 Clause, and each clause is an *Independent Clause* that can stand on its own because it has a complete thought or meaning.

For example:



The Compound sentence above consists of two Clauses which are connected or combined by the Coordinator ‘but’. Each Clause is an Independent Clause because the Clause “I love hiking” and “My best friend loves mountain

climbing” has a complete thought or meaning and each of them can stand on its own as a sentence or a Simple sentence.

Other examples of Compound Sentences:

- a. I love studying English but my sister loves studying Korean language.
- b. Indonesians eat rice but Chinese people eat noodle.
- c. Jakarta is the capital of Indonesia and Kuala Lumpur is the capital of Malaysia.
- d. You can get the information from the internet or you can ask your teacher.
- e. Writing needs skills and learning to write needs patience.

Exercise 3:

I. Analyze the five Compound sentences below and decide and underline the independent Clauses and the Coordinator.

- a. I love studying English but my sister loves studying Korean language.
- b. Indonesians eat rice but Chinese people eat noodle.
- c. Jakarta is the capital of Indonesia and Kuala Lumpur is the capital of Malaysia.
- d. You can get the information from the internet or you can ask your teacher.
- e. Writing needs skills and learning to write needs patience.

II. Write *but* or *yet* to connect the two independent clauses in the following sentences.

1. a. Corona viruses have caused many deaths, _____many people still believe that Corona virus does not exist.
b. Being aware and cautious of Corona virus is good, ____ being paranoid of Corona virus is not good for mental health.
2. a. Thousands of Jakarta citizens have been vaccinated, _____ they are still millions of Indonesians waiting to get inoculated.

Summary 3

1. A Compound sentence consists of two or more Independent Clauses.
2. There are 3 ways to construct compound sentences; by using a coordinator, by using a conjunctive adverb, and by using a semicolon.
3. There are 7 coordinators that are commonly used to construct compound sentences abbreviated as **FANBOYS**.
4. **F** is **for**, used to add a reason.
5. **A** is for **and**, used to add a similar or equal idea.
6. **N** is for **nor**, used to add a negative equal idea.
7. **B** is for **but**, used to add an opposite idea, or to add a surprising or unexpected continuation.
8. **O** is for **or**, used to add an alternative possibility.
9. **Y** is for **yet**, used to add a surprising or unexpected continuation.
10. **S** is for **so**, used to add an expected result.

Formative Test 3

Choose the right answer for the following questions.

1. A Simple sentence consists of...
 - A. one Dependent Clause.
 - B. one Clause with a Coordinator.
 - C. one Independent Clause.
 - D. two or more Independent Clauses with Coordinator; and, or, but.
2. A Compound sentence consists of...
 - A. one Independent Clause
 - B. one Clause with a Coordinator
 - C. one Independent Clause and one Dependent Clause
 - D. two or more Independent Clauses with Coordinator; and, or, but

3. What are the Coordinators used in constructing a Compound sentence...

A. despite, and, or C. but, or, eventhough

B. and, or, but D. and, then, although

II. Match each of coordinators and its function.

1. For

2. And

3. Nor

4. But

5. Or

6. Yet

7. So

A. to add an expected result.

B. to add a reason.

C. to add an alternative possibility.

D. to add a surprising or
unexpected continuation

E. to add a similar or equal idea.

F. to add a negative equal idea.

G. used to add an opposite idea, or
to add a surprising or
unexpected continuation

III. Choose the right Compound sentences from two different independent clauses below.

1. She is smart. She is lazy.

A. She is smart but she is lazy.

B. She is smart and she is lazy.

C. She is smart or she is lazy.

2. The house is small. It is beautiful.

A. The house is small and it is beautiful.

B. The house is small but it is beautiful.

C. The house is small or it is beautiful.

3. The flower is beautiful. It smells good.
 - A. The flower is beautiful or it smells good.
 - B. The flower is beautiful but it smells good.
 - C. The flower is beautiful and it smells good.
4. Indonesia is a large country. It is rich with natural resources.
 - A. Indonesia is a large country or it is rich with natural resources.
 - B. Indonesia is a large country but it is rich with natural resources.
 - C. Indonesia is a large country and it is rich with natural resources.
5. You can go to school by bus. You can go to school by motorbike.
 - A. You can go to school by bus or you can go to school by motorbike.
 - B. You can go to school by bus but you can go to school by motorbike.
 - C. You can go to school by bus and you can go to school by motorbike.

Answer Key of Formative Test 3

I.

1. C
2. D
3. B

II.

1. B
2. E
3. F
4. G
5. C
6. D
7. A

III.

1. A
2. B
3. C
4. C
5. A

Learning Reflection 3

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Compound sentence is?

3. Do you know the differences between a Simple Sentence and a Compound Sentence?

Can you construct your own Compound Sentences?

Learning Evaluation 3

Based on your answers for Formative Test 3 and the Answer Key of Formative Test 3, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 3.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 3} \times 100\%}{\text{The total number of questions in Formative Test 3}}$$

The level of Mastery: 90% - 100% = Very Good

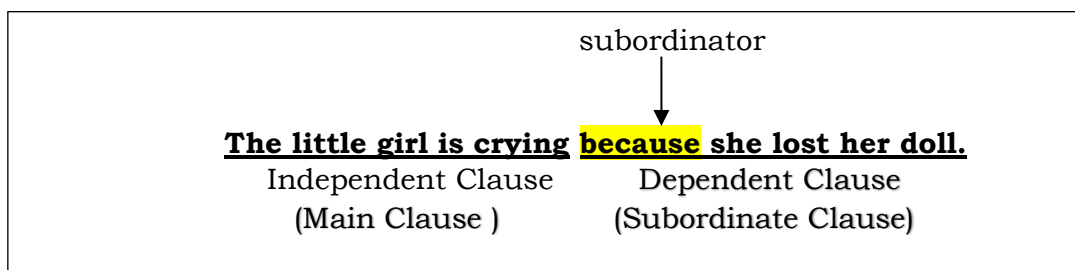
80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

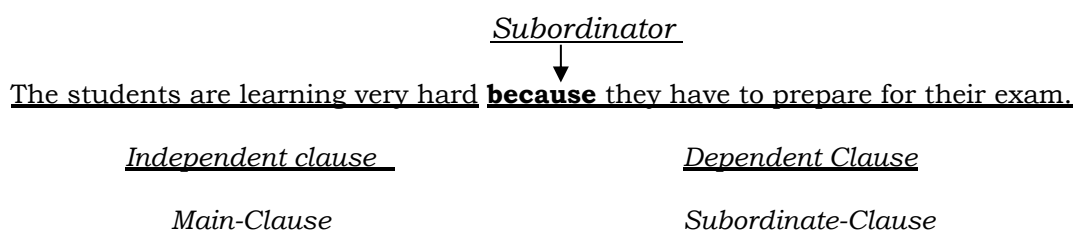
If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 4. However, if it reaches below 80%, you have to re-learn the learning material of Unit 3, especially the parts that you have not mastered yet.

Example of Complex Sentence: “The little girl is crying because she lost her doll”.



The clause “The little girl is crying” is an Independent clause (Main Clause) because it has a complete thought or meaning, and thus it can stand independently as a sentence. However, the clause “because she lost her doll” is a Dependent clause (Subordinate Clause). It cannot stand independently as a sentence because it does not have a complete thought or meaning. To make the meaning complete, it depends on the Independent Clause “The little girl is crying”.

Another example: “The students are learning very hard because they have to prepare for their exam”.



Other examples of Complex Sentences:

1. The little girl is crying because she lost her doll.
2. The lecturer will return to Indonesia after he finishes his study abroad.
3. I know the man who is standing at the door.
4. We know the girl whose mother is a teacher.
5. I do not know the address where he lives.

Exercise 4:

I. Analyze the five Complex sentences below and decide and underline the Main Clause/Independent Clauses, the Subordinator/Relatives, and the subordinate Clause/Dependent clause.

- a. The little girl is crying because she lost her doll.
- b. The lecturer will return to Indonesia after he finishes his study abroad.
- c. I know the man who is standing at the door.
- d. We know the girl whose mother is a teacher.
- e. I do not know the address where he lives.

II. Match the Independent Clause with its appropriate Dependent Clause to form an acceptable meaning.

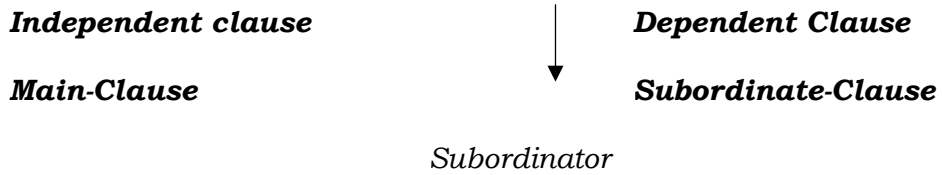
<ol style="list-style-type: none"> 1. They always get good scores for every subject.... 2. We know 3. They held a party 4. She always jogs for 30 minutes.... 5. The headmaster mentioned the name of the students ... 	<ol style="list-style-type: none"> A. who were quarantined due to Covid-19. B. how athletes keep their stamina every day. C. because they always study hard every day. D. before she goes to her office every morning. E. after they won the football competition.
---	---

III. Write two of your own Complex Sentences and analyze the Main Clause/Independent Clauses, the Subordinator/Subordinating Conjunctions, and the Subordinate clause/Dependent clause.

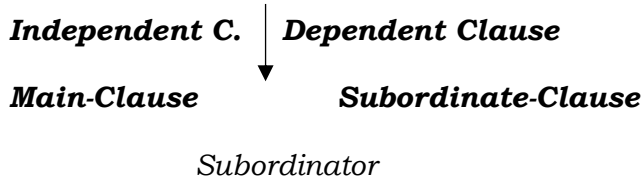
Answer Key of Exercise 4:

- a. The little girl is crying because she lost her doll.
- | | | |
|---------------------------|---|---------------------------|
| Independent clause | ↓ | Dependent Clause |
| Main-Clause | ↓ | Subordinate-Clause |
| <i>Subordinator</i> | | |

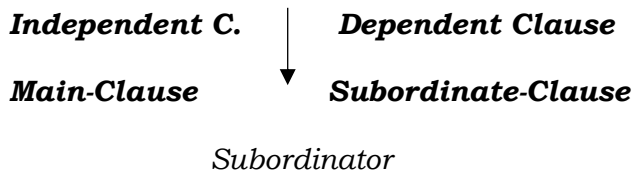
- b. The lecturer will return to Indonesia after he finishes his study abroad.



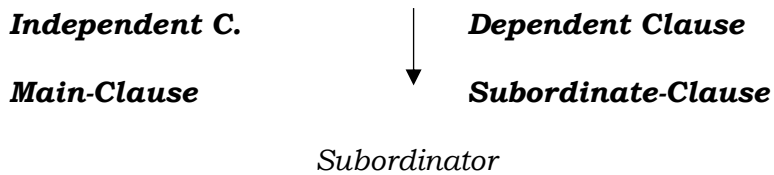
- c. I know the man who is standing at the door.



- d. We know the girl whose mother is a teacher.



- e. I do not know the address where he lives.



II.

1. C
2. B
3. E
4. D
5. A

III.

.....

.....

.....

.....

.....
.....
.....
.....

Summary 4

1. A Complex sentence is a sentence that consists of one **Independent Clause** and one or more **Dependent Clause** that are connected by a **Subordinator**.
2. An Independent Clause is also called the Main Clause.
3. A dependent Clause is also called the Subordinate Clause.
4. The Subordinator links the Dependent Clause to the Independent Clause, or;
5. The Subordinator link the Subordinator Clause to the Main Clause.
6. The subordinator is the marker or the sign that the Clause following it is a Dependent Clause.

Formative Test 4:

Choose the right answer for the following questions.

1. A Complex sentence consists of...
 - A. one Independent Clause
 - B. one Clause with a Coordinator
 - C. one Independent Clause and one or more Dependent Clause(s)
 - D. two or more Independent Clauses with Subordinator; and, or, but
2. An Independent Clause is also called ...
 - A. The Subordinate Clause
 - B. The Main Clause
 - C. The subordinator
 - D. The Coordinator

3. A dependent Clause is also called ...
 - A. The Subordinate Clause
 - B. The Main Clause
 - C. The subordinator
 - D. The Coordinator
4. The _____ is the marker or the sign that the Clause following it is a Dependent Clause.
 - A. The Subordinate Clause
 - B. The Main Clause
 - C. The subordinator
 - D. The Coordinator
5. The _____ links the Dependent Clause (Subordinate Clause) to the Independent Clause (Main clause).
 - A. Coordinator
 - B. Subordinator
 - C. Clause
 - D. Article
6. The followings are the examples of Subordinators;
 - A. despite, and, or
 - B. and, or, but
 - C. because, after, before
 - D. and, then, because

Answer Key of Formative Test 4

1. C
2. B
3. A
4. C
5. B
6. C

Learning Reflection 4

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Complex sentence is?

3. Do you know the differences between a Simple Sentence, a Compound Sentence, and a Complex Sentence?

4. Can you construct your own Complex Sentences?

Learning Evaluation 4

Based on your answers for Formative Test 4 and the Answer Key of Formative Test 4, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 4.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 4} \times 100\%}{\text{The total number of questions in Formative Test 4}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 5. However, if it reaches below 80%, you have to re-learn the learning material of Unit 4, especially the parts that you have not mastered yet.

“You can choose <u>whichever university you like</u> ”.	
<u>Independent Clause+ a Noun Clause (Dependent Clause)</u>	
Main Clause	Subordinate Clause

Grammatically, in a sentence, the Noun Clause functions like a Noun. It serves to name a place, a thing, or a person (Herring, 949). Therefore, a Noun Clause may function as a **Subject, an Object (Direct or Indirect Object), the Object of a Preposition, an Adjective Complement, or a Predicate Noun.** *Below.* we are going to discuss, those functions and example.

A. Noun Clause as Subject

In the sentence, the Noun Clause “Whichever university you choose is good”, the Noun Clause “**whichever university you choose**” functions as a **Subject.**

“ <u>Whichever university you choose is good</u> ”.	
S	Predicate

Another example: “Whoever goes out of their home must wear a mask”.

B. Noun Clause as Object

The Noun Clause may also function as an Object in a sentence. In the sentence “You can choose **whichever university you like**”, the Noun Clause “whichever university you like” functions as **an Object.**

“You can choose <u>whichever university you like</u> ”.		
S	Verb Ph.	Object

Another example: “We will enjoy whatever food they serve us”.

C. Noun Clause as Subject Complement/Predicate Noun.

In the sentence “England is where I want to visit most”, the Noun Clause/Dependent Clause “Where I want to visit most” is the Subject Complement/Predicate Noun that explains ‘England’.

“ <u>England</u> is <u>where I want to visit most</u> ”.	
<u>Noun</u>	<u>Subject Complement/Predicate</u>
	Predicate

Another example: “Teachers are who teach us knowledge”.

D. Noun Clause as Object of Prepositions

The Noun clause follows a preposition to create prepositional phrase that can function as an adjective or an adverb in a sentence (Herring, 2016; p. 951).

Preposition + Noun Clause = Prepositional Phrase

That may function as *Adjective* or *Adverb*

As adjective:

“This is the woman to whom I dedicate my life”. “whom I dedicate my life” is the Noun Clause that functions as the object of the preposition to which acts as the adjective to describe the noun ‘woman’.

“This is the woman to whom I dedicate my life.”
Prepositional Phrase
Adjective

Another example: “I met some people where I used to visit when I was a child.”

As Adverb:

“They were sad because of what they have experienced in the flood.”

“**what they have experienced in the flood**” is the Noun Clause that is the object of the preposition ‘because of’ which acts as an adverb describing the adjective ‘sad’.

“They were sad because of what they have experienced in the flood.”
Prepositional Phrase
Adverb

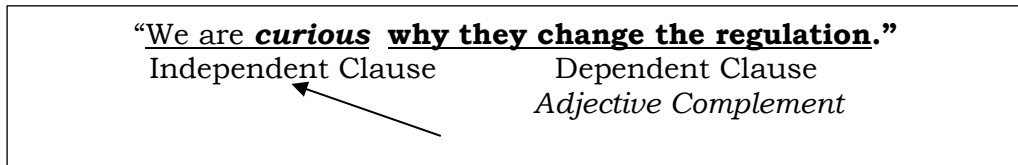
Another example: “You can study with whomever you like.”

E. Noun Clause as Adjective Complement

The Noun clause as an Adjective Complement completes the meaning of a Predicative Adjective (Herring, 2016) page 982

“We are curious why they change the regulation”.

The word ‘curious’ is the Predicative Complement in the Independent clause “We are Curious.” The Clause “why they change the regulation” is the complement that explains/describes the adjective complement ‘curious’ (Explains why ‘curious’).



Another example: “We are unsure whether this is the right target”.

Exercise 5

Write a Complex sentence with a Noun Clause for each following position in the sentence:

- 1. As the Subject

.....
.....
.....
.....
.....

- 2. as an Object

.....
.....
.....
.....
.....

- 3. The Object of Preposition

.....
.....
.....

.....
.....
4. The Object of Preposition

.....
.....
.....
.....
.....
.....
5. Adjective Complement

.....
.....
.....
.....
.....
6. Subject Complement/Predicate Noun

.....
.....
.....
.....
.....
Summary 5

1. A complex sentence with a Noun Clause is a combination of an Independent Clause and a Noun Clause as the Dependent Clause.
2. A Noun Clause, grammatically, functions as a noun in a sentence. It may serve to name a place, a thing, or a person.
3. Because a Noun Clause functions as a noun in a sentence, it may take a position as:
 - a. Subject
 - b. Object (direct or indirect object)
 - c. The Object of Preposition
 - d. Adjective Complement
 - e. Subject Complement/Predicate Noun

Formative Test 5

I. Based on the learning material on Complex Sentence with Noun Clause in this unit, analyze whether the following statement is true or false. Choose True if the statement is True, and False if the statement is wrong.

1. A complex sentence with a Noun Clause is a combination of an Independent Clause and a Noun Clause as the Dependent Clause.
A. True
B. False
2. A Noun Clause, grammatically, functions as an adverb in a sentence. It may serve to name a place, a thing, or a person.
A. True
B. False
3. Because Grammatically, a Noun Clause functions as a noun in a sentence, it may serve to name a place, a person, or a thing.
A. True
B. False

II. Choose the right Subordinator provided in the box to form Complex sentences with Noun Clauses below.

Whatever	When	Why	What	Whom
Whichever	Whoever	Whenever	Whether	Where

1. I do not know _____ they will join the competition or not.
2. I will be there for you _____ you need help.
3. _____ enters the building must show the ID card to the safety guard.
4. You can pick _____ cake you want for your dessert.
5. My home town is _____ my heart goes.
6. They are my parents to _____ I owe my life.

7. They were shocked because of _____ they saw at the Emergency room of the hospital.
8. It is strange _____ some people still do not believe that Corona virus does exist.
9. 17 August 1945 is the day _____ Soekarno proclaimed Indonesia's Independent day.
10. _____ decision a president makes should be aimed for the prosperity of the people.

III. Choose the right answer for the following questions.

1. The Noun Clause in the following complex sentence "Whatever exercise you choose is good for your health" is:
 - A. "whatever exercise you choose"
 - B. "is good for your health"
2. The Noun Clause in the following complex sentence "Whatever exercise you choose is good for your health" functions as a:
 - A. Subject
 - B. Object
 - C. Subject Complement/Predicate Noun
 - D. Object Preposition
3. The Noun Clause in the following complex sentence "We will accept whatever decision the School Committee makes" is:
 - A. "We will accept"
 - B. "whatever decision the school committee makes"
4. The Noun Clause in the following complex sentence "We will accept whatever decision the School Committee makes" functions as:
 - A. Subject
 - B. Object
 - C. Subject Complement/Predicate Noun
 - D. Object Preposition

Answer Key of Formative Test 5

I.

1. A
2. B
3. A

II.

1. whether
2. whenever
3. Whoever
4. whichever
5. where
6. whom
7. what
8. why
9. when
10. Whatever

III.

1. A
2. A
3. B
4. B



Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Complex sentence with a Noun Clause is?

3. Can you construct your own Complex Sentences with a Noun Clause?

4. What do you want to learn more about?

5. What is the hardest part in this unit?

6. What do you need to work harder at?

Learning Evaluation 5

Based on your answers for Formative Test 5 and the Answer Key of Formative Test 5, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 5.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 5} \times 100\%}{\text{The total number of questions in Formative Test 5}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 6. However, if it reaches below 80%, you have to re-learn the learning material of Unit 5, especially the parts that you have not mastered yet.

UNIT 6

RELATIVE CLAUSE/COMPLEX SENTENCE WITH ADJECTIVE CLAUSE

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the elements of a Complex sentence with an Adjective Clause, 2. Learners are able to construct Complex Sentences with an Adjective Clause.

Learning Material 6

Relative Clause/Complex Sentence with Adjective Clause

A **Relative Clause** is used to combine two simple sentences (*Independent clauses*) into one complex sentence by the use of a **Relative Pronoun** (Pyle and Page, 1998; p. 174). The Relative Pronoun replaces one of the two identical noun phrases and becomes the **Subordinating Conjunction** that unites the Clauses and forms a Complex Sentence.

For example:

This is the coat. I bought **the coat*** in England.

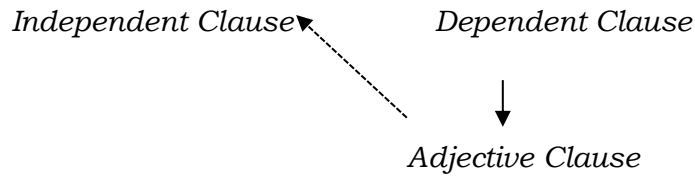
Independent Clause *Independent Clause*

This is the coat **which** I bought in England.

Independent Clause *Dependent Clause*

“This is the coat” and “I bought the coat in England” are Simple Sentences which are then combined into one Complex Sentence by the use of the **Relative Pronoun** ‘which’. The Relative Pronoun ‘which’ replaces **the coat*** and combines the two Simple Sentences into one Complex Sentence. The Relative Pronoun makes the Clause following it into a Dependent Clause.

This is the **coat** **which** I bought in England.



The **Dependent Clause** “which I bought in England” is also called the Adjective Clause because this Clause explains which ‘coat’ the speaker refers to. Thus, **a Relative Clause** may also be named “**A complex sentence with an Adjective Clause**”.

In English language there are 8 (five) **Relative Pronouns** that are often used to form a Relative Clause or a Complex Sentence with an Adjective Clause:

Relative Pronoun	Use in Formal English
that	things
which	things
who	people (<i>as Subject</i>)
whom	people (<i>as object</i>)
whose	usually people

(adapted from Pyle and Page, 1998; p. 178)

Note: the Relative Pronoun ‘that’ can be used for people in speaking, but not in formal English.

Examples of the use of the five Relative Pronouns:

1. The book is written by a professor. You are reading **the book**.^{*}
The book **that** you are reading is written by a professor.
2. The ceramics are from Ming Dynasty. You saw **the Ceramics**^{*} at the Museum.
The ceramics **which** you saw at the Museum are from Ming Dynasty.
3. The man is the Rector of the university. **The man**^{*} is speaking at the podium.

The man **who** is speaking at the podium is the Rector of the university.

4. The lady is a famous novel writer. You met ***the lady**** at the park.

The lady **whom** you met at the park is a famous novel writer.

5. The boy is very cute. ***The boy's**** father is a merchant.

The boy **whose** father is a merchant is very cute.

Exercise 6:

Combine the two *Independent clauses (Simple Sentences)* below by using the right *Relative Pronoun* to form a *Complex Sentence with an Adjective Clause*.

- a. The pink water bottle is mine. The pink water bottle is on the table.
- b. The woman is standing at the door. The woman is my mother.
- c. The woman is an ambassador. You saw the woman on television.
- d. The man is a millionaire. The man's car is a Jaguar.
- e. The juice is good for health. You are drinking the juice.

Answer Key of Exercise 6:

- a. The pink water bottle **which/that** is on the table is mine.
- b. The woman **who** is standing at the door is my mother.
- c. The woman **whom** you saw on television is an ambassador.
- d. The man **whose** car is a Jaguar is a millionaire.
- e. The juice **which/that** you are drinking is good for health.

Summary 6

1. A Relative Clause is a Complex Sentence with an Adjective Clause as a Dependent Clause.
2. A Relative Clause consists of; one Independent Clause and one Dependent Clause in a form of an Adjective Clause.
3. A **Relative Clause** is used to combine two simple sentences (*Independent clauses*) into one complex sentence.

4. The **Subordinating Conjunction** in a Relative Clause is a Relative Pronoun that unites the Clauses and forms a Complex Sentence.
5. The Relative Pronoun replaces one of the two identical noun phrases.
6. The Dependent Clause in a Relative Clause functions as an Adjective Clause that explains the Noun in the Relative Clause.
7. There are 8 *Relative Pronouns* used to form a Relative Clause; that, which, who, whom, whose.

Formative Test 6

I. Choose the right answer for the following questions.

1. A Relative Clause is used to combine ... to form a Complex Sentence.
 - A. two Independent clauses
 - B. two Dependent clauses
 - C. a simple sentence and a compound sentence.
2. The Relative Pronoun in the Relative Clause functions as the ...
 - A. Coordinating conjunction
 - B. Subordinating Conjunction
 - C. marker of an Independent Clause
6. The Dependent Clause in a Relative clause is also called ...
 - A. A Noun Clause
 - B. An Adjective Clause
 - C. An Adverbial Clause
4. The ... in a Relative Clause explains one of the Noun Phrases.
 - A. Independent Clause
 - B. Compound Sentence
 - C. Dependent clause
8. There are ... Relative Pronouns used to form a Complex sentence with an Adjective

Clause.

A. 6

B. 4

C. 8

6. The Relative Pronoun replaces one of the two identical ... and unites the Clauses to form a Complex Sentence.

A. Adjective Phrases

B. Noun Phrases

C. Adverbial Phrases

7. The Relative Pronouns 'that' and 'which' are used to replace a Noun Phrase in a form of ...

A. people as subject

B. people as object

C. thing

8. The Relative Pronouns 'who' is used to replace a Noun Phrase in a form of ...

A. people as subject

B. people as object

C. thing

9. The Relative Pronouns 'whom' is used to replace a Noun Phrase in a form of ...

A. people as subject

B. people as object

C. thing

10. In speaking or informal English, the Relative Pronoun 'that' can be used to replace ...

A. people

B. thing

II. Fill in the missing words below by using *which, who, whose, or whom*. You can use any of them more than once when appropriate.

Google

Google Search, commonly referred to as **Google Web Search** or simply **Google**, is a web search engine _____(1) is developed by Google. It is the most-used search engine on the World Wide Web _____(2) handles more than three billion searches each day. As of February 2016, it is the most used search engine in the US with 64.0% market share.

The order of search results returned by Google is based, in part, on a priority rank system called "PageRank". Google Search also provides many different options for customized search, using symbols to include, exclude, specify or require certain search behavior, and offers specialized interactive experiences, such as flight status and package tracking, weather forecasts, currency, unit and time conversions, word definitions, and more.

The people _____(3) use Google are widely spread all over the world. The men _____ (4) are known as the first developers of Google were Larry Page and Sergey Brin in 1997. Their search engine has given them wealth and prosperity. So today, those two men _____(5) search machine is the number one in the world are two rich men. (adapted from Wikipedia: <https://en.wikipedia.org/wiki/Google>)

Answer Key of Formative Test 6

- I.** 1. A
2. B
6. B
4. C
8. C
6. B
7. C

- 8. A
- 9. B
- 10. A

II.

- 1. Which
- 2. which
- 3. who
- 4. whom
- 5. whose

Learning Reflection 6

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Relative Clause/Complex sentence with Adjective Clause is?

3. Can you construct your own Relative Clause?

4. What do you want to learn more about?

5. What is the hardest part in this unit?

6. What do you need to work harder at?

Learning Evaluation 6

Based on your answers for Formative Test 6 and the Answer Key of Formative Test 6, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 6.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 6} \times 100\%}{\text{The total number of questions in Formative Test 6}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 7. However, if it reaches below 80%, you have to re-learn the learning material of Unit 6, especially the parts that you have not mastered yet.

UNIT 7

COMPLEX SENTENCE WITH ADVERBIAL CLAUSE

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the elements of a Complex sentence with an Adverbial Clause, 2. Learners are able to construct Complex Sentences with an Adverbial Clause.

Learning Material 7

Complex Sentence with Adverbial Clause

A Complex Sentence with Adverbial Clause is combination of an Independent clause with a Dependent clause in a form of an Adverbial Clause.

A Complex Sentence with a Noun Clause:

Independent Clause + an Adverbial Clause (Dependent Clause)

Main Clause

Subordinate Clause

An Adverbial Clause is a group of words which contains a Subject and a Predicate that behaves as an Adverb that is used to modify verbs, adjectives, and adverbs (Herring, 2016).

In a sentence, the Adverbial Clause has various functions. Some of the most common functions are; *Adverbial Clause of time, Adverbial Clause of place, Adverbial clause of reason or purpose, Adverbial clause of condition, Adverbial clause of Comparison or Manner, Adverbial Clause of contrast.*

A. Adverbial Clause of Time

An Adverbial Clause of time explains/describes **when** or **for how long** an event occurs, occurred, or will occur (Herring, 2016). The most common Subordinating Conjunctions used are: *when, whenever, while, before, after, since, until, and once*.

For example:

“She goes jogging before she goes to her office”. The Dependent Clause “before she goes to her office” is an Adverbial Clause that modifies or explains the verb ‘goes’.

Another example: “I will come out when dinner is ready.”

B. Adverbial Clause of Place

An Adverbial Clause of place explains/describes **where** something happens, happened, or will happen (Herring, 2016). The most common Subordinating Conjunctions are: *where, wherever, everywhere, and anywhere*.

For example:

“The little girl brings her doll everywhere she goes.”

“You can go wherever you want to go.”

C. Adverbial Clause of Reason or Purpose

An Adverbial Clause of reason or purpose explains or describes **why** something occurs, occurred, or will occur (Herring, 2016). The most common Subordinating Conjunctions are: *since, as, so, because*.

For example: “I admire B.J. Habibie because he is a good person.”

Other examples: “I finished the homework right away so I can go refreshing.”

“As it is raining outside, we have to cancel jogging.”

D. Adverbial Clause of Condition

Adverbial Clause of Condition explains or describes **the required conditions** for an action or event to happen (Herring, 2016). The most

common Subordinating Conjunctions are: if, in the event, provided, unless, whether or not.

For example: “If you study hard, you can get good scores.”

Other examples: “In the event of thunder, you must stay inside of your house.”

“Provided that you fulfil all the requirements for the scholarship, you will be granted the scholarship.”

E. Adverbial Clause of Comparison or Manner

Adverbial Clause of Comparison or Manner describes or explains **how or in what manner** something occurs, occurred, or will occur (Herring, 2016). The most common Subordinating Conjunctions are: *as, like, as ... as, as if, than,* and *the way*.

For example: “She walks as if she were a model.”

Other examples:

“The train moves as fast as the wind.”

“She investigated the problem the way a detective would.”

F. Adverbial Clause of Contrast

Adverbial Clause of Contrast explains or **describes something that is different from or in contrast** with the idea in the Main Clause (Herring, 2016). The most common Subordinating Conjunctions are: *although, though, even though, even if, whereas*.

For example: “Although he is slim, he eats a lot.”

“Afri will always does her homework, even though she does not like it.”

“Mathew will go to university, even if it means he has to work part time job.”

Exercise 7

I. Analyze the Complex Sentences below and underline the Adverbial Clause, the Subordinating Conjunction, and decide the function of

the Adverbial Clause; time, place, reason or purpose, condition, Comparison or Manner, or contrast.

- a. "I will come out when dinner is ready."
- b. "Mathew will go to university, even if it means he has to work part time job."
- c. "The train moves as fast as the wind."
- d. "Provided that you fulfil all the requirements for the scholarship, you will be granted the scholarship."
- e. "As it is raining outside, we have to cancel jogging."
- f. "You can go wherever you want to go."

II. Match the Dependent Clause with the right Independent Clause to form a complete meaning or thought.

<ul style="list-style-type: none">1. When it rains heavily,2. Whenever I hear the piano playing,3. He will be an excellent dentist4. She bought a new dress5. I could not enter the house6. I went to the supermarket7. Provided that we have finished the work before 4pm today,8. If you really focus on your goals,9. Unless she studied very hard,10. Even though he is from a very rich family,	<ul style="list-style-type: none">A. I feel like singing.B. once he has had a bit more experience.C. my roof starts to leak.D. we can go home earlier.E. because I have lost my keys.F. so that she could give a good impression.G. because I had run out of sugar.H. he lives a modest life.I. she would not pass the entrance test.J. you can achieve them.
---	--

III. Write your own Complex Sentence for each function of Adverbial Clause.

.....
.....
.....

Answer Key of Exercise 7

I. a. "I will come out when dinner is ready."

Adverbial Clause of Time

b. "Mathew will go to university, even if it means he has to work part time job."

Adverbial Clause of Contrast

c. "The train moves as fast as the wind."

Adverbial Clause of Comparison

d. "Provided that you fulfil all the requirements, you will be granted the scholarship."

Adverbial Clause of Condition

e. "As it is raining outside, we have to cancel jogging."

Adverbial Clause of Reason

f. "You can go wherever you want to go."

Adverbial Clause of Place

II.

1. C.
2. A
3. B
4. F
5. E
6. G
7. D

8. J

9. I

10. H

III.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Summary 7

1. A Complex Sentence with an Adverbial clause consists of one Independent clause and an adverbial Clause as the Dependent clause.
2. There are 6 kinds of Adverbial Clauses; of time, of place, of reason or purpose, of condition, of comparison or manner, and of contrast.
3. The function of Adverbial Clause of time in a sentence is to explain or describe 'when' or 'how long' something happens.
4. The function of Adverbial clause of place in a sentence is to describe where something happens.
5. The function of Adverbial Clause of reason or purpose is to describe why something happens.
6. The function of Adverbial Clause of Condition is to describe the required condition or the prerequisite for something to happen.
7. The function of Adverbial Clause of Comparison or manner describes how or in what manner something occurs.
8. The function of Adverbial Clause of Contrast is to describe something different from or in contrast with the idea in the Main Clause.

Formative Test 7

Complete the following sentences by choosing the right answers.

1. The function of Adverbial Clause of time in a sentence is to explain or describe _____ something happens.
 - A. where
 - B. when or how long
 - C. reason
 - D. the required condition
2. The function of Adverbial clause of place in a sentence is to describe _____ something happens.
 - A. where
 - B. when or how long
 - C. reason
 - D. the required condition
3. The function of Adverbial Clause of reason or purpose is to describe _____ something happens.
 - A. where
 - B. when
 - C. why
 - D. how or in what manner
4. The function of Adverbial Clause of Condition is to describe _____ for something to happen.
 - A. where
 - B. when or how long
 - C. reason
 - D. the required condition
5. The function of Adverbial Clause of Comparison or Manner describes _____ something occurs.
 - A. where
 - B. when
 - C. why
 - D. how or in what manner
6. The function of Adverbial Clause of Contrast is to describe _____
 - A. where something happens
 - B. why something happens

- C. how or in what manner something happens
- D. something different from or in contrast with the idea in the Main Clause
7. The Adverbial Clause in the following Complex Sentence “The people greet the President when he comes out of the car.” is an Adverbial Clause of _____
- A. time
- B. place
- C. reason
- D. manner
8. The Adverbial clause in the Complex Sentence “They cancelled travelling abroad because of the Corona pandemic.” is an Adverbial Clause of _____
- A. where
- B. reason
- C. when or how long
- D. the required condition
9. The Adverbial Clause in the Complex Sentence “He is very tall whereas his sister is quite short.” is an Adverbial Clause of _____
- A. reason
- B. when or how long
- C. contrast
- D. manner
10. The Adverbial Clause in the Complex Sentence “You can get a scholarship to continue your study if you study very hard.” is an Adverbial Clause of _____
- A. reason
- B. condition
- C. contrast
- D. manner

Answer Key of Formative Test 7

1. B
2. A
3. C

- 4. D
- 5. D
- 6. D
- 7. A
- 8. B
- 9. C
- 10. B

Learning Reflection 7

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Complex sentence with Adverbial Clause is?

3. Can you construct your own Complex sentences with Adverbial Clause?

4. What do you want to learn more about?

5. What is the hardest part in this unit?

6. What do you need to work harder at?

Learning Evaluation 7

Based on your answers for Formative Test 7 and the Answer Key of Formative Test 7, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 7.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 7} \times 100\%}{\text{The total number of questions in Formative Test 7}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 8. However, if it reaches below 80%, you have to re-learn the learning material of Unit 7, especially the parts that you have not mastered yet.

UNIT 8

PRE-WRITING AND MIND-MAPPING FOR BRAINSTORMING AND OUTLINING

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of how to make a Mind-map for brainstorming and outlining ideas for their text. 2. Learners are able to draw a Mind-map for brainstorming and outlining their ideas for their text.

Learning Material 8

Pre-Writing and Mind-Mapping for Brainstorming and Outlining Ideas

Pre-Writing is the process before writing, starting from deciding the topic of writing and planning what is going to be written (Zemach and Rumisek, 2006). This process may include deciding the topic of what you are going to write, brainstorming and outlining for ideas.

Deciding the Topic

When deciding a topic of writing, one should choose a topic that is not too narrow nor too broad. For example, the topic ‘My Father’s age’ will be too narrow to be developed into a text. The writer will usually find the difficulty of developing the paragraph. Meanwhile, the topic ‘Holidays’, ‘Gardens’, or ‘Vacations’ will also be too broad or too general because there are too many ideas or thousands of ideas you could say about it. You can narrow the topics into by choosing or focusing one aspect to discuss, For example:

“Holidays” —————> “My Last Holiday”

“Gardens” —————> “My Mother’s Garden”

“Vacations”————-> “My Vacation in Bandung”

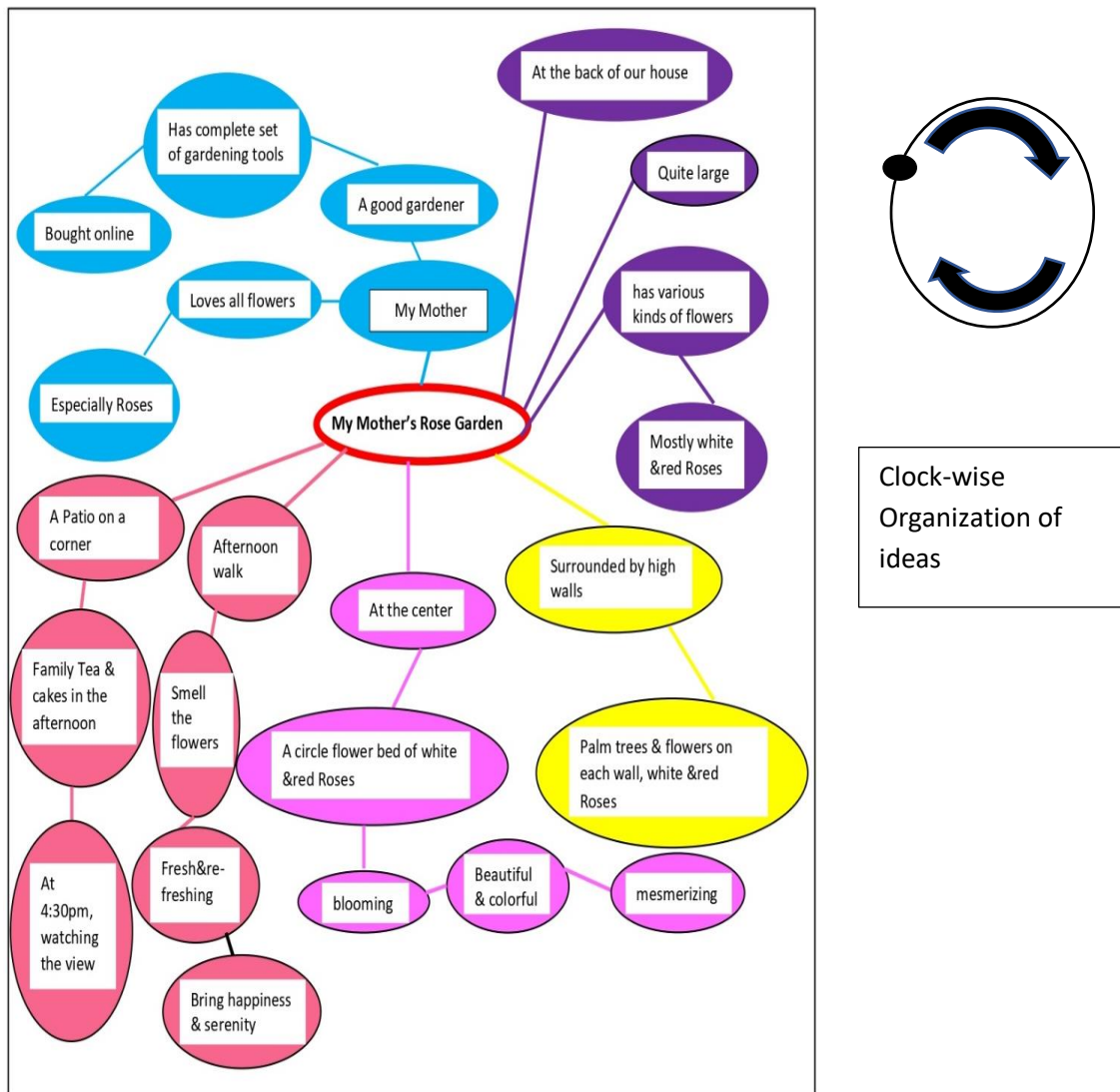
Mind-Mapping for Brainstorming and Outlining Ideas

After you decide the topic for your writing that is not too narrow nor too broad, you can plan your writing by doing Brainstorming. Brainstorming is a way of getting ideas about a certain topic that we are going to write. One of the ways of brainstorming is by making a Mind-map. By making a mind-map, we can see the relationships between ideas (Zemach and Rumisek, 2006).

The use of Mind-mapping is effective on improving the quality of writing especially Descriptive text. Its use helps to increase vocabulary and creativity, and arrange sentences and organize ideas (Nurlaila, 2013; Silalahi, 2016).

Look at the following example of how the writer makes a Mind-Map to brainstorm and outline ideas to write a Descriptive text entitled “My Mother’s Rose Garden”.

Picture 1: A Mind-map of the writing “My Mother’s Rose garden”



You can see that the writer starts the writing on the first topic “My Mother”, and then continues by making other bubbles related to the topic as the supporting sentences that describes “My Mother. Then, the bubbles continue to the descriptions of the garden; the location, the size, the flowers, and so on which follows the Clock-wise organization of ideas. Read the following Descriptive text and pay attention to how the content of the text follows the flow of ideas planned in the Mind-map above.

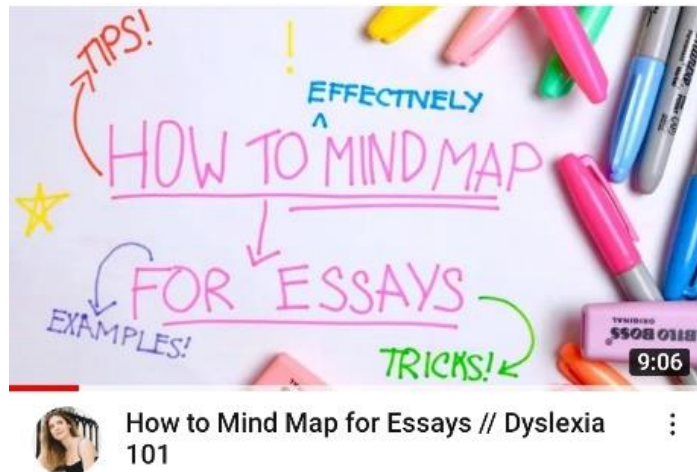
My Mother's Rose Garden

My mother is the greatest fan of flowers. She loves every kind of flower but her favorite flower is Rose. Behind our home, she has a beautiful Rose garden. She is a good gardener because every morning after breakfast, she will go to her garden to trim the old branches or clean the dead leaves. She will wear her hat and gardening gloves, and she has a complete set of gardening tools that she bought online. Our back garden is quite large. It has various kinds of flowers but most of them are red and white Roses. The garden is surrounded by high walls, and on each wall there are some Palm trees and other kinds of flowers with beautiful colors. On each side of the wall, there are also some white and red Roses planted. **At the center of the garden, she made a circle flower bed of red Roses.** They are blooming beautifully this season and make the garden beautiful and colorful. The view is so spectacularly mesmerizing. In the afternoon, my mother will always walk around the garden and smell the flowers. I often join my mom during the stroll at our garden and smell the Roses. They smell fresh and delicious that they bring happiness and serenity. At one of the corners of the garden, there is a patio where we usually have tea and cakes in the afternoon. **At 4:30 in the afternoon, my mother will ask the whole family to have tea and cakes on the Patio while watching the beautiful view of the garden.**

Further, you can also notice that the writer uses ***Spatial order*** to organize ideas that is the arrangement of things described by space (Oshima and Hogue, 2007; p. 62), which is very helpful on creating the pictures on the mind of the readers. You can see that the writer starts describing the garden from the outer part of the garden that is the walls surrounding the garden, then the inside part of the flowers on each wall, then the center of the garden, which also follows the Clock-wise flow of ideas. However, the order of the ideas may be adjusted to any order and types of text like the Chronological order or time order for Recount text or Narrative text.

How to Make a Mind-map

To make a Mind-map, first, you have to put your topic at the center of the paper. Then you can start to make the bubble of the first topic that comes to your mind, and make other bubbles of the related ideas to the topic which will be the supporting sentences. You can learn how to make a Mind-map for your writing by watching the video from YouTube below.



You can paste the link of the video on the internet browser.
<https://www.youtube.com/watch?v=YpTgMFyvQG8>

Exercise 8

you write a descriptive text for the topic you choose. You can also use the Spatial Order to organize your ideas.

1. Kecak Dance, or Modern Dance, or Javanese Traditional Dance
2. My Best Friend
3. My favorite Cars, or My Father's Car, or The Fastest car in the World

Draw your Mind-map here



Write your text here

.....
.....
.....

Summary 8

1. Pre-writing is the process before writing which includes; deciding the topic, brainstorming and outlining ideas.
2. When deciding a topic, we have to make sure that the topic is not too narrow nor too broad.
3. Mind-mapping is a way to brainstorm and outline our ideas before writing.

Formative Test 8

Choose the right answers for the following questions.

1. Choose the topic that is not too narrow nor too broad topics of writing of the given options below.
 - A. Theme Parks
 - B. Theme Parks of the World
 - C. Theme Parks in Indonesia
 - D. Taman Mini Indonesia Indah
2. Choose the topic that is not too narrow nor too broad topics of writing of the given options below.
 - A. Food
 - B. My Favorite Food
 - C. Indonesian Food
 - D. Food in the World
3. Choose the topic that is not too narrow nor too broad topics of writing of the given options below.
 - A. Drinks
 - B. Indonesian Traditional Drinks
 - C. All Drinks in the World
 - D. Bandrek, Sundanese Traditional Drink

4. Pre-writing is the process before writing which includes ...
 - A. deciding the topic
 - B. brainstorming for ideas
 - C. deciding the topic and brainstorming for ideas.
 - D. deciding the topic, brainstorming and outlining ideas.
5. A good topic should be ...
 - A. Broad
 - B. Narrow
 - C. Very Broad and very narrow
 - D. Not too narrow nor too broad
6. Spatial order is the arrangement of things described by ...
 - A. space
 - B. weight
 - C. size
 - D. time
7. Chronological order is the arrangement of things described by ...
 - A. space
 - B. weight
 - C. size
 - D. time
8. You are making a Mind-map for your Descriptive text with the title "My Favorite Drink". Decide which idea that should not be or less likely to be included in your Mind-map:
 - A. the seller
 - B. the color
 - C. the ingredients
 - D. the taste

9. You are making a Mind-map for your Descriptive text with the title “My Father’s Car”. Decide which idea that should not be or less likely to be included in your Mind-map:
- A. the brand
 - B. the color
 - C. the shape
 - D. the auto-dealer
10. You are making a Mind-map for your Descriptive text with the title “My Bedroom”. Decide which idea that should not be or less likely to be included in your Mind-map:
- A. the size of the room
 - B. the color of the wall
 - C. the price
 - D. the bed

Answer Keys of Formative Test 8

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

Learning Reflection 8

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know how to narrow a topic for your writing?

3. Can you make your own Mind-map to brainstorm and outline your ideas for your writing?

4. Does the use of Mind-map help you to organize your ideas for your text?

5. What do you want to learn more about?

6. What is the hardest part in this unit?

7. What do you need to work harder at?



Learning Evaluation 8

Based on your answers for Formative Test 8 and the Answer Key of Formative Test 8, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 8.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 8} \times 100\%}{\text{The total number of questions in Formative Test 8}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 9. However, if it reaches below 80%, you have to re-learn the learning material of Unit 8, especially the parts that you have not mastered yet.

UNIT 9

DESCRIPTIVE TEXT AND THE LEXICOGRAMMATICAL FEATURES

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of what a Descriptive text is, the social function, and the language features. 2. Learners are to use the lexicogrammatical features in the text (the use of sense words, the spatial order signals)

Learning Material 9

Descriptive Text and the Lexicogrammatical Features

A descriptive text is a text that describes and illustrates objects such as people, things, nature, landscapes or views in details. It “explains how someone or something looks or feels” (Zemach and Rumisek, 2008; p. 28). The social function of a descriptive text is to inform readers or hearers of a person, place, or thing with detailed information (Gerrot and wignell, 1995).

Folse, et al. (2009) further explains that a **Descriptive** text is different from a **Description** text. A Description text only explains what something is, for example a text that explains what a rose is. Meanwhile, a Descriptive text gives impression, for example when you describe your feeling when you are surrounded by roses, you describe how you feel and how the roses look and smell. Folse, et al. (2009; p. 168) summarizes that a descriptive text; “describes, gives impressions not definitions, “shows” [or gives illustrations to] the reader, and creates a sensory image in the reader’s mind.”

Read the following model of Descriptive text I below.

My Mother's Rose Garden

My mother is the greatest fan of flowers. She loves every kind of flower but her favorite flower is Rose. Behind our home, she has a beautiful Rose garden. She is a good gardener because every morning after breakfast, she will go to her garden to trim the old branches or clean the



dead leaves. She will wear her hat and gardening gloves, and she has a complete set of gardening tools that she bought online. Our back garden is quite large. It has various kinds of flowers but most of them are red and white Roses. The garden is surrounded by high walls, and on each wall there are some Palm trees and other kinds of flowers with beautiful colors. On each side of the wall, there are also some white and red Roses planted. At the center of the garden, she made a circle flower bed of red Roses. They are blooming beautifully this season and make the garden beautiful and colorful. The view is so spectacularly mesmerizing. In the afternoon, my mother will always walk around the garden and smell the flowers. I often join my mom during the stroll at our garden and smell the Roses. They smell fresh and delicious that they bring happiness and serenity. At one of the corners of the garden, there is a patio where we usually have tea and cakes in the afternoon. At 4:30 in the afternoon, she would ask the whole family to have tea and cakes on the Patio while watching the beautiful view of the garden.



B. Significant Lexicogrammatical Features:

The followings are the characteristics of Lexicogrammatical features of a Descriptive text summarized from some sources:

1. Focus on specific Participant(s) (**written in Bold and italicized**)
2. Use of Adjectives, (Savage & Mayer, (2007, p. 43), (underlined words))
3. Use of Simple Present Tense (Knapp & Watkins, 2007, p. 61) (all sentences are in Simple present Tense).

4. Use of Material process or Action Verbs (Knapp & Watkins, 2007, p. 61) (highlighted in turquoise blue).

Re-read the model of Descriptive text I below, and pay attention to the Lexicogrammatical features used in the text.

My Mother's Rose Garden

My mother is the greatest fan of flowers. She loves every kind of flower but her favorite flower is Rose. Behind **our home**, she **has** a beautiful **Rose garden**. She is a good gardener because every morning after breakfast, she will **go** to her garden to **trim** **the old branches** or **clean** **the dead leaves**. She will **wear** her **hat** and **gardening gloves**, and she has a complete **set of gardening tools** that she **bought** online. **Our back garden is** quite large. It has various kinds of **flowers** but most of them are **red and white Roses**. **The garden** is surrounded by **high walls**, and on **each wall** there are some **Palm trees** and other kinds of flowers with beautiful colors. On each side of the wall, there are also some **white and red Roses** planted. At the center of the garden, she **made** a circle flower bed of red Roses. They are **blooming** beautifully this season and **make** the garden beautiful and colorful. The view is so spectacularly **mesmerizing**. In the afternoon, my mother will always **walk around** the garden and **smell** **the flowers**. I often **join** my mom during the stroll at our garden and smell the Roses. They **smell** fresh and comforting that they **bring** happiness and serenity. At one of the corners of the garden, there is **a patio** where we usually **have tea and cakes** in the afternoon. At 4:30 in the afternoon, my mother will **ask** the whole family **to have** tea and cakes on **the Patio** while **watching** the beautiful view of **the garden**.

C. The Use of Sense words

Savage and Shafiei (2007) explains that in a descriptive text, we use words to create an image or picture and help our readers to see, feel, taste, touch, or smell the topic that we are describing. Anker (2010) explained that by reading a descriptive text, we can get a clear and vivid

impression of the person, place, or thing being described. The description may be appealing to our physical senses: hearing, sight, taste, smell, and touch. Thus, a descriptive text may bring a person, place, or thing to life for the readers.

Reread the text and pay attention to the words in bold in the text

My Mother's Rose Garden

My mother is the greatest fan of flowers. She loves every kind of flower but her favorite flower is Rose. Behind our home, she has a **beautiful** Rose garden. She is a good gardener because every morning after breakfast, she will go to her garden to trim the old branches or clean the **dead** leaves. She will wear her hat and gardening gloves, and she has a complete set of gardening tools that she bought online. Our back garden is quite **large**. It has various kinds of flowers but most of them are **red** and **white** Roses. The garden is surrounded by **high** walls, and on each wall there are some Palm trees and other kinds of flowers with **beautiful colors**. On each side of the wall, there are also some **white** and **red** Roses planted. At the center of the garden, she made **a circle** flower bed of **red** Roses. They are **blooming beautifully** this season and make the garden **beautiful and colorful**. The view is so spectacularly **mesmerizing**. In the afternoon, my mother will always walk around the garden and smell the flowers. I often join my mom during the stroll at our garden and smell the Roses. They **smell fresh and delicious** that they bring **happiness** and **serenity**. At one of the corners of the garden, there is a patio where we usually have tea and cakes in the afternoon. At 4:30 in the afternoon, my mother will ask the whole family to have tea and cakes on the Patio while watching the **beautiful view** of the garden.

Hearing	Sight	Taste	Smell	Touch	Feel
	<ul style="list-style-type: none"> • Beautiful • Large • Red • White • High • A circle • Blooming beautifully • Colorful • Mesmerizing • dead 		<ul style="list-style-type: none"> • fresh • delicious 		<ul style="list-style-type: none"> • happiness • serenity

Exercise 9A

Brainstorm to think of descriptive details for the following topics. Write as many descriptive words that may appeal to the five senses: hearing, smell, touch, feel, sight. First, write any descriptive words freely and then put them in the table based on what sense they appeal to.

1. A busy Indonesian traditional market

Picture 2. A busy Indonesian traditional market



Hearing	Sight	Taste	Smell	Touch	Feel
•	•	•	•	•	•

2. Kota Tua at weekend

Picture 3. Kota Tua at Weekend



Hearing	Sight	Taste	Smell	Touch	Feel
•	•	•	•	•	•

3. A busy airport

Picture 4. A busy airport



Hearing	Sight	Taste	Smell	Touch	Feel
•	•	•	•	•	•

4. Sunset at a beach

Picture 5. Sunset at a beach



Hearing	Sight	Taste	Smell	Touch	Feel
•	•	•	•	•	•

5. An emergency room cd or lobby at a hospital

Picture 6. An emergency room at a hospital



Hearing	Sight	Taste	Smell	Touch	Feel
•	•	•	•	•	•

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

D. The Use of Spatial Order:

In the description part, a writer usually uses **Spatial order** to organize ideas. “Spatial order is the arrangement of items in order by space” (Oshima and Hogue, 2007; p. 62). The use of Spatial order is very helpful to help a writer in creating the pictures on the readers’ minds. For example, when a writer wants to write a descriptive text about his/her bedroom, she/he may start describing things on the left side of the bedroom and then moves clockwise or counter-clockwise to the other direction. One may start describing something from right to left or left to right, top to bottom or vice versa, near to far, etc. The spatial order signals may be expressed in prepositional phrases of location or position (Oshima and Hogue, 2007).

The table below shows some examples of Spatial order signals:

Spatial Order Signals	
inside	Behind
on the right	Beside
at the center	Between
in front of	Next to
across	Adjacent to
on the left, etc.	in the back of
	under
	above, etc.

Reread the Model text of Descriptive text and pay attention to the Spatial order signals used by the writer in the text.

My Mother's Rose Garden

My mother is the greatest fan of flowers. She loves every kind of flower but her favorite flower is Rose. **Behind** our home, she has a beautiful Rose garden. She is a good gardener because every morning after breakfast, she will go to her garden to trim the old branches or clean the dead leaves. She will wear her hat and gardening gloves, and she has a complete set of gardening tools that she bought online. Our back garden is quite large. It has various kinds of flowers but most of them are red and white Roses. **The garden is surrounded by high walls, and on each wall there are some Palm trees and other kinds of flowers with beautiful colors. On each side of the wall,** there are also some white and red Roses planted. **At the center of** the garden, she made a circle flower bed of red Roses. They are blooming beautifully this season and make the garden beautiful and colorful. The view is so spectacularly mesmerizing. In the afternoon, my mother will always walk around the garden and smell the flowers. I often join my mom during the stroll at our garden and smell the Roses. They smell fresh and delicious that they bring happiness and serenity. **At one of the corners of** the garden, there is a patio where we usually have tea and cakes in the afternoon. At 4:30 in the afternoon, my mother will ask the whole family to have tea and cakes on the Patio while watching the beautiful view of the garden.

We see in the text, the writer begins describing the Rose garden starting from the outer part of the garden by describing that the garden is “surrounded by high walls”. Then it moves to the description of each wall describing that on each wall there are some flowers. The description then moves to the center of the garden, then to one corner of the garden where there is a patio.

The bold words are the spatial order signals used by the writer in organizing the ideas in the text which are listed in the following table:

Spatial Order Signals in the text:

- **Behind**
- **The garden is surrounded by high walls** (*the outer part of the garden*)
- **on each wall** (*moves to the inside part of the garden*)
- **On each side of the wall** (*the inside part of the garden*), then moves to:
- **At the center of the garden**, and finally:
- **At one of the corners of the garden**

Exercise 9B

Choose one topic that you would like to write into a descriptive text.

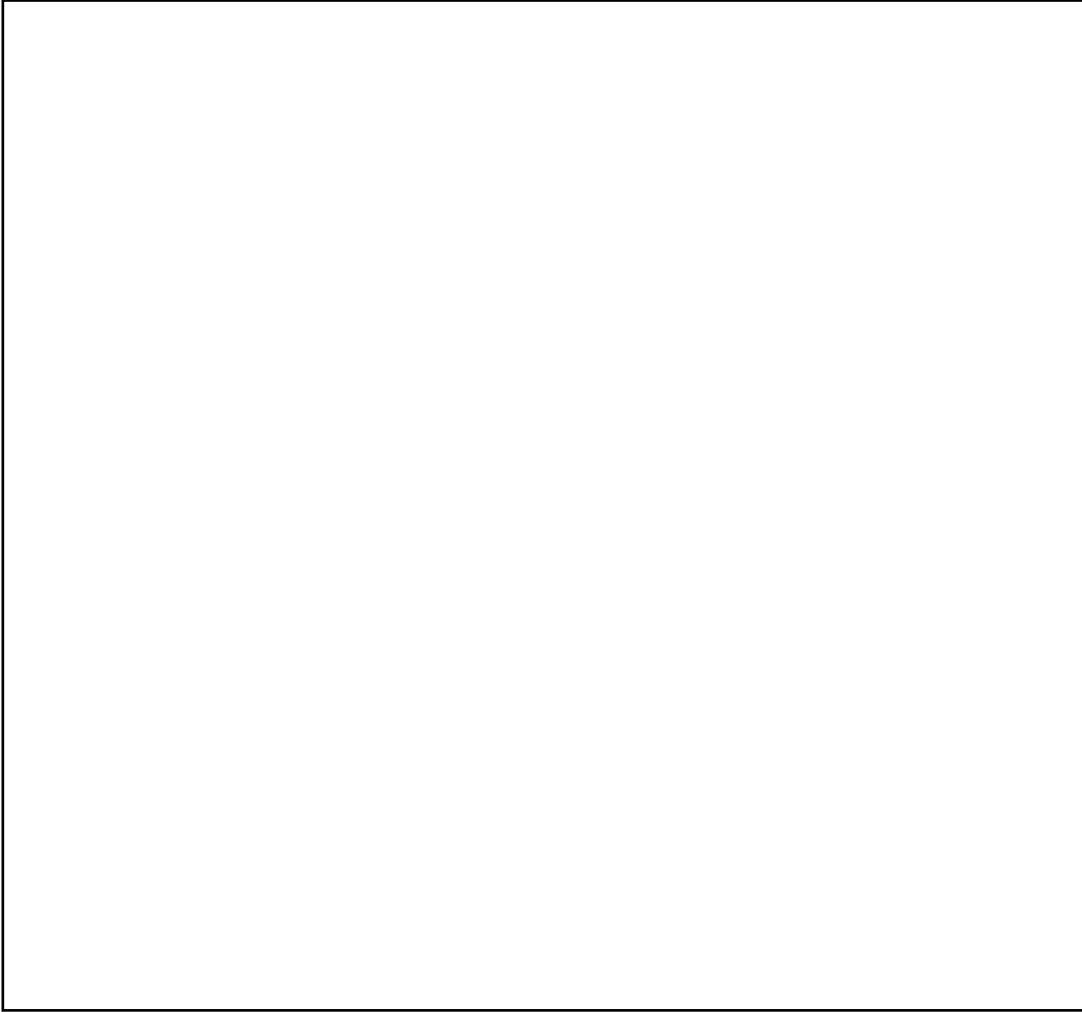
Before you write:

- **Pay attention to the use of the Lexicogrammatical features of a Descriptive text.**
- **Write the text by using the list of the sense-words that you have listed previously in Exercise 9 part II.**
- **Plan your writing by making your own Mind-map first, and decide the spatial order that you are going to use.**

You may choose any of the topic listed in Exercise A as follow:

1. A busy Indonesian traditional market
2. Kota Tua at weekend
3. A busy airport
4. Sunset at a beach
5. The emergency room or lobby at a hospital

Draw your Mind-map here



Write your Descriptive text here

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Summary 9

- 1. A Descriptive text describes and illustrates people, things, nature, or a landscape in details.
- 2. The social function of a Descriptive text is to inform readers a detailed information about people, things, nature, or a landscape to create a sensory image on the mind of the readers.
- 3. A Descriptive text has its own special characteristics of its Lexicogrammatical features such as: the focus on specific participants, the use of adjectives, and the use of Simple Present Tense.

4. As the purpose of the Descriptive text is to create a picture on the readers' minds of a certain thing, there are frequent use of sense words that are used to appeal the senses of the readers such as their sight, hear, smell, touch, and taste.
5. Spatial Order Signals are often used in a Descriptive text to help the writer organize their ideas, which may also help to create clear pictures on the mind of the readers.

Formative Test 9

Based on the learning material in this unit, decide if the statement below is true or false. Choose True if the statement is True, and False if the statement is wrong.

1. A Descriptive text gives a detailed illustration and descriptions of objects such as people, things, nature or landscapes.
 - A. True
 - B. False
2. The social function of a Descriptive text is to inform readers of the object being described.
 - A. True
 - B. False
3. A Descriptive text usually uses Simple Past Tense
 - A. True
 - B. False
4. A Descriptive text does not focus on specific participants.
 - A. True
 - B. False
5. The use of Adjectives is apparent in a Descriptive text.
 - A. True
 - B. False

6. To appeal the readers' senses; sight, hear, smell, touch and taste, there are frequent uses of sense words
 - A. True
 - B. False
7. To create pictures on the readers' mind, Spatial Order Signals are used to organize ideas in a Descriptive text.
 - A. True
 - B. False

Answer Key of Formative Test 9

1. A
2. A
3. B
4. B
5. A
6. A
7. A



Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Descriptive text is?

3. Do you know and understand the Lexico-grammatical Features of a Descriptive text?

4. What do you want to learn more about?

5. What is the hardest part in this unit?

6. What do you need to work harder at?

Learning Evaluation 9

Based on your answers for Formative Test 9 and the Answer Key of Formative Test 9, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 9.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 9}}{\text{The total number of questions in Formative Test 9}} \times 100\%$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 10. However, if it reaches below 80%, you have to re-learn the learning material of Unit 9, especially the parts that you have not mastered yet.

UNIT 10

THE GENERIC STRUCTURE OF A DESCRIPTIVE TEXT

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the Generic structure of a Descriptive text. 2. Learners are able to write a Descriptive text that fulfills the Generic structure of Descriptive text.

Learning Material 10

The Generic Structure of a Descriptive Text

A Descriptive text has a generic structure that consists of:

- **Identification:** identifies or introduces the phenomenon/object to be described.
- **Description:** detailed descriptions of the parts, qualities, characteristics of the phenomenon/object being described.
- **Conclusion (optional):** a Descriptive text may have the conclusion at the end but it is optional.

Reread the model of Descriptive text I below and pay attention to its generic structure.

My Mother's Rose Garden

My mother is the greatest fan of flowers. She loves every kind of flower but her favorite flower is Rose. Behind our home, she has a beautiful Rose garden. She is a good gardener because every morning after breakfast, she will go to her garden to trim the old branches or clean the dead leaves. She will wear her hat and gardening gloves, and she has a complete set of gardening tools that she bought online.

→ Identification

Our back garden is quite large. It has various kinds of flowers but most of them are red and white Roses. The garden is surrounded by high walls, and on each wall there are some Palm trees and other kinds of flowers with beautiful colors. On each side of the wall, there are also some white and red Roses planted. At the center of the garden, she made a circle flower bed of red Roses. They are blooming beautifully this season and make the garden beautiful and colorful. The view is so spectacular. In the afternoon, my mother will always walk around the garden and smell the flowers. I often join my mom during the stroll at our garden and smell the Roses. They smell fresh and delicious that they bring happiness and serenity. At one of the corners of the garden, there is a Patio where we usually have tea and cakes in the afternoon. At 4:30 in the afternoon, my mother will ask the whole family to have tea and cakes on the Patio while watching the beautiful view of the garden.

→ Descriptions

Exercise 10

Re-read your own Descriptive text and analyze the Generic structure of the text. Make sure that it fulfills the Generic structure of Descriptive text. You can group the sentences into each structure.

The Analysis of the Generic Structure of your Descriptive text here:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A series of 30 horizontal dotted lines spanning the width of the page, providing a template for writing.



A series of 30 horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

Summary 10

1. A Descriptive text has its own Generic Structures which consists of: Identification, Description, and Conclusion (which is optional).
2. In the Identification, the writer introduces the object that will be described.
3. In the Description, the writer gives the descriptions of parts, qualities, and characteristics of the object being discussed in details.
4. In the Conclusion, the writer may give the conclusion of the descriptions that have been written. However, this conclusion part is optional.

Formative Test 10

Match each generic Structure of a Descriptive text and its description.

1. Identification	A. detailed descriptions of the parts, qualities, characteristics of the phenomenon/object being described.
2. Description	B. The Descriptive text may have the conclusion at the end but it is optional.
3. Conclusion	C. Identifies or introduces the phenomenon/object to be described.

Answer Key of Formative Test 10

1. C
2. A
3. B

Learning Reflection 10

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know and understand the Generic Structure of a Descriptive text?

3. What do you want to learn more about?

4. What is the hardest part in this unit?

5. What do you need to work harder at?



Learning Evaluation 10

Based on your answers for Formative Test 10 and the Answer Key of Formative Test 10, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 10.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 10} \times 100\%}{\text{The total number of questions in Formative Test 10}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 11. However, if it reaches below 80%, you have to re-learn the learning material of Unit 10, especially the parts that you have not mastered yet.

UNIT 11

NARRATIVE TEXT AND THE LEXICOGRAMMATICAL FEATURES

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of what Narrative text is, the social function, and the Lexicogrammatical features, including the Temporal conjunctions. 2. Learners are able to write a Narrative text.

Learning Material 11

Narrative Text and the Lexicogrammatical Features

A Narrative text is a type of text that tells a story or describes an event (Zemach and Islam, 2006; Folse, 2009). The social function of a Narrative text is to amuse, entertain and inform readers (Gerrot and Wignell, 1995). Further, National Literacy Trust (2013) stated that Narrative texts are fiction writings which include various kinds or types, such as: adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, myths, legends, fairy tales, fables, traditional tales guidance.

Gerrot and Wignell (1995) explains that a good Narrative text enables the readers to have the picture of the events so real in their mind that they may feel that they are witnessing the events live. This happens due to the use of vivid descriptive language that paints or describes the events so real for the readers.

Significant Lexicogrammatical Features:

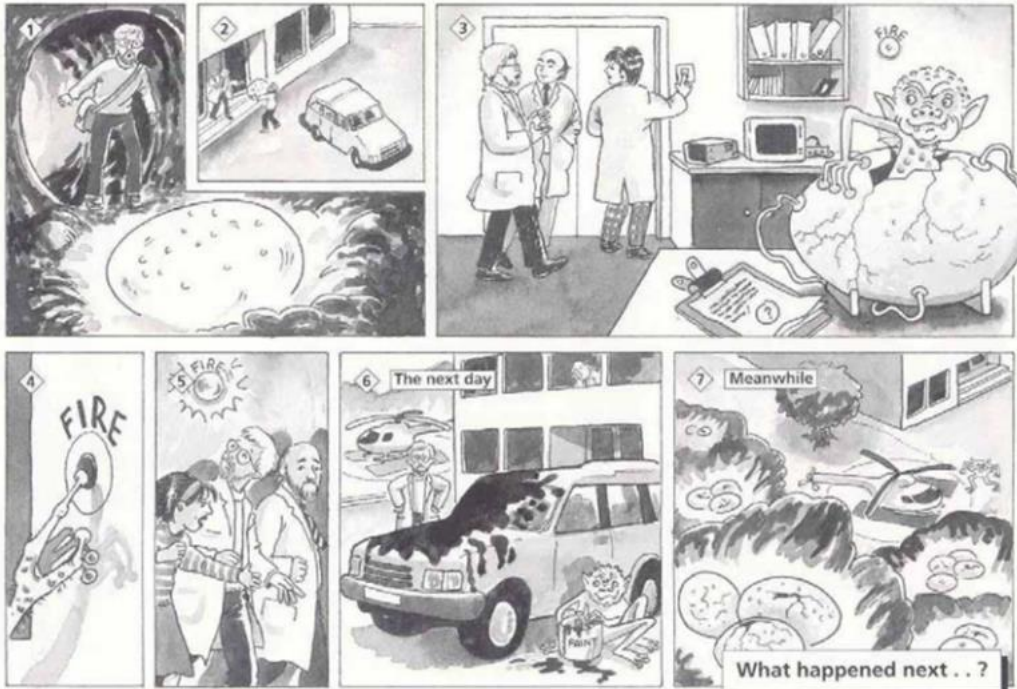
Further, Gerrot and Wignell (1995: p. 162) explain the significant Lexicogrammatical features of a Narrative text which are:

- Use of Past Tense
- Focus on specific and usually individualized Participants

- Use of temporal conjunctions, and temporal circumstances

Read the model of Narrative text below which is also based on the following story board below. Pay a close attention to the language use in the text.

Picture 7: **The Creature**



(Adopted from Stephens, 1995a; p. 46)

The Creature

I am a scientist and I work in **a laboratory** of a big and famous Chemical company in Indonesia. On weekend, I often go hiking to get some fresh air. Last weekend, **I went** hiking to **a nearby hill** near my housing complex. I am still new in the area because **I had just moved in**. It **was** my first time going hiking in the area. After an hour walk **hiking the slope of the hill**, I finally **reached the top of the hill**. **The view** at the top of the hill **was** spectacular. I **enjoyed the view** for a moment while sipping **my hot tea** that I **brought in my water bottle**. After a moment, **I decided** to go home taking the other side of **the hill** and when I **reached** the slope of the hill, I **saw a cave**. I **was** so curious that I **went in**. **The cave was** dark and it **had** a long tunnel. At the end of **the tunnel**, I **saw** a light and there I **saw a huge egg**. I **decided** to take **the egg** to examine the egg in **the laboratory**. That evening, I **showed the egg** to **my colleague scientists**, and **we were** so curious and excited to examine the egg. **We thought** perhaps it **was** an egg of a kind of Dinosaurs. We **believed the egg was** safe there in **the laboratory**, and we **decided** to go to bed. Suddenly in the middle of the night, **the fire alarm rang** but there **was** no fire. We **were** confused of what **was going on** because we **did not know** what **had happened** and who **had rung the bell** and for what purpose. At the end **we went back** to bed. In the morning, we **saw** that the egg **had hatched** but the creature **was** nowhere to be found. When we **went** outside, we **found** a lot of paint on **our car**, and it **covered the front window of the car**. Meanwhile, in **the mountain**, **some eggs had hatched** but the creatures **had gone**. I **was** afraid that they **had run away** and they **would make** some chaos elsewhere. ...

▪ The Use of Past Tenses:

You notice the use of Past Tense in the text written in Bold texts. Some of the sentences use Simple Past tense (went, was, reached, etc.), Past Perfect Tense (had just moved in, had happened, etc.), and Past Future (would make). The Past tenses are used because a Narrative text usually tells a story that has happened before, therefore, it must use Past Tenses.

- **Focus on specific and usually individualized Participants:**

The words in Bolds and italicized are all the participants in the story which include the animate and inanimate objects.

- **Use of temporal conjunctions, and temporal circumstances:**

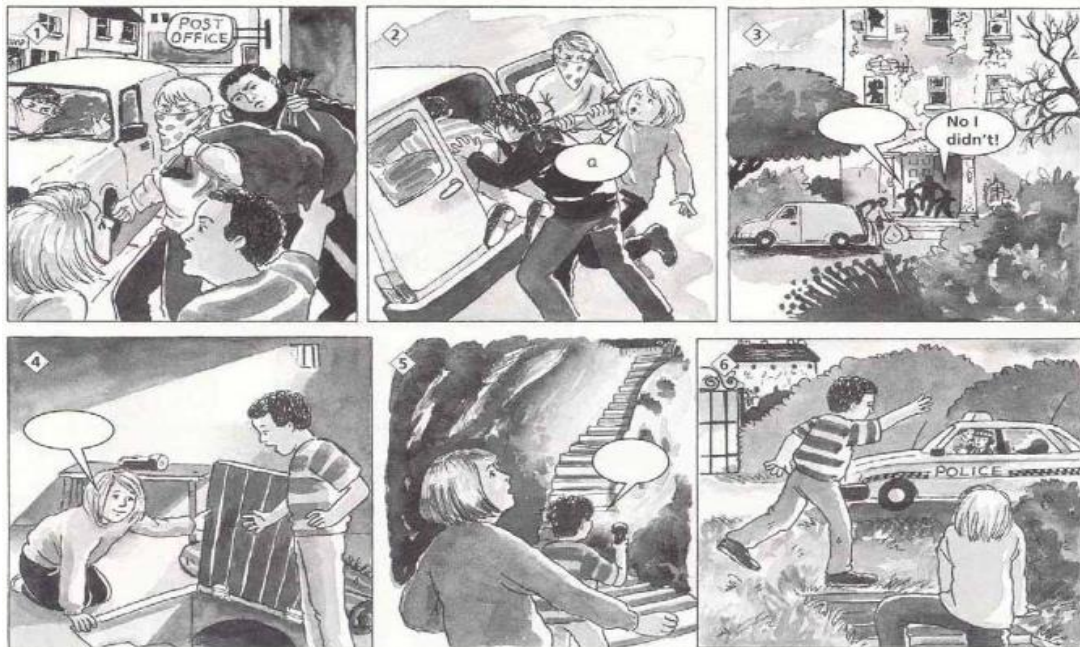
A Narrative text describes events in the order as they happened. In other words, we have to use a time order to organize our Narrative text (Oshima and Hogue, 2007; p. 24). You can see the use of time order, the words underlined in the text, such as; *after*, *finally*, *when*, etc. sequence the events in the chronological order. By doing so, readers may grasp the plots or the series of events in the story.

Exercise 11

Choose one of the story boards below and based on the story board you choose write your own Narrative text.

Story Board A:

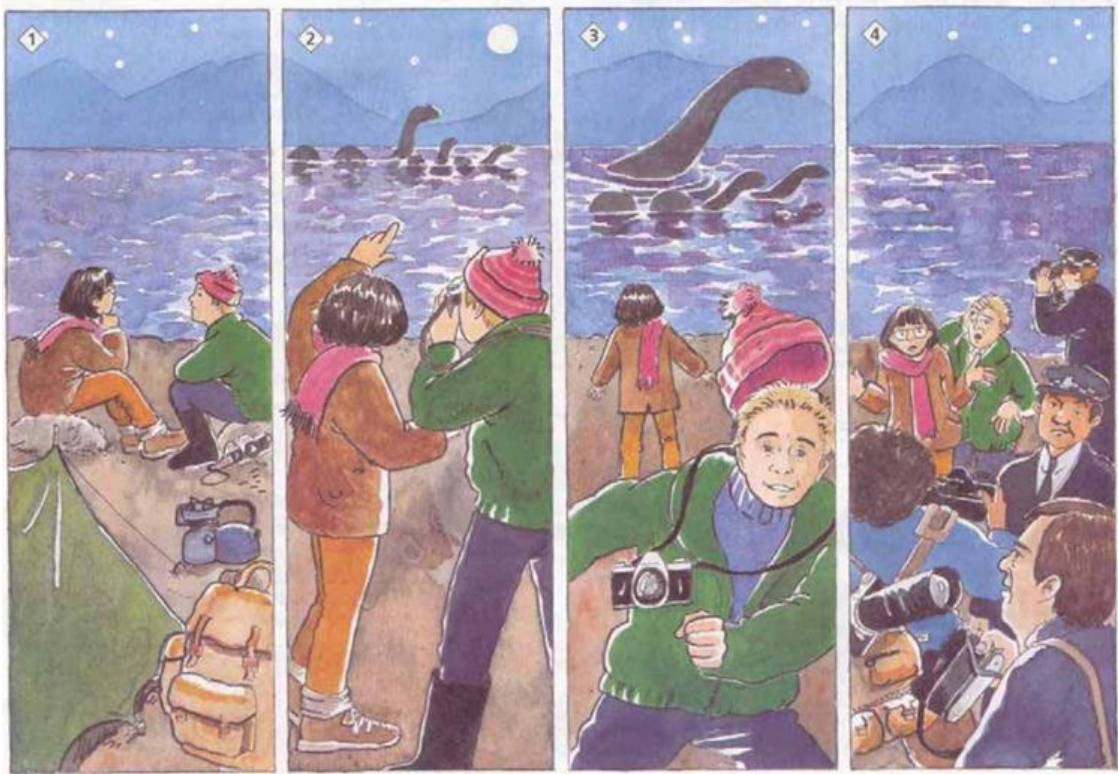
Picture 8: **Kidnapped**



(Adopted from Stephens, 1995a; p. 26)

Story Board B:

Picture 9: **The Monster of the Sea**



(Adopted from Stephens, 1995b; p. 12)

Story Board C:

Picture 10: **Tarzan**



(Adopted from Stephens, 1995b; p. 16)

Story Board D:

Picture 11: **The Magic Carpet**



(Adopted from Stephens, 1995b; p. 22)

.....

.....

.....

.....

.....

.....

.....

.....

Summary 11

1. A Narrative text is a type of text that tells a fiction story or event.
2. The social function of a Narrative text is to amuse, entertain, and inform readers.
3. There are various types of Narrative texts such as; adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, myths, legends, fairy tales, fables, traditional tales guidance.
4. A good Narrative text enables the readers to feel that the story or event is real or live.
5. Narrative text uses vivid descriptive language in order to paint or describe the events so that the readers may feel that they are witnessing the real events live or real.
6. Narrative texts have special characteristics of Lexicogrammar use, such as: the use of Past Tenses, focusing on specific and usually individualized participants, and the use of temporal conjunctions.

Formative Test 11

Based on the learning material in this unit, analyze the statement below. Choose True if the statement is True, and False if the statement is wrong.

1. A Narrative test is a text that tells a true story or event.
 - A. True
 - B. False

2. Myth is a kind of Narrative text.
 - A. True
 - B. False
3. When reading a good Narrative text, readers will feel that they are witnessing the events live or real.
 - A. True
 - B. False
4. A Narrative text will usually use vivid descriptive language.
 - A. True
 - B. False
5. Narrative texts will usually use Present Tenses.
 - A. True
 - B. False
6. Narrative texts will usually use non-specific participants.
 - A. True
 - B. False
7. Narrative texts will usually use temporal conjunctions.
 - A. True
 - B. False

Answer Key of Formative Test 11

1. B
2. A
3. A
4. A
5. B
6. B
7. A

Learning Reflection 11

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Narrative text is?

3. Do you know and understand the Lexicogrammatical Features of a Narrative text?

4. What do you want to learn more about?

5. What is the hardest part in this unit?

6. What do you need to work harder at?



Learning Evaluation 11

Based on your answers for Formative Test 11 and the Answer Key of Formative Test 11, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 11.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 11} \times 100\%}{\text{The total number of questions in Formative Test 11}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 12. However, if it reaches below 80%, you have to re-learn the learning material of Unit 11, especially the parts that you have not mastered yet.

UNIT 12

THE GENERIC STRUCTURE OF A NARRATIVE TEXT

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the Generic Structure of a Narrative text 2. Learners are able to write a Narrative text.

Learning Material 12

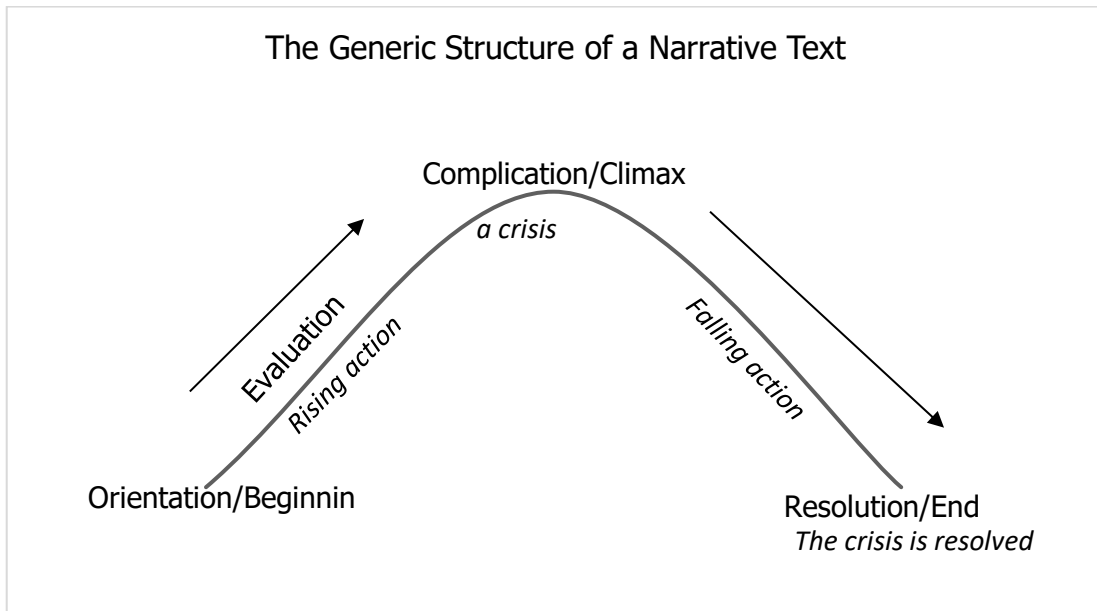
The Generic Structure of Narrative text

A Narrative text has its special generic structure. Gerrot and Wignell (1995) said that a good Narrative text has a clear beginning, a middle, and an end of the story. Gerrot and Wignell (1995, p. 162) further explain that a Narrative text has the generic structure that consists of:

- Orientation: sets the scene and introduces the participants
- Evaluation: a stepping back to evaluate the plight
- Complication: a crisis arises
- Resolution: the crisis is resolved, for better or for worse
- Re-Orientation: optional

A Narrative text will usually begin with an Orientation that functions as the background information. It introduces the scene and the participants involved (Gerrot and Wignell, 1995, p. 162). It then will enter the plot where there is a rising action, where a problem or problems start to emerge. The plot then enters the Complication or the climax where the participant(s) experience a crisis. The crisis then is gradually resolved, and the plot ends. The following chart may represent how a Narrative text develops.

Picture 12: The Generic Structure of a Narrative Text



Re-read the model of Narrative text below which has been segmented based on the Generic structure of a Narrative text.

The Creature

I am a scientist and I work in a laboratory of a big and famous Chemical company in Indonesia. On weekend, I often go hiking to get some fresh air. Last weekend, I went hiking to a nearby hill near my housing complex. I am still new in the area because I had just moved in. It was my first time going hiking in the area.

→ Orientation/
Beginning

After an hour walk hiking the slope of the hill, I finally reached the top of the hill. The view at the top of the hill was spectacular. I enjoyed the view for a moment while sipping my hot tea that I brought in my water bottle. After a moment, I decided to go home taking the other side of the hill and when I reached the slope of the hill, I saw a cave. I was so curious that I went in. The cave was dark and it had a long tunnel. At the end of the tunnel, I saw a light and there I saw a huge egg. I decided to take the egg to examine the egg in the laboratory. That evening, I showed the egg to my colleague scientists, and we were so curious and excited to examine the egg. We thought perhaps it was an egg of a kind of Dinosaurs.

→ Evaluation/
Rising
action

We believed the egg was safe there in the laboratory, and we decided to go to bed. Suddenly in the middle of the night, the fire alarm rang but there was no fire. We were confused of what was going on because we did not know what had happened and who had rung the bell and for what purpose. At the end we went back to bed. In the morning, we saw that the egg had hatched but the creature was nowhere to be found. When we went outside, we found a lot of paint on our car, and it covered the front window of the car. Meanwhile, in the mountain, some eggs had hatched but the creatures were nowhere to be found. I was afraid that they had run away and they would make some chaos elsewhere.

→
Complication
/Climax
Rising

As you can see, in the **Orientation phase** or the beginning of the text, the writer introduces the participants involved: I, a big and famous chemical company in Indonesia, a nearby hill, my housing complex. It then enters the **Evaluation or the Rising action**, when the participant “I” found a huge egg. Later, it enters **the Complication or the climax** when the crisis occurs that is when the creature hatched and started to make some chaos. Meanwhile, in the mountain, some other huge eggs have also hatched. The writer predicted that there would be some problems at the other parts of the city.

The Narrative text has not reached the Resolution or the End of the story and it still needs to be developed to reach the end. The writer needs to give details on how the problems or the crisis was finally resolved.

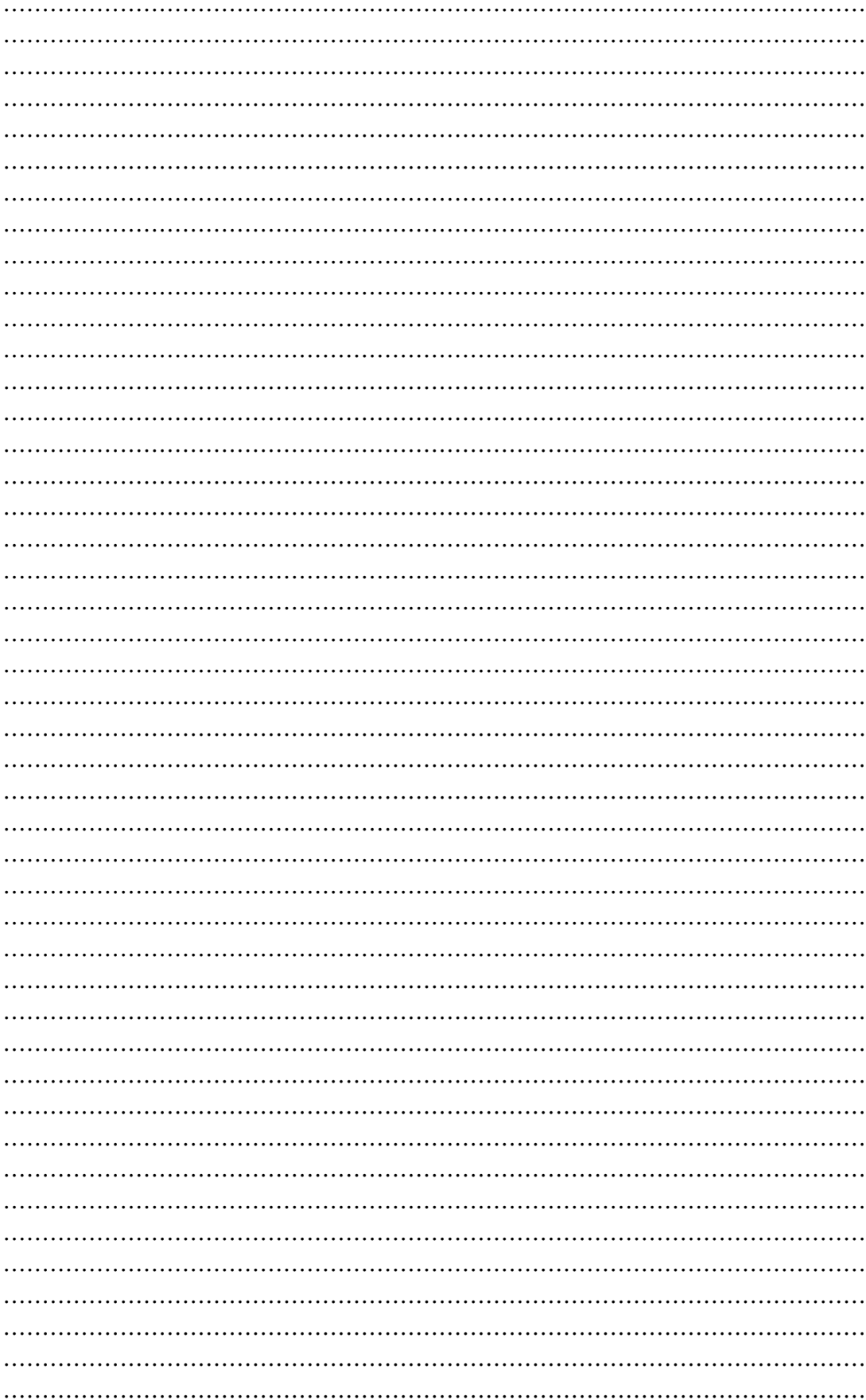
Exercise 12

Now, it is your turn to analyze your own Narrative text that you have already written in Modul 11 by marking each structure on the text.

Write your analysis here:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

A series of horizontal dotted lines for writing.



Summary 12

1. A good Narrative text has a clear beginning, middle, and end of story.
2. The generic structure of a Narrative text consists of: Orientation, Evaluation, Complication, Resolution, Re-orientation.
3. Orientation is the beginning of a Narrative text that gives the background information and introduces the scene and the participants.
4. Evaluation is a stepping back to evaluate the plight and when problem starts to appear.
5. Complication is the climax when the participant(s) experience a crisis.
6. Resolution is the plot when the crisis is resolved.

Formative Test 12:

Match each generic structure of a Narrative text and its description.

1. Orientation	A. the plot when the crisis is resolved.
2. Evaluation	B. a stepping back to evaluate the plight and when problem starts to appear.
3. Complication	C. the climax when the participant(s) experience a crisis.
4. Resolution	D. the beginning of a Narrative text that gives the background information and introduces the scene and the participants.

Answer key of Formative Test 12

1. D
2. B
3. C
4. A

Learning Reflection 12

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know and understand the Generic Structure of a Narrative text?

3. What do you want to learn more about?

4. What is the hardest part in this unit?

5. What do you need to work harder at?

Learning Evaluation 12

Based on your answers for Formative Test 12 and the Answer Key of Formative Test 12, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 12.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 12} \times 100\%}{\text{The total number of questions in Formative Test 12}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 13. However, if it reaches below 80%, you have to re-learn the learning material of Unit 12, especially the parts that you have not mastered yet.

UNIT 13

RECOUNT TEXT AND THE LEXICOGRAMMATICAL FEATURES

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of what Recount text is, the social function, and the Lexicogrammatical features. 2. Learners are able to write a Recount text.

Learning Material 13

Recount Text and the Lexicogrammatical Features

Recount text is a text that retell events, and the social function of Recount text is to retell events with the purpose of delivering information or entertaining readers (Gerrot and Wignell, 1995). Different from a Narrative text, a Recount text is a non-fiction story that is usually written based on the writer's real experience.

Further, Gerrot and Wignell (1995, p. 154) explain the specific Lexicogrammatical features of a Recount text which include:

- The use of Past Tense (the underlined words)
- Focus on temporal sequences (**Bold** and *Italicized words*)
- Circumstances of time and place (*Italicized words*)
- Focus on specific participants (written in **Bold**)
- Use of material processes or Action Verbs (written highlighted in turquoise blue)

The Earthquake

One night at around 8 pm, I was still alone in **my office**. I had a busy day that I decided to work overtime. There was no one else on the second floor where **my office** is located. I was working with **my laptop** and was so absorbed with my work **when suddenly** I felt **the floor** and **the table** were shaking. I was astounded and to my surprise, the scale of the earthquake escalated, **the floor** shook stronger and **the ceiling** produced a queer and scary shaking sound that I was so afraid that the ceiling was going to drop down on me. It shook so hard that I started panicking. To my horror **suddenly** I heard some **safety guards** on the ground outside **the building** yelling people to get out of the building. They saw **the light** on **the second-floor** where my office located. Hearing **their shouts**, I became more frantic realizing the danger I was in. I was so afraid, shocked, and quite trembled that I thought the building was going to go down and I would be buried in it. **Suddenly** I realized that I had to try to escape and get out of **the building**. I grabbed **my things** and put them in **my bag**, but **then** I realized I did not wear **my shoes**. I wore **them off** after I had my evening prayer. I tried to find **my shoes** in horror and panicked. **After** I managed to find and wear **my shoes**, I ran outside **my office** and went down **the stairs** running with the fear of the collapsing building.

I had to take **four sets of stairs** to reach **the basement of the building**. I lost my breath but still hoping that I would manage to get out of **the building** safe and sound. While I was running down **the stairs**, I almost gave up and it came to my mind that I was going to be buried alive **when suddenly** I saw the ground. I sped up **my steps** and managed to reach **the parking lot** and the land was still shaking. I was glad that I managed to escape.

The Use of Past Tenses:

As you can see, almost all of the sentences in the text, the underlined words, use Past tenses such as; Simple Past Tense (I was...., I had....), Past

Continuous Tense (I was working with my laptop...). The Past tenses are used because the events in the Recount text happened in the past time.

Focus on temporal sequences

The organization of ideas in the Recount text will usually use a temporal/time sequences or the Chronological order. In the Model of the Recount text above, the writer started by the beginning of the event when the condition was still calm, and the followed by some series of events when the earthquake occurred. The writer uses the temporal signal to sign the next event that follows by the use of the time signals: **when suddenly, suddenly, then, after.**

Circumstances of time and place

A Recount text usually retells an event happened on a specific time and place. You also notice that the events retold in the previous text refers to a specific time “One night” and the specific place “at my office’.

Focus on specific participants (Written in Bold)

The events retold in the Recount text will usually involve specific participants both animate and inanimate objects or participants. The model of the text focuses on specific participants marked by the bold word(s), such as: **I, my office, my laptop, the floor, the table, etc.**

Exercise 13


Now, it is your turn to write your own Recount text. You can make an outline by using the mind-map to plan your text or help you time order or sequence the events in order. You can choose any event or your past experience in your life. It could be a good memorable moment, unforgettable moment, sad moment, happy moment or even a strange event in your life. The following are some examples of topics that you can choose.

1. My Unforgettable Moment
2. My Last Vacation
3. My Holiday in ...
4. My Experience winning....
5. A Nightmare

6. A Day in ...

7. A Spooky Experience, etc.

You can draw your Mind-map in the box below to plan your Recount text.



Write your Recount text here.

.....

.....

.....

.....

.....
.....

Summary 13

1. Recount text is a kind of writing that retells events from real-life experience.
2. The purpose of a Recount text is to deliver information and or entertain readers.
3. Recount Text has its special Grammatical characteristics, such as; the use of Past Tense, the focus is on Chronological order or temporal sequences, reference to the specific time and place, and the focus on specific participants.

Formative Test 13

Based on the above discussion of Recount Text, answer the following questions. Choose True if the statement is true, and False if the statement is wrong.

1. A Recount text is a writing that retell events from the writer's real-life experience.
A. True
B. False
2. A Recount text is a fiction.
A. True
B. False
3. In the Recount text, the writer usually uses Past tenses as it refers to the past events.
A. True
B. False
4. The writer usually refers to a specific time and place where the events took place.

- A. True
 - B. False
5. The writer will refer to random participants involved in the events.
- A. True
 - B. False
6. the writer usually uses chronological order or temporal sequence of events to retell experience and organizes the ideas of the text.
- A. True
 - B. False

Answer Key of Formative Test 13

- 1. A
- 2. B
- 3. A
- 4. A
- 5. B
- 6. A

Learning Reflection 13

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know what a Recount text is?

3. Do you know and understand the Lexicogrammatical Features of a Recount text?

4. What do you want to learn more about?

5. What is the hardest part in this unit?

6. What do you need to work harder at?

Learning Evaluation 13

Based on your answers for Formative Test 13 and the Answer Key of Formative Test 13, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 13.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 13} \times 100\%}{\text{The total number of questions in Formative Test 13}}$$

- The level of Mastery: 90% - 100% = Very Good
80% - 89% = Good
70% - 79% = Medium/Good Enough
< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you can continue learning Unit 14. However, if it reaches below 80%, you have to re-learn the learning material of Unit 13, especially the parts that you have not mastered yet.

UNIT 14

THE GENERIC STRUCTURE OF A RECOUNT TEXT

Method of Learning	Time	Learning Objectives
-Lecture -Discussion -Writing Practice	200 minutes	1. Learners have the knowledge of the Generic structure of a Recount text. 2. Learners are able to write a Recount text.

Learning Material 14

The Generic Structure of a Recount text:

Gerrot and Wignell (1995, p. 154) explains that a Recount text has the following Generic structure:

- Orientation: provides the setting and introduces participants (**written in Bold**).
- Events: tells what happened, in what sequence (written *italicized*).
- Re-orientation: optional-closure of events (written underlined)

Read the Model of Recount text I below and pay attention to its Generic Structure.

The Earthquake

One night at around 8 pm, **I** was still alone in **my office**. I had a busy day that I decided to work overtime. There was no one else **on the second floor** where **my office** is located.

→ Orientation

I was working with **my laptop** and was so absorbed with my work when suddenly I felt the floor and the table were shaking. I was astounded and to my surprise, the scale of the earthquake escalated, **the floor** shook stronger and **the ceiling** produced a queer and scary shaking sound that I was so afraid that **the ceiling** was going to drop down on me. It shook so hard that I started panicking. To my horror suddenly I heard **some safety guards** on the ground outside **the building** yelling people to get out of the building. **They** saw **the light on the second-floor** where my office located. Hearing **their shouts**, I became more frantic realizing the danger I was in. I was so afraid, shocked, and quite trembled that I thought the building was going to go down and I would be buried in it. Suddenly I realized that I had to try to escape and get out of the building. I grabbed my things and put them in **my bag**, but suddenly I realized I did not wear **my shoes**. I wore them off after I had my evening prayer. I tried to find **my shoes** in horror and panicked. After I managed to find and wear **my shoes**, I ran outside **my office** and went down **the stairs** running with the fear of the collapsing building. I had to **take four sets of stairs** to reach **the basement of the building**. I lost my breath but still hoping that I would manage to get out of the building safe and sound. While I was running down the stairs, I almost gave up and it came to my mind that I was going to be buried alive when suddenly I saw the ground.

→ Events

I sped up my steps and managed to reach **the parking lot** and the land was still shaking. I was glad that I managed to escape.

→ Re-orientation

In the *Orientation* part:

You notice that in the Orientation part, the writer introduces the setting that is the office where the writer works and also the Participant 'I' who experienced and retold the event of the earthquake.

In the *Events* part:

In this part, the writer retold the events in the time order or sequence of events, starting from the time when the writer felt the earthquake for the first time when the 'floor and the table were shaking', the magnitude of the earthquake increased, increased feeling of horror when there were some people shouted telling the writer to get out of the building, and so on.

In the *Re-orientation* part:

In this part, the writer gave the closure or end of the events by telling the readers that the writer could finally escaped of the building safe and sound when the writer finally managed to reach the ground.

Exercise 14:

Now, it is your turn to analyze your own Recount text that you have already written in Modul 13 by marking each Generic structure on the text.

Write your analysis here:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Summary 14:

1. The Generic Structure of a Recount text consists of three parts, which are: Orientation, Events, and Re-orientation (optional).
2. In the Orientation, the writer usually introduces the setting or the location and time of the events, and also the participants involved in the events.
3. In the Events, the writer usually retells her experience in time/chronological order or in sequence in series of events.
4. In the Orientation, the writer usually gives a closure or an end of the story or the event. However, this closure is optional. Sometimes, the writer gives a closure but sometimes, they do not give any closure.

Formative Test 14:

Match the Generic Structure of a Recount Text below with its description.

- | | |
|-------------------|--|
| 1. Orientation | A. The Closure where the writer gives the ending of the story. Yet, this closure is optional. |
| 2. Events | B. The part where the writer introduces the setting, the time and place of the events, and also the participants involved in the retold events/experience. |
| 3. Re-orientation | C. The part where the writer retold the series of events in chronological order or time-order. |

Answer Key to Formative Test 14:

1. B
2. C
3. A

Learning Reflection 14

Answer the following questions for your reflection of learning this Unit.

1. What have you learned in this unit?

2. Do you know and understand the Generic Structure of a Recount text?

3. What do you want to learn more about?

4. What is the hardest part in this unit?

5. What do you need to work harder at?

Learning Evaluation 14

Based on your answers for Formative Test 14 and the Answer Key of Formative Test 14, find how many right answers you got. Then, use the following formula to calculate the level of mastery of the learning material of Unit 14.

$$\text{Level of Mastery} = \frac{\text{The total number of your right answers for Formative Test 14} \times 100\%}{\text{The total number of questions in Formative Test 14}}$$

The level of Mastery: 90% - 100% = Very Good

80% - 89% = Good

70% - 79% = Medium/Good Enough

< 70% = Not Enough

If your level of mastery reaches 80% or more, it means Good! you have successfully mastered all of the learning materials in this module. However, if it reaches below 80%, you have to re-learn the learning material of Unit 14, especially the parts that you have not mastered yet.

GLOSARIUM

- Adverbial Clause = a group of words which contains a Subject and a Predicate that behaves as an Adverb that is used to modify verbs, adjectives, and adverb.
- Adverbial Clause of Comparison or Manner= a clause that describes or explains how or in what manner something occurs, occurred, or will occur.
- Adverbial Clause of Condition = a clause that explains or describes the required conditions for an action or event to happen.
- Adverbial Clause of Contrast explains or describes something that is different from or in contrast with the idea in the Main Clause
- Adverbial Clause of place = a clause that explains/describes where something happens, happened, or will happen
- Adverbial Clause of reason or purpose = a clause that explains or describes why something occurs, occurred, or will occur.
- Adverbial Clause of time = a clause that explains/describes 'when' or 'for how long' an event occurs, occurred, or will occur.
- Brainstorming = a way of getting ideas
- Chronological Order = the arrangement of things by the sequence of time of the events.
- Clause = a group of words that consists of a subject and a predicate.
- Complex sentence = a sentence that consists of one Independent Clause (Main-clause) and one or more Dependent Clause (Subordinate-Clause) that are connected by a Subordinating Conjunction/Subordinator.
- Complex sentence with a Noun Clause = a combination of an Independent Clause and a Noun Clause as the Dependent Clause.
- Complex Sentence with Adverbial Clause = a combination of an Independent clause with a Dependent clause in a form of an Adverbial Clause.
- Compound sentence = a sentence that consists of two or more Independent Clauses.
- Coordinators or Coordinating Conjunctions = words used to construct Compound Sentences in English which consist of ;for, and, nor, but, or, yet, so (FANBOYS).
- Dependent Clause = a clause that consists of a Subject and a Predicate that does not have a complete thought or meaning.
- Description text = a text that explains what something is.
- descriptive text = a text that describes and illustrates objects such as people, things, nature, landscapes or views in details.

- Independent Clause = a Clause that consists of a Subject and a Predicate that has a complete thought or meaning.
- Mind-map= the map of plan of ideas that are related.
- Narrative text = a type of text that tells a story or describes an event.
- Noun Clause = a clause that functions as a noun in a sentence and may serve to name a place, a thing, or a person that consists of a subordinator, a Subject, and a Predicate.
- Pre-writing = the process of planning to write starting from deciding the topic of writing and planning what is going to write.
- Recount text = a text that retell events and its social function is to retell events with the purpose of delivering information or entertaining readers
- Sense words = words that create an image or picture and help our readers to see, feel, taste, touch, or smell the topic that a writer describes in a text.
- Simple sentence = a sentence which only comprises of 1 Independent Clause.
- Spatial Order = the arrangement of things organized by space.

REFERENCES

- Anker, S. (2010). *Real Writing with Readings; Paragraphs and Essays for College, Work, and Everyday Life*, 5th edition. New York: Bedford/St. Martin's.
- Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2010). *Great Paragraphs*, 3rd edition. Boston: Heinle Cengage Learning.
- Gerrot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar: An Introductory Workbook*. New South Wales: Gerd Stabler.
- Hasan, D. N., & Wijaya, M. S. (2016). Storyboard in Teaching Writing Narrative Text. *English Education: Journal Tadris Bahasa Inggris*, vol. 9 (2), 262-275.
- Herring, P. (2016). *Complete English Grammar Rules: Examples, Exceptions, exercises & Everything You Need to Master Proper Grammar*. Farlex International .
- Knapp, P., & Watkins, M. (2007). *Context-Text-Grammar: Teaching the Genres and Grammar of School Writing in Infants and Primary Classrooms*. Broadway, NSW: Text production.
- National Literacy Trust. (2013). *A Guide to Text Types: Narrative, Non-fiction and Poetry*. National Literacy Trust.
- Ni'mah, H. D., & Pusparini, R. (2014). Using Storyboard in Teaching Writing of Narrative Text for Eight Graders of SMPN 13 Surabaya. *E-Journal Unesa*, vol. 1, No. 1, 1-6.
- Nurlaila, A. P. (2013). The Use of Mind Mapping Technique in Writing Descriptive Text. *Journal of English and Education*, 1(2), 9-15.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English: 4th Edition*. New York: Pearson Longman.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*, 3rd edition. New York: Pearson Longman.
- Pyle, M. A., & Page, M. E. (1995). *CLIFFS TOEFL Preparation Guide*, Ed: Jerry Bobrow. USA: Wiley Dreamtech India (P) Ltd.
- Savage, S., & Shafiei, M. (2007). *Effective Academic Writing 1: the Paragraph*. New York: Oxford University Press.
- Silalahi, D. E. (2016). The Effect of Using Mind Mapping Technique in Writing Descriptive Text at the First Year Students of SMA Negeri 4 Pematangsiantar. *JETAFL (Journal of English Teaching as a Foreign Language)*, 1-6.
- Stephens, M. (1995a). *Pictures for Writing: Book I*. Essex: Longman Group Limited.
- Stephens, M. (1995b). *Pictures for Writing: Book II*. Essex: Longman Group Limited.
- Wikipedia. (2021, July 01). Google. Retrieved from Wikipedia: The Free Encyclopedia: <https://en.wikipedia.org/wiki/Google>
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic Writing: from Paragraph to Essay*. Oxford: Macmillan..



Author

NETI HARTATI, S. Pd., M. Pd.

The writer graduated from the Bachelor degree of English Education from Universitas Pendidikan Indonesia in 2002. During her study, she got PPA scholarship (Peningkatan Prestasi Akademik or The Improvement of Academic Achievement) from the Indonesian government through the Education and Culture Ministry (Departemen Pendidikan dan Kebudayaan). The writer continued her Master degree of English education also at Universitas Pendidikan Indonesia and got the Scholarship of Program Pasca Sarjana untuk dosen Indonesia or the Scholarship Program for Graduate Study for Indonesian lecturers from the Indonesian government. She finished her Master study in 2014. Currently, she dedicates her knowledge by becoming an English lecturer at the English Education Program, The Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. DR. Hamka.

In this book, the students are learning the knowledge of various sentence structures which include Simple sentence, Compound sentences, and Complex sentences and also the generic structures and the language features of Descriptive text, Recount text, and Narrative text. The knowledge is given to enable them to write grammatical and coherent Descriptive, Recount, and Narrative texts.

AUTHOR

Neti Hartati, S. Pd., M. Pd.

Untuk akses **Buku Digital**,
Scan **QR CODE**



Media Sains Indonesia
Melong Asih Regency B.40, Cijerah
Kota Bandung - Jawa Barat
Email : penerbit@medsan.co.id
Website : www.medsan.co.id



ISBN 978-623-362-372-8 (PDF)



9 786233 623728