

ACKNOWLEDGEMENT

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A Coursebook for Writing 2

Written by

Dra. Yenni Rozimela, M.Ed., Ph.D.

Dr. Kurnia Ningsih, M.A.

We should acknowledge that there could be some weaknesses found in the process of the writing of this book which might affect the product. Comments and suggestions from the readers are welcome. They could be taken as the sources of ideas and/or improvement for the next revised version.



December, 2012

The Writers

Program Studi Pendidikan Bahasa dan Sastra Inggris

Jurusan Bahasa dan Sastra Inggris

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Lackar Pelangi

Harry Potter

Delight

What do you know about the phrases in the box above?

Have you read any of the novels?

What do you think about it?

Share your answers with your partner.

UNIT 1

UNDERSTANDING NARRATIVE

A. Objectives

After studying this unit, you are expected to:

1. Be able to define a narrative
2. Mention sub-types of narrative
3. Explain the social function of narratives
4. Explain the generic structure of a narrative
5. Explain the dominant language features of a narrative
6. Be able to analyze a narrative

B. SNAPSHOT

Snow White	Girl in the Bin	Lion and Mouse
Laskar Pelangi	Harry Potter	Twilight

What do you know about the phrases in the box above?

Have you read any of the novels?

What do you think about it?

Share your answers with your peers.

C. Definition

Narrative belongs to story genre (Martin, .; Rothery and Stenglin, 1997). It is basically story and within this, story telling, there are many kinds of narrative - comedy, mystery, romance, horror- are some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something. Narrative deals with problems constructed in the complication stage of the text. Narrative is an account of a sequence of events, usually in chronological order. Narrative is a text which retells the story or previous experiences. It explores participants' thought, act, and feeling.

The purpose of the text is to entertain or amuse readers or listeners. We may remember when our mother told us a bed-time story before we went to bed years ago. The relaxation brought into our mind made us felt asleep. Then, when we are reading a novel, for instance, we are absorbed by the story in such away as it unfolds that we forget our time; we can hold on our hunger and sleep. The more skillful the author in building the suspension of the resolution of the story, the more interesting the story becomes. It is not surprising to find that someone reads a story two or three times even though reading it makes her/him cry.

D. The Generic Structure of Narrative

As other genres, narrative has also a specific generic structure. The generic structure consists of the elements that a narrative has to posses. They are orientation, complication, and resolution. Some narratives also have evaluation and coda.

1. Orientation

Orientation has a function to orient the readers/listeners to what is to follow. To orient means to create a context for understanding to what is to follow in the following

subsequent of the genre. Thus, as what Rothery and Stenglin (1997:236) state, “Orientation is more abstract and complex than introducing the main characters and establishing a physical setting, although this is what an Orientation often does.” In a traditional narrative like legend, the orientation usually introduces the readers/listeners to the time, the place, and the main character of the story as in ‘long long time ago, there was a boy namely Malin Kundang lived in a village closed to the beach of Padang’. This statement is the orientation of the legend in which the readers are introduced to *who*, *when*, *where* the story happens. In modern narratives such as short story the story may begin with a quotation or an event. Take this example as an illustration. “Martino quietly leaned into the kitchen and pulled a meat cleaver off the wall-mounted magnetic strip.” The statement has not yet introduced clearly the readers to the setting of the story even though one character (who may not be the main one) has been mentioned. Yet, the statement creates a context of what will happen next. Thus, it is inappropriate to define Orientation simply as introduction that contains tells the readers the main characters, the place, and the time of the story.

2. Complication

Complication is marked with the conflict (s) that happens between the characters or within a character as called as an internal conflict. It is realized by “an activity sequence which deals with some disruption of usuality so that the action constitutes a problem for one or more of the participants (Rothery and Stenglin, 1997:232).

Complication is the part of a story that especially gives an effect of amusing or entertaining. When reading the Complication, the readers are challenged and usually keep

asking themselves about how the conflict will be resolved. A short narrative such as fable usually has one major complication, while a long one may have some minor conflicts and a major conflict.

3. Resolution

Resolution is the part of a story that presents the solution of the problem, for better or worse. Thus, a story may have a happy or a sad ending.

4. Coda

Coda is an additional and optional part of a story. It concludes stage and gives an evaluation of the whole story.

E. The Language Features of a Narrative

There are some language features that are dominant in a narrative. Each will be described below.

1. Focus on specific and usually individualized participants. In this case, the characters of a narrative are specific as they have their own roles and do not represent others. In the story of ‘Harry Potter’, for example, Harry Potter himself is specific; he does not refer to any other ‘Harry Potter’ and he is attributed with his specific characteristics, making him an individualized participant.

2. Use of Material processes.

Material process is also known as the process of doing. Material processes construe doing. Butt et al. (2000) explain that material processes answer the question “what does X do? Or What happened?”. Thus the participants are Actor (does of the process) a Goal (or thing affected by the process), a Range (a thing affected by the process), a Beneficiary of the process. These are some examples of the Material Process.

- They arrived at noon.
- We were having dinner when he came.
- Tina made porridge for her baby.
- The thief was caught by the new policeman.
- My dog was hit by my neighbor.

3. Use of Relational

Relational processes relate a participant to its identity or description. Within relational processes there are Relational Attributive and Relational Identifying. The first one relates a participant to its general characteristics or description and the second one relates a participant to its identity, role, or meaning. Look at the following examples.

- The house is empty.
- He looks very tired.
- Your room is the one on the left of the escalator.
- The book on the table is mine.

4. Use of Mental Processes

Mental processes deal with encoding the inner world of cognition, perception, inclination, or liking/disliking. Participants of such processes are Senser (Doer of the process), which must be realized by human or conscious participants; and Phenomenon realized by a nominal or embedded clause of what is thought, wanted, perceived or liked/disliked. Here are some examples.

- I know him.
- We heard something.
- My mother wants that pearl.

- I know what she wants.
- We wondered why she came so early.
- I thought, 'Mary looks very gloomy'.

5. Use of temporal conjunctions

Conjunctions are used to link words, phrases, clauses or sentences. They express the logical relationships between clauses in a clause complex. Temporal conjunctions show the relationships in terms of time order or sequence of events.

Examples:

- After she called her boy friend, she left.
- Then, he disappeared.
- We have to be home before the rain falls.

6. Use of temporal circumstances

Circumstances are realized by adverbial groups, prepositional phrases, and nominal groups functioning as adverbs.

- The store usually closes at seven.
- The stranger slept at the back veranda.
- There was a cottage on the hill.
- When the prince saw Cinderella, he felt in love at once.

7. Use of past tense

Past tense is used to express the events that happened in the past. As a narrative is a story which must happen in the past, past tense is dominant. Look at the example below.

- I ran as fast as I could.

- The girl looked very scared and said nothing.
- Many things happened here when you were away.
- When we were waiting for the rain to stop, we saw him waving his hand from a distance.

8. Use of frequent quotes

Quotes or direct speech are often used to enliven a story. They spice the narration.

Here are some examples.

- She shouted, ‘Don’t run’.
- ‘Where you going with that?’ Luca said in his laid-back Midlands drawl.
- ‘We get rats here...’ he said.
- ‘My name is Xatia...’ she said,

The above explanation about narrative is expected to give sufficient basic knowledge for writing a narrative text. To check your understanding, answer the following questions.

F. A Sample of Narrative

Read the short story below and read the analysis.

The Quiet Life

Everyday Arthur got up at six, washed, did a few exercises and cleaned his room. Then he had breakfast. This was brought to him by a man who lived in the same building. After breakfast, Arthur read, wrote a few letters, and lay on his bed until lunch time. After lunch he went for a short walk, never on his own. Then he came back and spent the afternoon in the same way. He had his supper at seven o’clock in the evening and he was in bed by nine o’clock. He had been living like this for three months.

About four o’clock one afternoon, the door of Arthur’s room opened and a visitor

was standing there. It was his sister Joan. Arthur had not seen her for months.

“Hello Joan”, said Arthur, “I haven’t seen you for months”.

“I know”, said Joan. “I’ve been very busy. How are you?”

“Not bad”, said Arthur.

Arthur didn’t like his sister Joan. But today he was glad to see her, and he smiled at her.

“Won’t you sit down?”, he said.

“Well just for a moment”, said Joan, “I won’t stay long”.

“Stay for a moment”, said Arthur, “It’s long since we’ve talked. Stay for a moment”.

“I’ll stay for a few minutes”, said Joan. And she sat down. There was a silence.

They were facing each other but neither one of them spoke.

“You’re looking a bit pale”, said Joan at last.

“Am I?”, asked Arthur.

“Yes”, said Joan.

“I don’t get out much”, said Arthur.

“Oh”, said Joan.

“Only once a day”, said Arthur, “if it’s not raining”.

“Oh”, said Joan again.

Another silence. Joan looked at the window. The window was high up the wall and was very small.

“You haven’t got a big window, have you?”, she said.

“No”, said Arthur, “it’s not a very big window”.

“It’s a very small window”, said Joan.

They sat looking at each other. They were both sitting on uncomfortable chairs. In fact, there were no comfortable chairs in Arthur's room.

"Well," said Joan suddenly, "I'd better be going".

"Oh", said Arthur.

"It's been nice seeing you", she said.

"I've enjoyed it", said Arthur. "Come again."

"Well, said Joan, "perhaps". She looked embarrassed.

"Goodbye", said Arthur.

"Goodbye", said Joan. She got up and went to the door. It was locked.

"Mr Brady," called Arthur, "my sister's going".

Brady was the man who looked after Arthur. He unlocked the door and Arthur's sister went out.

When Joan had gone, Arthur didn't move. He sat absolutely still in his chair and thought about his childhood. He remembered running with Joan across a large field. They were having a race, and he wanted to get to the river first. But Joan was faster than he was, and she won. Arthur was so angry, he took out his pocket knife and walked towards Joan. She screamed and ran away. He had never liked Joan after that. He was jealous of her and she was afraid of him.

While Arthur was thinking about Joan, the door of his room opened and Brady brought his supper. Brady was a big man in his dark blue jacket and trousers. He didn't smile much, and he never turned his back on Arthur.

"Here's your supper", said Brady, putting the tray down the table.

"I'm not very hungry", said Arthur.

“Eat it”, said Brady, “It’s good this evening- special.”

“What is it?”, asked Arthur, without looking at the table.

“Something special”, said Brady, “Look”.

Arthur looked: chicken, rice, brown bread, fruit, and a large cup of black coffee.

“Yes”, he said, “it’s special. Why? It’s not my birthday, is it?”

“No, it’s not your birthday”, said Brady. He seemed a bit embarrassed.

“Well, then, why is it special?”, asked Arthur.

“I don’t know why”, said Brady. “They didn’t tell me.”

Arthur slept well that night. He was tired and happy after the meal. He slept well.

But, towards morning, he had a dream: he was with his sister Joan, and once again they

were running across the field to the river. Once again Joan won the race and once again

Arthur out his pocket knife and walked towards her. But this time Joan didn’t run way.

When Arthur reached her, he stucked the knife in her side and she fell without a sound

onto the river. And as her face slowly disappeared under the water, it changed: it was no

longer Joan’s face; it was the face of Arthur’s brother Frank. Arthur woke up screaming.

There were three men standing by his bed. One of them was Brady, one of them

was Mr Parker form the office downstairs, and one of them was a small dark man whom

Arthur had never seen before. The small man was carrying a piece of dark cloth. Arthur

was still half asleep, but he noticed a very strange thing: the cupboard where he kept his

clothes had been moved. Arthur saw that there was a door in the wall. A door he had

never noticed before.

At that moment the clock in the yard began to strike. Then there was a very loud

noise from all the rooms round about: shouting, banging, screaming and singing. The

three men moved towards Arthur.

Another day was starting at San Quentin Penitentiary. But not for Arthur. This was to be his last day on Death Row.

A story by Plowman (1973).

Adopted from Zimmerman (1989)

An analysis

1. The story begins with an abstract of Arthur's daily activities. The place and the time become clear as the story unfolds. In other words, the orientation is not completely introduced at the beginning of the story. That it happened in a prison is implicitly described by the author when Joan visited Arthur in the sentences: Joan looked at the window. The window was high up the wall and was very small.
2. Event by event happened until it reached the crisis when Arthur got up from his sleep and found out three men standing by his bed. The readers could feel that something would happen to Arthur. One of the men carried a piece of black cloth and the cupboard had been moved. The Complication happened toward the end of the story. At the end, the story, in fact, a sad ending. The author left the readers with their imagination about what had happened to Arthur. But, at least, he gives a clue by presenting Arthur's dream with his brother.
3. Viewed from the language employed by the author, it can be seen that the story has all the language features explained previously. The specific participants are Arthur, Joan, Brady, Mr Parker, and the other man. The use of material processes are evident in many clauses such as *Everyday Arthur Good got up at six, washed, did a few exercises and*

cleaned his room. A few relational processes are used in clauses like *he was glad to see her* and *she looked embarrassed.* Examples of mental processes in the story are *Arthur had not seen her for months* and *He had never liked Joan after that.* The use of temporal conjunctions and temporal circumstances can be seen in the clauses such as *While Arthur was thinking about Joan, the door of his room opened* and *When Arthur reached her, he stucked the knife in her side and she fell without a sound onto the river.* Quotations are also used very frequently like “*Yes*”, *he said*, “*it’s special. Why? It’s not my birthday, is it?*” and “*No, it’s not your birthday*”, *said Brady.* Except the quotations, all clauses are realized in past tense.

G. Questions for confirmation

1. Why do most people like to read narratives?
2. Why do you think not many people can write narratives?
3. What are the features of a narrative that makes different from a recount?
4. Why is Complication a must in a narrative?
5. Find a sample of narrative and analyze it as the example given in point F.

H. Summary

Narrative is a genre that has a purpose to entertain. It is commonly found in many life settings, in formal and in informal occasions. The generic structure of a narrative consists of orientation, complication, resolution, and coda (optional). Orientation is the setting (place and time). The complication becomes a specific aspect of a narrative as it is the part that makes it entertaining. Resolution refers to the ending of a narrative. There are some language features of narrative such as simple past and temporal conjunctions.

UNIT 2

RECOUNT-BASED NARRATIVE

A. Objectives

After studying this unit the students are expected to:

1. Be able to develop a narrative based on their personal recount.
2. Use the language appropriately and correctly.

B. Snapshot

The first day in a new school	Moving to a new place	My first love
Travelling abroad	A bad day	Loosing a loved one

Have you had any experience as mentioned in the box above?

Do you still remember it? When and where did it happen?

How did it happen?

How did you feel at that time?

C. Narrative and Recount

Recount is a text type that is aimed at retelling a past experience for the purpose of informing or entertaining. Recount has many similarities with narrative. The prominent difference is on the complication that must exist in a narrative. Besides, the frequent quotes in a narrative do not exist in a recount. It does not expose the struggle on how to make them happen. The events happened naturally. Recount can be used as a basis of creating a narrative. Many narrative

authors wrote their narratives based on their personal recounts or other people's recounts. You can write a narrative based on your personal recount by making some improvisation such as by adding conflicts, adding some events, characters, or changing the setting. Look at the example below of how a recount is turned into a narrative.

A Recount	The Outline of the Recount
<p>Last year my family and I went to Bali for a vacation. We were there for four days. I had many impressive experiences during the vacation.</p>	<ul style="list-style-type: none"> - Characters : my family and I - Place: Bali - Time: Last year, on a vacation
<p>On the first day we did not walk much because we arrived at noon. After we checked in to the hotel, we went to a nearby mall. We stayed at a hotel in Legian. Then, we had dinner at a restaurant near the hotel.</p> <p>The next day we went to Monkey Forest, to Kintamani, and Tampak Siring. Monkey Forest is a huge place like a real forest where many monkeys live in the habitat. We can see the monkeys closely. They were tame, but sometimes they were naughty. I gave some peanuts to the monkeys and took their photos. Then we went on to Kintamani . It had a breathtaking view. We had lunch there. After leaving Kintamani we went to Tampak Siring. We enjoyed the historic place- the</p>	<p>Events:</p> <ul style="list-style-type: none"> - going to a nearby mall. - having dinner. - going to Monkey Forest - taking photos of monkeys. - going to Kintamani - going to Tampak Siring.

<p>seven springs and ponds. We also saw the president palace up the small hill. There we took photos at the historic buildings.</p> <p>On the third day we went to Tanjung Benoa. I was very happy as I could ride banana boat and sailed to Penyu island. On the island my sister and I had chance to touch and lift two very big turtles.</p> <p>In the afternoon before coming back to the hotel, we dropped at Jimbaran beach to try the well-known seafood there.</p> <p>On the last day, we went shopping. My mother bought a nice painting. We also stopped at some silver shops, but we didn't buy any. We bought some souvenirs and food (<i>oleh-oleh</i>) at Sukowati for friends and relatives.</p>	<ul style="list-style-type: none"> - taking photos - going Tanjung Benoa - riding banana boat - going to Penyu island - lifting turtles - having dinner - shopping
<p>We flew back home early on the next day. We brought with many unforgettable memories.</p>	<ul style="list-style-type: none"> - Going back home

As it is a recount, the text above consists of several events that happened naturally, no struggle is depicted. We can turn it a short story by adding one or two conflicts and/or changing

some aspects such as characters, places, and time. One of the additions has to be the conflict. The focus may also be changed. The following example will emphasize on the addition given; that is the story when the writer met her old friend in Jimbaran. Thus, other events prior to that will not be detailed.

Addition	Changes
<ol style="list-style-type: none"> 1. One of monkeys ran after me and tried to scrape me. I ran as fast as I could. 2. A forest keeper tamed the monkey. 3. I met an old and close friend in Jimbaran. Old memory came back. There was a new hope then. 4. He invited me to have dinner. 5. Some quotations such as at the hotel, in the Monkey Forest, at Tanjong Benoa, and at Jimbaran beach. 	<ol style="list-style-type: none"> 1. Family to friends 2. The focus of the story

With the additions and the changes, the storyline will be like this.

1. My friends (Nani, Beta and I went to Bali last year for a holiday.
2. We were there for four days, visiting some tourist objects.
3. At the Monkey Forest, I came close to a group of monkeys. One of them was so aggressive that he took the food in my hand and scraped me.
4. I took a few steps away. He ran to me. I ran away.

5. He chased me. I ran fast.
6. He almost bit my hand.
7. A forest keeper came and quickly save me.
8. We went to Kintamani and had lunch there.
9. The next day we went to Tanjung Bena and Penyul Island
10. On the last day we went shopping.
11. In the afternoon we went to Jimbaran.
12. I met an old friend, my first love. I had not met and heard from him for almost three years.
13. We had a chat. New hope grew quickly.
14. He invited me to have dinner.
15. He introduced me to his fiancé.
16. We flew back early on the next morning.

Based on the storyline above, we can create the following short story.

The afternoon breeze indicated that it would rain very soon. A hot long day made me so exhausted- body and soul. All of a sudden, the phone rang, but I did not want to get up.

D. Miscellaneous Exercises

Task 1

Read the following narrative and do some improvisation through any of the following ways.

1. Changing the conflict
2. Changing the resolution.
3. Add minor conflict (s)

4. Change the setting.
5. Adding character (s).

Home is Where You Are...

The night shift was over and Clive Butler aims his old Suzuki GSX homeward. It's been another long night of the usual suspects; drunks, domestics, more drunks and the odd lost tourist.

He is dog-tired and it feels as if every limb weighs more than is humanly possible. In a couple of the final corners, Clive thinks he might lose control as his biceps protest over the weight of the metal he is balancing between his legs.

The exhaustion tempts Clive to abandon his usual routine but as always, consideration to his neighbour's sleeping patterns sees Clive cut the engine at the end of the road. Then, pushing the bike the remaining 100 meters to his back gate, where he parks up in the garden.

Opening the garden shed he considers flicking the switch for some more light but thinks twice when he remembered the "final demand" letter from Scottish Power.

"Anyway, give it a couple of minutes and it'll nearly be daylight" he thinks to himself.

The box containing clean, folded strips of sheets are to his left and after removing one, he commences to rub down the exhaust pipe of the bike. He knows the pipe is still a bit too hot but going to bed without cleaning the bike feels like cheating.

He drops the soiled cloth into the right hand bin of dirty items and finally heads to bed. His limp is not as pronounced any more and he hardly notices the dull throbbing in

his knee. All he can think of now, is feeling his naked skin next to Sharon's warm and sleepy body. She will kiss him better...

The house has felt terribly empty since his mother passed away a couple of years ago and he misses her every day. The only person who ever knew Clive was his mother and for a long time, Clive thought no other woman would ever care about him the way his mother did. But then he found Sharon.

As he peels of layer after layer of gear, he revisits a conversation from earlier in the evening. It was his third attempt at trying to sell the idea of a "Boys Weekend Away" at the station.

"Listen, the TT Races are blinding! Have you not seen "Closer to The Edge" guys...? Come on... it will be awesome. Just us boys, our wheels, a couple of tents and shedloads of beer! Yeah? Who's up for it...?"

As he steps into the shower (after unfolding the floor mat and making a mental note to seal the leak from the shower cubicle on his next day off...) he wonders if it was his use of the word "blinding" or "awesome" that failed him this time. Chris, Sam, Michael and Spencer are all bikers but seem to have very little interest in riding. Or, very little interest in riding with him.

"Never mind...maybe Sharon will feel comfortable enough by then. I can teach her how to ride pillion...maybe."

Clive's thoughts are interrupted as he feels the water sting his neck. Absentmindedly he runs his fingers over the raw skin and makes a mental note to find the tube of Salvon after his shower. He turns off the water, steps out of the cubicle and reaches for his towel. As he turns, he catches a glimpse of himself in the mirror. The four

parallel scratches etched across his left shoulder, blaze against his pale skin. The memory of that night still makes him smile. Sharon is the most passionate woman he has ever met and he wants to carry the trail of her nails on his back forever. He has never felt more like a man in his life.

He wonders if she will allow him to gently wake her up now with kisses and caresses... Maybe she will add some more marks on him, which he can proudly show off in the changing room at the station tomorrow. Just thinking about it makes him hard.

As he talcs his feet, armpits and groin, his mother's words hang in the air like the spectre she has now become;

"Clive, when are you going to find yourself a nice girl to settle down with? That gang of yours...well, surely its time for you handsome policemen to calm down? You could move her in here and I would baby sit everyday... Oooh, can you imagine Clive, a little one, here...in this house. Now wouldn't that be lovely...?"

But there was never a gang. It was only ever him riding alone. Making up friends who didn't exist and who were never there. He loved his mother too much to tell her the truth. There is nothing Clive wouldn't have done for his mother.

Clive puts on his folded PJ bottoms tucked under his pillow and heads back to the bathroom after sliding his feet into his well-wornslippers. He flosses and brushes his teeth and then makes sure all the lights are off, all the windows are closed and both doors are locked.

Sometimes his mother would poke fun of his bedtime routine;

"Clive Edmund Butler, are you flossing? Again? Dear Lord,one of these days your teeth will come out on that string and then how are you going to find a woman who

will want you?"

She did it out of love. Clive knows that. His mother would never tease him like everyone else did.

His mother left him the house in the end and Clive doesn't want to let her down. He is grateful. This is the house he grew up in. There are markings all over the house proving a childhood was formed here and the thought of living anywhere else is terrifying.

And now there is Sharon. Sharon never makes fun of him.

Clive sneaks up to the door and presses his ear against it to see if he can hear Sharon. He closes his eyes and imagines that he can smell her through the pale pine door. Again he can feel his excitement growing and he blushes as his hard on bulges through his flannel pajamas. He remembers the first time they made love. She looked at him with eyes the sizes of saucers and succumbed to him with the grace of a true woman. Of course she played hard to get. She didn't just give it away. She didn't just spread her legs like a slut for him. She let him work hard for it. But it was worth it.

He knows it has been hard for Sharon to adjust to living with him. He wants what is best for her but his desire for her at this moment is just too strong. He can't go to sleep without running his fingers over her stomach and nestling in her neck.

"Sharon? Are you awake my love...?" he asks as he gently taps on the door.

He knows he should let her sleep. She needs her rest. She gets so easily over excited and then needs time to calm down but Clive needs her. Now. Her taste, her smell, the way she looks at him...

He can hear her stirring behind the door and he knows she is awake. His heart

pounds harder and a smile spreads across his face as he removes his slipper and lines them up outside the door. From his dressing gown pocket he produces a key ring and starts unlocking the door. His hands are trembling slightly as he slides the newly fixed bolt across and enters the cellar.

“Sharon...I’m home...”

Summarize the recount above into a storyline, identifying the main events. Put them in the table below.

The recount	The storyline
	Orientation
	Events
	Reorientation

Task 2

Each short fragment of some selected short stories below contains some grammar mistakes. Identify the mistakes and rewrite the correct ones.

1. Xatia and Martino turned together as Luca walked in; a folding-up white kitchen cloth holding the side of a large white pasta bowl, its contents obscured by the tendrils of steam snake from it. He set the bowl down in front of Xatia along with some shaved parmesan. ‘So what exactly had you, er...’ Martino asks, his eyes widening with insinuation ‘...knocked up?’ ‘Oh, it’s just some... risotto. Mushroom. Shid, I didn’t ask! Do you even like mushrooms?’ Luca **was** clenched his teeth in anticipation of her response.

2. Martino quietly **leans** into the kitchen and pulled a meat **clever** off the wall-mounted magnetic strip. It **is** approaching two a.m. and the only people left in the restaurant were Martino and his son, Luca, who was leaving a message on the greengrocer's answer-phone.
3. He could never imagine **walk** along any street in his home village and **do not speak** to a single person. Older folks knew him either as John and Nettie's son or Peter's grandson. Others knew him from school or **sharing** activities. Almost everyone who **passes** by his Grandpa's workshop, popped their head in the ever- open door to call out a greeting.
4. Grandpa **has** taught Steven and his brothers the basic skills of working with wood and they had made bird tables, **lid** boxes and little stools. Steven was the only one of the **boy** who continued to be interested in **work** with wood and he graduated to making larger pieces with help and advice. He missed **spend** time with his Grandpa.
5. At the party, Sarah **talking** to one of her friends while most of the students were drinking as much as they could. Tim **decides** to talk to her and waited for her friend to leave. When he went next to her, she **is** searching for something in her bag, so she did not see him. As soon as he touched her **at** the shoulder, she raised her head and couldn't believe her eyes. She never forgot him.

E. Time to Write

Task 3

After reading the example and the explanation above, turn your own recount into a narrative. Here are a few tips that you need to remember.

1. Write an outline of your recount; include only the main events

2. Decide which of the events that will be elaborated into the conflict. You need to add details around and in the conflict.
3. Decide which events that may be deleted or changed.
4. Decide whether or not you will change some elements such as the characters and the setting.
5. Decide the resolution. It is sometimes helpful if we decide the resolution as we can develop the events logically for the made resolution.
6. Think about the quotations you want to insert in the narrative.

After finishing your narrative, read it, and show it to a couple of your friends. Ask them to give their comments on the narrative. Then, based on the comments, revise it if necessary.

Task 4

Recount is not always about our personal past experiences. Sometimes we are told about someone's experience, say a friend. That's friend's recount can be turned into a narrative.

Indeed, many narrative writers develop a story based on other people's recounts.

Read the following recount. Add and change a few things, and then create a short story. Remember that there has to be a conflict and a resolution. The recount emphasizes on the events on the plane rather than what they did in London. You may change the emphasis. In order to do that, you may need to read some sources such as finding out some objects of attraction in London- what visitors can and usually do and visit in London. You also can search through internet.

Mr. Richards family was on vacation. They were Mr. and Mrs. Richards with two

sons. They went to London. They went to their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This included travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They them food and drinks. There was a film for their entertainment. They had a very pleasant flight.

They slept some time on the plane. On arrival at Heathrow Airport, they had to go to customs and Immigration. The officers were pleasant. They checked the documents carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk.

They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had a perfect -card to open the door. On the third floor, there was a restaurant serving Asian and view of the park. The room had its own bathroom and the toilet. Instead of keys for the room, they inserted a key European food. They had a variety of food.

The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Adopted from <http://halloenglish.web.id/recunt-text/>

Decide what to add, change, or delete. As the illustration given previously, it will be better if you make a storyline where you can write the main events, the conflict (s), and the resolution (s). Use the following table as an aid.

Orientation	
-------------	--

Main events	
Conflict (s)	
Resolution (s)	
Coda (optional)	

F. Summary

A recount can be used as a basis to create a narrative as both kinds of texts have similar characteristics. Many story writers and novelists write narrative based on their personal or others' experiences. The most obvious difference of these two kinds of texts is the necessity of a conflict in a narrative. For that reason, to write a narrative from a recount, the writer has to 'make' conflict (s). A strategy proposed above can be used as alternative. You should turn your recount into a storyline. Then, you can add a conflict or some conflicts add wherever you think suitable. You also can make some changes such as adding the characters and changing the setting.

UNIT 3

WRITING A SHORT STORY

A. Objectives

The students are able to:

1. Write a storyline based on a story starter given.
2. Complete a short story with an appropriate resolution
3. Write some quotations in a given story
4. Write a short story

B. SNAPSHOT

<i>The Story of an Hour</i>	<i>I Used to Live Here Once</i>	<i>The Necklace</i>
<i>The Last Leaf</i>	<i>Old Man at the Bridge</i>	<i>Romeo and Juliet</i>

Have read any of the short stories above? Do you like it/them? Why?

How is a short story different from a legend and fairytale?

How do you think the authors get the ideas to write the story?

C. Short Story

Read the story below and answer the following questions after you read.

1. How does it begin?
2. Which part of the story surprises you?

3. What is the role of the author in the story?
4. What do you think about the ending of the story?
5. What makes it interesting to you?

The Story of an Hour

by Kate Chopin

Knowing that Mrs. Mallard was afflicted with a heart trouble, a great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences, veiled hints that revealed in half concealing. Her husband's friend Richard was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brantley Mallard's leading the list "killed". He had only taken the time to assure himself of the truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyze inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of tree that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street

below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the leaves. There were patches of blue sky showing here and there through the clouds that had met and piled above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair quite motionless, except when a sob came into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young with a fair, calm face, whose lines spoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did know; it was subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sound, the scents, and the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that approaching to process her, and she was striving to beat it back her will as powerless as her two white slender hands would have been.

When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" the vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the cursing blood warmed and relaxed every inch of her body. She did not stop to ask if it were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come out to them in welcome. There would be no one to live for during those coming years; she would live for herself. There would no powerful will blending her in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this passion of self-assertion which she suddenly recognized as the strongest impulse of her being?

“Free! Body and soul free!” she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring the admission. “Louis, open the door! I beg; open the door- you will make yourself ill. What are you doing, Louise? For heaven’s sake open the door.”

“Go away. I’m not making myself ill. “No; she was drinking in a very elixir of life through the open window.”

Her fancy was running riot along those days ahead of her. Springs days, and summer days, and all sorts of days would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that might be long.

She arose at length and opened the door with a latchkey. It was Brantley Mallard who entered, a little travel-stained, composedly carrying his gripsack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood

amazed at Josephine's piercing cry; at Richards' quick motion screen him from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of heart disease- of joy that kills.

D. An Analysis

1. The characters

Chopin begins the story with a description of the condition of the main character (Mrs. Mallard). The first sentence provides a hint about the next event to happen. Someone would tell Mrs. Mallard a bad news. This is evident as we read the following story.

The characters', Mr. Mallard and Mrs. Mallard, personalities and their relationship are portrayed through the description of their relationship stated by the author in the situation before and after the news about Mr. Mallard's death. This can be seen in the following quotation.

“She was young with a fair, calm face, whose lines spoke repression and even a certain strength.” She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead.And yet she had loved him sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this passion of self-assertion which she suddenly recognized as the strongest impulse of her being? “Free! Body and soul free!” she kept whispering.

The quotation indicates that the Mrs. Mallard is rather introvert and obedient, while Mr. Mallard must be dominant and authoritative. Even though they were husband and wife, it could be seen that the relationship was not harmonious.

2. Setting

The choice of words such as “a comfortable” and “roomy armchair” might be sufficient enough to tell the readers that the story happened in a big good house. The time was not specific.

3. The plot

The order of the events indicates that the story employs the traditional plot where the events are chronologically arranged from the first to the end. As they are well-arranged, the readers must be able to understand the story with ease. The author does not use many temporal conjunctions, but logical order.

4. The climax

The problem begins when the author tells the readers an unexpected or unusual feeling of a wife who was left by her husband. The author chose to describe it by “When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: “free, free, free!” The author continues to write “Free! Body and soul free!” she kept whispering.” Yet, the readers may be surprised with the return of Mr. Mallard, and wait for the description how Mrs. Mallard would feel and react.

5. Resolution

The author ends the story tragically. It was Mr. Mallard who died. The readers may have different interpretation about the reason of the death- over-joy or heart-attack.

E. Story Starter

It will be helpful to learn how an author starts a story as many of us often have difficulties to start writing. Observing how many authors begin their stories, I can propose three ways of doing it.

1. Describing the time

Describing a situation such as place and the weather is a common way to start a short story. That way, the author would like to bring the readers' feeling and emotion into a situation that the author wants them to imagine. Let's look at the examples below.

a. It had rained every day since Grandma arrived in London. Every single day.

Grandma sighed deeply as she gazed out of the window.

b. The afternoon was hot, and so was the railway carriage. The next stop was Templebloom, nearly an hour ahead. The lady opposite was fast asleep and I wondered whether she'd missed her stop. But I didn't dare wake her.

In the first example it can be seen how the author describes the situation. The readers should be able to imagine the Grandma's feeling as she could not go anywhere. They may be able to position themselves as the Grandma who came from a distance, perhaps to spend her holiday, but could do nothing as the rain made her stay at home.

The second example also provides an image of a situation. The readers are provided with a description of the climate 'hot afternoon' that could made people asleep. They may be able to imagine how the author felt in the carriage in such a hot day.

2. Describing the place

The next common way to start a story is by presenting a place where the story takes place. The description may be combined with the time and what the characters are doing then. Here are two examples of stories started with the description of the place.

- a. The automatic doors opened swiftly as Jade strode in. She glanced quickly at the cluster of signs and pressed on down the wide polished corridor. Ahead of her a set of double doors flew open and a trolley, pushed by five concerned faces, passed rapidly by. The smell of antiseptic caught at the back of her throat. Pushing through the doors at the end of the corridor, she emerged into a brightly lit room. Rows of plastic seats groaned with injured people.
- b. In a little district west of Washington Square in New York, the streets have broken down into little strips called “places”. Three streets make strange angles and curves. One street crosses itself a time or two. A stranger can easily get lost. One of the artists who lived there once noted the advantages of this part of the city. A bill collector can suddenly find himself going back out-without collecting a cent!

In the first example the author describes the place where a character was at that time. It is begun with a set of words including “the doors opened”, and then “polished corridor”, and “rows of plastic seats” which indicates that the place is a certain building. The description of the doors, the corridor, and the seats should be able to make the readers imagine what the character feels.

The second one is begun by a description of the streets in a busy downtown. The author depicts how complex the streets are that a stranger may get lost there. Then, it is said that an artist who lived there would get an advantage as she could get rid of a debt collector who might get lost on such a complicated street. The readers might also be able to predict how the story would unfold.

3. Describing an activity

The next common way of starting a story is describing an activity of a character. Here are a couple examples.

- a. Richard Taylor closed his eyes, but it didn't help. The van had just hit a patch of ice and was sliding to the right. It veered across the frozen surface towards the safety rail.
- b. Becky hurried towards the bus stop. The rain splashed her light brown hair and pale face, but her face had been wet long before the rain touched it. She had been crying, and still was.

In the first example, the author describes what Richard Taylor, who may be the main character of the story, did. He traveled along a heavily-snowed road with his van. The second sentence gives a hint that the journey would be easier as the van veered towards the "safety rail". Similarly, the second one also starts the story with what Becky did. Unlike the first one, the sad experience of the character seems to continue; "she had been crying, and still was."

F. Suggested Strategies

Before writing your own short story, here are some alternative strategies you may use.

1. Planning the story

Planning is an essential part in the process of writing any kind of genre. Activities and strategies taken at this stage may be different from one writer to another and from one genre to another genre. To write a story you may use the following suggestions.

a. What to write?

- Select a theme you like such as ‘love’, ‘juvenile delinquency’, ‘strive’, and ‘endurance’. Then, you may narrow down the theme if you think it too big to be managed. For example, you choose a theme on “love”, and then narrow it down into “love among teenagers”. Based on the theme you can go on to write a storyline.
- Recall an experience of someone that you happened to know. Take a piece of paper and a pen, and then write some of the events that you still remember. Find an interesting part of the story. Using it a starting point, write your storyline.
- Summon up various events that occurred around you. Choose some similar events, and draw a conclusion of the phenomenon. Then, think about an interesting part of the events that can be developed to be a short story.

b. Deciding the characters and the setting

Deciding the character(s) and the setting is the next thing you have to do. You probably do not want to determine all characters and all components of the setting as you want to see how the story develops and be flexible. Despite yet, the main character and the main setting need to be decided at the first place.

2. Searching related information to enrich the story

Additional information may be needed in order to make your story sounds “real”. For instance, in the story you decide to have an event telling the character that spent her holiday in a city of Japan, say Kyoto. If you do not know Kyoto well, you need to find out information about it such as the tourist objects there, what people usually do there, and specific food of Kyoto. Thus, when you describe the activities of the character when she was in Kyoto, the description becomes “real”. Another example is when you decide to have a character that is autism, you may need to find out the characteristics and behavior of an autistic person, so that you the character appears “real” to the readers.

3. Writing the storyline

Having had some general ideas such as characters and setting in mind, you be able to determine the plot of the story. In order to help you to do easily, make a storyline. It contains the series of events will appear in the story. They are arranged in accordance with the order to be written. Even though there could be some small changes in the process of writing, the storyline will be very useful.

4. Writing Drafts

The word “drafts’ in plural form is intended to emphasize the fact that writing a story often takes a long process that necessitates ‘looking back and forth’- reading, changing, changing, and/or deleting. That’s why you may need to write several drafts before the last one.

5. Reading for Revision

After finishing the ‘n’ draft which you may consider good, you should read it.

Position yourself as a reader and answer the following questions.

- a. Do you think the characters are well presented? Is the personality of each character described as you plan, for example an easygoing person.
- b. Are the setting (the place and the time) chosen appropriately? For instance, if the story happened in this modern era, have the houses and all attributes indicate the time?
- c. Are the conflicts reasonable so that they are also plausible?
- d. Is the ending plausible?
- e. Can you read the story with relative ease?
- f. Do you think the language has been correctly and appropriately used?

When answering the questions above, take some notes. If possible, ask a friend of yours to read the draft and asks her/him to give some comments. Taking the notes and the comments into consideration, revise and edit the story to produce the final product.

G. Miscellaneous Exercises

- 1 Write two other different introducers for the short story below.
2. Write another possible ending of the story
3. Add a couple of quotations in Paragraph 7 (indicating a dialogue between Brandon and Audrey)

The Certification of Brandon

On the morning of June 5, the sun rose and cast its rays upon the Missouri River. The light spread its way to the banks, across the park, and up to the buildings in Old Towne St. Charles. As the shadows disappeared from the red brick of the Justice Center, a corrections

officer made his rounds. He walked past the solitary cells of D-Block, and the first stirrings of morning could be heard within. At the end of the sector, he saw the body. The arms hung loosely at the sides. There had been no fight for life. Death had been freely embraced.¹

The cord from the mattress had been stripped away and tied to the ventilation register. The tools at hand had been sufficient for the job. The inmate had been of slight built, weighing about 130 lbs. Brandon James had been resolute in the decision to end his life. He was eighteen years old.²

Audrey Meyers began her day in the usual way. Another harried morning, rushing around giving instructions to her teenage sons before making her way to the courthouse. Mentally, she wondered how different it would be to be in private practice. No, being a single parent made things difficult enough. Besides, she liked being a Public Defender.³

At the stoplight, she thought of Brandon and how she would proceed with his case during the week. He had been sentenced and sent to the correctional facility exactly one year ago. An earlier case needed to be resolved, so the writ to deliver him back to St. Charles County had been drawn up. She had been shocked at his appearance. Brandon was not a big kid to begin with. Audrey had noticed the loss in weight, and the bruises that were visible made her wonder what the rest of his body looked like. The dark circles under his eyes betrayed the lack of sleep and heightened the despair she saw. The eyes were the first thing she had noticed about Brandon.⁴

It had been another warm June day. Audrey had been the Public Defender at the jail during the criminal arraignments. The inmates were brought into the small courtroom, which was annexed to the jail. Brandon had stood out among the other defendants. He had just turned sixteen. Slight of frame, and eyes that mirrored her youngest son's, he had needed help in filling out the application for an attorney. He had been out of school for a year, and his mother had not

monitored his Ritalin intake. Brandon had wandered the streets. With his father dead, he had been hungry for a male influence in his life. The streets had an appetite for another victim, and they had found one in Brandon. 5

Jaire Hightower had been dealing drugs since he was fourteen. He had brought his business from New Jersey to Missouri. Having relatives in St. Louis gave him an opportunity to sell his dope in another part of the country. It also took the heat off of him back home for a while. He had befriended Brandon right away. Young kids were easy, especially those with a bad home life. Brandon's mother indulged in the bottle every day after work in an effort to drown out the loneliness she had felt. These habitual ways had left the boy on his own. 6

After a month, the police had spotted Brandon stumbling along 5th Street. They had confiscated the portion of marijuana he had shoved into his front pocket and took him to jail. Audrey had been assigned to him and worked out a plea and a term of probation. She had helped him understand the terms as well as guided him in completing his community service. He had seemed grateful for her help and promised to return to school. 7

Two months into Brandon's probation, Jaire had found him again. An offer of cash and his own handgun enhanced the boy's self worth. Jaire had a way of making Brandon feel important, and in an inane way, cared for. Six months into his probation, he was in custody again. No one knew the entire story of what had happened that night. Jaire Hightower had been shot seven times. The police report had stated that Jaire's alleged assailant had reloaded the pistol and fired again while the victim was on the ground. The Prosecuting Attorney wasted no time in certifying Brandon as an adult. 8

Audrey had been present at his second arraignment. He stood silent, and the familiar eyes were intense. They reminded her of a wild animal, frightened and poised to strike back at any sign of danger. 9

Jaire had survived the shooting. The fact that he would never be able to father children again meant nothing to the prosecution, but would be emphasized over and over again in court. The jury would never know of the extensive criminal record the victim held back east. They would never know how the sporadic doses of Ritalin combined with the crack given by Jaire would affect Brandon.. And, they would never know of the fear and desperation Brandon had felt that night. He had wanted to leave but Jaire had refused. In an instant, the kindness of the past turned into malevolence. Threats were thrown at him, and when Jaire had reached inside of his coat, Brandon fired his weapon. Terrified, he pointed the gun and pulled the trigger until it was empty. Jaire was still moving, and with trembling hands, Brandon reloaded. He had one shell left. 10

Brandon stayed in the county jail while his trial proceeded. The guilty verdict had been received 2 days after his 17th birthday. Audrey had tried her best, but there was little she could do other than gain a plea for Assault 2nd. That is compiled with the weapons and the drug charge left the boy with an eight-year sentence. He was still a child, but to the system which had condemned him, he was certified. He would be incarcerated with adults. After all, these cases had to move. It was an election year and more wins meant more votes. Brandon's first stop would be Fulton. That had been a year ago. 11

After the initial shock of seeing her client, Audrey got down to the job of preparing for his day in court. A previous misdemeanor drug charge needed to be disposed of and Brandon had seemed eager to comply. He had pleaded with her to obtain a single cell for him while at the jail.

He had stated simply that the peace and quiet would do him good, and Audrey was only too happy to do whatever she could for the boy. One of the solitary cells had been available and Brandon was placed there. 12

The news of his suicide was waiting for her when she arrived at her office. Frantically dialing booking's extension, she hung up after the second ring and raced across the street to the jail. The elevator seemed to crawl to the third floor and when the doors opened, she was staring into Captain Rushing's face. He explained to her that an autopsy was being performed and that she would be notified of the results. 13

"Oh, by the way, wasn't the kid mixed up with a character by the name of Hightower?" Audrey nodded her head dumbly and then stopped and asked why. "We got a report in yesterday from the city. He was shot dead by city police. Some sort of a drug bust." 14

The autopsy report arrived late in the afternoon. The results had shown a battered and bruised corpse that had multiple tears in the rectal area. Brandon had been violently raped over a period of time. A thing that had been readily accepted as a way of life in prison along with being the object of coarse jokes within the courthouse had shattered any illusions of freedom the boy may have had. 15

The sunlight slanted against the red brick of the jail and evening shadows greeted Audrey as she stepped out of the courthouse. Staring up at the small rectangular windows across the way, she thought of Brandon, Jaire, and the mother who would now have another excuse to drown her sorrows in a bottle. She thought of her own sons who would be safe at home, waiting for her. As she headed in the direction of her car, she walked along the street that was littered with election banners. In the distance, she could see the site for the new juvenile center. 16

Private practice was looking better and better.

H. Time to Write

Write a short story based on one of the following themes.

1. Childhood memory
2. Family dilemma
3. Love affair
4. Mystery

I. Summary

A short story is a type of narrative genre. The idea can grow from a reflection of some phenomenon emerging in society or someone's experience. The strategies of writing a short story can be personal. Despite that, writing a storyline can be very helpful. In the storyline, you write the main events, and indicate the main characters and setting. To begin, a writer may use various ways such as describing a part of the setting or a character's activity. To make a story interesting, the writer should be able to use descriptive language and metaphorical expressions; so that the readers can feel that they are reading a real story. Using quotations is another way to make a story animated.

UNIT 4

UNDERSTANDING AND WRITING A REVIEW

A. Objectives

After studying this unit, you are expected to be:

1. Able to comprehend the literary text (film, short story and poem)
2. Able to write the summary of the text
3. Able to evaluate or critique the text
4. Able to write a review of the text

B. Snapshot

Have you read an interesting book, short story or novel recently? What makes the book or novel still hang up in your mind? What part of the book or novel gives you impression? Is it a style of language, or the technique of writing? Is it ideas or messages you obtain? or the the tone of the text?. Then what do you do after reading the work? Do you just keep silent, because it is only for you? or do you recommend it to your friend?

In your opinion what does someone do after reading a novel or watching a movie?

You may have read one of these books, novels or short stories in this box.

Choose one of the title and discuss it with your group in 10 minutes!

Then write the command about it.

Snow White	Twilight	Hansel and Gretel
The Secret	Chicken Soup	
Perempuan Tuna Netra	Menembus Batas	Lasykar Pelangi

You tend to start by retelling the story shortly. Interestingly you end up with your opinion. This stimulates people eager to read. This is, in fact, the beginning of writing a review. Thus it is not really difficult if you want to learn and try it.

C. The Concept of Review

Review is an important part of reading and writing. This skill helps you to assess your ability in reading, how far you understand the text and how well you communicate to other people what you have read. In writing a review you do not only give command but also critique of the text. Moreover the review helps the writers to improve their work related to the critiques given.

Furthermore a review requires you to write a summary and critique. Thus you have to read the text in detail, understand its purpose, intended audience, and why it is structured the way it is. A review can be of an art work or event such as books, movie or film, drama or plays, concerts, exhibitions even ballets. This is done for people who want to know whether the work they are going to read or watch is meaningful. A critique itself means a writing produced by careful, thoughtful examination and judgment of a person's work or ideas (Cobuild.1990). Thus, you cannot simply write after reading or watching an art work by saying for instance; this work is good or bad. A review requires you to read the selected work in detail, question the

information in a work and give opinions about a work. Then present your critique. Thus a review is your description, critical analysis, and evaluation or critique on the quality, meaning, and significance of a work, it is not simply retelling the story.

This review can be put in a newspaper, magazine and at the back cover of the book. Therefore you need also to consider your audience, what age groups are you writing for? It may be for teenagers, youth, or common people. You are probably going to write for instance, a review for school magazine, universities magazine, newspaper even for a scientific journal. The way you write must be different depend on the audience. Moreover you need to know the generic structure of this genre, and the lexicogramamtical features.

This chapter focuses on how to write a review of literary works: short story, a poem and a film.

D. How to write a Review

There are some points to be considered before writing a review. Gerot and Wignell in their book *Making Sense of Functional Grammar* (1995) suggests that a review has a social function, certain generic structure and lexicogrammatical features. These three factors can not be ignored in writing a review. The social function of a review is to critique an art work or event for a public audience. This kind of writing has a certain generic structure that consists of four points:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event
- Interpretative Recount: summarises the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive

- Evaluation: provides an evaluation of the work and / or its performance or production; is usually recursive.
- Evaluation Summation: provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole; is optional.

The Orientation is typically provided by the reviewer while the interpretative Recounts and Evaluation can be provided by the reviewer and the source optionally, for examples the one who participate in the work and the performance of it. Then the Evaluation Summation is provided by the reviewer. Furthermore Writing Studio of Duke University (2012) has several points to be considered for writing a review. Summaries and critiques are two ways to write a review. Both types of writing require someone to read and understand first the primary source or original text. The summary should provide the reader with the briefly and accurately stating key point so that they can understand even they do not read the source. The critique begins by summarizing the text, then analyze and evaluate the work. Thus the review is written by the one who has already read and understood the work, then start by writing the summary. This is followed by analyzing and evaluating the work.

Significant Lexicogrammatical features that is commonly used in a review according to Gerot and Wignell are;

1. Focus on particular Participants
2. Direct expression of opinions through use of attitudinal lexis (value-laden vocabulary) including: Attitudinal Ephithets in nominal groups, qualitative Attributes and Affective Mental processes.
3. Use of elaborating and extending clauses and group complexes to package the information.

4. Use of metaphorical language.

It is important to note that the genre for reviewing books, concerts and theatre is the same. Changing the medium such as a mode or register does not change the genre.

Here is an example of Book review by Colleen Cook, in Sydney Alumni Magazine, October 2012. The title of the book *When Horse Became Saw: a family's journey through Autism*. by Anthony Macris. Penguin Books.

Book Review

Anthony Marcis (BA'91) is father of Alex, a severely autistic child. He also writes lyrical prose with style and sensitivity, generously engrossing us in his very personal world. The title indicates the moment when his bright little toddler began to regress into autism, propelling his family into a journey that would draw on all the love, resourcefulness and stamina they could master.

The need to learn about his son's world led Macris to investigate everything he could find out about autism. It wasn't very much. It also became clear that early intervention was the key, but that therapies were vague at best, and heavily reliant on parent involvement. The best one-on-one therapy was privately run and very expensive.

Anthony and his wife Kathy were faced with daily worries about income, balancing work and the emotional intensity of being their son's full time therapist, perhaps for rest of their lives.

Macris's descriptions of treasured moments, unconditional love, daily family struggles and triumphs, and the joy to be found in repetitious mundane daily tasks make this book about so

much more than a journey through autism. It is deeply moving. It invites us to wake to how we perceive our own worlds, and to appreciate each moment.

This is quite good review since it prompts the readers to know more about the book. It presents the summary, analysis and evaluation of the book. It consists of four paragraphs. The first paragraph deals with the explanation about who the writer of the book is, his background for writing, and his style in writing it. It even describes the relationship between the title and the content of the book.

In the second paragraph the reviewer gives audience an image how the life of family, especially as parents, facing the child with autism. The family try hard to solve the conflicts they face. This second paragraph is the summary, that can be drawn from the book itself.

The third paragraph is the evaluation about the hard life faced by the family. This does not only affect their physic, mental but also their economy since the therapy is very expencive and probably for the whole life of the son.

The last paragraphs is the opinion of the reviewer about the whole book, how the book is very valuable to read since it gives more than the audience expect. It helps people with some ways out or ideas if they get the same problem. Thus if the audience wants to know what Autistic child is, and how to handle life with the austitic child, they are sure that this is a book they should read and buy. Moreover the reviewer says that the book is not only about life with autism. This book makes us aware about the life we face as well as invites us to appreciate each moment we have.

This review seems to fulfill the criteria Gerot and Wignell suggest.

restatement of the author's main points. While Spears (2010) states that summary is writing a passage that condenses a writer's ideas by identifying only the main points and omitting the unimportant supporting details. Thus writing a summary is really short and consists of important parts only. It should not include the examples. It also helps you to remember information you read,

There are some steps to be considered before writing a good summary. Gilpin (2007) in her Book *Writing Summary and Critique* suggests that before writing the summary you have to prepare your first draft by following the steps:

- Try to describe the story with in your own words.
- Include all the key points, don't miss one of them
- Make sure that the readers who has not read the story able to understand your summary.
- Do not include personal opinions

It should be considered that writing a summary is not the same as a synthesis or a paraphrases. Spears (2010) distinguishes a synthesis from paraphrase. A synthesis is writing the author's message and relates it to your opinion or other sources to produce an alternate view of the original topic. While a paraphrase is a writing the author's ideas by using your own words. You rewrite the ideas in your own words without changing the meaning of the original. Try to maintain the flavor and level of formality of the original passage.

Everyone is familiar with a short story *Snow White and the seven dwarf*. **Let's see the following summary.**

Snow White and the Seven Dwarfs

Snow White is about a little princess whose mother died and her stepmother was jealous of her beauty. She ordered Snow White to be killed but the hunter hired to do it couldn't bring

himself to do it. He left her in the woods by herself thinking that the wild beasts would do what he couldn't. Snow White was found by 7 dwarfs that live in the woods, and they left her live with them. The evil queen discovered this and tried to kill her with a poisoned apple. However, the apple just made her sleep. Then a handsome prince came and kissed her. They rode away together and lived happily ever after.

(adapted from Bella Online's short story Editor 2012).

The summary should be brief, and include only the main important ideas from of the story. Thus people who do not read the original story, will get ideas from this summary. Even it is short but could cover the whole story.

Now your turn. Chose one of the short story or the novel below, then write a summary of it.

THE STORY OF AN HOUR	NECKLACE	LOTTERY
TAJ MAHAL	AYAT-AYAT CINTA	DA VINCI CODE

A short story review is a description, critical analysis, and evaluation on the quality, meaning, and significance of a story. Thus it is not retelling the story. It presents your evaluation or judgment of the story. It should focus on the element of the story; plot (conflict), characters, setting and a language. You also need to evaluate the writing style, and present evident to support the evaluation.

Here are a few tips to write a short story review. Make a note about the point you are going to expose.

- Mention the name of the author and the title of the story in the first paragraph.

- Use one paragraph for each point
- Make sure that the review also express your opinion and persuasion

(condensed from ELA lesson plan; nov 2009)

Short Story

***Eleven* by Sandra Cisneros (b.1954)**

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are – underneath the year that makes you eleven.

Like some ways do you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama'lap because you're scared, and that's the part of you that's five. and maybe one day when you're all grown up maybe you will need to cry like if you 're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling free.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they are ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

Only to day I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box, Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth.

"Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."

"Not mine," says everybody. "Not me."

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember. It's an ugly sweater with red plastic buttons and collar and sleeves all stretched out like you could use them for a jump rope. It's maybe a thousand years old and even if it belonged to me I wouldn't say so.

Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, ; "I think it belongs to Rachel" An ugly sweater like that, all raggedy and old, but Mrs Price believes her; Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

"That's not, I don't, you're not Not mine," I finally say in a little voice that was maybe me when I was four.

"Of course it's yours," Mrs Price says. "I remember you wearing it once," Because she's older and the teacher, she's right and I'm not.

Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two and math problem number four. I don't know why but all of a sudden I'm feeling sick inside, like the

part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven.

Mama is making a cake for me for tonight, and when papa comes home everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine.

In my head I'm thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs. Price says loud and in front of evrybody, "Now, Rachel, that's enough, because she sees I've shoved the red sweater to the tippy-tip corner of my desk and it's hanging all over the edge like a waterfall, but I don't care.

"Rachel," Mrs Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense."

"But it's not ----"

"Now!" Mrs. Price says.

This is when I wish I wasn't eleven, because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through

the other and stand there with my arms apart like if the sweater hurts me and it does, like itchy and full of germs that aren't even mine.

That's when everything I've been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I'm crying in front of everybody. I wish I was invisible but I'm not. I'm eleven and it's my birthday today and I'm crying like I'm three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can't stop the little animal noises from coming out of me, untill there aren't anymore tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

But the worst parts is right before the bell rings for luch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivarr, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs Price pretends like everything's okay.

Today I'm eleven. There's a cake mama's making for tonight, and when papa comes home ffrom work we'll eat it. There'll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it's too late.

I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny o in the sky, so tiny-tiny you have to close your eyes to see it.

A Review of the Short story:

***Eleven* by Sandra Cisneros (born 1954)**

Sandra Cisneros, as usual, is able to bring the story to life with her unique style. This time, Cisneros successfully illuminates the touched experience of 11-year-old girl, Rachel, on the day of her birthday in her Mexican-American school. Her style of language and the conflict emerged, generously engross the reader in the character's personal world, what it would be like to be an eleven years old being ignored. The title also shows the crucial event and point of the story.

The story starts by exposing the feeling of 11 years old girl, Rachel, on the day of her birthday. She is happy to imagine that her family will celebrate her birthday with the cake made by her mother. She thinks that being an eleven is not just happened accidentally but it comes gradually. Thus being an eleven means she gradually comes into adolescent where she can have a chance to articulate her opinion even to give argument. Unfortunately on her birthday she gets an insulted from her teacher, Mrs Price in the classroom. She is forced by the teacher to confess that the ugly old red sweater is hers based on Sylvia Saldivar's, one of her classmate, report. Mrs Price believes it without approval and does not give a chance to Rachel to explain that it is not hers. The worst part is Phyllis Lopez, her classmate, before lunch time confesses that the ugly sweater is hers. Ironically Mrs Price just pretends like everything's okay. She even does not say apologies to Rachel that makes her deeply disappointed.

This is a fascinating story with endearing characters that capture the readers heart and they can connect with. From the character's point of view the readers can understand how adults most of the time think they are in the right position, and never give a chance for a child to argue. Then when they know they are wrong, it is hard for them to confess even to say sorry.

Ironically this is done by a teacher at school on the day where she feels proud to be eleven in which she is growing up into adolescent and the most important is her voice is going to be heard.

The setting, the plot, the character, and the dialogue presented make this story much more than just a fiction. It is very touched. It really invites the readers as an adult to be wise, how to appreciate the world around and realize that every human being has a right, even they are still young. It provides us with many things to be thought, and implicitly force us to evaluate what we have done so far.

E. Exercises

Task 1 Look at the following Short Story, Read it and Write down a review.

Don't forget that you have to write summary and critique

The Woman's Rose

By Olive Schreiner (1855 – 1920)

I have an old, brown, carved box; the lid is broken and tied with a string. In it I keep little squares of paper, with her inside, and a little picture which hung over my brother's bed when we were children, and other things as small. I have in it a rose. Other women also have such boxes where they keep such trifles, but no one has my rose.

When my eyes are dim, and my heart grows faint, and my faith in woman flickers, and her present is an agony to me, and her future a despair, the scent of that dead rose, withered for twelve years, comes to me. I know there will be spring; as surely as the birds know it when they see above the snow two tiny, quivering green leaves. Spring cannot fail us.

There were other flowers in the box once: a bunch of white acacia flowers, gathered by the strong hand of a man, as we passed down a village street on a sultry afternoon, when it had rained, and the drops fell on us from the leaves of the acacia trees. The flowers were damp: they made mildew marks on the paper I fold them in. After many years I threw them away. There is nothing of them left in the box now, but a faint, strong smell of dried acacia, that recalls that sultry summer afternoon: but the rose is in the box still.

It is many years ago now; I was a girl of fifteen, and I went to visit in a small up-country town. It was young in those days, and two days' journey from the nearest village; the population consisted mainly of men. A few were married, and had their wives and children, but most were single. There was only one young girl there when I came. She was about seventeen, fair and rather fully-fleshed; she had large dreamy blue eyes, and wavy light hair; full, rather heavy lips, until she smiled: then her face broke into dimples, and all her white teeth shone. The hotel-keeper must have had a daughter, and the farmer in the outskirts had two, but never saw them. She was the only woman they had to think of. They talked of her on the "stop" at the market, at hotel; they watched for her at street corners; they hated the man she bowed to or walked with down the street. They brought flowers to the front door; they offered her their horses; they begged her to marry them when they dared. Partly, there was something noble and heroic in this devotion of men to the best woman they knew; partly there was something natural in it, that these men, shut off from the world, should pour at the feet of one woman the worship that otherwise would have been given to twenty: and partly there was something mean in their envy of one another. If she had raised her little finger, I suppose, she might have married any one out of twenty of them.

Then I came. I do not think prettier, I do not think I was so pretty as she was. I was certainly not as handsome. But I was vital, and I was new, and she was old – they all forsok her

and followed me. They worshipped me. It was to my door that the flowers came; it was I had twenty horses offered me when I could only ride one; it was for me they waited a street comers; it was what I said and did that they talked of. Partly I liked it. I had lived alone all my life: no one ever had told me I was beautiful an a woman. I believed them. I did not know it was simply fashion, which one man had set and the rest followed unreasoningly. I liked them to ask me to marry them, and to say , No. I despised them. The mother heart had not swelled in me yet; I did not know all men were my children, as the large woman knows when her heart is grown. I was too small to be tender. I liked my power. I was like a child with a new whip, which it goes about cracking everywhere, not caring against what I could not wind it up and put it away. Men were curious creatures, who liked me, I could never tell why. Only onthing took from my pleasure; I could not bear that they had deserted her for me. I like her great dreamy blue eyes, I liked her slow walk and drawl: when I saw her sitting among men, she seemed to me much too good to be among them; I would have given all their compliments if she would once have smiled at me as she smiled at them, with all her face breaking into line radiance with her dimples and flashing teeth. But I knew it never could be; I felt sure she hated me; that she wished, I was dead; that she wished I had never come to the village. She did not know, when we went out riding, and a man who had always ridden beside her came to ride beside me, that I sent him away; that once when a man thought to win my favour by ridiculing her slow drawl before me. I turned on him so fiercely that he never dared come before me again. I knew she knew that at the hotel men had made a bet as to which was the prettier, she or I, and had asked each man who came in, and that the one who had staked on me won. I hated them for it, but I would not let her see that I cared about what she felt towards me.

She and I never spoke to each other.

If we met in the village street we bowed and passed on ; when we shook hands we did so silently, and did not look each other. But I thought she felt my presence in a room just as I felt hers.

At last the time for my going came. I was to leave the next day. Someone I knew gave a party in my honour, to which all the village was invited. It was midwinter. There was nothing in the gardens but a few dahlias and chrysanthemums, and I suppose that for two hundred miles round there was not a rose to be bought for love or money. Only in the garden of a friend of mine, in a sunny corner between the oven and the brick wall, there was a rose tree growing which had on it one bud. It was white, and it had been promised to the fair-haired girl to wear at the party.

The evening came; when I arrived and went to the waiting –room, to take off my mantle. I found the girl there already. She was dressed in pure white, with her great white arms and shoulders showing, and her bright hair glittering in the candlelight, and the white rose fastened at her breast. She looked like a queen. I said ‘Good-evening’ and turned away quickly to the glass to arrange my old black scarf across my old black dress. Then I felt a hand touch my hair.

‘Stand still,’ she said;

I looked in the glass. She had taken the white rose from her breast, and was fastening in my hair.

‘How nice dark hair is; it sets off flowers so’ She stepped back and look at me. It looks much better there!’

I turn round

‘ you are so beautiful to me, I said,

‘y-e-s, ‘she said, with her slow Colonial drawl; ‘I’m so glad’.

We stood looking at each other.

Then they came in and swept us away to dance. All the evening we did not come near each other. Only once, as she passed, she smiled at me.

The next morning I left the town.

I never saw her again.

Years afterwards I heard she had married and gone to America; it may or may not be so – but the rose – the rose is in the box still!. When my faith in woman grows dim and it seems that for want of love and magnanimity she can play no part in any future heaven; then the scent of that small withered thing comes back – spring cannot fail us.

A Review of a Poem

A good review of a poem comes from good understanding about the poem itself. This is done by reading the work carefully and thoughtfully. You should know the point of a poem, how to support it and the tone. There are some guidelines should be considered before reviewing a poem.

- Read the poem several times and take a note for whatever you get from the poem
- Understand who the speaker is: human, animal, or thing. A man, woman, adult, teenager, a child. Determine who the speaker is will help you understand the work easily. Does the speaker refer to himself or others?
- Tone: how is the tone of the poem
- Context: what is the context of the poem?
- Diction ; does it have denotation or connotation meaning
- Keep in mind the meaning is not only one. A poem may have multiple meanings

(condensed from Undergraduate Writing Centre. Department of R&W. Univ
of Texas 2009)

Here is a review of a poem

There's Someone

By Benjamin Zephaniah

*It may not be the one you're with
They may not have much love to give,
It may not be the girl next door
Or that nice boy on the first floor,
It may not be the friend you thought
Who helps you out when you're distraught,
You may not know this one that well
But there's someone who loves you.*

*It may not be the one you kissed
It may not be the one you've missed,
You may think someone is your friend
But then you find that they pretend,
When you are down and you are out
When you're in tears, sad, and in doubt,
Life may feel like a living hell
But there's someone who loves you*

A Review

Benjamin Zephaniah is a well-known poet to his humanities concepts that always brings the reader to the real phenomena which emerges in a society close to life. With his style of language and structure of the poem, this work is very touching, thoughtful and encouraging. It shows us the most moments of behaviour and human nature that makes us feel as if we are living with it.

The speaker of the poem seems a person who is mature and have already lived in many condition of life, even the worst. He /she really understands what life is, and invites us to be aware that any help does not necessarily come from the people whom we know well, such as a family, relative, friend , a neighbour, but it may be from someone that we do not even know them at all. It really hurts and makes us desperate if we find out that who makes us distraught is someone who we love and trust, however the poem lets us to think deeply not easily give up and down in disappointed. The repetition of phrases uses in this poem ensure us to have a hope that is going to encourage us to stand up.

Here the poem invites us to be aware, not to come into depression if we get such situation, but stand up since we are not alone. The help will come from anywhere beyond our ability. Thus implicitly the speaker also reminds us to be wise, fair, and justice to face life. The tone of the poem is optimist, encouragement, and thoughtful.

The poem is really good to encourage us to see clearly the world around us, to perceive and appreciate anybody around us. It also teach us not to look down to anyone we even do not know them, not to share what we have to the one we only know. Thus the poem has already open our eyes and mind to think wisely before making decision and perception.

Now your turn! Read carefully the poem below then write a review

I

• *A Friend*

A friend is my umbrella in the rain

And the blood in my vein,

A medicine when my health is bad

Indeed a clown when I am sad

A friend is someone I trust the most

He/she'll come and save me from the ghost

"Coz when the rest of the world has walked out

He/She the one who will be about

He/she can change a frown into a smile

He will walk with me the entire while

No wonder my friend makes me feel so good

To do the same in –yes, I should!

Shivam Suri, Jakarta post 2010

II.

To Daffodils

BY ROBERT HERRICK (1591-1674)

Fair daffodils, we weep to see

You haste away so soon:

As yet the early –rising sun

Has not attained his noon

Stay, stay

Until the hasting day

Has run

But to the even-song:

And having prayed together, we

Will go with you along.

We have short time to stay, as you;

We have as short a spring,

As quick a growth to meet decay,

As you, or anything.

We die

As your hours do, and dry

Away

Like to the summer's rain

Or as the pearls of morning's dew,

Ne'er to be found again.

A Review of Film

Writing a review of a film can be enjoyable since it is a great way to express your opinion. The aim of writing a film review is to help readers to decide whether they want to watch, rent, even buy the film. The important point in writing a review is your note about a film you are

going to review after watching it. Thus after you decide what film you are going to review, you need to watch the film thoughtfully. After watching the film, take a note immediately so that you cannot miss some important points. Remember your note should remind you to the most interesting point in a film. Like a short story review, a film review also needs to expose and analyse the effectiveness of the film elements such as: the plot, characters, setting, theme, special effects, musical effects even cinematography that create the film (Peay 2011). Then decide who are going to be your audience. It is for special age group or for common people.

A film review should have a number of purpose:

- **To inform** : The review needs to tell people who is in the film, what it is by and where or when readers can see it.
- **To describe**; The review should describe the storyk characters and some of the action – without spoiling the plot or giving too much away!
- **To analyse**: A good review gives an opini on whether the film is good or not why.
- **To advice**: Finally, the review should tell the reader whether or not to go and see the film.

(condenses from BBC-GCSE website 2012)

Here are two the examples of a film review:

I.A film : *Rabbit – Proof Fence* (2002)

Directed by : Phillip Noyce

Produced by :

- Christine Olsen
- John Winter
- Phillip Noyce

Based on Novel *Rabbit – Proof Fence* by Doris Pilkington

A Review by David Stratton

After 15 years of making superior Hollywood fare, Phillip Noyce has returned to Australia with this bold and timely film about the stolen generations. It is an amazing, true story – and, when we see the real Molly and Daisy, now elderly women, at the end of the film, it is a truly magical moment. The children are wonderful, and Christopher Doyle's deliberately grainy cinematography vividly evokes the vastness of this formidable continent. Noyce's cameras duck and weave through desert, creeks, forest and skylines, capturing an empowering beauty that every location in the film becomes a part of.

The year is 1931, after 100 years of colonisation, Indigenous Australian have seen their nomadic lifestyle threatened by the spread of so-called civilisation. Governments faced with what they see as a problem with half – caste children (Australian children with white fathers and Aborigine mothers), establish a policy of removing such kids from their aboriginal mothers for their own good. Mr Neville, who is in charge of all the Aborigines in Western Australia, authorises the removal of three little girls, 14 –years-old Molly, her 8-year-old sister, Daisy, and her 10-year-old cousin Gracie, from their mothers in the community of Jigalong. The terrified children are transported 1200 miles to the Moore River Native Settlement, where they're treated like naughty girls at an English boarding school, forced to speak English and stripped of their traditional culture. The resourceful Molly seizes an opportunity to escape, taking her sister and cousin with her, and the children begin the long journey north, following the rabbit – proof fence, and pursue by an aboriginal tracker and white policeman.

The three young girls at the heart of the film contribute fine performances, rendering their characters as young innocents in a world of ignorance, searching for something as simple as the presence of a mother.

Rabbit – Proof Fence is a political film, probably more so than it is a personal film. It remains a well made and enjoyable picture. It is already more than obvious who we are supposed to support and who we are suppose to dislike. It is an important and beautifully made, saga which provides plenty of food for thought . Cinematographer Julie Julie keeps his eyes open for a good shot. The visual treats littered through *Rabbit Proof Fence* alone make the film pretty much worth the price of admission, and its crucial central performance capture and sustain our interest.

(adaptep from Luke Buckmaster. Filmcritic.com 2002)

II. A film : *Lost in Translation*

Directed by : Sofia Coppola

Produced by : Ross Katz and Sofia Coppola

A Review by Rachel Gordon (2003)

Sofia Coppola, the daughter of legendary director Francis Ford Coppola, after her well-received 1999 directing debut *The Virgin Suicides*, truly comes into her own with *Lost in Translation*, a thoughtful, touching, sad but somehow uplifting movie which gets to the heart of the American sense of all the lonely people not wanting for anything but still wanting something, unfulfilled and frustrated, desperate for some meaning that can't be named. Coppola's camera floats, rises, sinks, gets to the core of each scene, with angles and movements that do not seem deliberate but rather just flow to the right moment, perspective, every time. She also obviously knows what is needed to draw good performances out of her actors.

Lost in Translation, set in Japan, tells the story of a pair of out-of place Americans, Bob Harris (Bill Murray) and Charlotte (Scarlett Johansson) who find each other and make their week and their lives bearable, simply by being together. Bob Harris is a faded, aging movie star just beyond his peak years, still famous enough to be recognized but not to be asked to do any more movies. He is now in his 50's, still attractive and lives in Hollywood lifestyle, is doing commercials for a Japanese whiskey company to pay the bills, working with a director and production crew whose instructions he does not understand. Unfortunately his stay is extended to a week, though he was paid for his lodgings, he feels like a prisoner, suffering from insomnia, wishing to go home. He then settled into a weary sense of wistfulness regarding what his life is. While Charlotte (Johansson), a young woman in her 20's with a philosophy degree, who hoped this trip would help her with her conflicted feelings about religion, career, her place in the world and her 2-year-old marriage. Her husband is a publicity photographer who is really busy and left her alone in the beautiful, huge high-rise hotel, another prisoner in paradise.

Thus these are two people, both American foreigners, both wishing they didn't have to be here. Both lost not only in the city but in their lives, professions, understanding of purpose, and they see in each other what exists in their own souls. It starts with the smile in the elevator, a few words in the bar, but when they keep running into each other , they strike up a friendship. Love emerges between them obviously have no future since they know it must be broken in just a few days.

But more than simply the relationship between these two (who both give stunningly beautiful performances) the film shows us the most touching little moments of behavior, the most telling little bits of human nature, and somehow makes us feel as if we are living them ourselves.

(Adapted from filmcritic, com 2003)

Now Your turn to write a film review. Choose one of the film in the box. Discuss it in your group before writing a review.

TWILIGHT

TITANIC

HAPPY FEET

ONE OF HARRY PORTER'S FILM

SLUM DOG MILLIONAIRE

UP

LORD OF THE RING

CHARLY AND CHOCOLATE FACTORY

UNIT 5

UNDERSTANDING AND WRITING AN EXPOSITION

A. Objectives

After studying this unit, you are expected to:

1. Understand the generic structure of exposition
2. Understand the function of exposition
3. Be able to write an exposition
4. Be able to distinguish Analytical exposition from Hortatory Exposition
5. Be able to write Analytical Exposition
6. Be able to write Hortatory Exposition

B. Snapshot

You just come back from the holiday, going from one place to another. During the holiday you heard people talking about some current issues in various forums, had plenty of time to read news and, watch TV. Here are some of the issues.

Illegal logging

Illegal mining

Traffic Jam

Gang Fight

Twitter

Comparative Study

What do you think about those issues? Do you have any arguments on them?

For instance, have you ever thought the cause of illegal logging?

Take one of the issues above and convey your opinion about it to your friends.

C. The Concept of Exposition

Exposition is a kind of writing that is familiar to everyone. In our everyday conversations we often carry out a communication that involves an exposition text. When coincidentally you hear a 'hot' issue talks about it with your friends, you will probably state your opinion and give your reasons to convince your friend that your opinion is right. At school students are usually required to write an assignment for their teachers through which they have to argue and support their arguments. At work, people sometimes write to argue in order to persuade others. This is what people do in life, that is, what they have to write.

Exposition can be in an oral or written discourse. It is aimed at argue for or against something. Exposition belongs to expository class of genre. Standford (2012) states that expository is used to explain, describe, and give information or inform. In writing the writer has to keep thinking that he/she is giving information, as clearly as possible that they have to consider some words should be used. While Troyka and Thweatt (2009) mention the characteristic of the expository text. There are six points should be considered in writing it:

- Explain and discusses the ideas
- Presents information objectively
- Give examples
- Give definitions or characteristics
- Analyzes or questions ideas
- Shows both side of an issue

In an exposition is not is not just explaining, but arguing so that the readers can see the writer's stand on the issue. This writing also reflects that the writer has knowledge about what he/she is arguing about. Then the writer should use the information s/he knows to support the

arguments and choose appropriate language to convince the readers. The thesis statement occurs in the first paragraph. In the following part, the writer presents her/his arguments to support the thesis. In the conclusion, the writer then restates or/and gives a recommendation.

This is an example of Exposition.

TEENAGERS AND JOBS

“The pressure for teenagers to work is great, and it is not just because of the economic light in the world today. Much of it is peer pressure to have a little bit freedom and independence, and to have their own spending money. The concern we have is when the part time work becomes the primary focus.” These are the words of Roxanne Bradshaw, educator and officer of National Education Association. Many people argue that working can be valuable experience for the young. However, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.

Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast food-restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sport events are poorly attended by working students. Those teens who try to do it all- homework, extracurricular activities, and work- may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in

Pennsylvania who came down mononucleosis as a result of aiming good grades, playing on two school athletic teams, and working thirty hours a week.

Another drawback of too much work is that it may promote materialism and unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries- computers, video-game systems, clothing, even cars. These young people, some of whom earn \$400 or more a month, don't worry about spending wisely- they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.

Finally, teenagers who work a lot are more likely than other to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Stress is probably greater in our society today than it has been at any time in the past. Also, teens who have money are more likely to get involved with drugs.

Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the most healthy and rewarding.

(Taken from Oshima and Hogue 1998)

An Example of Analysis

Let's analyze the text above.

1. The Thesis

In the first paragraph the writer introduces the issue that he would like to argue in a couple of general statements. At the end of that paragraph the writer takes his position by stating in the sentence: *However, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.* Reading this statement, the readers should be able to foresee that the writer will present his arguments

2. The arguments

The writer has three arguments to support his thesis. The arguments strongly state the drawbacks of working for teenagers. Each argument is elaborated with evidence and data. Argument 1 shows how working affects extracurricular activities. To support this argument the writer provides evidence and an example of a case happening to a teenager who worked hard and studied. Argument 2 presents the second drawback. The argument is elaborated with explanation about how much work may promote materialism and unrealistic lifestyle. Finally, Argument 3 argues that work for teenagers can lead to drug addict and alcoholic. To convince the readers the writer gives a logical explanation how it can happen.

3. The Reiteration

The conclusion restates the thesis and gives an alternative solution to the problem.

D. Analytical and Hortatory Exposition

Exposition can be divided into two kinds: Analytical and Hortatory Exposition. Analytical Exposition is a writing that argues X is the case. This kind of writing is used to

persuade people to understand and accept that something is the case. For example, if the issue is 'smoking', you may want the readers to accept the case that 'smoking is not good for health'. While Hortatory Exposition argues that X should or should not be the case. It can be written in a form of a letter as long as the genre does not change (Gerot and Wignell 1994). This kind of text is often found in public debate or newspaper articles.

Analytical Exposition

There are some steps that should be considered when we are writing an Analytical Exposition. Like any other genre, Analytical has social function, generic structures and lexicogrammatical features. According to Gerot & Wignell (1994):

There are three points that should be considered in writing analytical exposition:

1. The social function of Analytical exposition is to persuade the readers or listener that something is the case.

2. Generic (Schematic) Structure:

- Thesis : position ;introduces topic and indicates writer's position

Preview; outlines the main arguments to be presented

- Arguments : - Point ; restate main argument outlined in preview

- Elaboration; develops and supports each point

Reiteration : restates writer's position

3. Significant lexicogrammatical features:

Focus on generic human and non human participants (*government, society, economy, man, they, school*)

Use simple present tense (*Verb 1; look, keep, conclude*)

Use of internal Conjunction to stage argument (*to be, has*)

Reasoning through Causal Conjunction or nominalization (*first, Similarly, finally, thus , for the reasons*)

Here is an example of Analytical Exposition

Why Vietnam

With a long harsh winter in your country, don't you like to get away from the snow and go to the beach? If you are interested in a holiday, here is a place to go. It is the best stretches of white sand beach in the whole of South Asia. There are many famous beaches in the world, but the beaches in this country are more awesome.

It is white hot sand, so white that you need to wear sunglasses to guard against the glare. It is so hot that your bare feet will jump. The temperature is always nineties, but the cool breeze from the sea will keep you comfortable.

If you love to surf, certainly you avoid the crowded beaches. This beach gets the best waves in the world for surfing; you will be amazed at how high the waves gets. Best of all, you will be the only person surfing since not many tourists know it, and the Vietnamese do not surf.

One more thing, it is cheap. You may stay in a small hotel, simple but clean, or in the home stay where you can enjoy traditional food served by local people. Thus you don't have much expenses. Is not it amazing?

Just imagine yourself, far from crowded, surf along the endless beach under the hot sun but with cool breeze from the sea, or just lay down on the beach as long as you like. You really find the paradise, thus why don't you come to Vietnam!

(adapted from students work in the book “*the process of composition*” 1990)

An Analysis of the text

The text above argues that Vietnam is an awesome beach. In the last sentence of the first paragraph, the writer states her opinion about that explicitly. To support her thesis, she proposes three arguments, the beauty of the beaches, the waves for surfing, and the cheap facilities available around the beaches. At the end, the writer persuades her readers in an interesting way to visit the beaches of Vietnam.

In terms of the language features, all sentences are in simple present tense. Descriptive words such as *awesome*, *white hot sand*, *cool breeze*, and *paradise* are employed to impress the readers with the image of the beaches. That way, the writer seeks to persuade the readers to come to Vietnam.

E. Exercises

Task 1 Analyze the following exposition

The generic structure	The text	The language features
	<p>The gloves are off</p> <p>Boxing is a sport of technique and style. Its participants at the highest level are superbly fit. It requires guile, strength and stunning reflexes. It is as old as mankind.</p> <p>Boxing teaches discipline and commitment, and it has created heroes who have given hope to generations of people trapped in poverty.</p> <p>In terms of personal risk, it probably ranks below show jumping, in which injury is</p>	

commonplace and death is not unknown, yet there are no popular campaigns to ban the dangerous horse sports of the rich and privileged.

However, when a boxer dies, the positive arguments for boxing crash to the canvas as quickly as a felled heavyweight. Death delivers a different perspective.

It reminds us with an urgency as starting as a jab to the chin that boxing's singular aim is to hurt. One man's mission is to knock down the other.

The goal is to land sufficient blows to an opponent's head and upper body to render him unconscious or cause him too much pain to continue. This aim is unique in sport.

Professional boxing is brutal and ruthless. To meet brain-damaged former boxers, with their dull eyes and slurred speech, is to suspect boxing's virtues are illusions.

The risk is too high, the price too much. There can be no case for nobility of pugilism when a man lingers on life-support apparatus

	<p>and others lead diminished lives because of battered brains.</p> <p>It is time for a safety review of boxing. It is time to consider helmets for all boxers and the provision of ringside medical staff. In the meantime, the community needs to make up its mind on boxing's future.</p>	
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Task 2

Now Read the text below. This is not finished yet. Complete this text by using your own ideas and arguments

Regardless of how you view food, you need it to live. You need the right kinds of food in the right amounts to have a healthy life. Your need for different kinds of food changes as you grow and mature. Everyone needs the three key nutrients that provide the body with energy and the necessary building blocks; carbohydrate, fat and protein.

Carbohydrate is very essential for energy.

The second nutrient you really need is fat.

Protein is the third important nutrient

.....

Thus, to keep healthy

.....

(adapted from English Teaching Forum 1998)

Task 3

1. Read the following statements

- a. Tough new laws should be introduced to deal with marauding dogs.
- b. Skateboarding is a positive way for young people to spend their time.
- c. Harry Potter books encourage children to behave like witches and black magicians.
- d. Young people are being brutalized by savage music.

In a group, discuss the questions below.

- ✓ Determine the contentions do you think can be developed into an argument?
- ✓ Select a contention that members of the group think they can justify with opinions and information, that is, evidence. If you wish, choose a different issue and think up a contention expressed like those above.
- ✓ Brainstorm a list of ideas for evidence to support the contention.
- ✓ Choose the strongest three or four pieces of evidence.
- ✓ Working together, compose a short exposition text expressing the argument for the selected contention.

(adapted from McGregor, 2001)

2. Read your text to another group and invite questions and comments.
3. Use the comments and ideas given by another group to sharpen and support your argument. Then, revise your text.

F. Hortatory Exposition

The social function of this kind of writing is to persuade the reader or listener that something should or should not be the case. Its generic structure is not really different from Analytical one, such as **Thesis**; announcement of issue of concern. This thesis statement should be put in the first paragraph, thus it can lead the arguments. **The Arguments**; the reasons for concern, leading to recommendation. Then comes to **Recommendation**: that is statement of what ought or ought not to happen.

The significant lexicogrammatical Features are:

- Focus on generic human and non human participants, except for speaker or writer referring to self
- Use of:

Mental Processes: to state what writer thinks or feels about issue e,g *realise, feel, appreciate*

Material Processes: to state what happens.

e.g is polluting, drive, travel, spend, should be treated

Relational Processes: to state what is or should be

e.g. does not seem to have been, is

use of simple present tense

(Gerot & Wignell 1994)

Let's see the following text

To preserve our present environment and to bring back species on the verge of extinction requires more commitment and money. Fortunately, conservationists are using the internet and television to educate and inform people about environment issues.

Several arguments encourage people and countries to adopt conservation methods and pass laws to protect the environment. One point is that plants and animal enhance our world and our environments. Shady trees, colourful butterflies, and singing birds are only a few species that add to the quality of our environments.

Second, plants and animals are useful to people. Many plants are medicinal. Some insects protect crops that implicitly can save the life of human being.

Third, our survival depends upon a healthy global ecosystem. Without clean air and water, people are more vulnerable to life –threatening diseases.

Whichever argument we use for conserving the environment, one fact is certain: the present rate of destruction cannot continue without the eventual collapse of ecosystems and human population. Species are as threatened as we are by population growth, pollution, and conflicts over the limited resources.

(By Melvia A, Hasman in English teaching Forum 2000)

Task 4 Discussion questions

1. What animals, plants, or fish are endangered in your country?
2. What caused each one to become endangered?

3. How can you or your community prevent species from becoming threatened?
4. What other arguments would influence you to adopt conservation methods?

(Stempleski, 2000)

Task 5 Arrange the scrambled paragraphs of an exposition below. Put the number in the first column in the order you choose.

No.	A Flag for all Australians
	<p>It is also an inaccurate representation of the population that now resides in Australia. We are indigenous, Anglo, Celtic, Asian, Latin, Arab, African Australians. We need a flag that symbolizes and celebrates the diversity of our backgrounds, a flag that speaks how we live together in a unique land and cooperate in the creation of a fair and secure society.</p>
	<p>The flag of any nation should be something that every citizen can look at with pride. Citizens should feel that the flag unifies the nation. There is no way our patchwork of a flag can do that. It just sends the wrong signals.</p>
	<p>As an independent nation, we need a flag that truly represents the reality of Australian society and symbolizes our-self governing status. It is time we demanded that our leaders develop a plan to design a new flag for Australia.</p>
	<p>The current flag tells a story of conquest and empire. A small nation faraway still controls the people who live in the vast, wide brown land we call home. Many Anglo Australians still England home, the home country. Some say they feel like they're home when they go there. Our politicians often scurry across to England to call in on the Queen. They go there more often than they visit our neighbours in the region.</p>
	<p>The Australian flag is an awkward piece of design- the southern cross, blue sky, and</p>

	<p>the Union Jack of Britain stuck in a corner. It says we belong to a country in the northern hemisphere, that we are still colonists rather than citizens of our own land. It tells other nations that we don't really speak for ourselves and we are uncertain of who we are.</p>
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G. Strategies to Write an Exposition

You have been provided with explanation, examples, and analysis of exposition. Now you should be able to produce your own exposition. Here are some strategies that you can use.

1. List some current issues of which people have different views
2. Choose one which you have sufficient background knowledge on.
3. Take your stand (position) and write your thesis.
4. Select some strong arguments to support your thesis and write in clear statements.
5. Collect evidence to support each argument. Remember, the stronger the evidence the more convincing your argument becomes.
6. Think/find a recommendation you can propose.
7. Write your first draft.
8. Read, revise, and edit.
9. Write

Task 6 Write an exposition text. Choose one of the topics below.

1. Nowadays there is a tendency to people to think that being is slim is identical to beautiful and attractive. So, many people, especially women, think that they should control themselves for whatever cost in order to stay slim. Do you agree with this opinion?

2. Computer games are believed to improve children's literacy and social skills. To what extent do you agree with this statement?
3. Success is not very much determined by the level of formal education one has, but other personal factors such as motivation, persistence, and discipline. What do you think about this? Do you agree?

UNIT 6

UNDERSTANDING DISCUSSION

A. Objectives

After studying this unit, you are expected to:

1. Be able to define a discussion genre
2. Explain the social function of a discussion
3. Explain the generic structure of a discussion
4. Explain the dominant language features of a discussion
5. Be able to analyze a discussion

B. Snapshot

reduce crimes		give shock therapy
decrease criminals	Death Penalty	against human right
	psychological effects	wrong conviction

Take notice the words in the box above. They are opinions about death penalty.

Can you classify them? Do you belong to one of the groups?

Can you think of some other controversial issues?

C. Definition

Discussion texts pervade our daily communication. They are used in formal and informal contexts such as in a seminar, conference, articles in newspaper, and in a dining table conversation. Discussion is a genre that has a purpose to discuss an issue from several points of view, at least two, in gaining a more complete understanding of it. Thus, a decision can be made and a solution can be devised. Usually the issue is controversial;

people have different views on the issue. In other words, in discussion text the speaker or the writer discusses and shows how an issue is viewed by different people to the listeners and readers. In this case, the speaker or the writer does not argue for his/her own opinion on the issue.

D. The Generic Structure

Discussion has the following the generic structure.

1. Statement of issue

The statement introduces the listeners/readers to the issue to be discussed. It may include a preview from which the issue will be looked at.

2. Arguments of differing views (for and against)

The arguments of supporting and contrastive points are presented. There can be two different choices of how to present the arguments. The first one is by presenting the supporting arguments and then the contrastive ones, or vice versa. The second one is presenting the supporting and/or the contrastive arguments of one point of view and then from another one. Each argument has to be supported with evidence/examples/explanation. It is usually called as elaboration of points.

3. Conclusion

A discussion ends with a summing up of the arguments which is also coupled with recommendation (s).

E. The Language Features of Discussion

1. Use of general participants

Butt et al (2000) state that “a participant can be person, a place, or an object (the notion of ‘thingness’)”. The participants can be specific or general. In a discussion

text, the participant is a general one and a thing (not a person) such as ‘homework’, ‘smoking’, and ‘facebook’.

2. Use of mental processes

Mental processes indicate a participant’s perception, inclination and cognition. The participant must be realized by a person and the phenomenon is realized by a nominal group or embedded clause that shows what is perceived, thought, and wanted. Among the processes are ‘know’, ‘think’, ‘like’, and ‘wonder’.

3. Use of relational processes

Relational processes relate a participant to its characteristics or description (Attributive process) or its identity (Identifying process). In relational attributive, the participant is known as Carrier that has the characteristics known as Attribute that is realized in an indefinite nominal group or nominal group with adjective as Head. Identifying processes have two functions, either to provide an identity or to provide a value. In the first category, the participant is an identifier or identified, and in the second one the participant is Token or Value.

4. Use of clause complex

A clause complex consists of one or more clauses. It is a language structure that consists of one clause working by itself, or a group of clauses that work together through some kind of logical relationship.

5. Use of modality

Modality is a device used by a speaker or a writer to show that he/she is definite about the messages; his/her position is between ‘yes’ and ‘no’. Butt et al (2000) state that “we use MODALITY to refer to all positioning by speakers about probability, usuality, typicality,

obviousness, obligation, and inclination. Three ways to do this are using Modal Finite (e.g. should, may, could, must), Mood Adjunct (e.g. usually, often, generally), and interpersonal grammatical metaphor (e.g. probably, definitely).

6. Use of additive, contrastive, and causal connectives

Some examples of these connectives are:

- In addition, besides, moreover, furthermore
- In contrast, however, nonetheless
- As a result, in effect, because of that

7. Use of simple present tense

Simple present tense is used because an issue being discussed is commonly a current one. People rarely discuss something that has been out of date or the one that most people have come to an agreement.

8. Use of reporting verbs

Reporting verbs are often used as the speaker/writer conveys what other people say/state. Some reporting verbs that are often used include 'state', 'say', 'claim', suggest, and 'contend'.

F. A Sample of Discussion

Next month, it will be three years since researchers at the Roslin Institute near Edinburgh presented Dolly the sheep to unsuspecting world. The news stunned both the public and biologists. Today, many countries are still debating how- and even whether- cloning technology that created Dolly should be applied to human.

Hairs on necks still bristle when human cloning is mentioned. It still up feeling that scientists are going too far in "Meddling with Nature" or that they are cheapening

human life. Many religious groups also harbour their specific objections because of cloning's dependence on human embryos.

Yet, there now seems less to worry about than first appeared. Only an extreme fringe wants to use cloning to make copies of people, and such uses such be banned where they are not ready. But many researchers see enormous potential in "therapeutic cloning"- the notion of growing tissue for patients that is genetically identical to their own. Neural cells could be made for people with Parkinson's disease, new muscles for those with ailing hearts, and later, perhaps even whole organs might be grown, all free from all tissue rejection.

In the face of such potential, why are governments and other regulators making such heavy weather of human cloning? Last year, the British government attracted widespread derision when it rejected the recommendations of its own advisers and set up yet another committee to examine cloning. And only now are the National Institutes of Health in the US coming to the end of a public discussion on draft guidelines for research into stem cells- the cells in the early embryos that can develop into any type of human tissue.

In Australia, state governments have introduced a variety of regulations to cover cloning, while a federal government committee is still considering all tissues. Similar inquiries are going on across Europe. What, then, is so controversial?

To make Dolly, the Roslin researchers removed the nucleus from an egg and fused what was left with an udder cell from a six year old ewe. Astonishingly, the proteins in the egg's cytoplasm stripped the udder cell of its genetic controls and returned

its DNA to an embryonic state. The resulting cell then began to divide like a normal embryo.

For therapeutic cloning, researchers want to fuse the denucleated egg with a patient's cell and let's grow for a few days. Then they would extract the stem cells and use them to grow the required kinds of tissue. This seems an important us for human cells. Already, early embryos- without even a semblance of a nervous system- are donated for certain areas of research. In Britain, those fields include infertility, contraception and the causes of miscarriage. Is research into making tissue for salvaging and saving lives any less worthy?

Thousands of surplus embryos produced for IVF are also destroyed every year. So objections to therapeutic cloning on the grounds that embryos should not be created and destroyed in the lab would apply just as much to these permitted practices.

Though these may be established procedures, they still strong motions. And, with the public already sensitive about other aspects of biotechnology, regulators are wary of pushing ahead too fast.

So the latest news from the Roslin is likely to be seized on with relief. Researchers there believe that therapeutic cloning could be done without destroying human eggs or embryos. They are trying to create stem cells directly by adding the nucleus of an adult cell to denucleated embryonic stem cells.

This would remove many of the ethical objections of cloning- though not all of them. Researchers would still need to use stem cells, derived from embryos. Such cells, however, are now growing in the lab, so few, if any, embryos would need to be destroyed to obtain more of them.

The Roslin researchers say that to begin with, they will still need to perform cloning using human eggs and embryos. But the prospect that therapeutic cloning could eventually be done without them may ease the pressure on those deciding how to regulate it.

Whether or not this new technique can be made to work, it is time to approve therapeutic cloning. If regulators do not decide soon, there is a strong chance that some researchers will head for countries where there are no rules governing cloning. This would be a shame. We need to make sure that therapeutic cloning develops in a safe and sensible way.

G. An Analysis

1. The text above discusses the merits and dangers of 'cloning' from several points of view. In the first paragraph the writer states the issue and signals the readers that he would look at the issue from different perspectives; he does not propose his thesis.
2. The arguments are from those who see the good reasons of cloning for health purposes. They are scientists. However, it is also stated that some people, governments in particular, are apprehensive with the introduction of cloning as it may destroy human eggs and embryos. Each argument is supported with data and explanation.
3. In the conclusion the writer urges the readers to make a decision soon in order to anticipate insensibility of the development of therapeutic cloning.
4. Viewed from the language features of the text, it can be seen that:
 - The tense is simple present
 - Frequent use of modality such as 'may', 'might', and 'could'.

- The use of mental processes
- The use relational processes
- The use of reporting verbs

H. Questions

1. Answer the questions below briefly!
 - a. What is the purpose of a discussion text?
 - b. Mention some contexts where discussion texts often exist.
 - c. Mention the generic structure of a discussion text.
 - d. Mention the dominant language features of a discussion text.
2. Read and compare the texts below in terms of their generic structure and the language use. How are similar and different?

Text 1:

The Problems of Metropolitan City

Metropolitan City is full of charm and scenic beauty, so visitors from around the world come to enjoy its famous theatres, museums, countless ethnic restaurant, and scenic wonders. Although Metropolitan City seems like a paradise, it has several serious problems, poor public transportation, congested streets, and expensive housing.

The first and most important problem is Metropolitan's inadequate public transportation system. Thousands of residents rely on the city's buses and streetcars to travel throughout this large city, but Metropolitan Transportation System's daily

schedules are totally unreliable. A bus or streetcar that should arrive at 7.45 A.M. may not arrive until eight o'clock or even later. Sometimes three buses or streetcars will arrive in bunches, one after another. Moreover, it is not unusual for a bus driver or a streetcar conductor to pass up groups of people anxiously waiting in the snow in freezing weather because he is behind schedule and wants to make up for lost time.

The second serious problem is the extremely congested condition of the city streets. There are simply too many cars everywhere. Besides the heavy traffic caused by city residents, many commuters drive on the freeways and bridges leading into the city from the suburbs. This added traffic causes even greater traffic jams. To clear up the congested streets, city officials want city residents to leave their cars at home and use public transportation. They have pleaded with out-of-towners to use the transit systems coming into this huge metropolis. However, their pleas have fallen on deaf ears because residents know that the city's public transportation is poor; moreover, suburbanites like the convenience of driving, which gives them the freedom to come and go as they please.

The final problem is the lack of reasonable housing in Metro City. This is a fascinating city that offers an exciting lifestyle for young, ambitious business and professional people. Also, immigrants are attracted to this city because it offers many unskilled job opportunities. All of these would-be residents need affordable rentals like apartments, flats, and single family houses. But, unfortunately, because of tremendous shortage of rental units and rents skyrocket, so people leave the city.

In conclusion, Metropolitan City must improve its public transit system, clear up the massive traffic jams caused by slow moving traffic in the downtown areas and keep rentals down to affordable levels. In other words, Metropolitan City must improve its image, or it will soon become just another mediocre city due to the lack of administrative responsibility to solve these unfortunate problems.

Text 2:

Computers are a great help to students in many areas of their studies. It is a way to prepare them for work, help them about the world in which they live, keep them in touch with new developments, ideas and information. Yet, some experts contend that computers are harming for education; computers hinder students' creativity and reduce their time to talk with teachers and friends. Each point of view has its reasons.

Computers help students to learn by providing new information through the use of the Internet. The availability of this information means that students can draw on a wide range of information when doing such tasks as research for projects and assignments. This information is often much easier to find on the Internet than searching through thick library reference books.

Using computers in school work also helps students to prepare for the world of work and future studies. They are very few workplaces in the world which do not use computers and technology as part of their daily operations. As well, students who cannot use computers will be seriously disadvantaged if they plan to go on to university studies.

Another way in which the use of computers benefits students in schools is by providing them with readers for their ideas and their writings. Many students are writing for readers in schools overseas. Many others communicate daily with their peers in schools. This experience helps students to improve their writing skills.

On the other hands, encouraging students to rely on computers too much means reducing their opportunity to talk with their teacher and friends in the class. The students need to develop their communication skills and build social relationship through interaction. These skills will not be achieved if the students spend most of their time staring at computer screen.

Using computers too much can also inhibit creativity. In fact students using computers tend to use other people's ideas rather than theirs. For example, when they want to write a text, they will find information in the Internet as their references. In writing, however, they will be influenced and limited by the references. Thus, their creativity will not grow well.

In conclusion, while computers are essential part of modern schoolwork and school studies, they are not some kind of magic solution to education. They also have some negative effects. It is teachers' tasks how to find strategies to protrude the benefits and decrease the flaws.

(adapted from McGregor, 2001)

3. Analyze the following text. Indicate its generic structure and examples of the language features.

The generic feature	Home Schooling	The dominant language features
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	<p>Home schooling <u>becomes</u> an attractive choice to parents this time. Schools <u>have</u> become increasingly unstable over the past couple of decades. Children <u>play</u> truant, violence is prevalent, children are bullied and the quality of education has decreased. That's why parents choose home schooling. However, there are pros and cons of home schooling.</p> <p>Children who are home schooled can avoid many problems. For examples, children can study without fearing other students or teachers. It means that they are under their parents' supervision. Home schooling allows children to study at their own ability and speed. If a child is weak at math, a home schooling teacher can more focus on that lesson or skill. Another advantage is that home schooling keeps children on learning.</p> <p>There are many students in school do not appreciate their teachers. By home schooling, students can value learning.</p>	<p>e.g. Simple present tense</p>
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	<p>However, home schooling also has disadvantages. First, home schooled children are usually less socialized. Traditional schools are places where students learn to interact with others and build social skills. On the other hand, home schooled children just interact with their teacher. They do not know working together or solving problem in a group. Second, sometimes home schooling has different educational plan. Therefore parents must choose the qualified person as the teacher, so that the children get the proper curriculum.</p> <p>There are many advantages and disadvantages of home schooling. Therefore parents must make sure the children ability and teachers' quality before they decide to make their children home schooled.</p> <p>Pic from http://www.homeschoolworldwide.com</p>	
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4. Compare a set of arguments below and decide which is stronger. Discuss your answer with your friends.

Argument A	Argument B
<p>Certain Bay Area, nurses, social workers, psychologists, and psychiatrists find that graphoanalysis provides a time-saving approach to understanding their clients and patients. In all these instances, graphoanalyst (handwriting analysts) and those who have been exposed to graphoanalytic assessment have found that this “soft science” is an accurate personality projection technique</p> <p>Practicing graphoanalysts know it works because they see the proof every day in their jobs.</p>	<p>In a university experiment, graphoanalysts (personality description based on handwriting) completed a graphoanalysis on 48 students. After the results were collected, each student was provided with two graphoanalysis reports. One was his own report, and one was randomly selected from the person of the other 47 students. Each student was then asked to select the report that best described his own personality. More than half the students selected the wrong report. The researchers concluded that graphoanalysis has questionable validity.</p>
<p>Taken from Browne and Keeley (1986)</p>	

I. Summary

Discussion is a genre that has a purpose to present an issue from some perspectives. In a discussion text, the speaker/writer does not argue for his/her own position, but conveys other people's points of view about an issue. Thus, the speaker/writer states the issue (named as statement of the issue), and supports it with some arguments of the points of view in focus. There are some language features that are dominantly used in a discussion text. Among them are the use of simple present tense, frequent use of Modality, and the use of complex clauses.

UNIT 7

WRITING A DISCUSSION TEXT

A. Objectives

You are expected to be able to:

1. write an introduction of a discussion text.
2. write statements of arguments appropriately and accurately.
3. write elaboration of points appropriately.
4. Paraphrase a writer's thoughts
5. Use the language, especially the dominant language features, of a discussion text appropriately and accurately.

B. Snapshot

Buying a second-hand car	Working and Studying	Home schooling
Online shoppingNational Examination.....		

Have you ever read or had read discussion on the issues stated above?

What do people think about them? How do they view them?

How do they convince their arguments?

C. Writing Strategies

In the previous unit, you have learned the nature of a discussion text. That knowledge should enable you to produce your own discussion. Here are some strategies you can adopt.

1. Select a current issue of which people have different perspectives.

The idea about a current issue may be derived from several sources such as from news and people's discussions around you. For instance, in Indonesia you may have heard

about the issue of National Examination for high school students. People from different parties have their different perspectives on the implementation of the National Examination. Information about the perspectives and reasons can be found in some in articles written in mass media and discussions among teachers, parents, or even educationists in formal and informal events.

2. Decide the audience

After deciding the issue that you want to write, you have to decide whom you write your discussion for. This decision will have effects on the content and the language choice. Take the case of the National Examination stated above. If the audiences are teachers, for example, the content may include the official statements and reasons made by the government behind the implementation and the maintenance of the examination. You may also include the detailed reasons why many teachers tend to be apprehensive with the examination. Dealing with the language choice, you can use technical terms in education and sentence patterns which are rather advanced.

3. Write an outline

Having an outline is very helpful. It gives you a clear direction in writing, not only in the content but also the organization. In the outline, you should include the main arguments of each perspective. You may choose to include the points of elaboration in a bit little. Yet, you should consider that the outline be flexible enough for some changes. Here is an example of an outline of a discussion on the National Examination.

Issue: People (i.e. teachers, parents, government) have different perspectives on the National Examination

Teachers:

Argument 1: pressure on schools and teachers

Argument 2: pressure on students

Argument 3: not fair for the subjects that are not tested

Argument 4: product than process become the focus

Parents:

Argument 1: pressure on children

Argument 2: pressure on parents

Argument 3: sometimes unfair

Government:

Argument 1: necessary to have a national standard

Argument 2: motivate schools to increase the quality

Argument 3: motivate students to study hard

Argument 4: motivate parents to facilitate children

Conclusion:

Improvement is needed

Such outline will remind the writer to what evidence needed to gather in order to support each argument. It may also make the writer think whether she will stick to the organization or will change it as the following one.

Issue: People (i.e. teachers, parents, government) have different perspectives on the National Examination

Arguments Pros:

- necessary to have a national standard

- motivate schools to increase the quality
- motivate students to study hard
- motivate parents to facilitate children

Argument Cons:

- pressure on schools and teachers
- pressure on students
- pressure on parents
- not fair for the subjects that are not tested
- product than process become the focus
- **Conclusion:**
- Improvement is needed

4. Search for references discussing the issue.

To support each argument you need to read related references. For the issue above, among the data and explanation you need to find out include:

- Logical explanation by the government how the National Examination improve the quality of education
- Explanation why the standard national is important
- Data indicating that the examination puts pressure on students
- Data or explanation indicating that it puts pressure on teachers

The data and the explanation given by a certain party may be written in forms of paraphrases or direct quotations.

5. List examples/evidence to elaborate each argument

After collecting the information, you should read it through and decide which is very important and less important, and which is very relevant and less relevant. The priority can be given based on the order of importance:

- Data from research
- Statements of authority
- Personal experiences

Here is an example of the first draft written by a student.

Children and Violence in Television Program

What impact does viewing violence on television have on children? This question has been debated vigorously over the years, by parents, educators and entertainers (actors, performers, and people who are involved in movie industry). Many people said that the proper usages of television are educative, informative, and entertaining, but without realizing, there are some proofs that will show why some television programs which have violence acts can give the bad influences for children.

The reason for allowing children to watch television, because it gives children the knowledge and news about what is happening all over the world. It is also a very important element in every houses because it enables them to be in line with the ever growing technological world and moreover enables the whole continent to share their emotions and resolve problems in unison. We know that television brings people of all races, colors, backgrounds together to share their joy, anguish, and success by simply touching a button. This also enables children to get an education in an educative program, which informative and entertaining.

On the other hands, some of the opponents who do not like television programs which have violence acts and give some influences for children might say that there has been overwhelming evidence that suggest viewing violent and aggressive behavior on television does indeed directly affect children. Children are great imitators. Imaginary play and modeling their favourite characters are commonplace among the young. Children can and readily imitate what they see. Learning violence is no exception. It can be imitated and learned in the same manner as how the alphabet was committed to memory. The only difference is when children watch negative behavior, it is that negativity that they learn.

Another reason to show why the TV program has violence acts can give the bad effect on children is because it will interfere their behavior. Researchers have found that children are more aggressive after watching violent TV shows. This is because children's mind is not yet that completely developed, that is why they are not fully capable of distinguished right from wrong. Most children just tend to believe and imitate everything they see, even on TV> especially when they see the celebrity they idolize the violent acts, children will most probably imitate him or her. Laboratory experiments back in 1963 by professor A. Bandura, D. Ross, and S.A. Ross have consistently shown that exposure to violence leads to increased heartbeat, blood pressure, and respiration rate, which motivates the child act violently and aggressively.

There are some good steps for parents who are genuinely concerned to preserve what their children are viewing, there are several options available to them. They can watch the same programs their children are, and decide if that show is appropriate for their kids. They can also utilize parental control features now found on almost every satellite or

cable company's remote control. In the new age of technology there are also specialized websites where parents can review specific movies, television shows and cartoons.

Parents generally write these reviews. Their intention is too make note of violent or controversial acts and may not be appropriate for children. With this information it allows a parent to make an informed decision when deciding what their children are allowed to view. They are also a great source of recommending appropriate shows for young audiences. Making use of these simple ideas and suggestions can help alleviate some concerns parents may have about the content their children are watching.

6. Write the first draft

Write the draft following the outline. Even so, you should remember that you should not too strict on the outline that you do not give a space for modification and creativity.

7. Read, revise , and edit

The next step is reading the draft. To help you understand what you need revise and edit the draft, position yourself as the readers. Use the following guideline to help you.

Components	Ok	To be added	To be deleted
Introduction - General statements - Statement of the issue			
Arguments			
Elaboration of points			
Conclusion			

A sample of comments on revision and edition of the text above can be seen in the following table.

Components	Ok	To be added	To be deleted	
Introduction - General statements - Statement of the issue				Turn the question into a statement
Arguments 1 Argument 2	V			Change the way it is stated
Elaboration of points	V			
Conclusion			Two sentences (details are not needed)	

8. Rewrite

Taken the results of the revision process into consideration, you then rewrite the text. The second draft may be the last. In spite of that, it is not impossible for you read the second draft and find things to be improved, and then you produce the third draft.

Example of a revised version of the text:

Children and Violence in Television Program

The impact of viewing violence on television have on children has been debated vigorously over the years, by parents, educators and entertainers (actors, performers, and people who are involved in movie industry). Many people contend that proper uses of television are educative, informative, and entertaining. Despite that, there are some data that show why some television programs which have violence acts can give bad influences for children.

Those who support for a position to allow children to watch television have a reason that television provides children with the knowledge and news about the world. It enables them to be in line with the ever growing technological world and moreover enables the whole continent to share their emotions and resolve problems in unison. We know that television brings people of all races, colors, backgrounds together to share their joy, anguish, and success by simply touching a button.

On the other hands, some of the opponents who do not like television programs which have violence acts and give some influences for children argue that there has been overwhelming evidence that suggests viewing violent and aggressive behavior on television directly affects children. Children are great imitators. Imaginary play and modeling their favourite characters are commonplace among the young. Children can and readily imitate what they see. Learning violence is no exception. It can be imitated and learned in the same manner as how the alphabet was committed to memory. The only difference is when children watch negative behavior it is that negativity that they learn.

Another reason to show why the TV program has violence acts can give the bad effect on children is because it will interfere their behavior. Researchers have found that

children are more aggressive after watching violent TV shows. This is because children's mind is not yet that completely developed, that is why they are not fully capable of distinguished right from wrong. Most children just tend to believe and imitate everything they see, even on TV especially when they see the celebrity they idolize the violent acts, children will most probably imitate him or her. Laboratory experiments back in 1963 by professor A. Badura, D. Ross, and S.A. Ross have consistently shown that exposure to violence leads to increased heartbeat, blood pressure, and respiration rate, which motivates the child act violently and aggressively.

There are some good steps for parents who are concerned with violence, but still see the positive sides of some programs. They can watch the same programs their children are, and decide if that show is appropriate for their kids. They can also utilize parental control features now found on almost every satellite or cable company's remote control. With this information it allows a parent to make an informed decision when deciding what their children are allowed to view. They are also a great source of recommending appropriate shows for young audiences. Making use of these simple ideas and suggestions can help alleviate some concerns parents may have about the content their children are watching.

D. Writing introduction and statement of issue

The introduction of a discussion text is generally similar to that of an exposition one. Commonly there are some general statements introducing the issue which provide a general picture that people have different opinions about the issue. Those statements should be able to make the readers interested in reading the rest of the text. The

introduction has to contain the statement of the issue. The statement is mainly intended to state that the text will discuss the issue, and if possible/necessary it also names the perspectives.

Example:

Many students have a part time job. They arrange their schedule as such that if they take morning classes they work in afternoon until night or if the work available has to be done in the morning, they take evening classes. While this practice has benefits on the students, some people argue that the negative effects outweigh the positive ones. Here, different perspectives about this issue will be discussed.

E. Writing elaboration of point

Each argument has to be supported with data/ examples/ explanation. This is called as elaboration of point. Data taken from a result of a study is usually more convincing than those taken from one's personal experience or observation. For that reason, it is essential to read results of research in the issue, so that you can show strong support given by the people holding the different perspectives you present. Logical explanation is another form of elaboration. The arguments can also be supported by logical explanation given by each party. For instance, those who propose the settlement of mass transport in Padang will give their logical explanation of how it can decrease traffic jam by giving a kind of calculation of the number of cars, motor cycles, and mini-buses that may be reduced. As the writer you have to be able to select the data and the explanation to be taken for your writing.

F. Writing a conclusion

Conclusion is important to bring the readers to a clear focus. It has to go together with the arguments. As you do not take a position like in exposition text, you provide a neutral conclusion; what you have to do is to urge the readers to consider the perspectives you have written and make their decision.

G. Using direct quotations and paraphrases

References are necessary to support an argument. They can be data taken from research or available documents such as students' scores, experts' opinions, or statements from authority. You can paraphrase or quote them directly.

1. Direct quotations

Quoting an expert/a writer's opinion as s/he states (without making any change in terms of the language expressions) means direct quoting. Such quotation is called as direct quotation. There are some reasons to employ direct quotations.

- a. They contain a number of technical terms whose synonyms are not available or do not carry the meaning as it is indicated by the writer.
- b. They are those stated by prominent experts in the field of the topic being discussed. So, quoting them directly is believed to convince the readers more strongly.
- c. They are statements of a very influential person (authority)
- d. They deal with statements in legal documents and holy books.

To indicate a direct quotation, you should write it between quotation marks (“...”) if it is inserted in your paragraph and consists of four lines or less. If it is more than four

lines, you have to separate it from your paragraph, indented, and written in a single space.

2. Paraphrases

To paraphrase means to say an idea in another way. Paraphrases are ideas taken from a writer/expert's that are stated in your own language expressions. Paraphrasing is a writing skill that also needs to be trained. You have to understand a writer's thought very well before you paraphrase, so that you do not misunderstand and are not wrong in paraphrasing it. Here are alternative strategies to paraphrase.

- a. Change some words with their synonyms
- b. Change some sentence patterns
- c. Change the sentence organization
- d. Use a combination strategies in points a, b, c

Here are examples of paraphrases. The original sources are taken from Bazerman (1985)

The original 1:

Writing a careful paraphrase- that is, putting the meaning of a text into new words- makes you pay close attention to the author's ideas and thereby improves your level of understanding.

Paraphrase:

When you write a paraphrase you improve your understanding of a text because paraphrasing requires you pay attention to the writer's ideas. That way, you can put the meaning of a text in your words as intended by the writer.

The original 2:

When advertisers or propagandists try to manipulate our opinions and actions, we may become suspicious about the truthfulness of their statements. Fortunately, only a small fraction of writing is deliberately manipulative. More often the writer's purposes are more honest, and the techniques used are not aimed at distorting our judgment.

Paraphrase:

We may be skeptical about the truthfulness of advertisers' or propagandists' writing as it often manipulates your opinions. Fortunately, many writers are actually more sincere with their purposes, and thus do not intend to distort our judgment.

The original 3:

The writing of authors who have a special interest in promoting a predetermined view often betrays a systematic pattern of bias. Advocacy writing- that is, writing to support one view and to attack its opposite, rather than to determine the truth of the matter- occurs frequently during political campaigns and in social-conflict situations when two groups clash over rights or power. The commitment to promote the cause at issue may outweigh the commitment to truth.

Paraphrase:

Advocacy writing is aimed to support or even promote a view and attack its opposite. It often discloses the truth of a matter and a systematic pattern of bias. Thus, the responsibility to promote is bigger than responsibility to show the truth. Such kind of writing is produced by authors who have special intension in promoting a view frequently occurring during political campaigns.

By using the three strategies proposed previously the writer has made some changes to convey the meaning of the three quotations.

H. Miscellaneous Exercises

1. Write arguments pros and cons (at least from two points of view) for the following issues.
 - a. Mass public transport
 - b. Homework
 - c. Cloning
2. The following paragraphs are introduction of discussion texts. Identify the ones you considered good and give your reasons for those that you consider not really good.
 - a. Capital punishment has been an issue of concern for many years. Some people argue that it has to be applied as it will give a lesson to criminals and a sense of fairness to the victims. Some others, however, think that capital punishment should not be applied because it brings about some negative effects toward the criminals and their families. These two points of view will be discussed here.

- b. Sending workforce to other countries causes dilemma. There have been many cases happening to some workers. Many people are really concerned with the workers. Because of that it may be a good idea to ban the practice of sending our workers to other countries.
 - c. Giving homework to students is aimed at enhancing students' understanding and skills. Students' answers can be taken as an indication of their understanding about what they have learned in the class. Some students, unfortunately, do not like homework. They feel under pressure and tired of homework. For that reason, some people believe that giving homework for students is not a good idea.
 - d. Home schooling is getting popular nowadays. In big cities there is a tendency for busy people to choose home schooling for themselves or their children. There are some advantages of home schooling as claimed by those who choose it. However, some others contend that home schooling is not really a good choice of education system since it has some negative effects on students' psychological and social development. These two different views on home schooling will be discussed.
3. The next discussion text has some problems. Please revise it.

Corporal Punishment continuity

In any person's life time, he or she must have done many mistakes. Especially in childhood, the time when one learns the most. When children made mistakes, their guardians would teach them with various ways. Sometimes, they will use violence like spanking, slapping, etc, to show the children that they are wrong. This act is called corporal punishment; the range is not only at home, but to school or any

education attempts. This has become a concern for the people who think that resorting violence to educate children is wrong. In the U.S.A., corporal has been forbidden by law since 1997. For those who don't believe in corporal punishment, that was a step forward. However, sometimes lesson don't get into children just by words; we need to show the degree of their mistake with violence. In the other word, corporal punishment must be continued for our own good.

When children don't get their lesson they will repeat it again, and raise the degree of their deed. If this is ignored, some day it will become a criminal act. In the U.S., between 1981, when corporal punishment was legal and in 1997, after the abolition of corporal punishment, there was a 67% increase in crime. This result of the abolition of corporal punishment proves that corporal punishment is necessary. Children don't always understand what their guardians said. Moreover, children fear violence, and by showing they are wrong with corporal punishment, they will fear to make the mistake again because of their fear of being punished. It can prevent children to become criminals.

For adults, if they do something that is forbidden by law, the court will take care of them. Most people fear court because it can cost them money or the time of their life. However, the children don't have any constitution that takes care of their misconducts. Corporal punishment fits to be a form of punishment for the children. Because of their fear of violence, they will fear corporal punishment. For example, in Sweden "enlightened" parenting seems to have produced increased violence later. "Swedish teen violence skyrocketed in the early 1990s, when children that had grown up entirely under the spanking ban first became teenagers," Fuller noted.

“Preadolescents and teenagers under fifteen started becoming even more violent toward their peers. By 1994, the number of youth criminal assaults had increased by six times the 1984 rate.” That happened because the children had nothing to fear of, and they act as they want as a result. Children must have something to fear of to keep them obeying the rules.

However, corporal punishment has a grave result; when the punishment is passed, children will develop grudges, affecting their personalities, and become a disordered person or at least become a bully. This is true; most of horrible murder cases involving mutilation, skinning, etc involve a person who often gets corporal punishment. When the children are hurt, they will hate the one who hurt them, and develop hate. And then they will remember that and the hate become grudge, and after that they will seek for revenge; they plan a plot to sate their grudge. If the grudge doesn't go away after a single deed, they will repeat it until they are satisfied, and before they know it, they were indulging their self in it.

Despite of the grudge, children don't get back at their guardians. Moreover, it is usual for children to be rebellious-even if sometimes they went overboard-, even so, when they grow up, they will thank their guardians who spanked them to prove that they were wrong. People who were locked up wished someone had been harder on them or gave them some more spankings. Some of these same prisoners have ended up forming closer relationships with their parents, mainly their mothers, because they now realize what their mothers were trying to prevent and feel sorry to have become such a burden. Moreover, in late 2009, American psychology professor Marjorie Gunnoe published a report that found that corporal punishment is good for kids-

although since she was going against the grain of popular psychology most journals would not publish it. Nonetheless, her research was not meant to serve as a green light for parents to spank their children, but rather a red light for those groups who want corporal punishment banned. In other words, by showing them that they did misconduct, they will eventually learn their lesson.

Though there are many people who don't believe in corporal violence, our society needs it. By passing corporal violence to children, we can show that they are wrong so that they will not repeat it again, because the more they are punished, the more likely they will know what they did is wrong. And someday, they will thank the people who hit them. Moreover, in countries where corporal punishment is forbidden, but when the children did misconduct, the parents would bore the blame. That is nonsense. Instead of banning corporal punishment, a county should form a school that manages children that are only able to be handled with corporal punishment. For example, the South Korea built a school where students are trained like a soldier; they are hit, stand in a snow rain, crawling on snow or mud, etc. The students were sent there because their parents couldn't do anything about them, and the schools will straight their way out. When they are out of there, they will become a better part of society. This proves that corporal punishment is effective. In conclusion, corporal punishment is needed for its ability to discipline children.

I. Time to Write

Write a discussion text on a topic of your interest. To produce good piece of discussion, use the following procedures.

1. Brainstorm current issues, and choose the one that you are interested in and have sufficient knowledge on.
2. Gather information about the issue from various sources.
3. Select the ideas and the quotations to be used to support the arguments.
4. Determine the main arguments of each perspective you want to include.
5. Write the first draft.
6. Read, revise, and edit the draft.
7. Rewrite

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