

RECOUNT, NARRATIVE, AND PROCEDURE

- **Standar Kompetensi** : 5. Memahami makna teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative, dan procedure* dalam konteks kehidupan sehari-sehari .
- **Kompetensi Dasar** : 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar, dan berterima kasih dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks: *recount, narrative, dan procedure*.
- **Alokasi Waktu** : 14 x 45 menit.
- **Materi Pembelajaran:**
 - Text tulis berbentuk *Recount*
 - Text tulis berbentuk *Narrative*
 - Text tulis berbentuk *Procedure*

1. RECOUNT

Social function: to retell events for the purpose of informing or entertaining
Generic structure

- Orientation : provides the setting and introduces participants (when, and where)
- Events : tell what happened in a chronological order
- Re-orientation : optional-closure of events

Recount texts tell a series of events and evaluate their significance in some way.

Language Features : - The use simple past tenses
S + V2 (we went for a trip to the zoo)

**Activity 1. Answer these following questions.**

1. Do you have any interesting experience to tell?
2. Can you recall it?
3. Will you tell your experience to your friend?

**Activity 2. Read and study the text structure of the recount text.****My Day**

Orientation

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off.

Events { Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Re-orientation { Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Taken from *Ready to Write*, 2003



Activity 3. Answer the following questions based on the text activity 2.

1. What happened to the writer yesterday?
2. Why did he wake up an hour late?
3. What did he do after having breakfast?
4. How far did the writer walk?
5. What does the writer hope?



Activity 4. Say it Right and find their synonym.

- | | |
|----------------------|-----------------------|
| 1. wanted /wɒntɪd/ | 6. burned /bɜːnd/ |
| 2. ran out /rʌn aʊt/ | 7. woke up /wɒk ʌp/ |
| 3. walked /wɔːkd/ | 8. hurry /hʌrɪ/ |
| 4. forgot /fə'gɒt/ | 9. terrible /'terəbl/ |
| 5. missed /mɪsd/ | 10. quickly /kwɪkli/ |

Grammar Spot

Simple Past Tense

- (+) S + V2
- (-) S + did not + V1
- (?) Did + S + V1

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- (+) I joined the Traditional Dance Competition in Jakarta last year.
- (-) I did not feel nervous anymore.

The adverbs that are usually used in the 'simple past tense' sentences are: Yesterday, last week, a week ago, ...ago, last...,etc



Activity 5. Fill in the blanks with correct verb forms. Look at the example.

am win take have join are

The Football Competition

When I 1) was in the Junior High School, I joined two clubs. They 2) _____ the Football Club and the Karate Club. I 3) _____ those clubs because I love sports, especially football and karate. I 4) _____ football on Sunday mornings and karate on Mondays at 4 p.m.

One day my football club joined a football competition. There were eight clubs joining the competition. At first, our club 5) _____ the match. Then, we had to defeat one club to get to the final. Remarkably, we won again. After those two matches, we 6) _____ lunch in the cafeteria nearby. We were so impatient to play in the last game. It was the hard one because our opponent was very tough. Finally, we won the game with a nice score of 3 – 2. We were very happy and proud.



Activity 6. Ask your classmate is sitting next to you and say what you did last weekend. Look at the following example.

For example:

1. You : What did you do on your last weekend?
Your friend : It was alright. I didn't do anything special.
2. You : Did you have a good weekend?
Your friend : Yes. It was great. I had a lovely time. I went to theatre and I watched a great movie.



Activity 7. Study and pronounce the following words. Then, read the text on Torajan funeral and answer the questions.

- balcony (*kb*) : balkon
coffin (*kb*) : peti mati
corpse (*kb*) : jenazah
elaborate (*ks*) : rumit
kin (*kb*) : sanak; famili
slaughter (*kkt*) : menyembelih

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kind in the ceremony. Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in circular row around an open field called *tongkonan*. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called *lakian*. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the *lakian*. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountainside family graveyard. Great shouting and excitement followed it from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

Adapted from: <http://www.worldisround.com>

Questions:

1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

Notes:

In a recount text, you find words and phrases used to start, connect a sentence with the next one, and end your composition. Those words and phrases are: First, Then, After that, Final.



Let's Make a Summary

A recount text is a text that tells about a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a re-orientation that "rounds off" the sequence of events. In the text, you will find words and phrases used to start, connect a sentence with the next one, and end your composition.

2. NARRATIVE

Social function: to amuse, entertain and to deal with actual or vicarious experience in different ways.

Generic Structure :

- Orientation : sets the scene and introduces the participants (introduces the main characters in a setting of time and place).
- Complication: a crisis/ problems arises.
- Resolution : the crisis is resolved, for better or for worse.

Language Features : - use of noun phrases (a beautiful princess, huge temple)
- use of Simple Past Tenses (He walked away from the village)
- use of nouns and pronouns to identify people or things involved;
- use of conjunction and time connectives to sequence the events;
- use of adverbs and adverbial phrases to indicate place and time;
- use of adjectives to describe nouns.



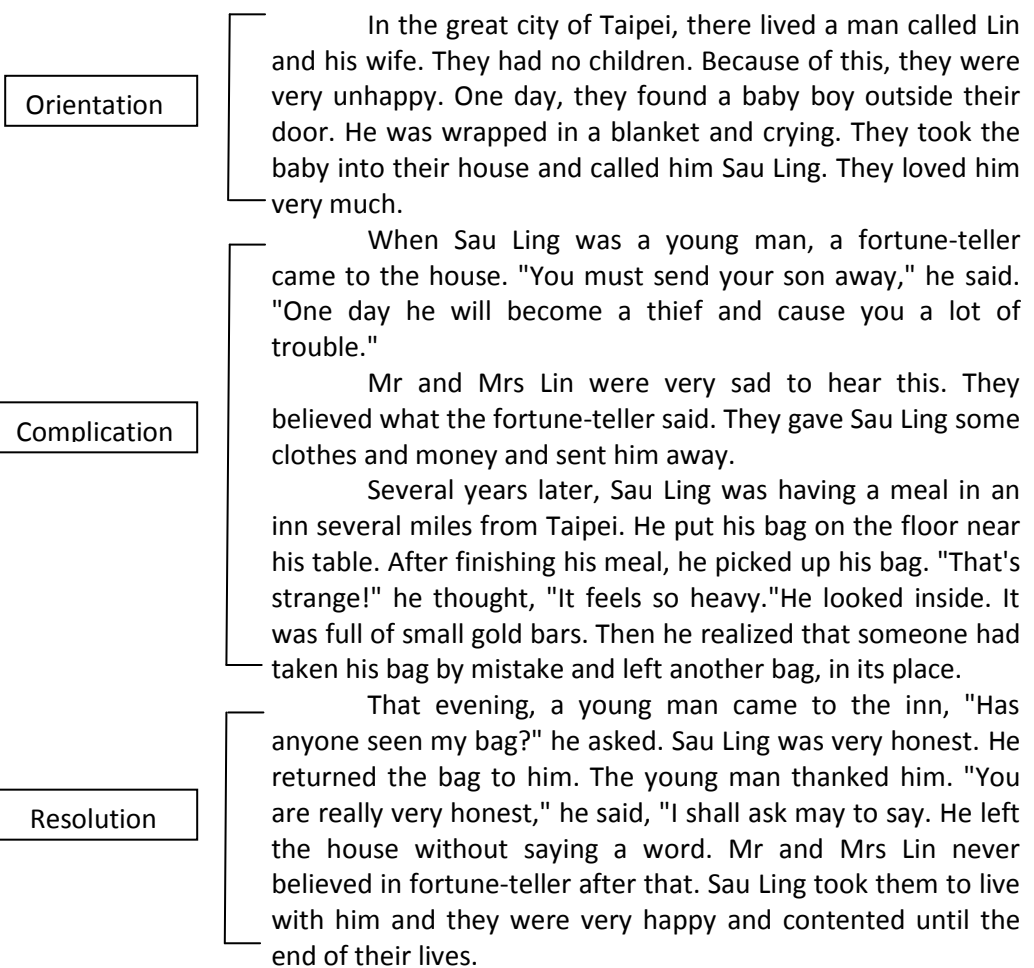
Activity 1. Answer these following questions.

1. Have you ever written a story?
2. What do you do first when you write a story?
3. Have you ever written a fairy tale?
4. Are there any differences between writing fairy tales and ordinary short stories?



Activity 2. Read and study the text structure of the narrative text.

The Fortune Teller



Taken from Favorite Stories from Taiwan, 2000



Activity 3. Punctuate and capitalize the following story.

one day a monkey wanted to cross a river he saw a crocodile in the river so he asked the crocodile told the monkey to jump onto its back then the crocodile swam down the river

now the crocodile was very hungry so when it was in the middle of the river it stopped and said to the monkey monkey my father is very sick he must eat the heart of a monkey the he will be strong again

the monkey thought for a while then he told the crocodile to swim back to the river bank
what for asked the crocodile because i didn't bring my heart with me said the monkey I left it under the tree near some coconuts
so the crocodile turned around and swam back to the bank of the river as soon as they reached the river bank the monkey jumped off the crocodiles back and climbed up to the top of a tree

where is your heart asked the crocodile
you are foolish the monkey said to the crocodile now i am free and you have nothing
the monkey told the crocodile not to try to trick him again the crocodile swam away hungry

Taken from www.aesopfables.com



Activity 4. Answer the following questions based on the text in Activity 3

1. How many characters are there in the story? Mention them.
2. Where did the story probably take place?
3. What the monkey wanted in the river?
4. What the crocodile said when it was in the middle of the river?
5. Did the crocodile succeed in getting heart of a monkey?
6. What do you call a story that talks about animals which can speak?
7. What is the message of the story?



Activity 5. Read another narrative story .

The Fox and the Crow

A crow, perched in a tree with a piece of cheese in his beak, attracted the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what happened to this particular crow in this particular case.

"They say you are sly and they say you are crazy," said the crow, having carefully removed the cheese from his beak with the claws of one foot, "but you must be nearsighted as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique." "I am sure you are," said the fox, who was

neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go." "Tarry awhile," said the crow quickly, "and share my lunch with me." Whereupon he tossed the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometricians, and scholar, as the shortest distance between two points. Any two points," he concluded arrogantly. "Oh, every two points, I am sure," said the fox. "And thank you for the lion's share of what I know you could not spare." And with this he trotted away into the woods, his appetite appeased, leaving the hungry crow perched forlornly in the tree.

Taken from www.aesopfables.com

MODUL BAHASA INGGRIS KELAS X SMAN 1 BONE-BONE



Activity 6. Answer the following questions based on the text in Activity 5

1. How many characters are there in the story?
2. Where did the story probably take place?
3. Why did the fox praise the voice of the crow?
4. Had the crow known the fox's plan of praising him?
5. Did the fox give up trying to persuade the crow to share his lunch?
6. What did the fox do in order that the crow shared his lunch?
7. Did the fox succeed in getting what he wanted?
8. What is the moral of the story?



Let's Make a Summary

Every text has its own structure. The structure of narrative text consists of three parts: complication, and resolution. Orientation describes scene and introduces the participants of the story. Complication begins when there is a problem in resolution. The structure of narrative text occurs in the text variously. A text may have only one complication and resolution but another text may have more than complication and resolution.

3. PROCEDURE

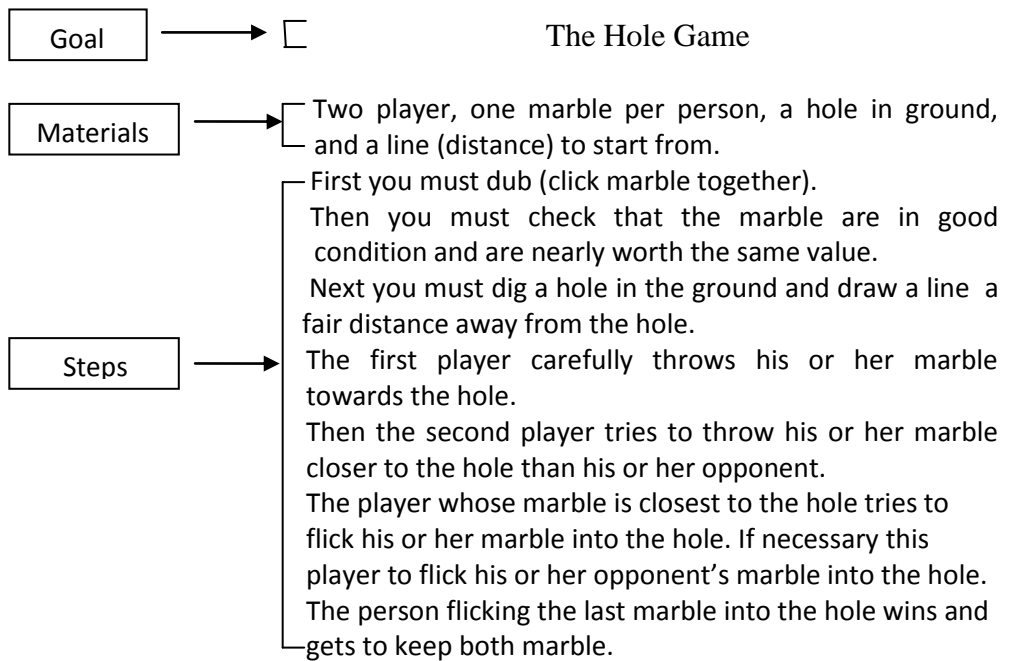
Social function: to describe how something is accomplished through a sequence of actions or steps.


Generic Structure :

- Goal (the final purpose of doing the instruction)
- Materials (not required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)


Language Features : - the use of commands (cut, add, pour, don't mix)
 the use of action verbs (wash, boil, turn, put)
 the use of connectives (first, then, finally,...)
 the use of adverbials phrases (for five minutes, two centimeters from the top).

 **Activity 1. Read and study the text structure of the procedure text.**



 **Activity 2. Answer the following questions based on the text in Activity 1**

1. What does the text tell us about ?
2. How many players are involved in the game?
3. What important thing is used in the game?
4. How many steps are there in the instruction?
5. How can a player win the game?

 **Activity 3. Now read another text and identify the structure of the text.**

Bregedel Tempe (Tempe Fritters)

- | | |
|----------------------------------|---------------------------------|
| • 150 g tempe | • 3 small chilies |
| • 2 tablespoons fried shallots | • 2 red shallots |
| • 3 kaffir lime leaves | • 2 cloves garlic |
| • 1 tablespoon flour | • 1/2 teaspoon chopped galangal |
| • 1 egg | • 1 candle nut |
| • 1 cup vegetable oil for frying | • 1/2 teaspoon coriander seeds |
| Spice paste: | • 1/2 teaspoon salt |
| • 3 large chilies, seeds removed | • 1/4 teaspoon shrimp paste |

1. Mash the tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs.
2. Grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste.
3. Put the mashed tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg.
4. Shape the tempe into fritters the size of a golf ball and flatten a little with a fork.
5. Heat the vegetable oil in a wok over a medium flame.
When the oil is hot, drop the fritters into the oil, five or six at a time.
6. Fry until golden brown on both sides, drain on absorbent paper and serve hot with rice.

Taken from *The Jakarta Post*, May 2, 2004

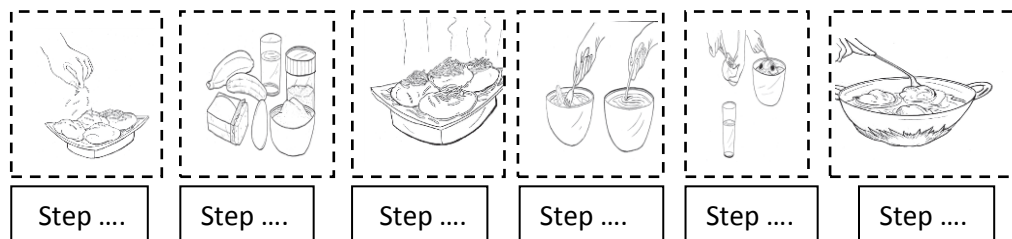


Activity 4. Pronounce the following words and find their meaning. Pay attention to your pronunciation.

- | | |
|----------------|---------------|
| 1. instruction | 9. grease |
| 2. procedure | 10. knuckle |
| 3. recipe | 11. mix |
| 4. ingredients | 12. blend |
| 5. knead | 13. oven |
| 6. roll out | 14. fold |
| 7. sprinkle | 15. margarine |
| 8. press | |



Activity 5. Rearrange this jumbled picture and Number the pictures according to the steps. Some pictures are already numbered. First, study the words in the box.



1. First, prepare all the ingredients.
2. Next, slightly beat eggs and mix with flour and half cup of water.
3. Then, mash bananas with fork and mix thoroughly with flour and egg mixture.
4. After that, deep-fry bananas and flour mixture in hot oil until golden brown.
5. Finally, drain on absorbent paper and dust with cheese.
6. The Fried Bananas with Cheese are ready to serve.



Activity 6. Say it Right

absorbent /əb'zɔ:bənt/ (ks) : menyerap

cheese /tʃi:z/ (kb) : keju

drain /dreɪn/ (kkt) : meniriskan

flour /'flaʊə/ (kb) : tepung

fry /fraɪ/ (kkt) : menggoreng

mash /mæʃ/ (kkt) : melenyehkan

mix /mɪks/ (kkt) : mencampur

recipe /'resipi/ (kb) : resep



Let's Make a Summary

The structure of procedure texts generally consists of three parts, namely goal, materials needed and methods or steps. This structure is appropriately applied in a recipe. In a how-to-text, the materials needed part sometimes is not applicable.

