

SUMBER BELAJAR PENUNJANG PLPG 2016

BAHASA INGGRIS

CHAPTER 9: DISCUSSION



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**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN**

2016

CHAPTER 9

DISCUSSION

9.1 Gambaran Umum Teks Tertulis Fungsional Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view. It presents **pro and contra** opinion on certain issue. The purpose of a discussion text is to present arguments and information from differing viewpoints. Discussion texts are usually written in the present tense. Discussion is a process to find the meet point between two different ideas. It is important to get the understanding between the two differences. In many social activities, discussion is the effective way to calm down any friction and difference in thought, perception and recommendation.

This example of discussion text present the two poles, between the advantage and disadvantage of using nuclear plant to fulfill the energy needed. It is a case which needs to be talked and discussed from two points.

Points to check

- Have you been fair to both sides?
- Have you supported your views with reasons and evidence?
- In your conclusion, have you given a reason for what you have decided?

. Generic Structure

- **Issue:** contains of statement and preview about something.

- **Arguments for/Supporting arguments:** after stating the issue, it is necessary to present the argument to support that one point is agreeing.
- **Arguments against:** beside the supporting argument, discussion text needs the arguments which disagree to the stated issue.
- **Recommendation/conclusion:** It is used to tell how to solve issue by concerning the arguments for and against

Language Features

Introducing category or generic participant.

- Relating verb/to be: is, am, are, etc.
- Using thinking verb: feel, hope, believe, etc.
- Using additive, contrastive, and causal connection: similarly, on the hand, however, etc.
- Using modalities: must, should, could, may, etc.
- Using adverbial of manner: deliberately, hopefully, etc.
- Conjunction/transition: although, even, if, etc

Example of Discussion Text

Now read this example of discussion text!

The Advantages and the Disadvantages of Nuclear Energy

Issue:

Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate of whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environment.

Argument 'pro':

Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. In their

opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainable when produced in a safe way.

Argument "contra":

However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in a reactor, for example, usually results in the contamination of the surrounding soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperiled people and the environment severely.

Conclusion:

It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy? Is there any alternative energy to overcome the crisis of energy?

Reference

<http://buanafandi.blogspot.co.id/2015/03/contoh-discussion-text-serta-contoh.html>

9.2 Informasi Rinci Tersurat Teks Tertulis Fungsional Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

KD: Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

Reference

<http://testofenglishforsma.blogspot.co.id/2010/10/reading-comprehension.html>

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9.3 Informasi Tertentu Teks Tertulis Fungsional Berbentuk Discussion

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Reference

<http://miftahalfi.blogspot.co.id/2013/04/kumpulan-soal-ujian-nasional-sma-per.html>

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9.4 Informasi Tersirat Teks Tertulis Fungsional Berbentuk Discussion

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Why would we ever need to imply a main idea when it's so easy to say it outright? People use implied main ideas for all sorts of reasons - from disguising their real intentions, to keeping us on our toes. In fact, you've probably even used an implied main idea or two in the form of what we might call 'dropping hints.' Take for example this seemingly rambling account from a theoretical 13-year-old.

Did you know snowboarding started from surfing? They even have snowboarding in the Olympics now! I wonder how long it takes to build a snowboard? I saw one the other day, though, down at the mall...

Although it might look like these sentences are only thinly connected, their implied main idea actually keeps them all tightly linked. And here's how we can tell...

Read the passage entirely first. All the details might not make sense immediately, but you should start to see patterns. For instance, the young teenager appears to be jumping from one idea to the next; but if we look closely, we can see that snowboards feature prominently throughout the passage.

Examine individual details to see how they relate to the common thread. The first sentence relates snowboarding to surfing (maybe the parents are surfers?); the second hypes its place in the Olympic Games; while the third and last imply the difficulties of building a board, and the efficiency of finding one at the mall.

Put the details together to find out what the main idea is. We can look at the details together to see that the implied main idea of this teenager's hint-dropping is that he or she wants a snowboard: each detail attempts to add some sort of value to the sport so that the parents will finally be convinced to buy the snowboard at the mall. Re-reading the passage or summarizing it can also be helpful at this stage in the process.

Reference

<http://www.ndrangsan.com/2016/01/Ringkasan-Materi-Dan-Ccontoh-Soal-Bahasa-Inggris-Persiapan-UN-SMA.html>

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9.5 Koherensi dan Kohesif Teks Discussion Teks Tertulis Berbentuk Discussion

KI: Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.

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Coherence

Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, coherence refers to the “rhetorical” aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. The **cohesion** of writing focuses on the “grammatical” aspects of writing.

One of the practical tools that can help improve the coherence of your writing is to use a **concept map**. The concept map is also known as “**reverse outline**” since you make an outline of your paper after you have finished the main ideas of your paper. Write down the main idea of each paragraph—which is called a topic sentence—on a blank piece of paper. Check to see if the **topic sentences** are connected to the thesis statement of your paper or if you have strayed from your main argument. As you repeat this process, it will help you become more aware of how to develop your argument coherently and how to organize your ideas effectively. Here is a concept map template you can use.

Cohesion is also a very important aspect of academic writing, because it immediately affects the tone of your writing. Although some instructors may say that you will not lose points because of grammatical errors in your paper, you may lose points if the tone of your writing is sloppy or too casual (a diary-type of writing or choppy sentences will make the tone of your writing too casual for academic writing). But cohesive writing does not mean just “grammatically correct” sentences; cohesive writing refers to the connection of your ideas both at the sentence level and at the paragraph level.

Here are some **examples** that illustrate the importance of connecting your ideas more effectively in writing.

The hotel is famous. It is one of the most well-known hotels in the country. The latest international dancing competition was held at the hotel. The hotel spent a lot of money to advertise the event because the hotel wanted to gain international reputation. But not many people attended the event. *(The connection of ideas is not very good.)*

The hotel, which is one of the most well-known hotels in this region, wanted to promote its image around the world by hosting the latest international dancing competition. Although the event was widely advertised, not many people participated in the competition. *(The connection of ideas is better than in the first example.)*

The latest international dancing competition was held at the hotel, which is one of the most well-known hotels in this region. The hotel spent a lot of money on advertising the event since it wanted to enhance its international reputation; however, it failed to attract many people. *(The connection of ideas is better than in the first example.)*

Created by Young-Kyung Min, PhD ykmin@uwb.edu

Cohesion and coherence aren't too difficult to explain. Cohesion refers to connectivity in a text. Coherence refers to how easy it is to understand the writing.

Cohesion and Coherence

*"My favourite colour is **blue**. I like **it** because **it** is calming and **it** relaxes me. I often go outside in the summer and lie on the grass and look into the **clear sky** when I am **stressed**. For **this reason**, I'd have to say my favourite colour is blue."*

This sentence is both coherent and cohesive, but let's focus on the cohesion first. I've highlighted the ways that each sentence is connected to the sentence before.

Cohesion with NO Coherence

Now, here is a sentence that has cohesion but no coherence.

*"My favourite colour is **blue**. **Blue** sports cars go **very fast**. Driving **in this way** is dangerous and can cause many **car crashes**. I had a **car accident** once and **broke my leg**. I was very sad because I had to miss a holiday in Europe because of **the injury**."*

As you can see, there is plenty of cohesion here. The sentences connect clearly together but if you read the paragraph, it really makes no sense - I start talking about blue and I finish talking about a holiday in Europe. There is no coherence in this sentence.

Coherence with NO Cohesion

Now, let's take a look at a sentence that is coherent but not cohesive.

"My favourite colour is blue. I'm calm and relaxed. In the summer I lie on the grass and look up."

References

Foresman, S. *Literature and Integrated Studies. Grade 11. Reading, Writing & Grammar Skill Book Student Edition*. Illinois: Scott Foresman Company

<http://www.bothell.washington.edu/wacc/for-students/eslhandbook/coherence>

<http://gordonscruton.blogspot.co.id/2011/08/what-is-cohesion-coherence-cambridge.html>

<http://freeenglishcourse.info/example-of-discussion-text-school-uniform/>