

# English Literation - Concepts, Text Types, and Core Comprehension Skills

## CHAPTER I: INTRODUCTION TO ENGLISH LITERACY IN UTBK

### A. What is English Literacy in the UTBK Context?

- English Literacy in the context of UTBK (Ujian Tulis Berbasis Komputer) refers to the ability to understand, use, evaluate, reflect on, and engage with a wide range of written English texts. The goal is to enable individuals to achieve their personal objectives, develop their knowledge and potential, and participate effectively in society, particularly in an academic setting.
- The UTBK English Literacy test assesses not just literal reading ability, but more importantly, critical reading, analytical thinking, and problem-solving skills based on the information and ideas presented in English texts. It measures how well test-takers can comprehend, interpret, and analyze written materials.

### B. The Importance of English Literacy for Academic Success

- Proficiency in English literacy is crucial for success in higher education. Most academic resources, research papers, journals, and textbooks are available in English.
- Strong English literacy skills allow students to access a broader range of information, understand complex academic arguments, engage in scholarly discussions, and effectively communicate their own ideas in an increasingly globalized academic environment. Beyond UTBK, these skills are foundational for lifelong learning and professional development.

## CHAPTER II: COMMON TEXT TYPES IN UTBK ENGLISH LITERACY

This section explores various types of texts commonly encountered in the UTBK English Literacy section. Understanding their characteristics and typical structures is key to effective comprehension.

### A. Informative Texts (Expository)

- **Characteristics:** These texts aim to provide information, explain a topic, or educate the reader in an objective manner. They present facts, definitions, explanations, and descriptions. Examples include excerpts from textbooks, encyclopedias, scientific articles, news reports, and factual essays.
- **Typical Structure:**
  - **Introduction:** Introduces the topic and often presents a general statement or thesis.
  - **Body:** Develops the topic with supporting details, facts, evidence, examples, and explanations, often organized into paragraphs each focusing on a specific aspect.

- **Conclusion:** Summarizes the main points or provides a final thought on the topic.
- **Focus of Understanding:** Identifying the main topic, key facts and specific details, understanding definitions, sequences of events or processes, cause-and-effect relationships, and comparisons/contrasts.

## B. Narrative Texts

- **Characteristics:** These texts tell a story, which can be fictional or based on real events. They involve characters, a setting, and a plot (sequence of events). Examples include short stories, anecdotes, biographical excerpts, and historical accounts presented in a story format.
- **Typical Structure (often follows a pattern):**
  - **Orientation/Exposition:** Introduces the characters, setting, and atmosphere.
  - **Complication/Rising Action:** Presents a problem or conflict that the characters face.
  - **Climax:** The peak of the conflict or the most intense part of the story.
  - **Falling Action:** Events following the climax, leading towards a resolution.
  - **Resolution/Coda:** The outcome of the conflict, where problems are often resolved.
- **Focus of Understanding:** Identifying the main characters and their traits, understanding the setting (time and place), following the plot development, recognizing the conflict and its resolution, and inferring the theme or moral lesson of the story.

## C. Argumentative/Persuasive Texts

- **Characteristics:** These texts aim to convince the reader to accept a particular point of view, opinion, or claim (thesis). The writer presents arguments supported by evidence, reasons, and examples. Examples include argumentative essays, editorials, opinion pieces, letters to the editor, and advertisements (analyzed for persuasive techniques).
- **Typical Structure:**
  - **Introduction:** Introduces the issue and clearly states the writer's position or thesis statement.
  - **Body:** Presents a series of arguments to support the thesis. Each argument is typically explained and backed by evidence (facts, statistics, examples, expert opinions). It may also acknowledge and refute counter-arguments.
  - **Conclusion:** Restates the thesis (often in different words), summarizes the main arguments, and may include a call to action or a final persuasive statement.
- **Focus of Understanding:** Identifying the author's main claim or thesis, recognizing the supporting arguments and the types of evidence used, distinguishing between facts and opinions, evaluating the strength and relevance of arguments, and understanding the author's stance or bias.

#### **D. Descriptive Texts**

- **Characteristics:** These texts aim to create a vivid picture in the reader's mind by describing a person, place, object, or event in detail. They appeal to the senses (sight, sound, smell, taste, touch).
- **Typical Structure:** Often starts with a general identification of what is being described, followed by detailed descriptions of its characteristics, parts, or qualities.
- **Focus of Understanding:** Visualizing the subject being described, understanding its specific attributes and features, and recognizing the sensory details used.

#### **E. Analytical Exposition and Hortatory Exposition Texts**

- Analytical Exposition:
  - Purpose: To persuade the reader that an idea is important or that a particular phenomenon is the case, often by presenting arguments to support a thesis. It analyzes an issue.
  - Structure: Thesis (introduces topic and writer's position), Arguments (series of arguments to support the thesis), Reiteration (restates writer's position).
- Hortatory Exposition:
  - Purpose: To persuade the reader that something should or should not be done. It aims to influence the reader's actions.
  - Structure: Thesis (statement of issue concerned), Arguments (reasons for concern, leading to recommendation), Recommendation (statement of what ought or ought not to happen).
- Focus of Understanding: For both, identifying the thesis, understanding the supporting arguments and evidence, and for hortatory texts, recognizing the specific recommendation being made.

### **CHAPTER III: CORE READING COMPREHENSION SKILLS**

This chapter outlines the fundamental skills needed to comprehend English texts effectively.

#### **A. Identifying the Main Idea / Topic Sentence**

- The main idea is the central point or message of a paragraph or an entire text. The topic sentence is often a direct statement of this main idea, usually found at the beginning of a paragraph, but can also be in the middle or at the end, or even implied.

#### **B. Locating Specific Information / Supporting Details**

- This involves quickly finding particular pieces of information (e.g., names, dates, facts, figures, reasons, examples) that support or elaborate on the main idea. Scanning for keywords is a useful technique.

#### **C. Making Inferences**

- An inference is a conclusion reached on the basis of evidence and reasoning within the text, rather than from explicit statements. It involves "reading between the lines" and understanding what is implied but not directly stated.

#### **D. Determining the Author's Purpose**

- This skill involves understanding why the author wrote the text. Common purposes include: to inform (provide facts), to persuade (convince the reader of a viewpoint), to entertain (tell a story or amuse), to explain (clarify a concept), to describe (provide details), or to criticize.

#### **E. Understanding Author's Tone and Attitude**

- Tone refers to the author's feelings or attitude toward the subject matter or the audience. It can be conveyed through word choice (diction), sentence structure, and imagery. Examples of tone include: neutral, objective, subjective, positive, negative, critical, supportive, humorous, sarcastic, formal, informal.

#### **F. Understanding Vocabulary in Context**

- This involves deducing the meaning of an unfamiliar word or phrase by examining the surrounding words, sentences, and the overall context of the passage.

#### **G. Understanding Reference Words (Referents)**

- Reference words (e.g., pronouns like *it*, *he*, *she*, *they*, *this*, *that*; determiners) refer to other words or phrases mentioned earlier (antecedents) or later in the text. Correctly identifying these links is crucial for comprehension.

#### **H. Recognizing Text Organization / Structure**

- This is the ability to understand how a text is structured or organized. Common patterns include:
  - Chronological Order: Events presented in the order they happened.
  - Cause and Effect: Explaining reasons for an outcome or results of an action.
  - Compare and Contrast: Highlighting similarities and differences between two or more things.
  - Problem and Solution: Presenting a problem and offering one or more solutions.
  - General to Specific (Deductive): Starting with a general statement followed by specific details.
  - Specific to General (Inductive): Starting with specific details leading to a general conclusion.

#### **I. Summarizing and Paraphrasing (Conceptual Understanding)**

- Summarizing: Briefly stating the main points of a text in one's own words.
- Paraphrasing: Restating a part of the text in one's own words while retaining the original meaning.
- While not always a direct question type, the ability to mentally summarize or paraphrase sections helps in deeper understanding.