

**APPENDIX**  
**SCORING GUIDE**

| <b>Aspect</b>       | <b>Level</b>             | <b>Score</b> | <b>Criteria</b>  |
|---------------------|--------------------------|--------------|--|
| <b>Content</b>      | Excellent –<br>Very Good | 30-27        | Relevant to the topic, give the detail information, and match the purpose of the text. |
|                     | Good -<br>Average        | 26-22        | Mostly relevant to the topic, lacks of detail.   |
|                     | Fair - Poor              | 21-17        | Inadequate development of the topic, almost match to the purpose of the text.          |
|                     | Very poor                | 16-13        | Does not relate to the topic and does not match the purpose.                           |
| <b>Organization</b> | Excellent –<br>Very Good | 20-18        | Fluent expression, ideas clearly stated, well organized, logical sequencing cohesive.  |
|                     | Good -<br>Average        | 17-14        | Loosely organized, limited support, logical but incomplete sequencing.                 |
|                     | Fair - Poor              | 13-10        | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.   |
|                     | Very poor                | 9-7          | Does not communicate, no organization, not enough to evaluate.                         |
| <b>Vocabulary</b>   | Excellent –<br>Very Good | 20-18        | Use effective word/word choice/word usage, word form mastery.                          |
|                     | Good -<br>Average        | 17-14        | Occasional errors of word form, choice/word usage but meaning not obscured.            |

|                     |                       |       |   |
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|                     | Fair - Poor           | 13-10 | Frequent errors of word form, choice, usage and meaning obscured/confused.  |
|                     | Very poor             | 9-7   | Essentially translation, little knowledge of English, not enough to evaluate.   |
| <b>Language use</b> | Excellent – Very Good | 25-22 | Few errors of agreement, tense, and word order.   |
|                     | Good - Average        | 21-18 | Several errors of agreement, tense, and word order.   |
|                     | Fair - Poor           | 17-11 | Frequent errors and meaning obscured.   |
|                     | Very poor             | 10-5  | Dominated by error, does not communicate, not enough to evaluate.   |
| <b>Mechanics</b>    | Excellent – Very Good | 5     | Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.                   |
|                     | Good - Average        | 4     | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.      |
|                     | Fair - Poor           | 3     | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impede readability.                                |
|                     | Very poor             | 2     | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling impedes understanding/communication. |

*Scoring Guide (Assessment Rubric of Writing (Jacob, 1981))*

**How to Total the Score :**

Total Score of Content + Organization + Vocabulary + Language Use +  
Mechanics

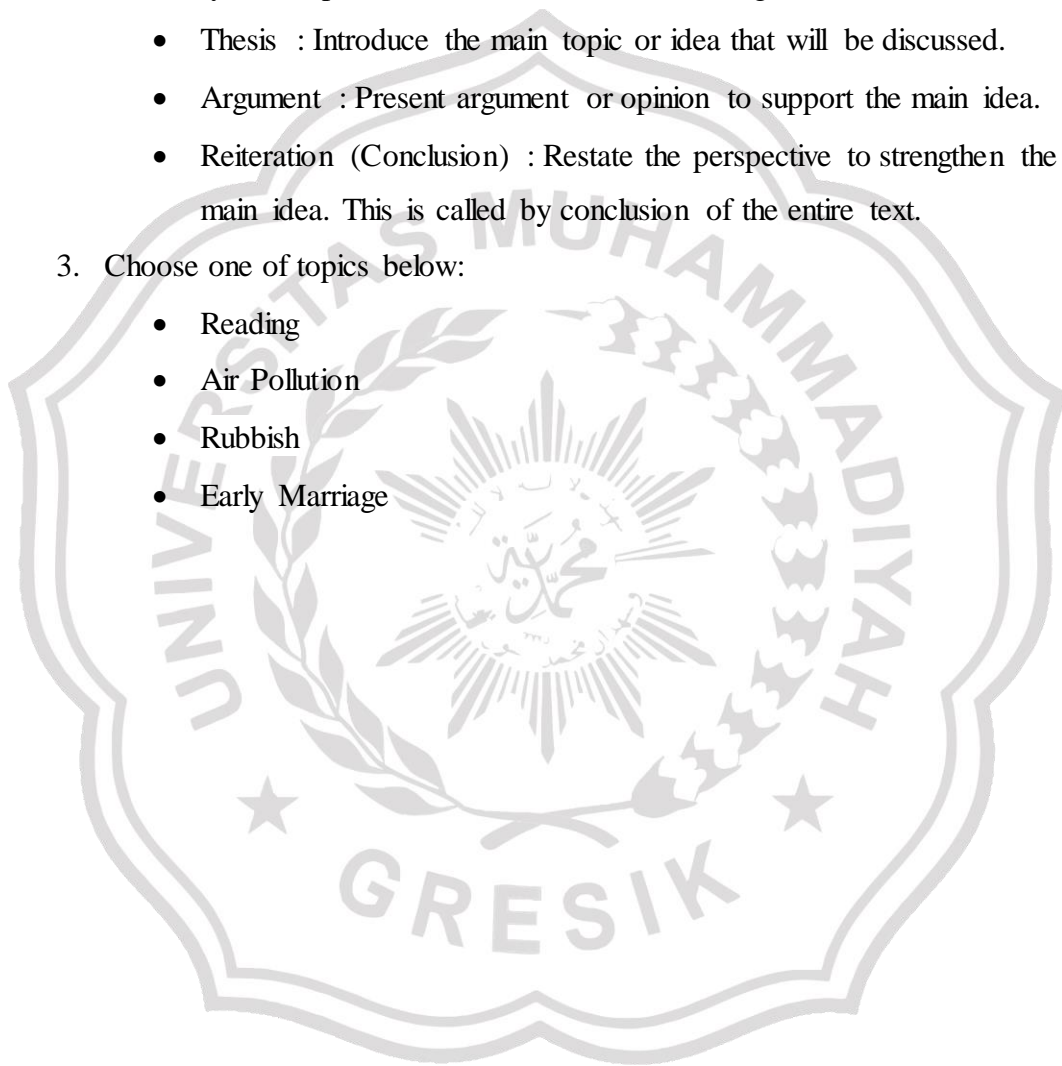
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## APPENDIX

### PRE TEST

**Please Write an Analytical Exposition Text Based on the Following Criteria:**

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below:
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. Choose one of topics below:
  - Reading
  - Air Pollution
  - Rubbish
  - Early Marriage

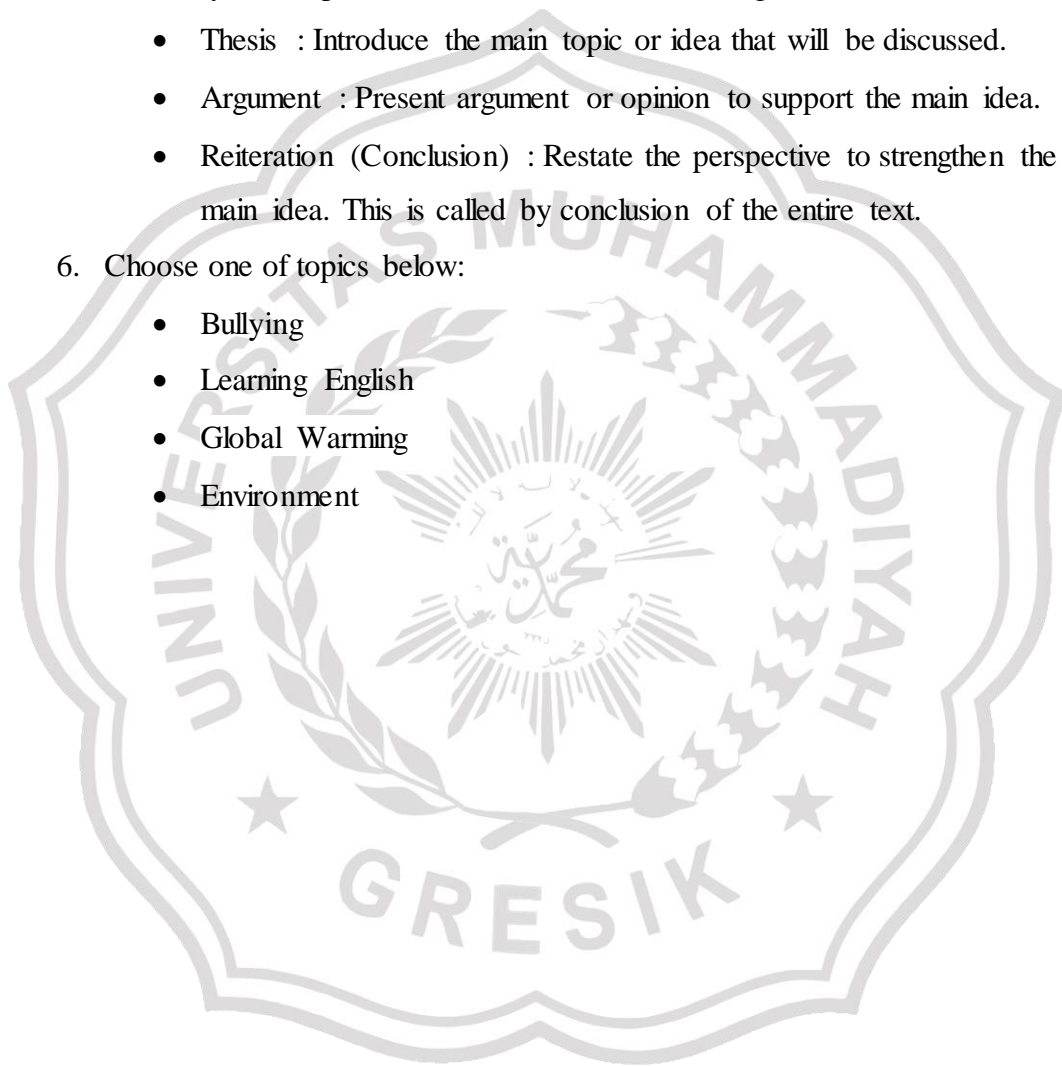


## APPENDIX

### POST TEST

**Please Write an Analytical Exposition Text Based on the Following Criteria:**

4. The analytical exposition text should be at least 160 words.
5. The analytical exposition text should be consist of generic structure below:
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
6. Choose one of topics below:
  - Bullying
  - Learning English
  - Global Warming
  - Environment



## APPENDIX

### LESSON PLAN

#### LESSON PLAN (1)

#### CONTROL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : Fast Food

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

#### I. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### II. Kompetensi Dasar

4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### III. Indikator Pembelajaran

#### Siswa dapat:

1. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### IV. Tujuan Pembelajaran

1. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Diberikan sebuah teks, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### V. Materi Pembelajaran

#### Analytical Exposition Text

- **Definition :**

Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.

- **Function :**

The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.

- **Generic Structure :**

a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.

b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.

c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.

b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.

c. Using simple present tense.

- **Example of Analytical Exposition Text :**

### **Fast Food**

Fast food describes the food that is not healthy or have little nutritional content. Unnutritious foods contain large amounts of fat. Fast food such as hamburgers, French fries from McDonald's, KFC and Pizza Hut are often considered as unnutritious food. Indeed all the food is delicious but it can bring a few effects to your body.

First, eat fast food twice or more in a week have the possibility of diabetes and die because of diseases of the heart, compared to participants who seldom or never eat fast food. Even the participants that are known eat fast food four times or more in a week, have the risk of death from a heart attack.

The second effect is children who almost everyday consume fast food have lower IQ than children who don't eat fast food much. The study proved that children's diet on consume fast food is smarter.

Therefore, it can be conclude that consume fast food regularly bring some bad impacts on health. As mentioned above, it can trigger various diseases on adult and make children have lower IQ.

## VI. Metode Pembelajaran

Graphic Organizer (Concept Map-type)

## VII. Kegiatan Pembelajaran

| Kegiatan Guru  | Kegiatan Siswa  |
|--|---|
| <p align="center"><b>Pre-Teaching (15 Minutes)</b></p>   | <p align="center"><b>Pre-Teaching (15 Minutes)</b></p>  |
| <ul style="list-style-type: none"> <li>The teacher gives brainstorming to the students such as :<br/><br/>The teacher gives students pictures about a phenomenon, for the example about "fast food". Then asks students to express their opinions about the pictures. The teacher asks students to discuss with their chairmate. The teacher builds students' views by asking:               <ol style="list-style-type: none"> <li>What makes a lot of people like fast food?</li> <li>Why is fast food dangerous?</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>The students discuss with their chairmate and answer the teacher questions by raising their hand.</li> </ul> |



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| <ul style="list-style-type: none"> <li>• After the students give their opinions, the teacher tells students that when they express their opinions about a phenomenon of fast food it is called by analytical exposition and this text is the kind of text that we will learn today.</li> </ul> | <ul style="list-style-type: none"> <li>• The students pay attention and listen it</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• The teacher gives information about competence that must be achieved and learning objectives.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention and listen it</li> </ul>                         |
| <b>Whilst-Teaching (95 Minutes)</b>  | <b>Whilst-Teaching (95 Minutes)</b>  |
| <b>Observing :</b>   | <b>Observing :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher gives an example of analytical exposition text to students on the projector's LCD screen, then asks students to read the text and discuss it with their chairmate about the contents of the text.</li> </ul>                              | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate.</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• The teacher gives a question to students about what is the contents of the text in paragraph 1?</li> </ul> <p>Then, the teacher tells students that what they say about paragraph 1 is called by "thesis". The teacher</p>                            | <ul style="list-style-type: none"> <li>• The students answer the teacher question by raising their hands.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• The students pay attention and listen it.</li> </ul>                        |

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| <p>provides further information that thesis is one of the generic structure from analytical exposition text.</p>  |   |
| <ul style="list-style-type: none"> <li>• After that with their chairmate, the teacher asks students to discuss what is the content of the next paragraph by asking "What did the writer say about the phenomenon?"</li> </ul>   | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and answer the teacher question by raising their hands.</li> </ul> |
| <p>Then the teacher tells students that what they say is called by "argument", one of generic structure in analytical exposition text.</p>  | <ul style="list-style-type: none"> <li>• The students pay attention and listen it.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher also does the same thing with the last paragraph of the text. The teacher asks students to discuss and then gives a question "what is the content of last paragraph?"</li> </ul>   | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and answer the teacher question by raising their hands.</li> </ul> |
| <p>After answer the question, the teacher tells students that this is called by "reiteration/conclusion" which is one of generic structure type in analytical exposition text. Then the teacher gives a conclusion to the students that in the analytical exposition text there are 3 generic</p> | <ul style="list-style-type: none"> <li>• The students pay attention and listen it.</li> </ul>   |

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| <p>structures, among others are thesis, argument, and reiteration/conclusion.</p>  |   |
| <ul style="list-style-type: none"> <li>The teacher provides the kinds of language features in analytical exposition text on a slide, then asks students to read that. After that asks students to discuss with their chairmate to identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>Then, the teacher informs students that today students will be asked to write analytical exposition text about fast food with graphic organizer (concept map type).</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention and listen to it.</li> </ul>  |
| <ul style="list-style-type: none"> <li>The teacher gives an example directly in front of class with guide the students by using whiteboard about how to create a graphic organizer (concept map type).</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention and listen it carefully.</li> </ul>   |
| <p><b>Questioning :</b></p>  | <p><b>Questioning :</b></p>   |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about part of analytical exposition text which is still don't understand.</li> </ul>  | <ul style="list-style-type: none"> <li>The students prepare and ask the questions.</li> </ul>   |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about procedure of using graphic</li> </ul>   | <ul style="list-style-type: none"> <li>The students ask for that.</li> </ul>  |

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| <p>organizer (concept map-type) which is still don't understand.</p>  |  |
| <p><b>Exploring :</b></p>   | <p><b>Exploring :</b></p>  |
| <ul style="list-style-type: none"> <li>The teacher gives students a blank paper and asks the students to start their map framework and the teacher monitors the student activities.</li> </ul>                          | <ul style="list-style-type: none"> <li>In their blank paper, the students draw a circle/box as the head at the center, top or left and write the topic there.</li> <li>From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> <li>In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul> |
| <ul style="list-style-type: none"> <li>After the students create a map framework, the teacher gives students a text about fast food and asks the students to read the text.</li> </ul>                                  | <ul style="list-style-type: none"> <li>The students read a text about fast food.</li> </ul>  |
| <ul style="list-style-type: none"> <li>From the text, the teacher asks students to take notes words list as the ideas in another blank paper.</li> </ul>  | <ul style="list-style-type: none"> <li>The students take notes words list in another blank paper.</li> </ul>   |
| <ul style="list-style-type: none"> <li>After taking notes words list, the teacher asks students to back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with</li> </ul> | <ul style="list-style-type: none"> <li>The students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and</li> </ul>  |

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| <p>thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</p>  | <p>reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</p>   |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</li> </ul> | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like: "because", "for that reason", "due to", "by", "consequently", "as a result", etc.</li> </ul> |
| <p><b>Associating :</b></p>  | <p><b>Associating :</b></p>   |
| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about fast food in their blank paper based on words that they already collected at the map.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about fast food in their blank paper based on words that already collected at the map.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students check their writing before submitted.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>• After check their writing, the teacher asks students to submit their analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students submit their work to the teacher.</li> </ul> |
| <b>Post-Teaching (10 Minutes)</b>  | <b>Post-Teaching (10 Minutes)</b>  |
| <b>Communicating :</b>   | <b>Communicating :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Then, the teacher closes the lesson by asking to the students about what they have learned today and gives some questions related with the material.</li> </ul> | <ul style="list-style-type: none"> <li>• The students answer the questions.</li> </ul>             |

#### VIII. Alat/ Sumber Belajar

- Internet
- Worksheet

#### IX. Media Pembelajaran

- Whiteboard
- Boardmarker
- LCD Projector

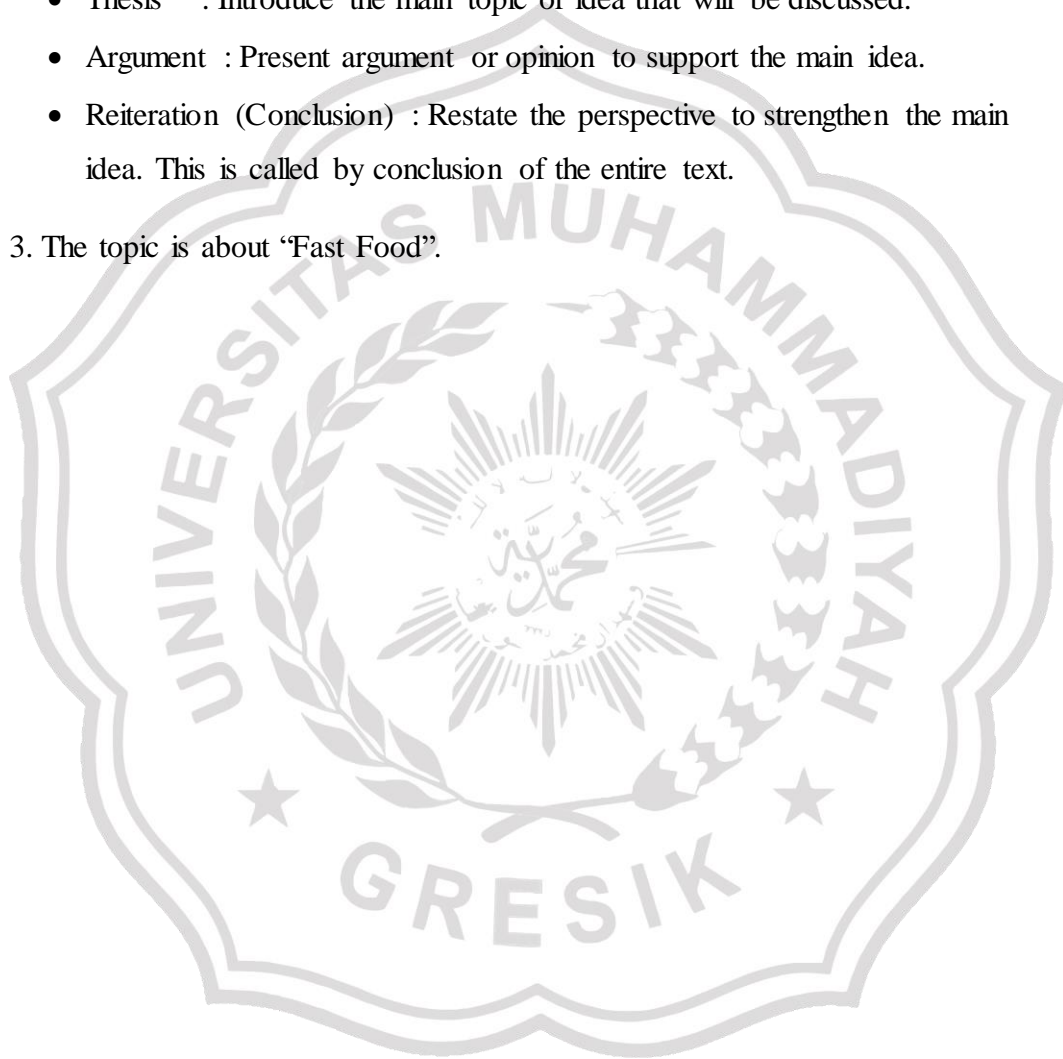
#### X. Penilaian :

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

**Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about "Fast Food".



## LESSON PLAN (2)

### CONTROL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : *Trees*

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

#### II. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### II. Kompetensi Dasar

- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### III. Indikator Pembelajaran

**Siswa dapat:**

3. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.



4. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### IV. Tujuan Pembelajaran

3. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4. Diberikan sebuah teks, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### V. Materi Pembelajaran

##### Analytical Exposition Text

- **Definition :**  
Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.
- **Function :**  
The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.
- **Generic Structure :**
  - a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.
  - b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.

c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

- a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.
- b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.
- c. Using simple present tense.

- **Example of Analytical Exposition Text :**

#### **Plant Trees to Save our Life**

As we know, trees are number one to provide oxygen for us so we can live. Without oxygen, every human and animals will die. But, nowadays, oxygen is decrease because of human activity, the polution they make from cars, factories, etc.

Therefore as a human what we can do to fix this serious situation is plant trees from now and start the reforestation. With reforestation, we can little bit reduce the effect of globalization, polution, and give back oxygen for life. We can start from plant trees on front/back yard of our house, then plant more trees around the building, streets, and other public place.

Furthermore we also need to keep our forest, stop illegal logging and build some building in forest area. Together we have to keep our environment.

From those all it can be conclude that tree is the important thing in our life. With keep the trees, we can keep our life healthy and more comfortable. Cause when we save trees, we save human and animal. So, let's plant tree from now and have a good life.

## **VI. Metode Pembelajaran**

Graphic Organizer (Concept Map-type)

## VII. Kegiatan Pembelajaran

| Kegiatan Guru  | Kegiatan Siswa   |
|--|--|
| <b>Pre-Teaching (15 Minutes)</b>   | <b>Pre-Teaching (15 Minutes)</b>   |
| <ul style="list-style-type: none"> <li>• The teacher gives brainstorming to the students such as :<br/> "Today we will continue our previous material nemely analytical exposition text. Look at this slide, I have several pictures (<i>Here the teacher gives pictures about trees</i>). From these pictures, can you guess what is the topic of analytical exposition text today?"</li> </ul> | <ul style="list-style-type: none"> <li>• The students pay attention and answer the question</li> </ul> |
| <ul style="list-style-type: none"> <li>• The teacher gives information about competence that must be achieved and learning objectives.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention and listen it</li> </ul>           |
| <b>Whilst-Teaching (95 Minutes)</b>  | <b>Whilst-Teaching (95 Minutes)</b>  |
| <b>Observing :</b>   | <b>Observing :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the students' writing in the previous meeting.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>         |
| <ul style="list-style-type: none"> <li>• The teacher checks the student's memory about the material with give an example of analytical</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> </ul>          |

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| exposition text from the previous meeting.  |   |
| <ul style="list-style-type: none"> <li>The teacher asks students to read the text and discuss with their chairmate to identify the generic structure of the text.</li> </ul>  | <ul style="list-style-type: none"> <li>The students discuss with their chairmate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>After read and discuss with their chairmate, the teacher asks students to mention the identification results with give a reason.</li> </ul>  | <ul style="list-style-type: none"> <li>The students mention the identification results by raising their hands.</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>After that, the teacher checks student's memory about language feature of analytical exposition text by asking the students to discuss with their chairmate and identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>Then, the teacher informs students that today students will be asked to write analytical exposition text about <i>trees</i> with graphic organizer (concept map type).</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention and listen to it.</li> </ul>  |
| <ul style="list-style-type: none"> <li>The teacher reminds the students about how to create a graphic organizer (concept map type).</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention and listen it carefully.</li> </ul>   |
| <b>Questioning :</b>  | <b>Questioning :</b>  |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about part of</li> </ul>   | <ul style="list-style-type: none"> <li>The students prepare and ask the questions.</li> </ul>   |

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| analytical exposition text which is still don't understand.  |   |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about procedure of using graphic organizer (concept map-type) which is still don't understand.</li> </ul> | <ul style="list-style-type: none"> <li>The students ask for that.</li> </ul>  |
| <b>Exploring :</b>   | <b>Exploring :</b>  |
| <ul style="list-style-type: none"> <li>The teacher gives students a blank paper and asks the students to start their map framework and the teacher monitors the student activities.</li> </ul>         | <ul style="list-style-type: none"> <li>In their blank paper, the students draw a circle/box as the head at the center, top or left and write the topic there.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul>                   |
| <ul style="list-style-type: none"> <li>After the students create a map framework, the teacher gives students a text about trees and asks the students to read the text.</li> </ul>                     | <ul style="list-style-type: none"> <li>The students read a text about trees.</li> </ul>   |
| <ul style="list-style-type: none"> <li>From the text, the teacher asks students to take notes words list as the ideas in another blank paper.</li> </ul>   | <ul style="list-style-type: none"> <li>The students take notes words list in another blank paper.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>• After taking notes words list, the teacher asks students to back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul> | <ul style="list-style-type: none"> <li>• The students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like: "because", "for that reason", "due to", "by", "consequently", "as a result", etc.</li> </ul> |
| <p><b>Associating :</b></p>  | <p><b>Associating :</b></p>   |
| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about <i>trees</i> in their</li> </ul>  | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about <i>trees</i> in their blank paper based on words that already collected at the map.</li> </ul>  |

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| blank paper based on words that they already collected at the map.   |  |
| <ul style="list-style-type: none"> <li>The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>The students check their writing before submitted.</li> </ul> |
| <ul style="list-style-type: none"> <li>After check their writing, the teacher asks students to submit their analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>The students submit their work to the teacher.</li> </ul>     |
| <b>Post-Teaching (10 Minutes)</b>  | <b>Post-Teaching (10 Minutes)</b>  |
| <b>Communicating :</b>   | <b>Communicating :</b>   |
| <ul style="list-style-type: none"> <li>The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention to the teacher.</li> </ul>         |
| <ul style="list-style-type: none"> <li>Then, the teacher closes the lesson by asking to the students about what they have learned today and gives some questions related with the material.</li> </ul> | <ul style="list-style-type: none"> <li>The students answer the questions.</li> </ul>                 |

### VIII. Alat/ Sumber Belajar

- Internet
- Worksheet

### IX. Media Pembelajaran

- Whiteboard
- Boardmarker
- LCD Projector

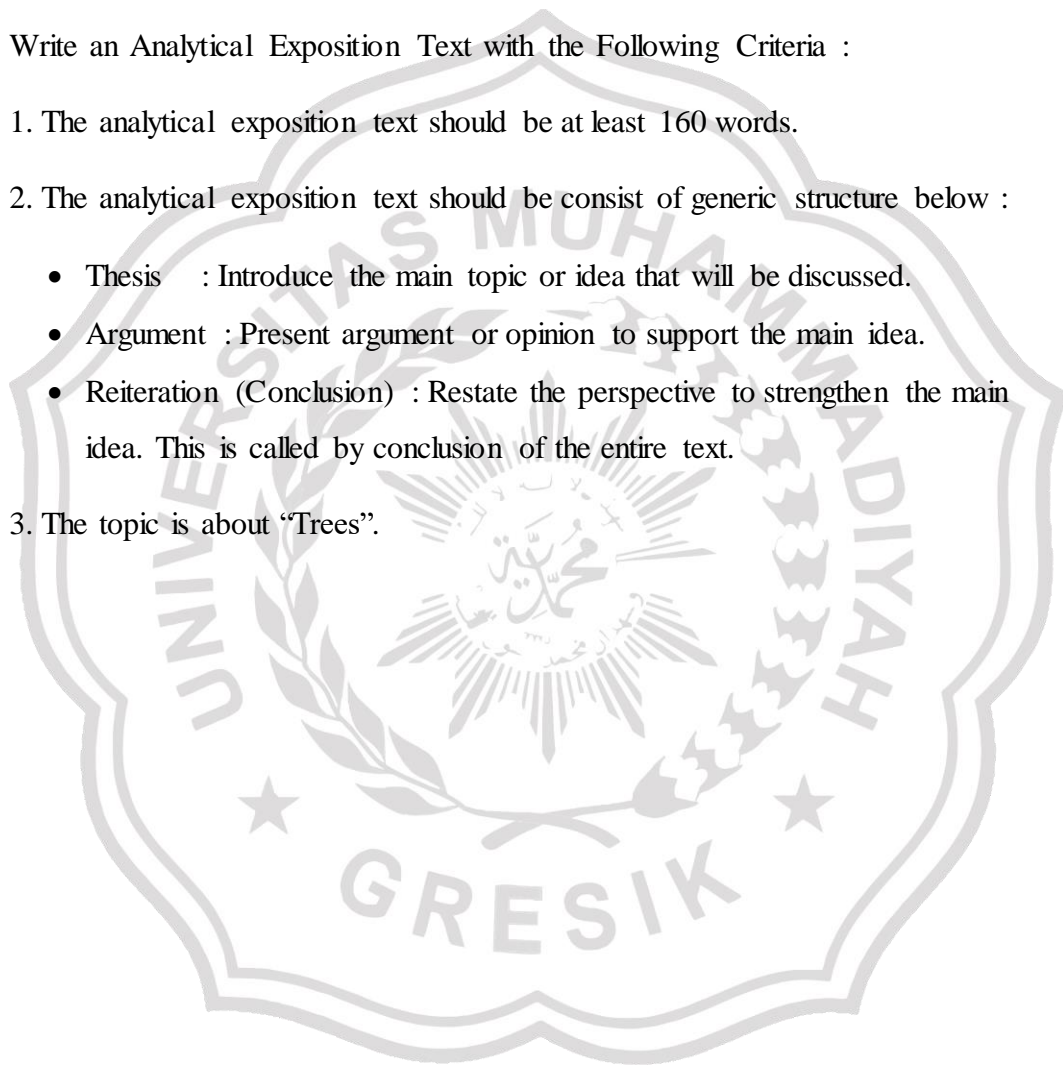
## **X. Penilaian :**

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

## **Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about "Trees".





## LESSON PLAN (3)

### CONTROL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : Cellphones

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

### III. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### II. Kompetensi Dasar

- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### III. Indikator Pembelajaran

**Siswa dapat:**

5. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

6. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **IV. Tujuan Pembelajaran**

5. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
6. Diberikan sebuah teks, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **V. Materi Pembelajaran**

##### **Analytical Exposition Text**

- **Definition :**  
Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.
- **Function :**  
The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.
- **Generic Structure :**
  - a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.
  - b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.

c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

- a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.
- b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.
- c. Using simple present tense.

- **Example of Analytical Exposition Text :**

### **Should not Bring Mobile Phone to School**

Nowadays students always bring their mobile phones everywhere and anytime. Especially go to school. Somehow, mobile phones are helpful sometimes, but it also can bring bad effects for their studying at school.

Firstly, mobile phones makes the students not focus on their study at school. If students bring their mobile phones, it makes the students play a game in his mobile phone. He is ignore the teacher and his obligation to study at school.

Secondly, mobile phones makes students become dependent. As we know that there are facilities in mobile phones such as calculator, dictionary, and google. It is afraid if students depend on their mobile phones, for example a student needs to answer a mathematic question. To make it easy, he uses his calculator in mobile phones. This thing makes him become dependent student because he depends his accounting skill on mobile phones calculator.

For those reasons mobile phones should be banned for students at school because although mobile phones may be helpful for students somehow, but the bad effect is many more.

## VI. Metode Pembelajaran

Graphic Organizer (Concept Map-type)

## VII. Kegiatan Pembelajaran

| Kegiatan Guru  | Kegiatan Siswa   |
|--|--|
| <b>Pre-Teaching (15 Minutes)</b>   | <b>Pre-Teaching (15 Minutes)</b>   |
| <ul style="list-style-type: none"><li>The teacher gives brainstorming to the students such as :<br/>"Today we will continue our previous material nemely analytical exposition text. Look at this slide, I have several pictures (<i>Here the teacher gives pictures about cellphones</i>). From these pictures, can you guess what is the topic of analytical exposition text today?"</li></ul> | <ul style="list-style-type: none"><li>The students pay attention and answer the question</li></ul> |
| <ul style="list-style-type: none"><li>The teacher gives information about competence that must be achieved and learning objectives.</li></ul>  | <ul style="list-style-type: none"><li>The students pay attention and listen it</li></ul>           |
| <b>Whilst-Teaching (95 Minutes)</b>  | <b>Whilst-Teaching (95 Minutes)</b>  |
| <b>Observing :</b>   | <b>Observing :</b>   |
| <ul style="list-style-type: none"><li>The teacher reviews the students' writing in the previous meeting.</li></ul>   | <ul style="list-style-type: none"><li>The students pay attention to the teacher.</li></ul>         |

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| <ul style="list-style-type: none"> <li>• The teacher checks the student's memory about the material with give an example of analytical exposition text from the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher asks students to read the text and discuss with their chairmate to identify the generic structure of the text.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After read and discuss with their chairmate, the teacher asks students to mention the identification results with give a reason.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students mention the identification results by raising their hands.</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• After that, the teacher checks student's memory about language feature of analytical exposition text by asking the students to discuss with their chairmate and identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Then, the teacher informs students that today students will be asked to write analytical exposition text about bringing phones to school with graphic organizer (concept map type).</li> </ul>                                       | <ul style="list-style-type: none"> <li>• The students pay attention and listen to it.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• The teacher reminds at a glance to the students about how to create a</li> </ul>   | <ul style="list-style-type: none"> <li>• The students pay attention and listen it carefully.</li> </ul>   |

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| <p>graphic organizer (concept map type).</p>  |   |
| <p><b>Questioning :</b></p> <ul style="list-style-type: none"> <li>• The teacher gives opportunity to the students for ask about part of analytical exposition text which is still don't understand.</li> </ul> | <p><b>Questioning :</b></p> <ul style="list-style-type: none"> <li>• The students prepare and ask the questions.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher gives opportunity to the students for ask about procedure of using graphic organizer (concept map-type) which is still don't understand.</li> </ul>        | <ul style="list-style-type: none"> <li>• The students ask for that if still there is a thing which is still don't understand.</li> </ul>  |
| <p><b>Exploring :</b></p>   | <p><b>Exploring :</b></p>   |
| <ul style="list-style-type: none"> <li>• The teacher gives students a blank paper and asks the students to start their map framework and the teacher monitors the student activities.</li> </ul>                | <ul style="list-style-type: none"> <li>• In their blank paper, the students draw a circle/box as the head at the center, top or left and write the topic there.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• After the students create a map framework, the teacher gives</li> </ul>  | <ul style="list-style-type: none"> <li>• The students read a text about cellphones.</li> </ul>  |

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| <p>students a text about cellphones and asks the students to read the text.</p>  |  |
| <ul style="list-style-type: none"> <li>• From the text, the teacher asks students to take notes words list as the ideas in another blank paper.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students take notes words list in another blank paper.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• After taking notes words list, the teacher asks students to back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul> | <ul style="list-style-type: none"> <li>• The students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like: "because", "for that reason", "due</li> </ul> |

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|  | to", "by", "consequently", "as a result", etc.   |
| <b>Associating :</b>   | <b>Associating :</b>   |
| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about cellphones in their blank paper based on words that they already collected at the map.</li> </ul> | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about cellphones in their blank paper based on words that already collected at the map.</li> </ul> |
| <ul style="list-style-type: none"> <li>• The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students check their writing before submitted.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• After check their writing, the teacher asks students to submit their analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students submit their work to the teacher.</li> </ul>   |
| <b>Post-Teaching (10 Minutes)</b>  | <b>Post-Teaching (10 Minutes)</b>  |
| <b>Communicating :</b>   | <b>Communicating :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Then, the teacher closes the lesson by asking to the students about what they have learned today and gives some questions related with the material.</li> </ul>                           | <ul style="list-style-type: none"> <li>• The students answer the questions.</li> </ul>   |



### **VIII. Alat/ Sumber Belajar**

- Internet
- Worksheet

### **IX. Media Pembelajaran**

- Whiteboard
- Boardmarker
- LCD Projector

### **X. Penilaian :**

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

### **Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about “Cellphones”.

## LESSON PLAN (4)

### CONTROL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : Social Media

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

#### IV. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### II. Kompetensi Dasar

- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### III. Indikator Pembelajaran

**Siswa dapat:**

7. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

8. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### IV. Tujuan Pembelajaran

7. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
8. Diberikan sebuah teks, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### V. Materi Pembelajaran

##### Analytical Exposition Text

- **Definition :**  
Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.
- **Function :**  
The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.
- **Generic Structure :**
  - a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.
  - b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.

c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

- a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.
- b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.
- c. Using simple present tense.

- **Example of Analytical Exposition Text :**

#### **Social Media are Bad for Teenagers**

Social media web sites, such as Instagram, Facebook, Twitter, and many others have become nearly inescapable facets of modern life, particularly for teenagers. Social media becomes more than just a part of their world, it's becomes their world. Teens are spend more and more time in world online. They are constantly post pictures via Instagram and many others. However, it bad for them.

Firstly, teens don't know how to disconnect. Social media take their life to be online world from the time they wake up till they back to sleep via their smart phone. One reason why this "always connect" activity is harmful because the trend of cyberbullying. Now bullying not only in the real world but online world is also.

Another impact social media on teens is teens become more comfortable share their feel in the social media. A separate study by the National Citizen Service says that rather than talk to their parents, girls find their comfort on social media when they are worry.

Therefore it can be conclude that too much exposure of social media can also be bad especially for teenagers. This is because social media are dangerous for teenagers' health both mentally and emotionally.

## VI. Metode Pembelajaran

Graphic Organizer (Concept Map-type)

## VII. Kegiatan Pembelajaran

| Kegiatan Guru  | Kegiatan Siswa   |
|--|--|
| <b>Pre-Teaching (15 Minutes)</b>   | <b>Pre-Teaching (15 Minutes)</b>   |
| <ul style="list-style-type: none"><li>The teacher gives brainstorming to the students such as :<br/>"Today we will continue our previous material nemely analytical exposition text. Look at this slide, I have several pictures (<i>Here the teacher gives pictures about social media</i>). From these pictures, can you guess what is the topic of analytical exposition text today?"</li></ul> | <ul style="list-style-type: none"><li>The students pay attention and answer the question</li></ul> |
| <ul style="list-style-type: none"><li>The teacher gives information about competence that must be achieved and learning objectives.</li></ul>  | <ul style="list-style-type: none"><li>The students pay attention and listen it</li></ul>           |
| <b>Whilst-Teaching (95 Minutes)</b>  | <b>Whilst-Teaching (95 Minutes)</b>  |
| <b>Observing :</b>   | <b>Observing :</b>   |
| <ul style="list-style-type: none"><li>The teacher reviews the students' writing in the previous meeting.</li></ul>   | <ul style="list-style-type: none"><li>The students pay attention to the teacher.</li></ul>         |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The teacher checks the student's memory about the material with give an example of analytical exposition text from the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher asks students to read the text and discuss with their chairmate to identify the generic structure of the text.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After read and discuss with their chairmate, the teacher asks students to mention the identification results with give a reason.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students mention the identification results by raising their hands.</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• After that, the teacher checks student's memory about language feature of analytical exposition text by asking the students to discuss with their chairmate and identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Then, the teacher informs students that today students will be asked to write analytical exposition text about social media with graphic organizer (concept map type).</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention and listen to it.</li> </ul>  |
| <p><b>Questioning :</b></p>   | <p><b>Questioning :</b></p>   |
| <ul style="list-style-type: none"> <li>• The teacher gives opportunity to the students for ask about part of</li> </ul>   | <ul style="list-style-type: none"> <li>• The students prepare and ask the questions.</li> </ul>   |

|  |  |
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| <p>analytical exposition text which is still don't understand.</p>   |  |
| <p><b>Exploring :</b></p>  | <p><b>Exploring :</b></p>  |
| <ul style="list-style-type: none"> <li>• The teacher gives students a blank paper and asks the students to start their map framework and the teacher monitors the student activities.</li> </ul> | <ul style="list-style-type: none"> <li>• In their blank paper, the students draw a circle/box as the head at the center, top or left and write the topic there.</li> <li>• From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> <li>• In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul> |
| <ul style="list-style-type: none"> <li>• After the students create a map framework, the teacher gives students a text about social media and asks the students to read the text.</li> </ul>      | <ul style="list-style-type: none"> <li>• The students read a text about social media.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• From the text, the teacher asks students to take notes words list as the ideas in another blank paper.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• The students take notes words list in another blank paper.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• After taking notes words list, the teacher asks students to back on their circles/boxes then organize the ideas into categories such as</li> </ul>      | <ul style="list-style-type: none"> <li>• The students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis,</li> </ul>   |

|  |   |
|--|---|
| <p>which one ideas suitable with thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</p>  | <p>arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</p>  |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</li> </ul> | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like: "because", "for that reason", "due to", "by", "consequently", "as a result", etc.</li> </ul> |
| <p><b>Associating :</b></p>  | <p><b>Associating :</b></p>   |
| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about social media in their blank paper based on words that they already collected at the map.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about social media in their blank paper based on words that already collected at the map.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students check their writing before submitted.</li> </ul>  |



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| <ul style="list-style-type: none"> <li>• After check their writing, the teacher asks students to submit their analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students submit their work to the teacher.</li> </ul> |
| <b>Post-Teaching (10 Minutes)</b>  | <b>Post-Teaching (10 Minutes)</b>  |
| <b>Communicating :</b>   | <b>Communicating :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Then, the teacher closes the lesson by asking to the students about what they have learned today and gives some questions related with the material.</li> </ul> | <ul style="list-style-type: none"> <li>• The students answer the questions.</li> </ul>             |

#### VIII. Alat/ Sumber Belajar

- Internet
- Worksheet

#### IX. Media Pembelajaran

- Whiteboard
- Boardmarker
- LCD Projector

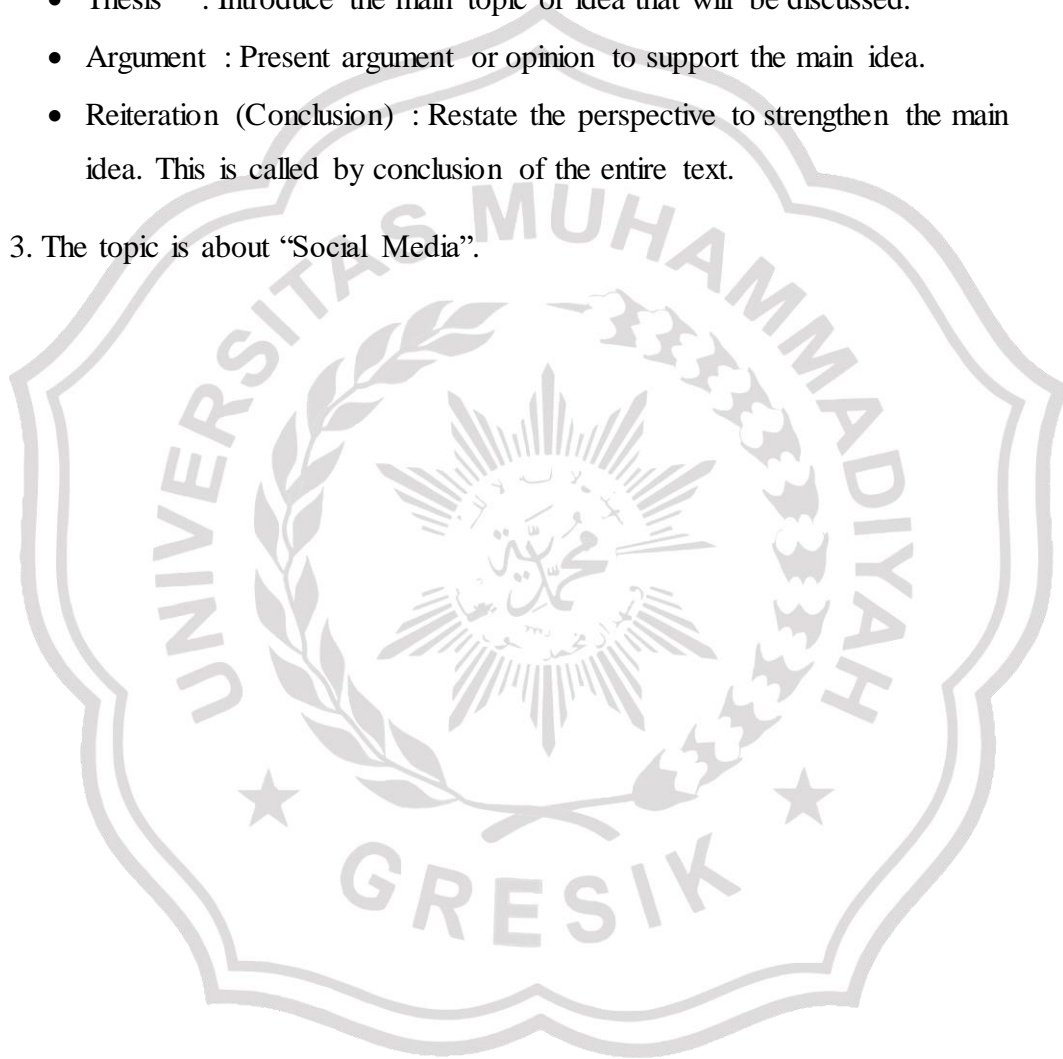
#### X. Penilaian :

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

**Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about "Social Media".



## APPENDIX

### LESSON PLAN

#### LESSON PLAN (1)

#### EXPERIMENTAL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : Fast Food

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

#### I. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### II. Kompetensi Dasar

- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### III. Indikator Pembelajaran

#### Siswa dapat:

1. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### IV. Tujuan Pembelajaran

1. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Diberikan sebuah video, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### V. Materi Pembelajaran

#### Analytical Exposition Text

- **Definition :**

Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.

- **Function :**

The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.

- **Generic Structure :**

a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.

b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.

c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.

b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.

c. Using simple present tense.

- **Example of Analytical Exposition Text :**

### **Fast Food**

Fast food describes the food that is not healthy or have little nutritional content. Unnutritious foods contain large amounts of fat. Fast food such as hamburgers, French fries from McDonald's, KFC and Pizza Hut are often considered as unnutritious food. Indeed all the food is delicious but it can bring a few effects to your body.

First, eat fast food twice or more in a week have the possibility of diabetes and die because of diseases of the heart, compared to participants who seldom or never eat fast food. Even the participants that are known eat fast food four times or more in a week, have the risk of death from a heart attack.

The second effect is children who almost everyday consume fast food have lower IQ than children who don't eat fast food much. The study proved that children's diet on consume fast food is smarter.

Therefore, it can be conclude that consume fast food regularly bring some bad impacts on health. As mentioned above, it can trigger various diseases on adult and make children have lower IQ.

## VI. Metode Pembelajaran

Graphic Organizer (Concept Map-type) with Schoology

## VII. Kegiatan Pembelajaran

| Kegiatan Guru  | Kegiatan Siswa  |
|--|---|
| <p align="center"><b>Pre-Teaching (15 Minutes)</b></p>   | <p align="center"><b>Pre-Teaching (15 Minutes)</b></p>  |
| <ul style="list-style-type: none"> <li>The teacher gives brainstorming to the students such as :<br/><br/>The teacher gives students pictures about a phenomenon, for the example about "fast food". Then asks students to express their opinions about the pictures. The teacher asks students to discuss with their chairmate. The teacher builds students' views by asking:               <ol style="list-style-type: none"> <li>What makes a lot of people like fast food?</li> <li>Why is fast food dangerous?</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>The students discuss with their chairmate and answer the teacher questions by raising their hand.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• After the students gives their opinions, the teacher tells students that when they express their opinions about a phenomenon of fast food it is called by analytical exposition and this text is the kind of text that we will learn today.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• The students pay attention and listen it</li> </ul>                         |
| <ul style="list-style-type: none"> <li>• The teacher gives information about competence that must be achieved and learning objectives.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention and listen it</li> </ul>                         |
| <b>Whilst-Teaching (95 Minutes)</b>  | <b>Whilst-Teaching (95 Minutes)</b>  |
| <b>Observing :</b>   | <b>Observing :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher gives an example of analytical exposition text to students on the projector's LCD screen, then asks students to read the text and discuss it with their chairmate about the contents of the text.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate.</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• The teacher gives a question to students about what is the contents of the text in paragraph 1?</li> </ul> <p>Then, the teacher tells students that what they say about paragraph 1 is called by "thesis". The teacher provides further information that thesis is one of the generic</p> | <ul style="list-style-type: none"> <li>• The students answer the teacher question by raising their hands.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• The students pay attention and listen it.</li> </ul>                        |

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| <p>structure from analytical exposition text.</p>  |  |
| <ul style="list-style-type: none"> <li>• After that with their chairmate, the teacher asks students to discuss what is the content of the next paragraph by asking "What did the writer say about the phenomenon?"</li> </ul> <p>Then the teacher tells students that what they say is called by "argument", one of generic structure in analytical exposition text.</p>   | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and answer the teacher question by raising their hands.</li> <li>• The students pay attention and listen it.</li> </ul> |
| <ul style="list-style-type: none"> <li>• The teacher also does the same thing with the last paragraph of the text. The teacher asks students to discuss and then gives a question "what is the content of last paragraph?"</li> </ul> <p>After answer the question, the teacher tells students that this is called by "reiteration/conclusion" which is one of generic structure type in analytical exposition text. Then the teacher gives a conclusion to the students that in the analytical exposition text there are 3 generic structures, among others are thesis,</p> | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and answer the teacher question by raising their hands.</li> <li>• The students pay attention and listen it.</li> </ul> |



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| argument, and reiteration/conclusion.  |   |
| <ul style="list-style-type: none"> <li>The teacher provides the kinds of language features in analytical exposition text on a slide, then asks students to read that. After that asks students to discuss with their chairmate to identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>Then, the teacher informs students that today students will be asked to write analytical exposition text about fast food with graphic organizer (concept map-type) with schoology.</li> </ul>   | <ul style="list-style-type: none"> <li>The students pay attention and listen to it.</li> </ul>  |
| <ul style="list-style-type: none"> <li>The teacher gives an example directly in front of class with guide the students by using the projector's LCD screen about how to create a graphic organizer (concept map type) with schoology.</li> </ul>   | <ul style="list-style-type: none"> <li>The students pay attention and listen it carefully.</li> </ul>   |
| <b>Questioning :</b>   | <b>Questioning :</b>  |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about part of analytical exposition text which is still don't understand.</li> </ul>  | <ul style="list-style-type: none"> <li>The students prepare and ask the questions.</li> </ul>   |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about procedure of using graphic</li> </ul>   | <ul style="list-style-type: none"> <li>The students ask for that.</li> </ul>  |

|   |   |
|---|---|
| <p>organizer (concept map-type) with schoology which is still don't understand.</p>   |   |
| <p><b>Exploring :</b></p>   | <p><b>Exploring :</b></p>   |
| <ul style="list-style-type: none"> <li>The teacher asks the students to start their map framework and the teacher monitors the student activities.</li> </ul>                       | <ul style="list-style-type: none"> <li>In their schoology account, the students draw a circle/box as the head at the center, top or left on blank document and write the topic there.</li> <li>From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> <li>In those circles/boxes, the students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul> |
| <ul style="list-style-type: none"> <li>After the students create a map framework, the teacher asks students to watch a video about fast food in their schoology account.</li> </ul> | <ul style="list-style-type: none"> <li>The students watch a video about fast food in their schoology account.</li> </ul>  |
| <ul style="list-style-type: none"> <li>From the video, the teacher asks students to take notes words list as the ideas in another blank document.</li> </ul>                        | <ul style="list-style-type: none"> <li>The students take notes words list in another blank document.</li> </ul>   |
| <ul style="list-style-type: none"> <li>After taking notes words list, the teacher asks students to back on</li> </ul>   | <ul style="list-style-type: none"> <li>The students back on their circles/boxes then organize the</li> </ul>  |

|  |   |
|--|---|
| <p>their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</p>  | <p>ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</p>  |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</li> </ul> | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like: "because", "for that reason", "due to", "by", "consequently", "as a result", etc.</li> </ul> |
| <p><b>Associating :</b></p>  | <p><b>Associating :</b></p>   |
| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about fast food in their schoology account based on words that they already collected at the map.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about fast food in their schoology account based on words that already collected at the map.</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students check their writing before submitted.</li> </ul>        |
| <ul style="list-style-type: none"> <li>• The teacher asks students to submit their analytical exposition text through schoology account.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students submit their work through schoology account.</li> </ul> |
| <b>Post-Teaching (10 Minutes)</b>  | <b>Post-Teaching (10 Minutes)</b>   |
| <b>Communicating :</b>   | <b>Communicating :</b>  |
| <ul style="list-style-type: none"> <li>• The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Then, the teacher closes the lesson by asking to the students about what they have learned today and gives some questions related with the material.</li> </ul> | <ul style="list-style-type: none"> <li>• The students answer the questions.</li> </ul>                        |

#### **VIII. Alat/ Sumber Belajar**

- Internet
- Worksheet

#### **IX. Media Pembelajaran**

- Laptop or Computer
- LCD Projector

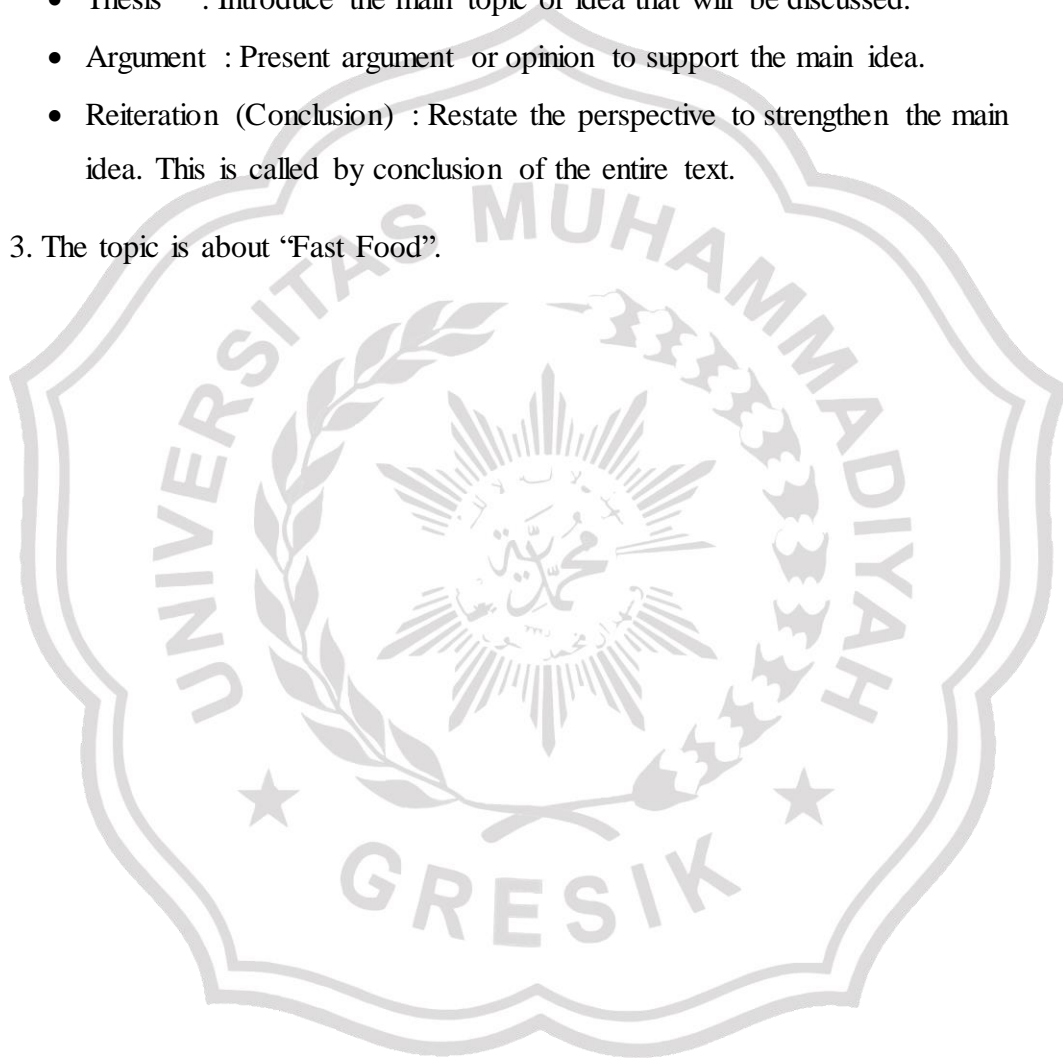
#### **X. Penilaian :**

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

**Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about "Fast Food".



## LESSON PLAN (2)

### EXPERIMENTAL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : *Trees*

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

#### II. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### II. Kompetensi Dasar

- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### III. Indikator Pembelajaran

**Siswa dapat:**

3. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### IV. Tujuan Pembelajaran

3. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4. Diberikan sebuah video, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### V. Materi Pembelajaran

##### Analytical Exposition Text

- **Definition :**  
Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.
- **Function :**  
The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.
- **Generic Structure :**
  - a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.
  - b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.

c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

- a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.
- b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.
- c. Using simple present tense.

- **Example of Analytical Exposition Text :**

**Plant Trees to Save our Life**

As we know, trees are number one to provide oxygen for us so we can live. Without oxygen, every human and animals will die. But, nowadays, oxygen is decrease because of human activity, the polution they make from cars, factories, etc.

Therefore as a human what we can do to fix this serious situation is plant trees from now and start the reforestation. With reforestation, we can little bit reduce the effect of globalization, polution, and give back oxygen for life. We can start from plant trees on front/back yard of our house, then plant more trees around the building, streets, and other public place.

Furthermore we also need to keep our forest, stop illegal logging and build some building in forest area. Together we have to keep our environment.

From those all it can be conclude that tree is the important thing in our life. With keep the trees, we can keep our life healthy and more comfortable. Cause when we save trees, we save human and animal. So, let's plant tree from now and have a good life.

## **VI. Metode Pembelajaran**



Graphic Organizer (Concept Map-type) with Schoology

**VII. Kegiatan Pembelajaran**

| <b>Kegiatan Guru</b>  | <b>Kegiatan Siswa</b>  |
|---|--|
| <b>Pre-Teaching (15 Minutes)</b>  | <b>Pre-Teaching (15 Minutes)</b>   |
| <ul style="list-style-type: none"> <li>• The teacher gives brainstorming to the students such as :<br/>"Today we will continue our previous material nemely analytical exposition text. Look at this slide, I have several pictures <i>(Here the teacher gives pictures about trees)</i>. From these pictures, can you guess what is the topic of analytical exposition text today?"</li> </ul> | <ul style="list-style-type: none"> <li>• The students pay attention and answer the question</li> </ul> |
| <ul style="list-style-type: none"> <li>• The teacher gives information about competence that must be achieved and learning objectives.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students pay attention and listen it</li> </ul>           |
| <b>Whilst-Teaching (95 Minutes)</b>   | <b>Whilst-Teaching (95 Minutes)</b>  |
| <b>Observing :</b>  | <b>Observing :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the students' writing in the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>         |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The teacher checks the student's memory about the material with give an example of analytical exposition text from the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher asks students to read the text and discuss with their chairmate to identify the generic structure of the text.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After read and discuss with their chairmate, the teacher asks students to mention the identification results with give a reason.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students mention the identification results by raising their hands.</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• After that, the teacher checks student's memory about language feature of analytical exposition text by asking the students to discuss with their chairmate and identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Then, the teacher informs students that today students will be asked to write analytical exposition text about <i>trees</i> with graphic organizer (concept map-type) with schoology.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• The students pay attention and listen to it.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• The teacher reminds the students about how to create a graphic</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention and listen it carefully.</li> </ul>   |

|   |   |
|---|---|
| <p>organizer (concept map type) with schoology.</p>   |   |
| <p><b>Questioning :</b></p>   | <p><b>Questioning :</b></p>   |
| <ul style="list-style-type: none"> <li>• The teacher gives opportunity to the students for ask about part of analytical exposition text which is still don't understand.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• The students prepare and ask the questions.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher gives opportunity to the students for ask about procedure of using graphic organizer (concept map-type) with schoology which is still don't understand.</li> </ul> | <ul style="list-style-type: none"> <li>• The students ask for that.</li> </ul>  |
| <p><b>Exploring :</b></p>   | <p><b>Exploring :</b></p>   |
|   | <ul style="list-style-type: none"> <li>• In their schoology account, the students draw a circle/box as the head at the center, top or left on blank document and write the topic there.</li> </ul>                              |
| <ul style="list-style-type: none"> <li>• The teacher asks the students to start their map framework and the teacher monitors the student activities.</li> </ul>   | <ul style="list-style-type: none"> <li>• From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul>                   |

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| <ul style="list-style-type: none"> <li>• After the students create a map framework, the teacher asks students to watch a video about <i>trees</i> in their schoology account.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students watch a video about <i>trees</i> in their schoology account.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• From the video, the teacher asks students to take notes words list as the ideas in another blank document.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students take notes words list in another blank document.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• After taking notes words list, the teacher asks students to back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul> | <ul style="list-style-type: none"> <li>• The students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like:</li> </ul> |

|  |  |
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|  | "because", "for that reason", "due to", "by", "consequently", "as a result", etc.  |
| <b>Associating :</b>   | <b>Associating :</b>   |
| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about <i>trees</i> in their schoology account based on words that they already collected at the map.</li> </ul> | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about <i>trees</i> in their schoology account based on words that already collected at the map.</li> </ul> |
| <ul style="list-style-type: none"> <li>• The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students check their writing before submitted.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher asks students to submit their analytical exposition text through schoology account.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students submit their work through schoology account.</li> </ul>  |
| <b>Post-Teaching (10 Minutes)</b>  | <b>Post-Teaching (10 Minutes)</b>  |
| <b>Communicating :</b>   | <b>Communicating :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Then, the teacher closes the lesson by asking to the students about what they have learned today and gives some questions related with the material.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• The students answer the questions.</li> </ul>   |

### **VIII. Alat/ Sumber Belajar**

- Internet
- Worksheet

### **IX. Media Pembelajaran**

- Laptop or Computer
- LCD Projector

### **X. Penilaian :**

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

### **Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about "Trees".

## LESSON PLAN (3)

### EXPERIMENTAL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : Cellphones

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

### III. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### II. Kompetensi Dasar

- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### III. Indikator Pembelajaran

**Siswa dapat:**

5. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

6. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### IV. Tujuan Pembelajaran

5. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
6. Diberikan sebuah video, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### V. Materi Pembelajaran

##### Analytical Exposition Text

- **Definition :**  
Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.
- **Function :**  
The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.
- **Generic Structure :**
  - a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.
  - b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.



c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

- a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.
- b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.
- c. Using simple present tense.

- **Example of Analytical Exposition Text :**

### **Should not Bring Mobile Phone to School**

Nowadays students always bring their mobile phones everywhere and anytime. Especially go to school. Somehow, mobile phones are helpful sometimes, but it also can bring bad effects for their studying at school.

Firstly, mobile phones makes the students not focus on their study at school. If students bring their mobile phones, it makes the students play a game in his mobile phone. He is ignore the teacher and his obligation to study at school.

Secondly, mobile phones makes students become dependent. As we know that there are facilities in mobile phones such as calculator, dictionary, and google. It is afraid if students depend on their mobile phones, for example a student needs to answer a mathematic question. To make it easy, he uses his calculator in mobile phones. This thing makes him become dependent student because he depends his accounting skill on mobile phones calculator.

For those reasons mobile phones should be banned for students at

school because although mobile phones may be helpful for students somehow, but the bad effect is many more.

## VI. Metode Pembelajaran

Graphic Organizer (Concept Map-type) with Schoology

## VII. Kegiatan Pembelajaran

| Kegiatan Guru  | Kegiatan Siswa   |
|--|--|
| <b>Pre-Teaching (15 Minutes)</b>   | <b>Pre-Teaching (15 Minutes)</b>   |
| <ul style="list-style-type: none"> <li>The teacher gives brainstorming to the students such as :<br/>"Today we will continue our previous material nemely analytical exposition text. Look at this slide, I have several pictures <i>(Here the teacher gives pictures about cellphones)</i>. From these pictures, can you guess what is the topic of analytical exposition text today?"</li> </ul> | <ul style="list-style-type: none"> <li>The students pay attention and answer the question</li> </ul> |
| <ul style="list-style-type: none"> <li>The teacher gives information about competence that must be achieved and learning objectives.</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention and listen it</li> </ul>           |
| <b>Whilst-Teaching (95 Minutes)</b>  | <b>Whilst-Teaching (95 Minutes)</b>  |

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|---|---|
| <b>Observing :</b>  | <b>Observing :</b>  |
| <ul style="list-style-type: none"> <li>The teacher reviews the students' writing in the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention to the teacher.</li> </ul>  |
| <ul style="list-style-type: none"> <li>The teacher checks the student's memory about the material with give an example of analytical exposition text from the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention to the teacher</li> </ul>   |
| <ul style="list-style-type: none"> <li>The teacher asks students to read the text and discuss with their chairmate to identify the generic structure of the text.</li> </ul>  | <ul style="list-style-type: none"> <li>The students discuss with their chairmate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>After read and discuss with their chairmate, the teacher asks students to mention the identification results with give a reason.</li> </ul>  | <ul style="list-style-type: none"> <li>The students mention the identification results by raising their hands.</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>After that, the teacher checks student's memory about language feature of analytical exposition text by asking the students to discuss with their chairmate and identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>Then, the teacher informs students that today students will be asked to write analytical exposition text about bringing phones to school</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention and listen to it.</li> </ul>  |

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| with graphic organizer (concept map-type) with schoology.   |   |
| <ul style="list-style-type: none"> <li>The teacher reminds at a glance to the students about how to create a graphic organizer (concept map type) with schoology.</li> </ul>  | <ul style="list-style-type: none"> <li>The students pay attention and listen it carefully.</li> </ul>   |
| <b>Questioning :</b>  | <b>Questioning :</b>  |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about part of analytical exposition text which is still don't understand.</li> </ul>                                     | <ul style="list-style-type: none"> <li>The students prepare and ask the questions.</li> </ul>   |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about procedure of using graphic organizer (concept map-type) with schoology which is still don't understand.</li> </ul> | <ul style="list-style-type: none"> <li>The students ask for that if still there is a thing which is still don't understand.</li> </ul>  |
| <b>Exploring :</b>  | <b>Exploring :</b>  |
| <ul style="list-style-type: none"> <li>The teacher asks the students to start their map framework and the teacher monitors the student activities.</li> </ul>   | <ul style="list-style-type: none"> <li>In their schoology account, the students draw a circle/box as the head at the center, top or left on blank document and write the topic there.</li> </ul>                              |
|   | <ul style="list-style-type: none"> <li>From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After the students create a map framework, the teacher asks students to watch a video about cellphones in their schoology account.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students watch a video about cellphones in their schoology account.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• From the video, the teacher asks students to take notes words list as the ideas in another blank document.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students take notes words list in another blank document.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After taking notes words list, the teacher asks students to back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul> | <ul style="list-style-type: none"> <li>• The students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul> |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box</li> </ul>  | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features</li> </ul>   |

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| <p>to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</p>  | <p>in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like: "because", "for that reason", "due to", "by", "consequently", "as a result", etc.</p> |
| <p><b>Associating :</b></p>  | <p><b>Associating :</b></p>   |
| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about cellphones to school in their schoology account based on words that they already collected at the map.</li> </ul> | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about cellphones in their schoology account based on words that already collected at the map.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students check their writing before submitted.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• The teacher asks students to submit their analytical exposition text through schoology account.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students submit their work through schoology account.</li> </ul>   |
| <p style="text-align: center;"><b>Post-Teaching (10 Minutes)</b></p>   | <p style="text-align: center;"><b>Post-Teaching (10 Minutes)</b></p>  |
| <p><b>Communicating :</b></p>  | <p><b>Communicating :</b></p>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Then, the teacher closes the lesson by asking to the students about what they have learned today and gives</li> </ul>   | <ul style="list-style-type: none"> <li>• The students answer the questions.</li> </ul>  |

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| some questions related with the material. |  |
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### **VIII. Alat/ Sumber Belajar**

- Internet
- Worksheet

### **IX. Media Pembelajaran**

- Laptop or Computer
- LCD Projector

### **X. Penilaian :**

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

### **Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about “Cellphones”.

## LESSON PLAN (4)

### EXPERIMENTAL GROUP

**Name of School** : MA. Masyhadiyah Giri

**Lesson Subject** : English

**Class/Semester** : XI/1

**Material** : Analytical Exposition Text

**Theme** : Social Media

**Time Allotment** : 3 x 40 Minutes (1 Meeting)

**Skill** : Writing

#### IV. Kompetensi Inti

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### II. Kompetensi Dasar

- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### III. Indikator Pembelajaran

**Siswa dapat:**

7. Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.



8. Membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **IV. Tujuan Pembelajaran**

7. Diberikan sebuah contoh teks, siswa dapat mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
8. Diberikan sebuah video, siswa dapat membuat teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **V. Materi Pembelajaran**

##### **Analytical Exposition Text**

- **Definition :**  
Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order.
- **Function :**  
The purpose is to persuade the reader by presenting arguments so they will agree and follow the writer's wish.
- **Generic Structure :**
  - a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.
  - b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.

c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

- **Language Features of Analytical Exposition Text :**

- a. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.
- b. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.
- c. Using simple present tense.

- **Example of Analytical Exposition Text :**

### **Social Media are Bad for Teenagers**

Social media web sites, such as Instagram, Facebook, Twitter, and many others have become nearly inescapable facets of modern life, particularly for teenagers. Social media becomes more than just a part of their world, it's becomes their world. Teens are spend more and more time in world online. They are constantly post pictures via Instagram and many others. However, it bad for them.

Firstly, teens don't know how to disconnect. Social media take their life to be online world from the time they wake up till they back to sleep via their smart phone. One reason why this "always connect" activity is harmful because the trend of cyberbullying. Now bullying not only in the real world but online world is also.

Another impact social media on teens is teens become more comfortable share their feel in the social media. A separate study by the National Citizen Service says that rather than talk to their parents, girls find their comfort on social media when they are worry.

Therefore it can be conclude that too much exposure of social media can also be bad especially for teenagers. This is because social media are dangerous for teenagers' health both mentally and emotionally.

## VI. Metode Pembelajaran

Graphic Organizer (Concept Map-type) with Schoology

## VII. Kegiatan Pembelajaran

| Kegiatan Guru   | Kegiatan Siswa   |
|---|--|
| <p align="center"><b>Pre-Teaching (15 Minutes)</b></p>  | <p align="center"><b>Pre-Teaching (15 Minutes)</b></p>   |
| <ul style="list-style-type: none"> <li>The teacher gives brainstorming to the students such as :<br/>           'Today we will continue our previous material nemely analytical exposition text. Look at this slide, I have several pictures <i>(Here the teacher gives pictures about social media)</i>. From these pictures, can you guess what is the topic of analytical exposition text today?'</li> </ul> | <ul style="list-style-type: none"> <li>The students pay attention and answer the question</li> </ul> |
| <ul style="list-style-type: none"> <li>The teacher gives information about competence that must be achieved and learning objectives.</li> </ul>   | <ul style="list-style-type: none"> <li>The students pay attention and listen it</li> </ul>           |
| <p align="center"><b>Whilst-Teaching (95 Minutes)</b></p>   | <p align="center"><b>Whilst-Teaching (95 Minutes)</b></p>  |

|   |   |
|---|---|
| <b>Observing :</b>  | <b>Observing :</b>  |
| <ul style="list-style-type: none"> <li>• The teacher reviews the students' writing in the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• The teacher checks the student's memory about the material with give an example of analytical exposition text from the previous meeting.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher asks students to read the text and discuss with their chairmate to identify the generic structure of the text.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After read and discuss with their chairmate, the teacher asks students to mention the identification results with give a reason.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students mention the identification results by raising their hands.</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• After that, the teacher checks student's memory about language feature of analytical exposition text by asking the students to discuss with their chairmate and identify what language feature which contain in the text.</li> </ul> | <ul style="list-style-type: none"> <li>• The students discuss with their chairmate and raise their hands, then mention the identification results.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Then, the teacher informs students that today students will be asked to write analytical exposition text about social media with graphic</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention and listen to it.</li> </ul>  |

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| organizer (concept map-type) with schoology.   |   |
| <b>Questioning :</b>   | <b>Questioning :</b>  |
| <ul style="list-style-type: none"> <li>The teacher gives opportunity to the students for ask about part of analytical exposition text which is still don't understand.</li> </ul>      | <ul style="list-style-type: none"> <li>The students prepare and ask the questions.</li> </ul>   |
| <b>Exploring :</b>   | <b>Exploring :</b>  |
| <ul style="list-style-type: none"> <li>The teacher asks the students to start their map framework and the teacher monitors the student activities.</li> </ul>                          | <ul style="list-style-type: none"> <li>In their schoology account, the students draw a circle/box as the head at the center, top or left on blank document and write the topic there.</li> </ul>                              |
|  | <ul style="list-style-type: none"> <li>From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.</li> </ul>                   |
| <ul style="list-style-type: none"> <li>After the students create a map framework, the teacher asks students to watch a video about social media in their schoology account.</li> </ul> | <ul style="list-style-type: none"> <li>The students watch a video about social media in their schoology account.</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• From the video, the teacher asks students to take notes words list as the ideas in another blank document.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students take notes words list in another blank document.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• After taking notes words list, the teacher asks students to back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Here the teacher reminds students that they can draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul> | <ul style="list-style-type: none"> <li>• The students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with thesis, arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• After that, the teacher reminds students don't forget to write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box. To write linking words, the students can use language features in writing analytical exposition text.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box with language features in analytical exposition text such as internal conjunction like: "but", "meanwhile", "besides", "first", "second", "then", "so", etc. In addition, the students also can use causal conjunctions like: "because", "for that reason", "due to", "by", "consequently", "as a result", etc.</li> </ul> |
| <p><b>Associating :</b></p>  | <p><b>Associating :</b></p>   |

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| <ul style="list-style-type: none"> <li>• In this section, the teacher asks students to write an analytical exposition text about social media in their schoology account based on words that they already collected at the map.</li> </ul> | <ul style="list-style-type: none"> <li>• The students write an analytical exposition text about social media in their schoology account based on words that already collected at the map.</li> </ul> |
| <ul style="list-style-type: none"> <li>• The teacher asks students to check their writing before submitted.</li> </ul>   | <ul style="list-style-type: none"> <li>• The students check their writing before submitted.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The teacher asks students to submit their analytical exposition text through schoology account.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students submit their work through schoology account.</li> </ul>  |
| <b>Post-Teaching (10 Minutes)</b>  | <b>Post-Teaching (10 Minutes)</b>  |
| <b>Communicating :</b>   | <b>Communicating :</b>   |
| <ul style="list-style-type: none"> <li>• The teacher reviews the activities that they have done.</li> </ul>  | <ul style="list-style-type: none"> <li>• The students pay attention to the teacher.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Then, the teacher closes the lesson by asking to the students about what they have learned today and gives some questions related with the material.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• The students answer the questions.</li> </ul>   |

### VIII. Alat/ Sumber Belajar

- Internet
- Worksheet

### IX. Media Pembelajaran

- Laptop or Computer
- LCD Projector

## **X. Penilaian :**

- Jenis : Penilaian tes tulis
- Teknik : Tes tulis
- Instrumen :

## **Instruction :**

Write an Analytical Exposition Text with the Following Criteria :

1. The analytical exposition text should be at least 160 words.
2. The analytical exposition text should be consist of generic structure below :
  - Thesis : Introduce the main topic or idea that will be discussed.
  - Argument : Present argument or opinion to support the main idea.
  - Reiteration (Conclusion) : Restate the perspective to strengthen the main idea. This is called by conclusion of the entire text.
3. The topic is about “Social Media”.

