



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH
DIREKTORAT SEKOLAH MENENGAH ATAS
2020



Modul Pembelajaran SMA Bahasa Inggris



KELAS
XI



‘In Conclusion, We Believe’

**BAHASA INGGRIS
KELAS XI**

Oleh : MARNI HARTATI,M.Pd

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN MENENGAH
DIREKTORAT PSMA
2020**

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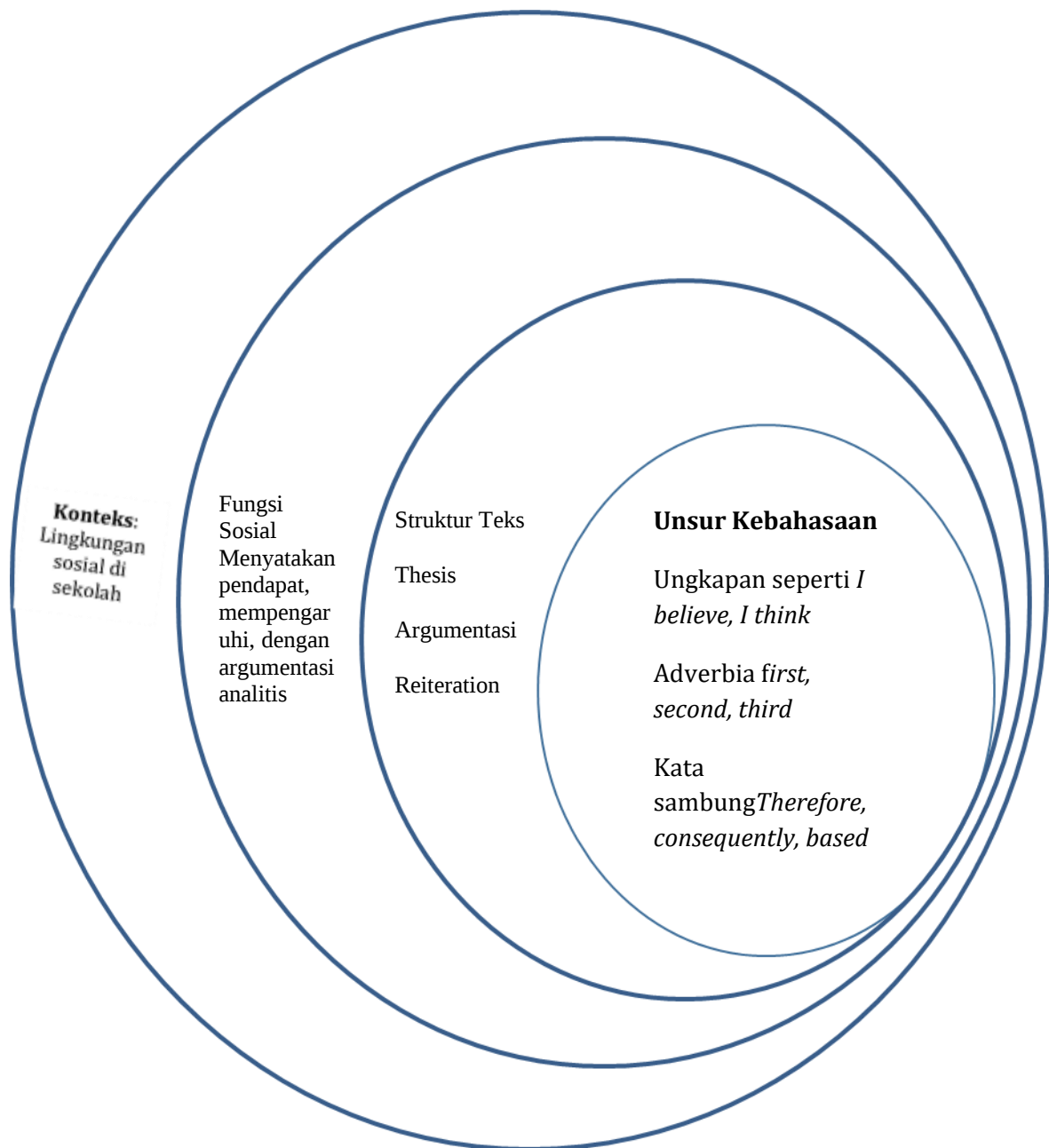
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GLOSARIUM

Analytical exposition	: Ekposisi Analitik
Thesis	: Tesis
Argumentation	: Argumentasi
Reiteration	: Penegasan Ulang/ Rangkuman
Therefore	: Oleh Karena itu
Consequently	: Konsekuensi
Based on the argument	: Berdasarkan argumen

PETA KONSEP



PENDAHULUAN

A. Identitas Modul

Mata Pelajaran	: Bahasa Inggris
Kelas	: XI/Ganjil
Alokasi Waktu	: 4 Minggu x 2 Jam Pelajaran @45 Menit
Judul Modul	: In Conclusion, We Believe

B. Kompetensi Dasar

- 3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.1 Teks eksposisi analitis
 - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
 - 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

C. Deskripsi Singkat Materi

Anda tentu pernah membaca sebuah teks yang berisi pendapat seorang penulis bukan? Nah, jenis teks tersebut disebut sebagai *Analytical Exposition text* atau teks eksposisi analitik yang termasuk kedalam jenis *Argumentation Text*. *Analytical Exposition Text* merupakan jenis teks yang banyak dijumpai dalam bacaan sehari-hari walaupun tidak semua orang tahu bahwa yang yang dibaca itu sebenarnya adalah jenis teks ini. *Analytical exposition text* merupakan jenis teks yang berisikan pendapat-pendapat mengenai sesuatu baik benda, tempat, atau kejadian.

Pada modul ini Anda akan diajak berlatih untuk mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitik dan menangkap makna secara kontekstual dari teks eksposisi analitik. Setelah keduanya dikuasai, maka anda akan berlatih untuk menyusun teks eksposisi analitik dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

Untuk mencapai Kompetensi Dasar (KD) ini Anda perlu membaca banyak model teks eksposisi analitik serta menjawab pertanyaan dalam bentuk latihan terstruktur, dan kemudian membiasakan diri untuk membaca dan menyusun teks eksposisi analitik yang berisi tentang pendapat mengenai sesuatu yang berada disekitar Anda.

Untuk mengetahui kemajuan belajar Anda, perlu dilakukan penilaian otentik antara lain unjuk kerja dalam bentuk essay untuk kemudian dikumpulkan dalam portofolio masing-masing.

D. Petunjuk Penggunaan Modul

Modul ini akan membantu Anda untuk mempermudah memahami, mempraktikkan dan menganalisis materi dalam proses pembelajaran. Pada modul ini diharapkan Anda benar-benar mampu memahami secara utuh materi yang ada pada modul ini. Secara khusus, perhatikan petunjuk penggunaan modul berikut ini :

1. Modul ini dapat Anda pelajari secara mandiri atau kelompok, baik di sekolah maupun diluar sekolah
2. Anda dapat mempelajari modul ini dengan membaca, melihat dan mengamati contoh-contoh dari gambar atau Anda dapat mengakses video dan web, dengan cara diskusi, demonstrasi , simulasi dan tanya jawab.
3. Diskusikan dengan teman Anda, atau membentuk kelompok diskusi yang efektif.
4. Kerjakan latihan-latihan dan evaluasi yang ada pada modul ini.
5. Pelajari sumber-sumber belajar lainnya tentang pembelajaran yang tepat dan sesuai dengan kompetensi yang diharapkan.
6. Jika ada kendala dan Anda mengalami kesulitan, diskusikan kembali dengan teman Anda. Jika masih belum mendapatkan jawaban yang kurang memuaskan tanyakan kepada guru atau pakar lainnya.

E. Materi Pembelajaran

Modul ini terbagi menjadi 4 kegiatan pembelajaran tentang *teks eksposisi analitis* dimana di dalamnya terdapat uraian materi, contoh soal, soal latihan dan soal evaluasi sebagai berikut:

- Pembelajaran pertama berfokus pada 1)fungsi sosial teks eksposisi analitis yaitu untuk menyatakan pendapat dan mempengaruhi dengan argumentasi analitis dan 2)mempelajari tentang struktur teks yang mencakup *thesis, argument* dan *reiteration*.
- Pembelajaran kedua berfokus pada unsur kebahasaan yang terdapat dalam teks eksposisi analitis yaitu penggunaan ungkapan seperti *I believe, I think*, penggunaan adverbial *first, second, third dan seterusnya, penggunaan kata sambung* *Therefore, consequently, based on the arguments* dan sebagainya.
- Pembelajaran Ketiga berfokus pada bagaimana menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.
- Pembelajaran keempat berfokus pada Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

KEGIATAN PEMBELAJARAN 1

A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini diharapkan Anda mampu:

1. Mengidentifikasi fungsi sosial beberapa teks eksposisi analitis tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.
2. Mengidentifikasi struktur teks beberapa teks eksposisi analitis tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

B. Uraian Materi

Pernahkah Anda membaca kalimat atau tulisan yang berisi tentang opini (pendapat)? Misalnya seperti kalimat berikut: *“Do you agree that music is important in our life? Yes I do, **music has certain role completing our day to day activities.**”* Dalam bahasa Inggris, kalimat itu biasanya banyak didapati dalam teks **analytical exposition**. Nah, untuk tahu pengertiannya dan bagaimana penggunaannya, langsung saja kita bahas di bawah ini.

Apa itu analytical exposition?

Pengertian atau definisi analytical exposition text sebenarnya sangat mudah dipahami. Secara bahasa, *“analytical”* bermakna, *“examining or liking to examine things very carefully”* (Cambridge). Artinya, (suka memeriksa / menguji sesuatu secara hati-hati). Sedangkan makna *exposition* adalah *“a comprehensive description”* atau penjelasan secara luas.

Dengan demikian, pengertian *analytical Exposition* bisa dipahami sebagai text yang mencoba memberikan penjelasan secara komprehensif tentang suatu masalah dengan menampilkan pendapat-pendapat pendukung secara hati-hati.

Tujuan utama *analytical exposition* text ini adalah, *“to attempt to persuade the reader to believe something by presenting one side of the argument.”* Artinya mencoba meyakinkan pembaca agar mempercayai sesuatu dengan memberikan satu sisi pendapat saja.”

Teks ini termasuk dalam argumentative text karena menunjukkan suatu pendapat (argumen) terhadap sesuatu. Fungsi sosialnya adalah **untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas.**

Sudah jelas ya? Sekarang kita akan membahas bagian apa saja yang membentuk *analytical exposition text*. Berikut adalah struktur textnya:

1. Thesis

Pada bagian *thesis* ini, penulis harus memberitahu pembaca **tentang topik utama** yang akan ditulisnya. *Thesis* biasanya bisa ditemukan di paragraf pertama teks. Di bagian ini, pembaca juga bisa melihat mengapa penulis memberikan pendapat terhadap hal yang menjadi topiknya.

2. Arguments

Di paragraf selanjutnya, kita bisa menemukan bagian *arguments*. Penulis akan menuliskan **pendapat untuk mendukung topik utama** yang telah disampaikan sebelumnya. Biasanya dalam *analytical exposition* terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan, pembaca akan semakin percaya bahwa topik yang dibahas adalah topik yang penting atau membutuhkan perhatian.

3. Reiteration/Conclusion

Bagian ini selalu terletak di akhir teks dan menjadi paragraf penutup tulisan. *Reiteration* berisi **penegasan kembali posisi dan pendapat** penulis terhadap topik utama.

Agar semakin paham, Perhatikan contoh *analytical exposition text* di bawah ini:

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.	} Thesis
Firstly, <i>cars</i> , as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.	} Argumentation
Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.	
Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.	
In conclusion, cars should be banned from the city for the reasons listed.	} reiteration/ conclusion

C. Rangkuman

Analytical Exposition

Social Function:

The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.

(untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas)

Generic Structure:

- Thesis
- Argumentation
- Reiteration/Conclusion

D. Penugasan Mandiri

Practice 1:

First, you will read silently to understand the analytical exposition text below. Make sure that you know the meaning of every word and every part of those texts.

(Baca dalam hati untuk memahami makna dari teks eksposisi analitik tersebut)

Second, read out each text (text 1, and 2) loudly and meaningfully as if you are talking and persuading people. If possible, record your voice.

(Baca dengan nyaring seolah-olah memberikan pendapat kepada orang lain)

Text 1.

Cars should be Banned in the city

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, *cars*, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

Text 2.

Learning from Television

Traditionally, educators have perceived television as not particularly beneficial to literacy development. Concerns were fueled by findings suggesting that with the introduction of television people spend less time reading books and reading scores decline. As our society is striving to make adjustments to the decline in literacy skills, new ways of learning and teaching are being explored, educators are becoming interested in exploring the educational potential of television. Therefore, the interest in television as an educational medium has increased for several reasons.

First, existing educational television programs that were developed to enhance the literacy development of both children and adults have been quite successful in achieving their intended outcomes. This has been reported in several researches dealing with such things such as television supported distance learning programs from the Open University in Great Britain.

Second, because television is a very accessible medium, it has the potential to reach learners that have not been able to participate in traditional adult literacy programs. Television is accessible both in terms of its technology and in terms of its content. By 1985, 99% of all US households had a least one television set. Moreover, viewers are intimately familiar with the content of television and tend to associate it with pleasurable experience because of its power to entertain

Finally, the development of new visual technologies makes it possible to provide users with more control and interactivity and thus to adapt televised instruction to the needs of a variety of learners and learning styles.

To conclude, many teachers in UK are recently becoming aware to benefit the potential of television programs to support the teaching processes.

Practice 2 :

Write some words you do not understand. Write them on the following table then consult the dictionary.

(Tuliskan kata-kata yang menurut Anda sulit dalam tabel berikut beserta maknanya. Anda diperkenankan menggunakan kamus)

No	Vocabulary	Meaning
1.	<i>create</i>	<i>Mencipta</i>

E. Latihan Soal

Answer the following questions.

Text 1

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution. Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. The type of the text above is
 - a. analytical exposition
 - b. hortatory exposition
 - c. narrative
 - d. discussion
 - e. explanation
2. What is the communicative purpose of the text?
 - a. To tell the reader about the songs
 - b. To entertain the reader with the songs
 - c. To show the reader the use of songs
 - d. To explain above the songs
 - e. To persuade the reader to use songs in learning language
3. The generic structures of the text are
 - a. Thesis – arguments – recommendation
 - b. General statement – sequential explanation
 - c. Newsworthy events – background events – sources
 - d. Thesis – arguments – reiteration
 - e. General statement – arguments
4. What is the text about
 - a. learning songs
 - b. very enjoyable music
 - c. the phenomenon
 - d. music listeners
 - e. using songs in language learning
5. Based on the text, there are reason for using songs in learning language
 - a. 6
 - b. 4
 - c. 5
 - d. 3
 - e. 2

Saya yakin Anda dapat dengan mudah menjawab pertanyaan-pertanyaan tadi dengan baik. Untuk lebih yakin akan jawaban Anda mari kita bahas dan kerjakan bersama-sama. Tapi sebelumnya perhatikan tips berikut:

Tips 1: Perhatikan pertanyaan sebelum membaca teks. Ketika kita menemukan soal reading konsentrasilah ke pertanyaan, garis bawahi kata kunci (menanyakan apa soal ini). Baru lihat teks. Dengan cara ini kita bisa menghemat waktu akan apa yang ditanyakan saja.

Tips 2: Baca cepat. Kalau kita sedikitnya paham maksud pertanyaan dan bisa memahami secara global teks yang dijadikan acuan pertanyaan, temukan baris-baris kalimat yang dijadikan pilihan jawaban. Garis bawahi kalimat-kalimat tersebut.

Tips 3: Temukan kata kunci. Usahakan memahami informasi yang ada pada baris kalimat yang mengandung kata kunci pertanyaan. Kalimat yang sama maksudnya dengan kata kunci, tetapi biasanya diungkapkan dengan redaksi berbeda, itu jawabannya.

Tips 4: Focus pada word meaning. Beberapa model pertanyaan menguji penguasaan vocabulary. Misal beberapa kata yang membutuhkan pemahaman arti kata, antonym, synonym, close meaning same meaning dll

Tips 5: Temukan tema atau judul yang paling masuk akal. Kemampuan ini sangat bagus untuk menjawab beberapa model pertanyaan menanyakan tema teks adalah, atau kesimpulan teks tersebut adalah, atau judul yang tepat untuk tersebut adalah, dll

Bagaimana? Mudah bukan? Mari kita ujikan tips diatas untuk menjawab soal-soal latihan berikut.

Question 1

The type of the text above is

Kata kunci dari pertanyaan satu adalah *"type of the text"*.

Maka jawabannya adalah dengan membaca cepat keseluruhan text sambil mengamati struktur penyusun teksnya. Dengan mengenali teks strukture dari sebuah bacaan maka dengan mudah kita mampu menjawab pertanyaan.

The type of the text is a. **Analytical exposition.**

Question 2

What is the communicative purpose of the text?

Kata kunci dari pertanyaan dua adalah *"communicative purpose"* yang terkait dengan fungsi sosial dari teks dan dapat disimpulkan pada saat Anda membaca paragraph terakhir dari teks.

Maka jawaban yang betul adalah **e. To persuade the reader to use songs in learning language**

Question 3

The generic structures of the text are

Pertanyaan 3 memiliki kata kunci *"generic structure"* maka kita dapat kembali membaca keseluruhan teks dengan cepat dan pada akhirnya dapat menyimpulkan bahwasanya teks diatas adalah teks eksposisi analitik karena memiliki fungsi sosial

untuk mempengaruhi/membujuk dengan dilengkapi dengan beberapa paragraph yang merupakan argument/alasan pendukung.

Maka jawaban yang betul adalah **d. Thesis – arguments – reiteration**

Question 4

What is the text about?

Pertanyaan What is the text about? Adalah pertanyaan yang menanyakan tentang tema dari teks. Apakah Anda paham apa yang dimaksud tema? Ya betul, tema adalah ide atau pokok pikiran yang melandasi sebuah teks. Bagaimana cara menentukan tema adalah dengan membaca keseluruhan teks dengan seksama lalu buatlah simpulan dari isi teks tersebut. Singkatnya tema dapat disimpulkan dengan cara membaca lebih intensif paragraph awal atau paragraph akhir dari sebuah teks. Untuk tema teks eksposisi analitik biasanya akan dengan mudah melihat paragraph akhir teks yang merupakan paragraph kesimpulan.

Maka jawabannya adalah: **e. using songs in language learning**

Question 5

Based on the text, there are reason for using songs in learning language.

Kata kunci dari pertanyaan lima adalah there are ...“reason”. Pada sejumlah Pertanyaan kata kuncinya tidak akan sama persis seperti yang terdapat dalam teks karena memang pertanyaan jenis ini juga menguji vocabulary Anda. Maka, fokuslah pada kata yang memiliki makna yang sama yaitu argument atau alasan pada teks eksposisi analitik sehingga kita dapat berfokus pada paragrph yang terletak diantara paragraph awal dan akhir.

Maka jawabannya adalah: **b. 4**

F. Penilaian Diri

Setelah anda menyelesaikan latihan soal maka disilahkan anda mengisi penilaian diri berikut untuk menilai pencapaian kompetensi selama anda mempelajari modul ini.

1. Learning Journal

Complete the following statements to show your learning development.

- The materials I have learned are.....
- In my opinion, the most difficult part in this unit is.....
- It is difficult for me because.....
- The other problem(s) I face in this unit is/are.....
- The effort(s) I do to solve the problem is/are.....
- The support(s) which I need to solve the problem is/are.....

2. Reflection

Check your comprehension after studying this unit.

No.	Statements	Yes	Partly	No
1.	I can understand the social function of analytical exposition text			
2.	I can understand text structure of analytical exposition text			

KEGIATAN PEMBELAJARAN 2

A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 2 ini, Anda diharapkan:

- Mampu mengidentifikasi unsur kebahasaan yang terdapat dalam teks eksposisi analitis yaitu penggunaan ungkapan seperti *I believe, I think*, penggunaan adverbial *first, second, third* dan seterusnya, penggunaan kata sambung *Therefore, consequently, based on the arguments* dan sebagainya.
- Mampu memahami makna unsur kebahasaan yang terdapat dalam teks eksposisi analitis yaitu penggunaan ungkapan seperti *I believe, I think*, penggunaan adverbial *first, second, third* dan seterusnya, penggunaan kata sambung *Therefore, consequently, based on the arguments* dan sebagainya.
- Mampu menggunakan unsur kebahasaan yang terdapat dalam teks eksposisi analitis yaitu penggunaan ungkapan seperti *I believe, I think*, penggunaan adverbial *first, second, third* dan seterusnya, penggunaan kata sambung *Therefore, consequently, based on the arguments* dan sebagainya.

B. Uraian Materi

Pada pembelajaran 1, Anda telah belajar tentang fungsi sosial dan struktur teks eksposisi analitis. Maka, pada pembelajaran 2 kali ini, Anda akan belajar tentang *language features* dalam penulisan *analytical exposition text* dan bagaimana menggunakannya.

Kaidah Kebahasaan text analytical exposition adalah sebagai berikut:

1. Penulisan *analytical exposition text* menggunakan **simple present tense**. Mengapa menggunakan tenses ini adalah karena teks eksposisi merupakan teks yang menyampaikan pendapat yang bersifat umum dan merupakan fakta.
2. Menggunakan *thinking verb/kata-kata yang mengekspresikan pikiran atau perasaan penulis*, contohnya: *experience, feel, know, realize, sense, think*, dll.
3. Menggunakan **internal conjunction** yaitu kata penghubung yang menghubungkan argumen di antara dua klausa. Internal conjunctions dapat dibagi menjadi empat kategori, yaitu
 - (1) *addition* (penambahan) contohnya *besides, in addition, further*.
 - (2) *Comparisons* (perbandingan), seperti *but, vice versa, meanwhile, on the other hand*.
 - (3) *Time* (waktu), misalnya kata *second, then, then, next*.
 - (4) *Cause-effect* (akibat). Contoh katanya antara lain *consequence, as a result, so, the result*.

Perhatikan penggunaan *simple present tenses*, *thinking verb*, dan *internal conjunction* sebagai ciri khas dari teks eksposisi analitik.

I strongly **believe** that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. **For instance**, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. **For example**, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I **believe** that mobile phones have now become a necessary part of every day life. Instant communication will ensure that information can be passed on with a simple press of a button. **Whether** this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

Perhatikan bahwa hampir seluruh kalimat dalam teks adalah dalam bentuk simple present tense yang dicirikan dengan penggunaan kata kerja atau verb 1. Kata yang ditebalkan (*to begin with*, *for instance*, *my other main reason*, *whether* dan *in conclusion*) adalah kata sambung atau conjunction yang umumnya digunakan untuk menghubungkan argumen di antara dua klausa. Sementara kata *believe* adalah contoh *thinking verb* yang mengekspresikan pikiran atau perasaan penulis.

C. Rangkuman

The Language Features of Analytical Exposition Text:

1. Simple Presents Tense
2. Thinking Verbs; words that express writer's feeling or idea
3. Internal Conjunction

D. Penugasan Mandiri

Practice 1:

First, read the reading text above silently to understand the previous analytical exposition. Make sure that you know the meaning of every word and every part of the texts.

(Baca dalam hati untuk memahami makna dari teks eksposisi analitik pada Pembelajaran 2)

Second, read out the previous text loudly and meaningfully as if you are talking and persuading people. If possible, record your voice.

(Baca dengan nyaring seolah-olah memberikan pendapat kepada orang lain)

Tugas 2

Highlight some words that you do not understand. Write them on the following table then consult the dictionary.

(Tuliskan kata-kata yang menurut Anda sulit dalam tabel berikut beserta maknanya. Anda diperkenankan menggunakan kamus)

No	Vocabulary	Meaning
1.	<i>Necessary</i>	<i>Penting</i>

E. Latihan Soal

Choose a casual conjunction to fill the blanks.

that reason, in this way, as the result, because, because of, since

1. He has no wife . . . why he always cooks by himself.
2. I failed go to University last year, . . . I try to do my best.
3. I divided it into 3 categories, . . . data is normal
4. I was bored . . . the Lecture's speech was too much.
5. . . . his achievement on job, He promoted as the Manager.

Saya yakin Anda dapat dengan mudah menjawab pertanyaan-pertanyaan tadi dengan baik. Untuk lebih yakin akan jawaban Anda mari kita bahas dan kerjakan bersama-sama.

1. He has no wife **that reason** why he always cooks by himself.
2. I failed go to University last year, **in this way** I try to do my best.
3. I divided it into 3 categories, **as the result** data is normal
4. I was bored **because** the Lecture's speech was too much.
5. **Because of** his achievement on job, He promoted as the Manager.

F. Penilaian Diri

Setelah anda menyelesaikan latihan soal maka disilahkan anda mengisi penilaian diri berikut untuk menilai pencapaian kompetensi selama anda mempelajari modul ini.

3. Learning Journal

Complete the following statements to show your learning development.

- The materials I have learned are.....
- In my opinion, the most difficult part in this unit is.....
- It is difficult for me because.....
- The other problem(s) I face in this unit is/are.....
- The effort(s) I do to solve the problem is/are.....
- The support(s) which I need to solve the problem is/are.....

4. Reflection

Check your comprehension after studying this unit.

No.	Statements	Yes	Partly	No
1.	I can understand the language features of analytical exposition text			
2.	I can use the language features of analytical exposition text			

KEGIATAN PEMBELAJARAN 3

A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 3 ini diharapkan Anda mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual

B. Uraian Materi

Pada Pembelajaran 3 kali ini, Anda akan belajar berlatih menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitik.

Kontekstual berasal dari kata *context* yang berarti hubungan, konteks, suasana dan keadaan, makna kontekstual diartikan sebagai makna yang muncul berdasarkan konteksnya. Adapun konteks yang dimaksud adalah kalimat tempat dimana contoh kata dasar itu berada. Dalam makna kontekstual, suatu kata dasar dapat mempunyai makna berbeda-beda tergantung di kalimat mana dia berada.

Menangkap makna secara kontekstual berarti memahami makna teks bukan lagi secara kata perkata melainkan menyeluruh sesuai dengan kondisi suasana, keadaan yang meliputi kejadian dalam teks.

Berikut adalah tahapan memahami teks:



Bagaimana? Apakah penjelasan tadi dapat dipahami? Mari kita berlatih memahami teks dengan melakukan tahapan seperti diatas ya. Jangan ragu untuk membacanya kembali jika Anda memerlukan pemahaman yang lebih mendalam.

Perhatikan teks berikut.

Laptop as Students' Friend

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

Answer the following question to deepen your understanding.

1. What is the text about?
2. Where can you find this kind of text?
3. What is the main purpose of text?
4. Why does modern school tend to use laptop?
5. What can you conclude from the text?

Mari mulai berlatih memahami text dengan penjelasan tahap berikut:

Tahap Sebelum.

- ✓ Sebelum membaca teks, Anda harus memastikan tujuan dari Anda membaca teks. Apakah untuk mendapatkan informasi tertentu atau ada tujuan lain yang ingin Anda capai. Fokuslah pada tujuan tersebut.
- ✓ Lakukan *skimming* (membaca cepat dengan fokus pada bagian penting sebuah teks (judul, kalimat pokok setiap paragraph, ilustrasi dan sumber jika ada)
- ✓ Gunakan **background knowledge** atau pengetahuan Anda sebelumnya terkait teks yang Anda baca (Contoh: jika Anda sering membaca atau menonton berita, maka Anda tidak akan asing dengan istilah atau fenomena yang terkait dengan penggunaan laptop dikalangan pelajar. Pengetahuan ini sangat membantu Anda saat memahami teks diatas)

Tahap Selama:

- ✓ Identifikasi kata sulit dalam teks dengan menandai bagian tersebut dengan warna atau simbol yang menarik.
- ✓ Membuat inferensi berarti selama membaca berarti Anda membuat simpulan apakah kalimat atau teks tersebut penting, relevan dan berguna untuk Anda mencapai tujuan dari membaca. Fokus pada informasi yang sesuai dari tujuan Anda membaca
- ✓ Buatlah daftar pertanyaan yang ingin Anda dapatkan jawabannya dari teks.
Contoh: What is the main purpose of the text?
Why does modern school tend to use laptop?

- ✓ Tentukan kata kunci dari setiap pertanyaan
- ✓ Lakukan *scanning* yaitu membaca cepat dengan berfokus pada kata kunci dari pertanyaan. Contoh: kata kunci dari *What is the main purpose of the text?* adalah *purpose* yang berarti menanyakan fungsi teks. Ingat bahwa fungsi teks dapat didapatkan dengan membaca fokus pada paragraph awal atau akhir dari sebuah teks. Khusus untuk teks eksposisi analitik, fungsi teks tergambar jelas pada paragraf terakhir yaitu pada paragraph *reiteration* atau *conclusion*.

Tahap Setelah

- ✓ Membuat rangkuman dari sebuah teks bukan berarti menyalin isi teks ke dalam buku. Merangkum berarti menuliskan kembali informasi yang menurut Anda penting dan berguna.
- ✓ Anda dapat menggunakan peta konsep untuk merangkum teks.
Contoh: Sumber:



<https://www.google.com/search?q=mind+map+of+analytical+exposition&safe=strict>

- ✓ Melakukan refleksi atau menceritakan ulang kembali teks dari sudut pribadi Anda dengan menggunakan rangkuman yang sudah Anda buat sebelumnya. Refleksi digunakan sebagai evaluasi sejauh mana keberpahaman Anda akan teks.

C. Penugasan Mandiri (optional)

Based on the text on Pembelajaran 1 do

Practice 1:

First, you will read silently to understand the analytical eksposition tex below. Make sure that you know the meaning of every word and every part of those texts.

(Baca dalam hati untuk memahami makna dari teks eksposisi analitik tersebut)

Second, read out each text (text 1, and 2) loudly and meaningfully as if you are talking and persuading people. If possible, record your voice.

(Baca dengan nyaring seolah-olah memberikan pendapat kepada orang lain)

Practice 2.

Create your mind map of the text on Pembelajaran 1. You may use sample template of mind map or you are free to create your own mind map.

(Buatlah rangkuman dari teks Pembelajaran 1 menggunakan teknik Mind Map)

D. Latihan Soal

Answer the following questions.

Text 1

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

Answer the following questions.

1. Which of the following is not directly affected by pesticides used?
 - a. Plants
 - b. Ecology
 - c. Animals.
 - d. Environment.
 - e. Human Beings
2. What can you say about paragraph two and four?
 - A. The fourth paragraph supports the idea stated in paragraph two.
 - B. Both paragraphs tell about the disadvantages of using pesticides.
 - C. Both paragraphs tell about how pesticides affect the quality of farm products.
 - D. The statement in paragraph is contrary to the statement in paragraph four.
 - E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.
3. One of the disadvantages of using chemical pesticides is ...
 - A. killing fish and bees.
 - B. increasing crops productivity.
 - C. creating balanced ecosystem.
 - D. causing the pests to become inactive
 - E. helping reduce pollutants in the environment.
4. Secondly, pests can gradually become **resistant** to pesticides. (paragraph 3). The word **resistant** in the sentence above means ...
 - A. weak
 - B. fragile

- C. damage
- D. unaffected
- E. unbalanced

Text 2

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons.

Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons.

Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses? Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

5. Why is formalin dangerous for human's body?
 - A. It is not food preservatives
 - B. It is a disinfectant for human beings
 - C. It is used to preserve biological specimens
 - D. It is 10% solution of formaldehyde in water
 - E. It is controlled flighty from the government
6. The main idea of paragraph two is
 - A. The human's bodies will be harmful after consuming the formalin
 - B. The government has not controlled the use of formalin firmly
 - C. The weak control of using formalin is not threatening the human
 - D. The human's bodies will be harmful after consuming the formalin
 - E. The use of formalin is known all over the regions
7. Based on the facts above, the writer suggest that
 - A. People have to avoid consuming formalin in their food
 - B. The use of formal dehyde is necessary to control the food
 - C. People should add 100% solution of formaldehyde in water
 - D. The food preservative is required to make the food delicious
 - E. Food seller is supposed to pour formalin for vegetables and food products

Jika Anda dapat dengan mudah menjawab pertanyaan-pertanyaan tadi dengan baik, berarti Anda telah menerapkan strategi membaca efektif dengan benar. Untuk lebih yakin akan jawaban Anda, silahkan cocokkan jawaban Anda dengan kunci jawaban berikut. (Tips pada halaman 14 akan mengingatkan Anda kembali bagaimana menjawab soal dengan efektif)

- | | |
|------|------|
| 1. E | 5. A |
| 2. B | 6. C |
| 3. A | 7. A |
| 4. D | |

E. Penilaian Diri

Setelah anda menyelesaikan latihan soal maka disilahkan anda mengisi penilaian diri berikut untuk menilai pencapaian kompetensi selama anda mempelajari modul ini.

5. Learning Journal

Complete the following statements to show your learning development.

- The materials I have learned are.....
- In my opinion, the most difficult part in this unit is.....
- It is difficult for me because.....
- The other problem(s) I face in this unit is/are.....
- The effort(s) I do to solve the problem is/are.....
- The support(s) which I need to solve the problem is/are.....

6. Reflection

Check your comprehension after studying this unit.

No.	Statements	Yes	Partly	No
1.	I can understand how to comprehend the exposition analytical text			
2.	I can use Mind Map to create the summary/resume of the text			

KEGIATAN PEMBELAJARAN 4

A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 4 ini diharapkan Anda dapat **menyusun** dan **menulis** teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Uraian Materi

Setelah mempelajari Pembelajaran 1,2 dan 3, kini saatnya kita berlatih menyusun teks eksposisi analitik.

Mari cermati langkah menyusun teks eksposisi analitik berikut.

1. Menentukan Topik

Langkah pertama yang harus dilakukan saat membuat teks eksposisi adalah menentukan tema. Dengan menentukan tema, pada saat menulis kita akan lebih terarah dalam menyelesaikan tulisan kita. Adapun sifat topik-topik yang dikembangkan dalam teks eksposisi, sebagai berikut:

- Data faktual, yaitu kondisi yang benar-benar terjadi dan bisa bersifat historis tentang bagaimana suatu alat bekerja, bagaimana suatu peristiwa terjadi, dan sebagainya.
- Suatu analisa atau penafsiran objektif terhadap seperangkat fakta.
- Fakta tentang seseorang yang berpegang teguh pada suatu pendirian.

2. Menentukan Tujuan/Fungsi Sosial

Setelah menentukan topik yang akan dipaparkan, kita harus memiliki tujuan yang nantinya akan memberikan penjelasan dan pemahaman kepada pembaca.

3. Memilih Data yang Sesuai dengan Tema

Setelah menentukan tema dan tujuan penulisan, langkah selanjutnya yang harus dilakukan adalah mengumpulkan data atau bahan yang diperlukan dalam penulisan teks eksposisi. Bahan dapat diperoleh dari buku, majalah, pencarian di internet, surat kabar, maupun wawancara langsung.

4. Membuat Kerangka Karangan

Sebelum mulai menyusun karangan eksposisi, hal yang perlu disusun terlebih dahulu adalah membuat kerangkanya secara lengkap dan sistematis. Dalam bentuk struktur teks. Dengan adanya kerangka karangan memudahkan kamu dalam mengembangkan pembahasan sesuai dengan batasan-batasan kerangka karangan yang sudah dibuat.

Struktur teks Eksposisi Analitik/Kerangka Karangan
Thesis
Argumentasi
Penutup/Kesimpulan/Penegasan Ulang

5. Mengembangkan Kerangka Karangan

Setelah kerangka karangan tersusun, mengembangkan secara lebih lengkap lagi agar ciri-ciri eksposisi dapat tersalurkan, eksposisi yang bersifat informatif, objektif, dan logis. Dalam karangan ini, pengarang lebih menjelaskan maksud dari topiknya itu dengan menyertakan bukti-bukti yang konkret sebagai penunjang dari pembahasan itu.

6. Membaca ulang kembali tulisan yang dibuat dengan melakukan perbaikan yang diperlukan.

Setelah teks tersusun, periksalah kembali dengan teliti. Perhatikan penulisan, ejaan, tanda baca dan unsur kebahasaan yang digunakan. Sangat disarankan untuk melakukan perbaikan pada saat Anda menemukan hal yang perlu diperbaiki.

C. Rangkuman

Ingat bahwa pada saat menyusun atau menulis sebuah teks, pengetahuan akan fungsi sosial, struktur teks, dan unsur kebahasaan adalah sebuah keharusan agar teks tersusun secara efektif dan tepat mencapai tujuan pembuatannya.

Berikut adalah Rangkuman dari Pembelajaran 4.

Langkah menyusun teks eksposisi analitik

- 1. Menentukan Topik**
- 2. Menentukan Tujuan/Fungsi Sosial**
- 3. Memilih Data yang Sesuai dengan Tema**
- 4. Membuat Kerangka Karangan**
 - ✓ Thesis
 - ✓ Argumentasi
 - ✓ Penutup/Kesimpulan/Penegasan Ulang
- 5. Mengembangkan Kerangka Karangan**
- 6. Membaca ulang kembali tulisan yang dibuat dengan melakukan perbaikan.**

D. Penugasan Mandiri

Perhatikan Teks berikut dan buatlah sebuah daftar topik atau tema dari eksposisi analitik yang akan Anda buat berdasarkan pengalaman yang Anda Alami. Nomor 1 adalah contoh

1. Learning is much fun doing in house

2. _____

3. _____

E. Latihan Soal

Arrange these jumbled paragraphs into the correct order.

- a) From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.
- b) Personally think that reading is a very important activity in our life. Why do I say so?

- c) Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.
- d) The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.
- e) Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxe.

Pembahasan soal.

Ingat bahwa teks tersusun sesuai dengan struktur teks dan memiliki ciri kebahasaan yang khas. Maka ketika kita akan menyusun teks, Ingatlah struktur teks dan ciri kebahasaan dari setiap paragraph. Terdapat kata kunci yang dapat membantu Anda menyusun teks diatas dengan tepat.

Struktur teks eksposisi analitik adalah sebagai berikut:

Struktur teks	Kata kunci
Thesis	Personaly
Arguments	Conjuction (first, second, the last)
Reiteration	From the facts about

Maka berikut adalah susunan teks yang tepat yaitu: **b-c-e-d-q**

F. Penilaian Diri

Setelah anda menyelesaikan latihan soal maka disilahkan anda mengisi penilaian diri berikut untuk menilai pencapaian kompetensi selama anda mempelajari modul ini.

1. Learning Journal

Complete the following statements to show your learning development.

- The materials I have learned are.....
- In my opinion, the ost difficult part in this unit is.....
- It is difficult for me because.....
- The other problem(s) I face im his unit is/are.....
- The effort(s) I do to solve the problem is/are.....
- The support(s) which I need to solve the problem is/are.....

2. Reflection

Check your comprehension after studying this unit.

No.	Statements	Yes	Partly	No
1.	I can understand steps on arranging the jumbled text of Analytical Exposition			
2.	I can arrange correctly the jumbled paragraphs of Analytical Exposition Text			

EVALUASI

Part 1

Answer the following questions.

Text 1

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produce.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

1. The type of the text above is
 - A. analytical exposition
 - B. hortatory exposition
 - C. narrative
 - D. discussion
 - E. explanation
2. The generic structures of the text are
 - A. Thesis – arguments – recommendation
 - B. General statement – sequential explanation
 - C. Newsworthy events – background events – sources
 - D. Thesis – arguments – reiteration
 - E. General statement – arguments
3. The text gives us information about
 - A. The ways to minimize global warning
 - B. The ways to increase global warning
 - C. The effects of global warning
 - D. The importance of consuming local groceries
 - E. The importance of knowing global warning
4. To reduce the global warming we should
 - A. Buy import product
 - B. Buy expensive clothes
 - C. Consume frozen foods
 - D. Consume fresh foods
 - E. Not use electricity efficiently
5. We are helping reduce the amount of global warming" (Paragraph 2) The word **reduce** can be replaced by
 - A. Increase
 - B. Decrease
 - C. Improve

- D. Add
- E. Maximize

Text 2

Smoking in restaurants is not just disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

6. Smoking in the restaurants must be avoided because.....
 - A. It is harmful to other.
 - B. It is impolite
 - C. It's dangerous to the smokers
 - D. It can cause hearth and lung disease
 - E. All answers are correct
7. We have many reasons to say that smoking must be avoided. The word reasons mean.....
 - A. conclusion
 - B. point of view
 - C. argument
 - D. reinforcement
 - E. statement
8. What is the purpose of the text?
 - A. To inform the readers to the readers
 - B. To persuade to the readers
 - C. To describe to the readers
 - D. To tell a story to the readers
 - E. To argue about smoking to the readers
9. The synonym of the word dangerous in the text is.....
 - A. rude
 - B. impolite
 - C. health risk
 - D. harmful
 - E. disease

10. Smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.
The sentence above characterize as..... of the text
- A. thesis
 - B. arguments
 - C. reiteration
 - D. topic sentence
 - E. supporting details
11. Smoking in restaurant should not be allowed. It means that.....
- A. people should do smoking in restaurant
 - B. people should not do smoking in restaurant
 - C. people must not smoking in restaurant
 - D. people is not suggested smoke in restaurant
 - E. people should smoke in restaurant

Text 3

To improve comfort and cleanliness at our school, a number of dust bins should be increased.

When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out.

Besides, these rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust bins in our schools are not enough. One dust bins should be put beside each of steps, outside of the classrooms, and some more also in the corridors.

Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

12. According to the writer, more dust bins..... in every ten meters.
- A. should be decorated
 - B. should be painted
 - C. should be placed
 - D. are unnecessary
 - E. are not required
13. What is the writer's argument on a sufficient number of dust bins?
- A. They can prevent litters
 - B. They can save janitor's energy
 - C. Students are asked to clean them

- D. They make school environment neat
- E. Students can throw garbage away easily

14. What is the writer's suggestion?
- A. To buy more dustbins
 - B. To hire more gardeners
 - C. To use dustbins efficiently
 - D. To ask parents to give more dustbins
 - E. To ask students to clean the school yard

Text 4

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

15. In institutions without uniform students, one will be regarded poor because he/she
- A. does not wear a school uniform
 - B. cannot afford to buy a school uniform
 - C. wears no expensive designer clothes
 - D. possesses a bad academic record
 - E. has a bad attitude at school
16. "As such **it** promotes discipline and helps to drive up academic standards" (Paragraph 3). What does the **it** word refer?
- A. Community
 - B. School ethos
 - C. Research finding
 - D. A study
 - E. Uniform

17. The last paragraph is about
- The writer's suggestion
 - The writer's arguments
 - The writer's reasons
 - The writer's reiteration
 - The writer's thesis
18. "... Substance abuse, behavioral problems or attendance." (Paragraph 2). The antonym of "attendance" word is
- arrival
 - come up
 - appearance
 - presence
 - absence
19. Arrange these jumbled paragraphs into the correct order.
- Those who want to penalise older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transport to fall back upon and one's own vehicle is the only way to get about.
 - In all the discussion over the removal of lead from petrol there doesn't seem to have been any mention of difference between driving in the city and the country.
 - While I realise my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.
 - I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money on petrol, should be treated differently to the people who live in the city.
- a-b-c-d
 - b-c-d-e
 - d-a-b-e
 - c-d-e-a
 - b-c-a-d
20. Arrange these jumbled paragraphs into the correct order.
- The first, college students are adults, not elementary school children. The student has an ability to determine which of the acts he should be doing which is not because the student has a different mindset with the child. The student is able to determine what he needs in the course so he will not neglect to improve his knowledge even though he is not attending the class
 - To summarize, attendance in college classes should be optional. Students may already know the material that the professor will cover. Sometimes the professor lectures on material that is in the textbook, so students can read it on their own time. Therefore, in my opinion, compulsory attendance in college classes should be abolished.
 - On my first day of class in an American university, I discovered that there are many differences between universities in US and in my country. One difference hit me immediately when the professor walked into the classroom dressed in casual pants and a sports shirt. Then he sat down, and I received a second shock. He sat down on the desk, not behind the desk. The biggest shock happened when he passed out a piece of paper listing the requirements of the class. I learned that I was not allowed to miss any classes! In my country, professors do not know or care if students attend lectures, but in the United States, professors actually call

the roll at the beginning of each class meeting. In my opinion, compulsory attendance in college is completely inappropriate for two reasons.

- d. Students often have other obligations such as work and family. Not infrequently we meet there are students who have to work to help the cost of lectures and this has become a necessity for him. So also with students who already have a family. Sometimes the affairs involving the family are more important than attending the class so the students tend to leave the class because they think the class can be replaced by learning independently.

- A. a-b-c-d
B. b-c-d-e
C. c-a-d-b
D. c-d-e-a
E. b-c-a-d

Part 2

Essay

Choose one of the topic of Analytical Exposition below.

1. The Risk Being Fat
2. Is Smoking Good for Us
3. Choosing the Accredited Schools

Write one Analytical Exposition in minimal 100 words.

Kunci jawaban

- | | |
|-------|-------|
| 1. A | 11. B |
| 2. D | 12. C |
| 3. A | 13. E |
| 4. D | 14. A |
| 5. B | 15. C |
| 6. E | 16. E |
| 7. C | 17. D |
| 8. B | 18. E |
| 9. C | 19. E |
| 10. C | 20. C |

DAFTAR PUSTAKA

<https://nurinuryani.wordpress.com/kumpulan-tugas/analytical-exposition-2/>
diunduh, 4 Agustus 2020, 16.00

<http://britishcourse.com/analytical-exposition-text-materi-dan-contoh.php>
diunduh, 5 Agustus 2020, 18.00

<https://azbahasainggris.com/contoh-causal-conjunction>. diunduh, 7 Agustus
2020, 23.00

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16.00