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."

LIVEWORKSHEETS

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 *analyctical 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, *cars*, as we all know, contribute to most of the pollution in the world.Cars emit a deadly gas that causes illnesses such as ┐

LIVEWORKSHEETS

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.

Argumentation

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

reiteration/ conclucion

C. Rangkuman

Analytical Exposition

Social Funcion:
The purpose of an exposion text is to persuade your audience to look at an issue with your perspecve.
(untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas)

Generic Structure:
- Thesis
- Argumentation
- Reiteration/Conclusion

LIVEWORKSHEETS

D. Penugasan Mandiri

Practice 1:
First, you will read silently to understand the analyctical 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)

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

LIVEWORKSHEETS

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.	*create*	*Mencipta*

LIVEWORKSHEETS

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

LIVEWORKSHEETS

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

Nama

LIVEWORKSHEETS

LIVEWORKSHEETS