WORKSHEET

English

Analytical Exposition Text

Name: _____

Class: _____

Subject: _____

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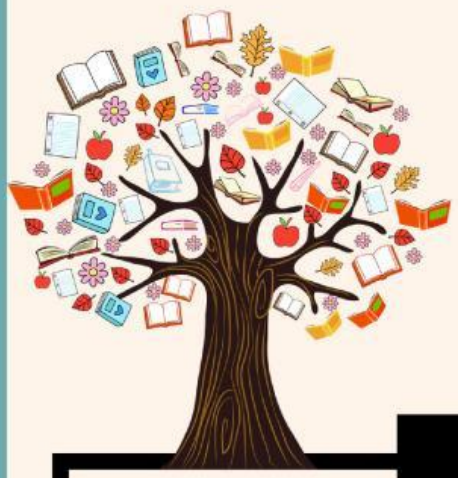

Kurikulum Merdeka

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Competency Achievement and Learning Objectives

At the end of Phase E, learners use oral, written and visual texts in English to communicate according to the situation, the purpose and the audience/reader. Various types of texts such as narratives, descriptions, procedures, expositions, recounts, reports, and authentic texts are the main references in learning English in this phase. Students use English to convey wishes/feelings and discuss topics that are close to their daily lives or issues that are appropriate for students' age in this phase. They read written texts to learn something/get information.

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Worksheet Instructions!

This Liveworksheet consists of two parts:
Part one: Read and Understand
Part two: Exercise

In part 1, you will be given some supporting material related to the subject being studied. Please read and understand carefully! Note, do not hesitate to ask teachers and friends if there is something you do not understand.

Part 2 will consist of several exercises that will examine your understanding of the material you have learned. Each time before going to the exercise questions, there will be a guided instruction of how to do the questions. Please understand and good luck!

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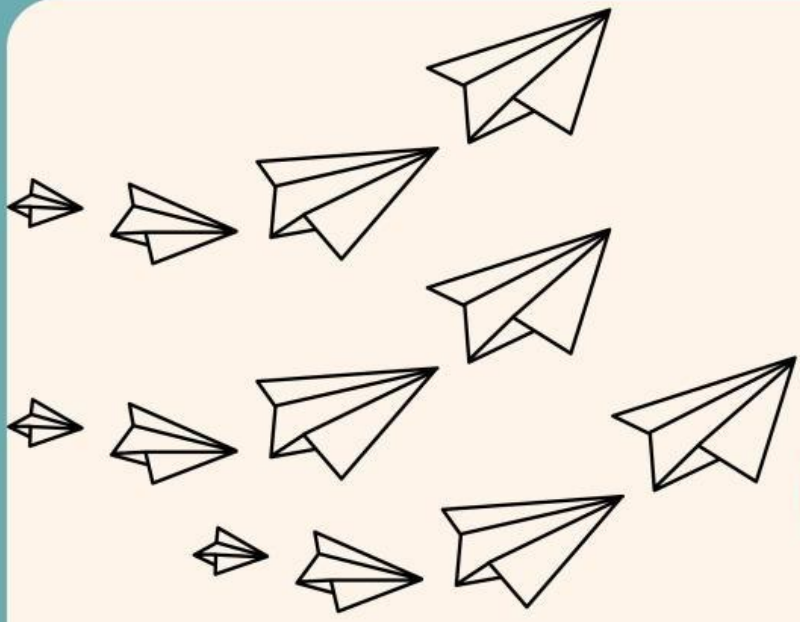

Show your understanding!

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Exercise 2

This exercise consists of 3 parts to test your knowledge of the generic structure of analytical exposition text, the language features of analytical exposition text, and the social function of analytical exposition text.

1.Read and analyze the text carefully.
2.After read the text, answer all questions according to your understanding from the text.
3.Ask the teacher if you have a problem doing the task.
4. You can use a dictionary if needed.
5. Working time is 5 minutes.

Good luck!

The Usage of Gadgets in Education in Indonesia

In the 21st century, the integration of technology into various sectors has become increasingly prevalent, with education being one of the foremost areas of transformation. In Indonesia, the emergence of gadgets such as smartphones, tablets, and laptops has revolutionized traditional pedagogical methods, making education more accessible and interactive. One of the primary advantages of incorporating gadgets into the educational landscape of Indonesia is the enhanced accessibility to educational resources. With the proliferation of internet connectivity, even in remote areas, students can access a plethora of digital learning materials, including e-books, online courses, and educational videos. The availability of these resources diminishes geographical barriers that have historically hindered educational opportunities for many Indonesian students. For instance, rural students can now participate in online classes offered by prestigious universities, allowing them to acquire knowledge that may not be available locally.

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Gadgets also promote interactive learning, an essential component of modern education. Traditional teaching methods often rely on rote memorization, but gadgets encourage active participation through interactive applications and software. Tools such as educational games, simulations, and collaborative platforms allow students to engage with content in a meaningful way. For example, platforms like Google Classroom and Liveworksheet foster a participatory atmosphere where students can collaborate on projects, share insights, and receive instant feedback from their peers and instructors. In an era dominated by technology, equipping students with essential digital skills are imperative. The use of gadgets in education provides students with the opportunity to develop proficiency in technological tools that are increasingly vital in the workforce. By engaging with various applications and online platforms, students learn not only to navigate digital landscapes but also to adapt to new technologies, a skill set that will serve them well in their future careers. Moreover, the integration of gadgets in educational curricula encourages critical thinking and problem-solving skills. Many educational applications are designed to challenge students, prompting them to analyze information, synthesize concepts, and apply their knowledge in practical scenarios. This focus on developing higher-order thinking skills is essential for preparing Indonesian students to thrive in a competitive global economy.

Despite the numerous advantages associated with gadget usage in education, several challenges persist that must be addressed to maximize their effectiveness. One significant concern is the digital divide that exists between urban and rural areas in Indonesia. While urban students may have easy access to gadgets and reliable internet, their rural counterparts often face significant obstacles, including limited access to technology and unstable internet connections. This disparity can exacerbate educational inequities, undermining the very benefits that gadgets are meant to provide.

Additionally, excessive reliance on gadgets can lead to negative effects on students' health and well-being. Issues such as screen fatigue diminished attention spans, and reduced physical activity are becoming increasingly common among students who spend extended periods using digital devices. Educators must find a balance between leveraging the advantages of technology and ensuring that students engage in a healthy learning environment. Another challenge lies in the need for teacher training. Many educators in Indonesia may lack the necessary skills to effectively integrate gadgets into their teaching practices. Professional development programs that focus on technology integration are essential to equip teachers with the confidence and competence required to utilize gadgets effectively in their classrooms.

In conclusion, the usage of gadgets in education in Indonesia presents both significant opportunities and challenges. While they enhance educational accessibility, foster interactive learning environments, and equip students with essential digital skills, it is crucial to address the digital divide, health concerns, and the need for robust teacher training. As Indonesia continues to navigate the complexities of integrating technology into education, a collaborative effort among government bodies, educational institutions, and communities will be vital in harnessing the full potential of gadgets.

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Exercise 2 (Part C)

Answer the text box clearly!

Read the text once more and try to understand every paragraph of the text.
Then, write the social function on the text box.
You can use your own words.

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