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ENGLISH MODULE

ANALYTICAL EXPOSITION TEXT

ENGLISH IS YOU 2

GRADE XI



SMA BRAWIJAYA SMART SCHOOL

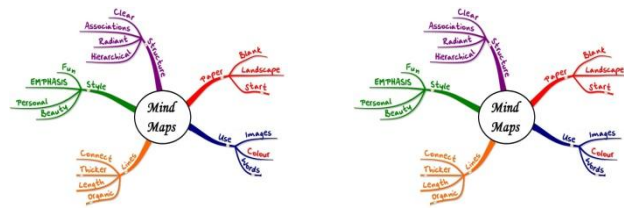
2020-2021

ANALYTICAL EXPOSITION

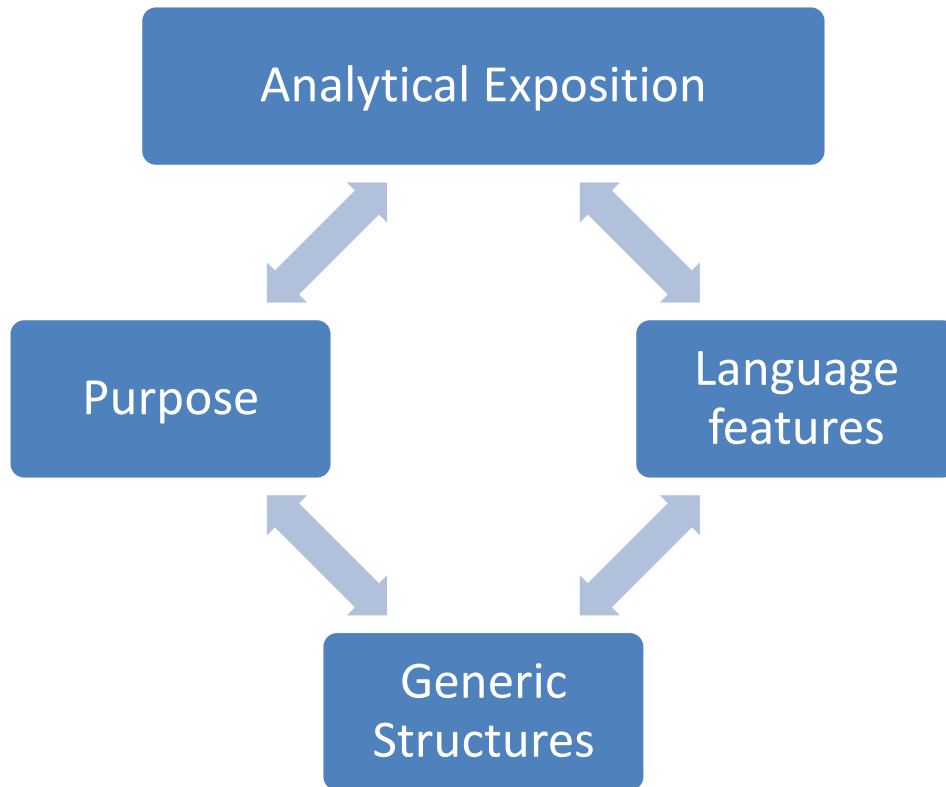
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MIND MAP



GLOSSARIUS

1. Relational process = Relationships between and among leaders, workers, followers, partners, co-workers, etc. people knowing and caring about people.
2. Using external conjunctions = Enhancing by linking to real world events
(Holocaust, the Final Solution, death trains)
3. Using internal conjunction = Elaborating and itemizing steps in an argument
(Firstly, secondly, next, finally)
4. Using causal conjunction = the cause of an event, because
5. Using contrastive conjunction = but, nevertheless



A. Basic Competence

3.4 Distinguish social functions, text structures, and linguistic elements to oral and written transactional interaction texts that involve the act of giving and asking for actual information related to analytical exposition text in accordance with the context of their use.

Analytical Exposition

4.4.2 Composing social functions, text structures, and linguistic elements to oral and written transactional interaction texts that involve the act of giving and asking for information related to analytical exposition texts in accordance with the context of their use.

Indicators

3.4.1 Distinguishing the oral and written transactional interaction texts that involve the act of giving and asking for information texts that involve the act of giving and asking for actual information related to analytical exposition text in accordance with the context of their use.

3.4.2 Comparing the contextual meaning related to social functions, text structures, and linguistic elements of transactional interaction texts that texts that involve the act of giving and asking for actual information related to analytical exposition text in accordance with the context of their use.

3.4.3 Concluding by giving a oral resume related to social functions, text structures, and linguistic elements of transactional interaction texts that texts that involve the act of giving and asking for actual information related to analytical exposition text in accordance with the context of their use.

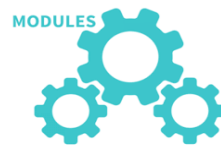
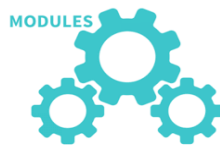
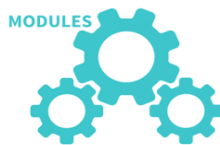
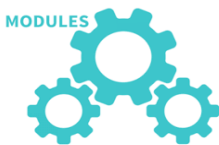
- 4.4.2.1 Composing by arranging short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to social functions, text structures, and linguistic elements of transactional interaction texts that texts that involve the act of giving and asking for actual information related to analytical exposition text in accordance with the context of their use.
- 4.4.2.2 Creating short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to social functions, text structures, and linguistic elements of transactional interaction texts that texts that involve the act of giving and asking for actual information related to analytical exposition text in accordance with the context of their use.
- 4.4.2.3 Presenting short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to related to social functions, text structures, and linguistic elements of transactional interaction texts related to analytical exposition text in accordance with the context of their use.

MODULE DESCRIPTION

This module is designed to improve reading and writing that you will need for success at the class level. It will emphasize personal, reflective, and writing and compel the development of critical expression skills. A key goal of Module 1 is for students to know the material of analytical exposition text. This module presents some information related to the definition, purpose, generic structures, language features, and the examples of expression of offer and suggest. By learning this module, hopefully students will understand the material apply it in their daily activity.

MODULE USAGE

1. Students pray first
2. Students give their spirit (depend on the class)
3. Students read the mind map, module description, module usage and the learning objectives.
4. Students do 'act out'
5. Students are supposed to understand their problem during the process
6. Student check and write their points, summary, and reflection



Learning Objectives

- ❖ To distinguish social functions, text structures, and linguistic elements some analytical exposition texts, in accordance with the context of their use.
- ❖ To identify social functions, text structures, and linguistic elements some analytical exposition texts, in accordance with the context of their use.
- ❖ To explain social functions, text structures, and linguistic elements some analytical exposition texts, in accordance with the context of their use.
- ❖ To determine the contextual meaning related to social functions, text structures, and linguistic elements of some analytical exposition text, in accordance with the context of their use.
- ❖ To determine the general description of analytical exposition.
- ❖ To compose an analytical exposition.

Act it Out

Meeting 1

Part 1

In this part, you will play a game in a group.

The game is about to answer five pictures that are going to be given to a teacher. You have to compete/race with other friends to answer the teacher's answer.



Let's do a
game

English is fun english is fun English is fun English is fun English is fun



Part 2

In this part, you will watch the video by scanning the barcode

You also can learn more by reading the material below.



Read the explanation carefully and you may surf the internet if you want to find further information. After you read the explanation, take the important information then write down in the part 3

Analytical Exposition

- **Definition**
 - Analytical Exposition is kind of a text that presents one side of an issue (pros or cons , not both) in a form of arguments. It elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that there is something that certainly needs to get attention.
- **Generic Structure of Analytical Exposition**
 1. **Thesis**
 - ✓ Introducing the topic and indicating the writer's point of view.
 2. **Arguments**
 - ✓ Are used to support the thesis. (facts, evidence)
 3. **Reiteration**
 - ✓ Restating the thesis. summary/conclusion of what has been stated before in the previous paragraphs.

Purposes:

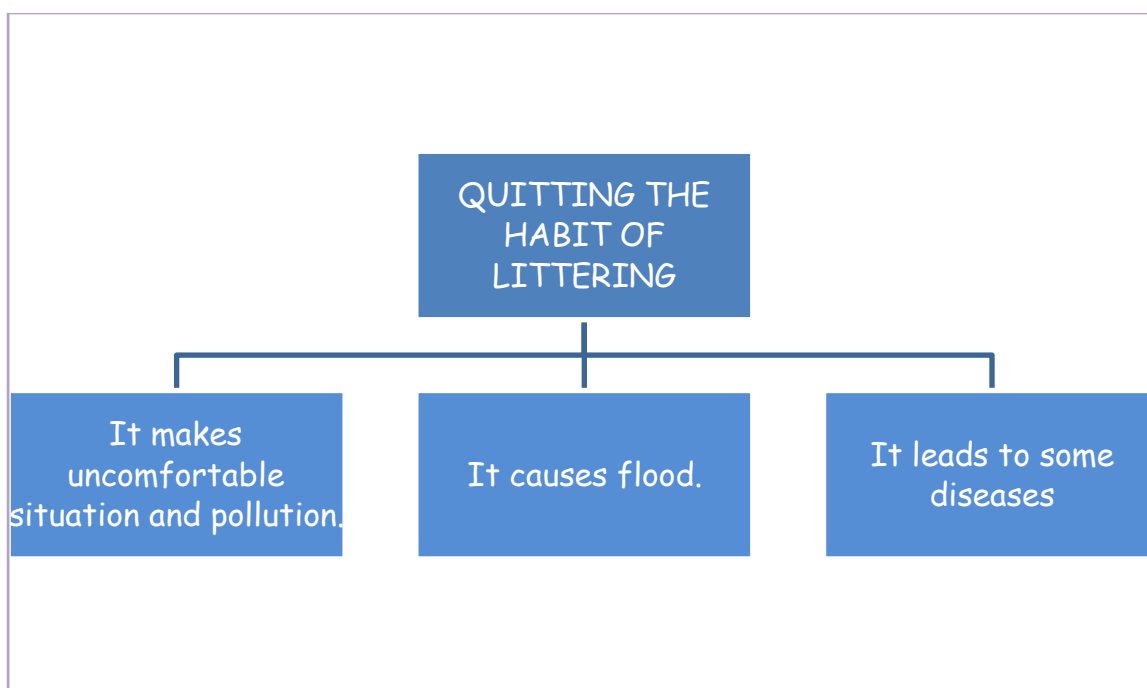
1. To persuade the readers that idea is important matter.
2. To persuade the readers or listeners that there is something that, certainly, needs to get attention

3. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

Language Features:

1. Using relational process = Relationships between and among leaders, workers, followers, partners, co-workers, etc. people knowing and caring about people.
2. Using external conjunctions = Enhancing by linking to real world events (Holocaust, the Final Solution, death trains)
3. Using internal conjunction = Elaborating and itemizing steps in an argument (Firstly, secondly, next, finally)
4. Using causal conjunction = the cause of an event, because
5. Using contrastive conjunction = but, nevertheless
6. Using simple present tense = Bruno is quiet boy
7. Focusing on generic human and non-human participants, e.g.: car, pollution, leaded petrol car
8. Using abstract noun, e.g.: policy, government
9. Using relational processes, e.g.: It is important
10. Using modal verbs, e.g.: We must preserve
11. Using modal adverbs, e.g.: Certainly we.
12. Using passive sentence

Pay attention to the following map concept.



The map concept above is developed into an analytical exposition as following example

Title	Quitting the habit of littering	
Thesis	<p>Nowadays, littering has become a serious problem in our society. Many people still drop the garbage in public places such as gardens or parks, streets, even in the river and sea. Although there have been campaigns about quitting the habit of littering, but it seems that this habit is quite hard to be controlled. However, this habit should be quit because of several reasons.</p>	<p>Topic sentence Supporting sentence</p>
Argument 1	<p>Firstly, it makes uncomfortable situation and pollution. For some people, visiting parks or gardens can be a good way to refresh their mind. This activity is also a good one to take their babies or children taking a walk around or just play in the</p>	<p>Topic sentence Supporting sentence</p>

	<p>yard. They absolutely hope a comfortable situation, fresh air, and good view. However it will be annoying if they find many litters everywhere. Moreover, places with high littering will cause pollution, especially air pollution. High volume of litter in long-term will rot and cause bad smell.</p>	
Argument 2	<p>Secondly, it causes floods. The habit of litter in a long time, especially in the ditch or river will cause a big heap. Therefore, it will extremely block the waterways. Once it reaches the waterways it will be difficult to remove. If there is no attention to this situation, the amount of litter will significantly increase. After the heavy rain, the volume of water becomes higher. In a densely populated area it will be very hard to be absorbed in the ground. As a result it will cause flood.</p>	<p>Topic sentence Supporting sentence</p>
Argument 3	<p>Thirdly, it leads to some diseases. Litter is dirty and of course it is unhealthy for our environment. It also carries germs, bacteria, and viruses. The effect of this for general public can cause some diseases such as cholera and typhoid if the litter gets into the water resources. It is also poisonous for plants and animals around there.</p>	<p>Topic sentence Supporting sentence</p>
Conclusion	<p>Based on the reasons above it is obvious that the habit of littering should be quit. All people should be aware the bad effect of littering.</p>	



Part 3

Write down the important information about the video The place to answer the questions

A large, empty rectangular area with a dashed border, intended for writing answers to the questions.

English is fun english is fun English is fun English is fun English is fun



Part 4

In the part 4, you are going to do with your group to Analyze the two Analytical Exposition texts then write the differences between them based on your discussion topic.

Here are the discussion topic:

1. Group 1: Discussion of social function from the two Analytical Exposition texts
2. Group 2: Discussion of generic structures from the two Analytical Exposition texts
3. Group 3: Discussion of language features of simple present tense from the two Analytical Exposition texts
4. Group 4: Discussion of language features of causal conjunction from the two Analytical Exposition texts
5. Group 5: Discussion of language features of modal verb dan adverb from the two Analytical Exposition texts

Read the two text below

Analytical Exposition 1

The Importance of English

I personally think that English is the world's most important language. Why do I say that? Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language. Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. Thirdly, English is a top requirement of those seeking jobs.

Applicants who master either active or passive English are more favorable than those who do not. From the fact above, it is obvious that everybody needs to learn English to greet the global era.

<http://sangpemimpikelihood.blogspot.com/2015/03/analytical-expos>

Analytical Exposition 2

START SAVING UP NOW!



People today tend to have high daily expenses, for example on cable subscriptions, transport, and mobile phone bills. The need to pay those bills drives people to consider saving money, even wealthy individuals. There are four reasons why people consider saving money.

First, saving money is beneficial for emergency funds. Unexpected things can happen, such as car repairs and hospital bills due to vehicular accidents, a sudden loss of job, extra tuition for a school field trip, and an invitation to a friend's wedding party.

Second, education is important and necessary for a better future, for oneself and one's offspring. These days, the better the education, the higher the tuition will be. Moreover, tuition from primary school to university increases each year. Without saving money, paying tuition will be so hard that sometimes people decide not to continue their studies due to a lack of funds.

Third, people need to save money for retirement. Life still goes on when people retire from a job, so they will need to save money to fulfill their daily needs.

Finally, the last reason for saving money is for entertainment. Travelling on holiday or hanging out with friends at a café is needed to relieve stress after working for a long time.

Seeing how important it is to save money, don't wait until an unexpected expense appear. Remember the proverb "forewarned is forearmed." Start saving as soon as possible.



Analysis of two examples analytical exposition texts

Text	Function	Generic structures	Language Features (Simple Present Tense)	Language Features (Causal conjunction)	Language Features (modal verb)
Analytical Text 1					
Analytical Text 2					

English is fun english is fun English is fun English is fun English is fun

Part 5

Write your summary and create a video with your group about the result of your discussing then upload it in youtube and send its link in google classroom.

Meeting 2**Part 6**

Do a game by clicking a quizizz.com

(<https://quizizz.com/join/quiz/5d79bcbf981d9001a707210/start?studentShare=true>)

**Part 7**

Rearrange the text below into a good text

Number 1

English is the most used language in the world. There are more than 50 English speaking countries, where English is either the official or the primary language. It is also used as the common language in science, economy, politics, tourism, and entertainment. Learning English is important because it unlocks many opportunities and knowledge.

Number 2

The benefits of English in early childhood are:

1. Brain booster
2. Better reading skill
3. Higher academic score
4. Greater confidence
5. Family bonding

Number 3

The key to learn English for kids is make it fun! Create casual learning environment. Develop engaging activities such as playing music, watching kids cartoon or movie, singing English songs, or playing games. If kids have positive experience in learning, they are eager to learn more about English.

Number 4

When is the best time for kids to start learning English? The answer is the earlier the better. Why? Kids have the best learning period called *Golden Age* which allows them to learn language quickly. Their brains are like sponge. They can quickly absorb anything especially if it is related to language used in daily communication.

Your answer: ...

Part 8

Answer the questions below based on your arrangement text

1. What is the topic of the text?

.....

2. What is the purpose of the text?

.....

3. Identify the generic structures of the text above?

.....

Meeting 3



Part 9

In this part, you will do a game namely 'get my point'. You are going to answer some questions related to analytical exposition text. Each of your answer is true, you are going to get 5 points. The winner is the highest points.

Part 10

In this part, you will write an analytical exposition.

Here are the procedures to write it:

1. Choose one of the issues below:
 - a. Online transportation is a good choice
 - b. The benefits of E-money.
 - c. The advantages of social media.
 - d. The importance of exercise.
2. Draw a map concept.
3. Develop each topic sentence with supporting arguments.
4. Write it in a good order



Your issue: ...

A map concept: ...

.....

.....

.....

.....

.....

.....

Write your text



Write your points here



Your summary

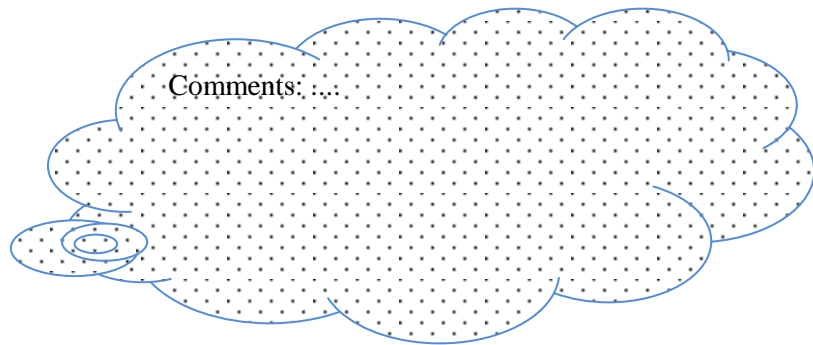
Write your summary (the material that is given)

A large rectangular area filled with a grid of small black dots, intended for writing a summary.

Self Reflection

Before I studied this chapter	I have already known about I didn't understand ...
I was studying this chapter	I have some difficulties in And I overcome them by ...
After I have studied this chapter	I think

Your Score



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