# 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 *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 bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.<br><br>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.<br><br>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

## 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 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* |
|    |           |         |
|    |           |         |
|    |           |         |

# 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

# 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 adverbia *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 adverbia *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 adverbia *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 analitik. Maka, pada pembelajaran 2 kali ini, Anda akan belajar tentang *language features* dalam penulisan *analytical exposition text dan bagaimana menggunakannya*.

 **Kaidah Kebahasaan** text analyctical 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 klausula. 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 conjuction* 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 conjuction yang umumnya digunakan untuk menghubungkan argumen di antara dua klausula. Sementara kata *believe* adalah contoh *thinking verb* yang mengekspresikan pikiran atau perasaan penulis.

## C. Rangkuman

**The Language Features of Analyctical Exposition Text:**
1. Simple Presents Tense
2. Thinking Verbs; words that express writer's feeling or idea
3. Internal Conjuntion

# 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:
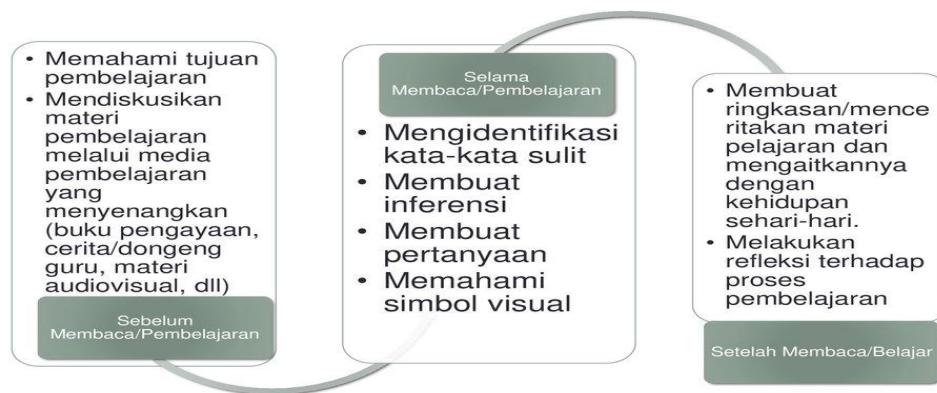


Bagamana? Apakah penjelasan tadi dapat dipahami? Mari kita berlatih memahami teks dengan melakukan tahapan seperti diatas ya. Jangan ragu untuk membacanya kembali jika Anda memerlukan pemahaman yang lebih mendalam.

**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 paragrap 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 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**)

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 tekhnik 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

# KEGIATAN PEMBELAJARAN 4

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## 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 esposisi 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:
a.   Data faktual, yaitu kondisi yang benar-benar terjadi dan bisa bersifat historis tentang bagaimana suatu alat bekerja, bagaiman suatu peristiwa terjadi, dan sebagainya.
b.   Suatu analisa atau penafsiran objektif terhadap seperangkat fakta.
c.   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?