

## Appendix 1

### LESSON PLAN 1 (Cycle 1)

School : SMA Negeri 9 Bandar Lampung  
 Subject : English  
 Class : 2 Social 2  
 Semester : II  
 Topic : Analytical Exposition  
 Skill : Speaking  
 Time : 4x45 minutes (2 meetings)

#### A. Standard Competences

- a. To express meanings of formal transactional and interpersonal discourse related to daily life
- b. To express meaning in short functional and monolog text in forms of: report, narrative, and *analytical exposition* in daily life context

#### B. Basic Competences

- a. To express meaning in transactional, formal interpersonal and sustained discourses accurately and fluently by using simple various speech acts in daily life context and involves the *expressions of asking and giving opinion*
- b. To express meaning in simple monolog text that uses various speech acts accurately, fluently, and accepted in daily life context in forms of: *analytical exposition*

#### C. Indicators

1. Process
  - a. Restating the ideas of *analytical exposition*
  - b. Expressing ideas related to the case by using language expression of *asking for and giving opinion*
2. Product
  - a. Students are able to restate the ideas of *analytical exposition*
  - b. Students are able to express their ideas related to the case by using language expression of *asking for and giving opinion*

## D. Objectives

- a. Students are able to express the ideas of *analytical exposition* appropriately
- b. Students are able to express the language expression of *asking for and giving opinion* appropriately

## E. Material

- a) Analytical Exposition Text

### Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as a direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

- b) Language expressions of *asking and giving opinion*

<b>Asking for opinion</b>	<b>Giving opinion</b>
<i>How do you feel about...?</i>	<i>Well, if u ask me, ...</i>
<i>How do you like...?</i>	<i>Well, as far as I'm concerned, ...</i>
<i>What do you think about...?</i>	<i>According to me...</i>
<i>What's your opinion of...?</i>	<i>Well, I think ... and what I also like is that ...</i>
<i>What do you think of/if...?</i>	<i>I think...</i>
<i>Do you think...?</i>	<i>My opinion of...is...</i>
<i>What's your idea about the case...?</i>	<i>In my view.../In my opinion...</i>
<i>What do you assume...?</i>	<i>I assume...</i>

## **F. Method**

EXCLUSIVE Learning Model (Exploring, Clustering, Simulating, Valuing, and Evaluating)

## **G. Instructional Procedures**

### **a. Pre-activity**

1. Teacher greets the students.
2. Teacher tells the goals of the learning instructions.
3. Students are introduced to the lesson procedures.

### **b. While-activity**

(Exploring)

1. Teacher tells about the topic that they will learn.
2. Students are offered the material that is analytical exposition text.
3. Students are asked what they have known about analytical exposition.
4. Students are guided by the teacher to explore more about analytical exposition text, i.e. the generic structure, verb that is used, language features, etc.

(Clustering)

5. Students are divided into groups where each group has a duty to seek as much of detailed information in the text given based on the information that is formed in the previous stage.

(Simulating)

6. Each group is invited to come in front and simulate what they have discussed by using media that have been already prepared.

(Valuing)

7. The other students or the audiences are invited to take the values from the topic obtained through the discussion and simulation by giving comment and criticizing the ideas given by the assigned group.

### **c. Post-Activity**

(Evaluating)

1. Students are asked about what they have done in every phase of learning and evaluate it.

2. Students are asked to summarize the materials.
3. Teacher closes the meeting.

#### H. Media

- a. Analytical Exposition text taken from any sources
- b. Students' textbook
- c. Students' worksheet

#### I. Evaluation

Students are asked to make a dialogue in pairs using the expression of asking and giving opinion and perform it in front of the class. The dialogue should be related to text used in teaching learning process.

Scoring :

No.	Criteria	Maximum Score
1.	Pronunciation	20
2.	Grammar	20
3.	Vocabulary	20
4.	Fluency	20
5.	Comprehension	20
Total		100

English Teacher

Bandar Lampung, May 15<sup>th</sup> 2013  
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