

Appendix 3

LESSON PLAN 3 (Cycle 3)

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

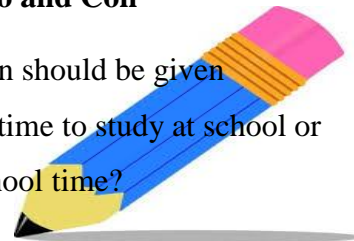
E. Material

- a) Analytical Exposition Text

- Topic 1

Giving Children Homework; Pro and Con

There are a lot of discussions as to whether children should be given homework or not. Is it enough for children having time to study at school or needing additional time in home for study after school time?



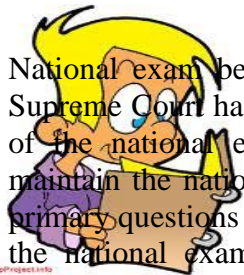
Some people claim that children do enough work in school already. They also argue that children have their hobbies which they want to do after school, such as sport or music. A further point they make is that a lot of homeworks are pointless and does not help the children learn at all.

However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school.

Furthermore they claim that the school day is too short to get anything done. It makes sense to send home tasks like independent reading or further writing task which do not need the teacher support.

- Topic 2

National Exam in Pros and Cons



National exam becomes the hot topic in most of discussions. Though the Supreme Court has rejected an appeal by the government on the organization of the national exams, the controversy over whether it is necessary to maintain the national exams (UN) has continued. Some debates include the primary questions such as; does the quality of Indonesia education depend on the national exam?, will the quality of the Indonesian education system worsen without national exam?

People, who support the national exam explain that the quality of the Indonesia education system will drop without the national exam, so they try to defend the current system.

However there are people who disagree with the opinion. Those who against this national exam kept in our high school education say that it doesn't need the national exams because the quality of education does not just depend on the national exam. Further, the national exam only measures a small portion of students' competence in specific subjects, and does not measure students' competences throughout the semester

- Topic 3

The Pros and Cons of School Uniform



School uniforms are dress codes that are determined by the teaching institutions and students has to follow the designed code obediently everyday. Many people believe that school uniforms should be applied but the others don't.

Uniforms have various advantages for both the family and the child. A united school apparel can relief a financial stress of the backs of many families. As kids tend to compete and imitate each other, the race of following new trends in fashion or, providing different attire for every school day is considered a financial burden, not every family can afford it. Additionally, a uniform creates a sense of equality between all pupils. Young kids tend to judge others according to their look and what they wear. Uniting their school attire will draw their attention to other criteria and, the only advantage of one student over another would be personality, academic achievement or being good at sports.

On the other hand, as repetition can lead to boredom, children can get frustrated of wearing same thing to school every day. Also, prevent their first steps of individuality by taking away their right to choose what to wear on their own free well.

b) Language expressions of *asking and giving opinion*

| <i>Asking for opinion</i> | <i>Giving opinion</i> |
|--|---|
| <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 motivates the students and tells the students the objectives and the goals of the learning instructions.
3. Teacher reviews the lesson in the last meeting.

b. While-activity

(Exploring)

1. Teacher tells about the three topics that they will learn.
2. Students are asked what they have known about each topic and asked whether they are pro or contra with the topic.
3. Students are guided by the teacher to explore more about the topic, especially the arguments that can be used to support their opinion.

(Clustering)

4. Students are divided into groups where each group has a duty to criticize the arguments used by the writer of the text related to the topic by giving their own opinions and arguments.

5. Students are offered the materials (analytical exposition text with three different topics) that are going to be discussed. Group 1&2 discuss the first topic that is about “School Uniform: Pro or Cons”, Group 3&4 discuss the second topic that is about “Homework: Pro or Cons”, and Group 5&6 discuss the third topic that is about “Final Examination”

(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 performed group tells about the values they can take from the topic obtained through the discussion and simulation.
8. The other students or the audiences are invited to give comment and criticizing the ideas given by the assigned group.

c. Post-Activity

(Evaluating)

1. Students are asked to evaluate what they have done in every phase of learning.
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’ 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 22th 2013
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