

Appendix 2

LESSON PLAN 2 (Cycle 2)

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

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

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

Asking for opinion	Giving opinion
<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 topic that they will learn.
2. Students are asked what they have known about the topic
3. Students are offered the material.
4. Students are guided by the teacher to explore more about analytical exposition text, especially the arguments used by the writer of the text.

(Clustering)

5. Students are divided into groups where each group has a duty to give their own opinions and arguments related to the text given.

(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' 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 20th 2013
Researcher

Yayah Suratiyah, S.Pd.
NIP 19620912 198412 2 005

Siti Amalina Santi
NPM 0913042079

Approved by
The Head Master of SMA Negeri 9 B. Lampung

Drs. Hendro Suyono
NIP 19611114 198803 1 001