**CHAPTER II**

**Theoretical Foundation**

This chapter presents the nature of curriculum, the characteristic of 2013’s curriculum revised, curriculum for English subject, syllabus for English subject, lesson planning, principle and development of the lesson planning, teaching equipment that consist of teaching material, student’s worksheet, learning media, and evaluation. Last is an exposition text.

* 1. **The Nature of Curriculum**

According to Law Number 20 Year 2003 concerning the National Education System Article 1 point 19, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used to guide the implementation of learning activities to achieve certain educational goals. The curriculum is usually distinguished between the curriculum as a plan and the functional curriculum. The written plan is a curriculum document, while the curriculum operated in the classroom is a functional curriculum (Nana Syaodih, 2009: 5).

Curriculum is a whole system to set an education. It can be used as an evaluation how achieved the implementation of learning process. Etymologically, the curriculum comes from the Greek words *curir* and *currere* which is a term for a place to race, run, from a race a kind of racing route that has to be passed by the competitors a race. In other words, the route must be obeyed and traversed by the competitors of a race. The consequence is, whoever follows the competition must comply with the *currere* route.

From these definitions, the curriculum can be interpreted in three contexts, namely as a number of subjects that must be taken by students, as learning experience, and as a study program plan.

**2.2 Indonesia’s 2013 Curriculum**

In 2013 curriculum the government concern in character education to improve the quality of the educational process and outcomes, which leads to the character and noble character of the students as a whole, integrated, and balanced in accordance with the competency standards of graduates in each educational unit. Through the implementation of the 2013 curriculum which is both competency-based and character-based, with a thematic and contextual approach it is expected that students will be able to independently improve and use their knowledge, study and internalize and personalize character values ​​and noble character so that it is manifested in daily behavior.

In implementing the 2013 curriculum, character education can be integrated in all learning in every field of study found in the curriculum. Learning materials are related to norms or values ​​in each field of study need to be developed, made explicit, related to the context of everyday life. Thus, the education of values ​​and character building is not only done at the cognitive level, but touches on internalization and real practice in daily life.

Basic competency are consist of constructivist learning, the teacher act as facilitator during the learning process. Teacher also have to contribute to developing media, tools in students learning. The 2013 curriculum has four core competencies that contain the objectives of the learning process. The formulation of core competencies uses the following notation (Permendikbud No. 69 of 2013 about the basic framework and Curriculum Structure of Senior High Schools / Madrasah Aliyah):

1. Core-1 Competency for the core competency of spiritual attitude;
2. Core-2 Competencies for the core competencies of social attitudes;
3. Core-3 Competencies for core knowledge competencies; and
4. Core-4 Competencies for core competency skills.

The 2013 curriculum revised was made at 2017 in line with the declining character of the Indonesian nation in recent years, such as corruption, drug abuse, murder, violence, thuggery and etc. In addition, the causes for the need to develop the 2013 curriculum are some of the results of international research conducted by the Global Institute and the Program for International Student Assessment (PISA) referring to a conclusion that the achievements of Indonesian students are lagging behind and underdeveloped (Mulyasa, 2013: 60).

The objectives of the 2013 curriculum development according to the Ministry of Education and Culture (Permendikbud No. 69 of 2013 Concerning the Basic Framework and Structure of High School / Madrasah Aliyah Curriculum): The objective of the 2013 curriculum is to prepare Indonesian people to have the ability to live as individuals and faithful, productive citizens, creative, innovative and affective and able to contribute to the life of society, nation, state and world civilization.

2013’s curriculum revised puts forward five main character values, namely religiosity, nationalism, independence, mutual cooperation and integrity. Strengthening these five character values ​​will be able to encourage students to have 21st Century skills needed in pursuing life, such as critical thinking and problem solving skills, collaboration skills, creative skills, and communication skills.

According to 2013’s Curriculum Implementation Training Module year 2018 there are 5th revising and improvements in 2013’s curriculum. It is carried out based on the following principles of curriculum improvement.

1. Alignment between Core Competency and Basic Competency documents, syllabus, textbooks, learning, and assessment of learning outcomes must be in line with the competency aspects and the scope of the material.
2. Easy to Learn (Learnable) The scope of competence and material formulated in basic competency is easy to learn by students according to the level of psychological development and pedagogical aspects.
3. Easy to Teach (Teachable) The scope of competence and material formulated in Basicis easily taught by the teacher according to the learning styles of students, subject characteristics, competency characteristics, and learning resources in the environment so that they can strengthen character and improve 21st Century skills in learners.
4. Measurable the competencies and material taught are measurable through indicators that are easy to formulate and feasible to implement.
5. Meaningful to be learned (Worth to be learned). The competence and material taught have meaning for students as a provision for life.

The 2013 curriculum development was carried out on the basis of several main principles. First, graduate competency standards are derived from needs. Second, the content standards are derived from graduate competency standards through core subjects that are free of subjects. Third, all subjects must contribute to the formation of students' attitudes, skills and knowledge. Fourth, subjects are derived from the competencies to be achieved. Fifth, all subjects are bound by core competencies. Sixth, alignment of graduates' competency demands, content, learning process, and assessment.

Applications that adhere to the principles of these principles are essential in realizing the successful implementation of the 2013 Curriculum. Competencies for the 2013 curriculum are designed as follows.

* 1. Curriculum content, i.e. competencies are stated in the form of Core Competencies of classes and further specified in Basic Competencies subjects.
	2. Core Competence is a categorical description of competencies in the aspects of attitudes, knowledge, and skills (cognitive and psychomotor) that students must learn for a school, class and subject level. Core Competence is a quality that must be possessed by a student for each class through basic competency learning which is organized in the active student learning process.
	3. Basic Competency is the competency that learners learn for a theme for SD / MI, and for subjects in certain classes for SMP / MTS, SMA / MA, SMK / MAK.
	4. Core Competencies and Basic Competencies at the secondary education level take precedence in the realm of attitudes while at the secondary level education at intellectual abilities (high cognitive abilities).
	5. Core Competencies become organizational elements (organizing elements), Basic Competencies namely and learning processes are developed to achieve competence in Core Competencies.
	6. Basic Competencies developed are based on the principle of accumulative, mutually reinforcing (enriched) and enriched between subjects and levels of education (horizontal and vertical organizations).
	7. The syllabus was developed as a study design for one theme (SD / MI) or one class and one subject (SMP / MTS, SMA / MA, SMK / MAK). In the syllabus listed all KD for the theme or subjects in the class.
	8. Learning Implementation Plan is developed from each KD which is for these subjects and classes.
	9. **Syllabus for English Subject Senior High School and Madrasah Aliyah (Islamic Senior High School)**

Yulaelawati (2004: 123) mentions that syllabus is a plan of arrangements learning and assessment, which are arranged systematically containing interrelated components to achieve mastery of basic competencies. From syllabus, teachers can develop lesson planning completely with media, source learning, material, teaching equipment and teaching approach. According to Permendibuk N0. 22 years 2016, in the form of syllabus there is lesson planning includes the preparation of learning implementation plans and preparation of media and learning resources, learning assessment tools, and learning scenarios.

The preparation of the syllabus and lesson plans is adjusted to the learning approach used. It is a reference for preparing a learning framework for each subject study material. That contains at least:

1. Subject identity (especially for SMP / MTs / SMPLB / Paket B and SMA / MA / SMALB / SMK / MAK / Package C / Vocational Package C);
2. School identity includes the name of the education unit and class;
3. Core competence, is a categorical description of competence in the aspects of attitudes, knowledge, and skills that students must learn for a school, class and subject level;
4. Basic competences, are specific abilities that include attitudes, knowledge and skills related to content or subjects;
5. Themes (SD / MI / SDLB / Package A only);
6. Main material, containing relevant facts, concepts, principles and procedures, and written in the form of points in accordance with the formulation of indicators of competency achievement;
7. Learning, namely activities carried out by educators and students to achieve the expected competencies;
8. Assessment is the process of collecting and processing information to determine the achievement of student learning outcomes;
9. Time allocation according to the number of hours of lessons in the curriculum structure for one semester or one year; and
10. Learning resources, can be in the form of books, print and electronic media, natural surroundings or other relevant learning sources.
11. The syllabus is developed based on the Competency Standards for Graduates and Content Standards for primary and secondary education units according to the learning pattern in each particular academic year.

**2.4 Lesson Planning**

In education the term of lesson planning is important, either the lesson planning is an obligation that must be made by every teacher who is in charge of subjects. In the 2013’s curriculum general learning guidelines it is stated that prepared as a guideline for implementing learning for each meeting. The lesson plan is developing based on the syllabus to direct learners learning activities in an effort to achieve basic competencies. The benefits of preparing a lesson plan are follows:

1. As a guide and direction of the learning process to predict the success that will be achieved in the learning process.
2. To anticipate various possibilities that will happen.
3. To utilize various learning resources optimally.
4. To organize learning activities systematically.

Every teacher in the education unit is obliged to prepare lesson plans in a complete and systematic manner. So that learning takes place interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development of students.

The development of lesson plans carried out by teachers independently in a particular school should be facilitated and supervised by the principal or senior teacher appointed by the principal. In the general guidelines for learning for the application of the 2013’s curriculum it is stated that the lesson plan is a learning plan that is developed in detail from a specific subject matter or theme that refers to the syllabus. The lesson planning itself includes:

1. School identity,
2. subjects, theme
3. classes / semesters.
4. Subject matter.
5. Time allocation.
6. Learning objectives.
7. Basic competency and indicators of competency achievement.
8. Learning material;
9. learning methods;
10. Media, tools and learning resources.
11. Steps in learning activities.
12. Assessment.

The lesson planning is one of the professional tasks of the teacher, and all teachers in each school, that must prepare lesson plans for the class subjects in which is the teacher teaches (class teacher and subject teacher). The development of lesson planning is recommended and arranged at the beginning of each semester or the beginning of the school. This aims to make the lesson planning available in the beginning of each learning process. While the process of drafting or developing or it can be done independently or in groups.

Therefore lesson planning is carried out by the teacher independently or jointly through the subject teachers' conference. Within a particular school should be facilitated and supervised by the principal or senior teacher appointed by the principal.

**2.4.1 Principle and Development of Lesson Planning**

According to Permendikbud No. 65 of 2013 concerning Proses Standards and Permendibud N0.81 A of concerning 2013’s Implementation guidelines Curriculum, books by Suminarto Koasasih Herry and the 2013’s Curriculum Training Module published 2014, that preparation and development of lesson planning takes into the principle are follows:

**Table 2.1**

**Principle of Lesson Planning**

|  |  |
| --- | --- |
| Principle of Lesson Planning(Permendikbud No. 65) | Principle of Lesson Planning (Permendikbud No. 81A) |
| 1. Individual students defferences,Gender, initial ability, intellecual level, talent, potency, interest,Learbing motivation , social ability, emotion, learning approach,Special needs, speed of learning, culture or family backgrounds,rules, score, students environment. | 1) **Adjusting the syllabus with conditions at school, and characteristics of students.** Lesson planning ideally applies to each class withthe assumption that students in each class have different characteristics.(Kosasih: 2014) |
| 2. Encourage active participation students. Learning process encourage students to be a centered exploration. It can stimulus student’s enthusiasm, motivation, interest, creativity, initiative, inspiration, innovation, and independence. | **2) Encourage active participation students.**(… Same… just added)curiosity, skills, and study habits. |
| 3. Develop culture of reading and writing. The learning process is designed to develop a passion in reading comprehension, various of reading and expression in various form of writing. By developing students' fondness in reading a variety reference, students are accustomed to arguing with clear references. This is reflected in the lesson planning. Teachers provide learning facilities to encourage in that direction. The teacher provides opportunities for students to express themselves in various forms of written, spoken, and other works.It is expected that each learning process, students can produce a useful product. (Pengembangan RPP menurut Kosasih : 2014) |
| 4. Give feedback and follow-up.Lesson planning are contains a program design for providing positive feedback, strengthening, enrichment, and remedies.(Permendikbud No. 65 & No. 81A)Remedial learning is given every time after a test or exam is carried out, the results are analyzed, and the weaknesses of each student can be identified. Learning is given according to student weaknesses. (Permendikbud No. 81A) |
| 5. Connectivity and Cohesiveness.Lesson plan is prepared by taking into account the connectivity and integration between core competency, basic competency, learning materials, learning activities, achievement 19th indicators, competencies, assessments, and learning resources in one unit learning experience. Thus, the preparation of lesson plans in one particular subject must also pay attention to the learning experiences of students obtained from other subjects. (Pengembangan Rencana Pelaksanaan Pembelajaran Kosasih: 2014) |
| 6. Accomodating thematic-integrated learning, integration across subjects, learning aspects, and cultural diversity. |
| 7. Lesson planning is prepared based on curriculum and syllabus. It must have clear references to core competency/ basic competency. Core competency-3 / core competency-4 are developed in a single lesson plan that includes one or several meetings. (Prinsip pengembangan RPP ini adalah penambahan oleh Kosasih : 2014) |

Source: Lampiran Peraturan Menteri Pendidikan dan Kebudayaan No. 81A year 2013, Implementasi Kurikulum,

page 37.

Besides the teacher must be able to understand the principle above, their also must able to understand how to develop learning methods in order to PAIKEM *(Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan)* such as; think talk write, scientific and etc.

**2.4.2 Components and Systematics of Lesson Planning**

In order to be able to compile a lesson planning properly, the teacher must know first the component of lesson planning. According to Permendikbud number 81 a years 2013 and 2013 high school curriculum implementation training module, these components are operationally realized in the following format below;

**Table 2.2**

**Format & Components of Lesson Planning**

|  |
| --- |
| RENCANA PELAKSANAAN PEMBELAJARAN (RPP)Sekolah : Mata pelajaran : Selain Pendidikan Agama dan Budi Pekerti dan PPKn Kelas/Semester : Alokasi Waktu : A. Kompetensi Inti (KI) [disajikan Deskripsi Rumusan KI-1 dan KI-2 yang dapat disalin dari Permendikbud No. 21 tahun 2016] KI1: KI2: KI3: KI4:  |
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| B. Kompetensi Dasar dan Indikator

|  |  |
| --- | --- |
| Kompetensi Dasar | Indikator |
| KD pada KI 3 | … |
| KD pada KI 4 | … |

  |

 |
| C. Tujuan PembelajaranD. Materi Pembelajaran (rincian dari Materi Pokok)E. Media, Alat, dan Sumber Pembelajaran1. Media2. Alat/BahanF. Bahan dan Sumber BelajarG. Metode Pembelajaran 1. Pendekatan  2. Model 3. MetodeH. Kegiatan Pembelajaran  1. Pertemuan Pertama: (...JP)  Indikator: …  [indikator yang dirujuk untuk pembelajaran pertemuan pertama]  a. Kegiatan Pendahuluan b. Kegiatan Inti [disajikan garis besar alur berpikir pembelajaran secara Lengkap, materi rinci pembelajaran dimuat pada Lampiran Materi Pembelajaran Pertemuan 1] c. Kegiatan Penutup 2. Pertemuan Kedua: (...JP)  Indikator: …  [indikator yang dirujuk untuk pembelajaran pertemuan kedua] a. Kegiatan Pendahuluan b. Kegiatan Inti [disajikan garis besar alur berpikir pembelajaran secara lengkap, materi rinci pembelajaran dimuat pada lampiran Materi Pembelajaran Pertemuan 2] c. Kegiatan Penutup 3. Pertemuan seterusnya.I. Penilaian [disajikan nama Tekn ik Penilaian, instrumen lengkap Penilaian setiap pertemuan dimuat dalam Lampiran Instrumen Penilaian Pertemuan 1, Lampiran Instrumen Penilaian Pertemuan 2, dan seterusnya tergantung pada banyak pertemuan] |
| Lampiran- lampiran: 1. Materi Pembelajaran Pertemuan 1 2. Instrumen Penilaian Pertemuan 1 3. Materi Pembelajaran Pertemuan 2 4. Instrumen Penilaian Pertemuan 2 Dan seterusnya tergantung banyak pertemuan. |

Source: 2013 High School Curriculum Implementation Training Module for 2018 page 52-53

**2.5 Teaching Equipments**

The teacher should understand what he is going to teach to his students through the lesson planning. It can be a key in a lesson planning to reach the goals of learning in accordance to basic competency. Teaching equipment has four important points, there are;

**2.5.1 Teaching materials**

Teaching materials are a set of learning tools that contain to materials, methods, limitations, and ways of evaluating which are designed systematically and attractively in order to achieve the expected goals, namely achieving competence or sub-competence with all its complexities (Widodo 2013:1).

Therefore, teachers need to pay attention to “basic materials” or initial competencies as the stages of thinking that students have previously learned. In addition, in determining the teaching material, the teacher should pay attention to which material content is factual, conceptual, procedural and metacognitive knowledge, the four of which do not show a hierarchical order. Furthermore, the teacher can also develop learning material that students can learn through experiences outside the classroom, for example in community, society and environment.

 An analysis of teaching material and textbook according to 2013 High School Curriculum Implementation Training Module for 2018, follows;

* + 1. The material should be connected between KI-1, KI-2, KI-3 and KI-4. The teacher can develop the material they have with current satiation. Such as the topic of conversation or is related to the surrounding environment and it relevant to competence or subject matter. There also called Interdisciplinary materials, that is material in a subject that has concepts or principles related to other subject matter. Transdisciplinary material is material in a subject that has a concept or principle related to its application in real life.
		2. The relationship between aspects of learning resources and media used in learning can be illustrated as follows;

**Diagram 2.1**

**The relationship between aspects of learning resources and media**

* + 1. Analysis of material in textbooks (and other relevant source books) as follows:

**Diagram 2.2**

**Analysis of material in textbooks**

The material contained in the text book or teacher's handbook is an example material based on predetermined competencies. The teacher can make or give a similar example which is not the same as a book, but still refers to 2013 curriculum.

* 1. **2 Student’s Worksheet**

The role of worksheet is important. Good worksheet can be a good reference for the students especially on learning process. According to the Depdiknas (2008: 13), LKPD (student’s worksheet) is a sheet containing tasks that must be done by students usually in the form of instructions, steps to complete a task with reference to basic competencies (KD) which he will achieve.

According to 2013 Senior High School Curriculum Implementation Training Module for 2018, teacher can explore the worksheet as long as compatible with Basic Competency and Indicators of Competence Attainment. It is containing sheet completely with clear instruction and task must be done by students.

Refers to government regulations No. 19 of 2005 article 43 point 5 concerning national education standards, and Permendiknas No. 41 of 2007 concerning education process standards through the BSNP (National Education Standards Agency). Each of these components will be described below;

* Content standards

Content standards are the minimum references that must be used in selecting materials. The content adapts to the curriculum and the development of students. The content section consists of:

(1) Adjusting the applicable curriculum containing core and basic competencies;

(2) Accuracy of the material, adjusted to:

a) core competence and basic competence,

b) material context,

c) pictures or illustrations with clear sources, and

 d) terms and materials according to the development of learners;

(3) Up-to-date material, adapted to:

a) Indonesian conditions and current problems, and

b) There are materials that encourage the expansion of learners' knowledge.

* Language

Language refers to the proper and correct use of Indonesian and in accordance with the level of language development of elementary students. The language component consists of

(1) easy-to-understand materials, questions, instructions, and activities;

(2) The sentences and language used can guide students in working on worksheets based on a scientific approach;

(3) The terms and spelling must conform to the Indonesian language rules.

Based on explanation above that worksheet is defined as a printed teaching material in the form of sheets of paper containing material, summaries, and instructions for implementing learning tasks that must be done by students with reference to basic competency (KD) that must be achieved (Andi Prastowo, 2012: 204).

* + 1. **Learning Media**

According to training module of lesson planning 2013’s curriculum year 2018 that learning media is an inseparable part of the learning process to achieve competencies. Learning media as a means for teachers to carry out learning in class. Instructional media will affect the learning climate, conditions and learning environment which are organized and managed by the teacher.

In choosing learning media it should appropriate with psychological principles of students, including motivation, individual differences, emotions, feedback participation, reinforcement and application. The use of learning media can overcome the limitations of the senses, space and time. For example, in English lessons for basic competency 3.4, students are asked to identify the function, social, text structure, and linguistic elements of descriptive texts related to tourist attractions and famous historical buildings. Then the teacher asks students to observe pictures and videos of tourist attractions.

Learning tools are any equipment that can support the effectiveness and efficiency of learning and can affect the behavior of students. When a computer or laptop is not available at school, a teacher describes a tourist spot by making a sketch on the blackboard or a picture that is a characteristic of the tourist spot, then colorful markers become a learning tool.

According to Asyhar (2012: 44-45), basically the media can be grouped into four types, namely visual media, audio media, audio-visual media and multimedia. There are follows;

* + - 1. Visual, namely the type of media used only relies on sense of sight solely from students. With this medium the learning experience experienced by students is very dependent on ability to see.
			2. Audio is a type of media used in the process learning by only involving the participants' sense of hearing students. The learning experience obtained is with relying on the sense of hearing ability.
			3. Audio visual media is a type of media used in learning activities involving listening and vision at once in one process or activity. Message and information that can be conveyed through this media is in the form of messages verbal and nonverbal which rely on both sight and hearing.
			4. Multimedia, namely media that involves several types of media and equipment in an integrated manner in a process or activity learning. Multimedia learning involves the senses sight and hearing through text media, visual silence, visual motion, and computer-based and interactive audio and media communication and information technology.
		1. **Evaluation**

Evaluation is not somethings now for the teacher, they used it particularly as a tool to know how the learning process can be achieve. It can be said that evaluation is giving value against the quality of something. Apart from that, evaluation can also be viewed as the process of planning, obtaining, and providing very information needed to make decision alternatives. Therefore, Evaluation is a systematic process to determine or make decisions to what extent teaching objectives have been achieved by students (Purwanto, 2002).

According to Frey, Barbara A (2003): Evaluation The systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives.

The teacher can use many techniques for evaluation accordance to basic competency. The techniques are oral test, writing and project as an individual or group. Evaluation is an activity to assess and measure how the students' ability to absorb lessons.

According to 2013’s Curriculum Training Module year 2018 that assessment of knowledge measures cognitive abilities and low-level to high-level thinking skills of students. Knowledge assessment is carried out to determine the achievement of learning completeness, identify weaknesses and strengths of mastery of knowledge in the learning process, including mastery of multi-literacy abilities.

Therefore, giving feedback to students by the teacher is very important so that the results of the assessment can be used to improve the quality of learning. Furthermore, the knowledge assessment scheme can be shown in the following diagrams below.

**Diagram 2.3**

**The assessment cognitive ability**

The teacher designs an evaluation using an assessment for each indicator developed, as the following example below; Steps that must be done:

1. Constructing a grid of questions can use the grid format.
2. Develop the questions according to the grid.
3. Create scoring guidelines and key answers.
	1. **Exposition Text**

The analytical exposition text is a piece of text that presents one side of an issue. If you have ever tried to persuade someone to believe something or if you have argued with someone, then you have used the analytical exposition text type. The purpose of an analytical exposition text is to persuade the reader or listener by resenting one side of an argument. Analytical exposition text usually has three sections. Text analytical exposition text goal is to expose and influenced the readers. There is problem that needs attention.

The first section introduces the author’s point of view and can preview arguments that may follow in the text. Next comes a series of arguments that aim to convince the audience. The final section is a conclusion that sums up the arguments and reinforces the author’s point of view (Anderson & Anderson, 1998: 22).

In the first years of senior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and procedure written simple functional text in the recount text, narrative text, news items, procedure, descriptive and exposition text. Sometimes the teacher asks the students to write or to make paragraph individually.

The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and the use of grammar. Writing individually does not work optimally increasing the students writing ability.

**2.6.1 Generic Structure of Exposition Text**

Analytical exposition text is used to argue a point of view of to persuade the audiences to do something. Usually, the written exposition has three main parts, shown in this below;

1. An introductory statement / Thesis

1. The author’s point of view is called the thesis of the argument and this is given in the introduction.
2. The introduction can include a preview of the arguments that will follow in the next section of the next.
3. A question or emotional statement can be used to get audience attention

2. A series of arguments to convinces the audience

1. A new paragraph is used for each new argument.
2. Each new paragraph begins with topic sentences that introduce a new argument.
3. After the topic sentence comes details that support the argument.
4. Emotive words are used to persuade the audience into believing the author.

3. A conclusion summing up the arguments / Reiteration

1. The author restates his/her thesis (point of view)
2. A summary of what has been stated in the section above may be including here
	* 1. **Language Features of an Exposition Text**

The language features usually found in an exposition text is using descriptive persuasive words with emotive connotations to emphasize author’s point of view. According to Simon & Schuster, 2002 that there has eight part of language feature which usually used in an exposition text, follows;

1. Use thesaurus to find an appropriate word

Example :

* + - 1. Instead of using “bad”, use *appaling, unfavorable, ghastly, terrible;*
			2. Instead of using *“good”*, use *fantastic, incredible, momentous, remarkable, etc.*

2 . Use present tense such as *lion live; I eat; cheetahs run.*

3. Use mental verbs such as *I believe; I prefer; I agree; I doubt; I disagree.*

4. Use saying verbs to support the argument such as *people say; it is said; research indicates, etc.*

5. Use connecting words to link to argument so that rhe flow of argument is logical and fluent. Example *additionally, furthermore, not only, also, in addition, moreover, etc.*

6. Use casual conjunction to indicate a cause or reason of what is being stated. For example, *because, despite, in that case, eventhough, yet, otherwise, etc*.

7. Use words that express the author’s attitude to qualify or confirm. For example, *will, frequently, may, must, usually, typically, commonly, etc*.

8. Use persuasive techniques, example;

* Use generalizations to support viewpoints or arguments. Generalizations are common beliefs.
* Use evidence and facts to back up the generalizations like using research, expert opinions or quotes.
* Use exaggerations to make things or issues appear better or worse than actually are.

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. It also collaborate that writer’s idea about the phenomenon surrounding. The purpose of an analytical exposition text is to persuade the readers or listener by presenting one side of an argument. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people.