

**THE USE OF QUIZIZZ AS LEARNING MEDIA TO TEACH ANALYTICAL  
EXPOSITION IN A SENIOR HIGH SCHOOL IN BANTUL YOGYAKARTA**

**A Thesis: Best Practice**

**Presented to the Department of English Language Education as Partial Fulfillment of  
the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language  
Education**



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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis is originally, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, July 22 2025



**Eka Nanda Mei Titi Wulandari**

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## **MOTTO**

“If you can’t fly, then run. If you can’t run, then walk. If you can’t walk, then crawl. But whatever you do, you must keep moving forward.”

(RM of BTS)

## **DEDICATIONS**

This thesis is dedicated to Ibu, Bapak, Reza, Nia, my friends, Mas Ardha, and my lecturers who given supported and believe in me through my hard time when writing this thesis.

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Eka Nanda Mei Titi Wulandari

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# **THE USE OF QUIZIZZ AS LEARNING MEDIA TO TEACH ANALYTICAL EXPOSITION IN A SENIOR HIGH SCHOOL IN BANTUL YOGYAKARTA**

by

**Eka Nanda Mei Titi Wulandari**

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## **ABSTRACT**

This paper aims to describe the implementation of Quizizz as learning media to help learning English in a senior high school in Bantul, Yogyakarta. Quizizz is a online learning media for learning that used quiz to encourage student's understanding in teaching analytical exposition for eleventh grade students in a senior high school in Bantul, Yogyakarta. The Quizizz used for whilst-teaching after explaining the material of analytical exposition. The students used the media individually to self-evaluate on understanding the material. By using Quizizz, the students looked interested to answered the quiz. Quizizz had several types of questions that can be used to reduce student boredom. Students felt excited about answering questions using all types of questions to evaluated their understanding. The result indicated that students appeared more engaged in the lesson after the introduction of Quizizz. Therefore, Quizizz is compatible learning media to teach analytical exposition.

*Keywords: Analytical Exposition, Learning Media, Student Understanding, Quizizz*



## CHAPTER I

### BACKGROUND

I participated in an internship program from the faculty. I did my teaching practice at a public school in Yogyakarta. While there, I helped one of the English teachers. The school had many classrooms with excellent facilities, including projectors, sound systems, and whiteboards. There was a computer lab, a library, and a mini cinema for learning.

During my internship program, before I began my teaching practice in one of the classes, I observed several classes taught by the teacher. The students at that school were smart and quickly understand the lessons. Some students actively asked questions during the lesson. The teacher explained the lesson using a whiteboard or power point with projector. After observing the teaching methods and the school environment, I was given the responsibility to teach a grade XI Science 6 class every Friday. When the teacher given the lesson to the students, at the time the classroom was quiet and passive. The students just simply took notes without actively participating in the learning process. But, when the teacher given assignments, they diligently finished the assignments. But, having students actively participate in two-way communication with the teacher is a key. The interactive learning is helpful to make the lessons more fun between teacher and students by Thomas (2021)

Based on my observations, I found that, the learning process where passive because of the teacher given new material. Probably, in another session, they were active in the learning process. Because new material, the teacher teaches the students used power point with the projector to explained the lessons. After that, the teachers given instruction to the students wrote the lesson in their book. The communication that used in this teaching when the the

teacher given instruction to the students to write the lessons in their books. While explain the lessons, the student's passive to asking or respond the lessons. This teaching makes students less interested in learning. Mulyani (2020) found that the teachers must use some strategy or methods to make the learning atmosphere not monotonous and boring. Therefore, the fun activities in learning are better choices to develop student engagement and interest in learning. Thomas (2021) explained that using online media learning can make better education for students of all stages. It helps students' interest in the learning process also to know about their understand in new material.

Using learning media as a strategy to help students and teacher in the learning process. The students appeared engagement and motivation towards learning also help students and teacher build communication between them by using the leaning media. Farah (2021) added that the correct use of media can provide many benefits in learning activities like add student motivation and interest in learning activities. In the current era, the use of learning media is commonly to help teachers in learning activities. Afrizah (2018) agreed that the use of media to assist learning provides good opportunities for teachers and students to use modern media rather than conventional media. Based on that statement, the use of modern media has good opportunities to engagement students in learning. So, I decided to used modern media, Quizizz, to help create active and fun learning activities. Before choose Quizizz, I had also made observations of the facilities at the school which were adequate for using Quizizz in activities and there were no restrictions from the school that prohibited students from using cellphones and laptops.

The purpose of this teaching practice is to use Quizizz as a learning media while teaching English. Quizizz is an interactive learning media that supports quiz that contain questions, memes, and explanation about the lessons. Quizizz is a suitable media for

evaluating student understanding and create interest to learning through memes and explanation about the answer.



## CHAPTER II

### CONSTRUCT

#### 2.1 Gamification

In this current era, the use of technology in learning has developed rapidly. Learning and technology cannot be separated from each other. Farah (2021) added that the use of technology in learning has a big impact on the learning process. The use of technology in learning process as a learning media help students to receive the material from teachers easily. Therefore, the teacher must be creative to use technology as learning media. Technology for learning supply great opportunities for students and teacher to adopt new learning media exceed the traditional media in the learning process (Farah, 2021). Learning process is no longer a nightmare, but also fun. For example, the use of modern learning media to help students learn the lessons and helpful approach to add students' motivation and interest in the learning process (Janković & Lambić, 2022).

Engage students in the learning process is a challenging for the teacher in this era. The students used technology especially game in their life outside the academic life. Therefore, game should be adaption in education as a learning media. This is a gamification in education life. Baah et al (2023) told that the implementation of game-related elements or ideas in non-gaming contexts, such as marketing or education, can be referred to gamification. It can refer that gamification is utilize element and feature in game to apply in the real life. Gamification can be applied in every sector in this life such as education sector. The gamification can be implemented in the education and give the benefit. Mohamad et al (2018) explain that the idea of using game mechanics to encourage and include students in their education is known

as gamification. Gamification can help students learn, improve their skills, and use less mental energy are the benefit of gamification (Baah et al, 2023).

## **2.2 Quizizz**

Quizizz is a learning media that is used to assist the learning process which contains questions with various question models such as multiple choice, open-ended questions, fill in the blank, check box and so on. According to Farah (2021), found that Quizizz is an exciting learning media to attract student participation and motivation using game-based learning applications. Choosing Quizizz as a learning medium to evaluate student understanding and attract understanding and motivation for eleven students is the right step. Therefore, Quizizz is a learning media that should be applied to teachers and other instructors with the aim of facilitating student activity in participating in class learning.

There are several studies related to the use of Quizizz as a learning medium that helps evaluate understanding and attract students' attention in the learning process. The first research, Farah (2021) that conducted the closed-ended questionnaire with 106 students of 11th graders of high school, found that most EFL students had a positive outlook and increased motivation in viewing Quizizz as a learning medium. The use of Quizizz is considered fun for students as a learning medium.

The use of learning media can be a place for students to practice learning activities and help them understand the material well. In the previous study examined students' perceptions of online learning media (Quizizz) in learning English in class. The use of online learning media can increase student motivation and many other benefits. Quizizz helps students to achieve learning motivation, learning comprehension, learning efforts and so on (Farah,2021).

The second research, conducted by Nisa (2021) on Arabic teachers and 10th grade students at SMA 11 Bandung with observations and interviews found that using Quizizz as a learning medium can facilitate teachers in the learning process and get positive responses from students. Not only from the point of view of students who consider the use of Quizizz useful, but from the point of view of the teacher, they also view positively the use of Quizizz.

From some previous studies, it can be concluded that no one has discussed the use of Quizizz to teach Analytical Exposition in grade 11 high school. Previous studies also only focused on students' perceptions of Quizizz and a description of Quizizz as a medium for learning Arabic. So, this study focuses on implementing the use of Quizizz as a learning medium for teaching Analytical Exposition in high schools in Bantul, Yogyakarta

## CHAPTER III

### IMPLEMENTATION

#### 3.1 Teaching Procedures

##### 3.1.1 Pre-Teaching

In pre-teaching, the activity before doing quizizz is that I opened the class by greeting the students and asking how the students are doing that day. Then, I introduced myself to the students and given the students time to asked anything about me. After that, I checked the students' attendance by calling the students' names one by one while getting to know them by asking for their nicknames.



**Picture 3.1** Checking the attendance.

The material that students studied is analytical exposition. Before explaining the material, I invited students to guessed what material they will study today. Many of them answered correctly but there were some who did not know. Once they seem ready to learn, I started explaining today's learning objectives first.

Melalui pendekatan saintifik menggunakan model pembelajaran *discovery learning* peserta didik dapat berpikir kritis dalam menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya, kemudian kreatif dan terampil menyusun teks eksposisi analitis lisan dan tulis sederhana yang melibatkan dengan memberi dan meminta informasi terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dalam Kerjasama kelompok dengan penuh tanggung jawab serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C).

## Picture 3.2 Learning Objectives for Analytical Exposition

### 3.1.2 Whilst-Teaching

In whilst-teaching, I distributed UKBM (independent learning modules) which contain activities that students needed to do to understand the Analytical Exposition material. UKBM or independent learning modules are used as scaffolding to help students achieve the learning goals that have been set at the beginning of learning.

#### 3. Learning Activity

a. Before you start, look at the following picture and answer the questions.



Questions:

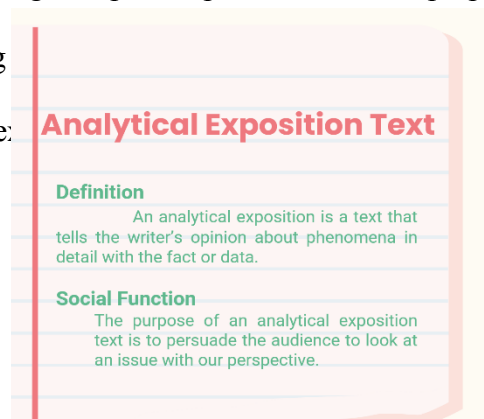
1. What are the pictures about?
2. What do you think about this phenomenon based on those pictures?

To answer them, you may discuss it with your friend near you. You may ask your teacher if you still find some difficulties.

After you finish it, continue to the next part of this Learning Activity Unit.

#### Picture 3.3 Views one of activities in UKBM

While the students were reading UKBM, I started explaining the analytical exposition material using the power point that I had prepared. The power point slide contained the meaning of the text, the structure of analytical exposition text, and the social function of analytical exposition texts.



**Picture 3.4** Views one of slides in power point

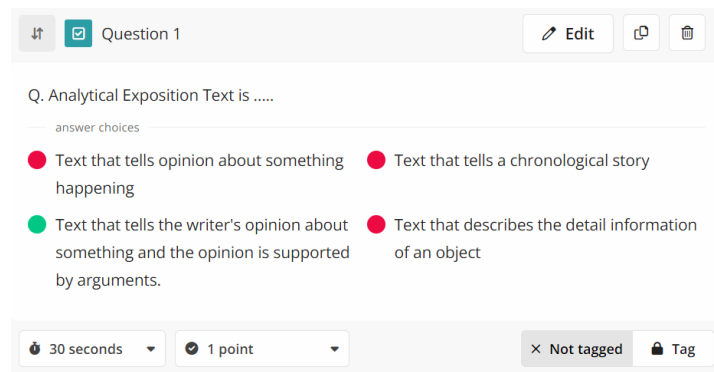
After they understood the material, I asked several questions using Quizizz related to analytical exposition material. Students took Quizizz individually to measure their understanding of analytical exposition material without looking at the book. Students were asked to open the Quizizz website using their cellphones and laptops. Then, students entered the code that I had given. Students can use their real names or pseudonyms when working on Quizizz. Before I started the quizizz, I asked their real names for those who had used pseudonyms. Students already understood how to use Quizizz correctly without needing to be explained again because they have used it during online learning (Covid-19 era).



**Picture 3.5** Students doing quizizz

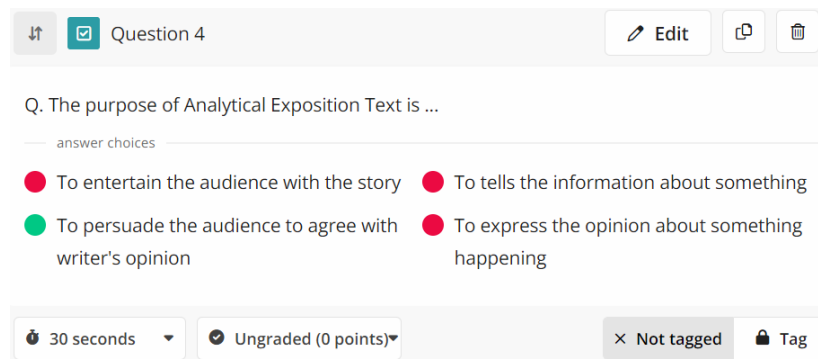
In Quizizz activities, students worked individually even though they were sitting in pairs. I did this to find out to what extent students understood the material that has been taught. Students did not need to sign in when joining Quizizz because they joined on the web address. That way, it made easier for students to access and save

time in the learning process. After they have all joined, the quiz begun. In the quiz activity, there are five questions covering various types of question models on Quizizz. Students have thirty minutes to work on these five questions.



Picture 3.6 Questions 1 in Quizizz

In a question 1, I choose multiple choices question.



Picture 3.7 Question 4 in Quizizz

During the activity, students were required to answered each question and there was a score they got according to their answers. They can get more points if they answered questions faster and correctly. The top five rankings with the highest points will be displayed on the leaderboards between each question and the first winner will be shown at the end. After everyone has finished answering all the quizzes, Quizizz showed the names of the winners and their points. Students looked happy and enthusiastic about doing Quizizz.

| Username               | Attempts   | Score | Questions | Percentage | Points   | Action |
|------------------------|------------|-------|-----------|------------|----------|--------|
| hmz greyzee (Greyzee*) | 2 attempts | 1/1   | 100%      | 2180       | Evaluate |        |
| Your Bae (YourBae3)    |            | 1/1   | 100%      | 2620       | Evaluate |        |
| raymond                |            | 1/1   | 100%      | 1990       | Evaluate |        |
| Awkawk                 |            | 1/1   | 100%      | 1300       | Evaluate |        |
| mine                   |            | 1/1   | 100%      | 1300       | Evaluate |        |

Picture 3.7 The result of Quizizz

Before I finished the quiz, I asked some of the students who had the best and worst scores. I also discussed all the questions on Quizizz together.

### 3.1.3. Post-Teaching

In post-teaching, before ending the class, I asked students' responses regarding the use of Quizizz in learning Analytical Exposition. Most of them gave positive feedback. The classroom atmosphere becomes fun. I asked about the Analytical Exposition material to check students' understanding. They also gave positive responses and were able to answer fluently regarding the material.

Based on the interactions that have been built during learning activities, the use of Quizizz in practical activities can make students engaged and understand the analytical exposition material well. The existence of a sense of competition among students makes students motivated to participate in learning, improves the quality of students in learning and makes the classroom atmosphere active and conducive.

### **3.2 Reflection**

During the PPL period, I learned a lot of valuable lessons from the teachers at school and the students I taught. Teaching in real life, there are many challenges and lessons that can be taken. The challenges I experienced were how to overcome my nervousness about speaking in front of the class, finding suitable communication between me and the students so we could understand each other, and trying to teach according to the learning objectives. The learning process in real life turns out to be more difficult than I imagined. How to understand students' needs and create learning that suits them is truly confusing.

My use of Quizizz during the learning process helps me as a teacher to check students' understanding of the material in a way that makes students interested. Even though Quizizz is already known to all the children in the class, they are still enthusiastic about taking the quiz. I am grateful that they want to do it with enthusiasm.

## **CHAPTER IV**

### **CONCLUSION**

According to the results of using Quizizz in learning Analytical Exposition, it can be concluded that using Quizizz as learning media is one of solutions that can help teachers in the learning process at school. Quizizz can help teachers by displaying efficient and organized results. All the students who take part in Quizizz can be observed on the leaderboard. Quizizz also displays the percentage of each student's results. By using Quizizz, we can see which questions are challenging for students and the percentage of students' correct answers in each question. Quizizz can be used in the classroom to improve student knowledge and add enjoyment to the learning process.

I have started to reflect that using Quizizz is useful and attractive for students because students do not only focus on the material, but they focus on competition between individuals. Using Quizizz is one way for teachers to see students understand and attract students' attention. Quizizz also motivates students to get lots of points to appear on the leaderboards. It's recommended for teachers to use Quizizz in their learning practice with many different variations in one lesson, so that learning activities become more effective and fun.

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## APPENDICES

### 1. Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

|                   |                              |
|-------------------|------------------------------|
| Satuan Pendidikan | : SMA N 1 Bantul             |
| Mata Pelajaran    | : Bahasa Inggris             |
| Kelas/Semester    | : XI MIPA 6 /3               |
| Materi Pokok      | : Teks Eksposisi Analitis    |
| Alokasi Waktu     | : 3 Pertemuan (3 x 90 menit) |

#### A. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

4.4 Teks Eksposisi Analitis.

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## Tujuan Pembelajaran

Dengan menggunakan model pembelajaran *discovery learning* peserta didik dapat (pert.1) membedakan, (pert.2) menangkap makna, dan (pert.3) menyusun teks eksposisi analitis sesuai dengan konteks penggunaannya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

## B. Kegiatan Pembelajaran

### Pertemuan Pertama

| Kegiatan             | Deskripsi Kegiatan Pembelajaran, Sintak Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Alokasi Waktu |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none"><li>1. Guru memberi salam dan memimpin doa.</li><li>2. Guru mengecek kehadiran siswa</li><li>3. Guru menanyakan terkait materi pertemuan sebelumnya untuk mengingat kembali materi sebelumnya, misal: “Do you remember our previous material last week?”</li><li>4. Guru memperlihatkan beberapa gambar seperti tanah longsor, penebangan liar, dan banjir , kemudian menanyakan beberapa pertanyaan, misal: “<i>What is the picture about? What do you think about this phenomena?</i>”</li><li>5. Peserta didik diberi kesempatan untuk menyampaikan pendapatnya, guru menanggapi jawaban dan mengaitkannya dengan materi</li></ol> | 15 Menit      |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                      | <p>pelajaran hari ini, yaitu <b>“Teks Eksposisi Analitis”</b></p> <p>6. Menginformasikan tujuan pembelajaran dan kegiatan yang akan dilaksanakan.</p> <p>7. Guru menyampaikan garis besar cakupan materi serta kegiatan pembelajaran yang akan dilakukan termasuk hal-hal yang akan dinilai melalui PPT.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
| <p>Kegiatan Inti</p> | <p><b>Stimulation:</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh teks eksposisi analitis.</li> <li>• <b>Problem Statement:</b> <ul style="list-style-type: none"> <li>• Peserta didik secara berpasangan mengidentifikasi isi dari teks tersebut.</li> <li>• Guru mendiskusikan teks tersebut bersama peserta didik.</li> </ul> </li> </ul> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik membaca penjelasan tentang teks eksposisi analitis dari UKBM yang diberikan guru.</li> <li>• Guru mendiskusikan secara klasikal materi tentang teks eksposisi analitis.</li> <li>• Peserta didik menggali informasi lebih lanjut tentang fungsi sosial, struktur teks, dan unsur</li> </ul> | 60 Menit |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                  | <p>kebahasaan dari <i>teks eksposisi analitis</i> dengan berpartisipasi dalam diskusi kelas.</p> <p><b>Data Processing:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik secara individu mengerjakan latihan soal.</li> </ul> <p><b>Verification:</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik mendiskusikan hasil pekerjaannya secara klasikal untuk mendapatkan feedback.</li> </ul> |          |
| Kegiatan Penutup | <ol style="list-style-type: none"> <li>1. Guru meminta peserta didik menyimpulkan pelajaran hari ini.</li> <li>2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya masih dengan KD <i>Teks Eksposisi Analitis</i>.</li> <li>4. Guru menutup pelajaran dengan mengucapkan salam dan doa penutup.</li> </ol>                      | 15 Menit |

#### Pertemuan Kedua

| Kegiatan | Deskripsi Kegiatan Pembelajaran, Sintak Pembelajaran | Alokasi waktu |
|----------|------------------------------------------------------|---------------|
|----------|------------------------------------------------------|---------------|

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p style="text-align: center;">Kegiatan<br/>Pendahuluan</p> | <ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Guru meminta peserta didik untuk berdoa, dipimpin oleh salah satu siswa yang ditunjuk.</li> <li>3. Guru mengecek kehadiran siswa berdasarkan presensi.</li> <li>4. Guru menyampaikan tujuan dan kegiatan pembelajaran hari ini.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                      | 15 Menit |
| <p>Kegiatan Inti</p>                                        | <p><b><i>Stimulation:</i></b></p> <ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan “<i>What do you know about....? What is the purpose of analytical exposition text? What is the structure of the text? What is the language features?</i>”</li> </ul> <p><b><i>Problem Statement:</i></b></p> <ul style="list-style-type: none"> <li>• Peserta didik menjawab pertanyaan guru terkait dengan materi <i>teks eksposisi analitis</i> secara lisan.</li> </ul> <p><b><i>Data Collection:</i></b></p> <ul style="list-style-type: none"> <li>• Guru meminta peserta didik melanjutkan kegiatan belajar yang ada di UKBM yaitu mengidentifikasi <i>teks eksposisi analitis</i> yang diberikan.</li> </ul> | 60 Menit |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                         | <p><b>Data Processing:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ragam latihan soal yang diberikan oleh guru</li> </ul> <p><b>Verification:</b></p> <ul style="list-style-type: none"> <li>• Guru mendiskusikan secara klasikal jawaban yang benar dari latihan soal terkait teks eksposisi analitis.</li> </ul>                                                                                                                                                                                                                                                                   |                 |
| <p>Kegiatan Penutup</p> | <ol style="list-style-type: none"> <li>1. Guru meminta peserta didik menyimpulkan pelajaran hari ini dan melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> <li>2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>3. Guru memberikan tugas terkait pertemuan selanjutnya, yaitu meminta peserta didik mempersiapkan ide untuk pembuatan teks eksposisi analitis.</li> <li>4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya, yaitu membuat <i>teks eksposisi analitis</i> berdasarkan ide yang sudah mereka siapkan.</li> <li>5. Guru menutup pelajaran dengan mengucapkan salam dan doa penutup.</li> </ol> | <p>15 Menit</p> |

### Pertemuan Ketiga

| Kegiatan             | Deskripsi Kegiatan Pembelajaran, Sintak Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Alokasi Waktu |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none"> <li>1. Guru memberi salam dan meminta peserta didik untuk berdoa.</li> <li>2. Guru mengecek kehadiran siswa.</li> <li>3. Guru mereview pertemuan sebelumnya dengan mengajukan pertanyaan “<i>What did you learn at the previous meeting?</i>”</li> <li>4. Peserta didik diberi kesempatan untuk menjawab pertanyaan dan guru menanggapi jawaban.</li> <li>5. Guru menyampaikan tujuan kegiatan pembelajaran pertemuan ketiga ini yaitu menulis Teks Eksposisi Analitis.</li> </ol> | 15 Menit      |
| Kegiatan Inti        | <p><b><i>Stimulation:</i></b></p> <ul style="list-style-type: none"> <li>• Disajikan contoh Teks Eksposisi Analitis melalui PPT.</li> </ul> <p><b><i>Problem Statement:</i></b></p> <ul style="list-style-type: none"> <li>• Peserta didik memahami fungsi sosial dan struktur yang ada di teks eksposisi analitis yang diberikan guru sebagai contoh.</li> </ul> <p><b><i>Data Collection:</i></b></p>                                                                                                               | 60 Menit      |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                         | <ul style="list-style-type: none"> <li>• Peserta didik mempersiapkan ide yang sudah disiapkan.</li> <li>• Peserta didik menyusun draf <i>teks eksposisi analitis</i> yang akan dibuat berdasarkan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar.</li> </ul> <p><b>Data Processing:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik secara individu membuat sebuah teks eksposisi analitis dengan tema yang sudah ditentukan.</li> </ul> <p><b>Verification:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengirimkan hasil pekerjaannya ke guru untuk mendapatkan <i>feedback</i>.</li> </ul> |                 |
| <p>Kegiatan Penutup</p> | <ol style="list-style-type: none"> <li>1. Guru meminta peserta didik menyimpulkan pelajaran hari ini dan melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> <li>2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya, yaitu <i>Penilaian Harian</i>.</li> <li>4. Guru menutup pelajaran dengan mengucapkan</li> </ol>                                                                                                                                                                                                             | <p>15 Menit</p> |

|  |        |  |
|--|--------|--|
|  | salam. |  |
|--|--------|--|

## A. Penilaian

1. Teknik Penilaian :
  - a. Penilaian Sikap : Observasi dan Penilaian Diri.
  - b. Penilaian Pengetahuan : Penugasan dan Tes Tulis.
  - c. Penilaian Keterampilan : Penugasan.
  
2. Bentuk Penilaian :
  - a. Observasi : Jurnal Penilaian Sikap dan Lembar Penilaian Diri
  - b. Tes Tertulis : Pilihan Ganda dan Uraian
  - c. Writing Test
  
3. Instrumen Penilaian : Terlampir
  
4. Alat Penilaian : Terlampir

**Mengetahui,  
Kepala Sekolah**


**Bantul,  
Guru Mata Pelajaran**

**Ngadiya, S.Pd., M.M.  
NIP. 19620605 198903 2 015**

**Eka Nanda Mei Titi Wulandari  
NIM. 18322050**

### 2. UKBM (Module Self Learning)

**ANALYTICAL EXPOSITION  
TEXT**



**UKBM (BING 1 – 3.44.4)**

NAME : .....

CLASS : .....

STUDENT NUMBER : .....

**UNIT KEGIATAN BELAJAR MANDIRI  
(UKBM3.4)**

#### I. Identity

- a. Subject : Bahasa Inggris  
 b. Semester : 3  
 c. Basic Competence:

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.  
 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.  
 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

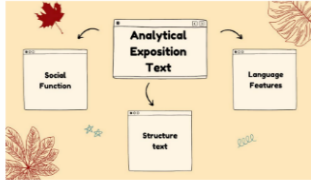
- d. Topic/Material : Analytical Exposition  
 e. Time Allocation : 3 meetings (3 x 90 minutes)  
 f. Learning Purpose :

Melalui pendekatan saintifik menggunakan model pembelajaran *discovery learning* peserta didik dapat berpikir kritis dalam menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya, kemudian kreatif dan terampil menyajikan teks eksposisi analitis lisan dan tulis sederhana yang melibatkan dengan memberi dan meminta informasi terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dalam Kerjasama kelompok dengan penah tanggung jawab serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C).

g. Learning Material :

To achieve the concept and theory of this material, please read the textbook: Bahasa Inggris SMA/MA/SMK/MAK, Kelas XI, 2017. Jakarta: Kemendikbud. Chapter 3, pages 45-60 and other books related to the material of Analytical Exposition. You may also search for it on the internet.

2. Mind Mapping



3. Learning Activity

a. Before you start, look at the following picture and answer the questions.



- Questions:
1. What are the pictures about?
  2. What do you think about this phenomenon based on those pictures?

To answer them, you may discuss it with your friend near you. You may ask your teacher if you still find some difficulties.

After you finish it, continue to the next part of this Learning Activity Unit.

1) Learning Activity

Learning Activity 1

In this activity, your teacher will give you an example of an analytical exposition text. Read the text carefully with your friend next to you.

The Importance of Breakfast

Some people prefer to skip breakfast and use the morning time for other activities. Such daily pattern is not good for us. There are several reasons why breakfast has some beneficial effects for us.

Firstly, having breakfast helps to prevent us from overeating. People who have breakfast in the morning will find their metabolism stable and the breakfast will prevent them from consuming excessive calories for the entire day.

Secondly, breakfast may prevent us from ulcer pain. It also prevents the recurrence of ulcers for those who suffer from it. Breakfast will keep the stomach filled with food so that it can neutralize stomach acid.

In conclusion, breakfast is important to keep us healthy and energized to start the day.

Learning Activity 2

After you read the text, analyze the text by completing the following table.

| Paragraph   | The Content of Paragraph |
|-------------|--------------------------|
| Paragraph 1 |                          |
| Paragraph 2 |                          |
| Paragraph 3 |                          |
| Paragraph 4 |                          |

Learning Activity 3

With your partners, answer the questions below carefully.

Questions:

1. Which paragraph is the opening of the text?
2. What is the purpose of the text above?
3. What is the synonym of the word "stable" in the text?
4. Which paragraph are the arguments?
5. Which paragraph is the conclusion of the text?

Answers:

1. ....
2. ....
3. ....
4. ....
5. ....

Now, the following explanation about analytical exposition text.



Let's Practice!

Make groups of 4 students, then analyze the analytical exposition text below by following the table.

The Importance of Sleep

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. Why Is Sleep Important?

Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming new pathways to help you learn and remember information.

Studies show that a good night's sleep improves learning. Whether you're learning math, how to play the piano, how to perfect your golf swing, or how to drive a car, sleep helps enhance your learning and problem-solving skills. Sleep also helps you pay attention, make decisions, and be creative.

Physical Health often relates to quality sleep. It plays an important role in your physical health. For example, sleep is involved in healing, repairing your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes, and stroke.

Besides that, sleep also helps maintain a healthy balance of the hormones that make you feel hungry (ghrelin) or full (leptin). When you don't get enough sleep, your level of ghrelin goes up and your level of leptin goes down. This makes you feel hungrier than when you're well-rested.





### Analytical Exposition Text

**Definition**  
An analytical exposition is a text that tells the writer's opinion about phenomena in detail with the fact or data.

**Social Function**  
The purpose of an analytical exposition text is to persuade the audience to look at an issue with our perspective.

### The Importance of Sleep

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. Why is Sleep Important?

Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming new pathways to help you learn and remember information.

Studies show that a good night's sleep improves learning. Whether you're learning math, how to play the piano, how to perfect your golf swing, or how to drive a car, sleep helps enhance your learning and problem-solving skills. Sleep also helps you pay attention, make decisions, and be creative.

Physical Health often relate to quality sleep. It plays an important role in your physical health. For example, sleep is involved in healing and repair of your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes, and stroke.

Besides that, sleep also helps maintain a healthy balance of the hormones that make you feel hungry (ghrelin) or full (leptin). When you don't get enough sleep, your level of ghrelin goes up and your level of leptin goes down. This makes you feel hungrier than when you're well rested.

#### Expressions for writing Analytical Exposition

1. There are several reasons why.....
2. Let me tell you the reason why.....
3. This is true based on the facts below.
4. I say that for several reasons.
5. It is important/essential that.....

### Language Features

1. Use present tense.
2. Use verbs (believe, think, feel).

### The Importance of Breakfast

Some people prefer to skip breakfast and use the morning time for other activities. Such daily pattern is not good for us. There are several reasons why breakfast has some beneficial effects for us.

**Thank You!**

## 4. Quizizz Quiz

Question 1

Q. Analytical Exposition Text is .....

answer choices

- Text that tells opinion about something happening
- Text that tells a chronological story
- Text that tells the writer's opinion about something and the opinion is supported by arguments.
- Text that describes the detail information of an object

30 seconds | 1 point | Not tagged | Tag

Question 2

Q. Which are the part of the analytical exposition text?

answer choices

- Thesis
- Reiteration
- Arguments
- Recommendation
- Conclusion

45 seconds Ungraded (0 points) Not tagged Tag

Question 3

In Australia there are three levels of governments : the federal government, state governments and local governments. All of these levels of government are necessary. This is the reason why the level of government are necessary. Firstly, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Q. secondly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Thridly, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

answer

> Firstly, secondly, thirdly

1 minute Ungraded (0 points) Not tagged Tag

Question 4

Q. The purpose of Analytical Exposition Text is ...

answer choices

- To entertain the audience with the story
- To tells the information about something
- To persuade the audience to agree with writer's opinion
- To express the opinion about something happening

30 seconds Ungraded (0 points) Not tagged Tag

Question 5

Q. What is the tense that use in Analytical Exposition Text?

answer choices

- Past tense
- Future tense
- Present tense

45 seconds Ungraded (0 points) Not tagged Tag

5. Photo with XII Science 6

