

## Appendix 1

### LESSON PLANNING (EXPERIMENTAL CLASS)

School	: SMAN 2 Subang
Subject/Skills	: English/Vocabulary
Class/ Semester	: XI MIPA1/II
Materials	: Explanation text (Natural Phenomena)
Time Allocation	: 2 x 45 minutes (meeting I)

#### A. Core Competences

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.
4. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

#### B. Basic Competence

##### 1. KD in KI-1

- 1.1. Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.

##### 2. KD in KI-2

- 2.1. Showing polite behavior and care in carrying out the interpersonal communication with teachers and friends.
- 2.2. Showing honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.
- 2.3. Showing responsibility, caring, cooperation, and love peace in functional communication.
3. KD in KI-3
  - 3.7. Apply social functions, text structures, and linguistic elements of transactional text of oral and written transactions involving the act of giving and requesting information on causality, in accordance with the context of its use. (Note the linguistic element because of ..., due to ..., thanks to ...)
4. KD in KI-4
  - 4.7 Prepare transactions of oral and written transactional interactions that involve giving and asking for information on causality, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.

### **C. Indicators**

1. Students are able to identify the characteristics of text exposition.
2. Students are able to understand the meaning, antonym, and synonym of text Explanation.
3. Students are able to explain about Explanation text.
4. Students are able to tell the information that they get from Explanation text given.
5. Students are able to write Explanation text using their own words.

### **D. Learning Aims**

By the end of the class after studying text exposition students are able to apply text structure and be able to provide cause and effect information of natural phenomenon.

### **E. Learning Method: PPP (Presentation, Practice, and Product)**

## **F. Learning Material**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.

### 1. Generic Structure of Explanation Text

- General statement; stating the phenomenon issues which are to be explained.
- Sequenced of explanation; Sequenced explanation; stating a series of steps which explain the phenomena.

### 2. Purpose of Explanation Text

- Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
- To explain how or why something happens. According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.

### 3. Language Features of Explanation Text

In an explanation text, there are linguistic features as below:

- Using simple present tense
- Using abstract noun (no visible noun)
- Using Passive voice
- Using Action verbs
- Containing explanation of the process....

### 4. Examples of Explanation Text

### **How does Rain Happen?**

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets.

The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.

#### **G. Learning Media**

##### 1. Media

- PowerPoint
- Text Book
- Example of explanation text
- Songs

##### 2. Materials

- White board
- Marker
- Paper
- LCD
- Projector
- Loudspeakers

##### 3. Learning Source

- a. Kementrian pendidikan dan kebudayaan, 2017, Buku Bahasa Inggris XI, Jakarta: Pusat Kurikulum dan Perbukuan, Jakarta, Kemendikbud.
- b. <http://britishcourse.com/explanation-text-definition-generic-structures-purposes-language-features.php>
- c. Dictionary

### H. Learning Activity

Activity	Activity's Description	Time
<b>Opening</b>	<ol style="list-style-type: none"> <li>1. Teacher greets students.</li> <li>2. Teacher checks student's attendance list.</li> <li>3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.</li> <li>4. Teacher tells to students the purpose of learning or basic competencies to be achieved.</li> </ol>	10'
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows pictures about Explanation text (Natural Phenomena)</li> <li>2. Teacher asks students what they know about the picture</li> <li>3. the teacher tells to students that they are going to study about "Explanation Text" (Natural Phenomena)</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students are given the opportunity to ask questions about things they do not know about Explanation text.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Teacher guides the students to understand about "Explanation text" in students book's (chapter 8)</li> <li>2. Teacher guides the students to mention generic structure, and language features that used in "Explanation text".</li> </ol>	70'

	<p><b>Experimenting</b></p> <ol style="list-style-type: none"> <li>1. Teacher divides students into groups. One group contains 5-6 students.</li> <li>2. Teacher gives clear explanation about “Explanation text”.</li> <li>3. Each groups were given an example of “Explanation text”.</li> <li>4. Students identify the distinguish, generic structure and language features in “Explanation text”.</li> <li>5. Teacher tells to students that they are going to listen songs by Michael Jackson “Earth” <ul style="list-style-type: none"> <li>➤ Teacher plays the song and students listen to the song</li> <li>➤ Teacher asks students to write the lyrics of the song after that they collect to teacher</li> <li>➤ Teacher asks to students write vocabularies that they think is difficult after that they find out the meaning of the words in the dictionary</li> <li>➤ the teacher asks the students what the meaning of the song is</li> <li>➤ The teacher ask students to relate the song to material today "Explanation text (Natural Phenomena)".</li> </ul> </li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Students connect moral value in the text with everyday life.</li> </ol>	
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<b>Closing</b>	<ol style="list-style-type: none"><li>1. Students and teacher provide feedback on the process and learning outcomes.</li><li>2. Teacher tells to students about the next material</li><li>3. Teacher asks students to pray before end the class</li></ol>	10'
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English Teacher



(Lia Rosmalia, S.Pd)

Subang, May 2, 2018

Researcher



(Rachel K. Saiselar)

Approved  
Headmaster



(Drs. H. Bagja Gumelar, M.Pd)

**Earth Song**  
**Michael Jackson**

What about sunrise	I used to dream
What about rain	I used to glance beyond the stars
What about all the things that you said	Now I don't know where we are
We were to gain	Although I know we've drifted far
What about killing fields	Aah, ooh (4x)
Is there a time	Hey, what about yesterday
What about all the things	(What about us)
That you said were yours and mine	What about the seas
Did you ever stop to notice	(What about us)
All the blood we've shed before	The heavens are falling down
Did you ever stop to notice	(What about us)
This crying Earth, these weeping shores	I can't even breathe
Aah, ooh	(What about us)
What have we done to the world	What about apathy
Look what we've done	(What about us)
What about all the peace	Drowning in the seas
That you pledge your only son	(What about us)
What about flowering fields	What about the promised land
Is there a time	Preachin' what I believe
What about all the dreams	(What about us)
That you said was yours and mine	What about the holy land
Did you ever stop to notice	(What about it)
All the children dead from war	What about the greed
	(What about us)
	Where did we go wrong



<p>Did you ever stop to notice This crying earth, these weeping shores Aah, ooh Aah, ooh</p>	<p>Someone tell me why (What about us) What about baby boy (What about him) What about the days (What about us) What about all their joy Do we give a damn Aah, ooh Aah, ooh</p>
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**Appendix II****LESSON PLANNING  
(EXPERIMENTAL CLASS)**

School	: SMAN 2 Subang
Subject/Skills	: English/Vocabulary
Class/ Semester	: XI MIPA1/II
Materials	: Explanation text (Natural Disasters)
Time Allocation	: 2 x 45 minutes (meeting II)

**A. Core Competences**

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.
4. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

**B. Basic Competence**

1. KD in KI-1
  - 1.1. Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.

2. KD in KI-2
  - 2.1. Showing polite behavior and care in carrying out the interpersonal communication with teachers and friends.
  - 2.2. Showing honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.
  - 2.3. Showing responsibility, caring, cooperation, and love peace in functional communication.
3. KD in KI-3
  - 3.7. Apply social functions, text structures, and linguistic elements of transactional text of oral and written transactions involving the act of giving and requesting information on causality, in accordance with the context of its use. (Note the linguistic element because of ..., due to ..., thanks to ...)
4. KD in KI-4
  - 4.7 Prepare transactions of oral and written transactional interactions that involve giving and asking for information on causality, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.

### **C. Indicators**

1. Students are able to identify the characteristics of text exposition.
2. Students are able to understand the meaning, antonym, and synonym of text Explanation.
3. Students are able to explain about Explanation text.
4. Students are able to tell the information that they get from Explanation text given.
5. Students are able to write Explanation text using their own words.

### **D. Learning Aims**

By the end of the class after studying text exposition students are able to apply text structure and be able to provide cause and effect information of natural phenomenon.

### **E. Learning Method:** PPP (Presentation, Practice, and Product)

### **F. Learning Material**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.

#### 1. Generic Structure of Explanation Text

- General statement; stating the phenomenon issues which are to be explained.
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#### 2. Purpose of Explanation Text

- Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
- To explain how or why something happens. According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.

#### 3. Language Features of Explanation Text

In an explanation text, there are linguistic features as below:

- Using simple present tense
- Using abstract noun (no visible noun)
- Using Passive voice
- Using Action verbs
- Containing explanation of the process....

#### 4. Examples of Explanation Text

## **TSUNAMI**

Tsunami is a natural disaster caused by the increasing waves of the sea to land with a high swiftness as the consequence of the quake which is centered under the ocean. The quake can be caused by land erosion, sifted plate, an erupted volcano as well as a meteoroid that falls in the ocean. Tsunami usually happens if the size of the earthquake exceed until 7 on the Richter scale. This tsunami is quite dangerous, mainly for those who live around the beach. With great force, it will sweep out whatever around it. From all causes of tsunami, earthquake is the major cause. An earthquake on the bottom of sea gives rise to an affliction of the sea water that caused by the change of the profile of the ocean floor that generally occurs because of a tectonics earthquake and perpendicular (vertical) ground motion with the surface of the sea water or earth surface. If the movements of the ground are horizontal on the surface of the sea, there will not happen tsunami.

Even though the movement of the ground is horizontal, but the energy of the earthquake is big, and it can cause the collapse of cliffs/hill on the sea automatically in which the movement is perpendicular to the surface of the sea. Although there is no earthquake that hits the land directly which results vertical movement, the condition of a cliff and hill in the sea has been unstable and because of the force of gravity and ocean currents that led to landslides, it causes tsunami. Earthquake causes perpendicular layers motion of earth. As a result, the sea bottom is suddenly up and down, so that the balance of sea water was disturbed on it, similarly with cosmic objects or meteors that fall from above. If the size of a meteor or landslide is quite big, mega tsunami can happen with hundreds of meters high.

Vertical movement of the earth crust because of a volcanic eruption, an earthquake, the avalanche or a meteor falling to earth can cause the sea floor becomes up or down suddenly therefore it disturbs the balance of water on it. This makes the occurrence of energy flow of sea water on the beach become large waves so that tsunami happens. Billows can spread to all directions. Energy which conceives in the wave of the tsunami is fixed on the function of the altitude. The height of waves in the

sea is only about 1 meter. Thus, the rate of a wave cannot be felt by a ship that was in the middle of the sea. When it approaches the coast, the speed of the tsunami of decline until about 30 miles per hour, but its height has increased to reach tens of meters. When it reaches the coast, tsunami enters the land until hundreds of meters, even kilometers. The victim of tsunami is not a little. The casualties are hit by sluggish water flow and material that carried away by the tsunami. Besides the victim, tsunami also has a negative impact on the building, herbs, and pollution to agricultural land, and water.

### G. Learning Media

#### 1. Media

- PowerPoint
- Text Book
- Example of explanation text
- Songs

#### 2. Materials

- White board
- Marker
- Paper
- LCD
- Projector
- Loudspeakers

#### 3. Learning Source

- d. Kementrian pendidikan dan kebudayaan, 2017, Buku Bahasa Inggris XI, Jakarta: Pusat Kurikulum dan Perbukuan, Jakarta, Kemendikbud.
- e. <http://britishcourse.com/explanation-text-definition-generic-structures-purposes-language-features.php>
- f. Dictionary

### I. Learning Activity


Activity	Activity's Description	Time
<b>Opening</b>	1. Teacher greets students. 2. Teacher checks student's attendance list. 3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.	10'

	4. Teacher tells to students the purpose of learning or basic competencies to be achieved.	
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows pictures about Explanation text (Natural Disasters)</li> <li>2. Teacher asks students what they know about the picture</li> <li>3. the teacher tells to students that they are going to study about Explanation Text (Natural Disasters)</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students are given the opportunity to ask questions about things they do not know about Explanation text (Natural Disasters)</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Teacher guides the students to understand about Explanation text (Natural Disasters) in students book's (chapter 8)</li> <li>2. Teacher guides the students to mention generic structure, and language features that used in "Explanation text".</li> </ol> <p><b>Experimenting</b></p> <ol style="list-style-type: none"> <li>1. Teacher divides students into groups. One group contains 5-6 students.</li> <li>2. Teacher gives clear explanation about Explanation text (Natural Disasters).</li> <li>3. Each groups were given an example of Explanation text (Natural Disasters).</li> </ol>	70'

	<p>4. Students identify the distinguish, generic structure and language features in Explanation text (Natural Disasters).</p> <p>5. Teacher tells to students that they are going to listen songs by Michael Jackson “Heal the World”</p> <ul style="list-style-type: none"> <li>➤ Teacher plays the song and students listen to the song</li> <li>➤ Teacher asks to students write vocabularies that they think is difficult after that they find out the meaning of the words in the dictionary but before teacher divided students in 6 groups</li> <li>➤ Teacher asks to each group to write the Antonym and synonym of the word in song</li> <li>➤ Teacher asks to each groups to presentation their project in front of the class</li> <li>➤ The teacher asks students to relate the song to material today Explanation text (Natural Disasters)</li> </ul> <p><b>Associating</b></p> <p>1. Students connect moral value in the text with everyday life.</p>	
<b>Closing</b>	<p>1. Students and teacher provide feedback on the process and learning outcomes.</p> <p>2. Teacher tells to students about the next material</p> <p>3. Teacher asks students to pray before end the class</p>	10’



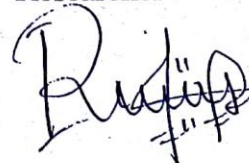
English Teacher



(Lia Rosmalia, S.Pd)

Jakarta, May 9, 2018

Researcher



(Rachel K. Saiselar)

Approved

Headmaster



(Drs. H. Bagja Gumelar, M.Pd)

## Heal the World

**Michael Jackson**

<p>There's a place in your heart          And I know that it is love          And this place could be much          Brighter than tomorrow          And if you really try          You'll find there's no need to cry          In this place you'll feel          There's no hurt or sorrow          There are ways to get there          If you care enough for the living          Make a little space          Make a better place          Heal the world          Make it a better place          For you and for me          And the entire human race          There are people dying          If you care enough for the living          Make it a better place          For you and for me          If you want to know why          There's love that cannot lie          Love is strong          It only cares of joyful giving          If we try we shall see          In this bliss we cannot feel          Fear of dread          We stop existing and start living          The it feels that always          Love's enough for us growing          So make a better world          Make a better place</p>	<p>And the dream we were conceived          in          Will reveal a joyful face          And the world we once believed in          Will shine again in grace          Then why do we keep strangling life          Wound this earth, crucify its soul          Though it's plain to see          This world is heavenly          Be god's glow          We could fly so high          Let our spirits never die          In my heart I feel you are all my          brothers          Create a world with no fear          Together we cry happy tears          See the nations turn their swords          into plowshares          We could really get there          If you cared enough for the living          Make a little space          To make a better place          Heal the world          Make it a better place          For you and for me          And the entire human race          There are people dying          If you care enough for the living          Make a better place for you and for          me          There are people dying          If you care enough for the living</p>
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<p>Heal the world Make it a better place For you and for me And the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p>	<p>Make a better place for you and for me  You and for me</p>
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### Appendix 3

#### LESSON PLANNING (EXPERIMENTAL CLASS)

School	: SMAN 2 Subang
Subject/Skills	: English/Vocabulary
Class/ Semester	: XI MIPA1/II
Materials	: Explanation text
Time Allocation	: 2 x 45 minutes (meeting III)

#### A. Core Competences

5. Respect and appreciate the teachings of their religion.
6. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
7. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.
8. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

#### B. Basic Competence

##### 1. KD in KI-1

- 1.1. Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.

## 2. KD in KI-2

- 1.1 Showing polite behavior and care in carrying out the interpersonal communication with teachers and friends.
- 1.2 Showing honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.
- 1.3 Showing responsibility, caring, cooperation, and love peace in functional communication.

## 2. KD in KI-3

- 3.7. Apply social functions, text structures, and linguistic elements of transactional text of oral and written transactions involving the act of giving and requesting information on causality, in accordance with the context of its use. (Note the linguistic element because of ..., due to ..., thanks to ...)

## 3. KD in KI-4

- 4.7 Prepare transactions of oral and written transactional interactions that involve giving and asking for information on causality, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.

## C. Indicators

- 6. Students are able to identify the characteristics of text exposition.
- 7. Students are able to understand the meaning, antonym, and synonym of text Explanation.
- 8. Students are able to explain about Explanation text.
- 9. Students are able to tell the information that they get from Explanation text given.
- 10. Students are able to write Explanation text using their own words.

## D. Learning Aims

By the end of the class after studying text exposition students are able to apply text structure and be able to provide cause and effect information of natural phenomenon.

### **E. Learning Method:** PPP (Presentation, Practice, and Product)

### **F. Learning Material**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.

1. Generic Structure of Explanation Text
2. General statement; stating the phenomenon issues which are to be explained.
3. Sequenced of explanation; Sequenced explanation; stating a series of steps which explain the phenomena.
4. Purpose of Explanation Text
  - Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
  - To explain how or why something happens. According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.
5. Language Features of Explanation Text
 

In an explanation text, there are linguistic features as below:

  - Using simple present tense
  - Using abstract noun (no visible noun)
  - Using Passive voice
  - Using Action verbs
  - Containing explanation of the process....
6. Examples of Explanation Text

## **How Earthquakes Happen**

Earthquake is one of the most destroying natural disasters. Unluckily it often happens in several regions. Recently a horrible earthquake has shaken West Sumatra. It has brought great damages. Why did it occur? Do you know how an earthquake happens?

Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves. It make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.

During the earthquake and afterward, the plates or blocks of rock start moving, and they continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake.

### **G. Learning Media**

#### 1. Media

- PowerPoint
- Text Book
- Example of explanation text
- Songs

#### 2. Materials

- White board
- Marker
- Paper
- LCD
- Projector
- Loudspeakers

#### 3. Learning Source

- g. Kementrian pendidikan dan kebudayaan, 2017, Buku Bahasa Inggris XI, Jakarta: Pusat Kurikulum dan Perbukuan, Jakarta, Kemendikbud.
- h. <http://britishcourse.com/explanation-text-definition-generic-structures-purposes-language-features.php>
- i. Dictionary

**H.Learning Activity**

<b>Activity</b>	<b>Activity's Description</b>	<b>Time</b>
<b>Opening</b>	<ol style="list-style-type: none"> <li>1. Teacher greets students.</li> <li>2. Teacher checks student's attendance list.</li> <li>3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.</li> <li>4. Teacher tells to students the purpose of learning or basic competencies to be achieved.</li> </ol>	10'
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. teacher asks students to read text given in chapter 8 titled "Earthquake"</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students are given the opportunity to ask questions about things they do not know about Explanation text (Earthquake)</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Teacher guides the students to understand about Explanation text (Earthquake) in students book's (chapter 8)</li> <li>2. Teacher guides the students to mention generic structure, and language features that used in Explanation text in text earthquake</li> </ol>	70'



	<p><b>Experimenting</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives clear explanation about Explanation text “earthquake”.</li> <li>2. Students identify the distinguish, generic structure and language features in text.</li> <li>3. Teacher tells to students that they are going to listen songs by Josh Groban “You Rise Me Up” <ul style="list-style-type: none"> <li>➤ Teacher plays the song and students listen to the song</li> <li>➤ Teacher asks to students write vocabularies that they think is difficult after that they find out the meaning of the words in the dictionary.</li> <li>➤ Teacher asks to students to write the Antonym and synonym of the word in song</li> <li>➤ Teacher explains about analyzing the vocabulary in the lyrics based on the song vocabulary function (noun, verb, and adjective), meaning of vocabulary, and grammar of the vocabulary.</li> <li>➤ Teacher asks to students to memorize their favorite song (teacher give 10 minutes)</li> <li>➤ Teacher asks to students to sing their favorite song on front of the class and explain for their friends why they like these song.</li> </ul> </li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Students connect moral value in the text with everyday life.</li> </ol>	
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<b>Closing</b>	1. Students and teacher provide feedback on the process and learning outcomes. 2. Teacher tells to students that next week they have a test. 3. Teacher asks students to pray before end the class	10'
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English Teacher



(Lia Rosmalia, S.Pd)

Subang, May 16, 2018

Researcher



(Rachel K. Saiselar)

Approved

Headmaster



(Drs. H. Bagja Gumelar, M.Pd)

## You Raise Me Up

**Josh Groban**

<p>When I am down and, oh my soul, so weary          When troubles come and my heart burdened be          Then, I am still and wait here in the silence          Until you come and sit awhile with me</p> <p>You raise me up, so I can stand on mountains          You raise me up, to walk on stormy seas          I am strong, when I am on your shoulders          You raise me up... To more than I can be</p> <p>You raise me up, so I can stand on mountains          You raise me up, to walk on stormy seas          I am strong, when I am on your shoulders          You raise me up... To more than I can be</p>	<p>There is no life - no life without its hunger          Each restless heart beats so imperfectly          But when you come and I am filled with wonder          Sometimes, I think I glimpse eternity</p> <p>You raise me up, so I can stand on mountains          You raise me up, to walk on stormy seas          I am strong, when I am on your shoulders          You raise me up... To more than I can be</p> <p>You raise me up, so I can stand on mountains          You raise me up, to walk on stormy seas          I am strong, when I am on your shoulders          You raise me up... To more than I can be</p> <p>You raise me up... To more than I can be</p>
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## Appendix 4

### LESSON PLANNING (CONTROL CLASS)

School	: SMAN 2 Subang
Subject/Skills	: English/Vocabulary
Class/ Semester	: XI IPS2/II
Materials	: Explanation text (Natural Phenomena)
Time Allocation	: 2 x 45 minutes (meeting 1)

#### A. Core Competences

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.
4. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

#### B. Basic Competence

##### 1. KD in KI-1

1.1 Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.

## 2. KD in KI-2

- 2.1 Showing polite behavior and care in carrying out the interpersonal communication with teachers and friends.
- 2.2 Showing honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.
- 2.3 Showing responsibility, caring, cooperation, and love peace in functional communication.

## 3. KD in KI-3

- 3.7. Apply social functions, text structures, and linguistic elements of transactional text of oral and written transactions involving the act of giving and requesting information on causality, in accordance with the context of its use. (Note the linguistic element because of ..., due to ..., thanks to ...)

## 4. KD in KI-4

- 4.7 Prepare transactions of oral and written transactional interactions that involve giving and asking for information on causality, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.

### **C. Indicators**

- 1. Students are able to identify the characteristics of text exposition.
- 2. Students are able to explain about Explanation text.
- 3. Students are able to tell the information that they get from Explanation text given.
- 4. Students are able to write Explanation text using their own words.

### **D. Learning Aims**

By the end of the class after studying text exposition students are able to apply text structure and be able to provide cause and effect information of natural phenomenon.

### **E. Learning Method**

1. Method : Discover Learning
2. Technique : Discussion and question and answer

### **F. Learning Material**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.

1. Generic Structure of Explanation Text
2. General statement; stating the phenomenon issues which are to be explained.
4. Sequenced of explanation; Sequenced explanation; stating a series of steps which explain the phenomena.
5. Purpose of Explanation Text
  - Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
  - To explain how or why something happens. According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.
6. Language Features of Explanation Text
 

In an explanation text, there are linguistic features as below:

  - Using simple present tense
  - Using abstract noun (no visible noun)
  - Using Passive voice
  - Using Action verbs
  - Containing explanation of the process....
7. Examples of Explanation Text

### **How does Rain Happen?**

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

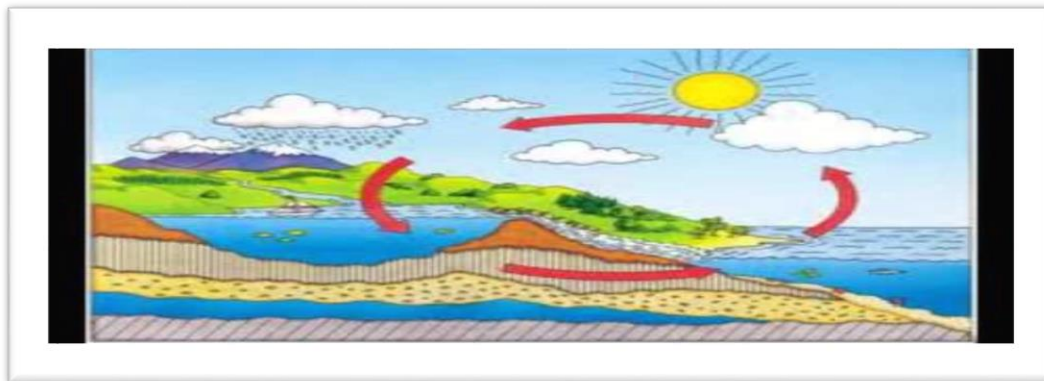
The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets.

The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.

*I. Answer the question below*

1. What is the purpose of the text above!
2. What is virga?
3. What is the second paragraph about?
4. The droplets grow until they are heavy and fall to the earth. (the word they, paragraph 3 refer too..... )
5. What the synonym of evaporates in paragraph 3?

II Re-write the process of rainfall based on the picture below using your own words!



### G. Learning Media

#### 1. Media

- a. PowerPoint      b. Text Book      c. Example of explanation text

#### 2. Materials

- a. White board      b. Marker  
c. Paper      d. LCD      e. Projector

### H. Learning Source

- Kementerian pendidikan dan kebudayaan, 2017, Buku Bahasa Inggris XI, Jakarta: Pusat Kurikulum dan Perbukuan, Jakarta, Kemendikbud.
- <http://britishcourse.com/explanation-text-definition-generic-structures-purposes-language-features.php>
- Dictionary

### I. Learning Activity

Activity	Activity's Description	Time
Opening	1. Teacher greets students. 2. Teacher checks student's attendance list. 3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.	10'



	4. Teacher tells to students the purpose of learning or basic competencies to be achieved.	
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students looks at the example of Explanation text</li> <li>2. Teacher asks students what they know about Explanation text (Natural Phenomena).</li> <li>3. Students are asks did they ever made Explanation text or not (Natural Phenomena)</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students are given the opportunity to ask questions about things they do not know about Explanation text.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>2. Teacher guides the students to understand about “Explanation text” in students book’s (chapter 8)</li> <li>3. Teacher guides the students to mention generic structure, and language features that used in “Explanation text”.</li> <li>4. Teacher gives clear explanation about Explanation text (Natural Phenomena) and students answer the question based on the text “How does rain happen?”</li> </ol> <p><b>Experimenting</b></p> <ol style="list-style-type: none"> <li>1. Teacher divides students into groups. One group contains 5-6 students.</li> <li>2. Each groups were given an example of Explanation text (Natural Phenomena) in front of the class.</li> </ol>	70’

	<p>3. Students identify the distinguish, generic structure and language features in "Explanation text".</p> <p><b>Associating</b></p> <p>1. Students connect moral value in the text with everyday life.</p>	
<b>Closing</b>	<p>1. Students and teacher provide feedback on the process and learning outcomes.</p> <p>2. Teacher tells to students about the next material</p> <p>3. Teacher asks students to pray before end the class</p>	10'


English Teacher



(Lia Rosmalia, S.Pd)

Subang, May 4, 2018

Researcher



(Rachel K. Saiselar)

Approved

Headmaster



(Drs. H. Bagja Gumelar, M.Pd)

## Appendix 5

### LESSON PLANNING (CONTROL CLASS)

School	: SMAN 2 Subang
Subject/Skills	: English/Vocabulary
Class/ Semester	: XI IPS2/II
Materials	: Explanation text (Natural Disasters)
Time Allocation	: 2 x 45 minutes (meeting II)

#### A. Core Competences

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.
4. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

#### B. Basic Competence

##### 1. KD in KI-1

- 1.1 Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.

## 2. KD in KI-2

- 2.1 Showing polite behavior and care in carrying out the interpersonal communication with teachers and friends.
- 2.2 Showing honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends.
- 2.3 Showing responsibility, caring, cooperation, and love peace in functional communication.

## 3. KD in KI-3

- 3.7. Apply social functions, text structures, and linguistic elements of transactional text of oral and written transactions involving the act of giving and requesting information on causality, in accordance with the context of its use. (Note the linguistic element because of ..., due to ..., thanks to ...)

## 4. KD in KI-4

- 4.7 Prepare transactions of oral and written transactional interactions that involve giving and asking for information on causality, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.

### **C. Indicators**

- 1. Students are able to identify the characteristics of text exposition.
- 2. Students are able to explain about Explanation text.
- 3. Students are able to tell the information that they get from Explanation text given.
- 4. Students are able to write Explanation text using their own words.

### **D. Learning Aims**

By the end of the class after studying text exposition students are able to apply text structure and be able to provide cause and effect information of natural phenomenon.

### **E. Learning Method**

- 1. Method : Discover Learning

2. Technique : Discussion and question and answer

## **F. Learning Material**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.

1. Generic Structure of Explanation Text
2. General statement; stating the phenomenon issues which are to be explained.
3. Sequenced of explanation; Sequenced explanation; stating a series of steps which explain the phenomena.
4. Purpose of Explanation Text
  - Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
  - To explain how or why something happens. According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.
5. Language Features of Explanation Text
 

In an explanation text, there are linguistic features as below:

  - Using simple present tense
  - Using abstract noun (no visible noun)
  - Using Passive voice
  - Using Action verbs
  - Containing explanation of the process....
6. Examples of Explanation Text

## **TSUNAMI**

Tsunami is a natural disaster caused by the increasing waves of the sea to land with a high swiftness as the consequence of the quake which is centered under the ocean. The quake can be caused by land erosion, sifted plate, an erupted volcano as well as a meteoroid that falls in the ocean. Tsunami usually happens if the size of the earthquake exceed until 7 on the Richter scale. This tsunami is quite dangerous, mainly for those who live around the beach. With great force, it will sweep out whatever around it. From all causes of tsunami, earthquake is the major cause. An earthquake on the bottom of sea gives rise to an affliction of the sea water that caused by the change of the profile of the ocean floor that generally occurs because of a tectonics earthquake and perpendicular (vertical) ground motion with the surface of the sea water or earth surface. If the movements of the ground are horizontal on the surface of the sea, there will not happen tsunami.

Even though the movement of the ground is horizontal, but the energy of the earthquake is big, and it can cause the collapse of cliffs/hill on the sea automatically in which the movement is perpendicular to the surface of the sea. Although there is no earthquake that hits the land directly which results vertical movement, the condition of a cliff and hill in the sea has been unstable and because of the force of gravity and ocean currents that led to landslides, it causes tsunami. Earthquake causes perpendicular layers motion of earth. As a result, the sea bottom is suddenly up and down, so that the balance of sea water was disturbed on it, similarly with cosmic objects or meteors that fall from above. If the size of a meteor or landslide is quite big, mega tsunami can happen with hundreds of meters high.

Vertical movement of the earth crust because of a volcanic eruption, an earthquake, the avalanche or a meteor falling to earth can cause the sea floor becomes up or down suddenly therefore it disturbs the balance of water on it. This makes the occurrence of energy flow of sea water on the beach become large waves so that tsunami happens. Billows can spread to all directions. Energy which conceives in the wave of the tsunami is fixed on the function of the altitude. The height of waves in the

sea is only about 1 meter. Thus, the rate of a wave cannot be felt by a ship that was in the middle of the sea. When it approaches the coast, the speed of the tsunami of decline until about 30 miles per hour, but its height has increased to reach tens of meters. When it reaches the coast, tsunami enters the land until hundreds of meters, even kilometers. The victim of tsunami is not a little. The casualties are hit by sluggish water flow and material that carried away by the tsunami. Besides the victim, tsunami also has a negative impact on the building, herbs, and pollution to agricultural land, and water.

I. *Answer the question below*

1. What is the purpose of the text above?
  2. What is the second paragraph about?
  3. When it approaches the coast, the speed of the tsunami of decline until about 30 miles per hour, but its height has increased to reach tens of meters. (the word it, paragraph 3 refer too..... )
  4. Why Vertical movement of the earth crust? Write the answer using your own words!
  5. What the synonym of *victim* in paragraph 3?
- II. Re-write why the tsunami occur using your own words!

**G. Learning Media**

1. Media
2. PowerPoint
3. Text Book
4. Example of explanation text
5. Materials
  - a. White board
  - b. Marker
  - c. Paper
  - d. LCD

e. Projector

## H. Learning Source

- Kementrian pendidikan dan kebudayaan, 2017, Buku Bahasa Inggris XI, Jakarta: Pusat Kurikulum dan Perbukuan, Jakarta, Kemendikbud.
- <http://britishcourse.com/explanation-text-definition-generic-structures-purposes-language-features.php>
- Dictionary

## I. Learning Activity

Activity	Activity's Description	Time
<b>Opening</b>	<ol style="list-style-type: none"> <li>1. Teacher greets students.</li> <li>2. Teacher checks student's attendance list.</li> <li>3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.</li> <li>4. Teacher tells to students the purpose of learning or basic competencies to be achieved.</li> </ol>	10'
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students looks at the example of Explanation text (Natural Disasters)</li> <li>2. Teacher asks students what they know about Explanation text (Natural Disasters).</li> <li>3. Students are asks did they ever made Explanation text or not (Natural Disasters)</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students are given the opportunity to ask questions about things they do not know about Explanation text.</li> </ol>	60'



	<p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Teacher guides the students to understand about Explanation text (Natural Disasters) in students book's (chapter 8)</li> <li>2. Teacher guides the students to mention generic structure, and language features that used in Explanation text (Natural Disasters).</li> <li>3. Teacher give clear explanation about Explanation text (Natural Disasters) and students answer the question based on the text "Tsunami"</li> </ol> <p><b>Experimenting</b></p> <ol style="list-style-type: none"> <li>1. Teacher divides students into groups. One group contains 5-6 students.</li> <li>2. Each groups were given an example of Explanation text (Natural Disasters) in front of the class.</li> <li>3. Students identify the distinguish, generic structure and language features in "Explanation text".</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Students connect moral value in the text with everyday life.</li> </ol>	
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Students and teacher provide feedback on the process and learning outcomes.</li> <li>2. Teacher tells to students about the next material</li> <li>4. Teacher asks students to pray before end the class</li> </ol>	10'

English Teacher



(Lia Rosmalia, S.Pd)

Subang, May 11, 2018

Researcher



(Rachel K. Saiselar)

Approved

Headmaster



(Drs. H. Bagja Gumelar, M.Pd)

## Appendix 6

### LESSON PLANNING (CONTROL CLASS)

School	: SMAN 2 Subang
Subject/Skills	: English/Vocabulary
Class/ Semester	: XI IPS2/II
Materials	: Explanation text
Time Allocation	: 2 x 40 minutes (meeting III)

#### A. Core Competences

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.
4. Trying, processing, and presenting in the realm of the concrete (using, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

#### B. Basic Competence

1. KD in KI-1
  - 1.1 Grateful for the opportunity to learn the language in the English language international communication are realized in the spirit of learning.

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- 2.1 Showing polite behavior and care in carrying out the interpersonal communication with teachers and friends.
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- 2.3. Showing responsibility, caring, cooperation, and love peace in functional communication.

## 3. KD in KI-3

- 3.7. Apply social functions, text structures, and linguistic elements of transactional text of oral and written transactions involving the act of giving and requesting information on causality, in accordance with the context of its use. (Note the linguistic element because of ..., due to ..., thanks to ...)

## 4. KD in KI-4

- 4.7 Prepare transactions of oral and written transactional interactions that involve giving and asking for information on causality, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.

### **C. Indicators**

- 1. Students are able to identify the characteristics of text exposition.
- 2. Students are able to explain about Explanation text.
- 3. Students are able to tell the information that they get from Explanation text given.
- 4. Students are able to write Explanation text using their own words.

### **D. Learning Aims**

By the end of the class after studying text exposition students are able to apply text structure and be able to provide cause and effect information of natural phenomenon.

### **E. Learning Method**

- 1. Method : Discover Learning

2. Technique : Discussion and question and answer

## **F. Learning Material**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

1. Generic Structure of Explanation Text
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3. Sequenced of explanation; Sequenced explanation; stating a series of steps which explain the phenomena.
4. Purpose of Explanation Text
  - Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
  - To explain how or why something happens. According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.
5. Language Features of Explanation Text
 

In an explanation text, there are linguistic features as below:

  - Using simple present tense
  - Using abstract noun (no visible noun)
  - Using Passive voice
  - Using Action verbs
  - Containing explanation of the process....
6. Examples of Explanation Text

### How Earthquakes Happen

Earthquake is one of the most destroying natural disasters. Unluckily it often happens in several regions. Recently a horrible earthquake has shaken West Sumatra. It has brought great damages. Why did it occur? Do you know how an earthquake happens?

Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves. It make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.

During the earthquake and afterward, the plates or blocks of rock start moving, and they continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake.

*I. Answer the question below*

1. What is the purpose of the text above!
2. What is the second paragraph about?
3. They don't just slide smoothly.(the word they, paragraph 2 refer too..... )
4. What the synonym, antonym and meaning of the words below:
 

- Underground	- Break
- Shake	- Epicenter
5. Make the sentence of the word above ( no 4)

*II Re-write why the earthquake occur using your own words!*

### G. Learning Media

1. Media
2. PowerPoint
3. Text Book

## 4. Example of explanation text

## 3. Materials

- a. White board
- b. Marker
- c. Paper
- d. LCD
- e. Projector

**H. Learning Source**

- Kementrian pendidikan dan kebudayaan, 2017, Buku Bahasa Inggris XI, Jakarta: Pusat Kurikulum dan Perbukuan, Jakarta, Kemendikbud.
- <http://britishcourse.com/explanation-text-definition-generic-structures-purposes-language-features.php>
- Dictionary

**I. Learning Activity**

<b>Activity</b>	<b>Activity's Description</b>	<b>Time</b>
<b>Opening</b>	<ol style="list-style-type: none"> <li>1. Teacher greets students.</li> <li>2. Teacher checks student's attendance list.</li> <li>3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.</li> <li>4. Teacher tells to students the purpose of learning or basic competencies to be achieved.</li> </ol>	10'
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students looks at the example of Explanation text (earthquake)</li> <li>2. Teacher asks students what they know about earthquake</li> </ol>	70'

	<p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Students are given the opportunity to ask questions about things they do not know about Explanation text.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Teacher guides the students to understand about Explanation text (earthquake) in students book's (chapter 8)</li> <li>2. Teacher guides the students to mention generic structure, and language features that used in Explanation text (earthquake).</li> <li>3. Teacher give clear explanation about Explanation text (earthquake) and students answer the question based on the text earthquake</li> </ol> <p><b>Experimenting</b></p> <ol style="list-style-type: none"> <li>1. Teacher divides students into groups. One group contains 5-6 students.</li> <li>2. Each groups were given an example of Explanation text (Natural Disasters) in front of the class.</li> <li>3. Students identify the distinguish, generic structure and language features in text.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Students connect moral value in the text with everyday life.</li> </ol>	
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<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Students and teacher provide feedback on the process and learning outcomes.</li> <li>2. Teacher tells that next week they have a test</li> <li>3. Teacher asks students to pray before end the class</li> </ol>	10'
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English Teacher



(Lia Rosmalia, S.Pd)

Subang, May 18, 2018

Researcher



(Rachel K. Saiselar)

Approved

Headmaster



(Drs. H. Bagja Gumelar, M.Pd)

## APENDIX 7

### A. Validity and Reliability test result of MIPA1 and IPS2 class's Pre-Test

#### 1. Validity test result of MIPA1 and IPS2 class's Pre-Test

		Total
Item_1	Pearson Correlation	406 **
	Sig (2 tailed)	001
	N	66
Item_2	Pearson Correlation	406**
	Sig (2 tailed)	003
	N	66
Item_3	Pearson Correlation	287**
	Sig (2 tailed)	004
	N	66
Item_4	Pearson Correlation	505**
	Sig (2 tailed)	000
	N	66
Item_5	Pearson Correlation	378**
	Sig (2 tailed)	001
	N	66
Item_6	Pearson Correlation	331**
	Sig (2 tailed)	003
	N	66
Item_7	Pearson Correlation	332 **
	Sig (2 tailed)	001
	N	66
Item_8	Pearson Correlation	492**
	Sig (2 tailed)	000
	N	66
Item_9	Pearson Correlation	459**
	Sig (2 tailed)	000
	N	66
Item_10	Pearson Correlation	378**
	Sig (2 tailed)	002
	N	66
Item_11	Pearson Correlation	347**
	Sig (2 tailed)	004
	N	66
Item_12	Pearson Correlation	337**
	Sig (2 tailed)	002

	N	66
Item_13	Pearson Correlation	605**
	Sig (2 tailed)	000
	N	66
Item_14	Pearson Correlation	587 **
	Sig (2 tailed)	000
	N	66
Item_15	Pearson Correlation	260 **
	Sig (2 tailed)	004
	N	66
Item_6	Pearson Correlation	407 **
	Sig (2 tailed)	001
	N	66
Item_17	Pearson Correlation	586**
	Sig (2 tailed)	000
	N	66
Item_18	Pearson Correlation	614**
	Sig (2 tailed)	000
	N	66
Item_19	Pearson Correlation	431**
	Sig (2 tailed)	000
	N	66
Item_20	Pearson Correlation	525**
	Sig (2 tailed)	000
	N	66
Item_21	Pearson Correlation	287 **
	Sig (2 tailed)	004
	N	66
Item_22	Pearson Correlation	456**
	Sig (2 tailed)	000
	N	66
Item_23	Pearson Correlation	253**
	Sig (2 tailed)	003
	N	66
Item_24	Pearson Correlation	378**
	Sig (2 tailed)	002
	N	66
Item_25	Pearson Correlation	290**
	Sig (2 tailed)	004
	N	66
Item_26	Pearson Correlation	267*
	Sig (2 tailed)	003
	N	66

Item_27	Pearson Correlation	337**
	Sig (2 tailed)	006
	N	66
Item_28	Pearson Correlation	663**
	Sig (2 tailed)	000
	N	66
Item_29	Pearson Correlation	493**
	Sig (2 tailed)	001
	N	66
Item_30	Pearson Correlation	360**
	Sig (2 tailed)	002
	N	66
Item_31	Pearson Correlation	289**
	Sig (2 tailed)	004
	N	66
Item_32	Pearson Correlation	359**
	Sig (2 tailed)	002
	N	66
Item_33	Pearson Correlation	303**
	Sig (2 tailed)	003
	N	66
Item_34	Pearson Correlation	428**
	Sig (2 tailed)	000
	N	66
Item_35	Pearson Correlation	245**
	Sig (2 tailed)	004
	N	66
Item_36	Pearson Correlation	266**
	Sig (2 tailed)	004
	N	66
Item_37	Pearson Correlation	590**
	Sig (2 tailed)	000
	N	66
Item_38	Pearson Correlation	287**
	Sig (2 tailed)	003
	N	66
Item_39	Pearson Correlation	388**
	Sig (2 tailed)	000
	N	66
Item_40	Pearson Correlation	422*
	Sig (2 tailed)	057
	N	66
Item_41	Pearson Correlation	260**

	Sig (2 tailed)	004
	N	66
Item_42	Pearson Correlation	320**
	Sig (2 tailed)	004
	N	66
Item_43	Pearson Correlation	309**
	Sig (2 tailed)	002
	N	66
Item_44	Pearson Correlation	314**
	(2 tailed)	000
	N	66
Item_45	Pearson Correlation	505**
	Sig (2 tailed)	000
	N	66

## 2. Reliability test result of MIPA1 and IPS2 class's Post-Test

Cronbach's Alpha	N of Items
.674	45

## B. Validity and Reliability test result of MIPA1 and IPS2 class's Post-Test

### 1. Validity test result of MIPA1 and IPS2 class's Post-Test

		Total
Item_1	Pearson Correlation	462**
	Sig (2 tailed)	000
	N	66
Item_2	Pearson Correlation	283**
	Sig (2 tailed)	004
	N	66
Item_3	Pearson Correlation	576**
	Sig (2 tailed)	000
	N	66
Item_4	Pearson Correlation	283**
	Sig (2 tailed)	004
	N	66

Item_5	Pearson Correlation	539**
	Sig (2 tailed)	000
	N	66
Item_6	Pearson Correlation	334**
	Sig (2 tailed)	003
	N	66
Item_7	Pearson Correlation	282**
	Sig (2 tailed)	004
	N	66
Item_8	Pearson Correlation	489**
	Sig (2 tailed)	000
	N	66
Item_9	Pearson Correlation	459**
	Sig (2 tailed)	000
	N	66
Item_10	Pearson Correlation	378**
	Sig (2 tailed)	003
	N	66
Item_11	Pearson Correlation	350**
	Sig (2 tailed)	002
	N	66
Item_12	Pearson Correlation	437**
	Sig (2 tailed)	000
	N	66
Item_13	Pearson Correlation	605**
	Sig (2 tailed)	000
	N	66
Item_14	Pearson Correlation	587**
	Sig (2 tailed)	000
	N	66
Item_15	Pearson Correlation	673**
	Sig (2 tailed)	000
	N	66
Item_6	Pearson Correlation	484**
	Sig (2 tailed)	000
	N	66
Item_17	Pearson Correlation	684**
	Sig (2 tailed)	000
	N	66
Item_18	Pearson Correlation	603**
	Sig (2 tailed)	000
	N	66
Item_19	Pearson Correlation	471**

	Sig (2 tailed)	000
	N	66
Item_20	Pearson Correlation	525**
	Sig (2 tailed)	000
	N	66
Item_21	Pearson Correlation	277**
	Sig (2 tailed)	004
	N	66
Item_22	Pearson Correlation	405**
	Sig (2 tailed)	000
	N	66
Item_23	Pearson Correlation	353**
	Sig (2 tailed)	002
	N	66
Item_24	Pearson Correlation	389**
	Sig (2 tailed)	003
	N	66
Item_25	Pearson Correlation	270**
	Sig (2 tailed)	004
	N	66
Item_26	Pearson Correlation	267**
	Sig (2 tailed)	004
	N	66
Item_27	Pearson Correlation	378**
	Sig (2 tailed)	002
	N	66
Item_28	Pearson Correlation	274**
	Sig (2 tailed)	004
	N	66
Item_29	Pearson Correlation	393**
	Sig (2 tailed)	003
	N	66
Item_30	Pearson Correlation	398**
	Sig (2 tailed)	002
	N	66
Item_31	Pearson Correlation	278**
	Sig (2 tailed)	005
	N	66
Item_32	Pearson Correlation	267**
	Sig (2 tailed)	004
	N	66
Item_33	Pearson Correlation	303**
	Sig (2 tailed)	002

	N	66
Item_34	Pearson Correlation	589**
	Sig (2 tailed)	000
	N	66
Item_35	Pearson Correlation	645**
	Sig (2 tailed)	000
	N	66
Item_36	Pearson Correlation	409**
	Sig (2 tailed)	000
	N	66
Item_37	Pearson Correlation	395**
	Sig (2 tailed)	002
	N	66
Item_38	Pearson Correlation	379**
	Sig (2 tailed)	003
	N	66
Item_39	Pearson Correlation	305**
	Sig (2 tailed)	002
	N	66
Item_40	Pearson Correlation	402**
	Sig (2 tailed)	000
	N	66
Item_41	Pearson Correlation	405**
	Sig (2 tailed)	000
	N	66
Item_42	Pearson Correlation	620**
	Sig (2 tailed)	000
	N	66
Item_43	Pearson Correlation	309**
	Sig (2 tailed)	003
	N	66
Item_44	Pearson Correlation	314**
	(2 tailed)	002
	N	66
Item_45	Pearson Correlation	356**
	Sig (2 tailed)	002
	N	66

---



## 2. Validity test result of MIPA1 and IPS2 class's Post-Test

### Reliability Statistics

Cronbach's Alpha	N of Items
.653	45

## Appendix 8

### INSTRUMEN OF PRE-TEST

**Nama** :  
**School** : SMAN 2 SUBANG  
**Class** : XI  
**Subject** : English ( Explanation Text )

**I. Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!**

1. After the ..... all the houses were left under water.  
 a. Tornado    b. Landslide    c. Drought    d. Flood
2. High buildings are often hit by ..... during storms.  
 a. Tornadoes    c. Volcanic eruptions  
 b. Lighting    d. Forest fires
3. It took fire fighters 3 days to put out the .....  
 a. Landslide    b. Hurricane    c. Forest fire    d. Tornado
4. 3 months without rain has caused a ..... in Africa.  
 a. Earthquake    b. Tornado    c. Drought    d. Typhoon
5. A ..... occurs when loose land and rocks fall down a mountain.  
 a. Landslide    b. Avalanche    c. Flood    d. Eruption
6. The ..... picked up the car and threw it 100 meters into the air. That's an incredibly strong wind!  
 a. Landslide    b. Volcanic eruption    c. Drought    d. Tornado
7. The ..... shook my house last night. It was 3.5 on the Richter scale.  
 a. Tornado    b. Lightning    c. Hurricane    d. Earthquake
8. Mount Fuji in Japan is a famous .....  
 a. Tornado    b. Volcano    c. Typhoon    d. Landslide
9. Global warming is the ..... in the earth's temperature caused by the greenhouse effect.  
 a. Increase    b. Extend    c. Enlargement    d. Gain
10. An extensive fire that destroys a great deal of land or property.  
 a. Conflagration    c. winds  
 b. Fire forest    d. alteration
11. The earth's ..... increases due to the heat received which cannot be radiated back into the space.  
 a. Healer    b. Broil    c. Temperature    d. Mercury
12. An unusual (and often destructive) rise of water along the seashore caused by a storm or a combination of wind and high tide .....  
 a. Old wave    c. heat wave



29. Separate  
 a. Unite      b. Detached      c. Distinct      d. Secluded
30. Thickness  
 a. Width      b. Thinness      c. Breadth      d. Depth

**B. Here is a synonym of the words below, except .....**

31. Area  
 a. Violate      b. Region      c. Zone      d. District
32. Attempt  
 a. Effort      b. Trial      c. Retreat      d. Try
33. Being  
 a. Existence      b. Living      c. Abstract      d. Creature
34. Breeze  
 a. Gentle wind      b. Slight      c. Light wind      d. Puff of air
35. Capable  
 a. Clumsy      b. Competent      c. Skillful      d. Able
36. Consider  
 a. Contemplate      b. Ruminare      c. Disregard      d. Think about
37. Soil  
 a. clay      b. Land      c. Earth      d. Sky
38. Declare  
 a. Refuse      b. State      c. Convey      d. Reveal
39. Disease  
 a. Sickness      b. Ailment      c. Illness      d. Boon
40. Huge  
 a. Enormous      b. Immense      c. Dwarfed      d. Massive
41. Movement  
 a. Action      b. Cessation      c. Motion      d. Change
42. Shatter  
 a. Build      b. Rupture      c. Blast      d. Burst
43. Supreme  
 a. Highest      b. Lowly      c. Paramount      d. Foremost
44. Strain  
 a. Tension      b. Suspense      c. Ease      d. Ache
45. Track  
 a. Embrace      b. Route      c. Pathway      d. Lane

## Appendix 9

## POST-TEST

**Nama** :  
**School** : SMA NEGERI 2 SUBANG  
**Class** : XI  
**Subject** : English (Explanation Text)

**I. Choose the correct answer by cross (x) the options (a, b, c or d)**

1. A ..... is a large wave of water that usually follows an earthquake near a coastal area.
 

a. Monsoon	c. tsunami
b. Volcano	d. heat wave
2. What is A hurricane essentially the same thing as a..... They just occur in different parts of the Earth.
 

a. Typhoon	c. drought
b. Monsoon	d. avalanche
3. Many airlines had to cancel their flights in Northern Europe after the ..... in Iceland spread heavy ash in the air, making flying very dangerous.
 

a. Tornadoes	c. squalls
b. Mudslides	d. volcanic eruption
4. An ..... occurs when plates in the Earth shift their places, causing the ground to shake violently.
 

a. Ice storm	c. typhoon
b. Avalanche	d. earthquake
5. A storm with widespread snowfall accompanied by strong winds. ....
 

a. Chilly	c. earthquake
b. Blizzard	d. drizzle
6. A violent storm in which air moves in a circular direction .....
 

a. Downpour	c. avalanche
b. Cyclone	d. drought
7. A heavy rain .....
 

a. Drizzle	c. downpour
b. Flurry	d. frost
8. A shortage of rainfall .....
 

a. Drought	c. squalls
b. Tornadoes	d. mudslides
9. a wave of unusually hot weather .....
 

a. Old wave	c. heat wave
b. Tidal wave	d. wave power

10. A severe tropical cyclone usually with heavy rains and winds .....
- |              |              |
|--------------|--------------|
| a. Blizzard  | c. avalanche |
| b. Hurricane | d. drought   |
11. Flash of light from an electric discharge in the atmosphere .....
- |               |              |
|---------------|--------------|
| a. Flashlight | c. lighting  |
| b. Shiny      | d. lightning |
12. A booming or crashing noise along the path of lightning .....
- |            |           |
|------------|-----------|
| a. Thunder | c. suntan |
| b. Sunburn | d. smog   |
13. A violently destructive windstorm occurring over land .....
- |              |                      |
|--------------|----------------------|
| a. Tornadoes | c. squalls           |
| b. Mudslides | d. volcanic eruption |
14. A heavy fall of snow, especially with a high wind.....
- |              |              |
|--------------|--------------|
| a. Avalanche | c. drought   |
| b. Hurricane | d. snowstorm |
15. a mountain or hill, typically conical, having a crater or vent through which lava, rock fragments, hot vapor, and gas are being or have been erupted from the earth's crust.....
- |              |              |
|--------------|--------------|
| a. Destroy   | c. sandstorm |
| b. Whirlwind | d. volcano   |

## II. What is the antonym of the words below?

16. Rescue
- |            |                |
|------------|----------------|
| a. Capture | c. release     |
| a. salvage | d. deliverance |
17. Destroy
- |             |           |
|-------------|-----------|
| a. Mystify  | c. build  |
| b. Demolish | d. ravage |
18. Struggling
- |           |             |
|-----------|-------------|
| a. Easing | c. fighting |
| b. Trying | d. scraping |
19. Forward
- |          |             |
|----------|-------------|
| a. Next  | c. back     |
| b. Along | d. straight |
20. Simmer
- |           |           |
|-----------|-----------|
| a. Freeze | c. bake   |
| b. Fry    | d. Freeze |
21. Submit
- |              |             |
|--------------|-------------|
| a. Hand in   | c. find out |
| b. resist in | d. get in   |

22. Awareness  
 a. Kindness  
 b. Ludicrousness  
 c. alertness  
 d. cheerfulness
23. Soaking  
 a. drenching  
 b. sopping  
 c. drying  
 d. dripping
24. Secured  
 a. Detached  
 b. Guaranteed  
 c. fastened  
 d. barred
25. Burrowing  
 a. Sheltering  
 b. Covering  
 c. searching  
 d. rooting
26. disregard  
 a. forsake  
 b. esteem  
 c. neglect  
 d. ignore
27. Unintentionally  
 a. Immediately  
 b. Carefully  
 c. accidentally  
 d. deliberately
28. Appeared  
 a. Surfaced  
 b. Existed  
 c. survived  
 d. vanished
29. Conquer  
 a. Fail  
 b. Subjugate  
 c. subdue,  
 d. vanquish
30. Exhibit  
 a. Indicate  
 b. Conceal  
 c. denote  
 d. destroy

**III. Here is a synonym of the words below, except .....**

31. Radiates  
 a. Exudes  
 b. Shades  
 c. branch out  
 d. spread out
32. Generated  
 a. Yield  
 b. Evokes  
 c. create  
 d. produces
33. Unintentionally  
 a. Accidentally  
 b. Incidentally  
 c. immediately  
 d. circumstantially
34. Uproot  
 a. Eradicate  
 b. Extirpate  
 c. destroy  
 d. defeat

35. Scientist  
a. Expert  
b. Carpenter  
c. genius  
d. savant
36. Underground  
a. subterranean  
b. courageous  
c. belowground  
d. Surreptitious
37. Foliage  
a. Leafage  
b. Leaves  
c. verdure  
d. twigs
38. Vanquish  
a. conquer  
b. defeat  
c. deprave  
d. trounce
39. Impasse  
a. Providence  
b. Stalemate  
c. deadlock  
d. predicament
40. Float  
a. drift  
b. Stray  
c. rove  
d. dismiss
41. surroundings  
a. neighborhoods  
b. Background  
c. environments  
d. courageous
42. Pacify  
a. Appease  
b. Mollify  
c. placate  
d. blasphemy
43. Weak  
a. Frail  
b. Robust  
c. anemic  
d. feeble
44. Determined  
a. Hard Working  
b. Diligent  
c. sleeping  
d. enterprising
45. Agonizing  
a. Excruciating  
b. Racking  
c. harrowing,  
d. aggravating



## **Appendix 10**

Letter (Surat keterangan Telah Melakukan Penelitian)



**PEMERINTAH DAERAH PROVINSI JAWA BARAT  
DINAS PENDIDIKAN  
KANTOR CABANG DINAS PENDIDIKAN WILAYAH IV  
SMA NEGERI 2 SUBANG**

Jalan Dangdeur KM.5 Kotak Pos 05 ☎(0260)412569 Fax.417620  
Website : sman2subang.sch.id e-mail : [smandasubang02@gmail.com](mailto:smandasubang02@gmail.com) Subang - 41212

**SURAT KETERANGAN**

**TELAH MELAKSANAKAN PENELITIAN**

**Nomor : 800 / 195 / SMAN.2 / V / 2018**

Yang bertanda tangan dibawah ini, Kepala SMAN 2 Subang dengan ini menerangkan bahwa

Nama : RACHEL K. SAISELAR  
NIM. : 1412150009  
Mahasiswa : Universitas Kristen Indonesia Fakultas Keguruan dan Ilmu Pendidikan  
Program Studi Bahasa Inggris

Telah melaksanakan penelitian Mata Kuliah Skripsi yang berjudul "The Effect of Using English Songs as Teaching Media to Student's Vocabulary Mastery at SMAN 2 Subang" yang dilaksanakan pada tanggal 30 April- 25 Mei 2018 bertempat di SMA Negeri 2 Subang .

Demikian Surat Keterangan ini dibuat.



Subang, 22 Mei 2018  
Kepala SMA Negeri 2 Subang

*[Signature]*  
Drs. H. Bagja Gumelar, M.MPd  
NIP. 19631128 198703 1 005

**Appendix 11**

Sheet of Students Work

No.

Date

~~Answer~~

Q) The purpose of the text above explains about rain (How does rain happen)  
 Varga is some evaporates while falling through dry air.  
 The second paragraph talking about Earth's Atmosphere.

Q) Evaporates = Vaporize (Menguap)

Q) First, the occurrence of evaporation of the sun heat. Second, the air temperature becomes so high and becomes a cloud. Third, the clouds are small but with the help of the wind so the clouds become big clouds, and then the last was rain on the earth.



## NATURAL DISASTERS

Group 6

Maula Fitri  
Sari Nur Diana  
Ilyas Lasmara  
Nia Senia  
Boby Fadly  
Risma Olivia

## "Earthquakes"

General Statement { Earthquake is one of the most destroying natural disasters. Unluckily it happen in several regions. Recently a horrible earthquake has shaken West Sumatra. It has brought great damages.

sequenced of explanation

Earthquake are usually because when rock under ground suddenly breaks along a fault. This sudden release of energy of seismic waves. It make the ground shake. When two blocks of block are two plates are rubbing against each other. The rocks are still pushing against each other. The rocks break because all the pressure that build up. When the rock break, the earthquake occurs. During the earthquake and afterward, the blocks of rocks start moving. The continue to move until they get stuck again.

Closing

{ The spot underground where the rocks breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake.

God

Agung Gunawan

No.

Date

- 1) Field (N) → Ladang, bidang,
- 2) Shed (N) → Gudang, menampahkan
- 3) Weeping (N) → Tangisan, yang menagis
- 4) Pledge (N) → Janji, Berjanji
- 5) Glance (N) → sekilas, melihat sekilas
- 6) Drifted (N) → melayang, terhanyut
- 7) Greed (N) → Keserakahan

100



Yuliana Clarissa

- I
1. The purpose of text about Rain " How does rain happen "
  2. Xirca is a Phenomena which is often seen in hot, dry desert regions.
  3. The second paragraph about Earth Atmosfer.
  4. They refer to
  5. evaporates (V) = Vaporize, Yawin

- II. 1
1. process of the rain fall
    - The occurrence of evaporation because heat of the sun
    - The high of temperature make a clouds
    - First, clouds are small but because of winds so ~~that~~ clouds become big clouds
    - And last rain is falling.

## NATURAL PHENOMENA

Group 2

Iffa Fadhila  
 Dicky Tresna Wibaya  
 Fina Y  
 Agung Gunawan  
 Riris Juanita  
 Bayu Kurqawan

How day and night happen

The sun seem to rise in the morning. cross the sky during the day and set at night. However sun doesn't move around the earth. Earth's turning on its axis makes it look as if the sun is moving. The earth make a complete turn its for 24 hours. It is called as Rotation, because the day and night. the earth also move around the sun. It takes 365 days or a year. This process is called revolution. the revolution process because changed of the season.

→ General statement

← A sequence explanation

→ closing



No. \_\_\_\_\_  
Date \_\_\_\_\_

ry Yuliani §

~~kill~~ = ~~kill~~

1. killing = pembunuhan

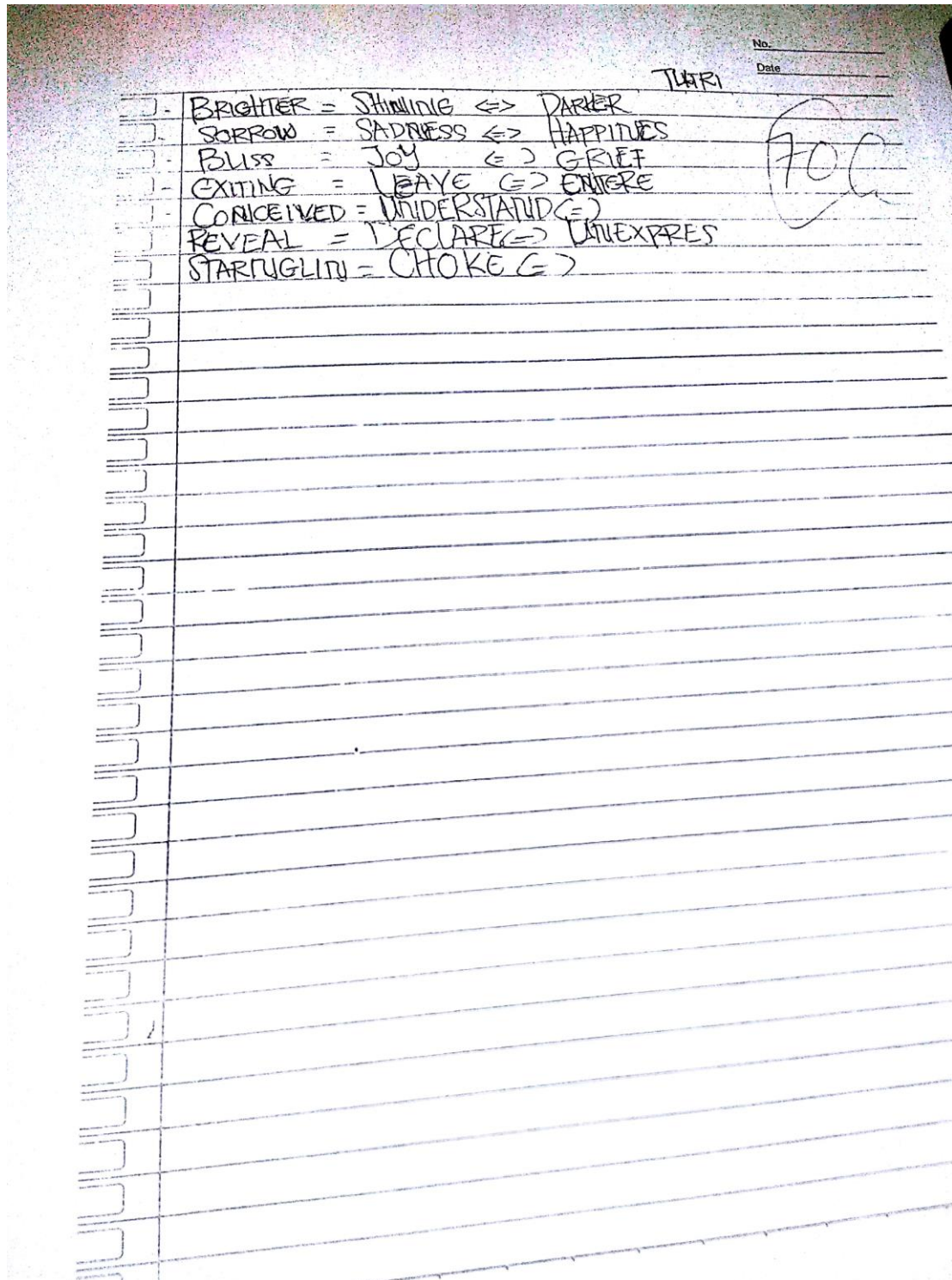
2. shed = gudang

3. peace = perdamaian

4. beyond = luar, jauh, alam baka

5. breathe = bernafas

Jojo



**Appendix 11**  
Documentation



