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 textbooks.

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
   - Example of explanation text
   - Text Book
   - Songs

2. Materials
   - White board
   - Marker
   - Paper
   - LCD
   - Projector
   - Loudspeakers

3. Learning Source
   c. Dictionary
### H. Learning Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity’s Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>1. Teacher greets students.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>2. Teacher checks student’s attendance list.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Teacher tells to students the purpose of learning or basic competencies to be achieved.</td>
<td></td>
</tr>
<tr>
<td><strong>Core Activity</strong></td>
<td></td>
<td>70’</td>
</tr>
<tr>
<td><strong>Observing</strong></td>
<td>1. Teacher shows pictures about Explanation text (Natural Phenomena)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher asks students what they know about the picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. the teacher tells to students that they are going to study about &quot;Explanation Text&quot; (Natural Phenomena)</td>
<td></td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>1. Students are given the opportunity to ask questions about things they do not know about Explanation text.</td>
<td></td>
</tr>
<tr>
<td><strong>Exploring</strong></td>
<td>1. Teacher guides the students to understand about “Explanation text” in students book’s (chapter 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher guides the students to mention generic structure, and language features that used in “Explanation text”.</td>
<td></td>
</tr>
<tr>
<td>Experimenting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher divides students into groups. One group contains 5-6 students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher gives clear explanation about “Explanation text”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Each groups were given an example of “Explanation text”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students identify the distinguish, generic structure and language features in “Explanation text”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher tells to students that they are going to listen songs by Michael Jackson “Earth”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher plays the song and students listen to the song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher asks students to write the lyrics of the song after that they collect to teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher asks to students write vocabularies that they think is difficult after that they find out the meaning of the words in the dictionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the teacher asks the students what the meaning of the song is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher ask students to relate the song to material today &quot;Explanation text (Natural Phenomena)&quot;.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students connect moral value in the text with everyday life.</td>
</tr>
</tbody>
</table>
Closing

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students and teacher provide feedback on the process and learning outcomes.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher tells to students about the next material</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher asks students to pray before end the class</td>
</tr>
<tr>
<td></td>
<td>10'</td>
</tr>
</tbody>
</table>

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*

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

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
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.
   - 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
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, sifited 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
   - Example of explanation text
   - Text Book
   - Songs

2. Materials
   - White board
   - Marker
   - LCD
   - Projector
   - Paper
   - Loudspeakers

3. Learning Source
   f. Dictionary

I. Learning Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity’s Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>1. Teacher greets students.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>2. Teacher checks student’s attendance list.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teacher asks students to prepare their selves physically and mentally to follow the lesson.</td>
<td></td>
</tr>
</tbody>
</table>
4. Teacher tells to students the purpose of learning or basic competencies to be achieved.

<table>
<thead>
<tr>
<th>Core Activity</th>
<th>Observing</th>
<th>70’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Teacher shows pictures about Explanation text (Natural Disasters)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher asks students what they know about the picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. the teacher tells to students that they are going to study about Explanation Text (Natural Disasters)</td>
<td></td>
</tr>
</tbody>
</table>

**Questioning**

1. Students are given the opportunity to ask questions about things they do not know about Explanation text (Natural Disasters)

**Exploring**

1. Teacher guides the students to understand about Explanation text (Natural Disasters) in students book’s (chapter 8)
2. Teacher guides the students to mention generic structure, and language features that used in “Explanation text”.

**Experimenting**

1. Teacher divides students into groups. One group contains 5-6 students.
2. Teacher gives clear explanation about Explanation text (Natural Disasters).
3. Each groups were given an example of Explanation text (Natural Disasters).
4. Students identify the distinguish, generic structure and language features in Explanation text (Natural Disasters).

5. Teacher tells to students that they are going to listen songs by Michael Jackson “Heal the World”
   - Teacher plays the song and students listen to the song
   - 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
   - Teacher asks to each group to write the Antonym and synonym of the word in song
   - Teacher asks to each groups to presentation their project in front of the class
   - The teacher asks students to relate the song to material today Explanation text (Natural Disasters)

**Associating**

1. Students connect moral value in the text with everyday life.

**Closing**

1. Students and teacher provide feedback on the process and learning outcomes.
2. Teacher tells to students about the next material
3. Teacher asks students to pray before end the class

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**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity’s Description</th>
<th>Time</th>
</tr>
</thead>
</table>
| **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.  
4. Teacher tells to students the purpose of learning or basic competencies to be achieved. | 10’   |
| **Core Activity** | **Observing**  
1. teacher asks students to read text given in chapter 8 titled “Earthquake” | 70’   |
|           | **Questioning**  
1. Students are given the opportunity to ask questions about things they do not know about Explanation text (Earthquake) | |
### Experimenting

1. Teacher gives clear explanation about Explanation text “earthquake”.
2. Students identify the distinguish, generic structure and language features in text.
3. Teacher tells to students that they are going to listen songs by Josh Groban “You Rise Me Up”
   - Teacher plays the song and students listen to the song
   - Teacher asks to students write vocabularies that they think is difficult after that they find out the meaning of the words in the dictionary.
   - Teacher asks to students to write the Antonym and synonym of the word in song
   - 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.
   - Teacher asks to students to memorize their favorite song (teacher give 10 minutes)
   - Teacher asks to students to sing their favorite song on front of the class and explain for their friends why they like these song.

### Associating

1. Students connect moral value in the text with everyday life.
| Closing          | 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 |

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**

| When I am down and, oh my soul, so weary | There is no life - no life without its hunger |
| When troubles come and my heart burdened be | Each restless heart beats so imperfectly |
| Then, I am still and wait here in the silence | But when you come and I am filled with wonder |
| Until you come and sit awhile with me | Sometimes, I think I glimpse eternity |

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

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
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 textbooks.

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
   - Dictionary

I. Learning Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity’s Description</th>
<th>Time</th>
</tr>
</thead>
</table>
| 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’ |
<table>
<thead>
<tr>
<th>Core Activity</th>
<th>Observing</th>
<th>Questioning</th>
<th>Exploring</th>
<th>Experimenting</th>
</tr>
</thead>
</table>
|               | 4. Teacher tells to students the purpose of learning or basic competencies to be achieved.  
1. Students looks at the example of Explanation text  
2. Teacher asks students what they know about Explanation text (Natural Phenomena).  
3. Students are asks did they ever made Explanation text or not (Natural Phenomena) | | 2. Teacher guides the students to understand about “Explanation text” in students book’s (chapter 8)  
3. Teacher guides the students to mention generic structure, and language features that used in “Explanation text”.  
4. Teacher gives clear explanation about Explanation text (Natural Phenomena) and students answer the question based on the text “How does rain happen?” | 1. Teacher divides students into groups. One group contains 5-6 students.  
2. Each groups were given an example of Explanation text (Natural Phenomena) in front of the class. |
<table>
<thead>
<tr>
<th>Associating</th>
<th>Closing</th>
</tr>
</thead>
</table>
| 3. Students identify the distinguish, generic structure and language features in “Explanation text”.

**Associating**

1. Students connect moral value in the text with everyday life.

**Closing**

1. Students and teacher provide feedback on the process and learning outcomes.
2. Teacher tells to students about the next material
3. Teacher asks students to pray before end the class

Subang, May 4, 2018

English Teacher

(Lia Rosmalia, S.Pd)

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 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

- Dictionary

I. Learning Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity’s Description</th>
<th>Time</th>
</tr>
</thead>
</table>
| 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.  
4. Teacher tells to students the purpose of learning or basic competencies to be achieved. | 10’  |
| Core Activity | **Observing**  
1. Students looks at the example of Explanation text (Natural Disasters)  
2. Teacher asks students what they know about Explanation text (Natural Disasters).  
3. Students are asks did they ever made Explanation text or not (Natural Disasters) | 60’  |
|           | **Questioning**  
1. Students are given the opportunity to ask questions about things they do not know about Explanation text. |      |
Exploring

1. Teacher guides the students to understand about Explanation text (Natural Disasters) in students book’s (chapter 8)
2. Teacher guides the students to mention generic structure, and language features that used in Explanation text (Natural Disasters).
3. Teacher give clear explanation about Explanation text (Natural Disasters) and students answer the question based on the text “Tsunami”

Experimenting

1. Teacher divides students into groups. One group contains 5-6 students.
2. Each groups were given an example of Explanation text (Natural Disasters) in front of the class.
3. Students identify the distinguish, generic structure and language features in “Explanation text”.

Associating

1. Students connect moral value in the text with everyday life.

Closing

1. Students and teacher provide feedback on the process and learning outcomes.
2. Teacher tells to students about the next material
4. Teacher asks students to pray before end the class
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.
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
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.

1. 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity’s Description</th>
<th>Time</th>
</tr>
</thead>
</table>
| 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.  
<pre><code>            | 4. Teacher tells to students the purpose of learning or basic competencies to be achieved. | 10’   |
</code></pre>
<p>| Core Activity  | Observing                                                                             | 70’  |
|                | 1. Students looks at the example of Explanation text (earthquake)                     |      |
|                | 2. Teacher asks students what they know about earthquake                               |      |</p>
<table>
<thead>
<tr>
<th><strong>Questioning</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are given the opportunity to ask questions about things they do not know about Explanation text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Exploring</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher guides the students to understand about Explanation text (earthquake) in students book’s (chapter 8)</td>
<td></td>
</tr>
<tr>
<td>2. Teacher guides the students to mention generic structure, and language features that used in Explanation text (earthquake).</td>
<td></td>
</tr>
<tr>
<td>3. Teacher give clear explanation about Explanation text (earthquake) and students answer the question based on the text earthquake</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Experimenting</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher divides students into groups. One group contains 5-6 students.</td>
<td></td>
</tr>
<tr>
<td>2. Each groups were given an example of Explanation text (Natural Disasters) in front of the class.</td>
<td></td>
</tr>
<tr>
<td>3. Students identify the distinguish, generic structure and language features in text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Associating</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students connect moral value in the text with everyday life.</td>
<td></td>
</tr>
</tbody>
</table>
| Closing | 1. Students and teacher provide feedback on the process and learning outcomes.  
|         | 2. Teacher tells that next week they have a test  
|         | 3. Teacher asks students to pray before end the class | 10' |

English Teacher  
(Lia Rosmalia, S.Pd)

Researcher  
(Rachel K. Saiselar)

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

Subang, May 18, 2018
### 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

<table>
<thead>
<tr>
<th>Item</th>
<th>Pearson Correlation</th>
<th>Sig (2 tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item_1</td>
<td>406 **</td>
<td>001</td>
<td>66</td>
</tr>
<tr>
<td>Item_2</td>
<td>406 **</td>
<td>003</td>
<td>66</td>
</tr>
<tr>
<td>Item_3</td>
<td>287 **</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_4</td>
<td>505 **</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_5</td>
<td>378 **</td>
<td>001</td>
<td>66</td>
</tr>
<tr>
<td>Item_6</td>
<td>331 **</td>
<td>003</td>
<td>66</td>
</tr>
<tr>
<td>Item_7</td>
<td>332 **</td>
<td>001</td>
<td>66</td>
</tr>
<tr>
<td>Item_8</td>
<td>492 **</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_9</td>
<td>459 **</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_10</td>
<td>378 **</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item_11</td>
<td>347 **</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_12</td>
<td>337 **</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item</td>
<td>Pearson Correlation</td>
<td>Sig (2 tailed)</td>
<td>N</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>---------------</td>
<td>---</td>
</tr>
<tr>
<td>13</td>
<td>605**</td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>14</td>
<td>587**</td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>15</td>
<td>260**</td>
<td>0.004</td>
<td>66</td>
</tr>
<tr>
<td>6</td>
<td>407**</td>
<td>0.001</td>
<td>66</td>
</tr>
<tr>
<td>17</td>
<td>586**</td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>18</td>
<td>614**</td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>19</td>
<td>431**</td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>20</td>
<td>525**</td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>21</td>
<td>287**</td>
<td>0.004</td>
<td>66</td>
</tr>
<tr>
<td>22</td>
<td>456**</td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>23</td>
<td>253**</td>
<td>0.003</td>
<td>66</td>
</tr>
<tr>
<td>24</td>
<td>378**</td>
<td>0.002</td>
<td>66</td>
</tr>
<tr>
<td>25</td>
<td>290**</td>
<td>0.004</td>
<td>66</td>
</tr>
<tr>
<td>26</td>
<td>267*</td>
<td>0.003</td>
<td>66</td>
</tr>
<tr>
<td>Item</td>
<td>Pearson Correlation</td>
<td>Sig (2 tailed)</td>
<td>N</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>----------------</td>
<td>---</td>
</tr>
<tr>
<td>Item_27</td>
<td>337**</td>
<td>006</td>
<td>66</td>
</tr>
<tr>
<td>Item_28</td>
<td>663**</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_29</td>
<td>493**</td>
<td>001</td>
<td>66</td>
</tr>
<tr>
<td>Item_30</td>
<td>360**</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item_31</td>
<td>289**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_32</td>
<td>359**</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item_33</td>
<td>303**</td>
<td>003</td>
<td>66</td>
</tr>
<tr>
<td>Item_34</td>
<td>428**</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_35</td>
<td>245**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_36</td>
<td>266**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_37</td>
<td>590**</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_38</td>
<td>287**</td>
<td>003</td>
<td>66</td>
</tr>
<tr>
<td>Item_39</td>
<td>388**</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_40</td>
<td>422*</td>
<td>057</td>
<td>66</td>
</tr>
<tr>
<td>Item_41</td>
<td>260**</td>
<td></td>
<td>66</td>
</tr>
</tbody>
</table>
2. Reliability test result of MIPA1 and IPS2 class’s Post-Test

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.674</td>
<td>45</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item_1</th>
<th>Pearson Correlation 462**</th>
<th>Sig (2 tailed) 000</th>
<th>N 66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item_2</td>
<td>Pearson Correlation 283**</td>
<td>Sig (2 tailed) 004</td>
<td>N 66</td>
</tr>
<tr>
<td>Item_3</td>
<td>Pearson Correlation 576**</td>
<td>Sig (2 tailed) 000</td>
<td>N 66</td>
</tr>
<tr>
<td>Item_4</td>
<td>Pearson Correlation 283**</td>
<td>Sig (2 tailed) 004</td>
<td>N 66</td>
</tr>
<tr>
<td>Item_5</td>
<td>Pearson Correlation</td>
<td>539**</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_6</td>
<td>Pearson Correlation</td>
<td>334**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_7</td>
<td>Pearson Correlation</td>
<td>282**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>004</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_8</td>
<td>Pearson Correlation</td>
<td>489**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_9</td>
<td>Pearson Correlation</td>
<td>459**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_10</td>
<td>Pearson Correlation</td>
<td>378**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_11</td>
<td>Pearson Correlation</td>
<td>350**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>002</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_12</td>
<td>Pearson Correlation</td>
<td>437**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_13</td>
<td>Pearson Correlation</td>
<td>605**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_14</td>
<td>Pearson Correlation</td>
<td>587**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_15</td>
<td>Pearson Correlation</td>
<td>673**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_6</td>
<td>Pearson Correlation</td>
<td>484**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_17</td>
<td>Pearson Correlation</td>
<td>684**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_18</td>
<td>Pearson Correlation</td>
<td>603**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Item_19</td>
<td>Pearson Correlation</td>
<td>471**</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Pearson Correlation</td>
<td>Sig (2 tailed)</td>
<td>N</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>----------------</td>
<td>-----</td>
</tr>
<tr>
<td>Item_20</td>
<td>525**</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_21</td>
<td>277**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_22</td>
<td>405**</td>
<td>000</td>
<td>66</td>
</tr>
<tr>
<td>Item_23</td>
<td>353**</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item_24</td>
<td>389**</td>
<td>003</td>
<td>66</td>
</tr>
<tr>
<td>Item_25</td>
<td>270**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_26</td>
<td>267**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_27</td>
<td>378**</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item_28</td>
<td>274**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_29</td>
<td>393**</td>
<td>003</td>
<td>66</td>
</tr>
<tr>
<td>Item_30</td>
<td>398**</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item_31</td>
<td>278**</td>
<td>005</td>
<td>66</td>
</tr>
<tr>
<td>Item_32</td>
<td>267**</td>
<td>004</td>
<td>66</td>
</tr>
<tr>
<td>Item_33</td>
<td>303**</td>
<td>002</td>
<td>66</td>
</tr>
<tr>
<td>Item</td>
<td>Pearson Correlation</td>
<td>Sig (2 tailed)</td>
<td>N</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------</td>
<td>----------------</td>
<td>----</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>35</td>
<td></td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>36</td>
<td></td>
<td>0.002</td>
<td>66</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>0.002</td>
<td>66</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>42</td>
<td></td>
<td>0.000</td>
<td>66</td>
</tr>
<tr>
<td>43</td>
<td></td>
<td>0.003</td>
<td>66</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>0.002</td>
<td>66</td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>0.002</td>
<td>66</td>
</tr>
</tbody>
</table>
2. Validity test result of MIPA1 and IPS2 class’s Post-Test

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Cronbach’s Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.653</td>
<td>45</td>
</tr>
</tbody>
</table>
Appendix 8

INSTRUMENT 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.
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.
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
b. Tidal wave
d. Wave power
13. A sudden event, such as an accident or a natural catastrophe, that causes great
damage or loss of life.
   a. Uproot
c. Shelter
   b. Disaster
d. Whirlpool
14. The perceptible natural movement of the air, especially in the form of a
current of air blowing from a particular direction.
   a. Downpour
c. Winds
   b. Drought
d. Earthquake
15. Rainbow can be ............. as a natural refraction event.
   a. Emphasized
c. Defined
d. Elucidated

II. Here are some vocabulary that you will find in explanation text.
   A. what is the antonym of the words below.

16. Increase.
   a. Add
c. Grow
d. Extension
17. Effect
   a. Result
c. Cause
d. Outcome
18. Common
   a. Peculiar
c. Familiar
d. Regular
19. Bright
   a. Dull
c. Beaming
d. Flashing
20. Expected
   a. Await
c. Hope for
d. Contemplate
21. Extreme
   a. Very great
c. Greatest possible
d. Common
22. Conscious
   a. Awake
c. Conscious
d. Aware
23. Tender
   a. Harsh
c. Kind
d. Compassionate
24. Lighten
   a. Make brighter
c. Light up
d. Illuminate
25. Liquid
   a. Clear
c. Solid
d. Mellow
26. Gain
   a. Loss
c. Advantage
d. Benefit,
27. Encourage
   a. Hearten
c. Prevent
d. Buoy up
28. Dangerous
   a. Hazardous
c. Treacherous
d. Safe
29. Separate
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
34. Breeze
35. Capable
36. Consider
   a. Contemplate b. Ruminate  c. Disregard  d. Think about
37. Soil
   a. clay        b. Land       c. Earth      d. Sky
38. Declare
39. Disease
   a. Sickness    b. Ailment    c. Illness    d. Boon
40. Huge
41. Movement
   a. Action      b. Cessation  c. Motion    d. Change
42. Shatter
43. Supreme
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  
   b. Volcano  
   c. tsunami  
   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  
   b. Monsoon  
   c. drought  
   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  
   b. Mudslides  
   c. squalls  
   d. volcanic eruption

4. An ............. occurs when plates in the Earth shift their places, causing the ground to shake violently.
   a. Ice storm  
   b. Avalanche  
   c. typhoon  
   d. earthquake

5. A storm with widespread snowfall accompanied by strong winds. ........
   a. Chilly  
   b. Blizzard  
   c. earthquake  
   d. drizzle

6. A violent storm in which air moves in a circular direction .............
   a. Downpour  
   b. Cyclone  
   c. avalanche  
   d. drought

7. A heavy rain ............
   a. Drizzle  
   b. Flurry  
   c. downpour  
   d. frost

8. A shortage of rainfall ............
   a. Drought  
   b. Tornadoes  
   c. squalls  
   d. mudslides

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

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

31. Radiates
   a. Exudes  c. branch out
   b. Shades  d. spread out
32. Generated
   a. Yield  c. create
   b. Evokes  d. produces
33. Unintentionally
   a. Accidentally  c. immediately
   b. Incidentally  d. circumstantially
34. Uproot
   a. Eradicate  c. destroy
   b. Exirpate  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 Dangaleur KM.5 Kotak Pos 05 (0250)412569 Fax 417620
Website : sman2subang.sch.id E-mail : sman2subang02@gmail.com Subang - 41212

SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN
Nomor : 800 / 175 / 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 10 April–25 Mei 2018 bertempat di SMA Negeri 2 Subang.

Demikian Surat Keterangan ini dibuat.

Subang, 22 Mei 2018
Kepala SMA Negeri 2 Subang

Drs. H. Bagya Gurnelar, MMpD
NIP. 19631128 198702 1 005
Appendix 11

Sheet of Students Work
The purpose of the test above is to explain about rain (snow in snowy regions).

When it snows, some snowflakes fall while stilling through the air.

The second paragraph is talking about Earth's atmosphere.

Ex: Evaporate = Vaporize (Vaporifique)

First, the occurrence of evaporation of the sun heat: second, the air temperature becomes so bright and becomes a cloud. Third, the clouds are small but with the help of the wind so the clouds become big, big clouds. And then the last clouds rain on the earth.

YIARA SHANTI
Earthquakes

General Statement: Earthquakes are one of the most devastating natural disasters. Unfortunately, it happens in several regions. Recently, a horrible earthquake has struck West Sumatra. It has brought great damages.

Explanation: Earthquakes usually happen because the rock under the ground suddenly breaks along a fault. The sudden release of energy causes seismic waves. It makes the ground shake. Two blocks of rock on opposite sides of each other slide past each other. The rocks release because all the pressure that built up when the rock breaks, 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 rock breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake.
Agung Gunawan

1. Field (N) → kedong, hidung
2. Shed (N) → gubang menumpahkan
3. Weeping Frony) → tangan, yang menangis
4. ledge (N) → jeng, berjeng
5. Blance (N) → sekitar, melintang sekitar
6. Drifted (V) → melengkung, terhanyut
7. Greed (N) → kegera kahar
Yuliana Clarissa

I. The Purpose of text about Rain "How does Rain happen?"

1. Water is a phenomenon which is often seen in hot, dry desert regions.

2. The second paragraph about Earth's Atmosphere.

3. They refer to evaporates (V) - vaporizes, vapor

II. Process of the Rain Fall

- The occurrence of evaporation because heat of the sun
- The high of temperature makes clouds
- First, clouds are small but because of wind, so they clouds become big clouds.
- And last rain is falling.
How day and night happen

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

General statement

Closing

A sequenced explanation
yullani

117

May 3rd

Living = pembudayaan
Sheep = penduduk
Peace = peradaban
Beyond = luar
Breathe = bernapas

Eve
BRIGHTER = SHINING $\leftrightarrow$ DARKE
SORROW = SADNESS $\leftrightarrow$ HAPPIENESS
BLISS = JOY $\leftrightarrow$ GEEK
EXITING = LEAVE $\leftrightarrow$ ENTER
CONCEIVED = UNDERSTAND $\leftrightarrow$
REVEAL = DECLARE $\leftrightarrow$ UNEXPRESS
STARTLING = CHOKE $\leftrightarrow$
Appendix 11

Documentation