

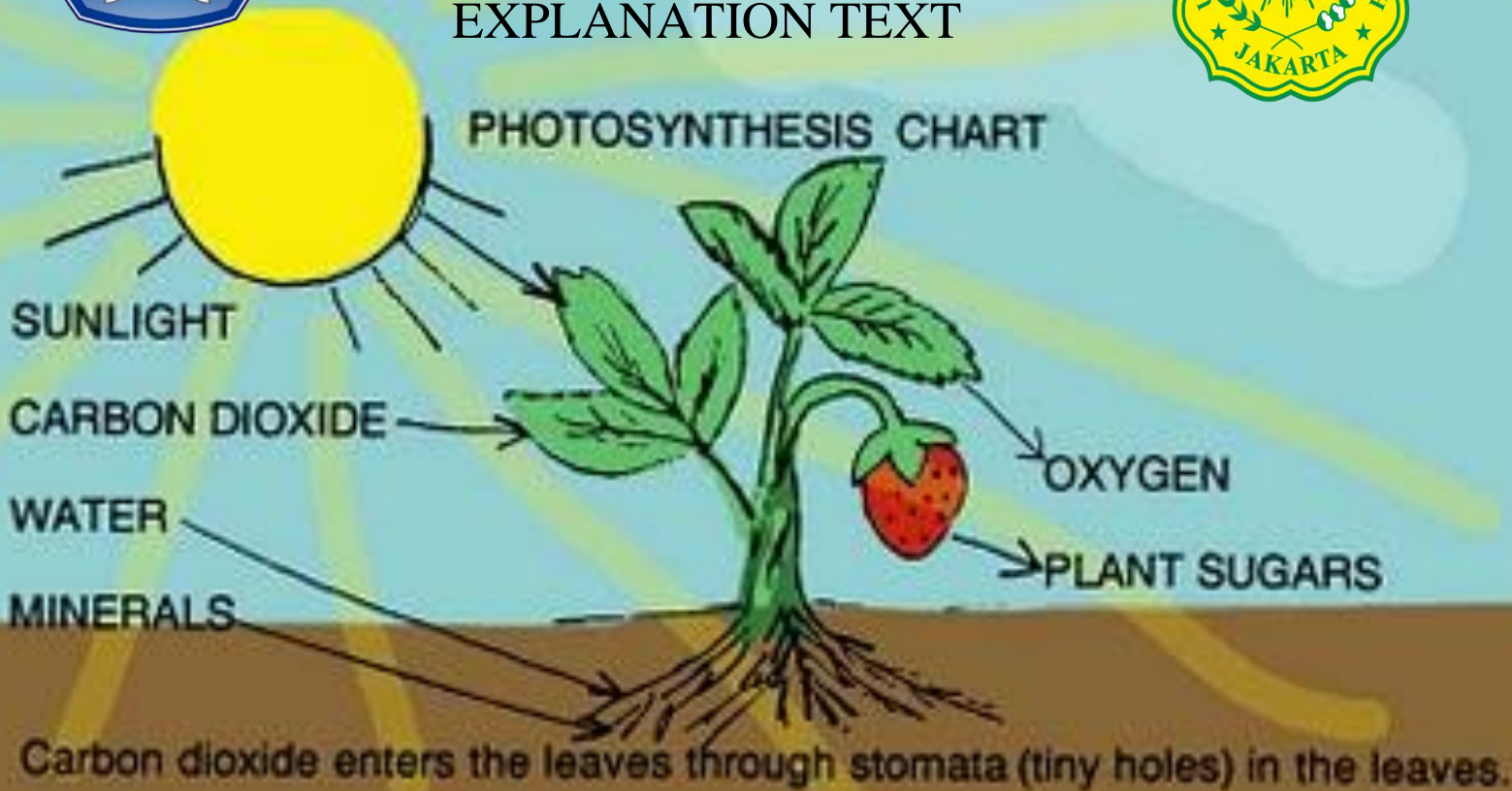


Materi Ajar Bahasa Inggris



## EXPLANATION TEXT

### PHOTOSYNTHESIS CHART



Penulis,

**SYSCA YULIENI PERMANA, S. Pd.**

**PENDIDIKAN PROFESI GURU DALAM JABATAN  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
TAHUN 2021**

## **PREFACE**

**Assalamu'alaikum Warahmatullahi Wabarakatuh,**

Alhamdulillah, I pray and praise the presence of Allah SWT who always bestows all His grace, knowledge and guidance so that the authors can complete this module.

This module is designed to meet the needs of education and training participants in the context of professional teacher certification in the field of English teachers. In accordance with the segmentation of participants, this module is prepared with undoubted qualifications.

The presentation technique adopted is carried out in an integrated manner without selection based on education level. This method is expected to minimize the occurrence of repetition of topics based on education level.

The discussion of this module begins by explaining the objectives to be achieved. The advantages of this module can be seen from the integration of English knowledge in the Explanation Text material. The discussion that will be delivered is also accompanied by questions that can be used to measure the level of achievement and completeness.

The author realizes that in making the module there are still many weaknesses, for that the author is very open to suggestions and receive the criticism. Hopefully this teaching material will be useful.

Jakarta, June 5, 2021

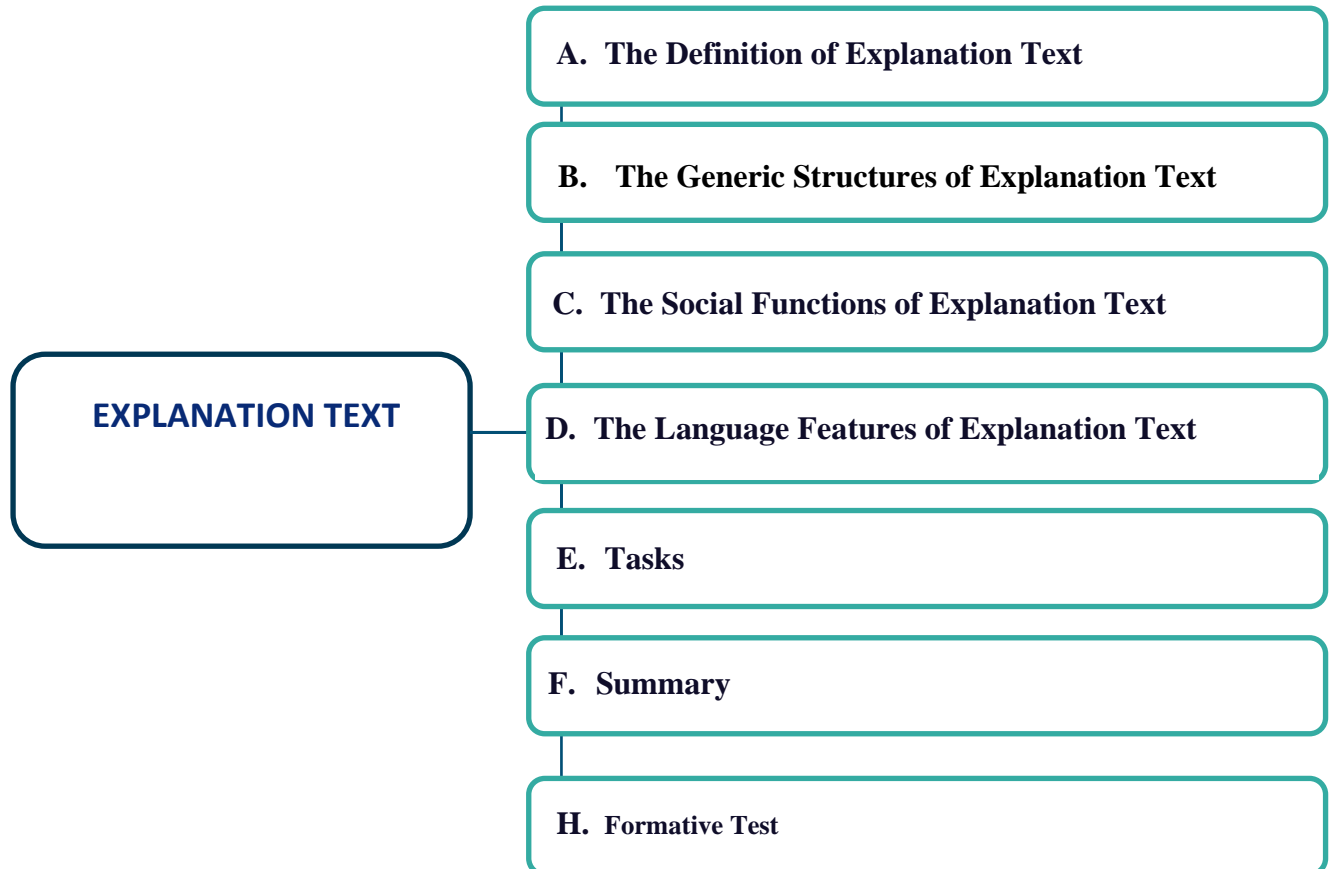
Writer

## **EXPLANATION TEXT**

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### **CONCEPTS**



## **MODULE INSTRUCTIONS**

To obtain maximum learning achievement, the steps that need to be implemented in this module, such as;

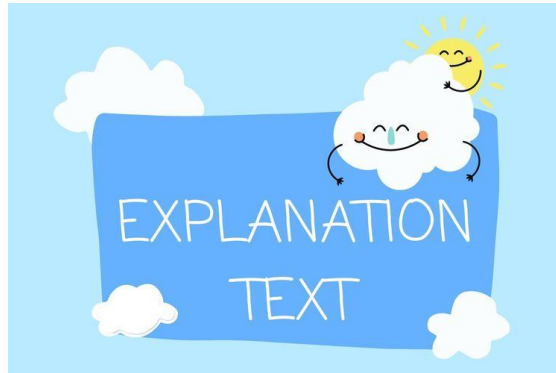
1. Read and understand the material in each learning activity. If there is material that is not clear, students can ask to the teacher.
2. Do each discussion task on the materials discussed in each learning activity.
3. If you have not mastered the expected level of material, repeat the previous learning activities or ask the teacher.

"Pendidikan setingkat dengan olahraga dimana memungkinkan setiap orang untuk bersaing" – **Joyce Meyer**

"Sekolah maupun kuliah tidak mengajarkan apa yang harus kita pikirkan dalam hidup ini. Mereka mengajarkan kita cara berpikir logis, analitis dan praktis." – **Azis White**.



## ENGLISH FOR ACADEMIC CONTEXT



### A. INTRODUCTION

#### 1. Description

This unit discusses about Explanation Texts. Explanation texts can be said as one of the most complicated types as they could be a combination of other text types such as descriptive text, procedure text, and argumentative texts (Emilia, 2011). An Explanation text is a kind of text which tells *how* or *why* something occurs. It looks at the process rather than the things itself (Talk Active Grade 2). Explanation details and logically describe the stages in a process, such as the rainbow, or how a car engine works. Quite often, especially in its written version, this text type appears with a picture complement to support clarity.

#### 2. Relevance

In learning *Explanation texts*, students will be able to find out how a process or phenomenon occurs. Students can study and identify an event so that their knowledge can increase and can add gratitude to God Almighty. They can know detail and logically to describe the stages in a process, such as the water cycle, or how a steam engine works. Other examples could be how a law is made, or why we blink when we sneeze. Explanation texts are frequently found in the worlds of knowledge, science, and technology. In order to help students, become familiar with this type of text, pre-

service and/or in-service teachers of English need to have better insights into and good mastery of it.

### **3. Learning Guide**

#### How It Works

This unit consists of a few parts. In order to better achieve the expected learning outcome, you should make sure to study the whole learning material and activities presented in this unit of the module. You are provided with supporting media and documentation, which can be opened, downloaded or viewed on-line. To share with either the instructor or other participants, it is necessary for you to take part in Discussion Forum as scheduled. Formative Test is available to complete to get a quick picture of mastery of this unit material. It is recommended that you explore relevant materials from other resources as well, including the ones listed in the References.

## **B. MAIN SECTION**

### **1. Learning Outcomes**

#### **a. Attitude**

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To uphold and apply religious values, moral values, ethical values, personal and social values, more specifically being grateful to God for His creation, thankful to others (scholars, scientists, and experts) for never-ending hard work and development of science and technology, and being provoked to self-improvement, growth, and development.

**b. Knowledge**

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To understand the nature of explanation texts
- To get the general pictures of explanation texts

**c. Skill**

Having studied the learning materials and experienced learning activities of this type of text, you are expected to be able:

- To know and understand what is explanation text in real event.
- To identify where is the generic structure of it.
- To write explanation texts.

**2. Learning Materials and Learning Activities**

**a. Definition**

What is actually Explanation Text?

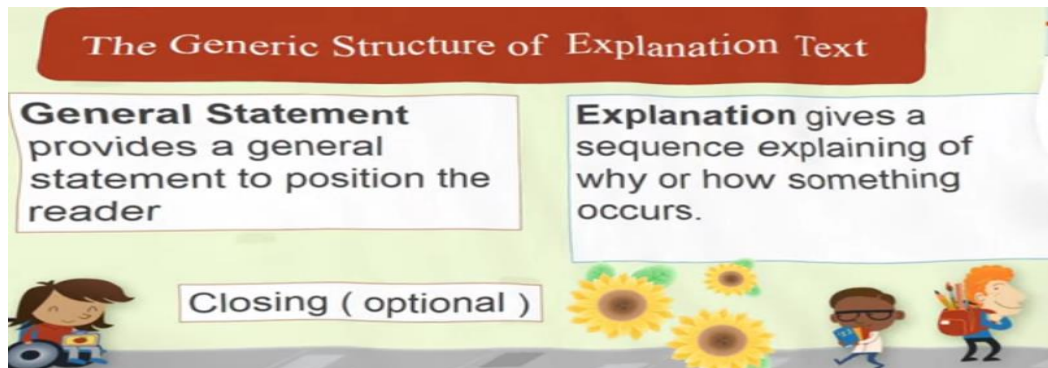
Attached below is a video on explanation text. Open the video file and study the content. Having viewed the video, can you outline Explanation Text in a few sentences?



[<https://www.youtube.com/watch?v=C4RAc8JtHt8>]

## b. Generic Structure

Here are the generic structure of an Explanation Text:



1. General statement; stating the phenomenon issues which are to be explained.
2. Sequenced explanation; stating a series of steps which explain the phenomena.
3. Concluding statement; closing the explanation



**c. Social Function**

Social function of explanation text is to explain the reason how and why something happened. In the text, those reasons are being elaborated further and more in-depth such the processes involved in the formation or working of natural and socio-cultural phenomena.

**d. Language Features**

Dominant language features in Explanation text are follows;

- Focus on generic human and generic non-human Participants
- Using simple present tense: contains the facts of an event or action.
- Using action verbs: such as occur, drop, run, etc.
- Using passive voice pattern: The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject.
- Using technical terms: when writing technical (scientific, medical, legal, etc.) articles, it is usually the case that a number of technical terms or terms of art and *jargon* specific to the subject matter will be presented. Example; music, animals, etc.
- Using words that show cause and effect: Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. Example; so, since, when, because, due to, etc.
- Using conjunction of time: *When, after, before, until, since, while, once, as* and *as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time.

### ***Tips!***

Before proceeding with tasks, you may find this little piece of section valuable. The efforts you can take to produce effective explanation texts areas follows:

- *Title*

Titles that use words like 'how' or 'why', will help readers to understand what the text is about and make them want to find out more. For example: 'Why' do animals sleep through the winter?'

- *Paragraphs*

You need to write in paragraphs to break up your text and make sure it follows a sequence. Use connectives like 'Firstly' and 'So' to put it in the right order.

- *Style*

Use a question or a statement as your title. Keep this in mind so you stick to the point. Use the rest of your writing to make points that help to answer your question or support your statement.

- *Interesting facts*

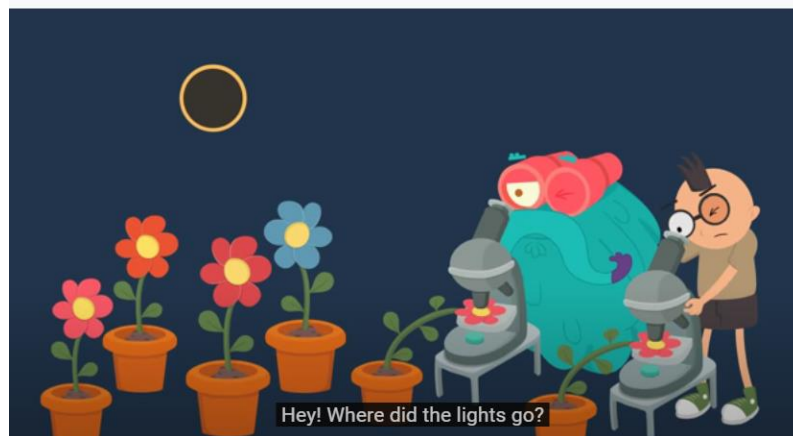
Throw in a few interesting facts to make your writing come alive and keep your reader interested.

- *Re-read*

Re-read your explanation text when you have finished. Make sure you've answered your question or supported your statement.

## Task 1. Understanding the Nature of Explanation Texts

In this task, you will be learning for a better understanding of and deeper insights into the characteristics of explanatory texts. Have you ever heard or experienced a solar eclipse tragedy? If so, how do you feel at that moment? Here attached is a file of video movie on Explanation Texts about Eclipse. Open the file and study the slides content.



<https://www.youtube.com/watch?v=E6OtLfszaVI>

Based on your viewing on the video, discuss with your partner and decide whether the following statements about explanation texts are TRUE or FALSE. Put a  $\checkmark$  in the box provided when you think the statements are TRUE, and a X when you think they are FALSE then try to answer the questions.

Statements	True	False
1 <i>Explanations</i> answer the questions on “ <i>how</i> ” something works or “ <i>why</i> ” something happens.		
2 An example of nature explanation text would have a title		

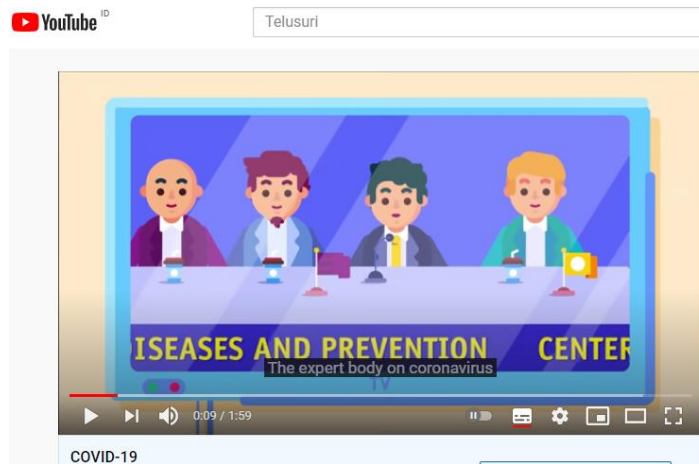
like “ <i>How rain is formed?</i> ”		
<b>3</b> The Sun has got hidden and it’s really dark out called Rainy.		
<b>4</b> There are three major parts during a Solar Eclipse are Umbra, Antumbra, Punambra.		
<b>5</b> Penumbra is when the Total Solar Eclipse occurs.		

**Questions!**

1. What is the title of that Video?
2. When does the Solar Eclipse occur?
3. There are three major parts during a Solar Eclipse! Explain each part clearly!

**Task 2. Watch and Analyze the Video**

Watch and listen to the video with your group then identify and do the questions!



<https://www.youtube.com/watch?v=FC4soCjxSOQ>

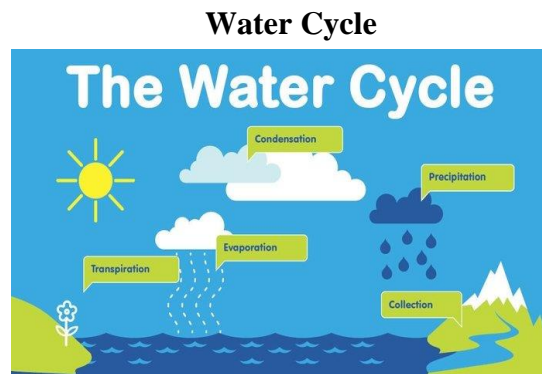
**Answer the following questions!**

1. What is the Corona Virus?

2. What are the symptoms of the Corona Virus?
3. How long someone get risk after having close contact with someone who's been confirmed to have the Virus?
4. What we use if there's no soap to wash hands?
5. How to protect yourself from Corona Virus?

### **Task 3. Getting the General Picture of Explanation Text**

**Read the following text carefully. How is this text organized? Discuss and answer with your partner.**



Water is very important for human, animal, and plant. Water moves from one place to another. Do you know how water cycle works?

Solar energy evaporates exposed water from seas, lakes, rivers and wet soil, the majority of this evaporation takes place over the seas. Water is also released into the atmosphere by the plants through photosynthesis. During this process, known as evapotranspiration, water vapour rises into the atmosphere.

Clouds are formed when air becomes saturated with water vapour. The two major types of cloud formation are stratified or layered grey clouds called surutus and following white or dark grey cloud called cumulus clouds.

Precipitation as rain or hail ensures the heated water reruns to earth's surface in a fresh form. Some of this rain, however, falls into the seas and is not accessible to humans. When rain falls, it either washes down-hill slopes or seeps underground, when

snow and hail melt, this water may also shrink into the ground.

Rain fall also replenishes river water supplies so does underground water. Snow fall may consolidate into glaciers and ice sheet which, when they melt, release their water into the ground, into streams or into the seas.

<b>Generic Structure</b>	<b>Explanation</b>
General Statements	
A Series of Explanations	
Closing	

#### Task 4.

In this task, you will be learning for a better understanding of the characteristics of the Explanation text.

#### EXERCISE OF EXPLANATION TEXT (SIMPLE PRESEN TENSE "VERBAL SENTENCES")

Fill in the blanks with correct answers by picking the verbs provided!

HOT SPOT 1		
S/ES	SUBJECT	DO/ DOES
X	They	Do
X	We	Do
X	You	Do
X	I	Do
✓	He	Does
✓	She	Does
✓	It	Does

Note: The trick of answering the questions bellow is "VERB AGREEMENT". (Perhatikan penggunaan verb dan subject yang mendahuluinya)

Flooding is a disaster which commonly ..... ( happens / happen ) in large and densely populated cities. In Indonesia, **the floods** ..... ( hit / hits ) Jakarta very often and ..... ( cause / causes ) many victims. Then, do you know the process of how **flood** ..... ( happens / happen ) ? Pay attention to the following explanation.

The process of natural flooding is preceded by **rain** which ..... ( falls / fall ) to the surface of the earth. Then **the rain water** is absorbed by the ground surface and ..... ( flows / flow ) to the lower place. Once **that condition** ..... ( happens / happen ) , **evaporation and the water** ..... ( appear / appears ) to the surface of the land. Flooding can be disastrous for humans when **floods** ..... ( happen / happens ) in an area that people live because **the water** ..... ( carries / carry ) along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. **This** ..... ( makes / make ) **the water** deposited in landfills which gradually ..... ( becomes / become ) more common. When water reservoirs can no longer hold water discharge, **the water** then ..... ( overflows / overflow ) out the land and cause flooding.

After you do the exercise then Read it a loud in front of your friends.

#### Task 5. Do the following project

1. List five natural phenomena and five social phenomena that you know!
2. Write a short explanation text about one of the phenomena you have mentioned above!

#### Discussion Form

So far, you have studied the materials and experienced the activities presented in this unit. However, you may need to confirm understanding and share ideas with

other participants and/or instructor. Besides, your participation is rated. Therefore, get involved in the Discussion Forum at the period pre-set by the instructor.

## **C. CLOSING SECTION**

### **1. Summary**

- 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.

### ➤ **Generic Structure**

Here are the generic structure of an Explanation Text:

1. General statement; stating the phenomenon issues which are to be explained.
2. Sequenced explanation; stating a series of steps which explain the phenomena.
3. Concluding statement; closing the explanation

### ➤ **Language Features**

- Focus on generic human and generic non-human Participants
- Using simple present tense
- Using action verbs
- Using passive voice pattern
- Using technical terms
- Using words that show cause and effect
- Using conjunction of time



**2. Reflection**

No	Learning Journal
1	Within this learning material and activity, I have learned: ..... ..... ..... .....
2	The key features of the material include: ..... ..... ..... .....
3	What I like most of this material and activity is/are: ..... ..... ..... .....
4	What I need to improve/learn/practice more is/are: ..... ..... ..... .....

### 3. Summative Test

What is photosynthesis? Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

How is the light used in photosynthesis? The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn-form the soil to split into hydrogen and oxygen.

What are the steps of photosynthesis process? Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, Sulphur, and phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produce these compounds.

1. What step after the hydrogen combines with carbon dioxide from the air ...
  - a. Photosynthesis provides the chemical energy that is needed to produce these compounds.
  - b. Water drawn forms the soil to split into hydrogen and oxygen.
  - c. Food-making process that occurs in green plants.
  - d. Phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life.
  - e. **Oxygen from the water molecules is given off in the process.**
2. What are photosynthesis need ...
  - a. Water, light, oxygen, worm
  - b. Soil, chlorophyll, sun, human
  - c. Bug, air, oxygen, food

- d. **Light, Carbon dioxide, humus**
  - e. Candle, vitamins, hydrogen
3. What the product of photosynthesis ...
- a. Sugar
  - b. **Food and O<sub>2</sub>**
  - c. Root
  - d. Food
  - e. Branch
4. What kind of the text ...
- a. Narrative text
  - b. Hortatory text
  - c. Discussion text
  - d. **Explanation text**
  - e. Descriptive text

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue. There are four main kinds of taste: sweet, sour, salty, and bitter. All other tastes are just mixtures of two or more of these main types.

The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes messages. When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

There are four kinds of taste-buds, each of which is sensitive to only a particular taste. These four groups are located in different parts of the tongue. The taste-buds for salty and sweet tastes are found round the tip of the tongue and along its sides. Sour tastes can be picked up only at the sides of the tongue. The taste-buds of the bitter taste are found at the innermost edge of the tongue. There are taste-buds at the centre of the tongue.

The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull-coloured, it will look tasty and may not taste good at all. Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or too cold, when placed in the mouth, will have no tastes at all.

5. We can taste any kind of food because of .....
  - a. The good smell of food
  - b. The four main kinds of taste
  - c. **The taste-buds in the tongue**
  - d. The senses of smell and sight
  - e. The taste-buds round the tip of the tongue
6. When we eat very hot or cold food .....
  - a. **The food will lose its taste**
  - b. The food won't smell good
  - c. The taste of the food increases
  - d. The taste-buds will be sensitive
  - e. The taste-buds will be very, responsive
7. The senses of smell and sight .....
  - a. Increase the taste of the food
  - b. **Affect the taste of the food**
  - c. Make food more delicious
  - d. Make the food look good
  - e. Make the food attractive
8. The purpose of the text is .....
  - a. **To explain how we can taste any food in the mouth**
  - b. To give a report about the sense of taste
  - c. To inform how important the tongue is
  - d. To describe the use of the tongue
  - e. To tell the taste of the food

Silkworms live for only two or three days after laying eggs. About 36,000 to 50,000 eggs are laid, and these are carefully stored at the silkworm farm until they are ready to hatch. The eggs hatch into caterpillars, which feed on mulberry leaves. Soon, the caterpillars are ready to spin their cocoons. Not all caterpillars can spin silk cocoons. Only the caterpillars of a silkworm moth known as 'Bombyx mari' can do such spinning. This caterpillar has special glands which secrete liquid silk through its lower lip. The liquid produced later hardens to form fine strands.

The caterpillar makes its cocoons using these strands. The threads on the outside of the cocoon are rough, while those inside are soft and smooth. Some fully-spun cocoons are heated. This kills the pupa inside. The cocoons are then put into hot water to loosen the fine threads.

Finally, these threads are reeled off the cocoons. The length of unbroken thread produced by a single cocoon measures about one-and-a-half kilometers. Being twisted together several of these threads make single woven materials.

9. What is the purpose of the text .....

  - a. To persuade readers to buy silk.
  - b. To put silk into different categories.
  - c. To entertain readers with the knowledge.
  - d. To present some points of view about silk.
  - e. **To describe how silk comes into existence.**

10. How are the threads on the outside of the cocoon .....

  - a. Fine.
  - b. Soft.
  - c. **Rough.**
  - d. Strong.
  - e. Smooth.

### **Answer Keys**

1. E
2. D
3. B
4. D
5. C
6. A
7. B
8. A
9. E
10. C