

## PENDAHULUAN

### A. Identitas Modul

Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Alokasi Waktu	: 4 Jam Pelajaran
Judul Modul	: Tell Me How and Why

### B. Kompetensi Dasar

- 3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

### C. Deskripsi Singkat Materi

Salam sehat, Anak-anak.

Kalian pasti pernah harus menjelaskan dalam bahasa Inggris proses dan penyebab gunung meletus, proses dan penyebab hujan turun begitu deras, proses dan penyebab bencana alam tsunami, dan banyak lagi fenomena alam lainnya. Pembahasan tentang cara menjelaskan bagaimana dan mengapa semua fenomena alam itu dapat terjadi, akan Kalian pelajari dalam modul ini, baik struktur teks, unsur kebahasaan maupun fungsi sosialnya. Teks yang akan Kalian pelajari adalah *Explanation text*.

*Explanation text is a non-fiction text which describes a process, for example, the water cycle and so on. Teks ini menjelaskan tentang suatu proses. An explanation is written to explain how and why something in the world happens. It is about actions rather than about thing. Explanation text berfungsi untuk menjelaskan proses dan penyebab terjadinya suatu peristiwa atau suatu hal secara detail.*

Pada modul ini Kalian juga akan diajak berlatih untuk dapat memberikan latar belakang dan menjelaskan proses terjadinya fenomena alam tersebut dengan menggunakan unsur kebahasaan dan struktur yang benar. Untuk mencapai Kompetensi Dasar (KD) ini Kalian perlu berlatih lebih banyak dalam berinteraksi lisan dan tulis terkait *Explanation Text* yang banyak terjadi dalam kehidupan sehari-hari di lingkungan Kalian. Untuk mengetahui kemajuan belajar Kalian, perlu dilakukan penilaian otentik antara lain unjuk kerja dalam bentuk teks *Explanation* untuk kemudian dikumpulkan dalam portofolio masing-masing.

### D. Petunjuk Penggunaan Modul

1. Modul kita ini terdiri dari dua kegiatan belajar. Masing- masing terdiri dari kegiatan mempelajari materi dan kegiatan mengerjakan latihan.
2. Pelajari materi dengan baik.
3. Setelah Kalian memahami materi pembelajaran dan merasa mampu, kerjakan soal latihan untuk menilai pemahaman Kalian terhadap materi pertama.
4. Cocokkan jawaban Kalian dengan kunci jawaban yang tersedia. Apabila nilai Kalian masih belum memuaskan menurut Kalian, baca sekali lagi materi dan kerjakan kembali soal latihan tersebut.
5. Kemudian pelajari materi berikutnya dan kerjakan latihannya.
6. Kerjakan evaluasi untuk mengetahui pemahaman Anda terhadap penguasaan KD.

Selamat belajar.

## E. Materi Pembelajaran

Modul ini terbagi menjadi 2 kegiatan pembelajaran

1. Materi pertama yaitu tentang fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks *Explanation Text*, dan di dalamnya terdapat uraian materi, contoh teks, latihan dan evaluasi.  
Fungsi Sosial: Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena  
Struktur teks: Mencakup fenomena, identitas gejala dan rangkaian penjelasan  
Unsur Kebahasaan: adverbial (*first, then, following, finally*), hubungan sebab-akibat (*if –then, so, as a consequence, since, due to, because of, thanks to*), Kalimat pasif dalam tenses yang *presen*, Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
2. Materi kedua yaitu tentang bagaimana cara merancang teks eksplanasi, menggunakan kalimat pasif yang benar, dan menyusun sebuah teks eksplanasi sederhana. Kalian akan banyak berlatih tentang teks eksplanasi baik secara lisan ataupun tulisan.

## KEGIATAN PEMBELAJARAN 1: FUNGSI SOSIAL, STRUKTUR TEKS DAN UNSUR KEBAHASAAN TEKS EKSPLANASI

### A. Tujuan Pembelajaran

Setelah Kegiatan Pembelajaran 1 ini diharapkan Kalian terampil dan dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang terjadi di sekitar lingkungan Kalian.

Dalam kegiatan pembelajaran 1 ini, Kalian akan dikenalkan pada contoh *Explanation Text* yang disajikan dalam bentuk tulis pada kegiatan membaca.

### B. Uraian Materi

Pada bagian ini Kalian akan mempelajari tentang pengertian *Explanation Text*. Apa yang dimaksud dengan *Explanation Text*? Yang dimaksud dengan *Explanation Text* adalah teks yang digunakan untuk menerangkan cara atau proses terjadinya sesuatu, terutama yang berkaitan dengan fenomena alam, dunia ilmiah atau sosial budaya.

*An explanation is written to explain how and why something in the world happens. It is about actions rather than about thing. Explanation text* berfungsi untuk menjelaskan proses dan penyebab terjadinya suatu peristiwa atau suatu hal secara detail. Sebuah *Explanation text* biasanya berasal dari pertanyaan terkait *why* dan *how* terhadap suatu fenomena yang ada.

Dapat disimpulkan bahwa tujuan *Explanation Text* yaitu untuk menerangkan proses-proses yang terjadi dalam pembentukan sesuatu atau kegiatan yang terkait dengan fenomena-fenomena alam, sosial, ilmu pengetahuan, budaya, dan lainnya yang bertujuan menjelaskan mengapa dan bagaimana hal tersebut bisa terjadi.

Struktur teks / *Generic Structure* sebuah *explanation text* terdiri atas *General Statement, Sequenced Explanation* dan *Closing* atau *Concluding Statement*.

**Practice 1:**

Read the following text carefully and answer the questions below.

<b>EARTHQUAKES</b>	<i>Title</i>
Earthquakes being the most deadly natural hazards strike without any prior warning leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.	<i>General Statement</i>
Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time (earth science 2001). Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shock. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.	<i>Sequenced Explanation</i>
Earthquakes are dreaded by everyone.	<i>Closing atau Concluding Statement</i>

Apakah Kalian sudah membaca teks di atas dengan baik? Kalian dapat membaca dalam hati dan atau dengan nyaring. Ulangi dua atau tiga kali sampai benar-benar lancar dalam membacanya dan Kalian memahami isi teks tersebut.

Nah, sekarang Kalian tentu sudah paham isi teks eksplanasi tadi, bukan? *Good job*. Ayo, sekarang kita analisa kembali teks di atas terkait fungsi sosial, struktur teks, dan ciri kebahasaannya dengan menjawab pertanyaan berikut.

**Questions:**

1. What does the text mostly talk about?
2. What is paragraph 1 about?
3. What do paragraph 2 and 3 discuss on?
4. What does paragraph 4 tell us about?
5. What does the writer write the text for?
6. What kind of tense does the text mostly use?

Kalian pasti dapat menjawab pertanyaan-pertanyaan tadi dengan baik. Untuk lebih meyakinkan Kalian, mari kita bahas dan kerjakan bersama-sama.

1. *What does the text mostly talk about?*  
Dari judul teks di atas kita bisa melihat bahwa penulis akan memberikan informasi tentang *earthquake*. Maka jawabannya: *The text mostly talks about earthquake.*
2. *What is paragraph 1 about?*  
Di paragraf 1 dijelaskan tentang apa itu gempa bumi. Paragraf ini berisi penjelasan umum tentang gempa bumi. Maka jawabannya: *Paragraph 1 is about the description of earthquake.*
3. *What do paragraph 2 and 3 discuss on?*

Di paragraf 2 dan 3 dijelaskan tentang bagaimana proses gempa bumi terjadi. Maka jawabannya: *Paragraph 2 is about how earthquake happens.*

4. *What does paragraph 4 tell us about?*

Paragraf 4 berisi pendapat / kesimpulan dari penulis. Maka jawabannya: *Paragraph 4 is about the writer opinion toward earthquake.*

5. *What does the writer write the text for?*

Tujuan teks eksplanasi bisa dilihat bagaimana penulis memberikan informasi di setiap paragrafnya. Di setiap paragraph dari teks di atas, dijelaskan mengenai bagaimana *earthquake* bisa terjadi.

Maka jawabannya: *The writer writes the text to explain how and why an earthquake happens to the readers*

6. *What kind of tense does the text mostly use?*

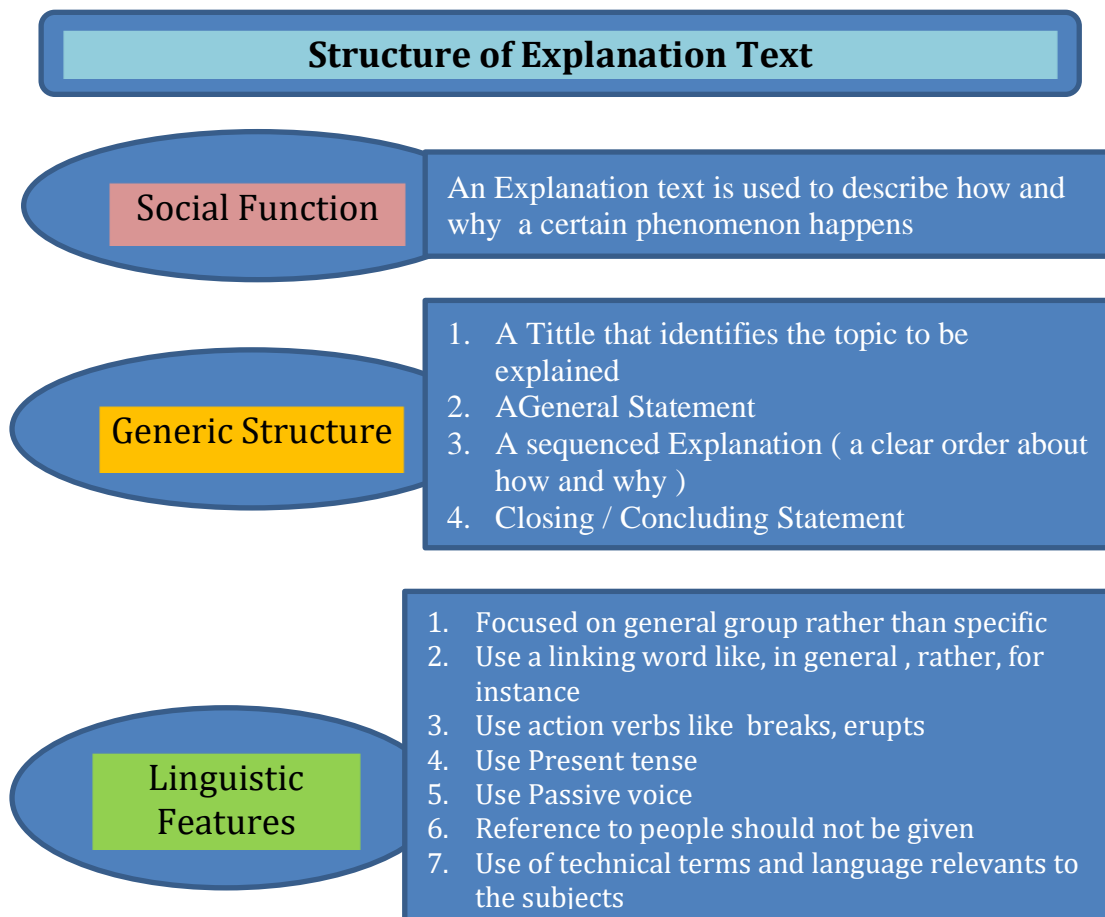
Berdasar kata kerja yang digunakan dalam teks diatas, (*strike, trigger, travel, begin, take, cause, dll.*) dapat disimpulkan bahwa sebagian besar *tense* yang digunakan adalah *present tense*. Maka jawabannya: *The text mostly uses present tense.*

Bagaimana dengan hasil kerja Kalian? Kalian dapat menjawab seluruh pertanyaan tersebut dengan benar, bukan? *Well done.*

Sekarang, apakah Kalian sudah paham dengan ciri-ciri yang ada di teks eksplanasi di atas? *Great.* Jika Kalian membacanya dengan serius Kalian akan mudah untuk memahaminya. Sekarang, untuk lebih memudahkan bagi Kalian untuk mengingat konsep materi di KD ini, cermati dan catat ulang penjelasan berikut ini di buku catatan Kalian.

**Practice 2:**

Read and understand the explanation below. Then, rewrite this explanation on your note books using your own language.



## C. Rangkuman

Sekarang Kalian perhatikan penjelasan di bawah ini, agar pemahaman Kalian tentang *Explanation text* lebih mendalam.

### STRUKTUR EXPLANATION TEXT

- ***A general statement***

Yaitu pengenalan suatu peristiwa yang akan kita ceritakan. Atau penjelasan umum tentang peristiwa tersebut. Dalam *general statement* berisi tentang penjelasan umum tentang fenomena yang akan dibahas, bisa berupa pengenalan fenomena tersebut atau penjelasannya.

- ***Sequenced explanations***

Yaitu penjelasan mengapa dan bagaimana peristiwa itu terjadi. Dalam bagian ini penulis dapat menulis lebih dari satu paragraf. *Sequenced explanations* berisi tentang penjelasan proses mengapa fenomena tersebut bisa terjadi atau tercipta. *Sequenced explanations* berupa jawaban dari pertanyaan *why* dan *how* penulis ketika membuat sebuah *explanation text*. *Sequenced explanations* bisa terdiri lebih dari satu paragraf.

- ***Closing / Concluding Statement***

Yaitu penutup atau kesimpulan dari cerita tersebut. Sebenarnya *closing* itu tidak tercantum dalam *generic structure* dari *explanation text*, tetapi kebanyakan orang beranggapan bahwa paragraf terakhir dari sebuah *explanation text* adalah *closing*, padahal itu merupakan bagian dari *sequenced explanations* yang berisi tentang langkah akhir yang dijelaskan pada bagian *sequenced explanations*.

### CIRI-CIRI KEBAHASAAN

Unsur Kebahasaan

- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- Kalimat pasif, dalam tenses yang *present*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

### TOPIK

Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI

## D. Penugasan Mandiri

Agar lebih mahir dalam menangkap makna berbagai teks eksplanasi, mari berlatih untuk memahami makna dari teks berikut ini.

**Answer these questions below based on the text given correctly.**

### Tsunami

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

1. Tsunami happens because ....
2. What are the impacts of tsunami ?
3. Mention the disturbance of tsunami!
4. From second paragraph we know that ....
5. The text mostly tells us about ....

Kalian pasti dapat menjawab pertanyaan-pertanyaan tadi dengan baik, bukan? Untuk lebih meyakinkan Kalian, mari kita bahas bersama.

1. Tsunami happens because *major fault under the ocean floor suddenly slips*
2. The impacts of Tsunami are *disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.*
3. The disturbance of tsunami is *that the ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.*
4. From the second paragraph we know *that tsunami makes unfortunate event*
5. The text mostly tells us about *how and why tsunami happens.*

Nah, sekarang coba selesaikan latihan soal berikut ini untuk lebih memahami lagi. Kalian masih ingat peribahasa *Practice makes perfect* bukan?

## E. Latihan Soal

**Choose the best option A, B, C, D or E !**

Teks Eksplanasi 1:

*Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.*

*In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either*

*by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.*

*Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.*

*Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m ( about 50 cu ft ) of landfill space. One ton of recycled paper saves 17 pulpwood trees ( trees used to produce paper ).*

1. The following things can be recycled, *EXCEPT*....
  - A. Precious metals
  - B. Broken glass
  - C. Old newspapers
  - D. Plastic spoons
  - E. Fresh vegetables and fruits
  
2. Which of the following is NOT the benefit of recycling?
  - A. It costs much money for the process of recycling
  - B. It costs less to make new products
  - C. It requires less energy
  - D. It can reduce pollution
  - E. It reduces the demand for high-pollution alternatives
  
3. What is the third step of recycling paper products?
  - A. Collect and search for contaminants such as plastic bags and aluminium foil
  - B. Mix the paper with hot water in a blender which turns it into pulp
  - C. Screen and filter the pulp to remove smaller contaminants
  - D. Put the pulp to a large vat to separate the ink from the paper fibres
  - E. Mix the pulp with new wood fibres to be made into paper again
  
4. We can make use of the ink after being separated from the paper fibres by doing the followings, *EXCEPT*....
  - A. Skim it off
  - B. Dry it
  - C. Reuse as ink
  - D. Burn as boiler fuel
  - E. Mix it with the pulp

### Teks Eksplanasi 2



*Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.*

*The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.*

*From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.*

*In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.*

5. What is the text about?
  - A. The digestive system
  - B. The digestive juice
  - C. The method of the digestive system
  - D. The process of intestine work
  - E. The food substances
  
6. How can we swallow the food easily?
  - A. The food changes into acids absorbed by the villi.
  - B. The food must be digested first through the process.
  - C. The food is directly swallowed through esophagus into the stomach.
  - D. The food is mixed with the juices secreted by the cells in the stomach.
  - E. The food we take must be changed into substances carried in the blood to the places.
  
7. From the text above, we imply that ....
  - A. a good process of digestive system will help our body becoming healthier.
  - B. no one concerned with the process of digestive system for their health.
  - C. the digestive system is needed if we are eating the food instantly.
  - D. every body must conduct the processes of digestive system well.
  - E. the better we digest the food we eat, the healthier we will be.
  
8. *Human body is made up of countless millions of cells.* (Paragraph 1)  
 The phrase *made up* means ....
  - A. Produced
  - B. Managed
  - C. Arranged
  - D. Completed
  - E. Constructed

### **Teks Eksplanasi 3**

*Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating.*



*Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.*

*The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.*

9. The text is about ....
- the cacao tree
  - the cacao beans
  - the raw chocolate
  - the making of chocolate
  - the flavour of chocolate
10. The third paragraph focuses on ....
- the process of producing chocolate
  - how to produce the cocoa flavour
  - where chocolate comes from
  - the chocolate liquor
  - the cacao fruit
11. ...so they are often sorted and blended to produce ... (Paragraph 3.) The word *sorted* has the closest meaning to ....
- Arranged
  - Combined
  - Separated
  - Distributed
  - Organized
12. How does the chocolate maker start to make chocolate?
- By fermenting the beans.
  - By roasting the beans
  - By blending the beans.
  - By sorting the beans.
  - By drying the beans

#### **Teks Eksplanasi 4**

*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 from 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 produced these compounds.*

13. What step after the hydrogen combines with carbon dioxide from the air ...
- A. Photosynthesis provides the chemical energy that is needed to produced these compounds.
  - B. Water drawn from 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.
14. 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
15. What the product of photosynthesis ....
- A. Sugar
  - B. Food and O<sub>2</sub>
  - C. Root
  - D. Food
  - E. Branch

Setelah selesai menyelesaikan latihan soal tersebut, Kalian bisa saling menukarkan hasil kerja Kalian dengan teman dan mendiskusikan jawaban Kalian.

Apakah Kalian sudah saling mengecek hasil kerja masing-masing dengan teman? Sekarang saatnya kita mengecek hasil kerja kita dengan kunci jawaban berikut ini.

## KEGIATAN PEMBELAJARAN 2: KALIMAT PASIF DALAM TEKS EKSPLANASI

### A. Tujuan Pembelajaran

Setelah *Kegiatan Pembelajaran 2* ini diharapkan Kalian diharapkan mampu:

1. Merancang teks eksplanasi sederhana
2. Menggunakan kalimat pasif dalam tense yang benar
3. Menulis teks eksplanasi sederhana

### B. Uraian Materi

Pada *Kegiatan Pembelajaran 2* ini Kalian akan berlatih menyusun teks eksplanasi sederhana. Agar Kalian terampil menulis teks eksplanasi tersebut dalam bahasa Inggris, mari berlatih menulis. Tetapi sebelum itu, Kalian harus mempelajari lagi unsur kebahasaan yang ada dalam teks tersebut. Coba Kalian baca dan pahami uraian materi berikut ini

Example		
Active Voice	Passive Voice	
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.	
She closed the door.	The door was closed by her.	

Forming Passive Voice		
Tense	Be +Past Participle	Example
Present Simple	am, is, are + made	The painting is made by her.
Present Progressive	am, is, are+ being+ sent	The book is being sent right now.
Present Perfect	has, have +been +sold	The copyrights of the books have been sold.
Past Simple	was, were+ invited	He was invited by Carl.
Past Progressive	was, were + being+ washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had+ been+ hired	All the employees had been hired before the school started.
Future (will)	Will be +signed	A contract will be signed by her.
Future (going to)	am, is , are+ going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will+ have been+ started	The job will have been started by the first of June.

Table 8.2 Formatting of passive voice

Mudah bukan untuk memahami konsep di atas? *Good*. Setelah Kalian mempelajari dan paham tentang piranti dalam menulis teks eksplanasi di atas, saatnya Kalian membuat *draft* teks eksplanasi dengan bantuan *writing organizer dibawah ini*. Kalian juga harus mempelajari dan memahami deskripsi dari sebuah teks eksplanasi.

### An annotated explanation text

Structure	How volcanoes are formed	Linguistic features
Introduction	Have you ever wondered how volcanoes are formed?	
Opening statement	A volcano is a vent or an opening on the earth's surface which allows molten rock called magma, volcanic ash and gas to escape out onto its surface.	Present tense
Explanation Sequence 1	Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	Technical terms
Explanation Sequence 2	When the pressure builds up in the chamber, the magma, gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.	Action verbs
Explanation Sequence 3	The red-hot magma that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.	Conjunction
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language

Table 8.3 Description of explanation text

### C. Rangkuman

Untuk memudahkan Kalian mengingat dan memahami uraian materi pada *Kegiatan Pembelajaran 2* ini, bacalah rangkuman berikut ini.

1. Dalam menyusun teks eksplanasi ada unsur kebahasaan yang harus diperhatikan yaitu: penggunaan kalimat pasif dan tense.

Rules for changing Active Voice to Passive one:

- a) Identify the Subject, the Verb and the Object

- b) Change the subject into Subject
- c) Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the Object.
- d) Change the Verb into the past participle form
- e) Add the preposition *by*
- f) Change the Subject into Object

Examples:

- a) A letter is written by me.
  - b) American was discovered by Columbus
  - c) Macbeth was written by Shakespeare
  - d) The door was opened by his son
  - e) The new ideas were suggested by Edo
2. Pahami deskripsi penyusunan teks eksplanasi yang benar.
  3. Buatlah *draft* dengan bantuan *writing organizer* agar teks yang dihasilkan benar sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan sebuah teks eksplanasi.

#### D. Penugasan Mandiri

Untuk lebih memahami tentang penggunaan kalimat pasif yang benar, ayo kita coba kerjakan latihan soal berikut ini.

**Choose the right passive voice form!**

1. Mommy cleans the room every day.
  - A. The room was clean by mommy every day
  - B. The room is clean by mommy every day
  - C. The room is cleaned by mommy every day
  - D. Mommy is cleaned the room every day
  - E. The room was being cleaned by mommy every day
2. *My uncle fixed the toy yesterday.* The passive voice of the sentence is ....
  - A. My uncle was fixed the toy yesterday
  - B. The toy was fixed by my uncle yesterday
  - C. The toy was fix by my uncle yesterday
  - D. My uncle was being fixed the toy yesterday
  - E. The toy had been fixed by my uncle yesterday
3. Joe has taken a Mandarin course.
  - A. Joe has been taken a Mandarin course
  - B. A Mandarin course taken by Joe
  - C. A Mandarin course has been taken by Joe
  - D. Mandarin courses have taken by Joe
  - E. Mandarin course will be taken by Joe
4. In the 1920's, this TV ....
  - A. is manufactured
  - B. was manufactured
  - C. will be manufactured
  - D. is going to manufactured
  - E. would manufacture
5. She ... to my wedding party.
  - A. are invited
  - B. have been invited
  - C. has been invited

- D. invited
  - E. has invited
6. Her first novel ... tomorrow morning.
- A. is launched
  - B. was launched
  - C. will be launched
  - D. has launched
  - E. have launched

**KUNCI JAWABAN**

- 1. C
- 2. B
- 3. C
- 4. B
- 5. C
- 6. C

**E. Latihan Soal**

Sekarang, ayo kita berlatih lebih banyak lagi tentang penyusunan teks eksplanasi dengan mengingat kembali bagian-bagian dari teks eksplanasi.

1. Give the generic structure of the text below by giving the name for every paragraph in boxes given.

Generic Structure	Explanation Text
	<i>Biodiesel is a clean burning substitute for petroleum based diesel fuel. Biodiesel is made of vegetable oil</i>
	<i>To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable product. One of the most common vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.</i>
	<i>The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for example, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is a compound of the trivalent alcohol glycerin with three fatty acids. The goal of ester interchange is to separate the glycerin molecule from the three fatty acids and replace it with three methanol molecules</i>
	<i>This process then yields roughly 90% Biodiesel and 10% of a glycerin byproduct. The glycerin byproduct can be used in a number of other chemical processes for different industries.</i>