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APPENDICES

LESSON PLAN (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMAN 2 PANDEGLANG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/2
Materi Pokok	: Teks tulis berbentuk <i>text explanation</i>
Alokasi Waktu	: 6 X45 menit

A. Kompetensi Inti (KI)

Kompetensi Sikap Spiritual yaitu, “Menghayati dan mengamalkan ajaran agama yang dianutnya. Adapun rumusan Kompetensi Sikap Sosial yaitu, “Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.”

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

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 teks *explanation*

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

Indikator 3.8:

1. Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan teks lisan/tulis berbentuk eksplanasi tentang global warming, banjir, tsunami dan lain-lain

2. Menentukan tahapan proses terbentuknya natural disaster, social, scientific phenomenon pada text explanation tentang global warming, banjir, tsunami dan lain-lain
3. Membedakan kesimpulan dari beberapa teks yang dipelajari sesuai topic masing-masing.

Indikator 4.8:

1. Mengumpulkan informasi umum dan rinci berkenaan text explanation tentang global warming, banjir, gempa bumi, dan sebagainya.
2. Mengidentifikasi informasi umum dan rinci berkenaan text explanation tentang global warming, banjir, gempa bumi, dan sebagainya.
3. Menganalisis struktur kebahasaan teks eksplanasi berkenaan text explanation tentang global warming, banjir, gempa bumi, dan sebagainya

B. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran problem based learning siswa mampu menganalisis, menangkap, dan membedakan teks tulis explanation), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Materi Pembelajaran

Materi pembelajaran mengenai tujuan dan fungsi text explanation, generic structure of explanation dan ciri kebahasaan dari text explanation. Guru menyiapkan beberapa jenis topik dalam text explanation tentang global warming, earthquake, flood, tsunami, butterfly metamorphosis and rain fall. {terlampir}

D. Metode Pembelajaran

Pendekatan : scientific

Metode : assignment

Strategi : Menyimak, diskusi, problem based learning

E. Media, Alat, dan Sumber Pembelajaran

1. Media

- Power point presentation
- Pictures
- Text of explanation

2. Alat/Bahan

- laptop
- LCD

3. Sumber Belajar

- Buku pegangan guru bahasa inggris kelas xi

Text

To grow into an adult, butterflies go **through** 4 stages: egg, larva, pupa and adult. Depending on the type of butterfly, the life cycle of a butterfly may take anywhere from one month to a whole year.

A butterfly starts life as a very small, round, oval or **cylindrical** egg. The egg hatches and the young one called larvae or caterpillar comes out of the egg. The caterpillar first feeds on the egg shell from which it is born. It then starts feeding on the leaves and starts to grow. Its exoskeleton (skin) does not stretch or grow, so it grows by “molting” (shedding the outgrown skin) several times while it grows. As soon as a caterpillar is done growing and it has reached its full length/weight, it forms itself into a pupa, also known as a chrysalis. The pupa remains motionless in the **chrysalis**. In the chrysalis, the pupa **undergoes** a series of **changes**. After about 15 days, a beautiful adult butterfly emerges out of the chrysalis. When the butterfly comes out, it’s wings are small and wet, then the butterfly pumps fluids into them to make them strong and to expand. After a few hours, the wings become strong enough and the butterfly is able to fly.

Pronunciation :

Through : melalui ----

Cylindrical : silinder

Undergoes : mengalami

Changes : perubahan

Chrysalis : kepompong

F. Langkah-langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan (15menit)

- Memberi salam : **pendidikan karakter**
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis. (berdoa, membaca alquran dan mengecek kehadiran)
- Siswa membaca buku bacaan yang mereka bawa: **literasi**
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) **Kegiatan Inti**

In the beginning lesson students do like usual. Such as recall what lesson that they got last meeting. And teacher give clue about material that will learn each meeting.

First meeting 60 menit

- In the first meeting students are divided become 6 or 7 group. Then they are given a text with different topic {global warming, flood, tsunami, butterfly, respiratory system, rain, fan and so on}. Next, a student are asked to read the text loudly, so others can listen it well. While reading teacher writing some words those are involved to text that are still not good to be spelled by the student. After it, all students are ordered to read the words, guided by teacher. So they can get good pronunciation.
- And next activity, the group should understand and comprehend the text by using their dictionary about 30 minutes. After finished it and answer the questions, they do presentation what have their discussed in front of their friends group by group.

Second meeting 60 menit

- In the second meeting, students are asked to review their topic. Then the teacher ask some question to build up their material about what is explanation text and what is the generic structure of it by analyzing their last job. They take a conclusion. After they understand all the material, then by reading a text in a NEW LIGHT book grade XII, they comprehend the text. It is presented by they can answer all the questions based on the text. Next, teacher and students discuss about those answers and get the score.

Third meeting 80 menit

- In this meeting, teacher will give some exercises { multiple choice and essay } to know their ability in comprehending the explanation text.

3) Kegiatan Penutup (15menit)

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran dengan memberikan tugas

- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

G. Penilaian

Jenis/Teknik Penilaian

Pengetahuan: memahami text explanation dengan menjawab beberapa pertanyaan berdasarkan text {soal terlampir}

Keterampilan: discussion and presentation {siswa mendapat text dengan topik yang berbeda antara 1 team dengan team yang lainnya, mereka berdiskusi dan melaporkan hasil diskusinya di hadapan. Text terlampir}

Flood

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

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries 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 the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

Tsunami

In Indonesia, we are very familiar with the word " Tsunami ". This natural disaster has ever killed thousands of lives in Banda Aceh a few years ago. Indonesia mourned, the world mourned. Then, how the Tsunami happens? Here is a brief explanation of the process of how the Asian tsunami happens.

Tsunamis can occur if there is a phenomenon which causes the displacement of large amounts of water in the ocean, such as volcanic

eruptions, earthquakes, landslides, and meteors that fall to Earth. However, 90% of tsunamis is the result of underwater earthquakes.

Vertical movement in the Earth's crust in the bottom of the ocean causes a sudden up or down movement of sea floor which then causes the water balance disorders above it. This disturbance causes the occurrence of the flow of the massive sea water energy, that once it reaches the shore, it becomes huge waves resulting Tsunami.

Global Warming

As we know now, global warming which is happening right now has a very big impact on natural conditions, animals and humans. Well, do you know how global warming which has a particularly serious impact on life happens? To know the process of how this phenomenon occurs, see the following explanation.

The process starts when sunlight shines the earth where most of the heat is absorbed by the earth and a half of it is reflected back onto the air (atmosphere). Sunshine returning to the air is trapped by gases in the atmosphere such as carbon dioxide, sulfur dioxide, methane, water vapor, and so on. This event is known as the greenhouse effect.

Solar radiation on the earth's atmosphere makes ozone layer get thinner and makes the sunlight which shines the Earth become hotter. The greenhouse effect also causes the sunlight which is reflected back onto space is reflected back into the earth. This phenomenon causes the earth continuously getting hotter. This condition is known as global warming.

Rain

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

Respiratory System

Do you know how your body gets oxygen from the air and removes carbon dioxide from your body? Right! It's because of the respiratory system. Do you know how it works? The following explanation is written to help you understand the process clearly.

The first phase of respiration is breathing in or inhalation. This process brings air from outside the body into the lungs. From the lungs, the oxygen moves through blood vessels to the heart which then pumps the oxygen-rich blood to all parts of the body. Oxygen then moves from the blood-stream into the cells, which completes the first phase of respiration. In the cells, oxygen is used in a separate energy-producing process which produces carbon dioxide as a byproduct.

The second phase of respiration begins when the carbon dioxide moves from the cells to the bloodstream which carries carbon dioxide to the heart. Then, it pumps the carbon dioxide-laden blood to the lungs. In the lungs, breathing out or exhalation removes carbon dioxide from the body, thus completing the respiration cycle.

Butterfly Metamorphosis

To grow into an adult, butterflies go through 4 stages: egg, larva, pupa and

adult. Depending on the type of butterfly, the life cycle of a butterfly may take anywhere from one month to a whole year.

A butterfly starts life as a very small, round, oval or cylindrical egg. The egg hatches and the young one called larvae or caterpillar comes out of the egg. The caterpillar first feeds on the egg shell from which it is born. It then starts feeding on the leaves and starts to grow. Its exoskeleton (skin) does not stretch or grow, so it grows by “molting” (shedding the outgrown skin) several times while it grows. As soon as a caterpillar is done growing and it has reached its full length/weight, it forms itself into a pupa, also known as a chrysalis. The pupa remains motionless in the chrysalis. In the chrysalis, the pupa undergoes a series of changes. After about 15 days, a beautiful adult butterfly emerges out of the chrysalis. When the butterfly comes out, it’s wings are small and wet, then the butterfly pumps fluids into them to make them strong and to expand. After a few hours, the wings become strong enough and the butterfly is able to fly.

How Does A Fan Work?

The Fan is an electronic device that everybody use it in their house. People use the fan to make the air in the room cooler, especially in hot day. However ,do you know how a fan works?

An electric fan has an electric motor with some fan blades attached to its rotating shaft. As the motor spins, the fan blades rotate. Each blade is angled a bit, and as the inclined plane of the blade moves through the air, it forces the

air ahead of it forward. Each blade does this on a continuous basis, and the result is a moving air stream. The fan is taking air from the area behind itself and blowing it out the front.

The fan generates a movement of air, causing the warm dense air to descend, and the cool dense air to rise, thus creating a feeling of coolness in the air.

TEACHING MATERIALS

11:26

49

← Explanation Text.pptx



EXPLANATION TEXT

WHAT IS EXPLANATION TEXT 2-4/7

Explanation text is a text which tells process relating to forming of natural, social, scientific and cultural phenomena .

HOW TO MAKE AN EXPLANATION TEXT?

Generic structure

1. General statement; stating the phenomenon issues which are explained
2. Sequenced explanation; stating a series of steps which explain the phenomenon

LANGUAGE FEATURES

1. Focus on the participant; Sun, rain, tsunami, global warming, etc.
2. Using chronological connection; first, second, then, after that, begin with, at the last, finally.
3. Using passive voice form {to be + verb3}
4. Using present tense {verb 1}

- then, after that, begin with, at the last, finally.
3. Using passive voice form {to be + verb3}
 4. Using present tense {verb 1}

HOW CAN WE TASTE A FOOD?

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue. 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. Then, how do we taste food we eat?

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.

ANSWER

1. What does the text tell about?
2. Why our tongue can feel the taste?

General statement;

the text tells the process of how can people taste the varieties of food

Explanation ;

1. There are taste-bud on the tongue which connected to brain by serves that send taste message.
2. then, when the tongue tastes the food the serves will send message to brain.
3. Finally we can aware about the taste.

EVALUATION

11:27   

   4G    



Instructions

Student work

Due 16 Apr, 17:00

TASK 1

100 points

PELAJARI LAGI TENTANG EXPLANATION TEXT YANG UDAH SEMAPAT KITA BAHAS.
KERJAKAN TASK 1 PADA DOKUMEN INI.
ISI DI KOKUMENNYA LALU KIRIM KE PRIVATE KOMEN YAAAAA...
KALO ADA YANG GA FAHAM SILAHKAN HUBUNGI MISS LEWAT WA GROUP KELAS MASING-MASING.
TERIMA KASIH.

DENGAN MENGUMPULKAN TUGAS BERARTI KALIAN HADIR DI KELAS MISS HARI INI.

GOOD LUCK.

Attachments

*Froglets with the appropriate coloration are not considered as evidence to identify their coloration because they can be found in almost any Australian landscape. Most froglet frog eggs are laid in the water. Then, after the eggs hatch, tadpoles enter the water for two weeks to six months, depending on the temperature, before emerging as froglets (adult frogs). Not all frogs do this. The hip-pocket frog is a very interesting example of parental care. After the female hip-pocket frog has spawned, the male will lie on her eggs and about eight tadpoles will slip up into each pocket where they grow into fully formed, miniature frog species of genetic kinship. They remain there for about a year and hatch the tadpoles in their stomachs. Six weeks later the froglets emerge from their mother's mouth.

A. COMMON QUESTION	TRUE	FALSE
1. Froglets emerge from the water after two weeks.		
2. Tadpoles enter the water for two weeks to six months.		
3. The hip-pocket frog is a very interesting example of parental care.		
4. After the female hip-pocket frog has spawned, the male will lie on her eggs.		
5. About eight tadpoles will slip up into each pocket where they grow into fully formed, miniature frog species of genetic kinship.		
6. They remain there for about a year and hatch the tadpoles in their stomachs.		
7. Six weeks later the froglets emerge from their mother's mouth.		

 HOW IT WORKS.docx

Add class comment



HOW IT WORKS

Frogs are delightful creatures. Our country is home to more than 220 named species, and they can be found in almost any Austrian landscape. Most frogs lay eggs on land or in the water. Then, after the eggs hatch, tadpoles enter the water for two weeks to six months, depending on the temperature, before emerging as frog lets (baby frogs). Not all frogs do this. The hip-pocket frog is a very interesting example of parental care. After the female hip-pocket frog has spawned, the male will lie on her eggs and about eight tadpoles wriggle up into each pocket where they grow into baby frogs. Australia's two species of gastric brooding frogs are even more amazing. They swallow their fertilised eggs and hatch the tadpoles in their stomachs. Six weeks later the frog lets emerge from their mother's mouth.

	TRUE	FALSE
A. COMMON QUESTION		
Explanations answer the questions on 'how' something works or 'why' something happens.		
An example of natural explanation text would have a title like 'How ice flowers are formed'		
An example of mechanical explanation text would be a short text titled 'How to prepare pancakes'.		
The first paragraph has a general statement that introduces or identifies the scientific or technical phenomenon		
The body of an explanation text consists of a series of sequenced statements about the process explained.		
'Present tense' is used to describe actions involved in the process.		
B. ANSWER BASED ON THE TEXT		
Most frogs bear their tadpole		
The male will lie on her eggs		
The hip-pocket frog is uninteresting example of parental care		
They eat their fertilised eggs		
They crack the tadpoles in their stomachs		
Frogs are great creatures		



Instructions

Student work

Due 23 Apr, 17:00

TASK 2

100 points

JAWAB PERTANYAAN SESUAI TEXT EXPLANATION YANG ADA DIDOKUMEN YAAAA...
JAWABANNYA KIRIM MELALUI KOMENTAR PRIBADI...

UNTUK ABSENSI, SILAHKAN ISI DI FORUM YANG TELAH MISS POSTING. DENGAN MENYANTUMKAN NAMA DAN NO ABSENSI.

Attachments

corruption happen slowly, or all at once?

When we hear the word corruption, we immediately think about political issues. But have you ever thought that actually people have often practiced culture of corruption from an early age. For example, we know the term "rubber duck" which is always not on time to make an appointment. This is an example of small corruption that we are not aware of. So don't be surprised if there will be a lot of computers - also are very fooling.

Furthermore, exam cheating is also a form of corruption. Cheating is a common thing done by students. Indeed cheating can give us a high value, but it will reduce us ourselves, by cheating we certainly cannot get that knowledge purely. If this is often done, the cheating action is carried out when an adult student. As an adult, he has a position in the government, in politics, and in a BUMN (state-owned enterprise). Finally, the person concerned likes to hang out, cheat or adulterate the budget to look for additional incomes.



How Corruption Occur.docx

Add class comment



How Corruption Occur

Corruption usually occurs because some individuals are willing to use illicit means to maximize personal or corporate profit. How does corruption happen? Does corruption happen slowly, or all at once?

When we hear the word corruption, we immediately think about political issues. But have you ever thought that actually people have often practiced culture of corruption from an early age. For example, we know the term "rubber clock" which is always not on time to make an appointment. This is an example of small corruption that we are not aware of. So don't be surprised if there will be a lot of corruptors – who are very troubling.

Furthermore, exam cheating is also a form of corruption. Cheating is a common thing done by students. Indeed cheating can give us a high value, but it will reduce us ourselves, by cheating we certainly cannot get that knowledge purely. If this is often done, the cheating action is carried out when an adult student. As an adult, he has a position in the government, in politics, and in a BUMN (state-owned enterprise). Finally, the person concerned likes to hang out, cheat or outsmart the budget to look for additional income.

Answer these questions based on the text

1. Why do people act the corruption?
2. What is the term "rubber clock"?
3. What corruption those maybe done by the students?
4. What will be occurred if students often do the action?
5. Give your solution to overcome these students.
6. "Indeed cheating can give **us** a high value, but it will reduce us ourselves". What is the bold word refers to?
7. What is corruptor?
8. What corruption that you did in your life?

SCRIPT INTERVIEW

Table 1.1 Interview result of question 1

Question 1	
Do you like writing?	
ATN	No, I do not like writing
AH	No, because its sore
AA	I really like writing
CAA	Yes
EK	No, I do not like
ET	No, I do not like
HD	Yes, because writing is fun
IR	No I like reading
LTY	Yes, because I like to express my ideas
MRN	Yes I like
MR	No, I do not like writing

NNA	No, I like reading because writing is boring
AATA	Yes, because I like to express myself
RGL	Not really, because the teacher is rarely give us a task to write
WSRS	Yes, because when writing we can pour our experience
YP	Yes, because I like to pour my ideas into writing
RKM	Likes but rarely writes
AS	Yes
ZM	Yes, because writing is beautiful, fun, and even entertains me
RSH	Yes, because I like to pour my ideas into writing
RVHG	Yes like
EA	Yes, even more so in the explanation text
AW	Not
RK	Yes like
A	Yes, to relieve boredom

NDR	Yes, because my writing is good
AY	Yes
RA	Yes
SA	do not really like it
SFF	Not

Table 1.2 Interview result of question 2

Question 2	
Do you have any obstacles on your vocabulary mastery?	
ATN	Yes, there is a vocabulary that I do not understand
AH	Yes, because there are too many vocabularies, it's hard to memorize
AA	Yes, I am often wrong to choose the right words
CAA	Yes, because I don't like reading books, it's hard to learn vocabulary
EK	It is difficult to choose the right words

ET	Yes, the vocabulary is often confused
HD	Yes, it's still often difficult to choose the right words
IR	Yes, there are still many words that I don't know
LTY	I do not have a difficulties on my vocabulary
MRN	Yes there is, in the choice of words
MR	Sometimes the choice of words is not right
NNA	No, I know quite a lot about vocab and I got it from the song
AATA	Yes , I cannot choose the correct vocabulary yet
RGL	No, I do not have a difficulties
WSRS	No, my vocabulary is good
YP	Yes, there is a lot of vocabulary that I do not know
RKM	Yes, there are some words that are difficult for me to understand
AS	I cannot be able to develop a vocabulary that is appropriate
ZM	No, I do not have a difficulties

RSH	Yes, sometimes I find it difficult and confused with the vocabulary
RVHG	Yes, because I don't know much about words
EA	It is hard to stringing words
AW	Yes, I don't know much about vocabulary
RK	I cannot stringing words
A	Confused by choosing words
NDR	Yes, it is hard to choose the right words
AY	I still confused to choose the right words
RA	It is hard to determine the words
SA	Difficult to determine the word that fits
SFF	Yes, in the preparation of the words

Table 1.3 Interview result of question 3

<p>Question 3</p> <p>Is writing explanation text easier than other types of writing?</p>
--

ATN	Yes, because it explains about natural events
AH	Yes, because it relates to the things that around us
AA	Yes, because of the structure is simple
CAA	Yes, it is easier, because it's related to the phenomena around us
EK	No, it is hard to determine the topic
ET	No, it is same with other types of writing
HD	Yes, because the topic is all around us
IR	Yes, because the teacher's explanation is easy to understand
LTY	Not
MRN	Yes, it's easier because it explains the phenomena around us
MR	Yes, because all that remains is to develop the existing topic
NNA	No, I think narrative text is more easily
AATA	No, because the explanation text must be properly structured, I think narrative text is easier
RGL	Yes, because the structure is simpler than the others.

WSRS	Yes, I think it is more easily
YP	Yes, other types of text are sometimes difficult to understand
RKM	Yes, rather than the others type of text, it is more easily understood
AS	Neither easy nor difficult
ZM	Yes
RSH	Yes, but sometimes I cannot distinguish what text that I am read
RVHG	Yes, because explanation text has a simple structure
EA	No, I do not understand the material
AW	Yes, because it has a simple structure
RK	Yes
A	Yes, because the structure is simple and the topic is all around us
NDR	No, because it must be arranged properly
AY	No, I think comparative text is easier

RA	Yes, the structure is simple
SA	Yes, because the topic is all around us
SFF	I think, it is more easily narrative text

Table 1.4 Interview result of question 4

Question 4	
What are the obstacles that you encounter when writing Explanation Text?	
ATN	It's hard to come up with an interesting topic
AH	Difficult search for a topic that is interesting
AA	I am confused about the tenses
CAA	Difficult to distinguish standard words and non-standard words
EK	It's hard to decide on a topic
ET	Difficult to choose vocabulary
HD	Sometimes I often make mistakes in stringing words

IR	No, there is no obstacle
LTY	Difficult to understand about text explanation
MRN	I have a difficulty in vocabulary selection
MR	The choice of standard and non-standard words is sometimes reversed
NNA	Confused to start and determine the topic
AATA	Sometimes I have a difficulties to difference between standard and non-standard words
RGL	There is no obstacle
WSRS	It's hard to find the topic
YP	It's hard to find a topic
RKM	So far there is no obstacle
AS	Sometimes it is hard to choose a right vocabularies
ZM	There is no obstacle
RSH	Sometimes it is hard to determine standard and non- standard words

RVHG	I have a difficulties on determining the right words
EA	The material does not understand and it is hard to stringing the words
AW	I have obstacles on arranging the structure and choose the right words
RK	Cannot stringing the words
A	Confused by tenses
NDR	The text pattern is difficult
AY	It is hard to determine standard and non-standard words
RA	It is hard to decide on a topic
SA	Determining the word that is my trouble
SFF	It is difficult to stringing the words and structures

Table 1.5 Interview result of question 5

<p>Question 5</p> <p>What do you do if you have any obstacles in writing Explanation Text ?</p>

ATN	Trying to learn more
AH	Ask to teacher and looking at books and searching on Google
AA	I will learn more about tenses
CAA	Ask to friends and teachers
EK	Ask to teachers
ET	Ask to friend
HD	Fix it and learn it again
IR	I do not have any obstacles
LTY	ask to friend
MRN	Asking to friend or teacher
MR	Learn more material that is not understood, ask a friend
NNA	Search on the internet
AATA	Find out on Google
RGL	There is no obstacles
WSRS	Find out on Google or other references and ask the teacher

YP	Asking friends and teachers
RKM	There is no obstacles
AS	Using Google translate
ZM	There is no obstacles
RSH	Learn more things I can't
RVHG	Searching on Google and ask the friend and teacher
EA	Ask the teacher and look for words in Google translate
AW	Ask to teachers and friends, looking to Google and YouTube
RK	Searching on Google, asking to friend
A	Search on Google
NDR	Search on Google
AY	Learn more so you can define standard and non-standard words
RA	Search on Google
SA	Asking to teacher and friend
SFF	Keep trying and ask the teacher

Table 1.6 Interview result of question 6

Question 6	
What are the applications that you use for learning explanation text?	
ATN	Google Classroom, Moodle, Essay for TOEFL
AH	Google Classroom, Google search, Moodle, WhatsApp group
AA	Google Classroom, WhatsApp group
CAA	Google Classroom, WhatsApp group
EK	Google Classroom, Moodle
ET	Google Classroom, Moodle, WhatsApp groups
HD	Google Classroom, Moodle
IR	Google Classroom, Google search , WhatsApp group
LTY	Google Classroom, WhatsApp group
MRN	Google Classroom, WhatsApp group
MR	Google Classroom
NNA	Wattpad, Google Classroom, Moodle
AATA	Google Classroom
RGL	Google Classroom
WSRS	Google Classroom, Google search, WhatsApp, Moodle
YP	Google Classroom, Google search
RKM	Google Classroom, Moodle
AS	Google Classroom, Google translate
ZM	Google Classroom
RSH	Google Classroom, Moodle

RVHG	Google Classroom, YouTube, Moodle
EA	Google Classroom
AW	Google Classroom, YouTube, Google search
RK	Google Classroom, Google translate
A	Google Classroom, WhatsApp group
NDR	Google Classroom
AY	Google Classroom, Moodle
RA	Google Classroom, WhatsApp group, Moodle
SA	Google Classroom, WhatsApp group
SFF	Google Classroom

Table 1.7 Interview result of question 7

Question 7	
How long have you been using Google Classroom?	
ATN	One and a half years since online learning
AH	One year 3 months
AA	One more year
CAA	It is start when studying online
EK	One more year
ET	Since online learning
HD	One more year
IR	Two years
LTY	One more year since online learning

MRN	One more year
MR	One more year
NNA	One year since online learning
AATA	One more year since online learning
RGL	One more year and starting when online learning
WSRS	One more year
YP	One more year
RKM	One more year
AS	One more year
ZM	One more year
RSH	One more year
RVHG	One more year
EA	One more year
AW	One more year
RK	One more year
A	One more year
NDR	One more year
AY	One more year
RA	One more year
SA	One more year
SFF	One more year since the pandemic

Table 1.8 Interview result of question 8

Question 8	
Are you happy to learn with Google Classroom application during the Covid-19 pandemic?	
ATN	Yes, because it is easy to use, saves time because it can be accessed anytime
AH	Yes, because Google Classroom is easier to use than other apps
AA	Not comfortable, because the connection is sometimes unstable
CAA	Yes, because Google Classroom is easy to use
EK	Yes
ET	Sometimes happy sometimes bored
HD	No, if over time it will be boring
IR	Not happy because it makes my memory full.
LTY	No, because the material presented is sometimes poorly understood and uses a lot of quota
MRN	Happy because the quota runs out a little and it is easy to send assignments
MR	Yes, because discussions are better, save quota, and send assignments more easily
NNA	Just so-so
AATA	Yes, because it is simpler than the school website
RGL	Yes, because it's easier to send assignments, and easy to look for materials
WSRS	No, because sometimes I do not understand the material from the teacher

YP	I prefer to use Google Classroom over Moodle for faster loading
RKM	Happy
AS	Yes, I 'm happy because the material is easy to understand
ZM	No, because sometimes there are materials that I do not understand if the teacher doesn't give an explanation
RSH	Yes , because Google Classroom is simple
RVHG	Not happy, because learning becomes more difficult to understand
EA	Yes, because the application is simple
AW	Yes, because it's easier to send assignments
RK	Well, for a long time I feel bored
A	Happy, because Google Classroom is faster, not complicated
NDR	Yes, because we can discuss directly
AY	Yes, because it is easy to send assignments
RA	Yes, because it is simple
SA	Yes, because it does not use a lot of quota
SFF	Yes, because it is easy to use, saves time because it can be accessed anytime

Table 1.9 Interview result of question 9

Question 9	
In your opinion, what are the advantages of using Google Classroom in learning explanation text during the Covid-19 pandemic?	
ATN	Assignments are more accessible because there is a place for materials, assignments, etc.
AH	I think Google Classroom is easy to access and paper less
AA	In my opinion Google Classroom is great. It can learn the material many times, the use is easier and more flexible
CAA	I think Google Classroom is easier to open materials and tasks
EK	I think Google Class is easy to use , flexible
ET	When learning with Google Classroom, I think the material is easy to understand
HD	I think Google Classroom has several benefit such as save time, easy to use, organized, easy to communicate, safe to use
IR	It is easy to choose which part of the assignment and material, because there is a place for the material and assignment.
LTY	Notifications from Google Classroom make it easy to remind class schedules and make us easier to upload assignments.
MRN	I think Google Classroom is great because we can study anywhere
MR	Google Classroom can make us answers the question privately and we can post comments smoothly
NNA	I think that Google Classroom can save quota and it is easier to use
AATA	I think Google Classroom does not use a lot of quota and sends assignments quickly

RGL	The Google Classroom server has less error than the school web
WSRS	The advantages of Google Classroom are we can private comments and submit assignments without being seen by others.
YP	We can be more disciplined in doing tasks and more easily
RKM	I think the advantages of Google Classroom that we can have discussions in the comments column and it is faster than other applications
AS	In my opinion, with Google Classroom, we can find out which assignments that have been completed or not
ZM	I think Google Classroom make us easier to take online learning
RSH	We can be discussed well in the comments column in Google Classroom
RVHG	In my opinion, Google Classroom are spend a little quota, rarely error, and flexible
EA	It's easier to turn in assignments in Google Classroom
AW	Google Classroom is more simple and faster than other applications
RK	Google Classroom are easy to send assignments, practical, can be used anytime
A	I think Google Classroom is more flexible than other application
NDR	Google Classroom are not complicated, flexible, can be used anywhere
AY	We can discuss with friends in Google Classroom

RA	I think Google Classroom are easy to send tasks, and uses less of quota
SA	Google Classroom are simple, easy to use, and flexible
SFF	I think Google Classroom does not use a lot of quota, and easy to use

Table 1.10 Interview result of question 10

Question 10	
In your opinion, what are the shortcomings of using Google Classroom in learning explanation text during the Covid-19 pandemic?	
ATN	I think the shortcomings of Google Classroom is during the discussion, the page must be refreshed first in order to see the comments
AH	The shortcomings of Google Classroom is every time you have a discussion the page must be refreshed to see further comments
AA	It is hard to understand if the teacher only gives material without explanation
CAA	The connection sometimes is not stable, and sometimes the application error
EK	When start the discussion we had to refresh the page first before see the comment
ET	Applications often crash, making it difficult to submit assignments
HD	it looks less attractive just to show pictures that make you bored
IR	Cannot do voice messages

LTY	Make my storage full
MRN	If the teacher only provides material without explanation, then the lesson being taught is poorly understood
MR	Notifications that appear sometimes late
NNA	Because Google Classroom is connected with Google Drive, so if sometimes Google Drive is full it makes the Google Class error. The display is not attractive
AATA	If the connection is interrupted then learning is also disrupted
RGL	Difficult to send tasks due to connection
WSRS	When you want to see a friend's comment, you have to refresh it first and the notification is sometimes late
YP	Sometimes my connection is bad and causes errors.
RKM	Sometimes the notification is late, causing us to be late for class
AS	Notifications and loading are slow
ZM	It does not look attractive
RSH	Sometimes it is necessary to refresh the page before having a discussion
RVHG	When discussing we need to refresh the page first to see friends' comments
EA	Difficult for discussion, should be refresh the page first before seeing comments
AW	The connection is often lost and the notifications is often late
RK	Sometimes if the connection is bad, it is difficult to upload tasks
A	Boring

NDR	When the connection is interrupted, it is difficult to send tasks
AY	It is difficult to see friends comments
RA	Sometimes if the signal is bad, it is difficult to upload assignments
SA	It is often errors when sending assignments
SFF	When the discussion the page has to be refreshed first so that other comments can be seen