

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' READING ABILITY BY USING
COOPERATIVE INTEGRATED READING AND COMPOSITION**

(CIRC) METHOD OF THE TENTH GRADE OF SMA

MUHAMMADIYAH BRAJA SELEBAH

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2023 M

**INCREASING THE STUDENTS' READING ABILITY BY USING
COOPERATIVE INTEGRATED READING AND COMPOSITION
(CIRC) METHOD OF THE TENTH GRADE OF SMA
MUHAMMADIYAH BRAJA SELEBAH**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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1445 H / 2023 M



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APPROVAL PAGE

Title : INCREASING THE STUDENT READING ABILITY USING BY COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD AT THE TENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH

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Metro, November 2023
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NOTIFICATION LETTER

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Appendix : 1 (one) Bundle
Matter : **In order to hold the munaqosyah
of Dwi Lestari**

To:
The Honorable the Dean of Faculty of Tarbiyah and Teacher Training
State Institute for Islamic Studies of Metro


Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research script which is written
by:


Name : Dwi Lestari
Students Number : 1901050014
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Department : English Education
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(CIRC) METHOD AT THE TENTH GRADE OF SMA
MUHAMMADIYAH BRAJA SELEBAH

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in
order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum, Wr. Wb

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NOTA DINAS

Nomor :
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Assalamualaikum, Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : INCREASING THE STUDENT READING ABILITY USING BY
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Sudah kami dapat setuju dan dapat diajukan untuk di munaqosyahkan. Demikian harapan kami atas penerimaan kami ucapkan terimakasih.

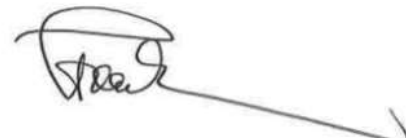
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RETIFICATION PAGE

No. B-5547/In-23.1/D/PP-00-9/11/2023

An Undergraduate Thesis entitled: **INCREASING THE STUDENTS' READING ABILITY BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD OF THE TENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH**. Written by: Dwi Lestari, Student Number 1901050014, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Wednesday, November 17th 2023 at 08.00 – 10.00 a.m. WIB, Located at Gedung Dosen Lantai III A.**

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**INCREASING THE STUDENTS' READING ABILITY BY USING
COOPERATIVE INTEGRATED READING AND COMPOSITION
(CIRC) METHOD OF THE TENTH GRADE OF SMA
MUHAMMADIYAH BRAJA SELEBAH**

ABSTRACT

By :

DWI LESTARI

Reading is one of the receptive language skill that is very important to be mastered in order to get important information. The objective of the research is to find whether the use of the CIRC method can increase reading ability and learning activity of the tenth grade at SMA Muhammadiyah Braja Selebah. In addition, the students also have difficulty reading an English story and difficulty find the meaning about the English story. Therefore, this research was conducted to increase students' reading ability through the use of the CIRC method.

This study is Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, action, observation, and reflection. The researcher collected data using tests, observations, and documentation. Seen from the pre-test results with a percentage of 14% or 3 students, then in post-test 1 with a percentage of 45% or 10 students, and then in post-test 2 it was 82% or 18 students'.

Based on the result of the study, it can be concluded that there is an increase in students' reading ability. It was investigated that the pre-test results with a percentage of 14% or 3 students, then in the post-test I with a total of 45% or 10 students, and then in the post-test II became 82% or 18 students. In addition, the results of students' learning activities in cycle I is 56% and cycle II is 77%. This proves that Cooperative Integrated Reading and Composition (CIRC) method can increase students' reading ability and their learning activity.

Keyword: *Reading Ability, CIRC method, Classroom Action Research.*

**MENINGKATKAN KEMAMPUAN MEMBACA SISWA DENGAN
MENGUNAKAN METODE *COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC)* KELAS X SMA MUHAMMADIYAH BRAJA SELEBAH**

ABSTRAK

OLEH:

DWI LESTARI

Membaca merupakan salah satu keterampilan berbahasa reseptif yang sangat penting dikuasai guna memperoleh informasi penting. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan metode CIRC meningkatkan kemampuan membaca dan aktivitas belajar kelas sepuluh di SMA Muhammadiyah Braja Selehah. Selain itu siswa juga mengalami kesulitan membaca cerita bahasa Inggris dan kesulitan menemukan makna dari cerita bahasa Inggris tersebut. Oleh karena itu, penelitian ini dilakukan untuk meningkatkan kemampuan membaca siswa melalui penggunaan metode CIRC.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap Siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Peneliti mengumpulkan data dengan menggunakan tes, observasi dan dokumentasi. Dilihat dari hasil pre-test dengan persentase 14% atau 3 Siswa, kemudian pada post-test I dengan jumlah 45% atau 10 Siswa, dan kemudian pada post-test II menjadi 82% atau 18 Siswa.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa terdapat peningkatan kemampuan membaca siswa. Dimulai dari hasil pre-test dengan persentase 14% atau 3 Siswa, kemudian pada post-test I dengan jumlah 45% atau 10 Siswa, dan kemudian pada post-test II menjadi 82% atau 18 Siswa. Selain itu hasil aktivitas belajar siswa pada siklus I sebesar 56% dan siklus II sebesar 77%. Hal ini membuktikan bahwa metode Cooperative Integrated Reading and Composition (CIRC) dapat meningkatkan kemampuan membaca dan aktivitas belajar siswa.

Kata Kunci: *Kemampuan membaca , metode CIRC, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned :

Name : Dwi Lestari
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Faculty : Tarbiyah and Teacher's Training
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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts of which are exepcted from the bibliography mentioned.

Metro, November 2023
Researcher



Dwi Lestari
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Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2023
Researcher



Dwi Lestari
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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

"You who believe, make patience and prayer your helpers, indeed Allah is with those who are patient"

. (Q.S. Al-Baqarah:153)

"Everyone must have a dream, so do I, but for me the most important thing is not how big a dream you have, but how much effort you make to realize it."

(Nazril Irham)

DEDICATION PAGE

This an undergraduated-thesis is special dedicated to

*My beloved parents Mr.Sunarwan and Mrs.Sariyah who always support me with
their endless love*

*My beloved brothers Eko Darmawan,M.Yusuf Affandi and Rezza Bagus Zakaria
who always give me motivation and support*

*My beloved lecturer of English Education Study Program of state Islamic Institute
of Metro*

My beloved almamater

ACKNOWLEDGEMENTS

Alhamdulillah, praise the researcher for the presence of Allah SWT thanks to His blessing and mercy, so the researcher can complete writing this undergraduated-thesis entitled: “INCREASING THE STUDENTS’ READING ABILITY BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD OF THE TENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH”.Solawat and salam always be given to our Prophet Muhammad SAW.

This undergraduated-thesis was prepared to obtain an S-1 degree at the State Islamic Institute of Metro. In the preparation of this undergraduated-thesis, the researcher found many obstacles, but because of guidance and cooperation from various parties, finally this undergraduated-thesis can be complete properly. So the researcher respectfully thanks to:

1. Prof.Dr.Hj. Siti Nurjanah, M.Ag as the Rektor of State Islamic Institute of Metro.
2. Dr. Zuhairi,M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd, as the Head of English Education Study Program.
4. Drs. Kuryani,M.Pd , as the supervisor, for his advice, guidance, suggestion and support.
5. All lecturers of English Education Study Program who have taught and educated for the researcher during her study at State Islamic Institute of Metro.

6. Randuk Siregar, S.Pd.,M.MPd, the Headmaster of SMA Muhammadiyah Braja Selehah.
7. All teachers of SMA Muhammadiyah Braja Selehah.
8. Beloved father and mother for endless prayers and support.
9. Beloved friends in English Education Study Program, especially for CJR for being god friends who always accompanied and providing good memories during college.

The researcher realizes that there are still many errors in writing this undergraduated-thesis, therefore the researcher expect constructive criticism and suggestions to perfect this undergraduated-thesis.

Metro, November 2023

The Researcher,

A handwritten signature in black ink, appearing to read 'Dwi Lestari', with stylized, overlapping letters.

Dwi Lestari

NPM. 1901050014

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CHAPTER I

INTRODUCTION

A. Background of Study

English is very important to be taught in each educational level in Indonesia. By mastering English as an international language, people can communicate well by many people from various countries. Some important references are written in English, so by mastering English people can get important information and knowledge. In order to be able to communicate in English well, the students should learn English that consists of productive and receptive language skills. Productive language skill includes speaking and writing. Meanwhile, receptive language skill includes listening and reading.

Furthermore, reading is one of the receptive language skills that is very important to be mastered in order to get important information. By being able to read, the students can get many new vocabularies from the text. They are able to learn grammatical aspect from what they read. Reading has an important function in guiding the students to think critically related to the content of the text. There are some aspects that influence reading that consist of internal and external aspects. Internal aspects include intrinsic motivation, interest in reading, reading habit and learning style. Meanwhile, external aspects include learning media, learning strategy, and external motivation from family members, classmate, and society.

One of the methods in learning in the process of reading of them is Cooperative Integrated Reading and Composition (CIRC). The CIRC program

reading activities is on making more effective use of follow-up time by having Students work within cooperative teams on prescribed activities coordinated with reading group instruction and the basal stories.¹ CIRC has been used in middle school literacy instruction the use of the CIRC method can also be done briefly because their focus in this method is to streamline time so that it is more effective where Students' are coordinated to form reading groups to fulfill the purpose of this method in understanding reading content and increasing vocabulary.

CIRC is very useful to use in increasing reading ability, it has significant benefits in reading ability, because CIRC improves Students skill in completing and solving meaning in a reading. In addition to improving Students' reading skill. CIRC method is also effective in increase students language arts and helping Students' to more motivated to read.² This method is carried out in groups.

However, reading skill is not easy. There are many problems in reading ability faced by the students'. It is difficult for the students' to understand the content of the text because they do not know the meaning of the words. In addition, they are difficult in reading the text because they have limited vocabulary and low grammar mastery. The students' have less motivation in reading the long text. It is because they feel hard in determining the main ideas and supporting details of the text.

¹ Robert J. Stevens, Nancy A. Madden, Robert E. Slavin, and Anna Marie Farnish," Cooperative Integrated Reading and Composition: Two field experiments", (Wiley : International Reading Association, 2016), 436.

² *Ibid*, 436

Table 1.1
The Pre-survey Result.
The students' Reading Skill of the Tenth Grade
at SMA Muhammadiyah BrajaSelebah, Lampung Timur

No	Score	Name	Criteria
1.	55	AB	Incomplete
2.	65	AO	Incomplete
3.	60	ASAD	Incomplete
4.	75	AP	Incomplete
5.	70	AA	Incomplete
6.	55	CE	Incomplete
7.	65	DDP	Incomplete
8.	55	DHS	Incomplete
9.	80	DAS	Complete
10.	60	EA	Incomplete
11.	60	DAL	Incomplete
12.	65	KDR	Incomplete
13.	80	LF	Complete
14.	55	MAN	Incomplete
15.	65	NU	Incomplete
16.	70	R	Incomplete
17.	50	RR	Incomplete
18.	60	SJ	Incomplete
19.	75	SWN	Incomplete
20.	55	TWN	Incomplete
21.	60	TAA	Incomplete
22.	60	VI	Incomplete
Total		1.370	
Averange		62,2	

Source : taken on The Prasurvey at November 20th,2022.

Table 1.2
The Criteria of Learning Result

No	Grade	Frequency	Percentage	Criteria
1.	<KKM	20 Students	90 %	Incomplete
2.	≥KKM	2 Students	10 %	Complete
Total		22 Students	100 %	

Source : taken on The Prasurvey at November 20th,2022.

In line with the reading problems above, the researcher has conducted a pre-survey at November 20th2022, related on the tenth graders' reading problem at SMA Muhammadiyah Braja Selehah it found that Students' reading skill are classified as unsatisfactory. The teacher said that the students still need guidance while they are reading a text. This is because the largest percentage of students' reading ability is included in the incomplete criteria. This means that most Students are unable to achieve the minimum standard of mastery in reading ability. From the results of the pre-survey, it can also be seen that Students' reading ability scores experience problems that must be followed up and overcome.

In the pre-survey process, the researcher has conducted observations on the students' English ability. From this observation, the researcher knows that students have problems understanding the contents of the text reading given. This happens because students experience difficulties in mastering English vocabulary so that students get difficulty to understand the meaning or meaning of the text. Another problem in reading is due to the lack of intensity of students in practicing reading English texts so that students lack confidence in reading English texts. In addition, another problem faced is the inaccurate way of reading students where there are still many students' reading inappropriately as they should, so that Students get difficulty to understand and translate English vocabulary.

Based on all the descriptions above, the researcher intends to overcome students' problems in reading ability. To answer these problems, the

researchers intend to conduct classroom action research. In this case the researcher carried out teaching treatment by applying the Cooperative Integrated Reading and Composition (CIRC) method. The researcher hopes that through the application of this method there is improvement of students' reading ability. Therefore, the researcher conducted a research in the title of "Increasing the students' reading ability using Cooperative Integrated Reading and Composition (CIRC) Method at the Tenth Grade of SMA Muhammadiyah Braja Selehah".

B. Problem Identification

Regarding to the background of study above, the problems identification as follow:

1. The students have limited vocabulary mastery.
2. The students do not have high motivation to practice reading.
3. Most of students find difficulty in reading the content of information of text.
4. The students have low reading ability.
5. The students are hard in determining main idea and supporting details of the text that they read.

C. Problem Limitation

There are many problems related to reading ability, but the researcher only focuses on the problem of number 4 that is "The students have low reading ability". Therefore, the researcher had constructed their search entitled

“Increasing the Students’ Reading Ability Using By Cooperative Integrated Reading and Composition (CIRC) Method at the Tenth Grade of SMA Muhammadiyah Braja Selehah”.

D. Problem Formulation

Based on the limitation of the problem above, the researcher formulates the problem in this study:

1. Can Cooperative Integrated Reading and Composition (CIRC) method increase the reading ability of class tenth Students of SMA Muhammadiyah Braja Selehah?
2. Can Cooperative Integrated Reading and Composition (CIRC) method increase the learning activities of class tenth Students of SMA Muhammadiyah Braja Selehah?

E. The Objective and Benefit of the Study

1. The Objective of the Study

The objectives of the study are as follows:

- a. To whether Cooperative Integrated Reading and Composition (CIRC) method can increase the Students’ reading ability among the Tenth Grade of SMA Muhammadiyah Braja Selehah.
- b. To investigate how Cooperative Integrated Reading and Composition (CIRC) method can increase the learning activity among the Tenth Grade of SMA Muhammadiyah Braja Selehah.

2. Benefit of the study

The benefit of this research has follow:

a. For The Students

This research is expected to provide benefits for students, especially students of SMA Muhammadiyah Braja Selehah by involving them in learning using a variety of reading ability learning methods so that they gain new experiences in the process of learning reading ability. Through this research students are expected to have much better reading ability than before.

b. For the teachers

This research is expected to provide benefits for teachers, especially english teachers in tenth grade at SMA Muhammadiyah Braja Selehah by providing information related to students' reading ability. In addition, the teachers also get information about the application of CIRC in reading ability so that the teacher can develop the learning process using this method in the hope that students' reading ability is better.

c. For the Other researchers

The researcher hope that this study can be usefull for other researchers by providing information related to theories related to the use of Cooperative Integrated Reading and Composition in reading ability. In addition, this study not only provides information related to

these theories but also provides important information related to the procedures for applying reading ability research using CIRC, so it is hoped that this research is one of the references for other researchers who develop this research topic into other forms of research.

F. Prior Research

This research was done by considering some prior research that are done by some previous researchers. The first prior research was done by Amira Wulandari, Nike Angraini, and Desi Suryatika who conducted the same research in the topic on Increasing The students' reading Ability Using Cooperative Integrated Reading And Composition (CIRC).

The title of her research is "The Use of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Reading Comprehension in Descriptive Text of The Seventh-Grade of SMP Negeri 3 Palembang".³ This research is carried out at SMP Negeri 3 Palembang. The research method used is the quantitative. The subject of her research is the sample class of VII.1 and VII.2 consisted of 32 Students for each class, Students' of SMP Negeri 3 Palembang. The research aims to find the use CIRC method was significantly effective in improving the reading ability.

Furthermore, this research has similarity and differentiation Amira Wulandari, Nike Angraini, and Desi Suryatika research. The similarity is in form of the same is topic Cooperative Integrated Reading and Composition

³ Amira Wulandari, Nike Angraini, and Desi Suryatika "The Use of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' reading Comprehension in Descriptive Text of The Seventh-Grade of SMP Negeri 3 Palembang", (Ulil Albab : Jurnal Ilmiah Multidisiplin, 2022), Vol.1, No.1

(CIRC) method to improve student ability in reading ability. Meanwhile, there are some differentiations related with the education level. The researcher's research is conducted at senior high school.

The second relevant research is conducted by Hotima Harahap and Ashari P. Swondo. with the research title "The Effect of Cooperative Integrated Reading and Composition (CIRC) Model on Students' Reading Comprehension".⁴ The research is conducted in 2020 at Madrasah Tsanawiyah Yaspi Labuhan Deli, the research method used is the quantitative method by researching eight grade at Madrasah Tsanawiyah Yaspi Labuhan Deli. The research aims to find out how CIRC method can help Students develop their reading ability'. The results of the relevant research showed that the CIRC method is able to develop reading ability in eight grade at Madrasah Tsanawiyah Yaspi Labuhan Deli.

The relevant research with the researcher's research has an equation that lies in the similarity of the research topic CIRC method to increase reading ability.

The last relevant research is conducted by Eva Mariana, Entis Sutisna, and Asih Wahyuni, The title of her research is "The Use of Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Reading Comprehension".⁵ This research is carried out at the first semester Students of

⁴Hotima Harahap and Ashari P. Swondo.,” The Effect of Cooperative Integrated Reading and Composition (CIRC) Model on Students’ reading Comprehension”, (Jurnal Fisk,2020), Vol.1, No,1.

⁵ Eva Mariana, Entis Sutisna, and Asih Wahyuni,” The Use of Cooperative Integrated Reading and Composition (CIRC) Technique on Students’ reading Comprehension”, (Journal of English Language Studies ,2020), Vol.1, No.2.

English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. The research method used is the quantitative method. The subject of her research is the first semester Students of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University and the object of this research is the effect Of Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Reading Comprehension. In this research, the researcher focuses in using cooperative integrated reading and composition (CIRC) technique to improve Students' ability in reading comprehension at is the first semester Students of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Briefly, Cooperative Integrated Reading and Composition (CIRC) technique is appropriate and useful technique to foster Students' reading comprehension. All in all, CIRC technique can be applied as the alternative way to facilitate Students to improve reading abilities.

Based on the are research above, it is concluded that all of prior research have the similarity with the research that is conducted by the researcher. The similarity is in the use of Cooperative Integrated Reading And Composition (CIRC) method to increase student reading ability and novelty in my research use Class Action research (CAR) methods and in its application, I pay attention to the results of group work in achieving reading abilities and learning activity.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Ability

1. Definition of Reading Ability

According Mary Snyder Broussard, reading is more than simply decoding the printed symbols on the page into individual words; when effective readers engage with a text, they utilize a lifetime of background knowledge, knowledge of vocabulary, and knowledge of the conventions of the text's genre in order to make meaning from it.⁶ People ability to identify words in connected texts must be trained in order to improve reading ability. This is because the ability to read must require repeated practice.

Meanwhile, Betty D. Roe, Sandy H. Smith, and Nancy J. Kolodziej argues that for being able to understand the language of language, when readers are allowed to make decisions about what interests them or what information is important to them in a selection they have just read, they understand and retain that information better.⁷ Reading has very important social role in our life. In order to read well, the reader must be careful in every word or sentence conveyed by the author.

⁶ Mary Snyder Broussard, "Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments", (Chicago: Association of College and Research Libraries, a Division of the American Library Association, 2017), 3-4.

⁷ Betty D. Roe, Sandy H. Smith, and Nancy J. Kolodziej, "Teaching Reading in Today's Elementary Schools: 12th Edition", (Boston: Cengage Learning, 2019), 14.

Reading is not only an activity for language learning but can change the way we think and feel.⁸ Through reading people easily understand the meaning of every word we read so they easily understand the author's intent.

Reading is a component of the umbrella term literacy, but literacy has undergone several changes in definition across history and social groups. Literacy has been defined variably as being the ability to speak and sing, to orate publicly, to sign one's name, and to read a sentence.⁹ However, when they are reading fluently, they sound out unfamiliar words. Research into reading shows that familiar words are read by sight, whereas unfamiliar words are read by sound. Reading has purpose to make readers more careful in reading so that they can capture the ideas in the reading text and can be more careful with writing challenges.

Reading is a complex human behaviour. The ultimate goal of all reading is reading comprehension, the ability to gain meaning from text.¹⁰ Reading is used by the readers to obtain information, this would be submitted by the author through the written language. By reading more information, the readers can know everything that exists in the world.

⁸Jane Spiro and Amos Paran,"Becoming a Reading Teacher: Connecting Research and Practice", (New York: Routledge,2023),3.

⁹Anne McGill-Franzen, andRichard L. Allington,"Handbook of Reading Disability Research", (New York: Routledge,2011),129.

¹⁰Marleen F. Westerveld, Rebecca M. Armstrong and Georgina M. Barton,"Reading Success in the Primary Years: An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention", (Singapore: Open Access,2020),2.

2. Models of Reading

In the learning process, there are some reading models, as follow:

Three major models of reading that increases reading ability, these models include of:¹¹

a. The bottom- up model

This model describes reading as a process that starts with the learner's knowledge of letters, sounds and words and how these words are formed to make sentences. This model is so effective in the early childhood, especially Students as young learners. It's effective because the emphasis here is on the letters, recognition of their shapes and reading individual words. However, this model has many disadvantages if used for higher levels since it forgets the reader's expectations, experience, and attitudes. Furthermore, it doesn't pay attention to the context since it only encourages remembering.

b. The top-down model

This model, which is also called inside-out model and whole to part model, involves the reader's experience and brings to the reading material. This model is broader and more realistic. It should be pointed out here that whenever the experience of the students is being involved, the more effective the teaching is. Moreover, this model encourages guessing. However, one of its disadvantages is that cross-cultural identifications might play a major role in recognizing such

¹¹Osama Abu Baha, 'Reading Models : A Review of the Current Literature', 3, 2017, 44–49.

texts. For instance, some cultures might lack information about certain topics and readers could face great difficulties in recognizing what the topic is about.

c. The interactive model

This model gathers the features of the bottom-up and the top-down models and gives reading more meaning. Here, the readers are more involved in reading. They use their knowledge of subject theme, their pre-experience of written words, their reading and their own expectations to make predictions about the reading text. The most important advantage of this model is that the communicative activities and the reading ability are integrated. In my opinion, we can adopt this model, because it is more realistic and enjoyable to all kinds of students. Moreover, whenever the students' experience is involved, the more interesting, thrilling and lovely the reading is.¹²

3. Aspects of Reading

Learning to read is one of the most important outcomes of education. But reading is an incredibly complex process. It's underpinned by oral language abilities and involves very specific ability development (phonemic and decoding strategies) and the application of comprehension strategies. In order to teach students to read successfully, educators need

¹²*Ibid*,45.

to understand the delicate ways in which these abilities and strategies work together to meet individual Students at their point of need :¹³

a. Phonological and phonemic awareness

Phonological awareness is a term that refers to the ability to focus on the sounds of speech instead of the meaning of speech. It's a continuous stream of speech that can be separated into individual words, that those words can also be broken up into syllables, and that those syllables are made up of separate, single sounds. The most significant of these components for reading development is awareness of the individual sounds or phonemes, that is, phonemic awareness.

b. Phonics

Most teachers and researchers agree that phonic elements need to be taught at the beginning of a reading program. There's still debate around how and when they should be taught. Empirical evidence supports a synthetic approach to teaching phonics for beginning and struggling readers 10-13. A synthetic approach teaches single letters and common letter combinations in an explicit manner, and in an order that helps with blending (synthesising) from the first weeks of formal schooling. The early blending component is critical and begins as soon as the children know letters that can be blended into simple vowel consonant (vc) or consonant-vowel-consonant (cvc) words. As the letter-sound relationships are learned, they are practised in easily

¹³ Chris Brown," The Reading Process and 'The Big Six'",(Australian Journal of Teacher Education 39,2014),No.12.

decodable text. This type of practice is beneficial to most beginner readers, but most importantly to readers who don't pick up these vc or cvc relationships quickly.

c. Vocabulary

Vocabulary is, for the most part, learned indirectly through encounters with the vocabulary (in the media, in stories, in conversations). Exposure to words in different contexts makes their meaning clear, and so the process of vocabulary building occurs. Different children have very different outcomes from learning this way. Some children start school as highly competent vocabulary users. 'Typically developing' children are able to absorb words easily. They find learning new words easy and immersion approaches is successful for them. These children are more likely to acquire the ability of reading easily, and can begin to read for themselves and build an even stronger vocabulary. Other children, however, start school with small vocabularies and they're often unable to learn new words easily.

d. Fluency

Fluency is a pivotal point in reading development – the point where all the component abilities of learning to read are in action and energy can be focused on determining the meaning. The point where 'learning to read' transforms into 'reading to learn'. Fluency involves more than how fast a child can read: it also includes appropriate

phrasing and intonation, which reflect comprehension of the material being read.

e. Comprehension

The ultimate goal of reading is comprehension. Being able to ‘crack the alphabetic code’, while essential for comprehension, isn’t sufficient. Comprehension won’t happen if children don’t have a good understanding of the vocabulary in the text; the relevant background knowledge; familiarity with the semantic and syntactic structures that help predict relationships between words; and the verbal reasoning ability to help ‘read between the lines’.

B. The Concept of Cooperative Integrated Reading and Composition (CIRC)

1. Definition of Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a cooperative learning method to teaching reading and language arts developed by Robert Slavin and Robert Stevens. CIRC has been used in middle school literacy instruction¹⁴. CIRC is a type of method in learning that emphasizes Students to work together in groups. It is done to complete academic work based on the group's goals a multifaceted method that involves Students in learning factual content through a new vocabulary of the story.

¹⁴Neil J. Salkind and Kristin Rasmussen, *Encyclopedia of Educational Psychology* (Sage Publications, 2008).192.

Meanwhile Açıköz argues the CIRC technique is put forward to develop especially the reading and writing ability as well as the speaking and listening ability in upper classes in elementary schools¹⁵. CIRC learning model literally has two meanings: the cohesiveness of cooperative groups between Students and the cohesiveness of reading and writing ability.

The assumption is that the improvement of reading ability through the CIRC learning model is also followed by the improvement of writing ability. There is linear relationship between those ability.¹⁶ The CIRC improve the reading ability with group. During such activities carried out in relation to learning ability such as reading aloud, making predictions about the text, asking questions, summarizing and writing compositions regarding the story, Students help one another, and most of the time, the booklets prepares by the groups are published.

In addition, Slavin, Robert E Farnish and Anna Marief the CIRC program is to use the cooperative teams to help Students learn broadly applicable reading comprehension ability¹⁷. There for students more easily understand the contents of the reading from author.

¹⁵Varişoğlu Behice, "Influence of Cooperative Integrated Reading and Composition Technique on Foreign Students' reading and Writing Skill in Turkish", *Educational Research and Reviews*, 11.12 (2016), 1169.

¹⁶ Hadiwinarto, Novianti, "The Effects of Using CIRC Model on the English Learning Skill among Junior High School Students, *Journal of Education and Learning*. Vol.9 (2) pp. 117-124.

Based on the three opinion is above, it can be concluded that Cooperative Integrated Reading And Composition (CIRC) that can be used to improving The students' ability to reading ability.

2. ElementOf Cooperative Integrated Reading and Composition (CIRC)

To reach the goal of the CIRC method, the teacher must follow the important element of CIRC. Slavin has some classification¹⁸:

a. Reading Groups

Students are deputed to two or more reading groups according to their level, as set by their teacher. Alternatively, instructions are given to the whole class. Students are given assignments in reading groups based on their level of ability. If not, then instructions are assigned to all groups in the class.

b. Teams

Students are given tasks in pairs in groups whose task is to read. Then, pairs are formed with two groups based on their reading ability, namely the group with high reading comprehension ability and the low Abilify group.

c. Story related.

Learners take advantage of novels or novice readers. The story from the novel is presented in the reading group and then discussed accompanied by the teacher. In this group mentoring, the teacher conveys the learning objectives, teaches vocabulary, and immediately

¹⁸ Rafi'ah Nur.,” Implementing Cooperative Integrated Reading and Composition (CIRC) Method to Enhance the Reading Comprehension of Indonesian EFL Learner”, (Journal of English Language Teaching and Applied Linguistics:2021),.8.

analyzes the content of the story after the students do reading. The results of the discussion of the novel are compiled by Students with the intention of honing their ability in making predictions, sorting out problems in reading texts. After the documents are discussed together, Students are given assignments in the form of story packages containing a number of reading activities. Next, they discuss in groups.

3. Benefits of Cooperative Integrated Reading and Composition (CIRC)

In addition, Behice Varişođlu, reported that the CIRC technique is influential on such ability as speaking, reading comprehension and explaining the meanings of words. Other similar studies, giving theoretical information about the CIRC technique, demonstrated that the technique had positive influence on Students' reading and writing ability as well as on their success in vocabulary learning.¹⁹

Applying the CIRC method are to help the student to get understanding the meaning of questions of each job, to help weak the students, to improve the learning outcomes, to put the relevance between Experience and learning activities Students and the child's developmental level.

¹⁹ Behice Varişođlu," Influence of cooperative integrated reading and composition technique on foreign students' reading and writing skills in Turkish", (Academic Journals : Educational Research and Reviews, 2016), Vol.11, 1169.

4. Teaching Steps Using Cooperative Reading and Composition (CIRC)

The whole application is conducted by the researcher. The application phases of the CIRC technique are as follows ²⁰ :

- a. Determining the instructional goals and measurement tools: In this phase, the knowledge and ability to be acquired by The students with the help of the CIRC technique are determined.
- b. Forming the groups: The duties are shared by The students in a way to increase their attachment to one another.
- c. Organization of the classroom for group work: The classroom is organized in a way to facilitate inter group and intragroup interaction and communication.
- d. Informing The students about the goals, the measurement tools and the achievement criteria: At the beginning of the process, The students are informed about the goals and outcomes in relation to comprehension of a text with the CIRC technique. Parallel to the activities carried out regarding the text, quizzes are given. According to the results of these quizzes, the most successful group is declared.
- e. Determining the subject-related materials to be used by the students and informing them about their use: The material to be used by each student is provided by the researcher. When considered necessary, a presentation related to the subject is made to provide background information.

²⁰*Ibid. Vol.11*

- f. Starting and maintaining the in-group study process: The steps taken in the application process of the CIRC technique to be used for reading comprehension and writing activities in teaching.

C. Action Hypotesis

Action hypotesis this research is stated as follows: “ The Cooperative Integrated Reading and Composition (CIRC) method can increase the students’ reading ability and learning activity”.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

The research is classroom action research. This research contains two variables. They are independent variable and dependent variable. The independent variable (Cooperative Integrated Reading and Composition) as the variable (X) and the dependent variable (Reading Ability) as the variable (Y). Operational variable is the definition which based on characteristic of the things that is defined. Meanwhile, variable can be defined an attribute.

There are two operational definitions of variables, which are:

- a. Reading (variable Y) is the ability of the students to comprehend the text and get main meaning from the text. The indicators of reading are the students are able to:
 - 1) Know of word meanings
 - 2) Understand the meaning of text
 - 3) Answer questions that a respectively answer in age.
- b. Cooperative Integrated Reading And Composition (variable X) is one of strategy that can be used in reading subject. By using CIRC the students can be:

- 1) Interested in reading
- 2) Improve their reading ability
- 3) More relaxin reading

2. Operational Definition Of Variable

The operational definition of variable are the variable that sets the bench mark for the succesful implementation of each variable. The operational definition variable of this research are explained as follow :

a. Independent Variable (X)

The operational definition of independent variable is a these are the variables that are manipulated by the researcher, meaning that the researcher determines which subjects receive which condition.²¹

The indicators of independent variable are started as follow :

- 1) Students are able to clearly understand the CIRC situational context.
- 2) Students are able to understand the material conveyed by the teacher regarding descriptive text.
- 3) Students are able to capture the reading text given by the teacher.
- 4) Students are able to interact actively with the English teacher and group mates in discussing reading texts.

b. Dependent Variable (Y)

The operational definition of dependent variable of this research is stated in the following statement: In essence, reading is a dialogue between the reader and the author, and during this dialogue, the reader

²¹ Craig A. Mertler, " Action Research Improving Schools and Empowering Educators: Fifth Edition", (California : SAGE Publications, 2016), 10.

should generate questions to help anticipate meaning, search for information, respond intellectually and emotionally, and infer ideas from and explain further the content of the text.²²

B. Research Location

The researcher conducted classroom action research at SMA Muhammadiyah BrajaSelebah which is located at Braja Harjosari East Lampung. The researcher conducted the research at this school, because the researcher found the reading problems at SMA Muhammadiyah Braja Selebah based on the data of pra-survey.

C. Subject and Object of Study

1. Subject of Study

The subject of this research is the students of the tenth graders of SMA Muhammadiyah Braja Selebah. The total of students is 22 Students.

This research was conducted on tenth graders because most students have low english ability, especially in reading ability.

2. Object of Study

The object of this research is the students' reading ability of the tenth grade of SMA Muhammadiyah Braja Selebah. This classroom action research was done by implementing collaborated study. In this case, the collaborator of this research is thereal English teacher, Mrs.Sri Haryati Nawangsih,S.S .

²² Stephanie Macceca," Reading Strategies for Science: Second Edition",(Huntington Beach : Shell Education Publishing,2014),5.

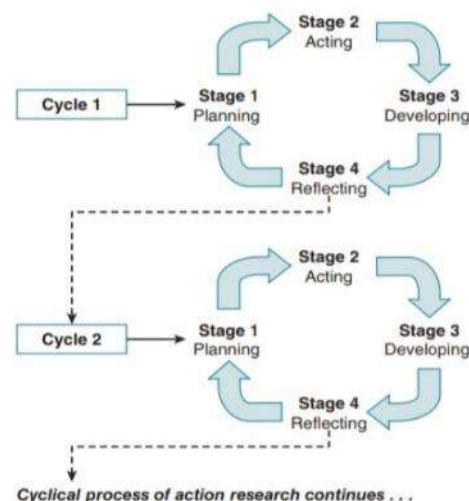
D. Action Plan

According to Bridget Somekh, classroom action research as while undertaking educational action research, the researcher generates their own educational theory from their practice.²³

There are four steps in cycle which have relationship another. the step are observe,reflect,plan and act. Those steps can be see in the following design.

Here is the steps of Classroom Action Research design.

Picture 3.1



Craig A. Mertler Model²⁴

From the illustration above, the explain about four steps of action research procedure are conducted in the cycle.

²³ Máirín Glenn, Bernie Sullivan, Mary Roche and Caitriona McDonagh, "Action Research for the Classroom: A Guide to Values-Based Research in Practice", (New York: Routledge, 2023), 8.

²⁴ Craig A. Mertler, "Action Research Improving Schools and Empowering Educators: Fifth Edition", (California: SAGE Publications, 2016), 38.

1. Cycle 1

a. Planing

At this stage, a strategy or plan is prepared before the research. The preparation of plans is made in detail about the actions that is carried out in class action research. Such as materials, techniques and tactics, methods, steps and even predictions of problems that occur when research is carried out. therefore, the researcher conducts class observations first. At this stage the researcher takes the following steps:

- 1) The researcher discusses with the class teacher to identify problems that occur in Students' reading ability.
- 2) The proposes solving the problem by applying the CIRC method in learning English, especially for reading ability.
- 3) The researcher prepares a syllabus and lesson plan.
- 4) The researcher determines the material object of matter. In the first cycle the material is descriptive text and in the second cycle the material is narrative text.
- 5) The researcher prepares learning resources.
- 6) The researcher prepares research instruments in the form of test sheets, observation sheets, field notes and documentation tools.
- 7) The researcher evaluates Students' test results to determine indicators of success.

b. Acting

This stage is the implementation of any strategies or plans that have been made before. This acting was done in class. Some of the steps that the researcher did at this stage include the following:

- 1) The researcher motivates Students and stimulates their background knowledge.
- 2) The researcher gives a simple explanation about descriptive text material.
- 3) The researcher asks students to form groups of 5-6 Students.
- 4) The researcher gives texts related to the learning topic
- 5) The researcher asks the students' cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper.
- 6) The researcher asks the students' explain/read the group result.
- 7) The researcher assesses the performance of each student and observes the problems in the class. This is done as a reference to improve actions at the next meeting.

c. Developing

This stage carried out several activities, as follows :

- 1) Students read the tex
- 2) That has been given.
- 3) Students work in groups and find the main ideas in the text.

- 4) Students look up the meaning of difficult words and look up the dictionary to find out the meaning.
- 5) Students retell the text they have read using their own language.
- 6) Students are given questions according to the text read.

d. Reflecting

Reflection is an attempt to examine what has happened during the process of action. At this stage, the researcher and the English teacher analyzes the results of observations in cycle I related to 'planning' and 'action'. In the process of reflection can be find several components such as analysis, meaning, explanation, preparation, conclusion and follow-up identification. This stage is carried out in order to plan the actions of cycle II.

2. Cycle 2

a. Planning

- 1) Researcher identifies problems from cycle I.
- 2) Researcher prepares lesson plans.
- 3) The researcher determines the object of matter.
- 4) Researcher prepares learning resources.
- 5) Researcher evaluates student activity after the learning process.

b. Acting

The researcher motivates Students and stimulates their background knowledge.

- 1) The researcher gives a simple explanation about descriptive text material.
- 2) The researcher asks students to form groups of 5-6 Students.
- 3) The researcher gives texts related to the learning topic.
- 4) The researcher asks The students' cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper.
- 5) The researcher asksThe students' explainthe group result.
- 6) The researcher assesses the performance of each student and observes the problems in the class. This is done as a reference to improve actions at the next meeting.

c. Developing

In this stage, the researcher developing the teaching and learning process to collect data on action plan II.

d. Reflecting

In this stage the researcher compares the results of the pre-test and post-test values. This is done to find out whether the next cycle is carried out or not.

E. Data Collection Technique

The data is collected by using several techniques as follow:

1. Test

The test is used in this research in CIRC method of reading ability. the type of test is used in this study is an multiple choice, as the testees are the students of tenth grade of SMA Muhammadiyah Braja Selehah. The test consist of two kinds of test, they are Pre-test and Post-test.

The two tests as follow:

a. Pre-test

After observing the subject activities, the researcher gave pre test to know how far the students' reading ability before giving treatments. This is one to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in reading ability.

b. Post test

After treatments the researcher gave them post test. It is done to know the students' reading ability by circ method. In other words, the post test is to make sure whether this way effective or not increase the students reading ability.

2. Observation

The researcher conducted observation of the outcome of the implemented change and the analysis of the effectiveness of the problem

resolution.²⁵ Observation is a basic method for obtaining data in Classroom Action Research. Observation is the activity of recording all events that occurred during the course of the action. In this study, researcher recorded things that happen during actions and describe Students' performance during the process by observing Students' ability to reading ability using CIRC method and researcher took data on tenth grade Students of SMA Muhammadiyah Braja Selehah.

3. Documentation

Documentation is to show that you are serious about ethical issues, and give to anyone who queries your authenticity or conscientiousness in addressing matters of ethical conduct.²⁶

Documentation can be the state of the school, teachers, Students, teaching and learning activities or pictures when conducting research. In this study, researcher documented data in the form of the state of the school environment, teachers, learning activities and student activity results.

4. Field Note

Field notes are notes that are used to find out the actual conditions that occur in the classroom.

²⁵ Anna Góral, Beata Jałocha, Grzegorz Mazurkiewicz and Michał Zawadzki, "Action Research A Handbook For Students, (Krakow: Instytut Spraw Publicznych, 2021), 1.

²⁶ Jean McNiff and Jack Whitehead, "You and Your Action Research Project", (London: Routledge, 2010), 120.

F. Data Collection Instrument

Data collection instrument is a tool used by researcher to collect data. In this study, the instruments used are as follows:

1. Test

The test sheet is a test instrument given to Students to assess their level of understanding. In this study, the question item used is multiple choice questions about descriptive text. Students must choose the correct answer to assess to be assessed for reading ability.

2. Observation Sheet

Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher activities, student activities and also environmental conditions in the learning process.

3. Field Note Sheet

Field notes are used to record or describe the behavior and activities of teachers and students during the learning process.

4. Documentation Sheet

Documentation sheet is a tool used to collect data and documentation archives. In this study, the documentation attached is in the form of photos of cycle I and cycle II activities.

G. Data Analysis Technique

1. Formula

Data analysis was taken by determining the average scores of pre-test and post-test Students in cycle I and cycle II. The formula for determining such an average value is as follows:

$$\bar{X} = \frac{\sum xi}{N}$$

The Formula of Average Score²⁷

Note:

\bar{X} = Average Score

$\sum x$ = Total Score of the students

N = Total of the students

In addition, to determine the percentage of increase in student learning activities, we can use the following formula:

$$P = \frac{F}{N} \times 100\%$$

The Formula of Class percentage

Note :

P = The Class Percentage

F = Total Percentage Score

N = Total of The students

²⁷ James N Miller and Jane C Miller, "Statistics and Chemometris for analytical Chemistery", (Harlow: Ashford Colour Press Ltd, 2010), 18.

H. Indicators of Success

This research can be said to be successful if 70% of students get a Minimum Completion Criteria score above 76. This means that CIRC method can improve the reading ability of students' in the tenth grade SMA Muhammadiyah Braja Sebah.

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Condition of Teacher at SMA Muhammadiyah Braja Selehah

Condition of teachers in SMA Muhammadiyah Braja Selehah deals with the numbers of teachers and official employers in SMA Muhammadiyah Braja Selehah that is identified as follows:

Table 4.1
The Condition of Teacher at SMA Muhammadiyah Braja Selehah

No	Name	Graduated	The Subject's Teacher
1	Randuk Siregar	S.Pd,.M.Pd	Headmaster
2	Sri Sulasmi	S.Pd.I	Head of curriculum and Arts and Culture Teacher
3	Sigit Ariyanto	S.Pd.I	Head of student affairs and History Teacher
4	Muslikin	S.E	Deputy for infrastructure and Math Teacher
5	Risdiyanto	S.Si	Chemistry Teacher
6	Supriyani	S.P	Economics Teacher
7	Susilowati	Dra	Indonesian Teacher
8	Sri Haryati Nawangsih	S.S	English Teacher
9	Budi Suhermanto	Drs	Kemuhammadiyah Teacher

10	Zaenuri	S.Pd.I	Indonesian Teacher
11	EnggarRahelApriani	S.E	Economics Teacher
12	Nuraini	S.Pd.I	Islamic Religious Teacher
13	GaneviRiksmiyati	S.Pd	Geography Teacher
14	FitriPurnamasari	S.Pd.I	Arabic Language Teacher
15	Eris Setiarto	S.Pd	Physics Teacher
16	Tri Setyawati	S.Pd	Sociology Teacher
17	Sofian Hadi	S.Pd	Physical Eduaction Teacher
18	Debby AnggaPrastiyanto	S.Pd	Physical Education Teacher
19	DwiTrianaSaputri	S.Pd	Biology Teacher
20	LilikWariyanti	S.Pd	English Teacher
21	Armadira Eno Pangestika	S.Pd	Indonesian Teacher
22	EkaIndriyani	S.Pd	Islamic Religious Teacher
23	Nanik Siti Khotijah	S.Pd	Counseling Guidance

Sources: Documentation of condition teacher at SMA Muhammadiyah Braja Sebah in the Academic Year 2022/2023

Tabel4.2
List of administrative staff at SMA Muhammadiyah
Braja Sebah

No	Name	Jabatan Fungsional
1	Agus Eko Saputro	Head of administration
2	Nurul Syaniatul Husnah	Staff
3	YanuWardeniKristanto	Staff
4	Parjiman	Security officer

b. The Quantity Of The Students at SMA Muhammadiyah Braja Selehah

There are 224 Students at SMA Muhammadiyah Braja Selehah, which are divided into seven classes, namely the Class X.Mipa, Class X.Sos, Class XI.Mipa 1, Class XI.Mipa 2, Class X.Sos, Class XII.Mipa, and Class XII.Sos as a whole divided into two departments, namely is MIPA and SOS. The grade class X.Mipa consists of 40 Students, class X.Sos consists of 36 Students, class XI.Mipa 1 consists 26 Students, class XI.Mipa 2 consists 29 Students, class XI.Sos consists 27 Students, class XII.Mipa consists 38 Students, and class XII.Sos consists 28 Students. The quantities of the students at SMA Muhammadiyah Braja Selehah that could be identified as follows:

Table 4.3
The Quantity of The students at SMA Muhammadiyah Braja Selehah

Class	Major	
	MIPA	SOS
X	40	36
XI	55	27
XII	38	28
Jumlah	133	91
Total	224	

Sources: Documentation of students' quantity at SMA Muhammadiyah Braja Selehah in the Academic Year 2022/2023

c. The Building of SMA Muhammadiyah Braja Selehah

The building of SMA Muhammadiyah Braja Selehah is shown in the table as follows:

Table 4.4
The Building of SMA Muhammadiyah Braja Selehah

No.	Kinds of Room	Total
1.	Teacher's Office	1
2.	Classroom	12
3.	Mosque	1
4.	Canteen	1
5.	Student's Toilet	2
6.	Teacher's Toilet	2
7.	Science Laboratory	1
8.	Computer Lab	1
9.	UKS	1
10.	Assembly Hall	1
11.	Extracurricular Space	1

Sources: Documentation of the Building at SMA Muhammadiyah Braja Selehah in the Academic Year 2022/2023

2. Description of Research Data

This research used the classroom action research method which has been carried out in two cycles consisting of cycle I and cycle II. Each cycle consists of two meetings that take 1 X 60 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher made a lesson plan to manage the classroom based on the syllabus used by the class teacher. The action of this research uses Cooperative Integrated Reading and Composition (CIRC) method to increase reading ability.

a. Pre-test Activity

The researcher conducted the pre-test on Friday, August 25th 2023 at 08:00 to 09:00. When the researcher entered the classroom, The students were already in the classroom after performing Dhuha prayers. The researcher greeted the students and then informs them that

the researcher would like to conduct a pre-test in their class to investigate their reading ability. Students must complete the pre-test individually, where the type of test used is the multiple choice test. In this pre-test, the researcher gives multiple choice questions about descriptive text, and then students must do it individually. Moreover, the students' pre-test results are presented on the following table:

Table 4.5
Students' Pre-test Grade

No	Name	Score	Criteria
1.	AB	35	Incomplete
2.	AO	65	Incomplete
3.	ASAD	70	Incomplete
4.	INS	65	Incomplete
5.	AA	80	Complete
6.	CE	40	Incomplete
7.	DDP	80	Complete
8.	DHS	60	Incomplete
9.	DAS	45	Incomplete
10.	EA	65	Incomplete
11.	DAL	55	Incomplete
12.	KDR	55	Incomplete
13.	LF	55	Complete
14.	MAM	45	Incomplete
15.	NU	40	Incomplete
16.	R	45	Incomplete
17.	RR	80	Complete
18.	SSJ	50	Incomplete
19.	SWN	55	Incomplete
20.	APH	40	Incomplete
21.	TAA	40	Incomplete
22.	VI	40	Incomplete
Total		1.205	
Average		55	

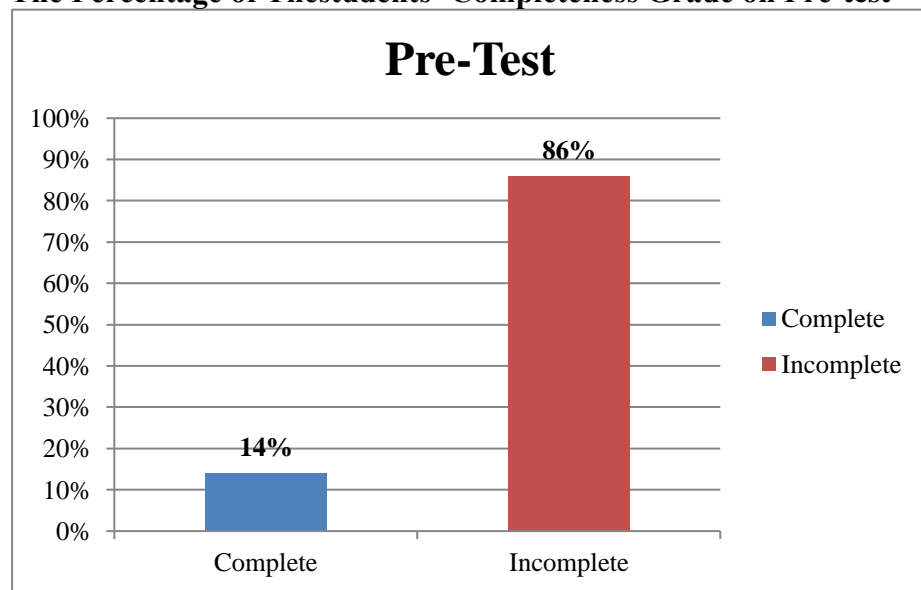
Source: The grade result of reading ability pre-test on August 25th, 2023.

Table 4.6
Frequency of students' Grade Completeness on Pre-test

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 76	3Students	14%	Complete
2.	< 76	19Students	86%	Incomplete
Total		22Students	100%	

Source: The grade result of reading ability pre-test on August 25th, 2023

Figure 4.1
The Percentage of The students' Completeness Grade on Pre-test



Based on the data of pre-test above, it was known that the nine tenth graders (86%) were not successful and three students (14%) was successful. The successful students were those who got the Passing grade of english Subject at SMA Muhammadiyah Braja Selehah at least 76. The successful Students were fewer than those unsuccessful Students. From the pre-test result, the researcher got an average of so the result was unsatisfied. Therefore, the researcher used CIRC method to increase the students' reading ability.

b. Cycle I**1) Planning**

In this stage, the researcher and the collaborator prepared several things related to the teaching and learning process. The things are prepared such as lesson plan, instrument for the post-test in the cycle I, the material, the observation sheet of The students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the students' of the given materials.

2) Acting**a) First Meeting**

The first meeting was conducted on Saturday, August 26th 2023 at 07:30 to 09:00 and followed by 22 students'. The meeting was started by praying, greeting and checking the attendance list. At this stage, the classroom conditions are very effective and cheerful because learning starts in the morning so the students were still excited. Classroom effective and Students were ready to start learning.

For the beginning, the researcher gave a text about the material to be studied at this meeting, which is about descriptive of something, the title is "My Lovely Cat". The researcher explained this text and explained material about

descriptive text. The students were very enthusiastic and focus on learning. After that, the researcher asked The students "What is the text about?". Then the students gave answers, some answered "My Lovely Cat". The researcher said, "Good, your answers are all is right. So today we discuss about my lovely cat, so can you give me example of characteristics of Alexa cat?" The students mentioned some objects related to this this text.

Next, the researcher provided material about descriptive text. The researcher also gave a brief explanation and gave examples of the text "My Lovely Cat". Then the researcher invited the students to reading this text together. After that, the researcher began to apply CIRC method with the following steps: first, the researcher explained what the CIRC method to the students. Second, the researcher invited Students to make some groups. Each group consists of 5-6 Students. Third, the researcher gives text related to the learning topic. Fourth, the researcher asks the students' cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper. Finally, the researcher and the students apply CIRC method repeatedly.

In this stage, the students were able to enjoy the learning process and they were very excited during the learning process.

b) Second Meeting

The second meeting was conducted on Monday, August 28th 2023 at 07:30 to 09:00. In this stage, the researcher began the class by praying, greeting, and checking Students' attendance list. Then the researcher asked several questions related to the material in the previous meeting and explained the material to be discussed in the second meeting.

The researcher continued the activity by providing material about descriptive of something that connected the first meeting material, the researcher provided the next material is descriptive text of historical place, the title is "Candi Borobuddur". The researcher provided this material by adjusting the syllabus used by english teachers. After giving the material, the researcher give intructions to students to create text related to the day's material using the CIRC method. After that, the researcher began to apply CIRC method with the following steps: first, the researcher explained what the CIRC method to the students. Second, the researcher invited Students to make some groups. Each group consists of 5-6 Students. Third, the researcher gives text related to the learning topic.

Fourth, the researcher asks the students' cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper. After that the researcher invited the students to present the results of their work.

In this stage, the students seem more excited than in previous meetings. In addition, they also understand the steps of applying the CIRC method so that students are more focus and the learning process is more conducive.

c) Post-test 1 Activity

On Friday, September 1th 2023 at 07:30 to 09:00, the researcher conducted post-test 1 on the students. The type of test used is multiple choice. This test must be completed by Students individually. The researcher gave twenty multiple choice questions. Then Students work on questions calmly and orderly. In addition, the researcher also asked questions related to the previous material in multiple choice questions. The result of the students' test in post-test 1 was better than test in pre-test before.

Table 4.7
Students' Post-test 1 Grade

No	Name	Score	Criteria
1.	AB	55	Incomplete
2.	AO	65	Incomplete
3.	ASAD	75	Incomplete
4.	INS	80	Complete
5.	AA	80	Complete
6.	CE	50	Incomplete
7.	DDP	85	Complete

8.	DHS	80	Complete
9.	DAS	50	Incomplete
10.	EA	85	Complete
11.	DAL	80	Complete
12.	KDR	65	Incomplete
13.	LF	80	Incomplete
14.	MAM	60	Incomplete
15.	NU	55	Incomplete
16.	R	55	Incomplete
17.	RR	65	Incomplete
18.	SSJ	60	Incomplete
19.	SWN	65	Incomplete
20.	APH	80	Incomplete
21.	TAA	80	Complete
22.	VI	80	Complete
Total		1.530	
Average		69	

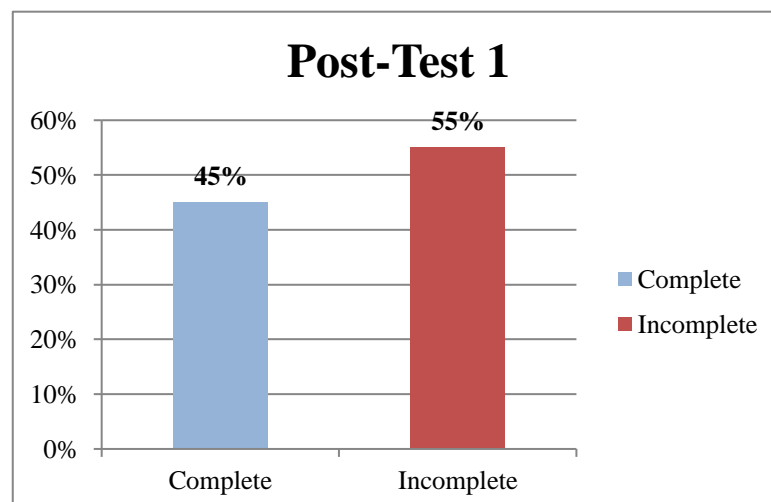
Source: The grade result of reading ability post-test 1 on Friday, September 1st, 2023.

Table 4.8
Frequency of students Grade Completeness on Post-test 1

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 76	10Students	45%	Complete
2.	<76	12Students	55 %	Incomplete
Total		22Students	100%	

Source: The grade result of reading ability post-test 1 on April 17th, 2023

Figure 4.2
The Percentage of students' Completeness Grade on Post-test 1



Based on the result of pos-test 1 above, it could be seen that 10Students (45%) got grade up to the standard and 12Students (56%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get passing grade, at least 76.

3) Developing

Students' activities during learning process. This observation activity was carried out from the opening of the class to the closing. The students who were active in discussion would get the point by ticking it on the observation sheet for the first and second meeting. Meanwhile, the indicators of students' learning activities are as follow:

- a) Student's attention
- b) Student's activeness in learning process
- c) Student's activeness in the giving idea
- d) Student's ability to answering.
- e) Student's ability to task

The result of the students' learning activities could be seen as follow:

Table 4.9
The students' Learning Activities in the Cycle I

No.	Name	Active in Reading Ability Learning Process				
		Attention	Asking	Answering	Giving Idea	Tasking
1	ASAD	✓	✓	✓	✓	✓
2	DDP	✓	✓	✓	✓	✓
3	EA	✓	✓	✓	✓	✓
4	TAA	✓	✓	✓	✓	✓
5	AA	✓	✓	✓	✓	✓
6	LF	✓	✓	✓	✓	✓
7	SWN	-	-	✓	✓	✓
8	SSJ	✓	-	✓	-	✓
9	DAL	✓	✓	-	-	✓
10	RR	-	-	-	-	✓
11	INS	-	-	-	-	✓
12	AO	-	-	-	-	✓
13	CE	✓	✓	✓	-	✓
14	KDR	✓	-	-	-	✓
15	DHS	✓	-	-	-	✓
16	VI	-	-	-	-	✓
17	MAM	✓	✓	✓	✓	✓
18	R	✓	-	-	-	✓
19	AB	✓	-	-	-	✓
20	DAS	✓	-	-	-	✓
21	NU	-	-	-	-	✓
22	APH	✓	-	-	-	✓
Total		16	7	4	8	22

Source: The result grade of students' activities observation in cycle I on April 13th 2023

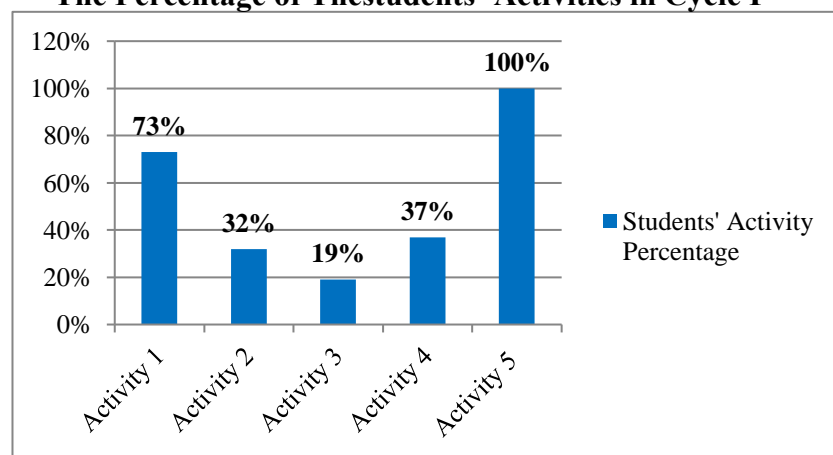
Table 4.10
The Frequency of students' Activities in Cycle I

No.	Aspects	Frequency	Percentage
1.	Student's attention	16 Students	73%
2.	Student's activeness in learning process	7 Students	32%
3.	Student's activeness in the giving idea	4 Students	19%
4.	Student's ability to answering	8 Students	37%

5.	Student's ability to tasking	22 Students	100 %
Number of students		22 Students	
Average Percentage		53%	

Source: The result grade of students' activities observation in cycle I on April 13th 2023

Figure 4.3
The Percentage of Thestudents' Activities in Cycle I



The data above showed that not all the students' active in learning process. There were 16 Students (73%) who gave attention to the teacher explanation, 7 Students (32%) who were active in the learning process, 4 Students (19%) who were active in the application of the giving idea, 8 Students (37%) were able to be reading ability and 22 Students who were active in ability to tasking.

4) Reflecting

Based on the results of observations in the learning process in the cycle I, it can be concluded that the learning process in this research has not achieved the passing grade. At the end of this cycle, the researcher analyzed and calculated all the processes like

Students' pre-test grade and the result of students' post-test I grade.

The comparison between pre-test grade and post-test I grade was as follow:

Table 4.11
The Comparison between Pre-test and Post-test I Grade in Cycle I

No.	Name	Pre-test	Post-test I	Increasing	Explanation
1.	ASAD	35	55	15	Increase
2.	DDP	65	65	0	Stable
3.	EA	70	75	5	Increase
4.	TAA	65	80	15	Increase
5.	AA	80	80	0	Stable
6.	LF	40	50	10	Increase
7.	SWN	80	85	5	Increase
8.	SSJ	60	80	20	Increase
9.	DAL	45	50	5	Increase
10.	RR	65	85	20	Increase
11.	INS	55	80	25	Increase
12.	AO	55	65	10	Increase
13.	CE	55	80	25	Increase
14.	KDR	45	60	15	Increase
15.	DHS	40	55	15	Increase
16.	VI	45	55	10	Increase
17.	MAM	45	65	20	Increase
18.	R	50	60	10	Increase
19.	AB	55	65	10	Increase
20.	DAS	40	80	40	Increase
21.	NU	40	80	40	Increase
22.	APH	40	80	40	Increase
Total		1.205	1.530		
Average		55	69		
High Grade		80	85		
Low Grade		35	50		

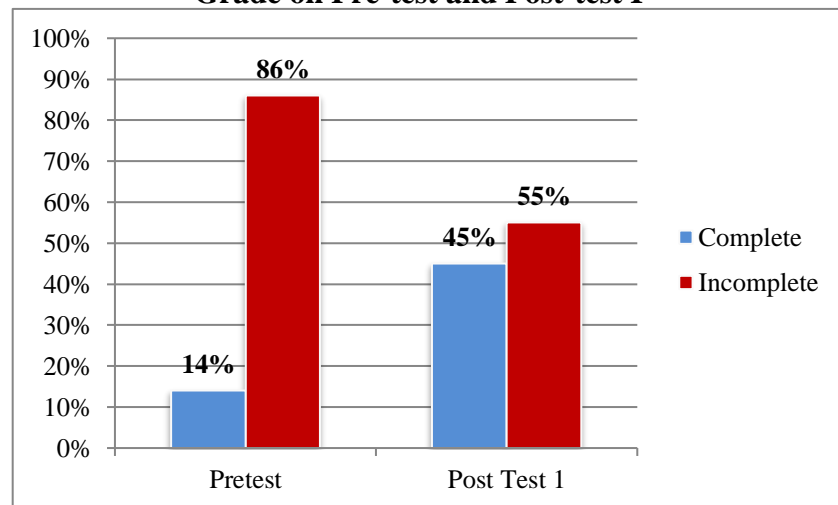
Source: The result of reading test between pre-test and post-test I grade

Table 4.12
The Comparison of students' Grade in Pre-Test and Post-Test I in Cycle I

Interval	Pre-test	Post-test I	Explanation
≥ 76	14%	45%	Complete
< 76	86%	55%	Incomplete
Total	100%	100%	

Then, the graph of comparison students' reading ability in pre-test and post-test I grade in cycle I could be seen as follow:

Figure 4.4
The Comparison of Percentage of the students' Completeness Grade on Pre-test and Post-test I



From the data above, in the pre-test it could be seen that 19 students (86%) did not achieve the passing grade and 3 students (14%) were achieved the passing grade. Meanwhile in the post-test I, it could be seen that 12 students (55%) were not achieved the passing grade and 10 students (45%) were achieved the passing grade. In addition, the average grade of pre-test was 55 and average grade of post-test I was 69. There was improvement between pre-test and post-test I, but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding the results of post-test I and observation of student activities in cycle I, it is related to the learning process that is not running optimally. There are still many students in the incomplete criteria because of lack of focus when the researcher deliver the material, students seem to enjoy and enthusiasm when the application of the CIRC method is carried out. So that students have difficulty in reading ability in post-test I. Therefore, the researcher must continue the implementation of cycle II, which consists of planning, acting, observing and reflecting.

c. Cycle II

The action in cycle I has not been successful so the researcher must continue the application of cycle II. Cycle II is done to correct deficiencies in cycle I, while the steps in cycle II are as follows:

1) Planning

Based on the activities in cycle I, the process in cycle II focuses on solving problems that occur in cycle I, which is related to the delivery of learning material. Then the researcher prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' comprehension on the given materials.

2) Acting

a) First Meeting

The first meeting was conducted on Saturday, September 02nd 2023 at 10:40 to 12:00 that followed by twenty students. The researcher started the lesson by greeting, praying and checking Students' attendance list. Then the researcher asked the students about the material in the last meeting. The researcher continued the material was about descriptive text of tourism, the title is "River of Kings".

Furthermore, the researcher gave the material about tourism to the student. The researcher also gives the explanation and teaches the students about how to pronounce the vocabulary in reading this text. After that, the researcher began to apply CIRC method with the following steps: first, the researcher explained what the CIRC method to the students. Second, the researcher invited students to make some groups. Each group consists of 5-6 Students. Third, the researcher gives text related to the learning topic. Fourth, the researcher asks The students' cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper.

In this stage, the conditions in the classroom were quite effective, The students were interested when the researcher practice how to pronounce the vocabulary in reading, so they

listen carefully. After that, the researcher gave instruction to Students to read the text given and then write down whatever information they found in the text. In addition, The students also followed the researcher' instruction in the application of the CIRC method actively.

b) Second Meeting

The second meeting of the cycle II conducted on Monday, 04th September 2023 at 07:30 to 09:00. The researcher started the lesson by greeting, praying and checking students' attendance list. Then, the researcher gave a small quiz about the material in the last meeting. The students were very excited to answer the questions the researcher gave.

After that, the researcher continued the last material about descriptive text, the title is "Queen of the Adriatic". Then, the researcher gave the material and explanation about the material in this meeting, the researcher also related the material in this meeting to the material in previous meetings and related in to historical place and tourism. After that, the researcher began to apply CIRC method with the following steps: first, the researcher explained what the CIRC method to The students. Second, the researcher invited Students to make some groups. Each group consists of 5-6 Students. Third, the researcher gives text related to the learning topic. Fourth, the

researcher asks the students' cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper.

In this stage, the students actively followed the learning process and the students were very enthusiastic in presenting the results of their work and reading it in front of the class. It is because Students have mastered the application of the CIRC method. Beside of that the material learned is also easy so they were very excited to follow the learning process.

c) Post-test 2 Activity

On Friday, September 08th 2023 at 07:30 to 09:00 the researcher conducted post-test 2. As in post-test 1, the kinds of test that the researcher used in post-test 2 is multiple choice. The students must be completed the test by individually. The researcher gave twenty questions multiple choice. Then students must choose the correct answer to the question. In this test, almost all Students work carefully, for this last test Students got very good scores than the previous test. It could be seen from the result of post-test 2. The results of post-test 2 can be seen in the following table:

Table 4.13
Students' Post-test 2 Grade

No	Name	Score	Criteria
1.	AB	90	Complete
2.	AO	95	Complete
3.	ASAD	95	Complete
4.	INS	100	Complete
5.	AA	95	Complete
6.	CE	90	Complete
7.	DDP	100	Complete
8.	DHS	90	Complete
9.	DAS	100	Complete
10.	EA	90	Complete
11.	DAL	100	Complete
12.	KDR	75	Incomplete
13.	LF	100	Complete
14.	MAM	90	Complete
15.	NU	95	Complete
16.	R	70	Incomplete
17.	RR	75	Incomplete
18.	SSJ	75	Incomplete
19.	SWN	80	Complete
20.	APH	70	Complete
21.	TAA	95	Complete
22.	VI	90	Complete
Total		1.820	
Average		83	

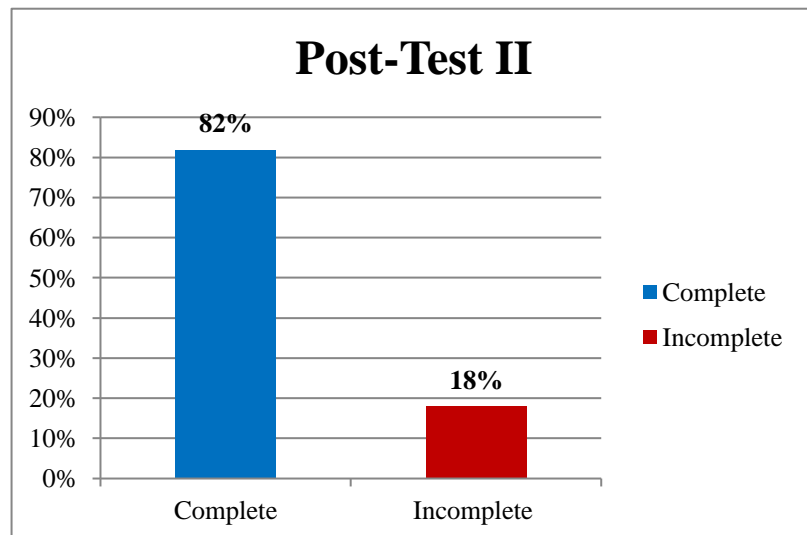
Source: The grade result of reading ability post-test 2 on Friday, 08th, 2023.

Table 4.14
Frequency of students Grade Compliments on Post-Test 2

No.	Grade	Frequency	Percentage	Criteria
1.	≥76	18Students	82%	Complete
2.	<76	4Students	18%	Incomplete
Total		22Students	100%	

Source: The grade result of reading ability post-test 2 on September, 08th, 2023.

Figure 4.5
The Percentage of students' Completeness Grade on Post-test 2



Based on the result above, it could be seen that 18 Students (82%) were successful, and 4 other students (18%) were not successful. From the post test 2 results, the researcher got the average of 83 It was higher than post test 1 in cycle I.

3) Developing

In observing stage, the researcher used CIRC method to present the material. During the learning process, there are four indicators used in assessing student activity. From the results of student activity, the researcher can assess that the learning process in cycle 2 was successful. The results of the student activities result are as follows:

Table 4.15
The students' Learning Activities in the Cycle II

No.	Name	Active in Reading Ability Learning Process				
		Attention	Asking	Answering	Giving Idea	Tasking
1	ASAD	✓	✓	✓	✓	✓
2	DDP	✓	✓	✓	✓	✓
3	EA	✓	✓	✓	✓	✓
4	TAA	✓	✓	✓	✓	✓
5	AA	✓	✓	✓	✓	✓
6	LF	✓	✓	✓	✓	✓
7	SWN	-	✓	✓	✓	✓
8	SSJ	✓	-	✓	-	✓
9	DAL	✓	✓	✓	✓	✓
10	RR	✓	✓	-	-	✓
11	INS	✓	✓	✓	✓	✓
12	AO	-	-	✓	-	✓
13	CE	✓	✓	✓	✓	✓
14	KDR	✓	-	-	-	✓
15	DHS	✓	-	-	-	✓
16	VI	✓	✓	✓	-	✓
17	MAM	✓	✓	✓	✓	✓
18	R	✓	-	-	-	✓
19	AB	✓	✓	-	-	✓
20	DAS	✓	✓	✓	✓	✓
21	NU	-	-	✓	-	✓
22	APH	✓	-	✓	-	✓
Total		19	15	17	12	22

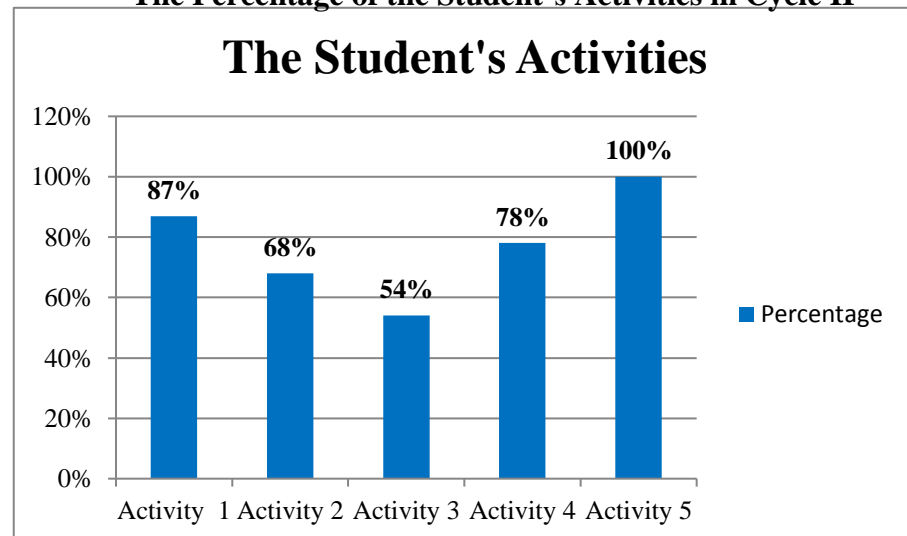
Source: The result grade of students' activities observation in cycle II on May 04th 2023

Table 4.16
The Frequency of students' Activities in Cycle II

No.	Aspects	Frequency	Percentage
1.	Student's attention	19 Students	87%
2.	Student's activeness in learning process	15 Students	68%
3.	Student's activeness in the giving idea	12 Students	54%
4.	Student's ability to answering	17 Students	78%
5.	Student's ability to tasking	22 Students	100%
Number of students		22 Students	
Average Percentage		77%	

Source: The result grade of students' activities observation in cycle II on September, 04th 2023

Figure 4.6
The Percentage of the Student's Activities in Cycle II



From the table above, it can be seen that students learning activities have increased. There were students (87%) who gave attention to the teacher explanation, students (68%) who active in the learning process, students (54%) who active in giving idea in reading ability and students (78%) were able to students ability to answering and students (100%) were able students' ability to tasking. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage 77%.

4) Reflecting

Based on the results of the learning process in cycle II, the researcher can conclude that CIRC method can increase students' reading ability and their learning activities. At the end of

the implementation of cycle II, the researcher with collaborator calculated the results of post-test 2 and analyzed student learning activities. The comparison between Students' post-test 1 and post-test 2 results can be seen in the following table:

Table 4.17
The Comparison between Post-test I and Post-test II Grade in Cycle II

No.	Name	Post-test 1	Post-test 2	Increasing	Explanation
1.	AB	55	90	45	Increase
2.	AO	65	95	30	Increase
3.	ASAD	75	95	20	Increase
4.	INS	80	100	20	Increase
5.	AA	80	95	15	Increase
6.	CE	50	90	40	Increase
7.	DDP	85	100	15	Increase
8.	DHS	80	90	10	Increase
9.	DAS	50	100	50	Increase
10.	EA	85	90	5	Increase
11.	DAL	80	100	20	Increase
12.	KDR	65	75	10	Increase
13.	LF	80	100	20	Increase
14.	MAM	60	90	30	Increase
15.	NU	55	95	40	Increase
16.	R	55	70	15	Increase
17.	RR	65	75	10	Increase
18.	SSJ	60	75	10	Increase
19.	SWN	65	80	15	Increase
20.	APH	80	70	-	Decrease
21.	TAA	80	95	15	Increase
22.	VI	80	90	10	Increase
Total		1.530	1.820		
Average		69	83		
High Grade		85	100		
Low Grade		50	70		

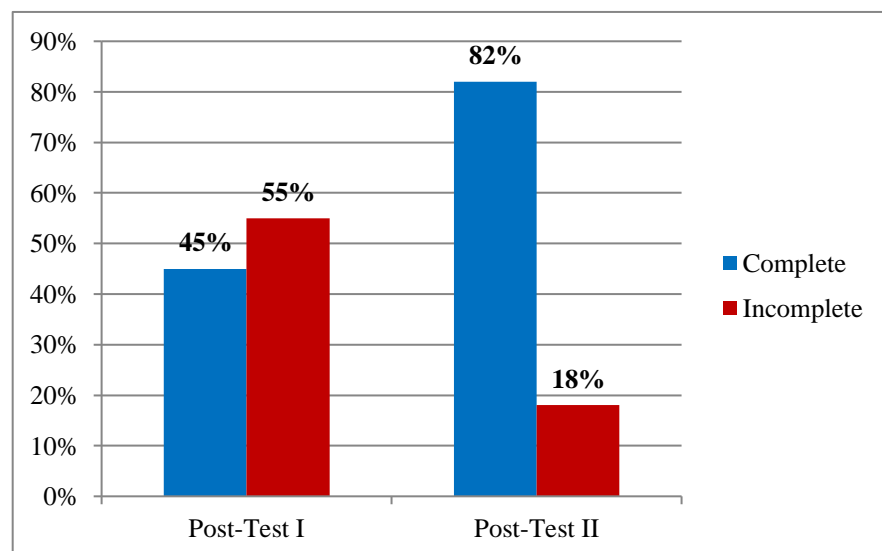
Source: The result of reading ability comparison between post-test I and post-test II grade

Table 4.18
The Comparison of students' Grade in Post-test I
and Post-test II

Interval	Post-test I	Post-test II	Explanation
≥ 76	45%	82%	Complete
< 76	55%	18%	Incomplete
Total	100%	100%	

Then, the graph of comparison Students' reading ability ability in post-test I and post-test II grade could be seen as follow:

Figure 4.7
The Comparison of Percentage of the students' Completeness
Grade on Post-test I and Post-test II



Based on the data above, it could be seen that the grade of the students in post-test II was various. The highest grade was 100 and the lowest grade was 70. The average grade of post-test II was 83. Beside of that, the percentages of students' successfulness of post-test II grade was 82% or 18 students of the total Students passed the passing grade and 18% or 4 students did not pass the passing grade at least 76. It means that the indicator of success of this research

had been achieved that was >75% students got grade 76. It indicated that the students' reading ability was increase. From the results above, it can be concluded that Classroom Action Research (CAR) has been successful and does not need to be continued to the next cycle because the students' learning process and their learning outcomes have reached the indicator of success. It means that CIRC method can increase students' reading ability and their learning activity.

B. Discussion

The researcher was a conducted for students tenth grade of SMA Muhammadiyah Braja Selehah. Based on the pra-survey , Students have many problems in reding ability faced by the students'. It is difficult for The students' to understand the content of the text because they do not know the meaning of the words. In addition,they are difficult in reading the text because they have limited vocabulary and low grammar mastery.

During the researcher used the CIRC method to increase students' reading ability and their learning activity. This method applied by inviting Students to be active in the learning process through the descriptive text. In the learning process with the application of CIRC method there was increasing in student learning activities. It proves that the CIRC method is very useful for use in learning activities.

In addition, the first research by Amira Wulandari, Nike Ardila and Desi Sartika, with the tittle “ The Use of Cooperative Integrated Reading and

Composition (CIRC) method to improve Students' Reading Comprehension in Descriptive Text of the Seventh-Grade of SMP Negeri 3 Palembang". The results for the reading comprehension achievement's in experimental group, it can be seen that the mean score of post-test was higher than mean score of pre-test ($86.094 > 46.87$) and the mean difference between pre-test and post-test was (-39.2188) , it means there was improvement on the mean score of the experimental class.

The second, research by Eva Mariana, Entis Sutisna, and Asih Wahyuni, with the title "The Use Cooperative Integrated Reading And Composition (CIRC) Technique on Students' Reading Comprehension". The results of research the writer conducted to the first semester students of Teacher Training and Educational Sciences, Pakuan University. There were 20 students as the sample of this research by random sampling. The result shows that based on t-table, the degree of freedom of 19 at significant level of 0.05 is 2.09. However, the value of t-test is higher than t-table ($3.89 > 2.09$).

The last, research by Hotima Harahap and Ashari P. Swondo, with the title "The Effect Of Cooperative Integrated Reading And Composition (CIRC) Model On Students' Reading Comprehension". The results of research the data was obtained using pre-test and post-test. The results obtained from the study were the experimental post-test class evenly of 72, 53 was mean of control class of post-test, also results showed significance (2-tailed) $0.004 < 0.05$.

However, from my research the writer conducted this Classroom Action Research and the results of cycle I and cycle II, it can be seen that the CIRC method can increase students' reading ability and their learning activity. There was progress in the student's starting from the pre-test with a total 14% or 3 Students, then in the post-test I with total 45% or 10 Students, and then in the post-test II became 82% or 18 Students.

Moreover, the passing grade in this research was 76. In the post-test I there are 10 students or 45% passed the test with the average 69 and the post-test II is 18 students or 82% who passed the test with average 83. Based on the explanation above, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade >76 are reached.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful. The results of student learning activities in cycle I and cycle II also increased. Student's attention in the learning process from 73% becomes 87%. Student's activeness in learning process from 32% becomes 50%. Student's activeness in the giving idea from 19% becomes 41%. Students' ability to answer from 37% becomes 78% and student's ability to tasking from 100% becomes 100%. It is shown that students' learning activity was increased.

The novelty of this research compared to previous studies is that in terms of sample research used high school level especially tenth grade. Secondly, in terms of methodology used in this research classroom action research where

researcher is to determine the increasing the students' reading ability using by cooperative integrated reading and composititon (CIRC) method of the tenth grade of SMA Muhammadiyah Braja Selehah.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the learning process in two cycles, the researcher can conclude that CIRC method can increase Students' reading ability and their learning activities at the tenth grade of SMA Muhammadiyah Braja Selehah.

It can be seen that the result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the results of post-test. The pre-test questions were given before the treatment and the post-test questions were given after doing the treatment. The researcher some conclusions are outline as follow:

1. The use of Cooperative Integrated Reading and Composition (CIRC) method can increase the Students' reading ability at the tenth grade of SMA Muhammadiyah Braja Selehah.

It can be seen from the progress of students' reading grade, starting from pre-test, post-test 1 to post-test 2. The percentage of students' grade on the pre-test is 14%, then on post-test 1 it is 45% and on post-test 2 is 82%. It means that the result of cycle II. It is means that the results of post-test II have achieved the indicator of success that was 70% of students fulfill the passing grade.

2. The researcher result had achieved the indicator of succes

Beside of that, CIRC method can increase the students' learning activity at the tenth grade of SMA Muhammadiyah Braja Selehah. The result of students learning activity in cycle I is 56% and cycle II is 77%. It means that Students' learning activity can be increasead by the use CIRC method.

B. Suggestion

From the conclusions above, the researcher provides several conclusions, which are as follows:

1. For The students

The researcher suggests the students to be more active in learning activities in class. Students must also continue to increase their reading ability so that their learning outcomes progress significantly.

2. For the Teacher

- a. Teachers are advised to carry out learning activities in class that are more relaxed so that Students can enjoy the process of learning English in class.
- b. The researcher suggests the teacher to use CIRC method in English learning especially to increase Students' reading ability.
- c. Teachers are advised to approach Students emotionally, so that Students are more motivated and become active in learning activities.

3. For the Headmaster

The researcher suggests the headmaster to support the English teacher to applied CIRC method in their learning activities because this method is so helpful in learning English.

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APPENDIXES

**SILABUS MATA PELAJARAN
BAHASA INGGRIS**

Satuan Pendidikan : SMA MUHAMMADIYAH BRAJA SELEBAH
Kelas : X

KI1	:	Menghayati dan mengamalkan ajaran agama yang dianutnya
KI2	:	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, 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.
KI3	:	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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
KI4	:	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, Dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman Dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is...I'm...I live in...I have...I like</i></p> <p>.... dan semacamnya</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan angan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri di depan kelas Ketepatan 	<p>2x2JP</p> <p>1x2JP</p> <p>1x2JP</p>

<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p>	<ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerjaku kelompok. 	<p>menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri</p>
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p>	<p>(5) Rujuk kata</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>
<p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p> <p>Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya</p> <p><i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
<p>4.2. Menyusun teks lisan dan tulis untuk mengucap dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p>	<p><i>Ungkapan</i></p> <p>“Excellent! You really did it well, Tina.”</p>	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p><i>Ungkapan</i></p> <p>“Excellent! You really did it well, Tina.”</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa

<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (<i>care</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapakan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p> <p>1.1. Menyukuri kesempatan mendapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam</p>	<p><i>“That’s nice, Anisa. I really like it.”</i> <i>“It was great. I like it, thank you,”</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan, intonasi</p> <p>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk member perhatian dan cara meresponnya: <i>You look pale .</i> <i>Are you OK?</i> <i>Not, really. I’ve got a headache.</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata,</p>	<p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan 	<p>yang merekam hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p> <p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji
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melaksanakan komunikasi

<p>intonasi</p> <p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p>	<p>perhatian.</p> <ul style="list-style-type: none"> • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p>	<p>bersayap</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations):</p>
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		<ul style="list-style-type: none"> • Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks • Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang 	<p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi <p>Kriteria Penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur 	
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			<p>teks menunjukkan perhatian</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan kesesuaian menggunakan struktur
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			<p>dan unsur ke- bahasaan dalam meny- ampaikan ungkapan untuk menunjukkan perhatian</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan 	2x2JP
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			<p>Komunikasi</p> <p>Kriteria penilaian:</p> <ul style="list-style-type: none">• Pencapaian fungsi sosial• Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>Transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p><i>Struktur Teks</i></p> <p>'I'd like to tell my name, I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja: I'd like to, I will, I'm going to, I introduce</p> <p>...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>niat melakukan sesuatu dengan bimbingan guru</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>Melakukan sesuatu</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan umpan balik.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam 	

		<p>ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara 	<p>proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
		<p>ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 		

<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5 Menyusun teks lisan dan tulis untuk</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended) <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. <i>Struktur text</i> Ungkapan baik dari sumber-sumber</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangkapan • Kesesuaian format penulisan/ penyampaian 	<p>2x2JP</p>
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks,dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>otentik.</p> <p><i>Unsurkebahasaan</i></p> <p>Katadantatabahasabaku (1) Ejaandan tulisandancetak yang jelas dan rapi.</p> <p>(2) Ucapan,tukanankata, intonasi, ketika memprentasikandecaralisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilakupedulidandamainya.</p>	<p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris,perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yanglaindariberbagai sumber Siswabergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamatyan 	<p>CaraPenilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasinyata Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalammenyampaikan ucapan selamatbersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukanpenilaianformal sepertites,t</p>	

		<p>gdisampaikan teman dan guru.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. 	<p>etapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
		<ul style="list-style-type: none"> • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kart ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat 	<p>Komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis Teks berisi ucapan selamat • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulis teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau 	

			carapenilaianlainnya	
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Tindakan/kegiatan yang dilakukan/terjadi	Mengamati	Kriteriapenilaian:	2x2JP

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadiannya yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadiannya</p>	<p>di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kegiatan yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan</p>	<ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain</p>	<ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisantangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, 	

<p>ng dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p>	<p>perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play, dan kegiatan lain</i> 	<p>disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
	<p><i>Unsur pembahasan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>yang terstruktur.</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. 	<p>pembelajaran di setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilai sendiri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 	

		<p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris		
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
		<p>untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membandingkan, menganalisis, mengidentifikasi, memuji, mengkritik, mempro</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, 	<p>9x2JP</p>

<p>kontekspenggunaan nya.</p> <p>Menangkap makna dalam teks deskriptiflisan dan tulis sederhana.</p> <p>Menyuntingteks deskriptiflisan dan tulis, sederhana, tentang orang, tempatwisata, dan bangunanbersejarahte rkenal, dengan memperhatikan fungsi sosial, strukturteks, dan unsurke ahasaanyang benar dan sesuai konteks.</p> <p>Menyusun teksdeskriptif lisan dan</p>	<p>mosikan , dsb.</p> <p><i>Strukturtext</i></p> <p>(1) Penye butan nama orang, tempat wisata, dan bangun an berseja rah terkenal dan nama bagian- bagiann ya yang dipilih untuk dideskr ipsikan</p> <p>(2) Penye butan sifat oran g, temp at wisata, da n</p>	<p>perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentudariteksd eskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber 	<p>bangunanbers ejarah terkenal didepan kelas / berpasangan</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menggu nakan struktur teks dan unsur 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bangunan bersejarah terkenal dan bagian-bagiannya, dan (3) Penyebut tindakan dari atau tindakan terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat</p>	<p>dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambar tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja 	<ul style="list-style-type: none"> kebahasaan dalam membuat teks deskriptif Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio Kumpulancatatan kemajuan belajar berupa catatan atau 	

	<p>at wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kertas yang berkaitan dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p>	<p>kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 		
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
	<p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujuk kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman 	<p>rekaman monolog teks deskriptif</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian</p>	

		<p>dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa dapat menggunakan 'learning journal' 	<p>anSejawat</p> <ul style="list-style-type: none"> Bentuk :diary,jurnal, format khusus, komentar, atau bentuk penilaian lain 	
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</p> <p><i>Fungsisosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswamencobamenerukan 	<p>Kriteriapenilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan keruntutan struktur teks<i>announcement</i> Ketepatanunsur kebahasaan:tata 	2x2JP

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>Fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara lisan dan tertulis.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan,</p>	<p>pengucapannya dan menuliskan teks yang digunakan.</p> <ul style="list-style-type: none"> Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang 	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations):</p>	

	<p>dantandabacayang tepat, dengan pengucapan yang lancardanpe n tulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p>	<p>digunakan dari berbagai sumber.</p> <ul style="list-style-type: none"> • Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakanbersamateman <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswamenganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. 	<p>Bukanpenilaianformal sepertites,tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> - kesantunansaat melakukan tindakan komunikasi - perilakutanggung 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
	Layout, deskripsi, yang membuat tampilan teks lebih menarik	<ul style="list-style-type: none"> Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>announcement</i> dalam kerja kelompok Siswa menyampaikan pemberitahuan 	<p>jawab, peduli, kerjasama, dan cinta</p> <p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan Kumpulank 	

		<p>secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none">• Membuat jurnal belajar (<i>learning journal</i>)	<p>aryasiswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik</p>	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
			untuk dipublikasi <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain	
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks	Teks recount lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa. <i>Fungsi sosial</i> Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. <i>Struktur</i> a. Menyebutkan tindakan / peristiwa/kejadian secara	Mengamati <ul style="list-style-type: none"> • Siswa menyimak sebagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks <i>recount</i> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisannya • Kesesuaian forma 	7x2JP

<p><i>recount</i> dan <i>tulisan</i> sederhana.</p> <p>4.14. Menyusun <i>recount</i> dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>umum</p> <p>b. Menyebutkan urutan tindakan / kejadian/peristiwa secara kronologis,</p>	<p>rinci dan informasi tertentu</p> <p>eks <i>recount</i></p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan bentuk teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan 	<p>penulisan/penyampaian</p> <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan / di depan 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
	<p>dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebab dan akibat benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, intonasi, dan ketepatan ketika mempresentasikan secara</p>	<p>informasi tertentu dalam recount</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text recount dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. Siswa secara berkelompok menuliskan/menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa 	<p>kelas</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunannya saat melakukan tindakan perilakunya tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan 	

	<p>lisan</p> <p>(5) Rujukankata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percayadiri, tanggung jawab,</p>	<p>adengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu 	<p>hansiswa dalam proses pembelajaran di setiap tahapan</p> <p>- Ketepatan dan kesesuaian menggunakan strategi dalam membaca</p> <p>Portofolio</p>	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
	disiplin.	<p>darit eks.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikan di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri 	

			<p>dan penilai an sejawat , berupa koment ar atau carapenilaianlainnya</p> <p>Penilaian Diri dan PenilaianSejawat</p> <ul style="list-style-type: none"> • Bentuk :diary,j urnal, format khusus, koment ar, atau bentuk penilai an lain • Sis wa dibe rika n pela tiha nseb elu m ditu ntut unt uk mela ksan akan nya. 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisantangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok/berpasangan/ di depan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p>	6x2JP

	<p><i>saan</i></p> <p>(3) Kata-kata terikat karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text 	<p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan.</p>	
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		<p>legenda dari berbagai sumber.</p> <ul style="list-style-type: none">• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu		
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
	<p>mempresentasikan secara lisan</p> <p>(6) Rujukan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> • Siswa melengkapi rumpang dari beberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasang siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan 	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung 	


		<p>(<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	<p>g proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
		<ul style="list-style-type: none"> Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p>	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi Ketepatan 	2x2JP

<p>gu. 4.16.Menangkapmaknalagu sederhana.</p>	<p>berbe ntukl agu. (2) Ejaand antulis an tangan dancet ak yang jelas dan rapi. (3) Ucapa n,teka nanka ta, inton asi,</p>	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan 	<p>dan kesesuaiand alam pengucapan dan penyalinan lirik lagu</p> <ul style="list-style-type: none"> - Kesungguhansiswa dalam proses pembelajaran dalam 	
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ketika mempresentasikan secara oral lisan</p> <p>Topik</p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>dalam lagu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangkunya Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesanyang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat 	<p>selesai tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Braja Selebah,
Guru Mata Pelajaran



Sri Haryati Nawangsih, S.S

LESSON PLAN I

School : SMA Muhammadiyah Braja Selehah
Class : X
Kind of Text : Descriptive Text
Theme : Descriptive of something (person, things, animal)
Aspect/Ability : Reading
Time : 2x40Minutes
Meeting 1

1. Standard Competence:

Reading

The student are able to understand the meaning of text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

2. Basic Competence:

The students are able to response to the meaning of short functional text accurately.

3. The Indicators:

- a. Answer the question based on the text
- b. Identifying main idea of the text
- c. Identifying specific information of the text
- d. Finding out words meaning of the text

4. The Objectives of Learning

In the end of learning process:

- a. The students are able to answer the question based on the text
- b. The students are able to identifying main idea of the text
- c. The student are able to underline the difficult words form the text
- d. The students are able mention and identify the generic structures of descriptive text

- e. The students are able to make descriptive text

5. Materials:

Definition of descriptive text.

descriptive text describes a particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things.

Descriptive text has a generic structure such as follows:

1. Identification: (contains about the introduction of a person, place, animal or object will be described.)
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

3. TimeAllotment

2x4minutes.

4. TeachingMethod

Cooperative Integrated Reading and Composition (CIRC)

1. Determining the instructional goals and measurement tools: In this phase, the knowledge and ability to be acquired by the students with the help of the CIRC technique are determined.
2. Forming the groups: The duties are shared by the students in a way to increase their attachment to one another.
3. Organization of the classroom for group work: The classroom is organized in a way to facilitate intergroup and intragroup interaction and communication.
4. Informing the students about the goals, the measurement tools and the achievement criteria: At the beginning of the process, the

students are informed about the goals and outcomes in relation to comprehension of a text with the CIRC method. Parallel to the activities carried out regarding the text, quizzes are given. According to the results of these quizzes, the most successful group is declared.

5. Determining the subject-related materials to be used by the students and informing them about their use: The material to be used by each student is provided by the writer. When considered necessary, a presentation related to the subject is made to provide background information.
6. Starting and maintaining the in-group study process: The steps taken in the application process of the CIRC technique to be used for reading and writing activities in teaching.

5. Procedures of Teaching

No	LearningActivities	TimeAllotment
1	<p>IntroductionApperception:</p> <ul style="list-style-type: none"> - Greeting the students - Checking the students' attendance list - Askingthestudents'knowledgeabout descriptive texts and reading about any stories given <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material 	15 Minutes

2	<p>Main Activities Exploration:</p> <ul style="list-style-type: none"> - In the exploration activity, the teacher: - In volves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the <i>CIRC method</i>. - Facilities the students' interaction among the students with 	60 Minutes
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	<p>The teacher,the environment and other learning resources</p> <ul style="list-style-type: none"> - Involves the students actively in each learning activity. <p>Elaboration:</p> <ul style="list-style-type: none"> - In the elaboration activity,the teacher - Explains descriptive text - Gives the example of the descriptive text - Explains about <i>CIRC method</i> - Gives attest that contains 20 questions and its form is a multiple choice - Asks the students to answer tests based ontheir understanding of the tests that have been learned Provides an oppportunity for the students to think,solve problems and act without fear. - Facilities the student to competein a sportive way to improve the learning objectives. <p>Confirmation:</p> <ul style="list-style-type: none"> - In the confirmation activity,the teacher - Asks the students to read and do the test - Collect student answer sheets 	
3	<p>Closing Activities</p> <ul style="list-style-type: none"> - In the closing activity,the teacher - Discusses the text with the students - Concludes the material with the students - Reflects the activities that have been done in the learning process and motivates the students - Conveys the lesson plan for the next meeting 	15 Minutes

6. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Multiple choice	1. What does the first paragraph talk about? a. Gondola b. Traghetti c. Venice d. Italy e. Venetian boat

The Instructional Scoring

The students' score: $\frac{\text{The Correct Answer} \times 100}{\text{The Total Question}}$

7. Aspect of Assessment

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Lampung Timur ,

Collaborator



Sri Haryati Nawangsih, S.S

Definition of Descriptive Text.

Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience through the use of adjectives and adverbs.

The Purpose of Descriptive Text.

The purpose of a descriptive text is to express what a person or thing is like. For example, instead of just writing the word *chair*, using descriptive words like *old* and *weathered* can provide a distinct image of the chair in their mind.

Generic Structure Descriptive Text.

In descriptive text, the parts that need to be written are:

1. Identification

The first paragraph of a descriptive text is identification, the purpose of which is to identify the object being discussed. This section does not yet concurrently detail the object.

2. Description

The next paragraph is a description. This section describes the characteristics of the object described at the beginning of the text. In this section, the object must be explained in as much detail as possible so that the characteristics of the object can be clearly pictured in the reader's mind.

LESSONPLAN II

School : SMA Muhammadiyah Braja
Selebah Class : X
KindofText : Descriptive Text
Theme : Descriptive text of Historical Place
Aspect/Ability: Reading
Time :2x40Minutes
Meeting : 2

1. Standard Competence:

Reading

The student ae able to understand the meaning of text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

11. Basic Competence:

The understanding in the form of simple short descriptive text by using avariety of written language accurately,fluently and acceptable to interact with the surrounding environment.

12. The Indicators:

- a. Answer the question based on thetext
- b. Identifying main idea of the text
- c. Identifying specific information of the text
- d. Finding out words meaning of the text

13. The Objectives of Learning

In the end of learning process:

- a. The students are able to answer the question based on the text
- b. Students are able to identifying main idea of the text
- c. Students are able to identifying specific information of the text
- d. Students are able to find out words meaning of the text

14. Materials:

Identify the structureof descriptive text

15. Time Allotment

2x4minutes.

16. Teaching Method

Cooperative Integrated Reading and Composition (CIRC)

7. Determining the instructional goals and measurement tools: In this phase, the knowledge and ability to be acquired by the students with the help of the CIRC technique are determined.
8. Forming the groups: The duties are shared by the students in a way to increase their attachment to one another.
9. Organization of the classroom for group work: The classroom is organized in a way to facilitate intergroup and intragroup interaction and communication.
10. Informing the students about the goals, the measurement tools and the achievement criteria: At the beginning of the process, the students are informed about the goals and outcomes in relation to comprehension of a text with the CIRC technique. Parallel to the activities carried out regarding the text, quizzes are given. According to the results of these quizzes, the most successful group is declared.
11. Determining the subject-related materials to be used by the students and informing them about their use: The material to be used by each student is provided by the writer. When considered necessary, a presentation related to the subject is made to provide background information.
12. Starting and maintaining the in-group study process: The steps taken in the application process of the CIRC technique to be used for reading and writing activities in teaching.

17. Procedures of Teaching

No	Learning Activities	Time Allotment
1	<p>Introduction Apperception:</p> <ul style="list-style-type: none"> - Greeting the students - Checking the students' attendance list - Asking the students' knowledge about descriptive text and reading about any stories given <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material 	15 Minutes
2	<p>Main Activities Exploration:</p> <ul style="list-style-type: none"> - In the exploration activity, the teacher: - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the CIRC method - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources - Involves the students actively in each learning activity. <p>Elaboration:</p> <ul style="list-style-type: none"> - In the elaboration activity, the teacher - Explains about descriptive text - Gives the example of the descriptive text - Explains about Cooperative Integrated Reading and Composition (CIRC) - Gives a test which contains 20 questions and its form is 	60 Minutes

	<p>a multiple choice</p> <ul style="list-style-type: none"> - Asks the students to answer tests based on their understanding of the tests that have been learned Provides an opportunity for the students to think, solve problems and act without fear. - Facilitates the student to complete in as positive way to improve the learning objectives. <p>Confirmation:</p> <ul style="list-style-type: none"> - In the confirmation activity, the teacher - Asks the students to read and do the test - Collect student answer sheets 	
3	<p>Closing Activities</p> <ul style="list-style-type: none"> - In the closing activity, the teacher - Discusses the text with the students - Concludes the material with the students - Reflects the activities that have done in the learning process and motivates the students - Conveys the lesson plan for the next meeting 	15 Minutes

18. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Multiple choice	<p>2. From the text we know that ?</p> <ul style="list-style-type: none"> a. Some construction of the mosque takes the local style b. Banjar people burned down the mosque c. There is nothing special from this mosque

		<p>d. The Dutch colonial built the mosque</p> <p>e. Banjar's past architecture before Islam era</p>
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The Instructional Scoring

The students' score: $\frac{\text{The Correct Answer} \times 100}{\text{The Total Question}}$

19. Aspect of Assessment

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Lampung Timur ,

Collaborator



Sri Haryati Nawangsih, S.S

LESSON PLAN III

School : SMA Muhammadiyah Braja Selehah

Class : X

Kind of Text : Descriptive text

Theme : Descriptive text of Tourism

Aspect/Ability: Reading

Time : 2 x40 Minutes

Meeting : 3

1. Standard Competence:

Reading

The student are able to understand the meaning of text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

2. Basic Competence:

The understanding in the simple short descriptive text by using a variety of written language accurately,fluently and acceptable to interact with the surrounding environment.

3. The Indicators:

- a. Answer the question based on the text
- b. Identifying main idea of the text
- c. Identifying specific information of the text
- d. Finding out words meaning of the text

4. The Objectives of Learning

In the end of learning process:

- a. The students are able to answer the question based on the text
- b. Students are able to identifying main idea of the text
- c. Students are able to identifying specific information of the text
- d. Students are able to find out words meaning of the text

5. Materials:

Identify the structure of descriptive text.

20. Time Allotment

2x4minutes.

21. Teaching Method

Cooperative Integrated Reading and Composition (CIRC)

1. Determining the instructional goals and measurement tools: In this phase, the knowledge and ability to be acquired by the students with the help of the CIRC technique are determined.
2. Forming the groups: The duties are shared by the students in a way to increase their attachment to one another.
3. Organization of the classroom for group work: The classroom is organized in a way to facilitate intergroup and intragroup interaction and communication.
4. Informing the students about the goals, the measurement tools and the achievement criteria: At the beginning of the process, the students are informed about the goals and outcomes in relation to comprehension of a text with the CIRC technique. Parallel to the activities carried out regarding the text, quizzes are given. According to the results of these quizzes, the most successful group is declared.
5. Determining the subject-related materials to be used by the students and informing them about their use: The material to be used by each student is provided by the writer. When considered necessary, a presentation related to the subject is made to provide background information.
6. Starting and maintaining the in-group study process: The steps taken in the application process of the CIRC technique to be used for reading and writing activities in teaching.

22. Procedures of Teaching

No	LearningActivities	TimeAllotment
1	<p>IntroductionApperception:</p> <ul style="list-style-type: none"> - Greeting the students - Checking the students' attendance list - Asking the students' knowledge about descriptive texts and reading about any stories given <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material 	15Minutes
2	<p>Main Activities</p> <p>Exploration:</p> <ul style="list-style-type: none"> - In the exploration activity, the teacher: - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the CIRC method - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources - Involves the students actively in each learning activity. <p>Elaboration:</p> <ul style="list-style-type: none"> - In the elaboration activity, the teacher - Explains about descriptive text - Gives the example of the descriptive text - Explains about Cooperative Integrated Reading and Composition (CIRC) - Gives a test which contains 20 questions and its forms 	60Minutes

	<p>a multiple choice</p> <ul style="list-style-type: none"> - Asks the students to answer test based on their understanding of the tests that have been learned Provides an opportunity for the students to think,solve problem and act without a fear. - Facilities the student to complete in a sportive way to improve the learning objectives. <p>Confirmation:</p> <ul style="list-style-type: none"> - In the confirmation activity,the teacher - Asks the students to read and do the test - Collect student answer sheets 	
3	<p>Closing Activities</p> <ul style="list-style-type: none"> - In the closing activity,the teacher - Discusses the text with the students - Concludes the material with the students - Reflects the activities that have done in the learning process and motivates the students - Conveys the lesson plan for the next meeting 	15Minutes

23. Evaluation

EvaluationTechnique	EvaluationInstrument	SampleofInstrument
WrittenTest	Multiplechoice	<p>3. What is the text about ?</p> <ul style="list-style-type: none"> a. My Lovely dog b. My best friend c. My pet shop d. His mother e. His father

The Instructional Scoring

The students' score = $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

24. Aspect of Assesment

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Lampung Timur ,

Collaborator



Sri/Haryati Nawangsih, S.S

Identify the descriptive text below!!

Text1

Borobudur is the biggest temple in Indonesia. Candi Borobudur is in Magelang, Central Java, notwithstanding being a clamoring vacation destination, is likewise a focal point of love for Buddhists in Indonesia, particularly in every festival of Vesak. This is steady with the importance of its name is "cloister in the slopes". Borobudur is right now assigned as one of the UNESCO World Heritage.

Borobudur was constructed around 800 BC or 9th century. Borobudur was assembled by the devotees of the Mahayana Buddha amid the rule of the Sailendra line. This temple was fabricated in the prime of the Sailendra tradition. Borobudur author, King Samaratunga from dynastic or Sailendra administration. The likelihood of this temple was manufactured around 824 AD and was finished around the year 900 AD amid the rule of Queen Pramudawardhani who is the girl of Samaratunga. While the engineers who added to construct this temple as indicated by the account of inherited named Gunadharma.

The word Borobudur itself by first composed confirmation composed by Sir Thomas Stamford Raffles, the Governor General of Great Britain in Java, which gave the name of this temple. There is no composed proof that more established who issued it the name Borobudur temple. The main archives that demonstrate the presence most established temple is Nagarakertagama book, which was composed by MPU Prapanca in 1365. In the book composed that the temple was utilized as a position of Buddhist contemplation.

The importance of the name Borobudur "cloister in the slopes", which is gotten from "bara" (temple or religious community) and "beduhur" (slopes or high place) in Sanskrit. Accordingly, as per the significance of the name Borobudur, then this spot since it was utilized as a position of Buddhist love.

Text II

Machu Picchu is a famous symbol of the Incan Empire history. It is also well known as the lost Incan city. It was built in 1450 but a hundred years later it was abandoned after the Spanish came and conquered the Incan Empire. Machu Picchu is a city built with the polished stone. It is located in the middle of a tropical mountain forest with an extraordinarily beautiful panorama. The main building is Intihuatana, the Temple of the Sun, and Room of the Three Windows, which are called the Sacred District. Initially, the city was a fortress and then transformed into the capital of the Incas. Machu Picchu means Old Mountain. The city stands about 3 thousands meters above sea-level, among the high mountains. Though it takes long time to reach the place, the dazzling panorama is very worth it.

LESSON PLAN IV

School :SMA Muhammadiyah Braja
SelebahClass : X
KindofText : Descriptive text
Theme : The Descriptive text of historical place and tourism
Aspect/Ability: Reading
Time :2 x40 Minutes
Meeting 4

1. Standard Competence:

Reading

The student ae able to understand the meaning of text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

2. Basic Competence:

The understanding in the form of simple short descriptive text by using a variety of written language accurately,fluently and acceptable to interact with the surrounding environment.

3. The Indicators:

- e. Answer the question based on the text
- f. Identifying main idea of the text
- g. Identifying specific information of the text
- h. Finding out words meaning of the text

4. The Objectives of Learning

In the end of learning process:

- a. The students are able to answer the question based on the text
- b. Students are able to identifying main idea of the text
- c. Students are able to identifying specific information of the text
- d. Students are able to findout words meaning of the text

5. Materials:

Practice questions related to the given descriptive text.

6. Time allotment

2 x4minutes.

7. TeachingMethod

Cooperative Integrated Reading and Composition (CIRC)

1. Determining the instructional goals and measurement tools: In this phase, the knowledge and ability to be acquired by the students with the help of the CIRC technique are determined.
2. Forming the groups: The duties are shared by the students in a way to increase their attachment to one another.
3. Organization of the classroom for group work: The classroom is organized in a way to facilitate intergroup and intragroup interaction and communication.
4. Informing the students about the goals, the measurement tools and the achievement criteria: At the beginning of the process, the students are informed about the goals and outcomes in relation to comprehension of a text with the CIRC technique. Parallel to the activities carried out regarding the text, quizzes are given. According to the results of these quizzes, the most successful group is declared.
5. Determining the subject-related materials to be used by the students and informing them about their use: The material to be used by each student is provided by the writer. When considered necessary, a presentation related to the subject is made to provide background information.
6. Starting and maintaining the in-group study process: The steps taken in the application process of the CIRC technique to be used for reading and writing activities in teaching.

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1	<p>Introduction Apperception:</p> <ul style="list-style-type: none">- Greeting the students- Checking the students' attendance list- Asking the students' knowledge about descriptive texts and reading about any stories given <p>Motivation</p> <ul style="list-style-type: none">- Delivering the objectives of learning- Explaining the importance of the material	15 Minutes
2	<p>Main Activities Exploration:</p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none">- Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the CIRC method- Facilitates the students' interaction among the students with the teacher, the environment and other learning resources- Involves the students actively in each learning activity. <p>Elaboration:</p> <ul style="list-style-type: none">- In the elaboration activity, the teacher- Explains about descriptive text- Gives the example of the descriptive text- Explains about cooperative Integrated Reading and Composition	60 Minutes

	<ul style="list-style-type: none"> - Gives a test which contains 20 questions and its form is a multiple choice - Asks the students to answer test based on their understanding of the tests that have been learned Provides an opportunity for the students to think,solve problem and act withoutafear. - Facilities the student to complete in a sportive way to improve the learning objectives. <p>Confirmation:</p> <ul style="list-style-type: none"> - In the confirmation activity,the teacher - Asks the students to read and do the test - Collect student answer sheets 	
3	<p>ClosingActivities</p> <ul style="list-style-type: none"> - In the closing activity,the teacher - Discusses the text with the students - Concludes the material with the students - Reflects the activities that have done in the learning processand motivates the students - Conveys the lesson plan for the next meeting 	15Minutes

9. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Multiple choice	4. What does the above text tell about? a. The history of Kediri b. The famous product of Kediri c. The description of Kediri d. The people e. 1.3 million

The Instructional Scoring

The students' score = $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

10. Aspect of Assessment

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Lampung Timur ,

Collaborator



Sri Haryati Nawangsih, S.S

Answer the question below!!

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

1. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

2. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

3. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

4. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from “wayang” figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western Europe’s tallest building.

Designed by architect Renzo Piano, The Shart is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that’s equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a ‘vertical city where people can live, work and relax’. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

5. What is the text about?

- A. The architect Renzo Piano
- B. The Shard glass panels
- C. The Shard, building in London
- D. The tallest building in London
- E. The heart of London

6. In Europe, the Shard gains popularity on its ...

- A. Location
- B. Function
- C. Height

- D. Age
- E. Usage

7. What probably makes people interested to stay in the Shard?

- A. It has multiple uses
- B. It is the tallest building in UK
- C. It was built by famous architect
- D. It is located in the heart of London
- E. It is very cheap

8. "..., making it Western European's tallest building." What does the underlined word "it" refer to?

- A. The Shard
- B. The glass
- C. London
- D. Skyscraper
- E. Renzo Piano

Today, my aunt comes to visit our house. She's my favorite aunt. Her name is Isma.

She's very beautiful. Her height is 168 cm with weight 52 kg. Her skin is fair. She has black and round eyes. Her nose is sharp. She has long wavy hair.

My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. She is also well loved by our family members. I always wait for her visit to my house.

9. What is the topic of the text?

- A. A Science Teacher
- B. Beautiful aunt
- C. Isma's aunt

D. Writer's favorite aunt

E. Beautiful student

10. The last paragraph mostly talks about

A. The writer's aunt in general

B. The writer's aunt's physical description

C. The writer's aunt's characteristics

D. The visit of writer's aunt

E. The Writer's aunt is students

PRE-TEST

NAME :

CLASS :

This text is for question no 1 – 5

Tanjung Benoa is a beach town. It is located at the elite area in Nusa Dua Bali. The area is situated with the view of the sea in Bali. On the north side, there are Benoa Harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call Serangan Island the turtle island, because it is used to breed the turtles.

At Tanjung Benoa Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming toward the shore by standing or flying on a special board called surfboard. It is a very enjoyable and impressive sport. Most surfing lovers call it as the most challenging water sport, as it needs ability, strength, as well as bravery. The others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

Apart from swimming, snorkeling and diving are also the kinds of water sport favored by the tourist. Through diving goggles, the beauty of Bali marine park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park through the glass bottomed motor boats that are specially provided for the tourists.

1. What can be viewed through the diving goggles?

- A. The beauty of the marine park
- B. The beauty of the Mertasari Harbour
- C. The view of Tanjung Benoa
- D. The view of the big waves
- E. The view of the sea in Bali

2. Which of statements is not true about the text?

- A. Tanjung Benoa is a beach town located in Nusa Dua Bali.
- B. Tanjung Benoa is a very famous beach in Nusa Dua Bali.
- C. Tourists can enjoy many kinds of water sports in Tanjung Benoa.
- D. Tourists who cannot dive can also enjoy the beauty of the marine park.
- E. Tourist can't enjoy of water sports in Tanjung Benoa

3. "Those who cannot ..." (Paragraph three) The word those refers to ?

- A. Tourists
- B. water sport
- C. turtles

- D. swimming and diving
- E. Tanjung Benoa

4. What does paragraph three discuss?

- A. The water sports of Tanjung Benoa Beach Town.
- B. Snorkeling and diving are alternative tourism activities in Tanjung Benoa.
- C. Surfing becomes the most favorite water sport in Tanjung Benoa.
- D. Tourist can swim, dive, surf, and so on in Tanjung Benoa Beach
- E. Tourist can enjoy surfing and diving

2. Tourist can enjoy surfing and diving

5. Why is Serangan Island called turtle island? It is called turtle island because

- A. it is used to trade many kinds of turtle.
- B. it is a place where thousand turtles live naturally.
- C. It used to breed turtles
- D. It used to breed and to trade turtles
- E. It used to breed and to trade shark

This text is for questions no. 6-13

Cocoa Beach Florida is known as the perfect beach town. It is an hour drive to east of Orlando on Florida's amazing Space Coast. The drive here is almost as beautiful as the beach.

Cocoa Beach is one of the most affordable beach vacations in Florida. There are a lot of things to see around Cocoa Beach. Space Coast offers you the chance to go deep sea fishing or parasailing, river tour and getting up close with the awesome wildlife of Florida.

While at Cocoa Beach, tourist can also visit the Kennedy Space Center, the Brevard Zoo, or spend some time shopping. They are within short driving distance to all of the Orlando attractions, and drive back to Cocoa Beach at night to enjoy dinner in one of the many dining spots on the beach.

When night sets in, tourist can travel back and enjoy the nightlife on the beach that ranges from cool jazz clubs to beach side cafes. There are some facilities to stay with perfect accommodations and wake up to a breathtaking sunrise on the beach.

With plenty of offers, tourist or businessmen who like beach vacation, Cocoa Beach is the best place to consider. They will find exactly what they have been looking for.

6. What does the text mostly tell us about ?

- A. Cocoa Beach

- B. Cocoa Beach
- C. Caneel Bay
- D. Long Beach
- E. Little Beach

7. Where does the story take place ?

- A. Texas
- B. Florida
- C. Nebraska
- D. New Mexico
- E. America

8. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Gold Coast
- E. Front Coast

9. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Sp
- B. ace Center
- C. The Brevard Zoo
- D. Hoosac School
- E. A and B
- F. Jazz Club

10. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

11. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Club Jazz
- E. Gold Coast

12. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Space Center
- B. The Brevard Zoo
- C. Hoosac School
- D. A and B
- E. Club Jazz

13. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

The text is for questions no. 14-17

Rome is the capital city of Italy. If you visit Rome, you will have plenty of chances to see all sorts of great sights. Rome can be traced through its mythology when it was founded on. It was said that twins of Romulus and Remus have founded the city in 753 BC, on the date of April 21st.

This corresponds were fairly close to archeological evidence, which shows farming communities in the area. As the Catholic Church grew, Rome became more and more important in both religion and politics. Rome was one of the central leading cities in the Renaissance. It is seen when visitors walk through the streets and see the various buildings. They style was profoundly affected by the work of the artists of the time. Visitors can see evidence of all sorts of artistic influences, such as the Baroque palaces, the huge squares and obelisks, and other structure throughout the city.

Rome is well –known for its architecture. The Colosseum is a sample of famous Roman structures. It was once a grand, ground-breaking amphitheatre, and was at the forefront of architectural advancements in 70 AD. Since then it has fallen apart slightly, but it is still an astounding and imposing structure.

Modern Rome is a very busy place to visit. It is considered as a cultural center of the region, and offers all the arts in various forms. It his a thriving music scene, with several major concert halls. Rome puts out a lof of movies every year, more than any other region of Italy. It is home to Cinecitta studios, the biggest facility in Europe.

14. Rome is the capital city of

- A. Spain
- B. France
- C. Italy
- D. monaco
- E. Spain

15. What is the name of the building that represent Roman structures in Rome?

- A. Colosseum
- B. Roman Museum
- C. Renaissance Museum
- D. Romulus & Remus Museum
- E. Major concert halls

16. When was the city founded?

- A. In 758 BC
- B. In 753 BC
- C. In 735 BC
- D. In 754 BC
- E. In 765 BC

17. What is the suitable title for the text above?

- A. Italy
- B. Roman Era
- C. Colosseum
- D. City of Romeo
- E. City of juliet

The text is for questions no. 18-20

I have a pet. It is a rabbit. Its name is Milky . I call it Milky because it has white and long fur, from head to toe. Milky is jersey woolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

18. What does the text mostly tell us about ?

- A. The writer's rabbit pet
- B. Kinds of rabbit breed
- C. Milky' physical description
- D. Rabbit as a pet
- E. Milky is Cat

19. Why is pet being called Milky ?

- A. It is a Jersey Woolly breed
- B. It has small body
- C. It has white ears
- D. It has white fur
- E. It has long tail

20. How old is the writer's rabbit pet ?

- A. 1 month old
- B. 2 month old
- C. 1 years old
- D. 2 years old
- E. 6 month years old

ANSWER KEY OF PRE-TEST

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

11. A
12. D
13. D
14. C
15. D
16. B
17. A
18. C
19. D
20. C

POST TEST 1

Name :

Class :

Descriptive Text about Animal 1

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. What the color is Dimo's eyes ?
 - A. Black
 - B. White
 - C. Brown
 - D. Dark brown
 - E. Red
2. Where the writer got the pet ?
 - A. His neighbor
 - B. A pet shop
 - C. His friend
 - D. His mother
 - E. His family
3. What is the text about?
 - A. My lovely dog
 - B. My best friend
 - C. My pet shop
 - D. His mother
 - E. His father

Descriptive Text about Animal 2

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes. We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

4. What is the topic of the story?
 - A. A friendship between a cat and a dog
 - B. Spending time with a pet inside and outside the house
 - C. A friendly and sweet dog
 - D. A friendship between a pet and its owner
 - E. Snowy is really a sweet and friendly pet

5. The main topic of paragraph two is
 - A. The writer's activities with his/her pet
 - B. Everybody loves to walk with Snowy
 - C. Snowy is a cute and friendly dog
 - D. Snowy always plays with the cat
 - E. People love to see Snowy

6. Where does the writer usually spend the time with his pet?
 - A. In the neighborhood
 - B. On the street
 - C. At school
 - D. At home
 - E. At Restaurant

7. What activity does the writer do after school with his pet?
 - A. Cuddle it softly
 - B. Take it for a walk
 - C. Give it milk
 - D. Let it play with the cat
 - E. Give it snack

Descriptive Text of Historical Place and Tourism Object 3

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?
 - A. Gallery complex.
 - B. Buddhist mythology.
 - C. Cambodia.
 - D. Khmer Empire.
 - E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Descriptive Text of Historical Place and Tourism Object 4

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang"

figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from “wayang” figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people
- E. 1.3 million people

15. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food
- E. Tofu

16. “Those who do not work here ...” (last sentence). The “those” word refers to

- A. The local people
- B. The factory workers
- C. The farmers

- D. The traders
- E. Woman labour force

Descriptive Text of Historical Place and Tourism Object 7

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

17. The text mainly focuses on

- A. Singapore
- B. Orchard Plantation
- C. Plaza and Mall
- D. Orchard road as business and entertainment center
- E. Shopping Center

18. Which statement is TRUE?

- A. At first Orchard Road is a crowded settlement
- B. Orchard road became business and entertainment center since 1974
- C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- D. Orchard road is infamous place at Singapore
- E. Orchard road is not surrounded by flower garden

19. In the third paragraph the writer describes about?

- A. The location of Orchard Road
- B. The things that we can see at orchard road
- C. The direction to get to Orchard Road
- D. The history of Orchard Road
- E. The distance of Orchard Road

20. Words "it" in line 4 refers to?

- A. The plantation

- B. Luxury branded things
- C. The plaza
- D. Singapore
- E. Suburban street

ANSWER KEY OF POST-TEST I

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

11. E
12. B
13. A
14. C
15. C
16. A
17. D
18. B
19. C
20. E

POST TEST II

Name :

Class :

Descriptive Text of Historical Place and Tourism Object 1

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?
 - A. Gondola.
 - B. Traghetto.
 - C. Venice
 - D. Italy.
 - E. Venetian boat
2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
 - A. Gondolas.
 - B. Traghetto.
 - C. Waterbuses.
 - D. Lagoon.
 - E. Ship
3. From the text we can say that Venice belongs to a city of
 - A. water
 - B. ceremonies
 - C. buses
 - D. funerals
 - E. Gondola
4. What does the second paragraph of the text tell us about?
 - A. The forms of transport in the world.
 - B. The canals and roads that people like to use.

- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.
- E. Venice is the city of light

Descriptive Text of Historical Place and Tourism Object 2

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah
- E. Jokowi

6. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque
- E. A temple

7. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque
- E. Banjar's past architecture before Islam came

Descriptive Text of Historical Place and Tourism Object 3

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Descriptive Text of Historical Place and Tourism Object 4

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people
- E. 1.3 million people

15. Which one has a distinctive taste?

- A. The cigarette
- B. The special food

- C. The bean curd
- D. The Dathok mountain
- E. The river

Descriptive Text of Place 7

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

16. "My classroom is very big". The underlined word ...
- A. Large
 - B. Little
 - C. Short
 - D. Small
 - E. Minor
17. Where does the teacher sit ?
- A. In front of the classroom
 - B. Behind the table
 - C. Behind the whiteboard
 - D. Behind the board
 - E. In front the table
18. Where is the whiteboard ?
- A. Behind windows
 - B. Behind teacher
 - C. Beside the teacher
 - D. In front of teacher
 - E. In front the class
19. Does the writer like his class very much ?
- A. Yes, the writer does
 - B. Yes, the writer is
 - C. No, the writer does not
 - D. No, the writer is not
 - E. Yes, the writer is not

Read the text carefully!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last

is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

20. What kind of text is the text above?

- A. Report
- B. Descriptive
- C. Recount
- D. Narrative
- E. Fabel

ANSWER KEY OF POST-TEST II

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

10. E
11. B
12. A
13. C
14. C
15. A
16. A
17. C
18. B
19. B

PRE-TEST

NAME : ABY BASTIAN

CLASS :

This text is for question no 1 – 5

Tanjung Bena is a beach town. It is located at the elite area in Nusa Dua Bali. The area is situated with the view of the sea in Bali. On the north side, there are Bena Harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call Serangan Island the turtle island, because it is used to breed the turtles.

At Tanjung Bena Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming toward the shore by standing or flying on a special board called surfboard. It is a very enjoyable and impressive sport. Most surfing lovers call it as the most challenging water sport, as it needs skill, strength, as well as bravery. The others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

Apart from swimming, snorkeling and diving are also the kinds of water sport favored by the tourist. Through diving goggles, the beauty of Bali marine park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park through the glass bottomed motor boats that are specially provided for the tourists.

1. What can be viewed through the diving goggles?

- A. The beauty of the marine park
- B. The beauty of the Mertasari Harbour
- C. The view of Tanjung Bena
- D. The view of the big waves
- E. The view of the sea in Bali

2. Which of statements is not true about the text?

- A. Tanjung Bena is a beach town located in Nusa Dua Bali.
- B. Tanjung Bena is a very famous beach in Nusa Dua Bali.
- C. Tourists can enjoy many kinds of water sports in Tanjung Bena.
- D. Tourists who cannot dive can also enjoy the beauty of the marine park.
- E. Tourist can't enjoy of water sports in Tanjung Bena

3. "Those who cannot ..." (Paragraph three) The word those refers to ?

- A. Tourists
- B. water sport
- C. turtles

- D. swimming and diving
- E. Tanjung Benoa

4. What does paragraph three discuss?

- A. The water sports of Tanjung Benoa Beach Town.
- B. Snorkeling and diving are alternative tourism activities in Tanjung Benoa.
- C. Surfing becomes the most favorite water sport in Tanjung Benoa.
- D. Tourist can swim, dive, surf, and so on in Tanjung Benoa Beach
- E. Tourist can enjoy surfing and diving

5. Why is Serangan Island called turtle island? It is called turtle island because

- A. it is used to trade many kinds of turtle.
- B. it is a place where thousand turtles live naturally.
- C. It used to breed turtles
- D. It used to breed and to trade turtles
- E. It used to breed and to trade shark

This text is for questions no. 6-13

Cocoa Beach Florida is known as the perfect beach town. It is an hour drive to east of Orlando on Florida's amazing Space Coast. The drive here is almost as beautiful as the beach.

Cocoa Beach is one of the most affordable beach vacations in Florida. There are a lot of things to see around Cocoa Beach. Space Coast offers you the chance to go deep sea fishing or parasailing, river tour and getting up close with the awesome wildlife of Florida.

While at Cocoa Beach, tourist can also visit the Kennedy Space Center, the Brevard Zoo, or spend some time shopping. They are within short driving distance to all of the Orlando attractions, and drive back to Cocoa Beach at night to enjoy dinner in one of the many dining spots on the beach.

When night sets in, tourist can travel back and enjoy the nightlife on the beach that ranges from cool jazz clubs to beach side cafes. There are some facilities to stay with perfect accommodations and wake up to a breathtaking sunrise on the beach.

With plenty of offers, tourist or businessmen who like beach vacation, Cocoa Beach is the best place to consider. They will find exactly what they have been looking for.

6. What does the text mostly tell us about ?

- A. Cocoa Bleach
- B. Cocoa Beach

- C. Cancell Bay
- D. Long Beach
- E. Little Beach

7. Where does the story take place ?

- A. Texas
- B. Florida
- C. Nebraska
- D. New Mexico
- E. America

8. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Gold Coast
- E. Front Coast

9. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Sp
- B. ace Center
- C. The Brevard Zoo
- D. Hoosac School
- E. Jazz Club

10. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

11. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Club Jazz
- E. Gold Coast

12. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Space Center
- B. The Brevard Zoo
- C. Hoosac School
- D. A and B
- E. Club Jazz

13. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

The text is for questions no. 14-17

Rome is the capital city of Italy. If you visit Rome, you will have plenty of chances to see all sorts of great sights. Rome can be traced through its mythology when it was founded on. It was said that twins of Romulus and Remus have founded the city in 753 BC, on the date of April 21st.

This corresponds were fairly close to archeological evidence, which shows farming communities in the area. As the Catholic Church grew, Rome became more and more important in both religion and politics. Rome was one of the central leading cities in the Renaissance. It is seen when visitors walk through the streets and see the various buildings. They style was profoundly affected by the work of the artists of the time. Visitors can see evidence of all sorts of artistic influences, such as the Baroque palaces, the huge squares and obelisks, and other structure throughout the city.

Rome is well –known for its architecture. The Colosseum is a sample of famous Roman structures. It was once a grand, ground-breaking amphitheatre, and was at the forefront of architectural advancements in 70 AD. Since then it has fallen apart slightly, but it is still an astounding and imposing structure.

Modern Rome is a very busy place to visit. It is considered as a cultural center of the region, and offers all the arts in various forms. It his a thriving music scene, with several major concert halls. Rome puts out a lof of movies every year, more than any other region of Italy. It is home to Cinecitta studios, the biggest facility in Europe.

14. Rome is the capital city of

- A. Spain
- B. France
- C. Italy
- D. monaco
- E. Spain

15. What is the name of the building that represent Roman structures in Rome?

- A. Colosseum
- B. Roman Museum
- C. Rcnaissance Museum
- D. Romulus & Remus Museum
- E. Major concert halls

16. When was the city founded?

- A. In 758 BC
- B. In 753 BC
- C. In 735 BC
- D. In 754 BC
- E. In 765 BC

17. What is the suitable title for the text above?

- A. Italy
- B. Roman Era
- C. Colosseum
- D. City of Romeo
- E. City of Juliet

The text is for questions no. 18-20

I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe. Milky is Jersey woolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

18. What does the text mostly tell us about ?

- A. The writer's rabbit pet
- B. Kinds of rabbit breed
- C. Milky's physical description
- D. Rabbit as a pet
- E. Milky is Cat

19. Why is pet being called Milky ?

- A. It is a Jersey Woolly breed
- B. It has small body
- C. It has white ears
- D. It has white fur
- E. It has long tail

20. How old is the writer's rabbit pet ?

- A. 1 month old
- B. 2 month old
- C. 1 years old
- D. 2 years old
- E. 6 month years old

PRE-TEST

NAME : ADE OKTAVIA

CLASS :

This text is for question no 1 – 5

Tanjung Bena is a beach town. It is located at the elite area in Nusa Dua Bali. The area is situated with the view of the sea in Bali. On the north side, there are Bena Harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call serangan Island the turtle island, because it is used to breed the turtles.

At Tanjung Bena Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming toward the shore by standing or flying on a special board called surfboard. It is a very enjoyable and impressive sport. Most surfing lovers call it as the most challenging water sport, as it needs skill, strength, as well as bravery. The others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

Apart from swimming, snorkeling and diving are also the kinds of water sport favored by the tourist. Through diving goggles, the beauty of Bali marine park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park through the glass bottomed motor boats that are specially provided for the tourists.

1. What can be viewed through the diving goggles?

- A. The beauty of the marine park
- B. The beauty of the Mertasari Harbour
- C. The view of Tanjung Bena
- D. The view of the big waves
- E. The view of the sea in Bali

2. Which of statements is not true about the text?

- A. Tanjung Bena is a beach town located in Nusa Dua Bali.
- B. Tanjung Bena is a very famous beach in Nusa Dua Bali.
- C. Tourists can enjoy many kinds of water sports in Tanjung Bena.
- D. Tourists who cannot dive can also enjoy the beauty of the marine park.
- E. Tourist can't enjoy of water sports in Tanjung Bena

3. "Those who cannot ..." (Paragraph three) The word those refers to ?

- A. Tourists
- B. water sport
- C. turtles

- D. swimming and diving
- E. Tanjung Benoa

4. What does paragraph three discuss?

- A. The water sports of Tanjung Benoa Beach Town.
- B. Snorkeling and diving are alternative tourism activities in Tanjung Benoa.
- C. Surfing becomes the most favorite water sport in Tanjung Benoa.
- D. Tourist can swim, dive, surf, and so on in Tanjung Benoa Beach
- E. Tourist can enjoy surfing and diving

5. Why is Serangan Island called turtle island? It is called turtle island because

- A. it is used to trade many kinds of turtle.
- B. it is a place where thousand turtles live naturally.
- C. It used to breed turtles
- D. It used to breed and to trade turtles
- E. It used to breed and to trade shark

This text is for questions no. 6-13

Cocoa Beach Florida is known as the perfect beach town. It is an hour drive to east of Orlando on Florida's amazing Space Coast. The drive here is almost as beautiful as the beach.

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With plenty of offers, tourist or businessmen who like beach vacation, Cocoa Beach is the best place to consider. They will find exactly what they have been looking for.

6. What does the text mostly tell us about ?

- A. Cocoa Bleach
- B. Cocoa Beach

- C. Caneel Bay
- D. Long Beach
- E. Little Beach

7. Where does the story take place ?

- A. Texas
- B. Florida
- C. Nebraska
- D. New Mexico
- E. America

8. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Gold Coast
- E. Front Coast

9. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Sp
- B. ace Center
- C. The Brevard Zoo
- D. Hoosac School
- E. Jazz Club

10. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

11. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Club Jazz
- E. Gold Coast

12. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Space Center
- B. The Brevard Zoo
- C. Hoosac School
- D. A and B
- E. Club Jazz

13. Which country is Cocoa Beach in?

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The text is for questions no. 14-17

Rome is the capital city of Italy. If you visit Rome, you will have plenty of chances to see all sorts of great sights. Rome can be traced through its mythology when it was founded on. It was said that twins of Romulus and Remus have founded the city in 753 BC, on the date of April 21st.

This corresponds were fairly close to archeological evidence, which shows farming communities in the area. As the Catholic Church grew, Rome became more and more important in both religion and politics. Rome was one of the central leading cities in the Renaissance. It is seen when visitors walk through the streets and see the various buildings. They style was profoundly affected by the work of the artists of the time. Visitors can see evidence of all sorts of artistic influences, such as the Baroque palaces, the huge squares and obelisks, and other structure throughout the city.

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14. Rome is the capital city of

- A. Spain
- B. France
- C. Italy
- D. Monaco
- E. Spain

15. What is the name of the building that represent Roman structures in Rome?

- A. Colosseum
- B. Roman Museum
- C. Renaissance Museum
- D. Romulus & Remus Museum
- E. Major concert halls

16. When was the city founded?

- A. In 758 BC
- B. In 753 BC
- C. In 735 BC
- D. In 754 BC
- E. In 765 BC

17. What is the suitable title for the text above?

- A. Italy
- B. Roman Era
- C. Colosseum
- D. City of Romeo
- E. City of Juliet

The text is for questions no. 18-20

I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe. Milky is Jersey woolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

18. What does the text mostly tell us about ?

- A. The writer's rabbit pet
- B. Kinds of rabbit breed
- C. Milky's physical description
- D. Rabbit as a pet
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19. Why is pet being called Milky ?

- A. It is a Jersey Woolly breed
- B. It has small body
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- E. It has long tail

20. How old is the writer's rabbit pet ?

- A. 1 month old
- B. 2 month old
- C. 1 years old
- D. 2 years old
- E. 6 month years old

PRE-TEST

NAME : *Amelia Sara Ayu Damayanti*

CLASS :

This text is for question no 1 – 5

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- A. The beauty of the marine park
- B. The beauty of the Mertasari Harbour
- C. The view of Tanjung Benoa
- D. The view of the big waves
- E. The view of the sea in Bali

2. Which of statements is not true about the text?

- A. Tanjung Benoa is a beach town located in Nusa Dua Bali.
- B. Tanjung Benoa is a very famous beach in Nusa Dua Bali.
- C. Tourists can enjoy many kinds of water sports in Tanjung Benoa.
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- E. Tourist can't enjoy of water sports in Tanjung Benoa

3. "Those who cannot ..." (Paragraph three) The word those refers to ?

- A. Tourists
- B. water sport
- C. turtles

- D. swimming and diving
- E. Tanjung Bena

4. What does paragraph three discuss?

- A. The water sports of Tanjung Bena Beach Town.
- B. Snorkeling and diving are alternative tourism activities in Tanjung Bena.
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5. Why is Serangan Island called turtle island? It is called turtle island because

- A. it is used to trade many kinds of turtle.
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- D. It used to breed and to trade turtles
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This text is for questions no. 6-13

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6. What does the text mostly tell us about ?

- A. Cocoa Beach
- B. Cocoa Beach

- C. Caneel Bay
- D. Long Beach
- E. Little Beach

7. Where does the story take place ?

- A. Texas
- B. Florida
- C. Nebraska
- D. New Mexico
- E. America

8. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Gold Coast
- E. Front Coast

9. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Sp
- B. ace Center
- C. The Brevard Zoo
- D. Hoosac School
- E. Jazz Club

10. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

11. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
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14. Rome is the capital city of

- A. Spain
- B. France
- C. Italy
- D. Monaco
- E. Spain

15. What is the name of the building that represent Roman structures in Rome?

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- C. Renaissance Museum
- D. Romulus & Remus Museum
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16. When was the city founded?

- A. In 758 BC
- B. In 753 BC
- C. In 735 BC
- D. In 754 BC
- E. In 765 BC

17. What is the suitable title for the text above?

- A. Italy
- B. Roman Era
- C. Colosseum
- D. City of Romeo
- E. City of Juliet

The text is for questions no. 18-20

I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe. Milky is Jersey woolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

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- A. 1 month old
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- C. 1 years old
- D. 2 years old
- E. 6 month years old

- D. swimming and diving
- E. Tanjung Bena

4. What does paragraph three discuss?

- A. The water sports of Tanjung Bena Beach Town.
- B. Snorkeling and diving are alternative tourism activities in Tanjung Bena.
- C. Surfing becomes the most favorite water sport in Tanjung Bena.
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- C. The Brevard Zoo
- D. Hoosac School
- E. Jazz Club

10. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

11. According to the text, where do you go if you want to go deep sea fishing or parasailing?

- A. Space Coast
- B. West Coast
- C. East Coast
- D. Club Jazz
- E. Gold Coast

12. While at Cocoa Beach, what are other places that the tourist can also visit?

- A. Kennedy Space Center
- B. The Brevard Zoo
- C. Hoosac School
- D. A and B
- E. Club Jazz

13. Which country is Cocoa Beach in?

- A. UK
- B. Uruguay
- C. Mexico
- D. USA
- E. Paris

The text is for questions no. 14-17

Rome is the capital city of Italy. If you visit Rome, you will have plenty of chances to see all sorts of great sights. Rome can be traced through its mythology when it was founded on. It was said that twins of Romulus and Remus have founded the city in 753 BC, on the date of April 21st.

This corresponds were fairly close to archeological evidence, which shows farming communities in the area. As the Catholic Church grew, Rome became more and more important in both religion and politics. Rome was one of the central leading cities in the Renaissance. It is seen when visitors walk through the streets and see the various buildings. They style was profoundly affected by the work of the artists of the time. Visitors can see evidence of all sorts of artistic influences, such as the Baroque palaces, the huge squares and obelisks, and other structure throughout the city.

Rome is well-known for its architecture. The Colosseum is a sample of famous Roman structures. It was once a grand, ground-breaking amphitheatre, and was at the forefront of architectural advancements in 70 AD. Since then it has fallen apart slightly, but it is still an astounding and imposing structure.

Modern Rome is a very busy place to visit. It is considered as a cultural center of the region, and offers all the arts in various forms. It has a thriving music scene, with several major concert halls. Rome puts out a lot of movies every year, more than any other region of Italy. It is home to Cinecittà studios, the biggest facility in Europe.

14. Rome is the capital city of

- A. Spain
- B. France
- C. Italy
- D. Monaco
- E. Spain

15. What is the name of the building that represent Roman structures in Rome?

- A. Colosseum
- B. Roman Museum
- C. Renaissance Museum
- D. Romulus & Remus Museum
- E. Major concert halls

16. When was the city founded?

- A. In 758 BC
- B. In 753 BC
- C. In 735 BC
- D. In 754 BC
- E. In 765 BC

17. What is the suitable title for the text above?

- A. Italy
- B. Roman Era
- C. Colosseum
- D. City of Rome
- E. City of Juliet

The text is for questions no. 18-20

I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe. Milky is Jersey woolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

18. What does the text mostly tell us about ?

- A. The writer's rabbit pet
- B. Kinds of rabbit breed
- C. Milky's physical description
- D. Rabbit as a pet
- E. Milky is Cat

19. Why is pet being called Milky ?

- A. It is a Jersey Woolly breed
- B. It has small body
- C. It has white ears
- D. It has white fur
- E. It has long tail

20. How old is the writer's rabbit pet ?

- A. 1 month old
- B. 2 month old
- C. 1 years old
- D. 2 years old
- E. 6 month years old

POST TEST 1

Name : Abby Boston

Class :

Descriptive Text about Animal 1

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. What the color is Dimo's eyes ?
 - A. Black
 - B. White
 - C. Brown
 - D. Dark brown
 - E. Red
2. Where the writer got the pet ?
 - A. His neighbor
 - B. A pet shop
 - C. His friend
 - D. His mother
 - E. His family
3. What is the text about?
 - A. My lovely dog
 - B. My best friend
 - C. My pet shop
 - D. His mother
 - E. His father

Descriptive Text about Animal 2

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

4. What is the topic of the story?
 - A. A friendship between a cat and a dog
 - B. Spending time with a pet inside and outside the house
 - C. A friendly and sweet dog
 - D. A friendship between a pet and its owner
 - E. Snowy is really a sweet and friendly pet

5. The main topic of paragraph two is
 - A. The writer's activities with his/her pet
 - B. Everybody loves to walk with Snowy
 - C. Snowy is a cute and friendly dog
 - D. Snowy always plays with the cat
 - E. People love to see Snowy

6. Where does the writer usually spend the time with his pet?
 - A. In the neighborhood
 - B. On the street
 - C. At school
 - D. At home
 - E. At Restaurant

7. What activity does the writer do after school with his pet?
 - A. Cuddle it softly
 - B. Take it for a walk
 - C. Give it milk
 - D. Let it play with the cat
 - E. Give it snack

Descriptive Text of Historical Place and Tourism Object 3

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?
 - A. Gallery complex.
 - B. Buddhist mythology.
 - C. Cambodia.
 - D. Khmer Empire.
 - E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Descriptive Text of Historical Place and Tourism Object 4

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people
- E. 1.3 million people

15. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food
- E. Tofu

16. "Those who do not work here ..." (last sentence). The "those" word refers to

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders
- E. Woman labour force

Descriptive Text of Historical Place and Tourism Object 7

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

17. The text mainly focuses on

- A. Singapore
- B. Orchard Plantation
- C. Plaza and Mall
- D. Orchard road as business and entertainment center
- E. Shopping Center

18. Which statement is TRUE?

- A. At first Orchard Road is a crowded settlement
- B. Orchard road became business and entertainment center since 1974
- C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- D. Orchard road is infamous place at Singapore
- E. Orchard road is not surrounded by flower garden

19. In the third paragraph the writer describes about?

- A. The location of Orchard Road
- B. The things that we can see at orchard road
- C. The direction to get to Orchard Road
- D. The history of Orchard Road
- E. The distance of Orchard Road

20. Words "it" in line 4 refers to?

- A. The plantation
- B. Luxury branded things
- C. The plaza
- D. Singapore
- E. Suburban street

POST TEST 1

Name : ADE OKTAVIA

Class :

Descriptive Text about Animal 1

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. What the color is Dimo's eyes ?

- A. Black
- B. White
- C. Brown
- D. Dark brown
- E. Red

2. Where the writer got the pet ?

- A. His neighbor
- B. A pet shop
- C. His friend
- D. His mother
- E. His family

3. What is the text about?

- A. My lovely dog
- B. My best friend
- C. My pet shop
- D. His mother
- E. His father

Descriptive Text about Animal 2

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

4. What is the topic of the story?
- A. A friendship between a cat and a dog
 - B. Spending time with a pet inside and outside the house.
 - C. A friendly and sweet dog
 - D. A friendship between a pet and its owner
 - E. Snowy is really a sweet and friendly pet
5. The main topic of paragraph two is
- A. The writer's activities with his/her pet
 - B. Everybody loves to walk with Snowy
 - C. Snowy is a cute and friendly dog
 - D. Snowy always plays with the cat
 - E. People love to see Snowy
6. Where does the writer usually spend the time with his pet?
- A. In the neighborhood
 - B. On the street
 - C. At school
 - D. At home
 - E. At Restaurant
7. What activity does the writer do after school with his pet?
- A. Cuddle it softly
 - B. Take it for a walk
 - C. Give it milk
 - D. Let it play with the cat
 - E. Give it snack

Descriptive Text of Historical Place and Tourism Object 3

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarnan II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?
- A. Gallery complex.
 - B. Buddhist mythology.
 - C. Cambodia.
 - D. Khmer Empire.
 - E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
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Descriptive Text of Historical Place and Tourism Object 4

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

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- C. The description of Kediri
- D. The people
- E. 1.3 million people

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Descriptive Text of Historical Place and Tourism Object 7

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17. The text mainly focuses on

- A. Singapore
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- C. Plaza and Mall
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20. Words "it" in line 4 refers to?

- A. The plantation
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- D. Singapore
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POST TEST 1

Name : Amelia Sara Ayu Damayanti

Class :

Descriptive Text about Animal 1

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1. What the color is Dimo's eyes ?

- A. Black
- B. White
- C. Brown
- D. Dark brown
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2. Where the writer got the pet ?

- A. His neighbor
- B. A pet shop
- C. His friend
- D. His mother
- E. His family

3. What is the text about?

- A. My lovely dog
- B. My best friend
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Descriptive Text about Animal 2

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

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4. What is the topic of the story?
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Descriptive Text of Historical Place and Tourism Object 3

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8. What is the monolog about?
- A. Gallery complex.
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 - D. Khmer Empire.
 - E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
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- D. The King Empire.
- E. Khmer Empire.

Descriptive Text of Historical Place and Tourism Object 4

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- A. 5000 people.
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- C. The water of the Chao Phraya.
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- E. Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

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12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people
- E. 1.3 million people

15. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food
- E. Tofu

16. "Those who do not work here ..." (last sentence). The "those" word refers to

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders
- E. Woman labour force

Descriptive Text of Historical Place and Tourism Object 7

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

17. The text mainly focuses on

- A. Singapore
- B. Orchard Plantation
- C. Plaza and Mall
- D. Orchard road as business and entertainment center
- E. Shopping Center

18. Which statement is TRUE? -

- A. At first Orchard Road is a crowded settlement
- B. Orchard road became business and entertainment center since 1974
- C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- D. Orchard road is infamous place at Singapore
- E. Orchard road is not surrounded by flower garden

19. In the third paragraph the writer describes about?

- A. The location of Orchard Road
- B. The things that we can see at orchard road
- C. The direction to get to Orchard Road
- D. The history of Orchard Road
- E. The distance of Orchard Road

20. Words "it" in line 4 refers to?

- A. The plantation
- B. Luxury branded things
- C. The plaza
- D. Singapore
- E. Suburban street

POST TEST II

Name : ADE OKTAVIA

Class :

Descriptive Text of Historical Place and Tourism Object 1

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?

- A. Gondola.
- B. Traghetto.
- C. Venice
- D. Italy.
- E. Venetian boat

2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A. Gondolas.
- B. Traghetto.
- C. Waterbuses.
- D. Lagoon.
- E. Ship

3. From the text we can say that Venice belongs to a city of

- A. water
- B. ceremonies
- C. buses
- D. funerals
- E. Gondola

4. What does the second paragraph of the text tell us about?

- A. The forms of transport in the world.

- B. The canals and roads that people like to use.
- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.
- E. Venice is the city of light

Descriptive Text of Historical Place and Tourism Object 2

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah
- E. Jokowi

6. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque
- E. A temple

7. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque
- E. Banjar's past architecture before Islam came

Descriptive Text of Historical Place and Tourism Object 3

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular gallerics which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Descriptive Text of Historical Place and Tourism Object 4

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.

- D. The majestic river in Bangkok.
- Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- The description of Kediri
- D. The people

E. 1.3 million people

15. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The Dathok mountain
- E. The river

Descriptive Text of Place 7

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

16. "My classroom is very big". The underlined word ...

- A. Large
- B. Little
- C. Short
- D. Small
- E. Minor

17. Where does the teacher sit ?

- A. In front of the classroom
- B. Behind the table
- C. Behind the whiteboard
- D. Behind the board
- E. In front the table

18. Where is the whiteboard ?

- A. Behind windows
- B. Behind teacher
- C. Beside the teacher
- D. In front of teacher
- E. In front the class

19. Does the writer like his class very much ?

- A. Yes, the writer does
- B. Yes, the writer is
- C. No, the writer does not
- D. No, the writer is not
- E. Yes, the writer is not

Read the text carefully!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

20. What kind of text is the text above?

- A. Report
- B. Descriptive
- C. Recount
- D. Narrative
- E. Fabel

POST TEST II

Name : Amella Sara Ayu Damayanti

Class :

Descriptive Text of Historical Place and Tourism Object 1

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?

- A. Gondola.
- B. Traghetto.
- C. Venice
- D. Italy.
- E. Venetian boat

2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A. Gondolas.
- B. Traghetto.
- C. Waterbuses.
- D. Lagoon.
- E. Ship

3. From the text we can say that Venice belongs to a city of

- A. water
- B. ceremonies
- C. buses
- D. funerals
- E. Gondola

4. What does the second paragraph of the text tell us about?

- A. The forms of transport in the world.

- B. The canals and roads that people like to use.
- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.
- E. Venice is the city of light

Descriptive Text of Historical Place and Tourism Object 2

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah
- E. Jokowi

6. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque
- E. A temple

7. From the text we know that

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- D. The Dutch colonial built the mosque
- E. Banjar's past architecture before Islam came

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Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?

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Descriptive Text of Historical Place and Tourism Object 4

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10. For how many people the meeting facilities are up to?

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Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- Long beautiful beach
- C. Huge waves of ocean
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- E. three small rocky islands

13. What is the main idea of the second paragraph?

- There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

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- The description of Kediri
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E. 1.3 million people

15. Which one has a distinctive taste?

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Descriptive Text of Place 7

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20. What kind of text is the text above?

- A. Report
- B. Descriptive
- C. Recount
- D. Narrative
- E. Fabel

POST TEST II

Name : Anang Pratama Harianko

Class :

Descriptive Text of Historical Place and Tourism Object 1

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Descriptive Text of Historical Place and Tourism Object 2

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8. What is the monolog about?

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- D. Khmer Empire.
- Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- Khmer Empire.

Descriptive Text of Historical Place and Tourism Object 4

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11. The text mainly focuses on...

- Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.

- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a clully town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

E. 1.3 million people

15. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The Dathok mountain
- E. The river

Descriptive Text of Place 7

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

16. "My classroom is very big". The underlined word ...

- A. Large
- B. Little
- C. Short
- D. Small
- E. Minor

17. Where does the teacher sit ?

- A. In front of the classroom
- B. Behind the table
- C. Behind the whiteboard
- D. Behind the board
- E. In front the table

18. Where is the whiteboard ?

- A. Behind windows
- B. Behind teacher
- C. Beside the teacher
- D. In front of teacher
- E. In front the class

19. Does the writer like his class very much ?

- A. Yes, the writer does
- B. Yes, the writer is
- C. No, the writer does not
- D. No, the writer is not
- E. Yes, the writer is not

Read the text carefully!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

20. What kind of text is the text above?

- A. Report
- B. Descriptive
- C. Recount
- D. Narrative
- E. Fabel

POST TEST II

Name : ANNA ANANDA

Class :

Descriptive Text of Historical Place and Tourism Object 1

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?

- A. Gondola.
- B. Traghetto.
- C. Venice.
- D. Italy.
- E. Venetian boat

2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A. Gondolas.
- B. Traghetto.
- C. Waterbuses.
- D. Lagoon.
- E. Ship

3. From the text we can say that Venice belongs to a city of

- A. water
- B. ceremonies
- C. buses
- D. funerals
- E. Gondola

4. What does the second paragraph of the text tell us about?

- A. The forms of transport in the world.

- B. The canals and roads that people like to use.
- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.
- E. Venice is the city of light

Descriptive Text of Historical Place and Tourism Object 2

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudra. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah
- E. Jokowi

6. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque
- E. A temple

7. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque
- E. Banjar's past architecture before Islam came

Descriptive Text of Historical Place and Tourism Object 3

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

8. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

9. In the twelfth century which Empire was strong enough to build the biggest temple of the world?

- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

Descriptive Text of Historical Place and Tourism Object 4

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the famed "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

10. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people.
- E. 500 people.

11. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.

- D. The majestic river in Bangkok.
- Shangri-La Bangkok.

Descriptive Text of Historical Place and Tourism Object 5

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

12. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers
- E. three small rocky islands

13. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea
- E. Small village of Bale Kambang

Descriptive Text of Historical Place and Tourism Object 6

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

14. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

E. 1.3 million people

15. Which one has a distinctive taste?

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- C. The bean curd
- D. The Dathok mountain
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Descriptive Text of Place 7

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very mach.

16. "My classroom is very big". The underlined word ...

- A. Large
- B. Little
- C. Short
- D. Small
- E. Minor

17. Where does the teacher sit ?

- A. In front of the classroom
- B. Behind the table
- C. Behind the whiteboard
- D. Behind the board
- E. In front the table

18. Where is the whitboard ?

- A. Behind windows
- B. Behind teacher
- C. Beside the teacher
- D. In front of teacher
- E. In front the class

19. Does the writer like his class very much ?

- A. Yes, the writer does
- B. Yes, the writer is
- C. No, the writer does not
- D. No, the writer is not
- E. Yes, the writer is not

Read the text carefully!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

20. What kind of text is the text above?

- A. Report
- B. Descriptive
- C. Recount
- D. Narrative
- E. Fabel

**Daftar Nilai Pre-test Siswa Kelas X SMA Muhammadiyah Braja
Selebah**

No	Name	Score
1.	ABY BASTIAN	35
2.	ADE OKTAVIA	65
3.	AMELIA SARA A.	70
4.	ANANG PRATAMA	40
5.	ANIS AMALIA	80
6.	CHIKA EVRILITA	40
7.	DESTA DWI P.	80
8.	DEVA AYU L.	55
9.	DIMAS HARDI	60
10.	DWI ANGGIETA S.	45
11.	ERIKA APRILIANTI	65
12.	IKA NURMALA S.	65
13.	KASMURI DONI	55
14.	LUTFIYAH FEBRI	55
15.	M.ARIS MUNANDA	45
16.	NADIA UTARI	40
17.	RIFA'I	45
18.	RIA RISMAWATI	80
19.	SALMA SALIS J.	50
20.	SRI WAHYU N.	55
21.	TRI AULIA N.	40
22.	VAHMI IBROHIM	40
	Jumlah	1.205
	Rata-Rata	55

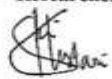
Braja Harjosari,

Oktober 2023

Collaborator


Sri Haryati Nawangsih, S.S

Researcher


Dwi Lestari
NPM. 1901050014

**Daftar Nilai Post-Test 1 Siswa Kelas X SMA Muhammadiyah Braja
Selebah**

No	Name	Score
1.	ABY BASTIAN	55
2.	ADE OKTAVIA	65
3.	AMELIA SARA A.	75
4.	ANANG PRATAMA	80
5.	ANIS AMALIA	80
6.	CHIKA EVRILITA	50
7.	DESTA DWI P.	85
8.	DEVA AYU L.	80
9.	DIMAS HARDI	80
10.	DWI ANGGIETA S.	50
11.	ERIKA APRILIANTI	85
12.	IKA NURMALA S.	80
13.	KASMURI DONI	65
14.	LUTFIYAH FEBRI	80
15.	M.ARIS MUNANDA	60
16.	NADIA UTARI	55
17.	RIFA'I	55
18.	RIA RISMAWATI	65
19.	SALMA SALIS J.	60
20.	SRI WAHYU N.	65
21.	TRI AULIA N.	80
22.	VAHMI IBROHIM	80
	Jumlah	1.530
	Rata-Rata	69

Braja Harjosari,

Oktober 2023

Collaborator


Sri Hayyati Nawangsih, S.S

Researcher


Dwi Lestari
NPM. 1901050014

**Daftar Nilai Post-Test II Siswa Kelas X SMA Muhammadiyah Braja
Selebah**

No	Name	Score
1.	ABY BASTIAN	90
2.	ADE OKTAVIA	95
3.	AMELIA SARA A.	95
4.	ANANG PRATAMA	70
5.	ANIS AMALIA	95
6.	CHIKA EVRILITA	90
7.	DESTA DWI P.	100
8.	DEVA AYU L.	100
9.	DIMAS HARDI	80
10.	DWI ANGGIETA S.	100
11.	ERIKA APRILIANTI	90
12.	IKA NURMALA S.	100
13.	KASMURI DONI	75
14.	LUTFIYAH FEBRI	100
15.	M.ARIS MUNANDA	90
16.	NADIA UTARI	95
17.	RIFA'I	70
18.	RIA RISMAWATI	75
19.	SALMA SALIS J.	75
20.	SRI WAHYU N.	80
21.	TRI AULIA N.	95
22.	VAHMI IBROHIM	90
	Jumlah	1.820
	Rata-Rata	83


Braja Harjosari,

Oktober 2023

Collaborator


Sri Haryati Nawangsih,S.S

Researcher


Dwi Lestari
NPM. 1901050014

**OBSERVATION SHEET OF STUDENTS'
ACTIVITIES CYCLE I**

School : SMA Muhammadiyah Braja Sebah

Grade : X

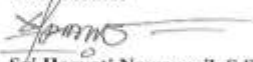
Day/Date/Cycle :

No.	Name	Active in Reading Ability Learning Process					Total Score
		Attention	Active in learning /Asking	Answering	Giving Idea	Tasking	
1.	ABY BASTIAN	✓	-	-	-	✓	
2.	ADE OKTAVIA	-	-	-	-	✓	
3.	AMELIA SARA A.	✓	✓	✓	✓	✓	
4.	ANANG PRATAMA	✓	-	-	-	✓	
5.	ANIS AMALIA	✓	✓	✓	✓	✓	
6.	CHIKA EVRILITA	✓	✓	✓	-	✓	
7.	DESTA DWI P.	✓	✓	✓	✓	✓	
8.	DEVA AYU L.	✓	✓	-	-	✓	
9.	DIMAS HARDI	✓	-	-	-	✓	
10.	DWI ANGGIETA S.	✓	-	-	-	✓	
11.	ERIKA APRILIANTI	✓	✓	✓	✓	✓	
12.	IKA NURMALA S.	-	-	-	-	✓	
13.	KASMURI DONI	✓	-	-	-	✓	
14.	LUTFIYAH FEBRI	✓	✓	✓	✓	✓	
15.	M. ARIS MUNANDA	✓	✓	✓	✓	✓	
16.	NADIA UTARI	-	-	-	-	✓	
17.	RIFA'I	✓	-	-	-	✓	
18.	RIA RISMAWATI	-	-	-	-	✓	
19.	SALMA SALIS J.	✓	-	✓	-	✓	
20.	SRI WAHYU N.	-	-	✓	✓	✓	
21.	TRI AULIA N.	✓	✓	✓	✓	✓	
22.	VAHMI IBROHIM	-	-	-	-	✓	
Total							
Percentage							

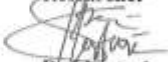
Braja Harjosari,

Oktober 2023

Collaborator


Sri Haryati Nawangsih, S.S

Researcher


Dwi Lestari
NPM. 1901050014

OBSERVATION SHEET OF STUDENTS'
ACTIVITIES CYCLE II

School : SMA Muhammadiyah Braja Selehah

Grade : X

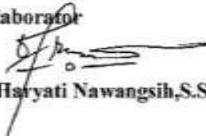
Day/Date/Cycle :

No.	Name	Active in Reading Ability Learning Process					Total Score
		Attention	Active in learning /Asking	Answering	Giving Idea	Tasking	
1.	ABY BASTIAN	✓	✓	-	-	✓	
2.	ADE OKTAVIA	-	-	✓	-	✓	
3.	AMELIA SARA A.	✓	✓	✓	✓	✓	
4.	ANANG PRATAMA	✓	-	✓	-	✓	
5.	ANIS AMALIA	✓	✓	✓	✓	✓	
6.	CHIKA EVRILITA	✓	✓	✓	✓	✓	
7.	DESTA DWI P.	✓	✓	✓	✓	✓	
8.	DEVA AYU L.	✓	✓	✓	✓	✓	
9.	DIMAS HARDI	✓	-	-	-	✓	
10.	DWI ANGGIETA S.	✓	✓	✓	✓	✓	
11.	ERIKA APRILIANTI	✓	✓	✓	✓	✓	
12.	IKA NURMALA S.	✓	✓	✓	✓	✓	
13.	KASMURI DONI	✓	-	-	-	✓	
14.	LUTFIYAH FEBRI	✓	✓	✓	✓	✓	
15.	M.ARIS MUNANDA	✓	✓	✓	✓	✓	
16.	NADIA UTARI	-	-	✓	-	✓	
17.	RIFA'I	✓	-	-	-	✓	
18.	RIA RISMAWATI	✓	✓	-	-	✓	
19.	SALMA SALIS J.	✓	-	✓	-	✓	
20.	SRI WAHYU N.	-	✓	✓	✓	✓	
21.	TRI AULIA N.	✓	✓	✓	✓	✓	
22.	VAHMI IBROHIM	✓	✓	✓	-	✓	
Total		19	15	17	12	22	
Percentage		77%					


Braja Harjosari,

Oktober 2023

Collaborator


Sri Haryati Nawangsih,S.S

Researcher


Dwi Lestari
NPM. 1901050014

**OBSERVATION SHEET OF TEACHER ACTIVITIES
CYCLE I**

Meeting : _____

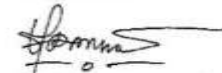
Date : _____

Teacher Activity	Good	Enough	Less
1. Pre Teaching			
a. The teacher greets the students	✓		
b. The teacher asks the student's condition	✓		
c. The teacher checks the student's attendance list	✓		
d. The teacher explains the goal of the teaching and learning.	✓		
2. While Teaching			
a. The teacher explains the material about descriptive text to know how identify the text.	✓		
b. The teacher explains the rules of Small Group Discussion method briefly.		✓	
c. The teacher gives example how to identify the text briefly.		✓	
d. The teacher distributes the paper of descriptive text.	✓		
e. The teacher asks the students who have the question about both materials.		✓	
f. The teacher tries to applying the method, she divides the students groups and applied the method procedure for understanding the text.	✓		
3. Post Teaching			
a. The teacher concludes the result of learning.	✓		
b. The teacher closes the learning activity.	✓		

Braja Harjosari,

Oktober 2023

Collaborator



Sri Haryati Nawangsih, S.S

Researcher



Dwi Bestari

NPM. 1901050014

**OBSERVATION SHEET OF TEACHER ACTIVITIES
CYCLE II**

Meeting :

Date :

Teacher Activity	Good	Enough	Less
1. Pre Teaching			
a. The teacher greets the students	✓		
b. The teacher asks the student's condition	✓		
c. The teacher checks the student's attendance list	✓		
d. The teacher explains the goal of the teaching and learning.	✓		
2. While Teaching			
a. The teacher explains the material about descriptive text to know how identify the text.	✓		
b. The teacher explains the rules of Small Group Discussion method briefly.		✓	
c. The teacher gives example how to identify the descriptive text briefly.	✓		
d. The teacher distributes the paper of descriptive text.	✓		
e. The teacher asks the students who have the question about both materials.		✓	
f. The teacher tries to applying the strategy, she divides the students groups and applied the method procedure for understanding the text.	✓		
3. Post Teaching			
a. The teacher concludes the result of learning.	✓		
b. The teacher closes the learning activity.	✓		

Braja Harjosari,

Oktober 2023

Collaborator



Sri Haryati Nawangsih, S.S

Researcher



Dwi Lestari
NPM. 1901050014

DOCUMENTATION



Buildings Condition of SMA Muhammadiyah Braja Selehah





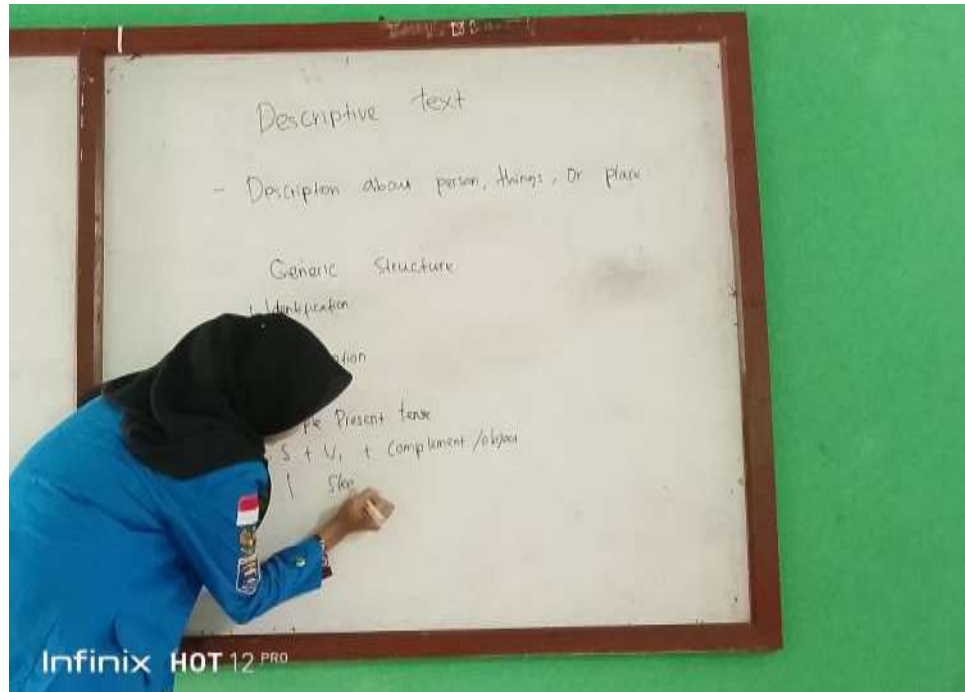
Buildings Condition of SMA Muhammadiyah Braja Sebah



PRE-TEST ACTIVITY



TREATMENT IN CYCLE 1
FIRST MEETING ACTIVITIES



Researcher gives the explanation about the material



The students to apply CIRC method

TREATMENT IN CYCLE I
SECOND MEETING ACTIVITIES



Researcher gives explanation about the applying of CIRC method



The students to apply CIRC method

POST-TEST I ACTIVITIES



TREATMENT IN CYCLE II
FIRST MEETING ACTIVITIES



The Students discussion about the text descriptive



The Students applying the CIRC method and presentation .

TREATMEN IN CYCLE II
SECOND MEETING ACTIVITIES



Researcher explanation the material



The students applying the CIRC method

POST-TEST II ACTIVITIES



FIELD NOTE

Day : Friday, August 25th 2023

Meeting : Pre-Test

On Friday, August 25th 2023 at 09.15, the researcher arrived at SMA Muhammadiyah Braja Selehah to conduct a pre-test. At 08.00 not along also at 07.40 the students performed the routine of praying dhuhur. After that, at 08.00 the students along with the researcher and english teacher entered the classroom to start learning.

In this pre-test, the researcher gives multiple choice questions about descriptive text, the students must complete the pre-test individually.

In this pre-test, the student experience many difficulties in answering questions, then after all students did the pre-test at 09.00 the researcher and the english teacher closed the class.


Braja Harjosari,

Oktober 2023

Collaborator


Sri Haryati Nawangsih, S.S

Researcher


Dwi Lestari
NPM. 1901050014

FIELD NOTE

Day : Saturday, August 26th 2023

Meeting : Meeting I (Cycle I)

on Saturday, August 26th 2023, the first meeting in cycle I. Learning activities began at 07:30. the meeting was started by praying, greeting and checking the attendance list. at this stage the classroom very effective and cheerful because learning starts in the morning.

For the beginning, the researcher gave a text about descriptive of something for the students and the researcher invited students to practice CIRC method.

Next, the researcher provided material about descriptive text. the researcher also gave a brief explanation and gave examples about the text. then at 09:00 researcher closed the first meeting.


Braja Harjosari,

Oktober 2023

Collaborator


Sri Haryati Nawangsih, S.S

Researcher


Dwi Lestari
NPM. 1901050014

FIELD NOTE

Day : Monday, August 28th 2023

Meeting : Meeting 2 (Cycle 1)

on Monday, August 28th 2023 the researcher conducts the second meeting in cycle 1. the class began the class by prayer, greeting, and checking students attendance list then the researcher asked several questions related to the material in the previous meeting and explained the material to be discussed in the second meeting.

Next, the researcher provided the next material is descriptive text of historical place. then the researcher invited students to apply the CIRC method.

At this meeting, the students are also more focus and the learning process is more conductive.


Braja Harjosari,

Oktober 2023

Collaborator


Sri Haryati Nawangsih, S.S

Researcher


Dwi Lestari
NPM. 1901050014

FIELD NOTE

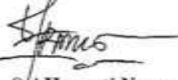
Day : Friday, September 1st, 2023
Meeting : Post-test I

On Friday, September 1st, 2023 researcher carried out post-test I which began at 07:30, researcher gave a test multiple choice. The researcher gave twenty questions. Then students work on questions calmly and orderly. And the test ends at 09:00.

Braja Harjosari,

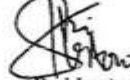
October 2023

Collaborator



Sri Haryati Nawangsih, S.S

Researcher



Dwi Lestari
NPM. 1901050014

FIELD NOTE

Day : Saturday, September 02th, 2023

Meeting : Meeting 1 (Cycle II)

on Saturday, September 02th, 2023 researcher conducts the first meeting in cycle II. the class began at 10.40. Researcher starts learning activity by greetings, praying, and checking attendance list. then, the researcher continued the material was about descriptive text of tourism.

The researcher also gives the explanation and teaches the students about how to pronounce the vocabulary in reading text. After that, the researcher invited to students to practice the steps of CRE method repeatedly.

In this meeting the condition in the classroom is quite effective. then, the class ends at 12.00

Braja Harjosari,

Oktober 2023

Collaborator



Sri Haryati Nawangsih, S.S

Researcher



Dwi Lestari

NPM. 1901050014

FIELD NOTE

Day : Monday, September 04th, 2023

Meeting : Meeting II (Cycle II)

On Monday, September 04th, 2023, researcher conducts the second meetings in cycle 2. The class began at 07:30. The researcher started the lesson by greeting, praying and checking students' attendance list. The researcher gave a small quiz about the material in the last meeting. The students were very excited to answer the questions the researcher gave.

Then, the researcher gave the material in previous meeting in to historical place and tourism. After that, the researcher invited students to apply the CIRC method. In this stage, the students actively followed the learning process. And then class ends at 09:00.

Braja Harjosari,

Oktober 2023

Collaborator



Sri Haryati Nawangsih, S.S

Researcher



Dwi Lestari
NPM. 1901050014

FIELD NOTE

Day : Friday, September 08th, 2023

Meeting : Post - Test II

On Friday, September 08th, 2023 researcher conducts the post-Test II. The test starts at 07:30. The test is same like post-test I. The students must be completed the test by individually. In this test students seem confident. And the test ends at 09:00.

Braja Harjosari,

Oktober 2023

Collaborator



Sri Haryati Nawangsih, S.S

Researcher



Dwi Lestari
NPM. 1901050014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

NPP: 1807062F0000001

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1206/In.28/S/U.1/OT.01/10/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DWI LESTARI
NPM : 1901050014
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050014

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 30 Oktober 2023
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Dwi Lestari
NPM : 1901050014
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 30 Oktober 2023
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.
NIP. 08803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-4179/In.28/D.1/TL.01/07/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **DWI LESTARI**
NPM : 1901050014
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

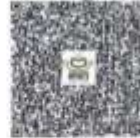
- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH BRAJA SELEBAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENT READING ABILITY USING BY COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD AT THE TENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH"
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 Juli 2023



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BRAJA SELEBAH
SMA MUHAMMADIYAH BRAJA SELEBAH
KABUPATEN LAMPUNG TIMUR
STATUS : TERAKREDITASI B

NSS : 302120416022 NIS : 300220 NPSN. 10805988

Alamat : Jl. Ki. Raga Hadikusuma No. 10 Braja Harjosari Kas. Braja Selehah telp. 0725 764 3662 smabrahja@smamtl.com, Kab. Lam-Tim 34196

SURAT KETERANGAN
NOMOR : 422/015/15/SK/SMAM/2023

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah Braja Selehah Lampung Timur, dengan ini menerangkan bahwa :

Nama : **DWI LESTARI**
NPM : 1901050014
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Metro

Sesuai dengan surat penelitian lapangan dengan No. B-4180/In.28/D.1/TL.00/07/2023 bahwa mahasiswa tersebut diperkenankan untuk melaksanakan Penelitian di SMA Muhammadiyah Braja Selehah dalam rangka penyelesaian Tugas Akhir Mahasiswa dengan judul **"INCREASING THE STUDENT READING ABILITY USING BY COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD AT THE TENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH"**.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Braja Selehah, 24 Agustus 2023
Kepala Sekolah


SIREGAR, S.Pd.M.MPd
NPM 1901050014





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Lestari
NPM : 1901050014

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	03/ Juni 2022		Konsultasi Fikah jekur - Persiapan Bab 1 - Harus punya buku seminar Purponi	
2.	6/ 01 2023		Rencana Aruze → Ruze all.	
3.	10/ 01 2023		Ace Seminar	

Mengotofui
Ketua Jurusan TBI

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Dosen Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : DWI LESTARI
NPM : 1901050014

Jurusan : TBI
Semester : VII

No.	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 31 / 2023 106		1. Revisi lesson plan 2. Ditapikan penulisan soal 3. Tentukan indikator	
2.	KerIn, 12 / 2023 106		1. Revisi soal pretest 2. Revisi numbering	
3.	Rabu, 21 / 2023 106		1. Siapkan blue Print	
4.	Kamis, 22 / 2023 106		ABP Review	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
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Dosen Pembimbing

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KARTU KONSULTASI BIMBINGAN
SKRIPSI MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Lestari
NPM : 1901050014

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 16 Oktober 2023	Drs. Kuryani, M.Pd	- Bimbingan Bab IV dan Bab V	
2.	Kamis, 26 Oktober 2023	Drs.Kuryani, MPd	- Tabel frequency dibenarkan complete diatas incomplete dibawah - Discussion jelaskan what,why,how - Kesimpulan dibuat pointers - Bibliography disusun affabetis	

3.	Jum'at, 27 Oktober 2023	Drs. Kuryani, MPd	- ACC Munaqosyah	
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Mengetahui
Ketua Jurusan TBI



Dr. Much Dehiatur, M.Pd.
NIP. 198803082015031006

Dosen Pembimbing,



Drs. Kuryani, M.Pd.
NIP. 196202151995031001

BIOGRAPHY



The name of the researcher is Dwi Lestari. She was born in Braja Harjosari, on May 11th, 2000. She is the second child of Mr. Sunarwan and Mrs. Sariyah. The researcher lives with her parents who are located in Braja Harjosari, Braja Selehah, East Lampung. She completed her Kindergarten at TK ABA 1 Braja Harjosari on 2007. After that, she continued her study at SDN 1 Braja Harjosari, and graduated on 2013. Then, she finished her junior high school in SMP ISLAM YPI 1 Braja Selehah on 2016. The researcher then continued her education to the senior high school at SMA Muhammadiyah Braja Selehah, and graduated on 2019. At the same year, she registered as S-1 student of English Education Department of IAIN Metro.

The Researcher is a person who likes to organize and learn new things, so during college the researcher was active in several student organizations. In 2021, the researcher served as chairman of Divisi Tari UKM Impas and decommissioned in 2022. In addition, the researcher also serves as general treasurer at the Student Association of the English Education Program, which was inaugurated in 2022 and was decommissioned on May 2023.