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Appendix 1

The Questionnaire of Preliminary Observation

Name / Code of Student :

Day / Date :

Guide :

1. Give a check mark (√) in the fields, according to how you feel without any influence from friends.
2. Answers will not affect the value.

No	Questions	Yes	No
1.	Do you like reading activities in learning English?		
2.	Do you have some difficulties in reading English lesson?		
3.	Do you often find the difficulties in answering the questions from the text?		
4.	Is there any your friend help when you find the difficulties in reading activities?		
5.	Are you volunteered actively to answer the questions from the text without waiting designated by teacher?		
6.	Do you often find the difficulties in translating the word from the text?		
7.	Are you able to guess the meaning of difficult words that you find in the text?		
8.	Are you able to find the main idea of every paragraph of text that you read?		
9.	Are you able to guess the proper title of the text that you read?		
10.	Do you have the problem in finding the topic or theme from the text?		

Appendix 2

Questionnaire of the Students' Response**After Implementation of CIRC Method**

Name / Code of Student :

Day / Date :

Guide :

1. Give a check mark (√) in the fields, according to how you feel without any influence from friends.
2. Answers will not affect the value.

No	Questions	Yes	No
1	By the CIRC method application, whether you are more active in participating of reading learning?		
2	Does the CIRC method application able to facilitate you to answer the questions from the text easily?		
3	Does the CIRC method application able to facilitate you in comprehending the whole content of the text?		
4	Does the CIRC method application able to improve your ability in learning reading?		
5	Does the CIRC method is useful to be applied in teaching reading?		

Appendix 3

PRELIMINARY TEST**Name** :**Class / semester** :**Subject** : **English**

Read the text and answer the questions based on the available text!**The following text is for questions 1 to 7.****The flower arrangement**

On the teacher table in my classroom, there is a flower arrangement. It is very lovely.

It is put on an oval vase. The flower arrangement shapes like a cone. There are three kinds of flowers in the arrangement. They are roses, gladioles and chrysanthemums. Those roses are red. The gladioles are white, while the chrysanthemums are yellow. They have many leaves. They are small and big.

1. What does the text tell you about?
2. Who do you think writes the text?
3. Where is the flower arrangement?
4. What is the shape of the vase?
5. What is the shape of the flower arrangement?
6. How many kinds of flowers are in the arrangement? What are they?
7. Are all the leaves in the arrangement big?

The following text is for questions 8 to 12.

The mango tree in our school

There are some trees in our school. Among them, there is a mango tree. The tree is in front of our classroom.

The mango tree is very old. Maybe, it is the oldest tree at school. The trunk is very big. It takes two children with arms outstretched to completely circle it. Surprisingly, it still bears a lot of fruit. No wonder, when mango season comes, my friend and I get excited. We all like to come to school really early so we can pick all the good ones. Before going home, we can't help taking a look at the mouth watering sight on the tree, hoping that we might climb it again the next day.

8. What is the purpose of the text?
9. How big is the tree?
10. Does the tree bear many fruits?
11. Do the children like the mangoes?
12. What do the students do in mango season?

Appendix 4

LESSON PLAN**(Cycle 1)**

Institution	: SMPI Assalam Jambewangi
Subject	: English
Skill	: Reading
Grade/ Semester	: VII/II
Time allocation	: 2 x 40 minutes

I. Standard Competence :

- 11.1 Understanding the meaning of short functional text and simple essay on descriptive text which is related to the nearest environment.

II. Basic Competence :

- 11.2 Responding the meaning and the rhetoric steps accurately, fluently and accepted on simple essay which is related to the nearest environment on descriptive text.

III. Indicator :

1. Identifying the main idea of the text.
2. Comprehending the content of the text.
3. Deducing the content of the text.

IV. Learning Objective :

1. The students will be able to identify the main idea of the text by determine general and specific information of the text.
2. The students will be able to comprehend the content of the text by identify the meaning of word / sentence of the text.

- The students will be able to deduce the content of the text by analyze general and specific information, and comprehend the whole of the text content.

V. Learning Material :

- Monologue text in the form of descriptive text.
- CIRC Method to analyze the content of the text.

The reading material that will be given to the students:

Title	New York City
Identification	New York City is one of the big cities in the United States of America. New York City is located in New York State.
Description	<p>New York City borders on the Atlantic Ocean. It was settled as ‘‘New Amsterdam’’ by the dutch in 1625. Today, New York City is an important commercial and banking center which includes Wall Street. It has also many important skyscrapers such as The Empire State Building. This city also has one of the most popular sights in the world. It lies in a small island near New York City. It is a statue called the Liberty.</p> <p>Not only for commerce, New York City is also important for immigration. Ellis Island is used to be the entry point for many immigrants who passed through New York City at the turn of the century.</p>
<p>The text is the written form of a descriptive text. We use a descriptive text in order to describe a particular person, thing or place.</p> <p>A descriptive consist of three main elements. The elements are:</p> <ul style="list-style-type: none"> • Title, which shows the title of the text. • Identification, which identifies the person, thing or place to be described. 	

- **Description**, which describes parts, qualities and characteristics of the person, place or thing. When we describe a particular person, thing or place, use the simple present tense.

VI. Teaching Method :

CIRC (Cooperative Integrated Reading and Composition).

- Teacher asks to the students to make a group consist of 4 students heterogeneously.
- Teacher gives reading text about descriptive text to the each group.
- Teacher guides to the students to analyze the main idea of the reading text cooperatively.
- The students do some exercise based on the given reading text.

VII. Learning Activities :

No	Structure	Learning Activity	Time
1.	Pre-activities		
	Apperception	Greeting, praying and checking the students' attendance list.	5 minutes
		Giving the topic of the material to the students.	
		Giving the purpose of the lesson.	
	Motivation	Giving some questions based on students' prior knowledge about the topic.	5 minutes
2.	Whilst-activities		
	Exploration	Giving the students an explanation about descriptive text.	10 minutes
		Explaining the goal and method which will be implemented in	

		teaching and learning	
	Elaboration	Guiding the students to read and analyze descriptive text based on CIRC method.	30 minutes
		Giving an exercise about the materials to the students.	
	Confirmation	Discussing the students' exercises.	15 minutes
		Giving positive feedback toward the students' difficulties.	
3.	Post-activities		
	Closing	Reflection of the materials.	15 minutes
		Asking the students about their difficulties during teaching and learning activities.	
		Closing the teaching and learning activity by greeting.	

VIII. Learning Sources and Teaching Media

1. Learning Sources :
 - a. English book "Let's Talk" for the seventh grade of students Junior High School page 52.
 - b. Students worksheet "PR Bahasa Inggris" for the seventh grade of students Junior High School semester 2 page 34.
2. Teaching Media : Reading text, white board, marker.

IX. Evaluation

1. Testing type : Reading test
2. Technique of test : Multiple choice and Short answer
3. Scoring Rubric :
 - a. Multiple choice

No	Answer	Score
1 – 20	The answer is correct	3.5
	The answer is wrong	0
	Score Maximum	70

b. Short answer

No	Answer	Score
1 – 5	The answer is correct	6
	The answer is almost correct	3
	The answer is wrong	1
	Score Maximum	30

c. Total score : multiple choice score + short answer score.

Blitar, May 07th 2016

Acknowledge by

English Teacher

The Researcher

Evi Rohmatu Zuroh, S.Pd.**Navisatul Khumaidah**

Appendix 5

TEST**(Cycle 1)**

Name :
Class / semester :
Subject : **English**

A. Read the text and answer the questions based on the available text!

The following text is for questions 1 to 3.

The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jacksons has a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

1. What does Mr. Jackson do?

- | | |
|------------|---------------|
| A. father | B. teacher |
| C. student | D. house maid |

2. Where do the Jacksons stay?

- | | |
|----------------|---------------|
| A. In Denpasar | B. In Bantul |
| C. In Medan | D. In America |

3. "She comes from Medan." (Paragraph 2)

The underlined word refers to Mr. Jackson's _____

- A. teacher B. daughter C. student D. wife

The following text is for questions 4 to 6.

I have a best friend named Emma. She is tall and thin. She wears glasses. Emma is an only child. Her mother is a housewife and her father is a businessman. Emma is very blunt and sometimes it even annoys me. I think she has to learn to be more tactful in her speech.

Emma is a bookworm. It means that she enjoys reading books very much. She cannot take her meals without a book in her hand. She can read a thick novel and complete it within a day. She has a big library in her house and she often reads her books again and again. Books about animals are her favorite ones. She wants to be a veterinarian when she grows up.

4. Who is Emma?

- A. The writer's sister B. The writer's mother
C. The writer's friend D. The writer's cousin

5. What does Emma want to be when she grows up?

- A. A businessman B. A housewife
C. A veterinarian D. A bookworm

6. "... And complete it within a day." (Paragraph 2)

What does the word 'it' refer to?

- A. A thick novel B. A thin novel
C. A book D. A science book

The following text is for questions 7 to 11.

The Candy Woman

The Candy Woman is an elderly woman.

I call the Candy Woman because she sells candies. However, she sells a special kind of candy that is not usually found in shops. Hers is a homemade sticky, golden-brown and translucent substance. It looks and tastes like honey, although it is harder and can be twined around a stick.

The Candy Woman usually comes at around one o'clock in the afternoon and stays until evening. She sits on a low stool that she brings along and places her pail of golden-brown sweet in front of her. Now and then, she plays her harmonica to attract passers-by.

I wonder where she comes from. She looks cheerful and is quite neat and well-groomed. I do not think that she needs to earn a living by selling sweets. Maybe it is the way of passing time. She may be bored sitting at home and doing nothing.

7. What are the color of the Candy Woman's candies?

- A. Brown. B. Golden brown. C. Yellow. D. Golden yellow.

8. When does the Candy Woman start selling her candies?

- A. At dawn. B. In the morning. C. In the afternoon. D. At dusk.

9. What does the Candy Woman do to attract the passers by?

- A. She plays her harmonica. B. She shouts aloud.
C. She blows her trumpet. D. She rings her bell.

10. Which of the following statements is NOT TRUE about the Candy Woman?

- A. She sells a special kind of candies.

- B. She sells her candies until the evening.
- C. She sits on a low stool while selling her candies.
- D. She looks poor and in a mess.

11. “. . . that she brings along . . .” (paragraph 3)

The word ‘brings’ has closest meaning to _____

- A. carries. B. rings. C. puts. D. sells.

The following text is for questions 12 to 15.

The wonder boy, Wayne Rooney is a very popular footballer in the world. At the age of 16, Rooney was a top goal scorer for Everton, his first team.

Wayne Rooney was born on October 24th,1985 in liverpool. He is the son of a working class family. He grew up in Croxteth. He was brought up in a three-bedroom house with his parents, Jeanette and Wayne, and his younger brothers, Graham and John. When he was young, Wayne had a dream; he wanted to be the best footballer. His family was Everton lovers and Rooney’s old bedroom window was filled with Everton flags.

His debut in Everton Football Club was in August 2002. His first league goal came in October 2002 when he became the youngest goal scorer in the history of the Premier League at the age of 16 years. In 2004, he joined Manchester United. Nowadays he becomes the world’s most expensive teenager football player.

12. What is the text about?

- A. England football players. B. Wonder boys.
C. Wayne Rooney. D. Top goal scorers.

13. In what club did Wayne Rooney score his first goal?

16. What does the text tell us about?

- A. Bengawan Solo B. Sangiran C. Sragen D. Central Java

17. What passes through the middle of the Sragen Regency?

- A. The Bengawan Solo River B. The Sangiran Dome
C. The Kendeng Mountain D. The Plupuh district

18. "This area is about 56 km² which consists "(Paragraph 2)

The underlined phrase refers to _____

- A. The Sangiran Museum B. The Sangiran Dome
C. Mount Lawu D. The Depression of Solo

19. The following statements are TRUE about the text, **except** _____

- A. Sragen is about 56 km²
B. the Sragen Regency is usually called "Tlatah Sukowati"
C. a slope of Mount Lawu is situated in the southern part of Sragen
D. Sangiran is the most famous site for development of anthropology, archeology, biology, paleoanthropology and geology

20. ".....is famous region called 'the Sangiran Dome'."

The underlined word can be best replaced by _____

- A. well-known B. interesting C. obvious D. substantial

B. Read the text and answer the questions based on the text!

Mrs. Hilman is my aunt. She is a nurse. She works in a hospital near her house. Mrs. Hilman is about 30s. She has a daughter and a son, Novi and Hendra.

Mrs. Hilman is stocky with a heart-shaped face. She has curly black hair and wears glasses. She has fair complexion. She takes plenty of exercise because she does not want get flabby.

She is a good mother. Although she is busy, she always spares her time with her children.

1. What is the text about?
2. What does she do?
3. Where does she work?
4. How old is she?
5. Why does she call a good mother?

Appendix 6

LESSON PLAN**(Cycle 2)**

Institution	: SMPI Assalam Jambewangi
Subject	: English
Skill	: Reading
Grade/ Semester	: VII/II
Time allocation	: 2 x 40 minutes

I. Standard Competence :

- 11.1 Understanding the meaning of short functional text and simple essay on descriptive text which is related to the nearest environment.

II. Basic Competence :

- 11.2 Responding the meaning and the rhetoric steps accurately, fluently and accepted on simple essay which is related to the nearest environment on descriptive text.

III. Indicator :

4. Identifying the main idea of the text.
5. Comprehending the content of the text.
6. Deducing the content of the text.

IV. Learning Objective :

1. The students will be able to identify the main idea of the text by determine general and specific information of the text.
2. The students will be able to comprehend the content of the text by identify the meaning of word / sentence of the text.

- The students will be able to deduce the content of the text by analyze general and specific information, and comprehend the whole of the text content.

V. Learning Material :

- Monologue text in the form of descriptive text.
- CIRC Method to analyze the content of the text.

The reading material that will be given to the students:

Title	My Favorite Teacher
Identification	Mr. Jo is my favorite teacher. He is an English teacher.
Description	<p>Mr. Jo always arrives at school early in the morning. He works for six and a half hours every day. He teaches us to listen to and speak English. He also teaches us to read and write texts in English.</p> <p>All students like him. He always teaches English in attractive ways. He always tries to make his lessons easy to understand. He sometimes uses games or videos in delivering the lessons. That's why, his class is never boring.</p> <p>Mr. Jo often asks us to work together. We have to speak English while doing the work. He always encourages us to speak English, through sometimes we make some spelling mistakes. Before the class is over, he reviews what we learned that day. When we do some mistakes in spelling, he always corrects us. Besides that, he often gives us homework.</p>
<p>The text is the written form of a descriptive text. We use a descriptive text in order to describe a particular person, thing or place.</p> <p>A descriptive consist of three main elements. The elements are:</p>	

- **Title**, which shows the title of the text.
- **Identification**, which identifies the person, thing or place to be described.
- **Description**, which describes parts, qualities and characteristics of the person, place or thing. When we describe a particular person, thing or place, use the simple present tense.

VI. Teaching Method :

CIRC (Cooperative Integrated Reading and Composition).

- Teacher asks the students to make a group consist of 4 students heterogeneously.
- Teacher gives reading text about descriptive text to the each group.
- Teacher guides the students to analyze the main idea of the reading text cooperatively.
- The students do some exercise based on the given reading text.

VII. Learning Activities :

No	Structure	Learning Activity	Time
1.	Pre-activities		
	Apperception	Greeting, praying and checking the students' attendance list.	5 minutes
		Giving the topic of the material to the students.	
		Giving the purpose of the lesson.	
	Motivation	Giving some questions based on students' prior knowledge about the topic.	5 minutes
2.	Whilst-activities		
	Exploration	Giving the students a series of reading text about descriptive	10 minutes

		text.	
		Explaining the goal and method which will be implemented in teaching and learning	
	Elaboration	Guiding the students to read and analyze descriptive text based on CIRC method.	30 minutes
		Giving an exercise about the materials to the students.	
	Confirmation	Discussing the students' exercises.	15 minutes
		Giving positive feedback toward the students' difficulties.	
3.	Post-activities		
	Closing	Reflection of the materials.	15 minutes
		Asking the students about their difficulties during teaching and learning activities.	
		Closing the teaching and learning activity by greeting.	

VIII. Learning Sources and Teaching Media

1. Learning Sources :

- a. English book "Let's Talk" for the seventh grade of students Junior High School page 54.
- b. Students worksheet "PR Bahasa Inggris" for the seventh grade of students Junior High School semester 2 page 37.

2. Teaching Media : Reading text, white board, marker.

IX. Evaluation

1. Testing type : Reading test
2. Technique of test : Multiple choice and Short answer
3. Scoring Rubric :

a. Multiple choice

No	Answer	Score
1 - 20	The answer is correct	3.5
	The answer is wrong	0
	Score Maximum	70

b. Short answer

No	Answer	Score
1 - 5	The answer is correct	6
	The answer is almost correct	3
	The answer is wrong	1
	Score Maximum	30

- c. Total score : multiple choice score + short answer score.

Blitar, May 14th 2016

Acknowledge by
English Teacher

The Researcher

Evi Rohmatu Zuroh, S.Pd.

Navisatul Khumaidah

As a secretary, she has some duties to do. She has to type some documents. Then, she keeps them well. She does it by putting and arranging them in some drawers. She locks the drawers to keep the documents secret.

Besides, she has to record her boss' agenda and reminds him about the agenda. If her boss will have a meeting, she prepares the materials. Then, she has to type the result of the meeting.

7. What is the text about?

- | | |
|------------------------------|---------------------------------|
| A. Ms. Sonia is a secretary. | B. Ms. Sonia's profession. |
| C. Ms. Sonia's company. | D. Ms. Sonia's characteristics. |

8. What does Ms. Sonia's profession?

- | | | | |
|----------------|------------------|---------------|-----------------|
| A. a reporter. | B. an assistant. | C. a manager. | D. a secretary. |
|----------------|------------------|---------------|-----------------|

9. What is the main idea of paragraph 2?

- | | |
|---------------------------------|----------------------------|
| A. Ms. Sonia's daily jobs. | B. Ms. Sonia's profession. |
| C. Ms. Sonia's characteristics. | D. Ms. Sonia's company. |

10. The following Ms. Sonia duties, **except** _____

- | | |
|-----------------------------|--------------------------------|
| A. Leading some meetings. | B. Typing some documents. |
| C. Arranging the documents. | D. Recording her boss' agenda. |

11. What does Ms. Sonia do to keep the documents secret?

- | | |
|------------------------------------|--------------------------------|
| A. She always locks the drawers. | B. She always closes the door. |
| C. She puts alarms in the drawers. | D. She seldom leaves her room. |

12. "Then, she keeps them well." (Paragraph 3)

The word 'them' refers to _____

- | | | | |
|--------------|-----------------|-------------------|-------------------|
| A. the jobs. | B. the drawers. | C. the documents. | D. the materials. |
|--------------|-----------------|-------------------|-------------------|

13. "... reminds him about the agenda." (Paragraph 4)

The word 'him' refers to _____

- A. the documents. B. Ms. Sonia's boss.
C. Ms. Sonia D. the jobs.

The following text is for questions 14 to 20.

Siti Nurhaliza is a Malaysian pop singer and song writer. She was born in January 11, 1979 in Berek Polis Kg. Awah, Temerloh as the fifth child in the family of eight siblings. Right now she is the most successful Malaysian singer. Siti's family members are music lovers; her grandfather was a famous violinist while her mother was a famous local traditional singer.

Siti Nurhaliza attended pre-school at the Sekolah Tabika Perkep, Balai Polis Kampung Awah, Temerloh. Here, she showed her early singing talent at the age of six when she sang "Sirih Pinang", a Malay traditional song at her kindergarten's end of year event, Siti had also won a singing contest when she was twelve years old. She sang patriotic song in the event. At the age of 13, she started her career by performing in wedding ceremonies and dinner parties. The local community loved her performance. At 16, she competed in the 1995 RTM Juara Bintang Competition where she met Adnan Abu Hassan, a famous Malaysian music composer. He helped her with her vocal performance and she won the contest.

Siti Nurhaliza was granted a contract with Suria Records and in 1996 she released her first-titled album, Siti Nurhaliza. After the release of her first album, Siti became a well-known figure in Malay pop culture.

14. The text above tells us about _____

- A. the fifth child in the family of eight siblings.
B. a Malaysian traditional singer.
C. a Malaysian pop singer and song D. the most successful Malaysian.

writer.

15. Who does Siti Nurhaliza's mother?

- A. a Malaysian pop singer and song writer.
 B. the most successful Malaysian.
 C. a Malaysian traditional singer.
 D. the fifth child in the family of eight siblings.

16. What does the second paragraph tell us about?

- A. Siti Nurhaliza met Adnan Abu Hassan for the first time.
 B. Siti Nurhaliza started her career in singing from early childhood.
 C. Siti Nurhaliza won a singing contest.
 D. Siti Nurhaliza released her first album.

17. At the age did Siti Nurhaliza show her talent in singing?

- A. 6 B. 12 C. 13 D. 16

18. "Here, she showed her early singing talent" (Paragraph 2)

The underlined word refers to_____

- A. the Sekolah Tabika Perkep, Balai Polis Kampung Awah, Temerloh.
 B. in wedding ceremonies and dinner parties.
 C. the 1995 RTM Juara Bintang Competition.
 D. Berek Polis Kg. Awah, Temerloh.

19. Who does Siti Nurhaliza met in the 1995 RTM Juara Bintang Competition?

- A. a famous violinist.
 B. Adnan Abu Hassan.
 C. a Malaysian traditional singer.
 D. the most successful Malaysian singer.

20. When Siti Nurhaliza released her first album?

- A. 1995. B. At the age of 13. C. At the age of 16. D. 1996.

B. Read the text and answer the questions based on the text!

The new mop

There is a new mop in our class. We use it to mop our classroom floor. It is different from the last mop.

The mop has two parts. The first one is the handle and the second one is the mop itself. The handle is made of aluminium and the mop is made of sponge. We can squeeze the mop only by dragging the handle. The new mop is easy to use.

1. What is the text about?
2. What can you use the thing for?
3. How many parts does the thing have? What are they?
4. What is the handle made of?
5. What should you drag to squeeze the mop?

Appendix 8

The Analysis of the Questionnaire about Students' Response in Learning English before the Implementation of CIRC Method

No	Questions	Analysis of the Answer			
		Yes	%	No	%
1.	Do you like reading activities in learning English?	15	46	18	54
2.	Do you have some difficulties in reading English lesson?	29	88	4	12
3.	Do you often find the difficulties in answering the questions from the text?	28	84	5	16
4.	Is there any your friend help when you find the difficulties in reading activities?	13	40	20	60
5.	Are you volunteered actively to answer the questions from the text without waiting designated by teacher?	9	28	24	72
6.	Do you often find the difficulties in translating the word from the text?	33	100	0	0
7.	Are you able to guess the meaning of difficult words that you find in the text?	10	30	23	70
8.	Are you able to find the main idea of every paragraph of text that you read?	12	37	21	63

9.	Are you able to guess the proper title of the text that you read?	10	30	23	70
10.	Do you have the problem in finding the topic or theme from the text?	30	90	3	10

Appendix 9

**The Analysis of the Questionnaire about Students' Response in Learning
English after the Implementation of CIRC Method**

No	Questions	Analysis of the Answer			
		Yes	%	No	%
1.	By the CIRC method application, whether you are more active in participating of reading learning?	23	70	10	30
2.	Does the CIRC method application able to facilitate you to answer the questions from the text easily?	28	84	5	16
3.	Does the CIRC method application able to facilitate you in comprehending the whole content of the text?	30	90	3	10
4.	Does the CIRC method application able to improve your ability in learning reading?	30	90	3	10
5.	Does the CIRC method is useful to be applied in teaching reading?	28	84	5	16

Appendix 10

Observation Checklist for a Teacher Activity**(Cycle 1)**Day/Date : Saturday / May 07th 2016

Observer : Evi Rohmatu Zuroh, S.Pd.

Direction : Give a check (√) in the coloumn based on your observation

Focus	Activity	Done	Not Done
Pre-Activity	Engage students to the material <ul style="list-style-type: none"> • Greeting, praying and checking the students' attendance list. • Giving the topic of the material to the students. • Giving the purpose of the lesson. • Giving some questions based on students' prior knowledge about the topic. 	√ √ √ √	
Whilst-Activity	Study the material <ul style="list-style-type: none"> • Giving the students an explanation about descriptive text. • Explaining the goal and method which will be implemented in teaching and learning • Guiding the students to read and analyze descriptive text based on CIRC method. • Giving an exercise about the materials to the students. 	√ √ √ √	

	<ul style="list-style-type: none"> • Discussing the students' exercises. • Giving positive feedback toward the students' difficulties. 	√	
Post-Activity	<p>Activate with the material</p> <ul style="list-style-type: none"> • Reflection of the materials. • Asking the students about their difficulties during teaching and learning activities. • Closing the teaching and learning activity by greeting. 	√ √ √	

Blitar, May 07th 2016

Researcher

Observer

Navisatul Khumaidah

Evi Rohmatu Zuroh, S.Pd.

Appendix 11

Observation Checklist for Students' Activity
(Cycle 1)

Direction : Give a check (√) in the coloumn based on your observation

Focus	Activity	4	3	2	1	0
Pre-Activity	Engage students with the material <ul style="list-style-type: none"> • Answering the teacher's greeting and the attendance list. • Paying attention during the teacher explanation about the topic of the material and the purpose of the lesson. • Giving the response about the teacher's questions. 	√	√		√	
Whilst-Activity	Study the material <ul style="list-style-type: none"> • The students pay attention the teacher explanation. • The students response and do the teacher intruction. • The students receive and read the reading passage that is given by teacher. • Having in analysis the reading material. • Doing the assignment. • Paying attention in the discussion. 	√	√ √ √	√ √		
Post-	Activate with the material					

Activity	<ul style="list-style-type: none"> • Doing the reflection of the materials with the teacher • Telling the difficulties during teaching and learning activities. • Answering the greeting. 	√		√		
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Note Scale

4 indicate all the students doing it.

3 indicate most the students doing it.

2 indicate about a half of the students doing it.

1 indicates only a few of the students doing it.

0 indicates no students doing it.

Blitar, May 07th 2016

Researcher

Observer

Navisatul Khumaidah

Evi Rohmatu Zuroh, S.Pd.

Appendix 12

Observation Checklist for a Teacher Activity**(Cycle 2)**Day/Date : Saturday / May 14th 2016

Observer : Evi Rohmatu Zuroh, S.Pd.

Direction : Give a check (√) in the coloumn based on your observation

Focus	Activity	Done	Not Done
Pre-Activity	Engage students to the material <ul style="list-style-type: none"> • Greeting, praying and checking the students' attendance list. • Giving the topic of the material to the students. • Giving the purpose of the lesson. • Giving some questions based on students' prior knowledge about the topic. 	√ √ √ √	
Whilst-Activity	Study the material <ul style="list-style-type: none"> • Giving the students a series of reading text. • Explaining the goal and method which will be implemented in teaching and learning • Guiding the students to read and analyze descriptive text based on CIRC method. • Giving an exercise about the materials to the students. • Discussing the students' 	√ √ √ √ √	

	<p>exercises.</p> <ul style="list-style-type: none"> • Giving positive feedback toward the students' difficulties. 	√	
Post-Activity	<p>Activate with the material</p> <ul style="list-style-type: none"> • Reflection of the materials. • Asking the students about their difficulties during teaching and learning activities. • Closing the teaching and learning activity by greeting. 	<p>√</p> <p>√</p> <p>√</p>	

Blitar, May 14th 2016

Researcher

Observer

Navisatul Khumaidah

Evi Rohmatu Zuroh, S.Pd.

Appendix 13

Observation Checklist for Students' Activity
(Cycle 2)

Direction : Give a check (√) in the column based on your observation

Focus	Activity	4	3	2	1	0
Pre-Activity	Engage students with the material <ul style="list-style-type: none"> • Answering the teacher's greeting and the attendance list. • Paying attention during the teacher explanation about the topic of the material and the purpose of the lesson. • Giving the response about the teacher's questions. 	√				
Whilst-Activity	Study the material <ul style="list-style-type: none"> • The students response and do the teacher intruction. • The students receive and read the reading passage that is given by teacher. • Having in analysis the reading material. • Doing the assignment. • Paying attention in the discussion. 	√				
Post-Activity	Activate with the material <ul style="list-style-type: none"> • Doing the reflection of the materials with the teacher 	√				

	<ul style="list-style-type: none"> • Telling the difficulties during teaching and learning activities. • Answering the greeting. 	√	√			
--	--	---	---	--	--	--

Note Scale

4 indicate all the students doing it.

3 indicate most the students doing it.

2 indicate about a half of the students doing it.

1 indicates only a few of the students doing it.

0 indicates no students doing it.

Blitar, May 14th 2016

Researcher

Observer

Navisatul Khumaidah

Evi Rohmatu Zuroh, S.Pd.

Appendix 14

The Students' Preliminary Test Score

No	Students' Name	Score	Classified
1	Ahmad Arridho	53	Failed
2	Ahmad Fajar M.	79	Passed
3	Aminatul M.	76	Passed
4	Andini Yuli Lestari	53	Failed
5	Bayu Putra Fajar	56	Failed
6	Dani Ahmada	58	Failed
7	Didik Fathurozi	51	Failed
8	Dimas Ari Prayoga	56	Failed
9	Dimas Restu S.	65	Failed
10	Diny Yuli	73	Failed
11	Doni Kurniawan	50	Failed
12	Edo Prasetyo	51	Failed
13	Erdina Putri M.	47	Failed
14	Fadlitatul M.	58	Failed
15	Haqi Abi Sastra	47	Failed
16	Hima Tutarbiyah	50	Failed
17	Ihsan Widi M.	47	Failed
18	M. Bestari Cahyaning A.	69	Failed
19	M. Faiz M.	41	Failed
20	M. Faris Ilkhaq	41	Failed
21	M. Mudhofar	51	Failed
22	M. Ridho Fathu R.	66	Failed
23	M. Riza Hasanul K.	51	Failed
24	M. Syafiq	65	Failed
25	M. Wafa Al Mughis	47	Failed
26	M. Yusuf Arif	41	Failed

27	M. Zahron Watsiq	59	Failed
28	M. Zainul Misbah	80	Passed
29	Marta Giana Kusni	76	Passed
30	Rendy Yoga P.	79	Passed
31	Yoga Pratama R.	41	Failed
32	Yugo Gilang	47	Failed
33	Zakiatul M.	51	Failed
Total		1875	
Mean Score		56.81	

Appendix 15

**The Students' Test Score
in Cycle 1**

No	Students' Name	Score	Classified
1	Ahmad Arridho	65	Failed
2	Ahmad Fajar M.	86	Passed
3	Aminatul M.	81	Passed
4	Andini Yuli Lestari	80	Passed
5	Bayu Putra Fajar	77	Passed
6	Dani Ahmada	79	Passed
7	Didik Fathurozi	72	Failed
8	Dimas Ari Prayoga	78	Passed
9	Dimas Restu S.	77	Passed
10	Diny Yuli	80	Passed
11	Doni Kurniawan	70	Failed
12	Edo Prasetyo	65	Failed
13	Erdina Putri M.	80	Passed
14	Fadlitatul M.	76	Passed
15	Haqi Abi Sastra	78	Passed
16	Hima Tutarbiyah	79	Passed
17	Ihsan Widi M.	80	Passed
18	M. Bestari Cahyaning A.	78	Passed
19	M. Faiz M.	63	Failed
20	M. Faris Ilkhaq	80	Passed
21	M. Mudhofar	69	Failed
22	M. Ridho Fathu R.	81	Passed
23	M. Riza Hasanul K.	78	Passed
24	M. Syafiq	76	Passed

25	M. Wafa Al Mughis	78	Passed
26	M. Yusuf Arif	72	Failed
27	M. Zahron Watsiq	82	Passed
28	M. Zainul Misbah	82	Passed
29	Marta Giana Kusni	80	Passed
30	Rendy Yoga P.	88	Passed
31	Yoga Pratama R.	78	Passed
32	Yugo Gilang	72	Failed
33	Zakiatul M.	79	Passed
Total		2539	
Mean Score		76.93	

Appendix 16

**The Students' Test Score
in Cycle 2**

No	Students' Name	Score	Classified
1	Ahmad Arridho	78	Passed
2	Ahmad Fajar M.	93	Passed
3	Aminatul M.	96	Passed
4	Andini Yuli Lestari	88	Passed
5	Bayu Putra Fajar	81	Passed
6	Dani Ahmada	85	Passed
7	Didik Fathurozi	86	Passed
8	Dimas Ari Prayoga	84	Passed
9	Dimas Restu S.	81	Passed
10	Diny Yuli	86	Passed
11	Doni Kurniawan	81	Passed
12	Edo Prasetyo	80	Passed
13	Erdina Putri M.	86	Passed
14	Fadlitatul M.	86	Passed
15	Haqi Abi Sastra	86	Passed
16	Hima Tutarbiyah	90	Passed
17	Ihsan Widi M.	86	Passed
18	M. Bestari Cahyaning A.	88	Passed
19	M. Faiz M.	80	Passed
20	M. Faris Ilkhaq	86	Passed
21	M. Mudhofar	78	Passed
22	M. Ridho Fathu R.	88	Passed
23	M. Riza Hasanul K.	85	Passed
24	M. Syafiq	81	Passed

25	M. Wafa Al Mughis	88	Passed
26	M. Yusuf Arif	86	Passed
27	M. Zahron Watsiq	89	Passed
28	M. Zainul Misbah	96	Passed
29	Marta Giana Kusni	93	Passed
30	Rendy Yoga P.	93	Passed
31	Yoga Pratama R.	86	Passed
32	Yugo Gilang	81	Passed
33	Zakiatul M.	89	Passed
Total		2840	
Mean Score		86.06	

Appendix 17

**The Developing Study from Preliminary Test and
the Results of the Test from Cycle 1 and Cycle 2**

No	Students' Name	Preliminary Test	Test Cycle 1	Test Cycle 2
1	Ahmad Arridho	53	65	78
2	Ahmad Fajar M.	79	86	93
3	Aminatul M.	76	81	96
4	Andini Yuli Lestari	53	80	88
5	Bayu Putra Fajar	56	77	81
6	Dani Ahmada	58	79	85
7	Didik Fathurozi	51	72	86
8	Dimas Ari Prayoga	56	78	84
9	Dimas Restu S.	65	77	81
10	Diny Yuli	73	80	86
11	Doni Kurniawan	50	70	81
12	Edo Prasetyo	51	65	80
13	Erdina Putri M.	47	80	86
14	Fadlitatul M.	58	76	86
15	Haqi Abi Sastra	47	78	86
16	Hima Tutarbiyah	50	79	90
17	Ihsan Widi M.	47	80	86
18	M. Bestari Cahyaning A.	69	78	88
19	M. Faiz M.	41	63	80
20	M. Faris Ilkhaq	41	80	86
21	M. Mudhofar	51	69	78
22	M. Ridho Fathu R.	66	81	88
23	M. Riza Hasanul K.	51	78	85

24	M. Syafiq	65	76	81
25	M. Wafa Al Mughis	47	78	88
26	M. Yusuf Arif	41	72	86
27	M. Zahron Watsiq	59	82	89
28	M. Zainul Misbah	80	82	96
29	Marta Giana Kusni	76	80	93
30	Rendy Yoga P.	79	88	93
31	Yoga Pratama R.	41	78	86
32	Yugo Gilang	47	72	81
33	Zakiatul M.	51	79	89
Total		1875	2539	2840

Appendix 18

Documentation

Day / Date & Month : Thursday / April 28th 2016.

Stage : Preliminary Observation.



Picture 1 and 2 : The students did preliminary test.

Day / Date & Month : Saturday / May 07th 2016.

Stage : Cycle 1 / Meeting 1.



Picture 3 : The students divided into some groups.



Picture 4 and 5 : The students analyzed the text to find out the main idea and answer the questions based on the given text cooperatively.



Picture 6 : The student presented the result of group work.

Day / Date & Month : Friday / May 13rd 2016.

Stage : Cycle 1 / Meeting 2.



Picture 7 and 8 : The students did the test Cycle 1.

Day / Date & Month : Thursday / May 19th 2016.

Stage : Cycle 2 / Meeting 2.



Picture 9 and 10 : The students did the test Cycle 2.

Appendix 19

**The Data Sample of Students' Reading Comprehension Test
on Preliminary Test, Test Cycle 1 and Test Cycle 2**

THE RESEARCHERS' CURRICULUM VITAE

- Name : Navisatul Khumaidah
- Sex : Female
- Place, Date of Birth : Blitar, December 05th 1993
- Address : Dsn. Cimpling RT. 01 RW. 01, Ds. Siraman,
Kec. Kesamben, Kab. Blitar.
- NIM : 2813123113
- Faculty : Faculty of Education and Teacher Training
- Department : English Education Department (TBI)
- Program : Strata I
- Background of the study :
- TK RA Al-Hidayah Siraman Kesamben Blitar (1999-2001)
 - MI Safinatul Ulum Siraman Kesamben Blitar (2001-2006)
 - MTsN Jambewangi Selopuro Blitar (2006-2009)
 - MA Assalam Jambewangi Selopuro Blitar (2009-2012)
 - IAIN Tulungagung (2012-2016)