

Schedule of Meeting

NO	MEETING	EXPLANATION
1.	First meeting	Socialization for applying CIRC strategy pre test
2.	Second meeting	Teaching reading the topic descriptive text using CIRC
3.	Third meeting	Teaching reading the topic descriptive text using CIRC
4.	Fourth meeting	Teaching reading the topic descriptive text using CIRC
5.	Fifth meeting	Post test

APPENDIX
ACTIVITY OF IMPLEMENTATION

NO	Activity of teaching	Activity in the classroom
1	Pre teaching <ol style="list-style-type: none"> 1. The reseacher extend the purpose of learning. 2. Remembering the lesson that will Lean with First knowledge 3. Give motivation student 	<ol style="list-style-type: none"> 1. In the implementation learning activity the teacher giving information about the purpose of learning orally. 2. The reseacher remember again the material before, that relevant with materiil that will teaching. 3. 3.The reseacher Gide motivation the student with study hard to improve them knowledge.
2.	While teaching <ol style="list-style-type: none"> 1. Presentation of the material. 2. Modeling CIRC in teaching. 3. Giving practicing. 4. Take and give 	<ol style="list-style-type: none"> 1. Before implementation teaching learning the reseacher presentation generally about the material. 2. The reseacher modeling using CIRC 3. The student with team CIRC them try to practicing 4. In the take and Give , the reseacher giving some question to the student to know the result of them team.
3.	Post teaching <ol style="list-style-type: none"> 1. Make a Congclution 	<ol style="list-style-type: none"> 1. The reseacher with the student make a congclution about the material clasically

Observation checklist

This observation checklist is to know the process of implementation of cooperative integrated reading and composition as reading teaching strategy. Mark the answer using checklist (v) with appropriate the teacher's activity in the classroom

No	checklist	Yes	No
1.	The teacher gives an example of cooperative integrated reading and composition related to the material of the lesson.		
2.	The teacher explains to the students cooperative learning		
3.	The teacher asks to the students to cooperative learning		
4.	The teacher guides the students to cooperative learning.		
5.	The teacher gives Time to the students to discuss the material / assignment that the teacher given		
6.	The teacher asks to the students to present their work / discussion in front of the class		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs. NURUL ISLAM PONGANGAN
Mata Pelajaran : Bahasa Inggris
Kelas : VII C
Topic : Descriptive text
Meeting : II
Standar kompetensi : Membaca
Memahami makna dalam teks tulis fungsional pendek sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar : Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indikator : Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek.
Alokasi waktu : 2 x 30 menit
Metode pembelajaran : Cooperative Integrated Reading and Composition (CIRC)
Langkah – langkah Kegiatan Pembelajaran

A. Kegiatan awal :

1. Guru menyapa siswa dengan sapaan dan salam yang sesuai
2. Guru berbicara tentang topic yang akan dibicarakan
3. Siswa di beri motivasi oleh guru tentang tujuan pembelajaran

B. Kegiatan Inti :

1. Siswa dibagi menjadi beberapa kelompok , masing- masing kelompok terdiri dari 4-5 siswa
2. Masing- masing group diberi teks yang dibawahnya terdapat beberapa pertanyaan yang berhubungan dengan teks tersebut
3. Masing- masing group di minta untuk menjawab pertanyaan yang telah diberikan
4. Guru menyuruh masing- masing group untuk mempresentasikan hasil jawaban
5. Guru memberi nilai setiap kelompok
6. Siswa dan guru bersama- sama membahas jawaban dari pertanyaan

C. Kegiatan Akhir

1. Siswa diberi kesempatan untuk bertanya tentang kesulitan yang dihadapi selama menyelesaikan tugas yang diberikan.
2. Guru mereview kembali materi yang sudah dipelajari
3. Guru mengakhiri proses kegiatan belajar.

Sumber Belajar :

1. Scaffolding grade VII
2. Lembar Kerja Siswa bahasa Inggris

Penilaian :

1. Teknik : tes tulis
2. Bentuk instrumen : pilihan ganda

3. Contoh instrumen : Read the text then answer the question based on the text !

Teacher

Gresik, 14 April 2012
Researcher

LULUK MUFIDAH, S.Pd

HANDRIYANI

Acknowledged by,
MTs. NURUL ISLAM PONGANGAN headmaster

Drs. ABDUL JALAL, MM

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs. NURUL ISLAM PONGANGAN
Mata Pelajaran : Bahasa Inggris
Kelas : VII C
Topic : Descriptive text
Meeting : III
Standar kompetensi : Membaca
Memahami makna dalam teks tulis fungsional pendek sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar : Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indikator : Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek.
Alokasi waktu : 2 x 30 menit
Metode pembelajaran : Cooperative Integrated Reading and Composition (CIRC)
Langkah – langkah Kegiatan Pembelajaran

A. Kegiatan awal :

1. Guru menyapa siswa dengan sapaan dan salam yang sesuai
2. Guru berbicara tentang topic yang akan dibicarakan
3. Siswa di beri motivasi oleh guru tentang tujuan pembelajaran

B. Kegiatan Inti :

1. Siswa dibagi menjadi beberapa kelompok , masing- masing kelompok terdiri dari 4-5 siswa
2. Masing- masing group diberi teks yang dibawahnya terdapat beberapa pertanyaan yang berhubungan dengan teks tersebut
3. Masing- masing group di minta untuk menjawab pertanyaan yang telah diberikan
4. Guru menyuruh masing- masing group untuk mempresentasikan hasil jawaban
5. Guru memberi nilai setiap kelompok
6. Siswa dan guru bersama- sama membahas jawaban dari pertanyaan

C. Kegiatan Akhir

1. Siswa diberi kesempatan untuk bertanya tentang kesulitan yang dihadapi selama menyelesaikan tugas yang diberikan
2. Guru mereview kembali materi yang sudah dipelajari
3. Guru mengakhiri proses kegiatan belajar.

Sumber Belajar :

1. Scsffolding grade VII
2. Lembar kerja Siswa bahasa inggris

Penilaian :

1. Teknik : tes tulis

2. Bentuk instrumen : pilihan ganda
3. Contoh instrumen : Read the text then answer the question based on the text !

Gresik, 17 April 2012

Teacher

Researcher

LULUK MUFIDAH, S.Pd

HANDRIYANI

Acknowledged by,
MTs. NURUL ISLAM PONGANGAN headmaster

Drs. ABDUL JALAL, MM

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: MTs. NURUL ISLAM PONGANGAN
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII C
Topic	: Descriptive text
Meeting	: IV
Standar kompetensi	: Membaca Memahami makna dalam teks tulis fungsional pendek sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indikator	: Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek.
Alokasi waktu	: 2 x 30 menit

Metode pembelajaran : Cooperative Integrated Reading and Composition (CIRC)
Langkah – langkah Kegiatan Pembelajaran

A. Kegiatan awal :

1. Guru menyapa siswa dengan sapaan dan salam yang sesuai
2. Guru berbicara tentang topic yang akan dibicarakan
3. Siswa di beri motivasi oleh guru tentang tujuan pembelajaran

B. Kegiatan Inti :

1. Siswa dibagi menjadi beberapa kelompok , masing- masing kelompok terdiri dari 4-5 siswa
2. Masing- masing group diberi teks yang dibawahnya terdapat beberapa pertanyaan yang berhubungan dengan teks tersebut
3. Masing- masing group di minta untuk menjawab pertanyaan yang telah diberikan
4. Guru menyuruh masing- masing group untuk mempresentasikan hasil jawaban
5. Guru memberi nilai setiap kelompok
6. Siswa dan guru bersama- sama membahas jawaban dari pertanyaan

C. Kegiatan Akhir

1. Siswa diberi kesempatan untuk bertanya tentang kesulitan yang dihadapi selama menyelesaikan tugas yang diberikan
2. Guru mereview kembali materi yang sudah dipelajari
3. Guru mengakhiri proses kegiatan belajar.

Sumber Belajar :

1. Scaffolding grade VII

2. Lembar Kerja Siswa bahasa inggris

Penilaian :

1. Teknik : tes tulis
2. Bentuk instrumen : pilihan ganda
3. Contoh instrumen : Read the text then answer the question based on the text !

Teacher

Gresik, 21 April 2012

Researcher

LULUK MUFIDAH, S.Pd

HANDRIYANI

Acknowledged by,

MTs. NURUL ISLAM PONGANGAN headmaster

Drs.ABDUL JALAL.,MM

Read the text then answer the question based on the text!

Roy and Bob are brother. They like playing badminton in the hall every Tuesday evening and Monday morning. Their parents support them very much. They always buy their children some shuttle chocks.” I want to be a world badminton player”, they often say it to their father when they relax. “it’s good. You have to practice it regularly, and I hope your dream will come true”. Mr. Rozak says

1. Roy and Bob practice badminton a week
 - a. Four time
 - b. Three time
 - c. twice
 - d. Ones
2. How many times do they practice in a week
 - a. Three time
 - b. Twice
 - c. Ones
 - d. First
3. What does the passage tell us about
 - a. Mr . Rozak’s profession
 - b. World badminton players
 - c. Their father’s support
 - d. Roy’s and Bob’s abition
4. How do both Roy and Bob practice badminton
 - a. Regularly
 - b. Iregularly
 - c. Carefully
 - d. Beautifuly
5. “ Their parents **supports** them very much”
The word **supports** mean
 - a. Encourage
 - b. Forbid
 - c. Like
 - d. Love
6. “ I want to be a world player “ they says to
 - a. Their uncle
 - b. Their mother
 - c. Their brother
 - d. Their father

Mr. Martin is my uncle. He is my mother’s elder brother. He is my favorite among my mother’s brother. He is very intersting man. He live quite near us with Aunt Angela and cousin, Anne and Bob. I often go to their house. He is about 45 with gray hair but he is stiiil quite good looking. He is tall and well built. He wear glasses because he is short sighted. He takes them off when he doesn’t work

7. Who is Mr. Martin
 - a. Anne’s uncle
 - b. Bob’s father
 - c. My monne’s nephew
 - d. Writer’s brother
8. He is my mother’s elder brother.
The opposite for underlined word is
 - a. Smarter
 - b. Younger
 - c. Taller
 - d. Shorter
9. “ He takes **them** off when he doesn’t work”
What does the word **them** refers to
 - a. Brothers
 - b. Glasses
 - c. Problems
 - d. Machines
10. How is mr. Martin look
 - a. He is about 55 with straight hair
 - b. He is about 45 with gray hair
 - c. He is about 65 with short hair
 - d. He is about 75 with long hair

Read the text then answer the question below based on the text !

Have you ever visited Singapore ? well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three millions people. Most Singapore live in high- rise apartements.

Uhm . . . Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of all and new buildings. Now, let me tell you about the old section of the city. In chinatown, there are rows of old shop houses. The government buildings in singapore are also very unique and antique.

They date from the british colonial days. Shopping ! Wow , this is the part that I like very much ! singapore is famous for its many good shopping centers. Most of the goods are duty free.

It's a heaven for shoppers! What about food ? Uhmmm. . . yummy . . .yummy. it's delicious. Singapore's restaurant provide Chinese, Indian , Malay , and European food, and the prices are quite reasonable. I bet you 'll like it. Well, since singapore lies near the equatorial line, of couse, it has a tropical climate, with a nice weather in both dry and rainy season.

1. How is Singapore's population
 - a. Its about little population
 - b. Its about three milions people
 - c. Its about five milions
 - d. It is about three teen people
2. Is singapore a beautyful city
 - a. No, itis not
 - b. Yes,it is
 - c. No , it is
 - d. Yes , it is not
3. Where is the pleace that are row of old shop houses
 - a. In chinatown
 - b. In malaysia
 - c. In Philipna
 - d. In China
4. What is Singapore famous
 - a. Famous for farm
 - b. Famaou for many good shopping centre
 - c. Famous for factory
 - d. Famaous for job
5. How about food in Singapore
 - a. Its bitter
 - b. It yummy
 - c. Its sweet
 - d. Its salty
6. "It's a heaven for shopping " called for
 - a. Malaysia
 - b. Singapore
 - c. Indian
 - d. Indonesia

7. Where come from food that restaurant in Singapore
 - a. Chinese, Indian , Malay ,and European
 - b. Malay , Singapore, Indian, and European
 - c. Indonesia, Philipina, Thailand, and European
 - d. Australia, chinese, malay , and European
8. How about the weather in Singapore
 - a. Cool and windy season
 - b. Winter and dry season
 - c. Dry and rainy season
 - d. Cool and rainy season
9. Its population is about three milions people , its refer to
 - a. Malaysia
 - b. Singapore
 - c. Thailand
 - d. Chinese
10. It has a tropical climate , it refer to
 - a. Singapore
 - b. America
 - c. Afrika
 - d. Australia

Read the text then answer the question below based on the text !

This is Najmira bedroom. It's not big but neat and clean. She always clean it everyday after she pray in the evening. The color of her wall is pink and soft pink, she likes this colour very much. The light is very bright. It makes her room looks clean and nice. There is a brown wardrobe in the corner of the room, beside that there is computer table and small wardrobe for her books and her bags.

There are many photographs on her wall. Some of them are Najmira's family and also the photograph of her best friend. Najmira has a hobby as philatelist, she likes collect stamp from another countries sometimes she buy it at the post office the stamp that has limited edition.

1. Najmira 's room is
 - a. Big
 - b. Clean
 - c. Comfortable
 - d. Small
2. She clean the room
 - a. Twice a week
 - b. Every month
 - c. Everyday
 - d. Once a week
3. " it " makes her room looks clean and nice". The word "It " refer to
 - a. Room
 - b. The light
 - c. Bedroom
 - d. The stamps
4. What is in the corner of her room
 - a. Computer desk
 - b. A brown wardrobe
 - c. Television
 - d. A small wardrobe
5. There . . . many photographs on her wall.
 - a. Big
 - b. Is
 - c. Has
 - d. Are
6. "Najmira has a hobby as philatelist "
 - a. Someone likes to collect money
 - b. Someone likes to collect stamps
 - c. Someone likes playing guitar
 - d. Someone likes to go fishing
7. Where is Najmira buy stamps
 - a. Book store
 - b. Post office
 - c. Market
 - d. Stationary
8. What colour is Najmira's room
 - a. Blue and light pink
 - b. Pink and soft pink
 - c. Yellow and white
 - d. Brown and black
9. What is Najmira's hobby
 - a. Fishing
 - b. Philatelist
 - c. Gardening
 - d. Reading
10. Where is Najmira's a brown wardrobe
 - a. In the corner
 - b. Behind family room
 - c. Beside bedroom
 - d. Infront of living room

Read the text then answer the question below based on the text !

That is Fitri's classroom. It is beside library, there are 40 students in Fitri's classroom. There are twenty one tables and forty chairs. A calendar and some picture are on the wall. A blackboard is in front of the class.

It is eight o'clock now, Fitri and her classmates are in the classroom. One student is absent. She is ill. Fitri is sitting between Tia and Rini. Dono is behind Tomy. The students are opening their books. They are opening page 15. They want to repeat their lesson.

Mr. Imam, their teacher is in Fitri's classroom. He is teaching English. He is explaining the structure. He is standing in front of the class now. He is writing on the blackboard with a piece of chalk and holding a duster in his hand. He always repeats the explanation when it is not clear. He add some notes to his explanation. The students are copying the question for their home work. They like the English lesson.

1. Whose classroom is it
 - a. Romi's classroom
 - b. Fitri's classroom
 - c. Faisal's classroom
 - d. Romeo's classroom
2. How many students are there in the classroom
 - a. 55 students
 - b. 15 students
 - c. 40 students
 - d. 25 students
3. What are the students studying now
 - a. Mathematic
 - b. English
 - c. Sciens
 - d. civic
4. Where is Fitri sitting
 - a. Sitting between Tia and Tina
 - b. Sitting between mira and vira
 - c. Sitting behind Rini and wida
 - d. Sitting between Tia and Rini
5. Is Mr.Imam teaching Indonesia
 - a. Yes, it is
 - b. No, it is
 - c. No , it is not
 - d. Yes , it is not
6. What is he explaining
 - a. He explaining structure
 - b. He explaining ecosystem
 - c. He explaining human right
 - d. He explaining art
7. Where is Mr. Imam standing
 - a. Behind the student
 - b. Beside the student
 - c. In front of the student
 - d. Between the student
8. When does Mr. Imam repeat his lesson
 - a. When the lesson not clear
 - b. When the student silent
 - c. When the lesson clear
 - d. When the student noisy
9. What are the students copying the question for
 - a. Note
 - b. Explaining
 - c. Home work
 - d. Reading
10. Do the students like the English lesson
 - a. Yes, they do
 - b. No , it is
 - c. Yes, they do not
 - d. No , it is not

Read the text then answer the question based on the text !

My school, State Junior High School 8 of Yogyakarta, is at 20 Jl. Diponegoro in the centre of the city. My school is big. It has 18 clean classrooms, ten clean toilets, three laboratories, a big library, a teacher room and a headmaster room. It has a beautiful school park in the centre of the school. The computer room is next to the library and the sports hall is behind the computer room. There is a large parking area beside the sports hall. There are notice boards in every classroom. There is also a beautiful mosque in front of the teacher's room .

1. Is the school small
 - a. Yes, it is
 - b. No ,it is
 - c. No ,it is not
 - d. Yes, it is not
2. Where is the school located
 - a. Jl. Ahmad yani
 - b. Jl. Kapiten Patimura
 - c. Jl. Diponegoro
 - d. Jl. Soekarno
3. How many classroom does the school have
 - a. 15 classrooms
 - b. 16 classrooms
 - c. 18 classrooms
 - d. 24 classrooms
4. How are the classroom
 - a. Dirty
 - b. Clean
 - c. Small
 - d. Large
5. How many toilets does the school have
 - a. Nine
 - b. Eleven
 - c. Ten
 - d. Twelve
6. What are the toilets like
 - a. Clean
 - b. Small
 - c. Dirty
 - d. Large
7. Where is the parking area
 - a. In front of classroom
 - b. In the yard
 - c. Beside the sports hall
 - d. Between teachers room and class one
8. Is there mosque in there
 - a. No, it is not
 - b. Yes, it is not
 - c. Yes, it is
 - d. No, it is
9. Where is computer rooms
 - a. Next to the library
 - b. In front of the library
 - c. Beside the library
 - d. Between library and class two
10. How is the park in the school
 - a. Ugly park
 - b. Hansome park
 - c. Beautiful park
 - d. Dirty park

Keyword of reading comprehension

Reading 1

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

Reading 2 (Singapore)

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

Reading 3 (Najmira bedroom)

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

Reading 4 (my school)

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

6. A
7. C
8. C
9. A
10. C

Reading 5 (Fitri's classroom)

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

Diary journal and teacher partner's

In this stage, the researcher opened the class by greeting the students then checked the attendance list. After doing it, the researcher asked the students to correct pre test reading. The researcher told the students that she would analyze their reading in different form. The students were amazed at the moment because they did not know what exactly of "cooperative learning". After that, the researcher asked the students about their vocabulary related to the materials on that day. The students were enthusiastic to answer the teacher's questions. After that The researcher introduced cooperative learning CIRC type to the students then explained the use of cooperative learning CIRC type. After doing it, the researcher explained how to make cooperative learning CIRC type and the things that we should prepare to make small group. They showed their curiosity about the material given on that day because it was still new for them. From 42 students, it was about 24 students paid attention to the researcher's explanation and the rest of them were only silent looking at the teacher without any responses.

In the next activity, the researcher gave example to make cooperative learning then discussed it with the students. The researcher tried to brainstorm the students. At this step, the students looked very enthusiastic to join the class. It showed from their responses. From 42 students, 28 students tried to answer the researcher's questions. They tried to give the answer correctly and five of them who were very active in the class told that this strategy was attractive because it was different from the researcher's way in teaching to the students. After five students told about it, the other students agreed with their opinions. They said that it was very usual to make the construction of reading comprehension in teaching learning process then they asked whether they could make cooperative learning to make the construction of reading comprehension then the researcher answered that they could use it. They told that cooperative learning was more attractive than the way they made the construction of reading comprehension because it consisted of some of small group and there are not differences. As the researcher mentioned in chapter II, cooperative learning was suitable with the characteristic of the students who like share together.

The next activity was about making the simple group of cooperative learning. The researcher asked the students to do it in a group. In this step, the students did not complain to do it. It was different from the situation before when the researcher told them that today's material was reading. The students were very active during this step. About 4 groups raised their hands and asked questions to the teacher about their projects even though 3 groups did not ask the questions to the researcher, but they asked the questions to their friends. Only 1 group was only silent at this step. Both of them still looked confused. The researcher tried to explain it in more detail then they could know what to do. After that, the researcher observed the class by walking around then asked the students about the difficulty that they found in cooperative learning. The researcher also asked two students who looked still confused with the material. The students discussed it with their partner. They tried to help their partner if their partner had difficulty in cooperative learning. After finishing their task, the researcher got the students to

submit their work but before doing it, the researcher and the students discussed about the difficulty of cooperative learning.

The third meeting was conducted on Saturday, 17th April 2012. The time allotment was 60 minutes and in the same class. In this meeting, the students learn descriptive text about Najmira bedroom. The scenario of the meeting was described as follows :

As usual, the first thing that the researcher did is greeting the students and checking the attendance list. The researcher also reminded the students about the last material then they were very enthusiastic to answer the researcher's question. After that the researcher request the students mention about things around in the bedroom and adjective related to the topic.

This stage was divided by three main activities, The first activity was exploration in this stage the researcher read text of reading loudly and the students listening the researcher.

In the second activity, the researcher read the reading text for today was Najmira bedroom loudly secondly and this time request the students repeat loudly, because to ensure the student that ready understanding and the reseacher clould know the kind of their difficult After doing it, the researcher guided the students by walking around the class and asked about the difficulty that every students reading alone and than the researcher around every students and correct if the student any mistake. After all the students seemed very understand the material. The student make a small group that consist of four until six students to finishing their work, They could do it well. In the third activity, when the students finished doing their work, the researcher asked them to perform their work to the friends.

The researcher reminded the students about the material that they learned on that day. After doing it, the researcher greeted the students and closed the meeting. In the end of the meeting, about 35 students were very happy to join this class. They said that they wanted use cooperative learning again in the next meeting. on Saturday, 21st April 2012. The time allotment was 60 minutes. This meeting takes place in same class and The meeting was focused descriptive text. The procedure of the meeting was described as follows:

The researcher opened the meeting by greeting the students, asking about their condition, and checking the attendance list. After doing it, the teacher reminded the students about the last material then they were very enthusiastic to answer the researcher's question. They said that they had already learned again. In this meeting, the researcher gave reading descriptive about my school

In the first activity, the researcher gave the worksheet to the students then the students try to understand the consist of the reading text. In the next activity, the researcher divides the students in a small group that different mamber consist of four until six member because to know the quality of the students in reading after that the reseacher requested the student to read and every student read the text individually after that the researcher with every group. In the last activity The researcher guided the students, to answer the question about the matter that student fell difficult and make correctly also make the conclusion together.

The teacher reminded the students about the material that they learned on that day. After doing it, the teacher greeted the students and closed the meeting.

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Handriyani

NIM : 07 432 033

Jurusan/Program studi : Bahasa Inggris

Fakultas / Program : FKIP

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar – benar merupakan hasil karya saya sendiri, bukan merupakan pengambil alihan tulisan atau pikiran orang lain.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Gresik, 29 Agustus 2012

Yang membuat persetujuan,

Handriyani