ENRICHING THE TENTH GRADE STUDENTS’ SPEAKING SKILL USING ZONE OF PROXIMAL DEVELOPMENT (ZPD) (A CLASSROOM ACTION RESEARCH AT SMA 1 MEJOBO KUDUS IN THE ACADEMIC YEAR 2015/2016)

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2015
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SKRIPSI
Presented to the University of Muria Kudus in Partial Fulfillment of the Requirements for Completing the Skripsi in Department of English Education

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2015
MOTTO AND DEDICATION

Motto:

❖ Success needs a long journey, if you can pass it you have heaven.
  (Cahyaningtyas)

❖ To accomplish great things, we must not only act, but also dream, not only plan, but also believe. (Anatole France)

❖ No one is born fully-formed; it is through self-experience in the world that we become what we are. (Paulo Freire)

Dedication:

This skripsi is dedicated to:

❖ The researcher’s beloved parents, sister and family, who always give me support and blessing.

❖ All lecturers of English Education Department.

❖ Her funniest sister Senny Rismasary.

❖ Her special partner “Brown”.

❖ Her happy family of Muria Kudus University International Mobility (Khikma, Maria, Unggul, Iwan, Mas Bro and Ibas)
ADVISORS’ APPROVAL

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vi
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Finally, may Allah S.W.T always blesses us. Amin.

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ABSTRACT


Key Words: Zone of Proximal Development, Scaffolding, Speaking Skill.

Speaking can be defined as relation in the constructive meaning which covers producing, receiving; and processing information and it can be practiced in the presentation to get better speech and to get fluently. There are many reasons causing English learners poor in speaking skill. So that, speaking skill should be taught and practiced in the language classroom by giving them scaffolding. From the preliminary research that the researcher found in SMA 1 Mejobo Kudus, there were some problems. Those problems were related to their KKM of English that was 75 which has not been passed by them, then they had problem in their fluency, vocabulary and pronounciations. That was why, by applying Zone of Proximal Development or Vygotsky’s theory was believed to enrich their speaking skill.

This research aims to find out: (1) To enrich the the tenth grade students’ speaking skill of SMA 1 Mejobo Kudus by using Zone of Proximal Development in academic year 2015/2016 (2) To describe how is the the process of teachings and learning by using Zone of Proximal Development.

The method which used in this research was classroom action research. It was a collaborative research that was done by the researcher and the teacher which aimed to enrich the tenth grade students’ speaking skill of SMA 1 Mejobo Kudus. The subject of this research was the whole students of X.7 class which consists of 22 females and 14 males.

As a result of this research, there was an enrichment in each cycle. It was able to be proven from the implementation of the Zone of Proximal Development made the students were more interested in the speaking activity. In cycle I, they have not shown a good teamwork in the group discussion and from the teacher there was no assistance to students also the teacher could not make the interesting scaffolding which aimed to activate students critical thinking. While in cycle II, they have shown a good teamwork in the group discussion and they were active in responding the teacher’s questions. From the teacher, she has given students assistance and also has made an interesting scaffolding. Because of the assistance and scaffolding that given by the teacher, it affected the speaking score of the tenth grade students. The enrichment of speaking skill could be seen from the pre-cycle test to cycle II. In pre-cycle test the average score of the students was 64,33 and the students percentage that have passed KKM was 44,44%. Next in cycle I, the average score of speaking skill was 68,78 and the students percentage that have passed KKM was 58,33%. And in cycle II the average score of speaking
skill was 76.33 and the students percentage that have passed KKM was 86.11%. Based on the success indicator of this research, the research was able to be said that it was successful if they have passed the KKM score more than 75 or at least 75 or it can be percentaged at least 80%, and in each cycle the average score of students enriched and the students percentage that have passed KKM was 86.11%, it meant that this research was successful.

Based on the result of the research above, the researcher is able to conclude that using the Zone of Proximal Development can enrich the speaking skill of the tenth grade students of SMA 1 Mejobo Kudus in the academic year 2015/2016. Moreover this research can be implemented in the speaking class and it also can be used as the reference to the next researcher.
ABSTRAK


Kata Kunci : Zona Perkembangan Proksimal, Scaffolding, Ketrampilan Berbicara.

Berbicara dapat didefinisikan sebagai sebuah arti konstruktif yang mencakup memproduksi, menerima, dan mengolah informasi dan dapat dipraktekkan dalam sebuah presentasi untuk mendapatkan hasil yang baik dan untuk mendapatkan kefasihan. Ada banyak alasan yang menyebabkan mengapa siswa sangat lemah dalam keterampilan berbicara mereka. Sehingga, keterampilan berbicara harus diajarkan dan dipraktekkan di dalam kelas dengan memberi scaffolding. Dari penelitian yang dilakukan oleh peneliti, peneliti mendapat beberapa data di SMA 1 Mejobo Kudus yang terdiri dari beberapa masalah yang dihadapi oleh para siswa. Masalah tersebut berkaitan dengan KKM bahasa Inggris mereka yaitu 75 yang belum dapat dicapai oleh para siswa, selain itu maka mereka memiliki masalah dalam kefasihan mereka dalam berbicara bahasa Inggris, kosakata yang dikuasai dan pengucapan mereka dalam bahasa Inggris. Itu sebabnya, dengan menerapkan Zona Perkembangan Proksimal atau teori Vygotsy ini diyakini dapat meningkatkan keterampilan berbicara mereka.

Penelitian ini bertujuan untuk mengetahui: (1) Untuk meningkatkan keterampilan berbicara siswa kelas sepuluh SMA 1 Mejobo Kudus dengan menggunakan Zona Perkembangan Proksimal di tahun akademik 2015/2016 (2) Untuk mendeskripsikan bagaimana proses belajar mengajar yang terjadi dengan menggunakan Zona Perkembangan Proksimal.

Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Penelitian ini adalah penelitian kolaboratif yang dilakukan oleh peneliti dan guru bertujuan untuk meningkatkan keterampilan berbicara siswa kelas sepuluh SMA 1 Mejobo Kudus. Subyek penelitian ini adalah seluruh siswa kelas X.7 yang terdiri dari 22 perempuan dan 14 laki-laki.

Dari hasil dari penelitian ini, ada sebuah peningkatan pada tiap siklus. Hal itu dapat dibuktikan dari pelaksanaan Zona Perkembangan Proksimal. Pada siklus I, mereka belum menunjukkan kerja sama tim yang baik didalam diskusi kelompok dan dari segi guru tidak ada bantuan yang diberikan kepada siswa selain itu juga guru tidak bisa membuat scaffolding yang menarik yang bertujuan untuk mengaktifkan pikiran siswa untuk berpikir kritis. Sementara di siklus II, mereka telah menunjukkan kerja sama tim yang baik dalam diskusi kelompok dan mereka aktif dalam merespon pertanyaan yang diberikan oleh guru. Dari segi guru, beliau telah memberikan bantuan siswa dan juga telah membuat scaffolding yang menarik. Karena bantuan dan scaffolding yang diberikan oleh guru,
mempengaruhi skor berbicara siswa kelas sepuluh. Peningkatan keterampilan berbicara dapat dilihat dari tes pra-siklus ke siklus II. Pada tes pra-siklus rata-rata siswa adalah 64,33 dan persentase siswa yang telah lulus KKM adalah 44,44%. Berikutnya pada siklus I, nilai rata-rata keterampilan berbicara siswa adalah 68,78 dan persentase siswa yang telah lulus KKM adalah 58,33%. Dan pada siklus II skor rata-rata keterampilan berbicara adalah 76,33 dan persentase siswa yang telah lulus KKM adalah 86,11%.

Berdasarkan indikator keberhasilan pada penelitian ini, penelitian ini dapat dikatakan telah sukses jika mereka telah lulus KKM lebih dari 75 atau setidaknya 75 atau dapat dipresentasikan setidaknya 80%, dan pada setiap siklus rata-rata skor siswa meningkat dan persentase siswa yang telah lulus KKM adalah 86,11%, itu berarti bahwa penelitian ini berhasil. Selain itu, penelitian ini dapat diterapkan pada kelas berbicara dan juga dapat digunakan sebagai referensi untuk peneliti lain.
## TABLE OF CONTENT

COVER .................................................................................................................. i  
LOGO ................................................................................................................... ii  
TITLE .................................................................................................................. iii  
MOTTO AND DEDICATION ............................................................... iv  
ADVISORS’ APPROVAL .......................................................................... v  
EXAMINERS’ APPROVAL ........................................................................ vi  
ACKNOWLEDGEMENT .............................................................................. vii  
ABSTRACT ........................................................................................................... ix  
ABSTRAK ........................................................................................................... xi  
TABLE OF CONTENT ................................................................. xiii  
LIST OF TABLES ......................................................................................... xvi  
LIST OF FIGURES ......................................................................................... xix  
LIST OF APPENDICES .................................................................................. xx  

### CHAPTER I INTRODUCTION ................................................................. 1  
1.1 Background of the Research .............................................................. 1  
1.2 Statement of the Problem ................................................................. 5  
1.3 Objective of the Research ................................................................. 5  
1.4 Significance of the Research ............................................................. 6  
1.5 Scope of the Research .................................................................. 6  
1.6 Operational Definition Variable ...................................................... 6  

### CHAPTER II REVIEW TO RELATED LITERATURE AND ACTION HYPOTHESIS ................................................................. 8  
2.1 Speaking Skill as Productive Skill ..................................................... 8  
2.2 The Components of Speaking .......................................................... 10  
2.3 Psychology ....................................................................................... 12  
2.3.1 Types of Psychology ................................................................. 12  
2.3.2 Educational Psychology ............................................................ 15  
2.3.3 Zone of Proximal Development .................................................. 17  
2.3.4 Scaffolding ................................................................................ 20  
2.4 The Curriculum at SMA 1 Mejobo Kudus ........................................... 23  
2.5 Teaching Speaking ......................................................................... 24  
2.5.1 The Purpose of Teaching Speaking at SMA 1 Mejobo Kudus .... 25  
2.5.2 The Material of Teaching Speaking at SMA 1 Mejobo Kudus .... 26  
2.5.3 Recount Text ............................................................................. 26  
2.5.4 Teaching Speaking Using Zone of Proximal Development ....... 29  
2.6 Review of Previous Research ........................................................... 29  
2.7 Theoretical Framework ................................................................. 32  
2.8 Action Hypothesis ........................................................................... 32
CHAPTER III METHOD OF THE RESEARCH .......................................................... 33
3.1 Setting and Characteristics of Research Subject .................................. 33
3.2 Variable of the Research ........................................................................... 34
3.3 Design of the Research .............................................................................. 34
  3.3.1 Planning ............................................................................................... 36
  3.3.2 Action ................................................................................................... 37
  3.3.3 Observation ........................................................................................... 37
  3.3.4 Analysis and Reflection ......................................................................... 38
3.4 Data Collecting Technique .......................................................................... 38
3.5 Instrument of Research ................................................................................. 39
3.6 Data Analysis ............................................................................................... 40
3.7 Success Indicator ........................................................................................... 46

CHAPTER IV FINDING OF THE RESEARCH ......................................................... 48
4.1 Pre-cycle ..................................................................................................... 48
4.2 The Result of Cycle I .................................................................................. 53
  4.2.1 The Implementation of Zone of Proximal Development in
      Teaching and Learning of Speaking Skill on The Tenth Grade
      Students of SMA 1 Mejobo Kudus in Cycle I ....................................... 54
  4.2.2 The Speaking Skill of The Tenth Grade Students of SMA 1 Mejobo Kudus
      Using Zone of Proximal Development in The Academic Year
      2015/2016 in Cycle I .............................................................................. 64
  4.2.3 The Students’ and Teacher’s Response to The Speaking Skill
      of The Tenth Grade Students of SMA 1 Mejobo Kudus Using
      Zone of Proximal Development in The Academic Year
      2015/2016 in Cycle I .............................................................................. 68
4.3 The Result of Cycle II .................................................................................. 72
  4.3.1 The Implementation of Zone of Proximal Development in
      Teaching and Learning of Speaking Skill on The Tenth Grade
      Students of SMA 1 Mejobo Kudus in Cycle II ................................. 73
  4.3.2 The Speaking Skill of The Tenth Grade Students of SMA 1 Mejobo Kudus
      Using Zone of Proximal Development in The Academic Year
      2015/2016 in Cycle II ........................................................................... 82
  4.3.3 The Students’ and Teacher’s Response to The Speaking Skill
      of The Tenth Grade Students of SMA 1 Mejobo Kudus Using
      Zone of Proximal Development in The Academic Year
      2015/2016 in Cycle II ........................................................................... 86

CHAPTER V DISCUSSION ...................................................................................... 92
5.1 Teaching and Learning of Speaking Skill on The Tenth Grade
    Students of SMA 1 Mejobo Kudus ................................................................. 92
5.2 The Speaking Skill of The Tenth Grade Students of SMA 1 Mejobo
    Kudus Using Zone of Proximal Development in The Academic
    Year 2015/2016 .......................................................................................... 101
5.3 The Students’ and Teacher’s Response to The Speaking Skill of The Temth Grade Students of SMA 1 Mejobo Kudus Using Zone of Proximal Development in The Academic Year 2015/2016 ....... 103

CHAPTER VI CONCLUSION AND SUGGESTION ................................. 111
  6.1 Conclusion ................................................................. 111
  6.2 Suggestion ................................................................. 112

REFERENCES ........................................................................ 114
APPENDICES .................................................................... 118
STATEMENT ..................................................................... 169
CURRICULUM VITAE ....................................................... 170
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The Percentage of Observation Score</td>
<td>41</td>
</tr>
<tr>
<td>3.2 Scoring of Speaking Skill</td>
<td>42</td>
</tr>
<tr>
<td>3.3 The Criteria of Speaking Skill</td>
<td>44</td>
</tr>
<tr>
<td>3.4 The Average Score Criteria of Speaking Skill</td>
<td>45</td>
</tr>
<tr>
<td>3.5 The Percentage Category of KKM</td>
<td>46</td>
</tr>
<tr>
<td>4.1 The Tenth Grade Students’ Speaking Skill Test at SMA 1 Mejobo</td>
<td>50</td>
</tr>
<tr>
<td>Kudus In The Academic Year 2015/2016 in Pre-cycle</td>
<td></td>
</tr>
<tr>
<td>4.2 The Speaking Skill Test in Cycle I</td>
<td>51</td>
</tr>
<tr>
<td>4.3 The Percentage of Speaking Skill Test in Pre-cycle</td>
<td>52</td>
</tr>
<tr>
<td>4.4 The Students Observation Sheet of Zone of Proximal Development</td>
<td>55</td>
</tr>
<tr>
<td>in Teaching and Learning Process of Speaking Skill on the Tenth</td>
<td></td>
</tr>
<tr>
<td>Grade Students of SMA 1 Mejobo Kudus in the First Meeting of Cycle I</td>
<td></td>
</tr>
<tr>
<td>4.5 The Students Observation Sheet of Zone of Proximal Development</td>
<td>57</td>
</tr>
<tr>
<td>in Teaching and Learning Process of Speaking Skill on the Tenth</td>
<td></td>
</tr>
<tr>
<td>Grade Students of SMA 1 Mejobo Kudus in the Second Meeting of Cycle I</td>
<td></td>
</tr>
<tr>
<td>4.6 The Teacher Observation Sheet of Zone of Proximal Development</td>
<td>59</td>
</tr>
<tr>
<td>in Teaching and Learning Process of Speaking Skill in the First</td>
<td></td>
</tr>
<tr>
<td>Meeting of Cycle I</td>
<td></td>
</tr>
</tbody>
</table>
4.7 The Teacher Observation Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill in the Second Meeting of Cycle I................................................................. 62

4.8 Table 4.8 The Tenth Grade Students’ Speaking Skill Test at SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Cycle I.............. 64

4.9 The Speaking Skill Test in Cycle I................................................................. 66

4.10 The Percentage of Speaking Skill Test Score in Cycle I..................... 67

4.11 The Students Questionnaire Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill on the Tenth Grade Students of SMA 1 Mejobo Kudus in the Second Meeting of Cycle I................................................................. 69

4.12 The Teacher Questionnaire Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill on the Tenth Grade Students of SMA 1 Mejobo Kudus of Cycle I....... 70

4.13 The Students Observation Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill on the Tenth Grade Students of SMA 1 Mejobo Kudus in the First Meeting of Cycle II ............................................................................................................. 73

4.14 The Students Observation Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill on the Tenth Grade Students of SMA 1 Mejobo Kudus in the Second Meeting of Cycle II................................................................. 75
4.15 The Teacher Observation Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill in the First Meeting of Cycle II ................................................................. 78

4.16 The Teacher Observation Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill in the Second Meeting of Cycle II ............................................................................. 80

4.17 The Tenth Grade Students’ Speaking Skill Test at SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Cycle II ......................... 82

4.18 The Speaking Skill Test Score in Cycle II .............................................. 84

4.19 The Percentage of Speaking Skill Test Score in Cycle II ..................... 85

4.20 The Students Questionnaire Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill on the Tenth Grade Students of SMA 1 Mejobo Kudus in the Second Meeting of Cycle II ................................................................. 87

4.21 The Teacher Questionnaire Sheet of Zone of Proximal Development in Teaching and Learning Process of Speaking Skill on the Tenth Grade Students of SMA 1 Mejobo Kudus of Cycle II ...... 88

4.22 The Recapitulation of The Students Score of the Zone of Proximal Development in Teaching and Learning Process of Speaking Skill on the Tenth Grade Students of SMA 1 Mejobo Kudus ....................... 90
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Cyclical Action</td>
<td>36</td>
</tr>
<tr>
<td>4.1</td>
<td>The Diagram of The Tenth Grade Students’ Speaking Skill Test at SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Pre-cycle</td>
<td>51</td>
</tr>
<tr>
<td>4.2</td>
<td>The Diagram of Percentage of Speaking Skill Test Score of The Tenth Grade Students’ of SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Pre-cycle</td>
<td>52</td>
</tr>
<tr>
<td>4.3</td>
<td>The Diagram of Tenth Grade Students’ Speaking Skill Test at SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Cycle I</td>
<td>66</td>
</tr>
<tr>
<td>4.4</td>
<td>The Diagram of Percentage of Speaking Skill Test Score of The Tenth Grade Students’ of SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Cycle I</td>
<td>67</td>
</tr>
<tr>
<td>4.5</td>
<td>The Diagram of Tenth Grade Students’ Speaking Skill Test at SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Cycle I</td>
<td>84</td>
</tr>
<tr>
<td>4.6</td>
<td>The Diagram of Percentage of Speaking Skill Test Score of The Tenth Grade Students’ of SMA 1 Mejobo Kudus In The Academic Year 2015/2016 in Cycle II</td>
<td>85</td>
</tr>
<tr>
<td>4.7</td>
<td>The Diagram of Speaking Score Enrichment of The Tenth Grade Students’ of SMA 1 Mejobo Kudus In The Academic Year 2015/2016</td>
<td>90</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Syllabus</td>
<td>118</td>
</tr>
<tr>
<td>2. Lesson Plan in The First Meeting of Cycle I</td>
<td>124</td>
</tr>
<tr>
<td>3. Lesson Plan in The Second Meeting of Cycle I</td>
<td>132</td>
</tr>
<tr>
<td>4. Lesson Plan in The First Meeting of Cycle II</td>
<td>140</td>
</tr>
<tr>
<td>5. Lesson Plan in The Second Meeting of Cycle II</td>
<td>147</td>
</tr>
<tr>
<td>6. Students’ Observation Sheet</td>
<td>154</td>
</tr>
<tr>
<td>7. Teacher’s Observation Sheet</td>
<td>156</td>
</tr>
<tr>
<td>8. Pre-cycle Achievement Test</td>
<td>158</td>
</tr>
<tr>
<td>9. Achievement Test in Cycle I</td>
<td>159</td>
</tr>
<tr>
<td>10. Achievement Test in Cycle II</td>
<td>160</td>
</tr>
<tr>
<td>11. Students’ Questionnaire</td>
<td>161</td>
</tr>
<tr>
<td>12. Teacher’s Questionnaire</td>
<td>163</td>
</tr>
<tr>
<td>13. The Tenth Grade Students of SMA 1 Mejobo Kudus in The Academic Year 2015/2016</td>
<td>165</td>
</tr>
<tr>
<td>14. The Score List of the English Skill of The Tenth Grade Students of SMA 1 Mejobo Kudus in The Academic Year 2015/2016</td>
<td>166</td>
</tr>
<tr>
<td>15. The Picture of Cycle I and Cycle II</td>
<td>168</td>
</tr>
</tbody>
</table>