

SKRIPSI

**IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH
5E LEARNING CYCLE MODEL AT THE TENTH GRADE
STUDENTS OF SMA NEGERI 3 PINRANG**



By

HASNIDAR

Reg Num.15.1300.043

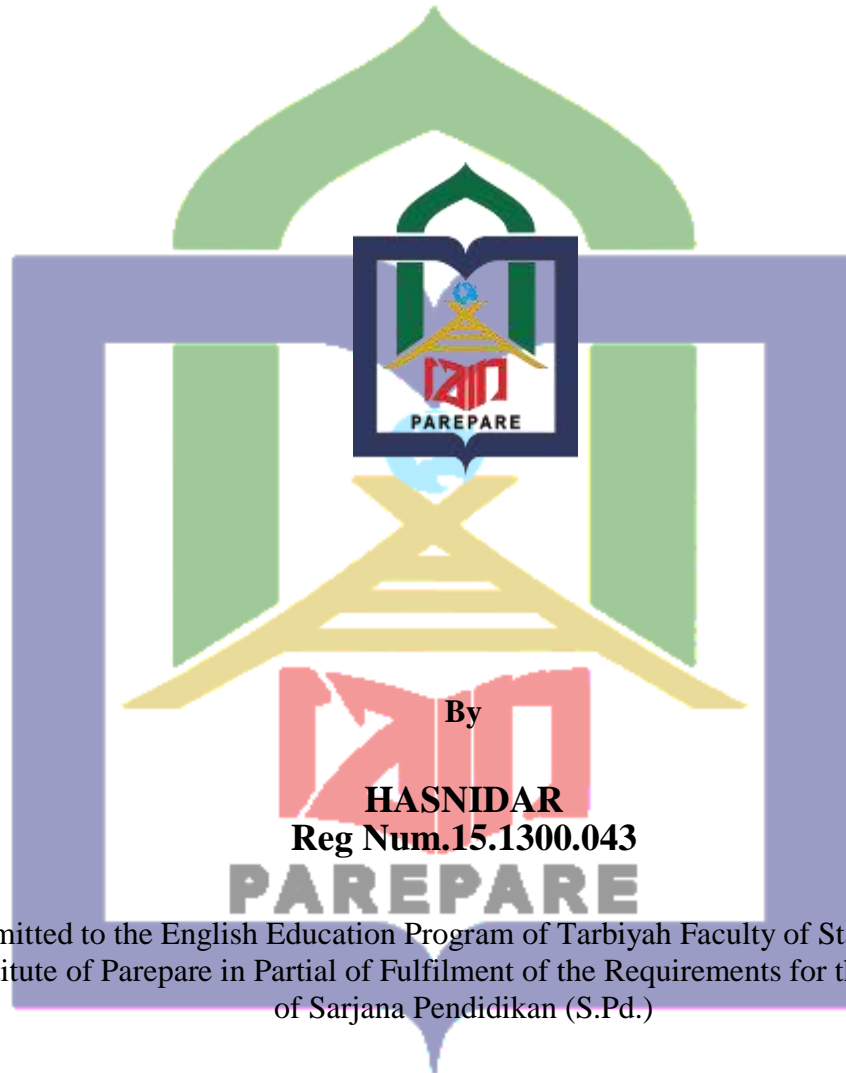
PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

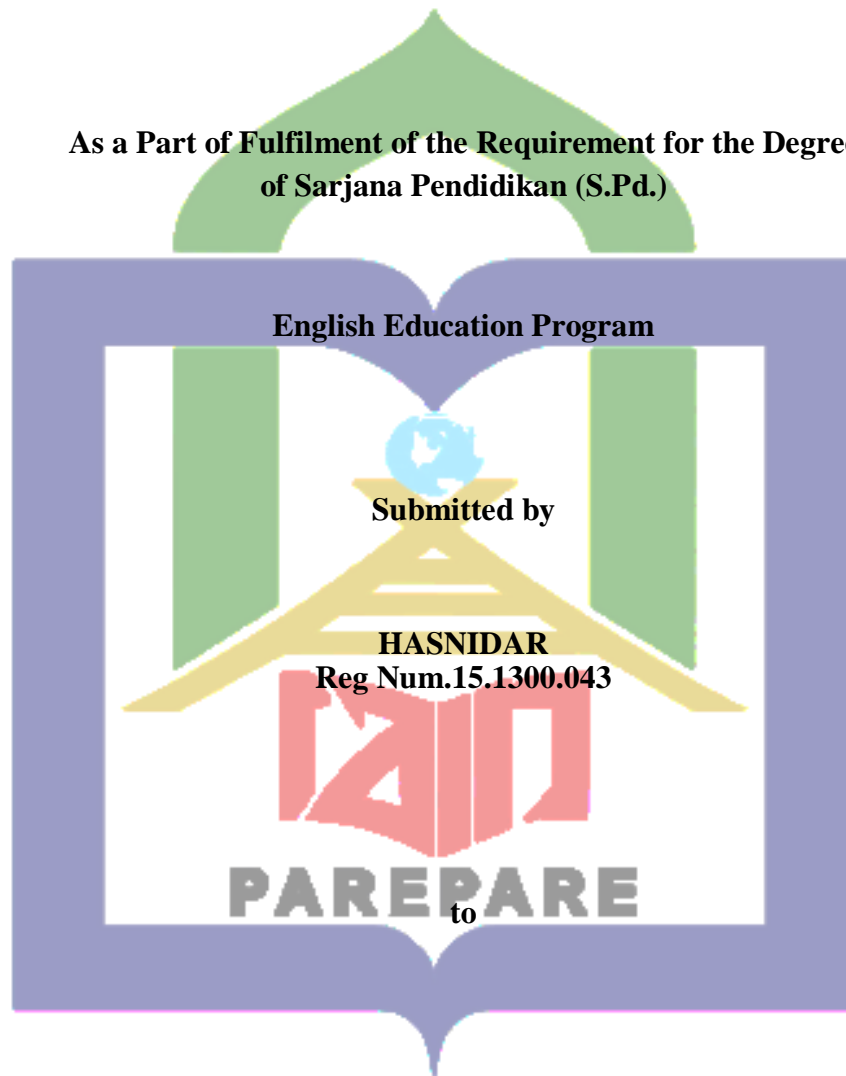
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of Sarjana Pendidikan (S.Pd.)**



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TARBIYAH FACULTY
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PAREPARE**

2019

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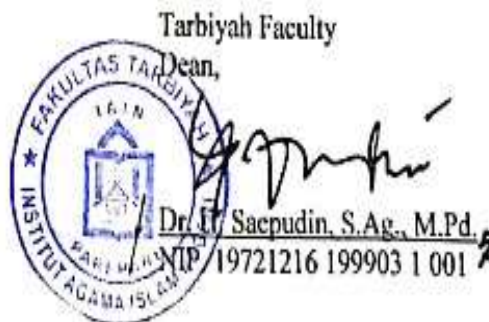
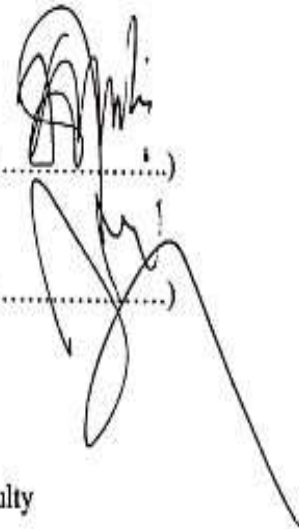
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Therefore, the researcher with pleasure accept critics and suggestion from everyone who reads this Skripsi.

Parepare, 17th December 2019

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Hasnidar. *Improving the students' speaking skills through 5E learning cycle model at the tenth grade students of SMA Negeri 3 Pinrang.* (Supervised by Nurhamdah and Ismail Latief)

This study was aimed to see the *Improving Speaking Skill* at SMA Negeri 3 Pinrang. The objective of this research is to get the empirical data of the differences between students' score of speaking test who were taught by using 5E learning cycle model and to know how 5E learning cycle model in teaching speaking. The research problem this study was "can 5e learning cycle model improve the speaking skills".

The research method used in this research was pre-experimental with one group design. The data was collected through pretest and posttest. It aimed to know whether 5E learning cycle model in teaching speaking can improve students' speaking skill. The population of this research consist of 280 students and the sample of the research X IS 3 that consist of 35 students.

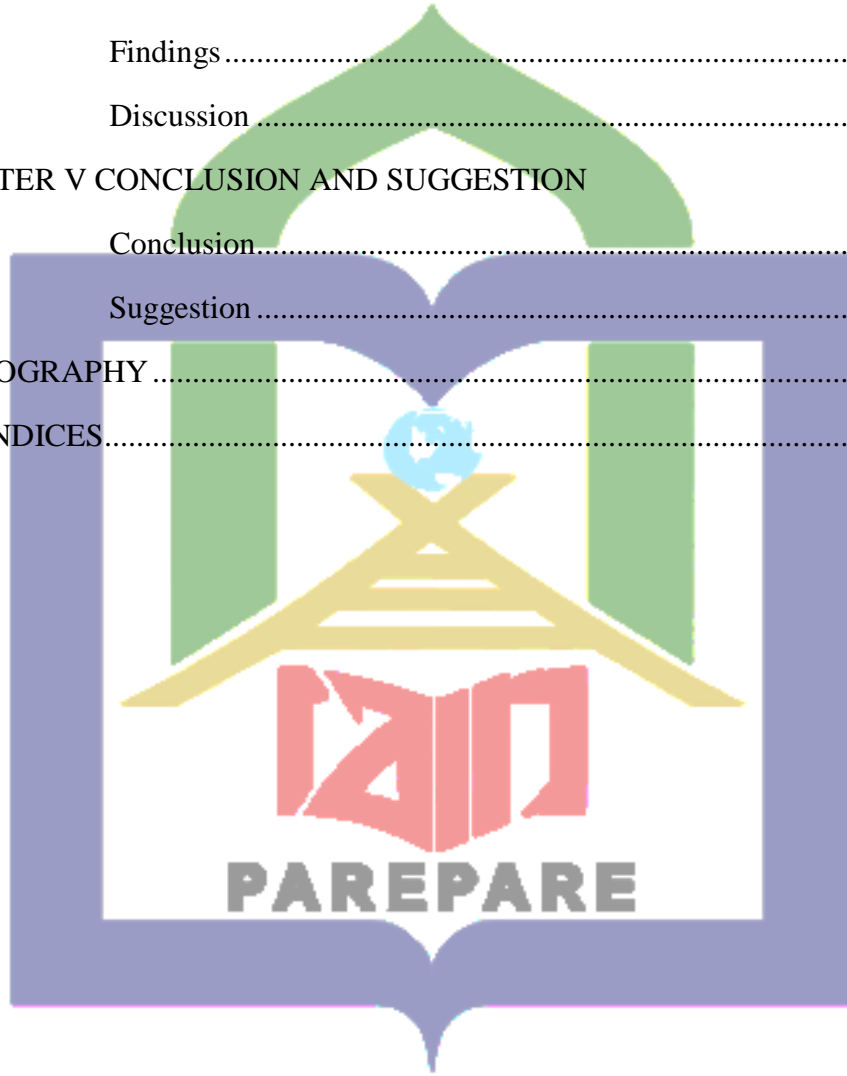
The finding revealed that 5E learning cycle model able to improve students' speaking skills; it can be seen from the students score pre-test and post-test. the mean score of the pre-test score of the class was 1.48 and the mean score of the post-test score in class was 1.98. It means that teaching-learning by using 5E learning cycle model can be improved students' speaking skills.

Keywords:Improving Speaking Skill, 5E Learning Cycle Model.

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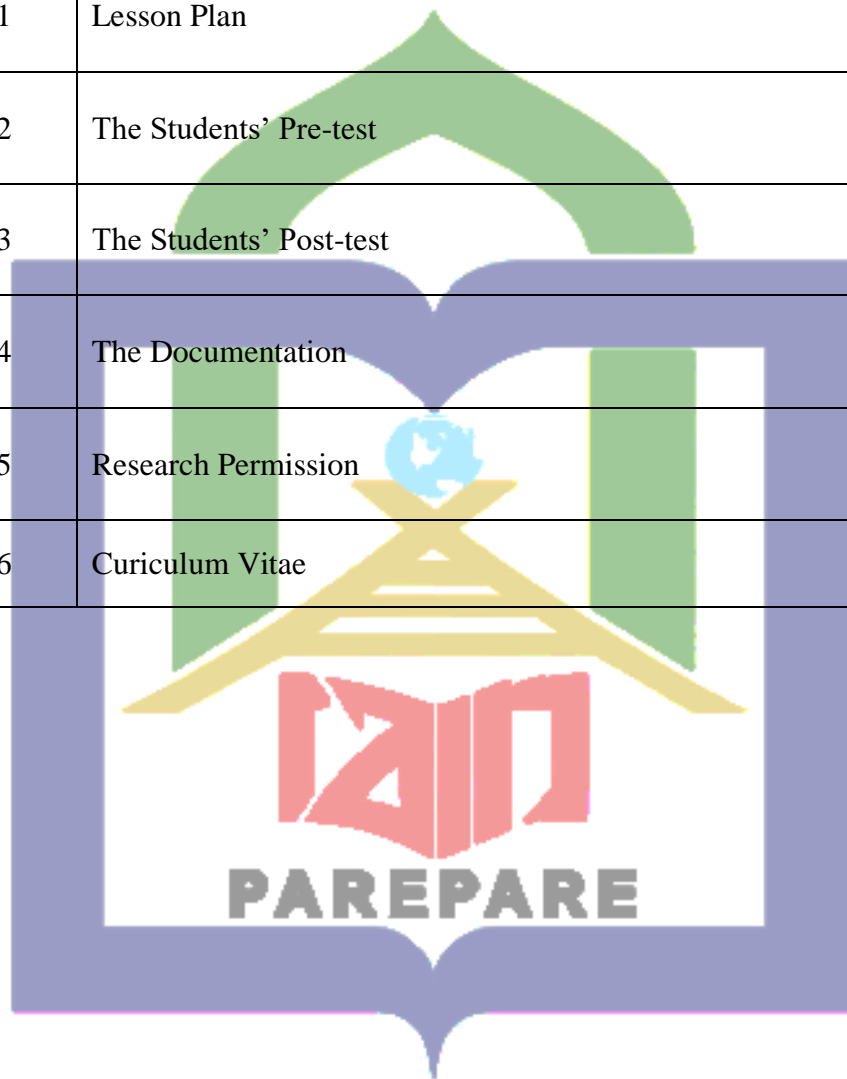
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CHAPTER I

INTRODUCTION

Background

In English language, there are four skills and six components which have to be mastered for the language learner. The four skills are listening, reading, writing and speaking. According Brown, “the six components consist of Grammar, Vocabulary, Comprehension, Fluency, Pronunciation and Task”.¹

Basically, speaking is one of two productive skills that must be had by every individual having fine speech production in order to express or convey their feeling, ideas, opinion, anger, curious, or even their intention, the other one is writing skill. However, language is the tool of communication used by people to express ideas and feelings. In other definitions, “language is the center of human life. It is on the most important ways of expressing love or hatred for people”.² Having the concept of speaking in mind will give valuable contribution in two ways. First, related to learning-teaching speaking and second, investigating speaking in language research.³

Organizing thought is the common work of human being and speaking can be truly considered as the primary one and the most importance of the two productive skills which let people to organize their thoughts. The one of example when individuals try to organize or express their thought most likely occurs if they find

¹H. D. Brown, *Language Assesment Principles and Classroom Preactice* (San Fancisco State University: 2004), p. 172.

²Edward Amold, *Second Language Learning and Teaching* (New York: British Library, 1991), p. 1.

³A. Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: Trusmedia, 2013), p. 16.

some topic to talk with when it is used to stimulate their thought. Indeed, when they would like to express their thought probably argument based thought, they must speak in order to express. As the one of two productive skills, it is also looked when they also do in the process of writing. Every individual is taught how to speak since in very young age.

Twelve years of school study do not make students mastery over English bilingual method is adopted in language classes. This method helps only to slow learners to some extent. Moreover, this act reduces the real learning process as a whole. If a student does not understand anything in English, he/she asks for explanation in L1 i.e. in his/her mother tongue. Consequently, the English teacher is in state to adopt bilingual method. ELT specialist view this as a wrong methodology. The reason stated for this is that they study subjects from the examination point of view only. This is true with English language too. Our examination system is such that it makes students' rote memorisation rather than testing their analytical and creative skills. In this process, they memorise lessons, reproduce them in exam halls and forget them in the same day itself.⁴

A 51-years-old Finish learner of English says that speaking English is a difficult task: he understands the language and knows a lot about grammar and lexion, but when he has to speak, he seems to be loss for words. This is a problem that other people have noticed as well. For example, Tatham and Morton state that many people report that they can understand a language but they cannot speak it.⁵ There are also other countries where people experiences the same phenomenon. For

⁴R. Kanan, *Difficulties in Learning English as Foreign Language*, vol. 8 p. 2.

⁵M. Tatham and K. Morton, *Speech Production and Perception* (New York: Palgrave Macmillan, 2006), p. 273.

example in the Japanese context it seems that many people have difficulties in speaking English.⁶

Knowing the certain issues regarding to the importance of speaking above, there are some models that can be simply used by the teacher to stimulate students' interest to improve students' speaking skill. One of the suitable models is the "5E Learning Cycle Model".

The 5E learning cycle model consists of five stages that are related to each other. "5E Learning Cycle has several phases which consist of engagement, exploration, explanation, elaboration, and evaluation".⁷ "Each phase in the 5E learning cycle model contributes learners to better understand scientific knowledge".⁸ Each phase has a specific function and contributes to the coherent instruction of the teacher as well as to the students' formulation of a better understanding of scientific and technological knowledge, attitudes and skills. This model also helps to develop students' critical skills to help them adapted better to the demands of adaptability, complex communication or social skills.⁹

Throughout history, there have been many attempts to find out the best way of teaching English and creating the most effective design. Although methods,

⁶Paaki Henna, Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese adult learners of English (Kuopio: University of Eastern Finland, 2013), p. 1.

⁷Utari, et.al, Application of Learning Cycle 5E Model Aided Cmaptools-Based Media Prototype to Improve Student Cognitive Learning Outcomes, Applied Physics Research, 2013, p. 69.

⁸Siddiqui, Effectiveness of 5E Learning Cycle Model of Constructivist Approach on Ninth-Grade Students' Understanding of Suspensions, Global Journal For Research Analysis, 2016, p. 178.

⁹F. M. Nawastheen, S.N. Puteh, T.S. Meerah, Teachers' Levels of Use of the 5E Instructional Model in the Implementation of Curriculum Reforms in Sri Lanka, Research Journal of Applied Sciences, 2014, p. 3561-3562.

approaches, techniques, materials, roles of the teacher and students have changed; a perfect model has never been created. In this research, the 5E Model, a new model of one of the well-known approaches, Constructivism, is going to be introduced in a new area. Even though the origins of this model come from Biological Science which seems to be quite unrelated to English Language Teaching (ELT), the 5E Model is considered to contribute greatly in foreign language teaching as well. It is thought to be effective in providing a sequence of instruction that places students at the center of their prior experiences. Thus, the aim is to encourage students to explore and construct their own understandings of the new subjects.¹⁰

Based on the observation and interview with the teachers in SMA Negeri 3 Pinrang, the researcher concludes that there are a lot of students who have difficulties in speaking because of some factors such as: the lack of idea, vocabulary, grammar, ability to make sentences in a good arrangement and so on. English is unfamiliar for students and they never thought to use English in their daily spoken and to make English as a habit so they are difficult to speak English.

Finally this model is expected to improve the students' speaking skill. Based on the explanation above, the researcher is interested to apply the model of 5E learning cycle in research entitled "*Improving the students' speaking skills through 5E learning cycle model at the tenth grade students of SMA Negeri 3 Pinrang*".

¹⁰Muhlise Cosgun Ogeyik, The Effect of The 5E Model in Writing on Achievement and Motivation (Published Thesis: Trakya University, 2011), p. 1.

Problem Statement

Based on the background above, the researcher supposed to have by the students. So, the researcher wants to get information about it through researching. In this research, a question formulated as follow:

“Can 5E Learning Cycle Model improve the speaking skills at the Tenth Grade Students of SMA Negeri 3 Pinrang?”

Objective of the Research

Based on the problem statement before, the objective of the research was to find out whether the 5E Learning Cycle Model can improve speaking skills of students at SMA Negeri 3 Pinrang or not.

Significance of the Research

The significance of the research was expected to be useful information and positive contribution to the English teachers and English learners to improve the quality of teaching speaking and for the students spoke well and for the next researcher could be information and adds knowledge about this method. The significance of the research describe as follows:

1. Useful to develop the quality of education. Especially in teaching speaking English.
2. For English teacher to make the result of this research a useful information that they have to vary their teaching in the class and by way of this research was expected to be meaningful information for English teacher to improve the students speaking skills.

3. For the students it could give motivation to improve the speaking skills in English.
4. For the next researcher it could be meaningful information or could be taken as reference to create other best way of model to improve the speaking skills.



CHAPTER II

REVIEW OF RELATED LITERATURE

Some Pertinent Idea

The Concept of Speaking

Definition of Speaking

Speaking is one of the four languages skills that are taught in the teaching of English. Speaking essentially is very important in learning a language because as a social creature human need to interact one and another to express ideas and thoughts to arrange and persuade others and it is used because someone purposes in learning a language is to be able to communicate the language. “Speaking is the active use of language to express meaning so that other people can understand it”.¹ Furthermore, in speaking there is a process of transferring information between the speakers and listeners.

People use speaking ability to communicate with other people through expressing ideas, sharing opinions, revealing feelings, exchanging arguments and discussing something. “Speaking is the terms of capability which is express the main what we want to extend”.² In additional, “Speaking is the verbal use of language to communicate with other”.³

¹ L. Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), p. 46.

² A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media Publishing, 2014), p. 1.

³ G. Fulcher, *Testing Second Language Speaking* (Harlow: Longman/Pearson Education, 2003), p. 79.

From the discussion above, the researcher assumes that speaking is one of tools or elements of communication. As a human being, all of them always need communication to express our idea to do everything, Unlike writing and reading, speaking also involves nonverbal codes to keep the listener's attention and understanding of the speaker's meaning what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea.

The Problems of Speaking

There are some problems faced by the learners in speaking. According to Ur, the problems include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue.

1. Inhibition

Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4. Mother tongue use

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.⁴

From the explanation above, the researcher concludes that there are many factors which need to be overcome and look for the solution. It's beneficial to the students if the teacher can reduce the problems in speaking by implementing method, model and so on in teaching-learning process.

Strategy in Speaking Activities

Many problems arise in speaking, we have to solve those problems. Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. There are some suggestions proposed by Ur in order to overcome the problems in the speaking class. The strategies are explained in the following term:

1. Use a Group Work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

⁴ Penny Ur, *A course in Language Teaching* (Cambridge: Cambridge University Press, 1996), p. 121.

2. Base the Activity on Easy Language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

3. Make a Careful Choice of Topic and Task to Stimulate Interest

The clearer purpose of the discussion will make the participants more motivated in doing the task. In decoding the topic, it will be better to choose something that is familiar with the students so it won't give them a pressure and the teaching and learning process will be fun and interesting.

4. Give Some Instructions or Training in Discussion Skills

The participants should give the contribution to the discussion; appoint a chairperson to each group who will regulate the participation. By held a discussion, it can make the students more active and it can train them to speak and to exchange their thoughts to get ideas so they will get some vocabularies and insight about the topic.

5. Keep Students to Speak the Target Language

The best ways to keep students in speaking the target language are: Firstly, try to be model from them by using the target language; Secondly, remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students.⁵

⁵ Penny Ur, *A course in Language Teaching*, 1996, p. 121-122.

Based on the discussion above, the researcher concludes that there are many strategies which can be used to improve students' speaking skills. It'll be better if students can have a high improvement when the teachers combine them with a appropriate learning model.

Aspects of Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.⁶

1. Pronunciation

Based on Longman Dictionary pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges, "fluency is an ability to speak quickly and automatically".⁷ It means that fluent speaker should be able to speak quickly and automatically. Fluency is the ability to talk freely without too much stopping or hesitating when speaking fluently students should be able to get the message across with what ever resources and abilities they have got, regardless or grammatical and other mistakes.

⁶ H. D. Brown, *Teaching by Principles* (2nd Ed.; New York: Longman, 2001), p. 168

⁷ T. L. Harris, and R. E. Hodges, *The Literacy Dictionary: The Vocabulary of Reading and Writing* (New York: International Reading Association, 1995), p. 14.

3. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately. something. To be able to speak fluently and accurately.

4. Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

Based on the explanation above, the researcher assumes that in measuring speaking there are four aspects that should be seen, they are; pronunciation, fluency, accuracy and vocabulary. All of aspects should be measured based on criteria and score which provided. In assessing students' speaking pre-test and post-test, the researcher will use the scoring rubric of the four components of speaking above.

Teaching Speaking

What is meant by teaching speaking according to Hayriye Kayi in activities to promote speaking in a second language is to each English language learner to:

1. Produce the English speech sound and sound patterns.
2. Use word and sentence stress, intonation patterns and the rythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgements.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.⁸

In those meanings of teaching speaking above, the teacher must pay attention of some important aspect include producing sentences, intonation, rythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

The Reasons for Teaching Speaking

Harmer stated that there are three main reason for getting students to speak in classroom:

1. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
2. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing both how successful they are and what language problems they are experiencing.
3. In speaking, students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much conscious thought.⁹

According the discussion above, the researcher concludes that speaking helps students to produce language automatically because it provides activities and

⁸Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, *The Internet TESL Journal*. <http://iteslj.org/Technique/Kayi-TeachingSpeaking.html> (28 Juni 2019).

⁹ Jeremy Harmer, *How to Teach English* (Harlow: Pearson Education Limited, 2007), p. 123.

opportunities for rehearsal give both teacher and students feedback and motivate students for engaging their qualities.

The Concept of 5E Learning Cycle Model

Definition of 5E Learning Cycle Model

The 5E Learning Cycle Model was a learning model based on learners (student centered) because students prosecuted plays and active role to explore and enrich their understanding of against the concept learned. The learning cycle model was a series of phase of activities organized in such a way so that students can master the competencies to be achieved in learning with the road acting active.¹⁰ The 5E Learning Cycle Model was developed by one of the leading names of the BSCS (Biological Science Curriculum Study) project, Rodger Bybee. The BSCS 5E Learning Cycle Model is the most effective way of engaging students in learning. Developed in the 1980s, the BSCS 5E Learning Cycle model is a hallmark of these programs.

First it was provided that students were engaged in the concepts through a short activity or relevant discussion. Next, students explore the concepts with the others by developing a common set of experiences. In the Explain, the teacher guides the students to develop an explanation for the concepts they have been exploring. In the Elaborate, the students extend their understanding or apply what they have learned in a new setting. In the Evaluate, the students and the teacher have an opportunity to evaluate the students understanding of the concepts.¹¹

¹⁰U. Kulsum and N. Hindarto, Penerapan Model Learning Cycle Model pada Sub Pokok Bahasan Kalor untuk Meningkatkan Keaktifan dan Hasil Belajar Siswa Kelas VII SMP, Jurnal Pendidikan Fisika Indonesia, 2011, p. 128.

¹¹Ergin, Constructivist Approach Based 5E Model and Usability Instructional Physics (Lat. Am. J. Phys. Educ, 2012), p. 14.

The 5E learning cycle model is a constructivist model which provides learning a new concept or comprehension deeply a known concept. This model which increases students' research, by satisfying expectations of students, consist of active research's skill and activities that are necessary for knowledgeand comprehension. The 5E model targets at the discovery and association with previous knowledge of new concepts by students. With the aid of planned and applied learning-teaching activities, students from themselves their own knowledge about a specific problem. 5E model motivates students to be included into a topic by several phases of learning, to explore a subject, to be given a definition for their experieces, to obtain more detailed information about their learning and to evaluate it. 5E learning cycle model is one of the complete constructivict models in the cases of research-based learning or brain stroming which are used in the classroom. Students have to think creatively and complex for overcoming problems and difficulties and as result, they have to think in an integrative manner in order to unify their thoughts. This situation can only occur when students have higher order thinking skills. These skills are called also critical thinking skills. Grounded on the consrtructivist, 5E learning and teaching model includes higher order thinking skills. Stimulating students to explore, to inquiry, to get experieces, 5E model transmits also the critical thinking skill to students. 5E model is learning cycle model that facilitates learning and creates beneficial opportunities for students while learning.¹²

Based on the explanation above, the researcher concludes that 5E learning cycle model is a learning that can make students to be active in teaching learning

¹²Abdulkadir Tuna and Ahmet Kacar, "The Effect of Learning Cycle Model in Teaching Trigonometry on Students' Academic Achievement and the Permanence of Their Knowledge", *International Journal on New Trends in Education and Their Implications*, vol. 4 no. 1 (January 2013), p. 74. <http://www.ijonte.org/FileUpload/ks63207/File/07.tuna.pdf> (accessed 27 December 2019).

process. It has many steps that can make students to be better from engaged, explore, explain and evaluate, so there has many ways to improve students' understanding to the material.

The Performance of 5E Learning Cycle Model

Tajari stated that there are five stages of structuralism teaching 5E Learning Cycle Model were as following:

1. Engagement in the subject: (Engagement): In a way, student was engaged in the subject, was attracted and was interested, for example by showing a picture or telling a story, making a question or performing a play, etc.
2. Investigation and exploration (Exploration): In this stage children search by observation, measurement, and experiment about subject. Student dares to ask questions and teacher was just as a guide.
3. Description and explanation of subject (Explanation): We want them to tell their findings, it is not important whether they are true or not, but he or she should have ability of defending his or her findings by reasoning and here teacher corrects the childrens ideas and tells them scientific concepts and expressions of the lesson.
4. Improvement and elaboration of subject (Elaboration): Complete explanation was presented by students and in this way we make them to think and we explain the subject more by making questions about it and want them to refferere to other books for better understanding of the subject.

5. Evaluation: (Evaluation): Evaluation of the lesson is done in order to see whether students have achieved to determined purposes or not it is usually done in group and actively.¹³

According to the explanation above, the researcher concludes that there are five steps in performing 5E learning cycle model. They are engagement, exploration, explanation, elaboration and evaluation. These steps are expected to improve students' speaking skills.

The Purpose of Phase of 5E Learning Cycle Model

5E Learning Cycle Model had purpose in each phase. Barry & Burke stated that the purpose phase of 5E Learning Cycle Model as follows:

1. The purpose of the Engagement phase was to pique student interest and get them personally involved in the lesson, while pre-assessing prior understanding.
2. The purpose of the Exploration phase was to provide students with the opportunity to construct their own understanding of the topic.
3. The purpose of the Explanation phase was to provide students with an opportunity to explain and refine what they have learned so far and determine what it means.
4. The purpose of the elaboration phase was to provide students with an opportunity to explore in more depth what they have learned and to transfer concepts to more complex problems.

¹³T. Tajariand and F. Haghani, Effectiveness of Structuralism Teaching Method (5E) About Creativity (International Journal Of Basic Sciences & Applied Research, 2013), p. 725.

5. The purpose of the Evaluation phase was for both students and teachers to determine how much learning and understanding have taken place.¹⁴

From the discussion above, the researcher concludes that every step has their own purpose to provide students in the opportunity to improve their speaking skills in the teaching learning process. Each step can give benefit to the students because it's connected each other. That's why it's really needed to follow it step by step.

Advantages and Disadvantages of 5E Learning Cycle Model

Advantages of 5E Learning Cycle Model

There are some advantages of this model. According to O. Anil & V. Batdi the advantages of 5E Learning Cycle Model as follows:

1. Students were more active than the teacher.
2. Students were able to used their critical thinking.
3. Leading them to focused on actived learning and understanding.
4. Engage students in the activity at every stage.
5. Increasing students curiosity to explore.¹⁵

Based on the description above, the researcher assumes that 5E earning cycle model is the good way to more activate students than the teacher, because they don't just learning about the material but also they have to give critical thinking because students targets at the discovery and association with previous knowledge of new concept and students from themselves their own knowledge about specific problem, so it can make them to explore the material curiously.

¹⁴Barry and Burke, 6E Learning by Design Model (Technology and Engineering Teacher), 2014, p. 15-16.

¹⁵O. Anil and V. Batdi, A Comparative Meta-Analysis of 5E and Trational Approaches in Turkey (Journal of Education and Training Studies, 2015), p. 3

Disadvantages of 5E Learning Cycle Model

There were some weakness of this model. According to A. Purwanto the weakness of 5E Learning Cycle Model as follows

1. The effectiveness of learning was low if teachers did not master the material and steps learning.
2. Demand seriousness and creativity of teachers in designing and implementing the learning process.
3. Require classroom management more planned and organized.
4. It takes time and more energy in preparing.
5. Plan and implement learning.¹⁶

Based on the description above, the researcher concludes that every model exactly has a lack include this model. If teacher wants to apply the model, they have to prepare more energy and creativity. Besides a good design teaching learning process, 5E learning cycle model also constrained with the attention of teachers ability to master this model.

Some Previous Findings

There are many studies have been reported to interpret and to contrast this research proposal, the researcher is considering some previous finding to support the researcher proposal. Those researches are as follows:

Suciati in the research entitled “Application of learning cycle model (5E) learning with chart variation toward students’ creativity” based on the data analysis of

¹⁶A. Purwanto, Implementasi Model Learning Cycle 5E Disertai LKS untuk Meningkatkan Aktivitas, Keterampilan Proses Sains, dan Hasil Belajar Biologi (Pendidikan Biologi FKIP Universitas Muhammadiyah Metro), p. 2.

the research, the researcher concludes the learning cycle 5E model can improve students' creativity despite different levels of improvement.¹⁷

In the research above, the researcher determined the 5E learning cycle model as an independent variable that is the same as this research. However, on the other hand this research also has a significant difference in the dependent variable. The research above chose the students' creativity as the dependent variable, while this research has a focus on the students' speaking skills at SMA Negeri 3 Pinrang.

A. Cahyarini in the research entitled "The effect of 5E learning cycle instructional model using socioscientific issues (SSI) learning context on students' critical thinking" based on the data analysis of the research, the researcher concludes the 5E learning cycle can increase students' critical thinking skill because student actively in the learning process.¹⁸

In the research above, the researcher determined the 5E learning cycle model as an independent variable that is the same as this research. However, on the other hand this research also has a significant difference in the dependent variable. The research above chose the students' critical thinking as the dependent variable, while this research has a focus on the students' speaking skills at SMA Negeri 3 Pinrang.

Rody Putra Sartika "Implementation of 5E learning cycle model on process science skills prospective student teacher of university of Tanjungpura" based on the data analysis of the research, the researcher concludes the 5E learning cycle model can

¹⁷Suciati, Application of Learning Cycle Model (5E) Learning with Chart Variation Toward Students' Creativity (Jurnal Pendidikan IPA Indonesia, 2015), p. 65.

¹⁸A. Cahyarini, The Effect of 5E learning Cycle Instructional Model using Socioscientific Issues (SSI) Learning Context on Students' Critical Thinking (Jurnal Pendidikan IPA Indonesia, 2016), p. 226-227.

improve students' achievement on science because there is a significant difference of science process skill between students taught with learning cycle model.¹⁹

In the research above, the researcher determined the 5E learning cycle model as an independent variable that is the same as this research. However, on the other hand this research also has a significant difference in the dependent variable. The research above chose the students' achievement as the dependent variable, while this research has a focus on the students' speaking skills at SMA Negeri 3 Pinrang.

Based on the researches above, 5E learning cycle model is more implemented in the science research. Therefore, the researcher will try to apply it to the language research.

Conceptual Framework

Conceptual framework is divided into three phases namely input, process and output which are explained as follows:

The input is described as phase that presents what students have before whole process starts. In this phase, it can be seen the low skill of students in speaking. In input, the researcher prepares the concept or material which conduct in teaching process and the treatment for students. The treatment is 5E learning cycle model which is highly expected to improve students' speaking skills.

The process is very important phase. In this phase, the researcher will implement 5E learning cycle model.

The output is the determinant of whole phase. In this phase, the researcher will decide what students' achievement are.

¹⁹Rody Putra Sartika, Implementation of 5E Learning Cycle Model on Process Science Skills Prospective Student Teacher of University of Tanjungpura (International Conference on Teaching and Education, 2017), p. 70.

The conceptual framework is described in the following diagram:

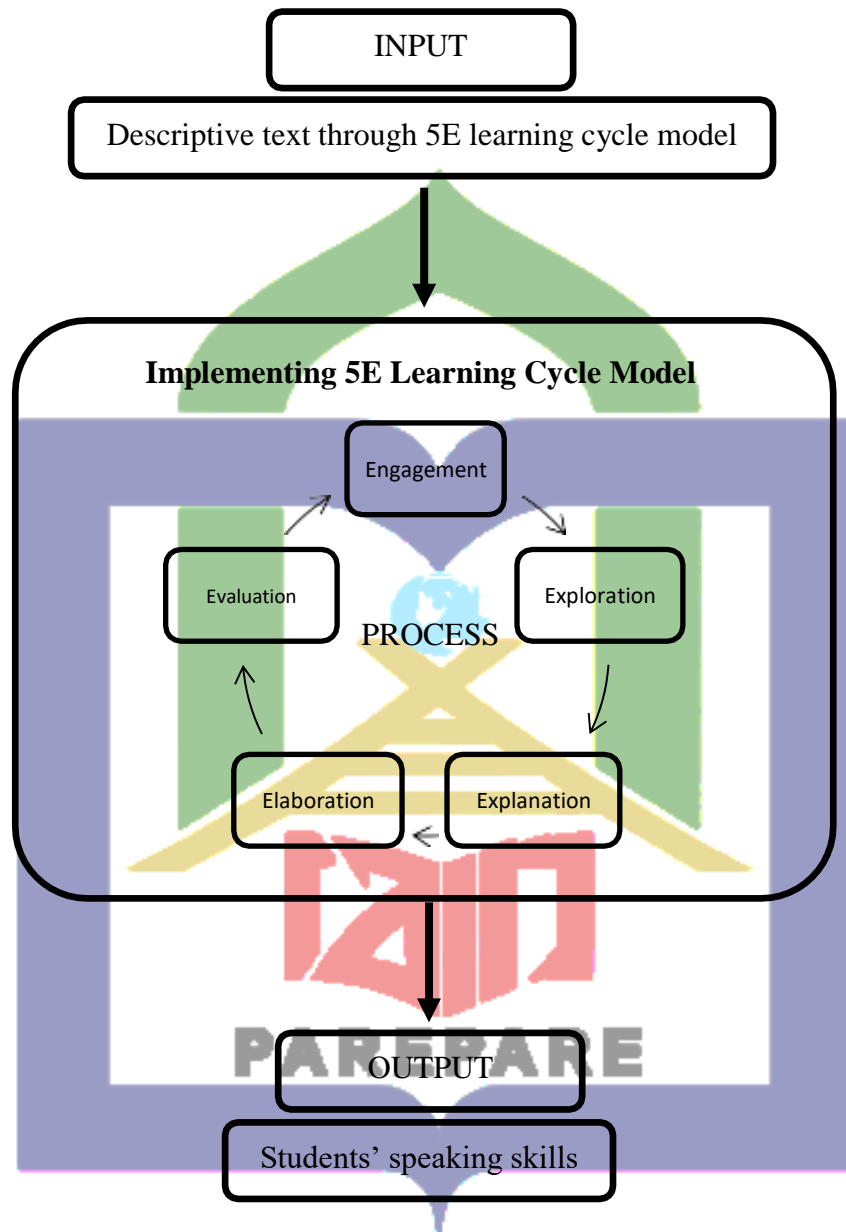


Figure 2.1. Conceptual framework

There are three variables: input, process and output are classified as follows:

1. Input: the input refers to the students' speaking skills is still low and the concept or material of teaching speaking which give to the students then the

researcher applied 5E learning cycle model to know the improvement of students' speaking skills of SMA Negeri 3 Pinrang.

2. Process: the processes refer to teaching-learning process through 5E learning cycle model.
3. Output: the research output is reflected in the result of Post-test. Hopefully, there will be a significant comparison between Pre-test and Post-test class, so the researcher can know the improvement of students' speaking skills at SMA Negeri 3 Pinrang using 5E learning cycle model.

Hypothesis

Based on the previous of some pertinent ideas, some previous finding and the conceptual framework, the researcher formulated a hypothesis as follows:

1. H_0 : There are any improvement of the speaking skills at the Tenth Grade Student of SMA Negeri 3 Pinrang through 5E learning cycle model.
2. H_1 : There are any improvement of the speaking skills at the Tenth Grade Student of SMA Negeri 3 Pinrang through 5E learning cycle model.

Research Variable and Operational Definition

Research Variable

This research consists of two variables, dependent variable (speaking skills) and independent variable (the use of 5E learning cycle model).

Operational Definition of the Variables

1. Improving speaking skills, the students speaking skills as dependent variable means that the improvement of the students speaking skills after giving treatment and measure by 5E Learning Cycle Model.

2. 5E learning cycle model, that has five main phases, namely engagement, exploration, explanation, elaboration, and evaluation. This model can help develop students' complex communication or social skills, students can be more active than the teacher and leading the students to focus on active learning.



CHAPTER III

RESEARCH METHOD

Research Design

This research is pre-experimental with one-group pretest-posttest design. It involves one class. That is experimental class which is implemented 5E learning cycle model in teaching-learning process for improving students' speaking skills at SMA Negeri 3 Pinrang. The formula of this research is described in following:

$$O_1 \quad X \quad O_2$$

Where:

O_1 : Pre-test

O_2 : Post-test

X : Treatment¹

Location and Duration of the Research

The location of the research took a place at SMA Negeri 3 Pinrang. The research used the quantitative research that has several times to collect and analyze data. The researcher did the research almost two months for collecting data from pre-test, treatment and post-test.

Population and Sample

Population

The population of the research was all students of the tenth year students of SMA Negeri 3 Pinrang which consist of eight classes. To make it clear the population of the research, it can be seen in the table below:

¹Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), p. 116.

Table 3.1 The Total of the tenth Year Students of SMA Negeri 3 Pinrang

Num	Class	Students
1	X IPA 1	35
2	XIPA 2	35
3	XIPA 3	35
4	XIPA 4	35
5	XIPS 1	35
6	XIPS 2	35
7	XIPS 3	35
8	XIPS 4	35
Total		280

Data Source: Documentation of SMA Negeri 3 Pinrang

Sample

In this research, the researcher took the sample from the tenth grade students of SMA Negeri 3 Pinrang which consist of eight classes. The researcher used purposive sampling to take the sample that is in accordance with the criterias needed in this research. The researcher chose X IPS 3 as experimental class because the researcher has two reasons: firstly, based on the observation and interview from the English teacher of SMA Negeri 3 Pinrang, X IPS 3 has low skill of speaking and secondly, it'll be better to choose the class which has a low skill to know the significant improvement of studens' speaking skill by comparing the students' score result, so the researcher took X IPS 3 to be sample which consist of 35 students.

Instrument of Collecting Data

The instrument of this research used speaking test in the form interview test. The researcher used interview test as instrument for pre-test and post-test. The procedure of the interview test, the researcher interviewed the students about their personality. The test is applied in two steps as followed:

Pre-test was given before treatment to find out the prior knowledge of the students.

Post-test was given after giving treatment. This test is aimed to compare the different results of students test. It was also be used to find students' achievement after giving treatment.

Procedure of Data Collection

The data of this research was collected by using the following procedure:

Pre-test

Before gave the treatment, the researcher gave the students pre-test to know the students speaking skills. Pre-test was given by using 80 minutes. The researcher used interview test. The researcher called the students one by one and then asked the students to answer the questions about their family. The researcher gave the students opportunities for three minutes to answer the questions of interview test. By this test, the researcher recorded and observe whatever the students said.

Post-test

After giving the treatment, the researcher gave the students post-test to measure the improvement of students speaking skills. The researcher called the students one by one and then ask the students to answer the questions about the tourism place. The researcher gave the students opportunitites for three minutest to

answer the questions of interview test. By this test, the researcher recorded and observe whatever the students said.

Treatment

After gave pre-test, the researcher gave the treatment. The researcher applied 5E Learning Cycle Model in teaching speaking which consists of four meetings, each meeting run for 90 minutes and each meeting has different material. The procedure in teaching and learning process of every meeting as follows:

Experimental Class

The experimental class was taught about descriptive text through 5E Learning Cycle Model, the treatment four meetings. In this treatment in every meeting has a some activities in order different topics. In the topic of the first meeting was be "*Describing about thing*". The topic of the second meeting was be "*Describing famous people*". The topic of the third meeting was be "*Describing profession*". The topic of the fourth meeting was be "*Describing tourism object*". The topic of the fifth meeting was be "*Describing hystorical building*". and the topic of the sixth meeting was be "*Describing traditional food*". The procedure of the treatment as follows:

1. The researcher greeted the students.
2. The researcher checked the students attendance.
3. The researcher explained the purpose of learning.
4. The researcher explained the material about descriptive text.
5. The researcher gave the students example of descriptive text.
6. The researcher gave the students learning process of speaking through 5E

Learning Cycle Model as follows:

1. In Engagement stage, the researcher asked question for making the students interested and curious to the material. After that, the researcher divided into some groups that consist of five students and the researcher gave some pictures to the students to stimulate their ideas related the topic.
2. In Exploration stage, the researcher gave time to students to do group work and let them discussing about the picture.
3. In Explanation stage, the researcher invited one by one to come forward for describe the picture.
4. In Elaboration stage, the researcher provided an opportunity for students give a question or suggestion from the described result.
5. In Evaluation stage, the researcher evaluated the students by telling them to explain what their friends have been described.
7. The researcher asked about the students difficulties during learning process.
8. The researcher asked the students to concluded the material.

Technique of Data Analysis

The data was be collected through the test that has been analyzed by using quantitative analysis as follows:

Scoring Classification

As for the assessment, criteria that is used by researcher is speaking skill assessment criteria based on the aspects of speaking skills by following criteria:

Table 3.2 Assessment the aspects of speaking through scoring rubric fluency, accuracy, content and pronunciation.

Advanced Table 3.2

Classification	Score	Criteria
Fluency	9-10	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
Accuracy	9-10	No mistake
	7-8	One inaccurate
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate
Vocabulary	9-10	Message required is dealt with effectively
		Message required is dealt with effectively but a little unsystematic
	7-8	Message required is adequately conveyed and organized but some loss of detail
	5-6	Message is broadly conveyed but with little subtlety and some loss of detail
	3-4	Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation

Classification	Score	Criteria
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation

Data Source: Brown, H. Daughlas. *Language Assessment and Classroom Practice*²

Scoring Classification of Speaking

The data is classified into five classifications by referring the scoring system as follows:

Table 3.3 Classification Students' Score

Affective		Cognitif		Psychomotor	
Mode	Predicate	Average	Letter	Optimum	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,50	B+
		3,85-3,17	B	3,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

The assesment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014 scala assesment for knowledge competence and skill

²H. D. Brown. *Language Assessment and Classroom Practice* (San Francisco: State University, 2004), p. 406-407.

competence using the range of number and letters 4,00 (A)- 1,00 (D) with the details as following:

Table 3.4

1.00 (A) - 100 (D) with the following deatails:
3,85 - 4,00 with the letter A
3,52 - 3,83 with the letter A-
3,18 – 3, 50 with the letter B+
2,85 – 3,17 with the letter B
2,51 – 2,80 with the letter B-
2,18 – 2,50 with the letter C+
1,85 – 2,17 with the letter C
1,51 – 1,84 with the letter C-
1,18 – 1,50 with the letter D+, and
1.0 – 1, 17 with the letter D

Scoring the students' speaking of pre-test and post-test.

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

Finding out the mean score by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

Σ = Total Score

N = the total number of students³

Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample.⁴

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

ΣD = the sum of the total score

³L. R. Gay, Education Research (Competencies for Analysis and Application) (2nd Ed., Columbus: A. Bell & Howell Company, 1981), p. 298.

⁴L. R. Gay, Education Research (Competencies for Analysis and Application), p. 298.

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁵



⁵Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

Findings

The findings were obtained from the speaking test in the tenth grade students of SMANegeri 3 Pinrang in academic grade 2019/2020. The researcher applied all of procedures that had been showed in the previous chapter. In addition, the researcher gave the students pre-test and post-test. A pre-test was given before treatment to know the students' speakingskills in descriptive paragraph before doing the treatment, while post-test was given after treatment that is knowing the students' speaking skills after doing treatment. After that, it was continued by analyzing their score between pre-test and post-test. and the result of the post-test of this research can answer the question of this research that aims to find out through 5E learning cycle model can be able to increase the students' speaking skills at the tenth grade students of SMA Negeri3 Pinrang.

The students' score in pre-test

The researcher gave speaking test to the students as the pre-test to know the student's speaking skills. Every student got it then the researchergave the students` some questions and they answered it. After giving the pre-test to the students, the researcher found out the result of the students` speaking based on the criteria of speaking skills which are accuracy, fluency, pronunciation and vocabulay before giving treatment. The result was shown in the following table:

Table 4.1 the students' score in pre-test based on aspects of speaking

F= Fluency, A= Accuracy, V= Vocabulary, P=Pronunciation

No.	Students	Aspect				Total
		F	A	V	P	
1	Aknawal	4	2	3	4	13
2	Amelia	6	4	5	5	20
3	Anca	4	2	2	3	11
4	Asura	5	3	3	4	15
5	Aswar Anas	4	4	3	5	16
6	Ernawati	5	3	3	4	15
7	Fitriani	5	3	4	4	16
8	Gilang	3	3	2	3	11
9	Harmita	4	3	4	5	16
10	Hesti Bahrun	3	3	4	4	14
11	Ikram	3	3	2	3	11
12	Irmayani	4	3	4	5	16
13	Ismail	3	3	3	3	12
14	Jusmahardiansyah	4	3	4	5	16
15	Melda	5	4	3	4	16
16	Miftahul Jannah	4	3	4	4	15
17	Muh Adam	3	4	3	3	13
18	Muh Arif	4	3	4	3	14
19	Muh Kalla	3	4	3	3	13
20	Muhadir	4	4	3	4	15
21	Muhammad Ramdhani	4	4	4	3	15
22	Nur Afiah	5	4	4	5	18
23	Nur Asgia Alkal	6	4	6	6	22
24	Nur Hatifa	6	4	6	5	21
25	Nurhana	4	3	4	4	15
26	Nurlaelah	3	3	3	4	13
27	Rahmad Taufik Akbar	3	3	3	4	13
28	Rahmawati	5	4	4	5	18
29	Reina Afifa Zulfa	5	3	3	4	15

30	Rifki	3	3	2	3	11
31	Sapira	5	4	4	6	19
32	Sri Aulia	4	4	3	5	16
33	Sukri Alfian	4	3	2	3	12
34	Wahyudi	3	3	2	3	11
35	Zainal Wildan	4	2	2	3	11
	Total	144	115	118	141	518

Data Source: Students' score of pretest

Table 4.2 the students' score in pre-test

No.	Students	Pre-test of the students (X_1)			
		Students' Score	Score (X_1)	X_1^2	Classification
1	Aknawal	13	1.3	1.69	Poor
2	Amelia	20	2	4	Enough
3	Anca	11	1.1	1.21	Poor
4	Asura	15	1.5	2.25	Poor
5	Aswar Anas	16	1.6	2.56	Enough
6	Ernawati	15	1.5	2.25	Poor
7	Fitriani	16	1.6	2.56	Enough
8	Gilang	11	1.1	1.21	Poor
9	Harmita	16	1.6	2.56	Enough
10	Hesti Bahrun	14	1.4	1.96	Poor
11	Ikram	11	1.1	1.21	Poor
12	Irmayani	16	1.6	2.56	Enough
13	Ismail	12	1.2	1.44	Poor
14	Jusmahardiansyah	16	1.6	2.56	Enough
15	Melda	16	1.6	2.56	Enough
16	Miftahul Jannah	15	1.5	2.25	Poor
17	Muh Adam	13	1.3	1.69	Poor
18	Muh Arif	14	1.4	1.96	Poor
19	Muh Kalla	13	1.3	1.69	Poor
20	Muhadir	15	1.5	2.25	Poor
21	Muhammad Ramdhani	15	1.5	2.25	Poor

22	Nur Afiah	18	1.8	3.24	Enough
23	Nur Asgia Alkal	22	2.2	4.84	Enough
24	Nur Hatifa	21	2.1	4.41	Enough
25	Nurhana	15	1.5	2.25	Poor
26	Nurlaelah	13	1.3	1.69	Poor
27	Rahmad Taufik Akbar	13	1.3	1.69	Poor
28	Rahmawati	18	1.8	3.24	Enough
29	Reina Afifa Zulfa	15	1.5	2.25	Poor
30	Rifki	11	1.1	1.21	Poor
31	Sapira	19	1.9	3.61	Enough
32	Sri Aulia	16	1.6	2.56	Enough
33	Sukri Alfian	12	1.2	1.44	Poor
34	Wahyudi	11	1.1	1.21	Poor
35	Zainal Wildan	11	1.1	1.21	Poor
			$\sum X_1 = 51.8$	$\sum X_1^2 = 79.52$	

Data Source: Students' score of pretest

The table above showed that the result of students' speaking score before applying 5E learning cycle model. There were twenty two student got poor score and thirteen students got enough score. The total score in pre-test is 51.8. It has shown that, the students' speaking skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{51.8}{35}$$

$$x = 1.48$$

Thus, the mean score (X_1) of pre-test is 1,48

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{79.52 - \frac{(51.8)^2}{35}}{35 - 1}}$$

$$SD = \sqrt{\frac{72.425 - \frac{2683.24}{35}}{34}}$$

$$SD = \sqrt{\frac{72.425 - 76.66}{34}}$$

$$SD = \sqrt{\frac{2.86}{34}}$$

$$SD = \sqrt{0.084}$$

$$SD = \mathbf{0.290}$$

Thus, the standard deviation of the pre-test is 0.290

The students' score in post-test

After the researcher gave treatment by using 5E learning cycle model to the students, the researcher gave post-test. The students were given the post-test to find out the speaking skills and their progress, it was used to know the result of treatment.

The result was shown in the following table:

Table 4.3 the students' score in post-test based on aspects of speaking

F= Fluency, A= Accuracy, V= Vocabulary, P=Pronunciation

No.	Students	Aspect				Total
		F	A	V	P	
1	Aknawal	5	4	5	5	19
2	Amelia	7	6	6	7	26
3	Anca	5	4	4	5	18
4	Asura	6	4	4	5	19
5	Aswar Anas	5	5	4	6	20
6	Ernawati	6	5	4	5	20
7	Fitriani	6	4	5	5	20
8	Gilang	4	5	4	4	17
9	Harmita	5	6	5	6	22
10	Hesti Bahrun	4	5	5	5	19
11	Ikram	4	4	4	5	17
12	Irmayani	6	5	5	6	22
13	Ismail	4	5	4	5	18
14	Jusmahardiansyah	5	4	5	6	20
15	Melda	6	5	4	5	20
16	Miftahul Jannah	5	5	5	5	20
17	Muh Adam	4	5	4	4	17
18	Muh Arif	5	4	5	4	18
19	Muh Kalla	4	5	4	4	17
20	Muhadir	5	5	4	5	19
21	Muhammad Ramdhani	5	6	5	5	21
22	Nur Afiah	6	5	5	6	22
23	Nur Asgia Alkal	7	6	7	7	27
24	Nur Hatifa	7	5	7	6	25
25	Nurhana	5	5	5	5	20
26	Nurlaelah	5	4	4	5	18
27	Rahmad Taufik Akbar	4	5	4	5	18
28	Rahmawati	6	5	5	6	22
29	Reina Afifa Zulfa	6	4	5	6	21

30	Rifki	5	5	4	4	18
31	Sapira	6	5	6	7	24
32	Sri Aulia	6	5	4	6	21
33	Sukri Alfian	5	4	4	4	17
34	Wahyudi	4	4	3	4	15
35	Zainal Wildan	5	4	4	4	17
	Total	183	167	162	182	694

Data Source: Students' score of posttest

Table 4.4 the students' score in post-test

No.	Students	Post-test of the students (X ₂)			
		Students' Score	Score (X ₂)	X ₂ ²	Classification
1	Aknawal	19	1.9	3.61	Enough
2	Amelia	26	2.6	6.76	Good
3	Anca	18	1.8	3.24	Enough
4	Asura	19	1.9	3.61	Enough
5	Aswar Anas	20	2	4	Enough
6	Ernawati	20	2	4	Enough
7	Fitriani	20	2	4	Enough
8	Gilang	17	1.7	2.89	Enough
9	Harmita	22	2.2	4.84	Enough
10	Hesti Bahrn	19	1.9	3.61	Enough
11	Ikram	17	1.7	2.89	Enough
12	Irmayani	22	2.2	4.84	Enough
13	Ismail	18	1.8	3.24	Enough
14	Jusmahardiansyah	20	2	4	Enough
15	Melda	20	2	4	Enough
16	Miftahul Jannah	20	2	4	Enough
17	Muh Adam	17	1.7	2.89	Enough
18	Muh Arif	18	1.8	3.24	Enough
19	Muh Kalla	17	1.7	2.89	Enough

20	Muhadir	19	1.9	3.61	Enough
21	Muhammad Ramdhani	21	2.1	4.41	Enough
22	Nur Afiah	22	2.2	4.84	Enough
23	Nur Asgia Alkal	27	2.7	7.29	Good
24	Nur Hatifa	25	2.5	6.25	Enough
25	Nurhana	20	2	4	Enough
26	Nurlaelah	18	1.8	3.24	Enough
27	Rahmad Taufik Akbar	18	1.8	3.24	Enough
28	Rahmawati	22	2.2	4.84	Enough
29	Reina Afifa Zulfa	21	2.1	4.41	Enough
30	Rifki	18	1.8	3.24	Enough
31	Sapira	24	2.4	5.76	Enough
32	Sri Aulia	21	2.1	4.41	Enough
33	Sukri Alfian	17	1.7	2.89	Enough
34	Wahyudi	15	1.5	2.25	Enough
35	Zainal Wildan	17	1.7	2.89	Enough
			$\sum X_1 = 69.4$	$\sum X_1^2 = 140.12$	

Data Source: Students' score of pretest

The table above showed that there were a changed of students' score after did the treatment. There were thirty three students got enough score and two students got good score. The total score in post-test is 69.4. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the 5E learning cycle model.

Mean score of the post-test

$$x = \frac{\sum x}{N}$$

$$\bar{X} = \frac{69.4}{35}$$

$$\bar{X} = 1.98$$

Thus, the mean score (\bar{X}_2) of post-test is 1.98

The standard deviation of the post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{140.12 - \frac{(69.4)^2}{35}}{35 - 1}}$$

$$SD = \sqrt{\frac{140.12 - \frac{4816.4}{35}}{34}}$$

$$SD = \sqrt{\frac{140.12 - 137.61}{34}}$$

$$SD = \sqrt{\frac{2.51}{34}}$$

$$SD = \sqrt{0.074}$$

$$SD = 0.272$$

Thus, the SD of the post-test is 0.272

The result of the pre-test and post-test were presented in the following: The result of the pre-test and post-test showing in the following table.

Table 4.5 the mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	51.8	0.290
Post-test	69.4	0.272

The data in table 4.5 shows that the mean score of the pre-test was 51/8 (X_1) while the mean score of the post-test increased 69,4 (X_2). The standard deviation of pre-test was 0,290 (SD) while the standard deviation of the post-test was 0,272 (SD).

The rate percentage of the frequency of the pre-test and post-test.

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 the rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	3.51 – 4.00	0	0	0%	0%
2.	Good	2.51 – 3.50	0	2	0%	5,7%
3.	Enough	1.51 – 2.50	13	33	37.1%	94,3%
4.	Poor	1.00 – 1.50	22	0	62.9%	0%
Total			35	35	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test thirteen (37.1%) students got enough score and twenty two (62.9%) students got poor score while the rate percentage of the post-test, two (5,7%) students got good score and thirty three (94,3%) students got enough. The percentage in post-test that students got good score was higher than percentage in pre-test. It shows that students were able to improve their speaking skills after did the treatment that using 5E learning cycle model.

The Effectiveness of 5E Learning Cycle Model.

t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the worksheet of the calculation of the score on pre-test and post-test on the students' speaking in speaking paragraph.

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ - X ₁)	D(X ₂ - X ₁) ²
1	1.3	1.9	1.69	3.61	0.6	1.92
2	2	2.6	4	6.76	0.6	2.76
3	1.1	1.8	1.21	3.24	0.7	2.03
4	1.5	1.9	2.25	3.61	0.4	1.36
5	1.6	2	2.56	4	0.4	1.44
6	1.5	2	2.25	4	0.5	1.75
7	1.6	2	2.56	4	0.4	1.44
8	1.1	1.7	1.21	2.89	0.6	1.68
9	1.6	2.2	2.56	4.84	0.6	2.28
10	1.4	1.9	1.96	3.61	0.5	1.65
11	1.1	1.7	1.21	2.89	0.6	1.68
12	1.6	2.2	2.56	4.84	0.6	2.28
13	1.2	1.8	1.44	3.24	0.6	1.8
14	1.6	2	2.56	4	0.4	1.44
15	1.6	2	2.56	4	0.4	1.44
16	1.5	2	2.25	4	0.5	1.75
17	1.3	1.7	1.69	2.89	0.4	1.2
18	1.4	1.8	1.96	3.24	0.4	1.28
19	1.3	1.7	1.69	2.89	0.4	1.2
20	1.5	1.9	2.25	3.61	0.4	1.36

21	1.5	2.1	2.25	4.41	0.6	2.16
22	1.8	2.2	3.24	4.84	0.4	1.6
23	2.2	2.7	4.84	7.29	0.5	2.45
24	2.1	2.5	4.41	6.25	0.4	1.84
25	1.5	2	2.25	4	0.5	1.75
26	1.3	1.8	1.69	3.24	0.5	1.55
27	1.3	1.8	1.69	3.24	0.5	1.55
28	1.8	2.2	3.24	4.84	0.4	1.6
29	1.5	2.1	2.25	4.41	0.6	2.16
30	1.1	1.8	1.21	3.24	0.7	2.03
31	1.9	2.4	3.61	5.76	0.5	2.15
32	1.6	2.1	2.56	4.41	0.5	1.85
33	1.2	1.7	1.44	2.89	0.5	1.45
34	1.1	1.5	1.21	2.25	0.4	1.04
35	1.1	1.7	1.21	2.89	0.6	1.68
Total	51.8	69.4	79.52	140.12	17.6	60.6

In the other to see the students' score, the following is t-test was statistically applied:

$$D = \frac{\text{Find out } \sum D}{N} = \frac{17.6}{35} = 0.50$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{0.50}{\sqrt{\frac{60.6 - \frac{(17.6)^2}{35}}{35(35-1)}}$$

$$t = \frac{0.50}{\sqrt{\frac{60.6 - \frac{309.76}{35}}{24(23)}}$$

$$t = \frac{0.50}{\sqrt{\frac{60.6 - 8.85}{1190}}}$$

$$t = \frac{0.50}{\sqrt{\frac{51.75}{1190}}}$$

$$t = \frac{0.50}{\sqrt{0.043}}$$

$$t = \frac{0.50}{0.209}$$

$$t = 2.411$$

Thus, the t-test value is 2.411

4.1.3.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 35 - 1$$

$$= 34$$

For the level, significant (p) 5% and $df = 34$, and the value of the table is 1.690, while the value of t-test is 2.411.

Table 4.8 the test of significance

Variable	T-test	T-table value
Pre-test – post-test	2.411	1,690

The data above showed that t-test is higher than t-table ($2.411 \geq 1.690$). thus, it can be concluded that the students' speaking skills through 5E learning cycle model in significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The Implementation of 5E Learning Cycle Model

In the treatment process, the researcher took eight meetings include pre-test and post-test in teaching by using 5E learning cycle model at the experimental class in improving students' speaking skills. As the theory in chapter II, the researcher did the treatment by following the step in teaching 5E learning cycle model.

The first meeting before the writer gave treatment that was conducted on Tuesday September 10th, 2019 in the class of X IS 3, the students were given the pre-test to measure their ability in speaking skills. After the researcher opened the meeting, the researcher invited the students for invoking to the God with a Muslim way in praying. Next, the researcher continued to inform them that all the members would be coming forward and everyone would be getting some questions that should be answered then it would be recorded on phone. In interviewing time, some members were good in answering all the questions but several of them unfortunately were still confused in answering. The researcher continued to all the members until the last name after getting all the data, the writer closed the class by greeting to the students.

The second meeting was located in the class of X IS 3 SMA Negeri 3 Pinrang. It was conducted on Wednesday September 11th, 2019. This meeting was a first treatment after giving the pre-test. The researcher started the class by greeting and checked the students attendance. Before the students knew the techniques, the researcher explained the material to the students about “Descriptive Text”. Next, the researcher gave the students learning process of speaking by using 5E learning cycle model. In engagement stage, the researcher gave question about the topic “thing”. For example, please mention the objects in this class by using English and all students raise their hands to answer question and the students’ answers are table, chair, whiteboard, marker, so on. After the researcher divided into some groups the researcher gave picture about “thing”. In exploration stage, all students to do group work to discussing about the picture (smartphone). In explanation stage, the researcher invited one by one to come forward describe the picture, every students described different picture like: doll, television, table, bag, so on. In elaboration stage, the researcher pointed some student to answered question like “what color is the doll that her your friend described?” and the student answered is “the color is pink” and the other student just answered “pink”. In evaluation stage, the researcher pointed some students to telling what their friend have been described like “my friend have doll, the color is pink, the doll is prize from her mother. The last, the researcher closed the class.

The third meeting was located in the class of X IS 3 SMA Negeri 3 Pinrang. It was conducted on Tuesday September 17th, 2019. This meeting was a second treatment after giving the pre-test. The researcher started the class by greeting and checked the students attendance. Before the students knew the techniques, the

researcher explained the material to the students about “Descriptive Text”. Next, the researcher gave the students learning process of speaking by using 5E learning cycle model. In engagement stage, the researcher gave question about the topic “famous people”. For example, who is the first president of Indonesia? and all students said “Soekarno”. After the researcher divided into some groups the researcher gave picture about “famous people”. In exploration stage, all students to do group work to discussing about the picture (soekarno). In explanation stage, the researcher invited one by one to come forward describe the picture, every students described different picture like: artist, president. In elaboration stage, the researcher pointed some student to answered question like “who are the famous people that your friend has described?” and the student answered is “She/He described Jokowi” the other answered is “She talking about Ferrel Bramasta”. In evaluation stage, the researcher pointed some students to telling what their friend have been described like “my friend describe about the president, the president is Jokowi, Jokowi life in Java, Jokowi is the seventh president of Indonesia. The last, the researcher closed the class.

The fourth meeting was located in the class of X IS 3 SMA Negeri 3 Pinrang. It was conducted on Wednesday September 18th, 2019. This meeting was a third treatment after giving the pre-test. The researcher started the class by greeting and checked the students attendance. Before the students knew the techniques, the researcher explained the material to the students about “Descriptive Text”. Next, the researcher gave the students learning process of speaking by using 5E learning cycle model. In engagement stage, the researcher gave question about the topic “profession”. For example, who aspires to be a teacher? and some students said “me, I want to be a teacher”. After the researcher divided into some groups the researcher

gave picture about “famous people”. In exploration stage, all students to do group work to discussing about the picture (teacher). In explanation stage, the reseacher invited one by one to come forward describe the picture, every students described different picture like: doctor, entrepreneur, policeman, police woman, flight attendant, so on. In elaboration stage, the researcher pointed some student to answered question like “what profession has your friend described?” and the student answered is “my friend described about doctor”. In evaluation stage, the researcher pointed some students to telling what their friend have been described like “my friend want to be doctor because she want have much money. The last, the researcher closed the class.

The fifth meeting was located in the class of X IS 3 SMA Negeri 3 Pinrang. It was conducted on Tuesday September 24th, 2019. This meeting was a fourth treatment after giving the pre-test. The reseacher started the class by greeting and checked the students attendance. Before the students knew the techniques, the reseacher explained the material to the students about “Descriptive Text”. Next, the reseacher gave the students learning process of speaking by using 5E learning cycle model. In engagement stage, the reseacher gave question about the topic “tourism object”. For example, anyone like a vocation? Where you do usually go to vocation? And all of student answered “yes, I like vocation every weekend in the beach”. Afterthe reseacher devided into some groups the reseacher gave picture about “tourism object”. In exploration stage, all students to do group work to discussing about the picture (Karomba). In explanation stage, the reseacher invited one by one to come forward describe the picture, every students described different picture like: Ujung Tape Beach, Ammani Beach, Pinrang beach, so on. In elaboration stage, the

researcher pointed some student to answered question like “where did your friend go to vocation?” and the student answered is “my friend go to vocation in Ammani beach”. In evaluation stage, the researcher pointed some students to telling what their friend have been described like “every weekend my friend go to vocation in Ammani beach because there are many people there, and the view is beautiful, the water is clear, there are banana boat. The last, the researcher closed the class.

The sixth meeting was located in the class of X IS 3 SMA Negeri 3 Pinrang. It was conducted on Wednesday September 25th, 2019. This meeting was a fifth treatment after giving the pre-test. The reseacher started the class by greeting and checked the students attendance. Before the students knew the techniques, the reseacher explained the material to the students about “Descriptive Text”. Next, the reseacher gave the students learning process of speaking by using 5E learning cycle model. In engagement stage, the reseacher gave question about the topic “hystorical building”. For example, has anyone gone to a hystorical building? And all of student answered “yes, I ever go to Monumen Lasinrang”. Afterthe reseacher devided into some groups the reseacher gave picture about “hystorytical building”. In exploration stage, all students to do group work to discussing about the picture (Monumen Lasinrang). In explanation stage, the reseacher invited one by one to come forward describe the picture, every students described different picture like: Monumen cinta sejati Habibie Ainun, Patung Yesus, Monumen Mandala, Monumen Ganggawa so on. In elaboration stage, the researcher pointed some student to answered question like “what is hystorical building that has been described by your friend?” and the student answered is “my friend decribed about Monumen cinta sejati Habibie Ainun ”. In evaluation stage, the researcher pointed some students to telling what their friend

have been described like “my friend described Monumen cinta sejati Habibie Ainun Habibie, the place in Pare-pare Sout Sulawesi, the place is beautiful the color of the building is red, yellow, green, blue, and many people visit the building. The last, the researcher closed the class.

The sixth meeting was located in the class of X IS 3 SMA Negeri 3 Pinrang. It was conducted on Tuesday October 8th, 2019. This meeting was a sixth treatment after giving the pre-test. The researcher started the class by greeting and checked the students attendance. Before the students knew the techniques, the researcher explained the material to the students about “Descriptive Text”. Next, the researcher gave the students learning process of speaking by using 5E learning cycle model. In engagement stage, the researcher gave question about the topic “Traditional Food”. For example, “Who likes traditional food?” And all of student answered “I like traditional food”. After the researcher divided into some groups the researcher gave picture about “Traditional Food”. In exploration stage, all students to do group work to discussing about the picture (Barongko). In explanation stage, the researcher invited one by one to come forward describe the picture, every students described different picture like: Onde-onde, Coto Makassar, Jalangkote, so on. In elaboration stage, the researcher pointed some student to answered question like “what is traditional food that has been described by your friend?” and the student answered is “my friend decribed about Onde-onde”. In evaluation stage, the researcher pointed some students to telling what their friend have been described like “my friend described described her favorite traditional food, that is onde-onde. Onde-onde is one of traditional food, the ingredients is flour, sugar, coconut, and money people like this food . The last, the researcher closed the class.

The last meeting after the researcher gave treatment to the students the researcher gave post-test Wednesday October 9th, 2019 in the class of X IS 3 the students were given the post-test to measure their ability in speaking skill. After the researcher opened the meeting, the researcher continued to inform them that all the members would be coming forward and everyone would be getting some questions that should be answered then it would be recorded on phone. In interviewing time, some members were good in answering all the questions but a little of them unfortunately were still low in answered. The writer continued to all the members until the last name after getting all the data, the write closing the class by greeting to the students.

Discussion

Based on data analysis, if t-test is higher than t-table ($2,411 > 1,690$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that the students' speaking skills through 5E learning cycle modelin significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is acceptedin teaching speaking skills at the tenth grade students of *SMA Negeri 3 Pinrang*.

After conducting the research, the researcher found an improvement that students were truly active and interested in the topic of the lessons given using 5E learning cycle model in each stage. It is accordance with what Rodger Bybee said that the students prosecuted plays and active role to explore and enrich their understanding of against the concept learned. Therefore, the 5E learning cycle model can be applied in learning English specially in speaking because students have no difficulty in learning.

The problem students often face when speaking is to come up with ideas caused by a lack of vocabulary and the confidence they have. But, the researcher told students to talk about the given topic, but they couldn't speak well. After using 5E learning cycle model in treatment, they are confident to speak in front of the class even though their vocabularies and pronunciation is still less.

Formed on the research statement in the previous chapter, the 5E learning cycle model can make students more active. Firstly, it can make students more active in group discussions and make students more confident to convey their ideas. It is accordance with what Rodger Bybee said the learning cycle model was a series of phase of activities organized in such a way so that students can master the competencies to be achieved in learning with the road acting active. Secondly, it can make students understanding with the topic . It is accordance with what O. Anil and V. Batdi said the 5E learning cycle model leading students to focused on actived in learning and make students understanding. Thirdly, it can make students get a new learning experience in the classroom. It is accordance with what Abdulkadir Tuna and Ahmet Kacar said the 5E model targets at the discovery and association with previous knowledge of new concepts by students. With the aid of planned and applied learning-teaching activities, students form themselves their own knowledge about a specific problem. 5E model motivates students to be included into a topic by several phases of learning, to explore a subject, to be given a definition for their experiences, to obtain more detailed information about their learning and to evaluate it.

Based on the data, it is found that the mean score of the pretest score of the class is 1.48 the mean score of the posttest score of the class is 1.98. It can be seen that the students' learning by using 5E learning cycle model can be implemented in teaching speaking skills.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result the observation and discussion, it can be concluded that 5E learning cycle model is more effective to improve the students' speaking skills compared to the conventional teaching. The data show that there is a significant different in the mean score between the students who are taught English speaking by using 5E learning cycle model. Therefore, from the difference of the pre-test and post-test show that the students' score increase significantly after they are teach using 5E learning cycle model.

From the table of the scores, it showed that t-test is higher than t-table ($2.411 \geq 1.690$). thus, it can be concluded that the students' speaking skill through 5E learning cycle model in significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Suggestions

After observation and analysing the data, the researcher would like to give the suggestion for teachers and further researcher. It is expected that is gives benefits for the teaching learning method in the future especially in teaching speaking:

For Teacher

Teachers can use 5E learning cycle model as the alternative variation in teaching speaking for tenth grade. 5E learning cycle model is recommended to students shouldn't be afraid in making mistakes when they are learning English, and make the students active in class.

For the Further Researcher

The researcher suggests to the other researchers not only focus on speaking skill but they can implement 5E learning cycle model in other skills such as Reading. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.

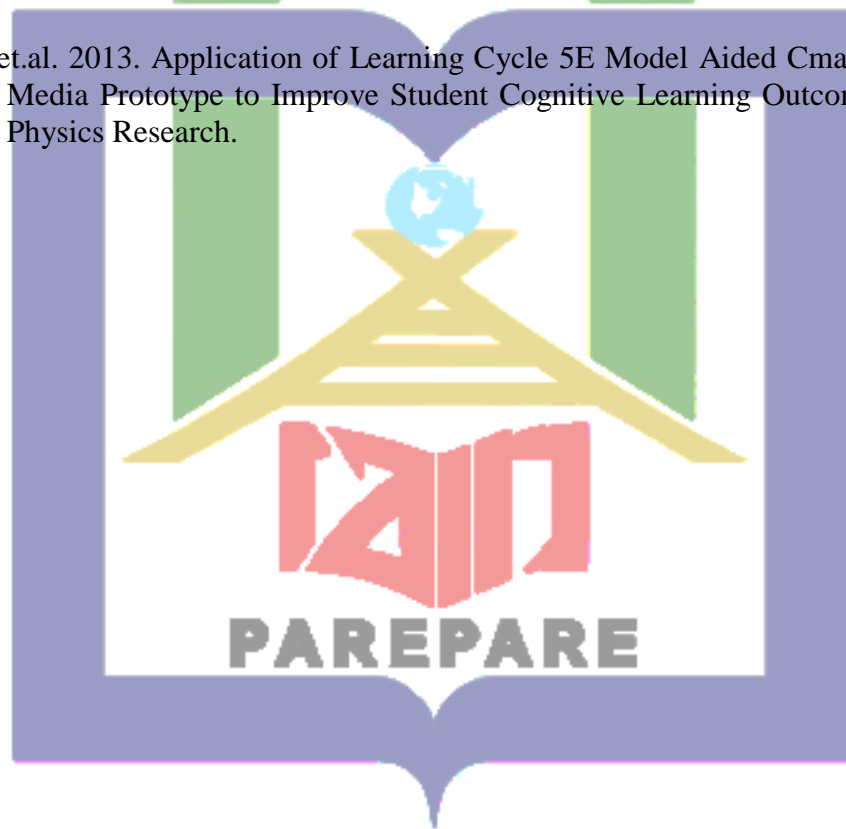


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