

**THE EFFECT OF APPLYING 5E MODEL BY USING
TALKING LADDER AS THE MEDIA TOWARD STUDENTS'
SPEAKING ACHIEVEMENT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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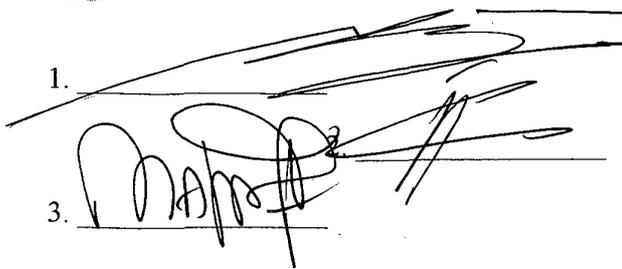
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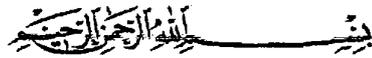


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ABSTRACT

Nanda Nauri ,1402050177. The Effect of Applying 5E Model By Using Talking Ladder As The Media Towards Students' Speaking Achievement at 11th grade of MAS YASPI Labuhan Deli at academic 2017/2018. The Faculty of Teaching Training and Education.University of Muhammadiyah Sumatera Utara.Medan. 2017.

This research was aimed to investigated the significant effect of applying 5E Model By Using Talking Ladder on the students' speaking achievement. the sample of this research was 11th MAS YASPI at academic 2017/2018. it consisted of 40 students. The method used an experimental research which devided into two groups namely experimental and control group. The instrument of this research was oral test. Based on the oral test, the mean score of pre-test in experimental group was 57,25 and the mean score of post-test in experimental group was 87,75. Meanwhile ,the mean score of pre-test in control group was 52,75 and the mean score of post-test in control group 70,00. Therefore, the result of T-test in this research was 22,08 and the T-table was 2,00 which used level significance 0.05 with $df = n-1(40-1)$. Because t-test was higher than t-table (22,08 > 2,00), it means that T-test > T-table. So the result of this research was accepted (Ha). It is conclude that Applying 5E Model by Using Talking Ladder as The Media Toward students' Speaking Achievement.

Key words : Students' speaking achievement .5E Model and Talking Ladder

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Medan

Februari 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. The background of the study

Education for the human existence is the necessity that must be fulfilled to the end of our life. Without education it is very impossible for human being to improve their life. Nowadays, education for developing countries like Indonesia is necessary to develop and it must be appropriate with the necessity of reconstruction step by step. Education becomes the first priority to the country. The progression of education will encourage something step by step going in the direction of perfect level in the global situation. The goals of education are not only to prepare learners to "understand the world around them", to "do the type of work needed in the future", but also to prepare them to live in harmony with other people's reaction by looking at them from their point of view" to promote the "spirit of empathy", and to contribute to the learners". (Delors, 1999). Similarly, it is also the ultimate goal of the National Education System of Indonesia to "develop the Indonesian people fully" (Departemen Pendidikan Nasional Republik Indonesia, the National Education Department of the Republic of Indonesia, p10). All these views on education see the need to implement a more holistic education aiming at developing the whole Human.

English learning is the crucial thing for human life to study. Mastering a foreign language is important in our modern society and global era. Human beings need to communicate in written and oral form. The changing of era makes everybody should be able to use English for communicating, business, and for transferring education. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from a language of this nation to those who would want to know about this nation.

Indonesia's educational system is based on the curriculum and syllabus from the government so the teacher should follow the requirements in teaching. The teacher should be able to create an appropriate model in teaching especially in teaching English. There are so many models that can be applied in teaching as the tool for transferring the knowledge. According to the Ministry of Indonesia Education Anies Rasyid Baswedan "The changing of the curriculum causes the changing of the ministry in each era but K-13 gives the confusion to him" he knows that K-13 can give the good project for Indonesia's educational system but it needs hard work for all the sides in education figures. Based on the government K-13 curriculum, the students must be able to achieve speaking goals. The government curriculum has made the regulation for all of teachers, the students must be able to get 75 score in speaking, but in reality, the students still cannot achieve the speaking score, they still got low scores, they are less than 75. Why did the government make this regulation? Because our country Indonesia has to face MEA, ASEAN economic society, so the students must master speaking skills in order to be able to face

MEA it self. The status quo English also become university entry requirements, why english can be crucial for the requirements ? because the position of english get the good position to enlarge the students' ability and give away in the scholarship for the capable students while they are learning english and able to master english, especially in speaking skill.

Teaching model is the way which used by the teacher to deliver the subject to the students. Suprijono (2010:45) stated that teaching model is the accurate representative form as an actual process which possibility someone or group try to do action based on the model. Model also known as an approach which used in learning process. In indonesia, English has been taught to young learners at elementary school until university. Nattanael and roswitta (2014: 1) stated that in learning english the students should master four skill, they are listening, speaking, reading, and writing.

Teaching speaking is a second language that is not easy. It needs hardwork and a long process at least there are five components in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Vocabulary and grammar are included in components of speaking. Speaking is a productive skill of language learning. It involves communicative performance and other important elements, such as pronunciation, intonation, grammar, vocabulary, and etc. They should be taught in any language learning to make the learners be able to use the target language to communicate. The students problems in teaching speaking such as: Their english proficiency still low, they are lazy to speak without motivation, low of vocabularies and the smallest self confidence of them.

So based on the phenomena above, the teachers have to find an appropriate way or strategy to make the students more comfortable with speaking and more able to generate their ideas. Harmer (2001:275) stated that in teaching speaking process, the teacher should pay attention to the technique or strategy that is suitable for the students. The activities should reflect the atmosphere to study and to have fun with the students, because of this reason, the students need interesting strategy to make them active in speaking, and the teachers should develop this strategy to the students. Therefore, the researcher decides to conduct a study entitled "The Effect of Applying 5E Model by using talking ladder as the Media towards students' speaking achievement"

B. The Identification Of The Problems

Based on the background of the study above, the identification of the problems would identify as follows :

1. The students speaking scores were still under KKM, the government basic curriculum was not achieved.
2. The students' English proficiency was still lack of self confidence
3. The students were not interested in studying English with inappropriate model of teaching speaking.

C. Scope and Limitation

The scope in this research is about speaking. The Limitation of this research was focused on Telling Story in 5E Model for the eleventh grade students of MAS YASPI of 2017-2018 academic year.

D. The Formulation Of The Problems

The formulation of the problems of this study was formulated as the following : was there any significant effect on the students' speaking achievement after they taught taught the lesson by applying 5E model assisted by talking ladder?

E. The objectives of the study

The objectives of the study was To investigate the significant effect of applying 5E model by using talking ladder as the media toward students' speaking achievement .

F. The Significance of the Study

The findings of this research are expected to be useful for :

1. Theoritically

Theoritically, the study give easier and interesting way in teaching speaking by applying 5E model by using talking ladder as the media toward students' speaking achievement and it would be given contribution to successful teaching learning english especially in senior high school.

2. Practically

1. The students, to be able to improve their speaking ability through 5E model by using talking ladder as the media toward students' speaking

achievement, so that they can communicate their ideas as clear as possible .

2. The teachers, use to various in teaching speaking in applying 5E model by using talking ladder as the media toward students' speaking achievement.
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CHAPTER II

REVIEW OF LITERATURE

A. THEORITICAL FRAMEWORK

1. Speaking

1.1. Defenition of speaking

There are some concepts of speaking that have been explained such Nunan (2003: 38) (cited in mart ,2012:91) speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. Besides ,according to Brown (2004: 140)points out that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. In speaking ,the students learn how to organize ideas,arrange sentences,and express language in spoken form with good pronounciation and comprehensible language. They must also learn about how to deliver the meaning of the language according to the context they are speaking.

According to Richards and Willy a Renandya (2007) speaking is one of the elements of communication. Where communication in the output modality and learning is the input modality of language acquisition. In addition,speaking is the ability to produce words in language practice. Expressing thought a loud using the voice of talk. It means that,when someone interact with other by using a language as a mean,certainly ,they

want to convey something important in uttering their feeling and their thought. It is strongly impossible for someone to make a communication with other without having purpose. As people communicate, there must be speaker and interlocutor.

1.2. The components of speaking

According to Brown (2003), there are some components that indicate students' achievement in speaking such as the following :

a. Grammar

Grammar is the system of foreign language. People sometimes describe grammar as the rule of foreign language. But in fact no language has rule grammar deals with the organization or morpheme units into meaningful combination. It can be denied that the use of language is governed by rules.

b. Vocabulary

Vocabulary is part of language. There is no language without vocabulary, so it is very essential for us in learning language. A vocabulary is the body of words used in a particular sphere of activity, the body of the words known to an individual person.

c. Comprehension

Comprehension is the act or the capacity of understanding. It is an ability to understand the meaning or the importance of something (or knowledge acquired as a result).

d. Fluency

Fluency is being able to speak easily and smoothly. People who speak English are considered to be a good speaker. Fluency here does not mean that the speaker without any pause. It is impossible to arrange a complete set of rules to determine where to have pauses because a speaker might have different thoughts, this does not mean that a speaker is free to push between any words.

e. Pronunciation

Pronunciation is still obviously by first language clearly intelligible. In this case, the students who are able to pronounce correctly will be marked as having a "foreign accent". Not two people pronounce exactly alike. The differences are from a variety of causes such as a locality, early influences and social surroundings. However, standard pronunciation is demanded in speaking ability. It means that a good speaker must have a good pronunciation.

1.3. Speaking Ability Factors

Speaking ability factors is a complex skill. In addition, to know the sound structure and grammar system of language, the speaker should think the idea that she or he wishes to express. Actually there are two main factors .

1. Internal factors.

These factors come from the students themselves that consist of physiological aspect (the organ body) and psychological aspect such as intelligence, attitudes, interest, talent and motivation.

2. External factors

These factors consist of social environment such as : family, teacher, staffs, society, and friends, and non social environment such as : house, school, equipment and atmosphere.

1.4.Principle for teaching speaking english

According to Nunan(2003:54) the teachers also need to know for teaching speaking as follows :

1. Be aware of the differences between second language and foreign language contexts. Speaking is learned in two based contexts: foreign language and the second language situation. The challenges you face as a teacher are determine partly by the target language context.
2. Give the students practice with both fluency and accuracy. Accuracy is the context to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speaker use the language quickly and confidently,with few hesitations or the unnatural pauses,false starts ,word searches,etc.
3. Provide oppurtunities for students to talk by using group work or pair wok,and limiting teacher talk.research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of talking in the classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students can be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
4. Plan speaking task that involves negotiation for meaning.

5. Research suggests the learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood.
6. Design classroom activities that involves guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purpose. Interactional speech is communicating to get something done. Including the exchange of good services.

2. Defenition of 5E Model

5E instructional model is an inquiry based learning model (Turkmen, 2006). 5E instructional model consists of phases that allowed the students to act actively in the learning process. In learning process, the students are challenged to solve the problems related to concept in their activity sheet by group discussion. It is different from conventional method, learning by using 5E instructional model will make the students actively involved to build their concept independently with the help of the teacher. Besides, instructional model, including 5E, was developed based on the Piaget's intellectual development theory like assimilation, accomo- dation and organization that fit with exploration, explanation and expansion phase that give a chance to the students to train their intelectual system so they can increase their critical thinking skill (Budprom et al., 2010).

The 5E Instructional Model (Bybee & Landes, 1990) can be used to design a science lesson, and is based upon cognitive psychology,

constructivist-learning theory, and best practices in science teaching. Bybee (1997) declares that “using this approach, students redefine, reorganize, elaborate, and change their initial concepts through self-reflection and interaction with their peers and their environment. Learners interpret objects and phenomena, and internalize those interpretations in terms of their current conceptual understanding” (p. 176). Science teachers and curriculum developers may integrate or apply the model at several levels. The model can be the organizing pattern of a sequence of daily lessons, individual units, or yearly plans (Bybee, 1997). Each phase of the 5E Instructional Learning Cycle, as it has been modified from Bybee, is now described.

Engagement. In this first phase of the cycle, the teacher aims to assess student prior knowledge or identify possible misconceptions. This student-centered phase should be a motivational period that can create a desire to learn more about the upcoming topic. Students may brainstorm an opening question or ask themselves: “What do I already know about this topic?” Discrepant events, demonstrations, questioning, or graphic organizers such as KWL charts may be included to create interest or generate curiosity. A KWL chart asks students to brainstorm and record what they Know, Want to know, and (eventually) have Learned about the topic. The KWL chart is used to pre-assess student prior knowledge and is oftentimes referred to throughout the duration of the lesson. The instructional task is identified. The Science Education Review, 3(2), 2004 52 .However, this phase does not serve as a time to lecture, define terms, provide explanations, or record definitions.

1. Engagement
2. Exploration
3. Explanation
4. Elaboration
5. Evaluation

Following an engagement phase that promotes a mental focus on the concept, the exploration phase now provides the students with a common, concrete learning experience. This phase is also student-centered and incorporates active exploration. Students are encouraged to apply process skills, such as observing, questioning, investigating, testing predictions, hypothesizing, and communicating, with other peers. This phase of the learning cycle tends to incorporate the main inquiry-based activity or experience, which encourages students to develop skills and concepts. The teacher's role is one of facilitator or consultant. In addition, students are encouraged to work in a cooperative learning environment without direct instruction from the teacher. This phase is also unique because the students are given a "hands-on" experience before any formal explanation of terms, definitions, or concepts are discussed or explained by the teacher.

Explanation. A "minds-on" phase follows the exploration phase, and this is more teacher-directed and guided by the students' prior experience during the exploration phase. The explanation phase enables students to describe their understanding and pose questions about the concepts they have been exploring. It is likely that new questions will be generated. The

explanation phase is an essential, minds-on part of the 5E lesson. Before the teacher attempts to provide an explanation, the students must first have the opportunity to express their own explanations and ideas. Thus, the initial part of the explanation phase is a time for the teacher to serve as a facilitator and ask the students to describe and discuss their exploration learning experiences. After the students have had the opportunity to share their own explanations, the teacher introduces scientific and technical information in a direct manner. This phase includes clarification of student misconceptions that may have emerged during the engagement or exploration phases. Formal definitions, notes, and labels are provided. The teacher may also decide to integrate video, computer software programs, or other visual aides to help with student understanding. The students should then be able to clearly explain the important concepts to the teacher and to their peers.

Elaboration. The activities in this phase of the learning cycle should encourage students to apply their new understanding of concepts, while reinforcing new skills. Students are encouraged to check for understanding with their peers, or to design new experiments or models based on the new skills or concepts they have acquired. The goal of this phase is to help develop deeper and broader understandings of the concepts. Students may conduct additional investigations, develop products, share information and ideas, or apply their knowledge and skills to other disciplines. This is a great opportunity to integrate science with other content areas.

Evaluation. Assessment in an inquiry-based setting is very different to that in traditional science lessons. Both formal and informal assessment approaches are appropriate, and should be included. For instance, the use of non-traditional forms of assessment, such as portfolios, performance-based assessment, concept maps, physical models, or journal logs may serve as significant evidence of student learning. During an inquiry based lesson, assessment should be viewed as an ongoing process, with teachers making observations of their students as they apply new concepts and skills and looking for evidence that the students have changed or modified their thinking. Students may also have the opportunity to conduct self- assessment or peer-assessment. However, the evaluation may also include a summative experience such as a quiz, exam, or writing assignment.

Although the 5E Model has just been explained in serial order, it is often necessary to reverse back into the cycle before again going forward. For instance, numerous explore or explain rotations may need to occur before the students are ready to transition to the elaboration phase. The teacher may move back and forth several times within the Es, or may include an additional engagement prior to starting an elaboration phase. The cycle is very flexible and dynamic. It may take many days to complete the lesson or unit. It is not necessary to complete one learning cycle each day that science is taught. The model is designed to facilitate conceptual change and contribute to more consistent and coherent science instruction (Bybee, 1997).

3. Media

learning media are all things that can be manipulated, viewed, heard, read or discussed along with the instruments used for learning activities. Learning media is everything that is used to channel the message and can stimulate the mind, feeling, attention, and willingness of the learners so as to encourage the learning process (Mairso :2004).

According to **Herry (2007:6.31)** There are three types of learning media that can be developed and used in teaching activities by teachers in schools, namely:

1. Visual media is a medium that can only be seen by using the sense of sight consisting of projected media (visual projected) and nonprojectable media (nonprojected visual).
2. Audio media is a medium that contains a message in the form of audio that can stimulate the thoughts, feelings, attention, and willingness of students to learn the teaching materials and types.
3. Audio-visual media is a combination of audio media and audio-visual media or viewing media.

Heinich and Molenda (2009) there are six basic types of learning media, namely:

1. Text. Is a basic element in conveying an information that has various types and forms of writing that seeks to provide attractiveness in the delivery of information.
2. Audio media. Helps to convey informations with more impressive and helps improve the attraction of something an offering. The type of audio includes background sound, music, or sound recording, and more.
3. Visual media. Media that can provide visual stimuli such as images

Rudi Bretz (2003) identify the types of media based on the three main elements of sound, visual, and motion. Of the three elements Bretz classifies it into seven groups, namely:

1. Audio media
2. Print media
3. Media Visual
4. Motion visual media
5. Semi-motion audio media
6. Media semi-motion
7. Silent audio visual media
8. Motion visual audio media.

3.1. Function of media

According Hamalik (2008), the function of learning media are:

1. To realize an effective learning situation
2. The use of media is an internal part of the learning system.
3. Media learning is important in order to achieve learning objectives.
4. The use of media in learning is to accelerate the learning process and assist students in an effort to understand the material presented by the teacher in the classroom.
5. The use of media in learning is intended to enhance the quality of education.

So to cover all the statement above that the function of the media in learning process such as :

- 1) clarify the presentation of the message so as not to be too verbalistic
- 2) overcome the limitations of space, time, and sense power
- 3) overcome the passive attitude of students. In this case the media is useful for:
 - a. causing excitement to learn
 - b. allowing students to learn independently according to their abilities and interest
- 4) Media provides an integral experience, ranging from the most concrete to the abstract
- 5) Allows for direct interaction between learners and their environment, both physical and social

- 6) Resulting in uniformity of observations
- 7) Media serves as a channel for message or learning information

3.2.The Advantages of Media

According to Kemp and Dayton in his book Azhar Arsyad (2002: 21) the benefits of Media Learning are:

- 1) Submission of lessons becomes more standard.
- 2) Learning can be more interesting.
- 3) Learning becomes more interactive with the application of learning theory and accepted
- 4) Psychological principles in terms of student participation, feedback and knowledge
- 5) The length of time required to learn can be shortened because kebnayakan mdia only need time sinhkat to deliver message dam sis sis less amount and it can be absorbed by student
- 6) The quality of learning outcomes can be improved when the integration of words and images as a medium of learning can communicate the elements of knowledge in a well organized, specific, and clear way.

learning can be given when and where desired or required especially if the learning medium is designed for individual use.
- 7) The students' positive attitude toward what they learn and the learning process can be improved.
- 8) The role of the teacher may change to a more positive point: the teacher's burden to repeat the content of the lesson can be reduced and eliminated so

The use of instructional media in teaching and learning process needs to be planned and designed systematically so that the learning media is effective for use in teaching and learning process.

4. Talking Ladder

Talking ladder as the media of this teaching speaking by using 5E Model. Talking ladder as the modifier from snakes and ladder games, the researcher wants to give way to help the students and to support them to be able and interest deliver their skill in speaking english by using Talking ladder.

Meanwhile from this talking ladder as a media for the students to explore their speaking skill through 5E MODEL. Learning outcomes are the ultimate goal of school learning. Learning outcomes can be improved through conscious effort made systematically leads to positive change then called learning process. In the learning process, the teacher expected is a good learning outcomes. Good learning outcomes can be obtained if the learning process is going well. The results of learning form of the success of learning that shows the ability to master the subject matter. Learning outcomes are patterns of actions, values, understandings, attitudes, appreciations, and skills. The media of smart snake staircase is a two dimensional visual media with the concept of snake ladder game, but there is an element of education in the game. How to make this media is not too complicated, the first step to do is to determine the theme.

4.1.The Rules in Teaching Speaking by Using Talking Ladder as The Media

As the explanation above talking ladder as the modifier from the snakes and ladder games. In this media the teacher has requirements the students to follow the rules in teaching speaking. The teacher use this media to conduct teaching speaking , the ladder is modify from the snakes and ladder.The researcher purpose this media will be success to support the students to be able and dare in sspeaking. Talking ladder is made by the origamy paper in a variety colour with the different topic in each ladder.

The rules :

1. Teacher explain the 5E Model to the students clearly
2. Teacher show the media in front of the class
3. Teacher explain how the way to do
4. In each ladder provide each topic in the different ladder
5. The lowest ladder start with the easy topic
6. The highest ladder close with the highest topic

B. Conceptual Framework

Technique is the way,approach,or process to convey information.teaching techniques are ways of presenting the subject matter made by educator in order to place the process of learning on students in an effort to achieve goals. In teaching speaking ,students expected to practice their english in their daily life. The students' ability can be seen by doing routine exercise in their activities in expressing their ideas. Whatever they can speak the language correctly and

fluently or not but it is quite difficult might be caused by the wrong choice of the approach being used. A talking ladder is “think and say “ the appropriate sentences to accompany actions performed under the guidance of the teacher.

C. Relevance of the Study

The researcher takes any information from the previous proposal, it was found out by the study The 5E Model, since it was put forward by Rodger Bybee in 1997, has been the subject for many studies; it has widely been applied in science fields but this model has been applied scarcely in social fields. A lot of research has been devoted to the 5E Model in recent years.

1. Moseley and Reinke (2002) used activities based on the 5E Model in their lessons. In activities, students developed their own stickers and cartoons to alter the attitudes of people about environmental issues. In their study, Keser and Akdeniz (2002) stated that the 5E Model was one of the best known models among the ones that were recommended for the constructivist learning theory. In this study, a survey named CLESAF (Constructivist Learning Environment Survey According to the 5E Model) was developed towards defining and evaluating learning methods designed in accordance with the 5E Model. In his doctorate thesis study, Keser (2003) designed and applied a constructivist learning medium in accordance with the 5E Model about Electromagnetic Induction for high school second class considering the factors that affect traditional physics learning media. In the end, it was concluded that the constructivist learning design model developed by this study had a feasible structure to

apply. In a study made by Boddy, Watson and Aubusson (2003); a unit study in 51 primary school third grade based on the 5E Model was found to be interesting and funny by students. It also developed student's high level thinking ability.

2. Carreno (2004), in his study, used activities depending on the 5E Model, he reported the benefits of learning with this model through observing student behaviors.
3. Wilder and Shuttleworth (2004) designed a biology lesson content using the 5E Model. In the study, each step was studied carefully.

D. Hypotesis

Ha : there is significant effect of applying 5E model by using talking ladder as the media toward the students' speaking achievement

Ho : there is no a significant effect of applying 5E model by using talking ladder as the media toward the students' speaking achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at MAS YASPI, Jalan KL. Yos Sudarso Km 18 Kelurahan Medan Belawan . The Research was focused in the second year of 2017/2018. This school was chosen because the researcher found some problems about students speaking and teaching by using 5E MODEL assisted by TALKING LADDER as the media has not been conducted in teaching speaking of this school.

B. Population and Sample

1. Population

The population of this research were taken from Eleventh grade students of academic year 2017 in MAS YASPI. which consisted of four parallel classes such as XI IPA 1 Consist of 36students, XI IPA 2 Consist of 33 students, XI IPS 1 Consist of 40 students, and XI IPS 2 is 40 So the entire of the students consist of students.

Table 3.1
Table of population

Class	Population
XI IPA 1	36
XI IPA2	33
XI IPS 1	40
XI IPS 2	40

2. Sample

Table 3.2
The Sample

No	Class	Sample
1	X IPA 1 (Control Group)	20
2	X IPA 2 (Experimental Group)	20
Total		40

C. Research Design

This research was conducted by true experimental research. It means that the true experimental research would give steady results which reach as the treatment effect. The thing probably caused by many factors, which disturb internal validity control namely: (a) Intrinsic factor which changing of individual or unit which was learning directly while the research in the other side such as history, steadiness, test, instrumentation, experimental morality, statistic regrecy.

(b) extrinsic factor was the tendency of research's result as the cause of the distinguish of choose the candidate in experiment group and control group. In this research, there were two groups which are experimental group and control group. The experimental group which consisted 20 students used 5E model by using talking ladder as the media and control group which consist 20 students used communicative method. The details show in the table as follows :

Table 3.3
Research Design

Group	Pre – test	Treatment	Post – test
Experimental	ü	5E Model by using talking ladder as the media	ü
Control	ü	Communicative Method	ü

a. Pre – Test

Before the teaching presentation, a pre – test is administrated to the experimental group and the control group. The pre test was used to find out the homogeneity of the samples and the mean score of each group. The test was choose the lowest number of the ladder then the students deliver the motion based on the inside ladder .the title start from the easiest title until the most difficult tittle.

b. Treatment

The experimental and control groups were taught by using some topics but different treatments. It means that in the experimental group was taught by using 5E Model,while the control group is taught by using conventional method

1. The Procedure Treatment of Experimental Group

Teaching procedure in Experimental Group, it will show in the table 3.3 :

Table 3.3
The Experimental Group Procedure

No	Experimental Group	
	Teacher's Activities	Student's Activities
1	The teacher would be given motivation to students.	The students would be given response to the teacher
2	The teacher would be explained about each title of speaking	The students would be listened the teacher's explain about the material.
3	The teacher would be given the number of each title inside the ladder	The students would take the number of each title based on their paper
4	They would present the topic that they were choosing.	The students present their title in front of the class based on their title given .

c. Post – Test

In teaching treatments, the post- test is given to each group. The items of the post –test are exactly the same as the ones in the pre –test, it is intended to discover the mean score of the experimental group and control group.

D. Instrument of the Research

The instrument of this research was collected by using an oral text about telling story of each title in the box of the ladder, where the students ask and answer about their own title. The students who get their title was directly tell their story in front of the class by the limitation of time which given by the teacher. While they were speaking they also should understand what topic of them. Finally the teacher asked the other student to get their understanding by the speaker before while they were delivering the title. According Brown (2001: 406-407) in scoring the students' speaking ability, there are five components to evaluate speaking achievement namely:

vocabulary, comprehension, pronunciation, fluency, and grammar .

E. Technique of Collecting Data

In this research ,before the data analyze so,the data are collected by following procedures as follows :

1. Collecting the data from record their performance score experimental and control group
2. Identifying the score by record of experimental and control group
3. Analyzing the score by using formulas
4. Comparing the score of experimental and control group by using t-test
5. Testing the hypothesis
6. Finding and drawing the conclusion

F. Technique of Data Analysis

In analyzing the data ,the result of the data are analyzed by using statical procedure which consisted of mean,standart deviation(SD) and dependent t-test. The mean will be use to find out the average of the sample. To find the mean,Ary(2010 :109)

1. Mean

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

Where :

\bar{X} = Mean

$\sum x$ = sum of

X = raw score

N = number of cases

To measure the students score, the researcher will use standard deviation formula as follows :

2. Standard deviation

$$S_D \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

s_D = Standart Deviation

D = deferences between with t-test and post test

N = number of pairs

3. Dependent Sample T-test

In dependent t-test used to measure the score of experimental and control group

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

where :

t = t- ratio

\bar{D} = average different

$\sum D^2$ = different score pre test and post test

$(\sum D)^2$ = difference score experimental and control group

N = number of students

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Table 1.1
Table of population

Class	Population
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XI IPS 2	40

2. Sample

Arikunto (2006 : 131) said that sample is representative of part or population study. . The sample was selected by Random sampling assisted by the dadu . Random sampling method was used to choose the participants of the study. Two classes were randomly appointed as treatment . The structures of the classes would not changed by the researcher. Their levels were determined by a standard proficiency test. The sample of this research were two classes. They were XI IPA 1 and XI IPA 2. In this research the researcher was taken into experimental and control group to take the data. It was show in the table 3.1 :

Table 3.1
The Sample

No	Class	Sample
1	X IPA 1 (Control Group)	20
2	X IPA 2 (Experimental Group)	20
Total		40

Table 3.2
Random sampling

Experiment group	Control group
Chooosen the subject in randomly.	Choosenthe subject in randomly
Chooosen the experiment environment.	Chooosen the experiment environment
Did the pre-test	Did the pre-test
Doing the treatment (in this case the example in structural training).	There was no structural treatment , it was just usual action
Did the post –test	Did the post –test
Used the suitable pattern	Used the suitable pattern

C. Research Design

This research was conducted by true experimental research.it means that the true experimental research would give steady result which reach as the treatment effect. The thing probably caused by many factors,which disturb internal validity control namely: (a) Instrinsic factor which changing of individual or unit which was learning directly while the research in the other side such as history,steadiness,test,instrumentation,experimental morality,statistic regrecy.

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In teaching treatments, the post- test was given to each group. The items of the post –test are exactly the same as the ones in the pre –test, it is intended to discover the mean score of the experimental group and control group.

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In analyzing the data ,the result of the data are analyzed by using statical procedure which consisted of mean,standart deviation(SD) and dependent t-test. The mean will be use to find out the average of the sample. To find the mean,Ary(2010 :109)

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Where :

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\sum = sum of

X = raw score

N = number of cases

To measure the students score, the researcher will use standard deviation formula as follows :

2. Standard deviation

$$\frac{\sum D^2}{N}$$

= Standart Deviation

D = deferences between with t-test and post test

N = number of pairs

3. Dependent Sample T-test

In dependent t-test used to measure the score of experimental and control group

$$t = \frac{\bar{d}}{\frac{s_d}{\sqrt{N}}}$$

where :

t = t- ratio

\bar{d} = average difference

s_d = standard deviation of difference score pre test and post test

d = difference score experimental and control group

N = number of students

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data of this research were derived the result of oral test on students'achievement in speaking skill. The data were divided into two groups,namely experimental group and control group. Both groups were given the same test on oral test in speaking form in the pre test and post test.Hence,the researcher got the students' score as the data and the score can be seen in the following tables.

Table 4.1
The Student's Score in Experimental Group

N O	NA ME	Pre-Test						Post-Test					
		C	V	G	F	P	Total	C	V	G	F	P	Total
1	AF	10	10	11	13	11	55	18	20	17	17	19	90
2	AJ	14	10	9	15	12	60	20	15	15	17	18	85
3	AM	12	12	12	15	14	65	15	20	18	20	17	90
4	AS	10	12	12	12	16	60	17	15	18	15	20	85
5	ASI	9	10	9	12	15	55	19	18	18	20	20	95
6	CA	8	19	13	13	15	60	20	19	18	18	20	95
7	DEP	10	13	9	15	13	60	18	18	15	13	15	80
8	HS	14	13	12	12	14	65	19	18	17	17	20	90
9	JL	9	9	12	10	10	50	17	19	20	20	14	90
10	KH	10	12	9	10	9	50	15	20	15	17	18	85

11	MH	10	9	12	9	15	55	12	12	12	10	14	60		
12	NH	12	15	10	9	9	55	15	13	15	18	18	80		
13	RJS	13	9	10	15	13	60	15	15	17	20	18	85		
14	RJS	9	10	15	13	13	60	19	17	20	14	20	90		
15	RNL	7	14	12	10	12	55	18	20	15	18	15	85		
16	SBG	12	7	10	14	12	55	20	17	19	14	20	90		
17	SH	9	10	8	9	9	45	18	15	15	20	18	85		
18	SW	10	10	10	10	10	50	18	10	17	17	15	85		
19	TA	13	9	12	9	17	60	17	20	14	19	20	90		
20	WA	13	14	14	12	12	65	20	18	19	20	18	95		
								1145							1755
								57,25							87,75

Based on The table above ,the researcher found that there is 55% students who got score 90-95,there is 45% students who got 80-85 score.So the researcher could explain that the highest score that students got is 95-90 and they were the biggest percent that showed in the table above,the researcher found that the criteria of student's speaking score is good,students who got 85-80 score are about 45%.It means that students could reach KKM,the table also showed that the lowest score of students' speaking is 60.it is only one person among them.all the score got from post test,even in pre –test they still have lack in elements of speaking .Meanwhile when they taught and gave the post test there were effect that touch them in their learning process,that is why

it can see from their performance in front of class, their score available in KKM, start from comprehension, vocabulary, grammar, fluency. The researcher can conclude that student's speaking test is good, because the percentage from the pre test and post test gave the improvement score.

The total score of students in experimental group was 1145 and the number of students who took the test were 20 students. so students mean was

$$\frac{1145}{20} = 57,25$$

So, the students mean in pre test was 57,25. Meanwhile, the total score in post-test was 1755 with 20 students. The students mean in post-test

$$\frac{1755}{20} = 87,75.$$

It concluded that the mean score in post-test was higher than pre-test in experimental group, namely 87,75. for make it clear, it can be seen chart 1 below

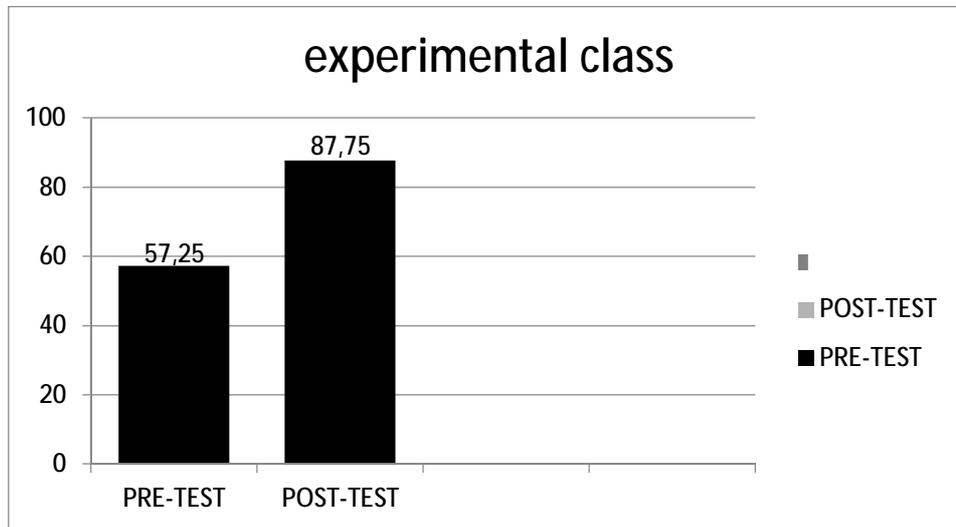


Table 4.2
The Students' score in control group

N O	NAME	Pre-Test						Post-Test					
		C	V	G	F	P	Total	C	V	G	F	P	Total
1	AF	8	9	8	7	8	40	9	10	15	13	13	60
2	AS	5	9	8	6	12	40	14	13	12	12	14	65
3	BL	9	7	8	7	9	40	10	13	9	15	13	60
4	BU	10	10	10	9	11	50	12	13	15	16	14	70
5	DR	10	12	9	9	15	55	14	16	17	13	15	75
6	FR	7	8	9	8	8	40	14	9	13	10	14	60
7	HL	10	10	10	12	8	50	13	9	10	13	15	60
8	HS	11	10	12	12	15	60	15	17	13	14	16	75
9	IY	12	12	12	14	15	65	18	18	15	13	15	80
10	MA	15	11	10	12	12	60	15	16	14	17	13	75

11	MR	7	8	8	9	8	40	10	13	14	15	15	67
12	MF	9	7	9	7	8	40	14	12	15	16	13	70
13	NA	12	10	11	12	10	55	15	16	17	15	15	78
14	NS	15	14	13	11	12	65	15	18	13	18	15	80
15	PJ	15	14	15	12	14	70	17	15	18	20	15	85
16	RS	16	14	16	12	17	75	20	17	14	20	19	90
17	SZ	14	10	9	15	12	60	15	20	15	17	18	85
18	UF	10	10	9	8	8	45	10	10	10	9	11	50
19	ZM	7	8	9	10	11	45	10	12	9	15	9	55
20	ZF	9	10	15	13	13	60	13	10	9	15	13	60
		1055						1400					
		52,75						70,00					

Based on The data above ,the researcher found that there is 30% students who got score 85-90,there is 40 % students who got 80-70 score ,and there is 30% students who got 60-50 .So the researcher could explain that the highest score that students got is 85-90 and they were the biggest percent that showed in the table above,the researcher found that the criteria of student's speaking score is good,students who got 85-90 score are about 30%.It means that students could reach KKM,the table also showed that the lowest score of students' speaking is 60.it is only one person among them.all the score got from post test,even in pre -test they still have lack in elements of speaking .Meanwhile when they taught and gave the post test there were effect that touch them in their learning process,that is why it can see from

their performance in front of class, their score available in KKM, start from comprehension, vocabulary, grammar, fluency. The researcher can conclude that student's speaking test is good, because the percentage from the pre test and post test gave the improvement score.

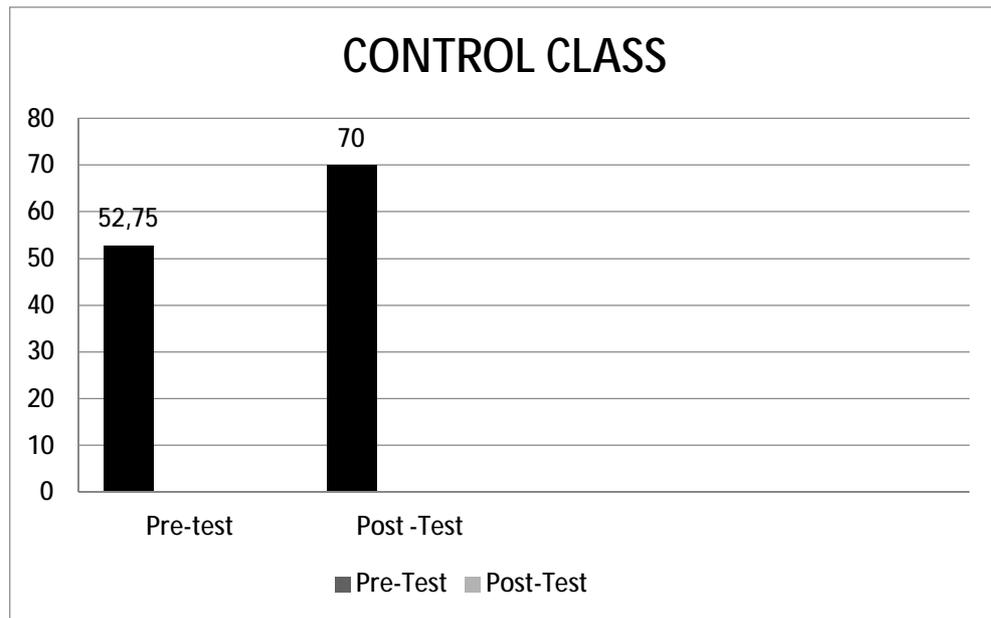
The total score of students in control group was 1055 and the number of students who took in the test was 20 students. So the students mean was $\frac{\text{p}}{\text{—}}$

$$= \frac{\text{p}}{\text{—}} = 52,75$$

So, the mean in pre-test was 52,75. Meanwhile, the total score in post-test was The mean in post-test was $\frac{\text{p}}{\text{—}}$

$$= \frac{\text{p}}{\text{—}} = 70,00$$

It is conclude that the mean score in post test was higher than pre-test in control group, namely 73,9. However, experimental group was higher than control group with the mean score was. for make it clear, it can be seen chart 1 below:



B. Data Analysis

The data were collected by asking the student with a number of question based on the title in the talking ladder assisted by story telling in speaking form as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre test and post test were from experimental and control group. The researcher calculated into formulas to find out the Mean, standard deviation and t-test.

1. Analyzing the Data by Using T-Test Formula

After the researcher assessed the students' scores, then they were calculated into formulas to find out the Mean. The standard Deviation and t-test to know the differences between students' score in experimental group and control group, it could be seen in the tables 4.3.

Table 4.3
The Result of Students' Score in Experimental group

No.	Student's Initial Names	The Score		D	D ²
		Pre-Test	Post-Test		
1	AF	55	90	35	1225
2	AJ	60	85	25	625
3	AM	65	90	25	625
4	AS	60	85	20	400
5	AS	65	95	30	900
6	CA	55	95	40	1600
7	DE	60	80	20	400
8	HS	65	90	25	625
9	JL	50	90	40	1600
10	KH	50	85	35	1225
11	MH	55	85	30	900
12	NH	55	80	25	625
13	RJ	60	85	25	625
14	RJ	60	90	30	900
15	RN	55	85	30	900
16	SB	55	90	35	1225
17	SH	45	85	40	1600
18	SW	50	85	35	1225
19	TA	60	90	30	900

20	WA	65	95	30	900
		1145	1755	605	19025
		57,25	87,75	30,25	951,25

From the table 4.3 ,the result of students' scores in experimental groups,the total mean scores in differences between post-test and pre test was 30,25.The data showed that there was a significant improvement on students' achievement in speaking skill marked after they received treatments by using 5E MODEL assisted by Talking Ladder as the media.To know the differences between pre –test and post-post test can be seen by using this formulas below :

$$\frac{\text{ط}}{\text{ط}}$$

$$\frac{\text{ط} \quad \square \square \square \square \quad \square \square \square \square}{\square \square \quad \square}$$

$$\frac{\text{ط}}{\text{ط}}$$

$$\frac{\text{ط}}{\text{ط}}$$

$$\frac{\text{ط}}{\text{ط}}$$

$$\frac{\text{ط}}{\text{ط}}$$

$$\frac{\text{ط}}{\text{ط}}$$

From the explanation above ,the result of standard deviation in experimental group was 6,16.To get the t-test score of Experimental Group,the researcher used T-test formula below :

$$T = \Delta \bar{y} \text{ or } T = \frac{\frac{\sum y}{N}}{\frac{\sum y^2}{N}}$$

$$T = \frac{\frac{\sum y}{20}}{\frac{\sum y^2}{20}}$$

$$T = \frac{\frac{\sum y}{20}}{\frac{\sum y^2}{20}}$$

$$T = \frac{\frac{\sum y}{20}}{\frac{\sum y^2}{380}}$$

$$T = \frac{\bar{y}}{\frac{\sum y^2}{N}}$$

$$T = \frac{\bar{y}}{\frac{\sum y^2}{N}}$$

$$T = \frac{\bar{y}}{\frac{\sum y^2}{N}}$$

$$\mathbf{T = 22,08}$$

From the explanation above the result of tt-test in experimental group was 22.08. To know the standard deviation and T-test in control group can be seen in table 4.4

Table 4.4
The Result of Students' score in Control Group

No.	Student's Initial Name	The score		D	D ²
		Pre-Test	Post –Test		
1	AF	40	60	20	400
2	AS	40	65	25	625
3	BL	40	60	20	400
4	BU	50	70	20	400
5	DR	55	75	20	400
6	FR	40	60	20	400
7	HL	50	60	10	100
8	HS	60	75	15	225
9	IY	65	80	25	625
10	MA	60	75	15	225
11	MR	40	67	27	729
12	MF	40	70	30	900
13	NA	55	78	23	529
14	NS	65	80	15	225
15	PJ	70	85	15	225
16	RS	75	90	15	225
17	SZ	60	85	25	625
18	UF	45	50	5	25
19	ZA	45	55	10	100
20	ZF	60	60	0	0

	1055	1400	355	7383
	52,75	70,00	17,75	369,15

From the table 4.4, the result of the students' scores in control group, the total mean score in differences between post-test and pre-test was 17,75. The data showed that there was no improvement on students' achievement in speaking skill by using communicative method. To know the differences between pre-test and post test can be seen by using this formulas below:

$$\frac{\sum X}{n}$$

From the explanation above, the result of standard deviation in control group was 7,54. To get the t-test score of control group, the researcher used t-test formula below :

$$T = \Delta \bar{X} \text{ or } T = \frac{\frac{\sum (X - \bar{X})^2}{N}}{\frac{\sum (X - \bar{X})^2}{N}}$$

$$T = \frac{\frac{\sum W}{20}}{\frac{\sum W}{20}}$$

$$T = \frac{\frac{\sum W}{20}}{\frac{\sum W}{20}}$$

$$T = \frac{\frac{\sum W}{\bar{y}}}{380}$$

$$T = \frac{\frac{\sum W}{\bar{y}}}{\bar{y}}$$

$$T = \frac{\sum W}{\sum W}$$

$$T = \frac{\sum W}{\sum W}$$

$$T = 10,56$$

The explanation above clearly shows the result of the research in both the experimental and control group. It is concluded that the students' achievement in experimental group perform a very good improvement on speaking skill after teaching using 5E MODEL assisted by Talking Ladder as the media .

2. Testing the Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0,05. The testing criterion used for hypothesis result is : If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Furthermore, the t-table with the level significance of α 0,05 with the degree of freedom (df) $\rightarrow n-1 = 40-1 = 39$ is 2.00 and (df) $\rightarrow 40-1 = 39 -1 = 38$ is 2.00. T-test in the Experimental Group was 22.08 and the t-table is 2.00. It means that the t-test value was higher than t-table ($22.08 > 2.00$) and T-test hypothesis was accepted (H_a). Therefore, it concludes that 5E Model assisted by Talking ladder as the media can improve students' achievement in speaking skill.

C. The Finding

From the result, it is found that there was significant difference between experimental group and control group. Teaching speaking story telling in experimental group by using 5E Model assisted by Talking Ladder as the media was more effective than teaching story telling using communicative method. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 22,08. It showed the result of t-test was higher than t-table ($22,08 > 2.00$). It means that the using 5E Model assisted by Talking Ladder as the media significantly affects students' ability in speaking of story telling.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data described previously, the conclusion can be drawn that the effect of applying 5E Model assisted by Talking Ladder as the media toward students' speaking achievement is significant. It can be seen from the Pre test and post test by using standard deviation, Mean, T-Test and T-Table. The result of the analysis of the research is there is significant effect of applying 5E Model assisted by Talking Ladder as the media toward students' speaking achievement.

B. Suggestions

Based on the data which have been confronted in this research, there are some suggestions that should be noticed, they are:

1. For the researcher : this research can contribute the researchers to help to find out the better method for teaching speaking and get more information from this research
2. For the students : the result of this study is suggested to apply 5E Model assisted by Talking Ladder as the media to increase the student's achievement in speaking English .
3. For the teachers : The use of 5E Model Assisted by Talking Ladder as the media in speaking English can help the students to enjoy and improve their ability in speaking English in front of the class.

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APPENDIX I

LESSON PLAN

(EXPERIMENTAL GROUP)

Location	: MAS YASPI LABUHAN DELI
Subject	: Bahasa Inggris
Class/ Semester	: XI IPA 1 - 2
Topic	: Telling Story
Aspec/ Skill	: Speaking
Time and Allocation	: 2 x 45 minutes

A. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural

knowledge on a specific field of study according to his or her talents and interest to solve the problem.

- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence

To make the students easy to increase the students' speaking achievement

C. Indicator

Indicators:

1. The students are able to learn speaking by applying 5E Model Assisted by talking ladder in increasing the students achievement
2. The students are able to understand about speaking by Applying 5e Model Assisted by talking ladder

D. Learning Objectives

1. The teacher introduce about 5E Model in increase the students' achievement in speaking
2. The students' are able to learn speaking by Talking ladder as the media

1. Lesson Material

Procedures How to learn the english by applying 5E Model assisted by Talking Ladder.

2. Learning Method

Assisted by using 5E Model, Direct method.

3. Media, tools and resource

1. Media : picture, ppt.
2. Tools : laptop, white board, infocus.
3. Resource : Buku bahasa Inggris Kurikulum 2013, Jakarta : Kementerian dan Kebudayaan Republik Indonesia.

4. Teaching learning steps

1. Introduction

- a. Greeting and pray together
- b. Ask the condition of students and give the motivation
- c. Check the attendances
- d. Teacher delivers the material to be learned
- e. Teacher delivers the objective of the study

2. The core activities

Observing and exploring :

- a. Teachers introduce new topics about Telling Story .
- b. Students shake the dadu, then they get the number of their title.

- c. Students give their opinions about their title in front of the class.
- d. Students use their time as good as possible.
- e. Students get their understanding by their performance .

Questioning

With guidance and direction from the teacher, students ask questions about material that they have not understood.

Associating

- a. Students will speak one by one in front of the class.
- b. Teacher gives a dadu .
- c. When the students shake their dadu,they get the number for the tittle.
- d. Students perform their speaking in front of the class based on the time.

Communicating

- a. Students get their number of tittle..
- b. The teacher call their name to perform.
- c. Students receive feedback from teachers and friends about the work they have explained.

3. Closing

- a. The teacher asks the students to conclude the lesson.
- b. Teachers with students reflect on learning outcomes.
- c. Teachers provide follow-up activities in the form of reading tasks
the examples of analytical texts

5. Assesment of Learning Outcomes

1. Evaluation Technique : oral Test
2. Instrument Form : oral question and action respond

Bentuk instrument	Sangat bagus (Very Good)	Bagus (Good)	Lumayan (Fair)	Tak Memuaskan (Unsatisfactory)
Vocabulary	20	15	10	5
Comprehension	20	15	10	5
Pronunciation	20	15	10	5
Fluency	20	15	10	5
Grammar	20	15	10	5

Labuhan , 05th February 2018

The Principal

The researcher

Dra.Megawati

Nanda Nauri

1402050177

APPENDIX II

LESSON PLAN (CONTROL GROUP)

Location	: MAS YASPI LABUHAN DELI
Subject	: Bahasa Inggris
Class/ Semester	: XI IPA 1 - 2
Topic	: Telling Story
Aspec/ Skill	: Speaking
Time and Allocation	: 2 x 45 minutes

A. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization

on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.

- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence

To make the students easy to increase the students' speaking achievement

C. Indicator

Indicators:

3. The students are able to learn speaking by applying 5E Model Assisted by talking ladder in increasing the students achievement
4. The students are able to understand about speaking by Applying 5e Model Assisted by talking ladder

D. Learning Objectives

3. The teacher introduce about 5E Model in increase the students' achievement in speaking
4. The students' are able to learn speaking by Talking ladder as the media

E. Lesson Material

Procedures How to learn the english by applying 5E Model assisted by Talking Ladder.

F. Learning Method

Assisted by using 5E Model, Direct method.

G. Media, tools and resource

4. Media : picture, ppt.
5. Tools : laptop, white board, infocus.
6. Resource : Buku bahasa Inggris Kurikulum 2013, Jakarta : Kementerian dan Kebudayaan Republik Indonesia.

H. Teaching learning steps

4. Introduction

- f. Greeting and pray together
- g. Ask the condition of students and give the motivation
- h. Check the attendances
- i. Teacher delivers the material to be learned
- j. Teacher delivers the objective of the study

5. The core activities

Observing and exploring :

- f. Teachers introduce new topics about Telling Story .
- g. Students shake the dadu,then they get the number of their title.
- h. Students give their opinions about their title in front of the class.
- i. Students use their time as good as possible.
- j. Students get their understanding by their performance .

Questioning

With guidance and direction from the teacher, students ask questions about material that they have not understood.

Associating

- e. Students will speak one by one in front of the class.
- f. Teacher gives a dadu .
- g. When the students shake their dadu,they get the number for the title.
- h. Students perform their speaking in front of the class based on the time.

Communicating

- d. Students get their number of title..
- e. The teacher call their name to perform.
- f. Students receive feedback from teachers and friends about the work they have explained.

6. Closing

- d. The teacher asks the students to conclude the lesson.
- e. Teachers with students reflect on learning outcomes.
- f. Teachers provide follow-up activities in the form of reading tasks the examples of analytical texts

I. Assesment of Learning Outcomes

3. Evaluation Technique : oral Test

4. Instrument Form : oral question and action respond

5. Bentuk instrument	Sangat bagus (Very Good)	Bagus (Good)	Lumayan (Fair)	Tak Memuaskan (Unsatisfactory)
Vocabulary	20	15	10	5
Comprehension	20	15	10	5
Pronunciation	20	15	10	5
Fluency	20	15	10	5
Grammar	20	15	10	5

Labuhan , 05 February 2018

The Principal

The researcher

Dra.Megawati

Nanda Nauri

1402050177

APPENDIX III

Indicators	Score	Notes
Vocabulary	16-20	Very good : rarely has trouble
	11-15	Good : sometimes user inappropriate term about language
	6-10	Fair : frequent user wrong word speech limited to simply vocabulary
	1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult
Comprehension	16-20	Very good : few noticable errors
	11-15	Good : occasionally grammatical errors which don't obscure meaning
	6-10	Fair : error to the basic structure, meaning occasionally obscure by grammatical errors
	1-5	Unsatisfactory : usage definitely unsatisfactory frequently needs to rephrase construction or district himself to basic structure
Pronunciation	16-20	Very Good : understable

	11-15	Good :few noticable errors
	6-10	Fair : error of basic pronunciation
	1-5	Unsatisfactory : hard to understand because of sound,accent,pitch,difficulties,and incomprehensible
Fluency	16-20	Very good : understable
	11-15	Good : speech is generally natural
	6-10	Fair : some definite strumbling but manager to rephrase and continue
	1-5	Unsatisfactory : speed of speech and lenght of utterances are for below normal,long,pauses,utterances left unfinished
Grammar	16-20	Very good : errors in grammar are quit rare
	11-15	Good : control of grammar is good
	6-10	Fair : construction quite accurately but does not have through or confident control of the grammar
	1-5	Unsatisfactory : errors in grammar

		frequent to speak language.
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APPENDIX III

Pre Test and Post Test

1. introducing self
2. Telling Eperience
3. Favorite Teacher
4. Ambition
5. Idol
6. Describe Some one

APPENDIX IV

The Assessment in Speaking Skill

Based on criteria of measurements which involving five indicators of speaking. According to Brown (2007: 406-407) in scoring the students' speaking english ability, there are five components to evaluate speaking achievement namely vocabulary, comprehensions, pronounciations fluency and grammar

Table 3.4

The five Components to Evaluate Speaking English Ability

a. Vocabulary (20)

LEVEL	EXPLANATION
16-20	Very Good : rarely has trouble
11-15	Good : sometimes uses inappropriate term aboutl anguage
6-10	Fair : frequent uses wrong words speech limited to simple vocabulary
1-5	Unsatisfactory : very limited vocabulary and make the comprehension quite difficult

LEVEL	EXPLANATION
--------------	--------------------

b. C	16-20	Very Good : few moticable errors
o	11-15	Good : occasionally grammatically errors which do not obscure by grammatical errors
p	6-10	Fair : error of the basic structure meaning occasionally obscure by grammatical error
r		
e	1-5	Unsatisfactory : usage
h		definetely,unsatisfactory,frequently needs to rephrase constructions or restrict himself to basic structure
e		
n		

s

ions (20)

c. Pronunciations (20)

LEVEL	EXPLANATION
16-20	Very Good : understandable
11-15	Good : few noticeable
6-10	Fair : error of the basic pronunciations
1-5	Unsatisfactory : hard to understand because of sound ,accent,pitch,difficulties and incomprehensible

d. Fluency (20)

LEVEL	EXPLANATION
16-20	Very Good : understandable
11-15	Good : speech is generally natural
6-10	Fair : some definite stumbling but manage to rephrase and continue
1-5	Unsatisfactory : speed of speech and length of the utterances ,are far below normal,long pattern ,utterances left unfinished

e. Grammar (20)

LEVEL	EXPLANATION
16-20	Very Good : errors in grammar quite none
11-15	Good : control of grammar is good
6-10	Fair : constructions quite accurately but does not have thought or confident control of grammar
1-5	Unsatisfactory : error in grammar frequent to speak language.

APPENDIX IV

The Assessment in Speaking Skill

Based on criteria of measurements which involving five indicators of speaking. According to Brown (2007: 406-407) in scoring the students' speaking english ability, there are five components to evaluate speaking achievement namely vocabulary, comprehensions, pronounciations fluency and grammar

Table 3.4

The five Components to Evaluate Speaking English Ability

a. Vocabulary (20)

LEVEL	EXPLANATION
16-20	Very Good : rarely has trouble
11-15	Good : sometimes uses inappropriate term about language
6-10	Fair : frequent uses wrong words speech limited to simple vocabulary
1-5	Unsatisfactory : very limited vocabulary and make the comprehension quite difficult

b. Comprehensions (20)

LEVEL	EXPLANATION
16-20	Very Good : few moticable errors
11-15	Good : occasionally grammatically errors which do not obscure by grammatical errors
6-10	Fair : error of the basic structure meaning occasionally obscure by grammatical error
1-5	Unsatisfactory : usage definetely,unsatisfactory,frequently needs to rephrase constructions or restrict himself to basic structure

LEVEL	EXPLANATION
16-20	Very Good : understandable
11-15	Good : few noticable errors
6-10	Fair : error of the basic pronounciations
1-5	Unsatisfactory : hard to understand because of sound ,accent,pitch,difficulties and incomprehensible

c. Pronounciations (20)

d. Fluency (20)

LEVEL	EXPLANATION
16-20	Very Good : understandable
11-15	Good : speech is generally natural
6-10	Fair : some definite stumbling but marriage to rephrase and continue
1-5	Unsatisfactory : speed of speech and lengt of the utterances ,are far below normal,long pattern ,utterances left unfinished

e. Grammar (20)

LEVEL	EXPLANATION
16-20	Very Good : errors in grammar quite none
11-15	Good : control of grammar is good
6-10	Fair : constructions quite accurately but does not have thought or confident control of grammar
1-5	Unsatisfactory : error in grammar frequent to speak language.

The List of Students' Attandance in the Experimental Class

MADRASAH ALIYAH SWASTA YASPI

2018

No	Name	Pre-Test	Treatment	Post-Test
1	Al-Furqon			
2	Adam Jailani			
3	Andi Maulana			
4	Anita silvia			
5	Anggi syaputri			
6	Chintya anggraini			
7	Dhenis erlangga .P			
8	Halima Simamora			
9	Julianti			
10	Khairunnissa			
11	M .Husin			
12	Nurul Huda			
13	Reni Julianty Sirait			
14	Rina Juliana Sirait			
15	Rahmi Nabila Lubis			
16	Sona Br Ginting			
17	Siska Hafsari			

18	Sri Wardani			
19	Tika Damayanti			
20	Wan azizah			

Medan,05 februari 2018

Known by :

The principal

(Dra Megawati)

The Researcher

(Nanda Nauri)

The List of Students' Attandance in the Control Class

MADRASAH ALIYAH SWASTA YASPI

2018

No	Name	Pre-Test	Treatment	Post-Test
1	Afifah			
2	Alfi Syahrina			
3	Bela			
4	Budi Utama			
5	Dini Rafika			
6	Fahrul Rozi Hasibuan			
7	Halimah			
8	Halimatun Syakdiah			
9	Irfan Yunus			
10	Maura Anastasya			
11	Muhammad Rizal			
12	Muti Febrianti			
13	Novia Ariani Br Manik			
14	Nurul syafika			
15	Putri jamila			
16	Riski Syaputra			
17	Siti zahra			

18	Uci Paradila az-zahra			
19	Zidan al-mahdi			
20	Zulfikri			

Medan,05 februari 2018

Known by :

The principal

(Dra Megawati)

The Researcher

(Nanda Nauri)

Table 4.1
The Student's Score in Experimental Group

N	NA	Pre-Test						Post-Test					
		O	ME	C	V	G	F	P	Total	C	V	G	F
1	AF	10	10	11	13	11	55	18	20	17	17	19	90
2	AJ	14	10	9	15	12	60	20	15	15	17	18	85
3	AM	12	12	12	15	14	65	15	20	18	20	17	90
4	AS	10	12	12	12	16	60	17	15	18	15	20	85
5	ASI	9	10	9	12	15	55	19	18	18	20	20	95
6	CA	8	19	13	13	15	60	20	19	18	18	20	95
7	DEP	10	13	9	15	13	60	18	18	15	13	15	80
8	HS	14	13	12	12	14	65	19	18	17	17	20	90
9	JL	9	9	12	10	10	50	17	19	20	20	14	90
10	KH	10	12	9	10	9	50	15	20	15	17	18	85
11	MH	10	9	12	9	15	55	12	12	12	10	14	60
12	NH	12	15	10	9	9	55	15	13	15	18	18	80
13	RJS	13	9	10	15	13	60	15	15	17	20	18	85
14	RJS	9	10	15	13	13	60	19	17	20	14	20	90
15	RNL	7	14	12	10	12	55	18	20	15	18	15	85
16	SBG	12	7	10	14	12	55	20	17	19	14	20	90
17	SH	9	10	8	9	9	45	18	15	15	20	18	85
18	SW	10	10	10	10	10	50	18	10	17	17	15	85
19	TA	13	9	12	9	17	60	17	20	14	19	20	90
20	WA	13	14	14	12	12	65	20	18	19	20	18	95
		1145						1755					

	57,25	87,75
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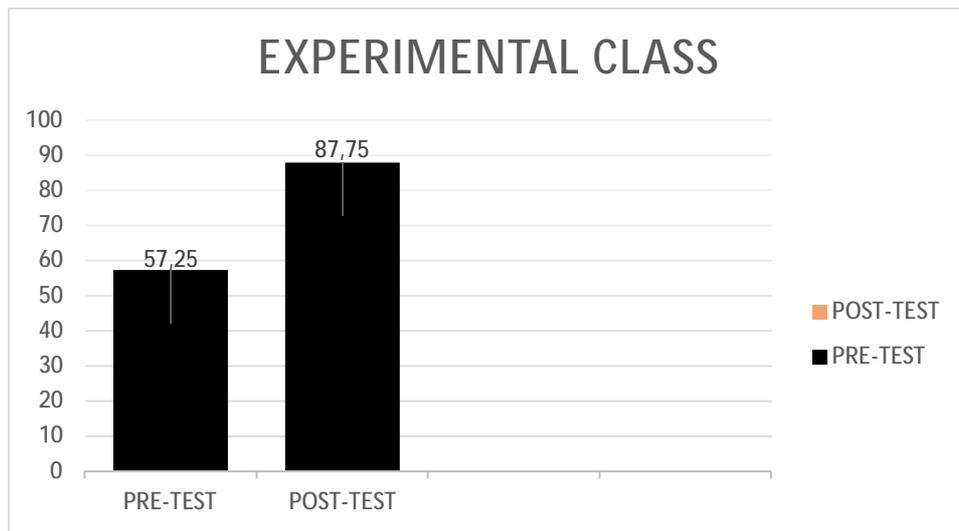
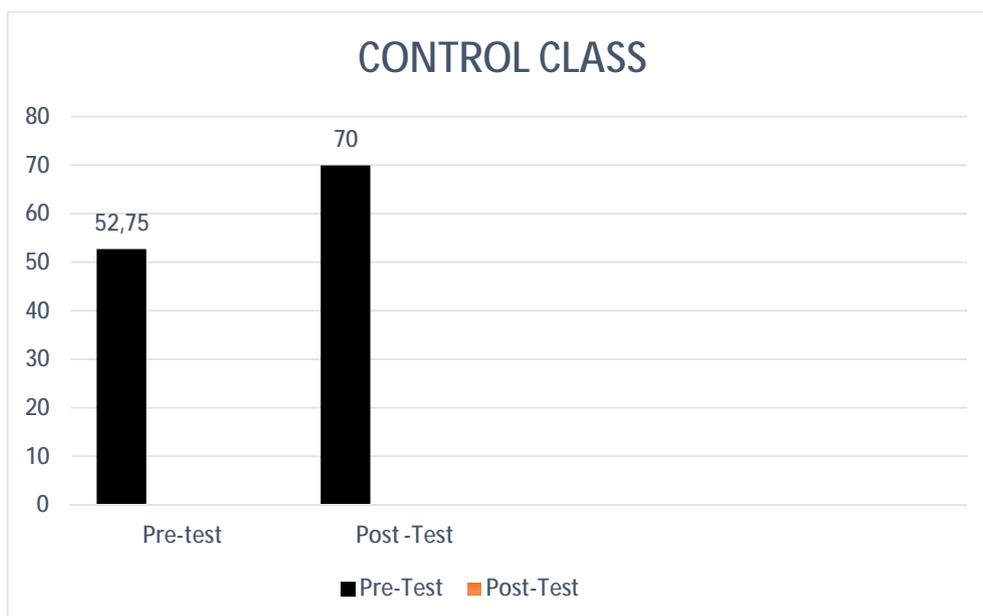


Chart 1: The result of students' score in Experimental Group

**Table 4.2
The Students' score in control group**

N O	NAME	Pre-Test						Post-Test					
		C	V	G	F	P	Total	C	V	G	F	P	Total
1	AF	8	9	8	7	8	40	9	10	15	13	13	60
2	AS	5	9	8	6	12	40	14	13	12	12	14	65
3	BL	9	7	8	7	9	40	10	13	9	15	13	60
4	BU	10	10	10	9	11	50	12	13	15	16	14	70
5	DR	10	12	9	9	15	55	14	16	17	13	15	75
6	FRH	7	8	9	8	8	40	14	9	13	10	14	60
7	HL	10	10	10	12	8	50	13	9	10	13	15	60

8	HS	11	10	12	12	15	60	15	17	13	14	16	75
9	IY	12	12	12	14	15	65	18	18	15	13	15	80
10	MA	15	11	10	12	12	60	15	16	14	17	13	75
11	MR	7	8	8	9	8	40	10	13	14	15	15	67
12	MF	9	7	9	7	8	40	14	12	15	16	13	70
13	NA	12	10	11	12	10	55	15	16	17	15	15	78
14	NS	15	14	13	11	12	65	15	18	13	18	15	80
15	PJ	15	14	15	12	14	70	17	15	18	20	15	85
16	RS	16	14	16	12	17	75	20	17	14	20	19	90
17	SZ	14	10	9	15	12	60	15	20	15	17	18	85
18	UFA	10	10	9	8	8	45	10	10	10	9	11	50
19	ZM	7	8	9	10	11	45	10	12	9	15	9	55
20	ZF	9	10	15	13	13	60	13	10	9	15	13	60
		1055						1400					
		52,75						70,00					



POST TEST

NAME :

CLASS :

TITLE : INTRODUCING SELF

POST TEST

NAME :

CLASS :

TITLE : TELLING EXPERIENCE

POST TEST

NAME :

CLASS :

TITLE : FAVORITE TEACHER

POST TEST

NAME :

CLASS :

TITLE : AMBITION

POST TEST

NAME :

CLASS :

TITLE : IDOL

POST TEST

NAME :

CLASS :

TITLE : DESCRIBE SOMEONE

CURRICULUM VITAE

Name : NANDA NAURI
Register Number : 1402050177
Place Date of Birth : Medan, 11th October 1995
Gender : Female
Nationality : Indonesian
Religion : Moeslem
Telephone Number : 085270743606
Name of Parents : Father (Sardi)
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Education

- Elementary School SD Negeri 060958 Graduated in 2001-2007
- Junior High School SMP NEGERI 20 Medan Graduated in 2007-2010
- Senior High School SMK NEGERI 1 Medan Graduated in 2010-2013
- University Muhammadiyah of Sumatera Utara, Medan Academic year 2014-2018 in English Departement

Sincerely

(Nanda Nauri)