THE EFFECT OF USING 5 E METHOD (ENGAGEMENT, EXPLORATION, EXPLANATION, ELABORATION, EVALUATION) ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

SKRIPSI

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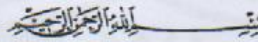*English Education Program*

By:

CAHYA RAMADHAN
NPM.1302050256

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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BERITA ACARA

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Nama   : Cahya Ramadhan
NPM   : 1302050253
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Using 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation) on the Students' Achievement in Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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PANITIA PELAKSANA

Ketua   Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd   Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd., M.Hum   1.

2. Yusriati, SS, M.Hum   2.

3. Mandra Saragih, S.Pd, M.Hum   3.

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Cahya Ramadhan
N.P.M   : 1302050253
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Using 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation) on the Students' Achievement in Reading Comprehension

sudah layak disidangkan.

Medan, 2 Oktober 2017
Disetujui oleh:
Pembimbing

Mandra Saragih, S.Pd, M.Hum

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
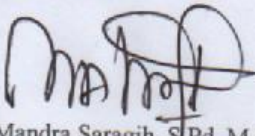Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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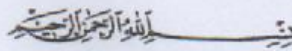
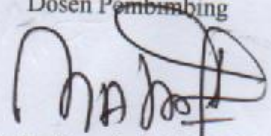## BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Cahya Ramadhan
N.P.M	: 1302050253
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation) on the Students' Achievement in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Chapter I Chapter II	
	Chapter IV Sample Population	
	Chapter IV Chapter V	
	Acc 21/09-2017	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

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Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

ABSTRACT

CAHYA RAMADHAN.1302050253. *The effect of Using 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation).Skripsi.* **English Education Program.Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara.Medan. 2017.**

This research is dealt with using of 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation) in teaching reading comprehension. The objective of this research is to investigate the significant effect of using 5 E Method on the students' achievement in reading descriptive text. This research had been conducted at SMP SWASTA BAITUL AZIZ TEMBUNG, jln pusaka / muara kolam no.313 Bandar Klippa Kec.Percut Sei Tuan. It was applied by using experimental research. The population of this research were the eighth grade classes in academic year 2017/2018 which consisted of 2 classes, there were 68 students. VIII A was as the experimental class that consisted of 35 students and VIII B was as the control class which involved 33 students. Each class was given a pre-test,treatment,and post test. The control class was taught by using conventional method, meanwhile the experimental class was taught by using 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation). The instrument of this research were reading test and multiple choice. The data were analyzed by using descriptive text..

KeyWord: *5 E (Engagement, Exploration, Explanation, Elaboration, Evaluation), Reading Comprehension,*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alaikum Wr. Wb

In the name of Allah SWT, The most Gracious, the most merciful.

Frist and above all, the researcher would like to thank the Almighty Allah SWT the Most Beneficent and the Most Merciful for giving her favors, ideas and inspiration in accomplishing this research. Also may peace upon the prophet Muhammad SAW, as the figure of good civilization, intellectual, braveness, loving knowledge.That is way the researcher has enough ability in wring the study.

In writing the study 'The effect of using 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation) on the students' achievement in reading comprehension, whit the purpose for submitting in partial fulfillment of the requirement for the degree of sarjana pendidikan in English Department, there were so many peoples,especially the following people, it was so difficult for the researcher to accomplish this thesis.Thus,the researcher would like to express her first thanks to her dearest parents, **SUPARDI** and **SUPARMI** for their pray, advice courage, moral and material supports from her born until forever. Then the researcher would like to thank the people mentioned bellow:

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Hopefully the finding of this research was expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that her study is still far from being perfect in spite of the fact she had done her best in

completing this work. Therefore, construction criticism, comments, suggestion are welcomed for further improvement of this study.

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Medan,   Oktober 2017

The researcher

Cahya Ramadhan

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as multifaceted process effected by several thinking and language abilities. Comprehension does not just happen because a reader's eyes move across a page of print. Understanding of written material depends on the characteristics of both the material and the reader. Therefor, teacher must choose reading materials for their students wisely. They must make sure that their students have the skill necessary for both decoding and understanding the materials.

In the Kurikulum Tingkat SatuanPendidikan (KTSP) 2006 syllabus of junior and senior high schools curriculum require students be able to read some kind of genre in reading. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, discussion, reviews and news items. Base on the above, the descriptive text is one ganre that must be master by students in learning English. And theoretically, according to ErvinaEvawina S (2010 : 7) descriptive paragraph is a paragraph that describe about a person, place, or thing.

Later, Burhan(2012 : 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of

knowing letters. It says a physic activity because the part of the body, our eyes particulary, do it. And it says mental activity because perception and memory as parts of though are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Based on the researcher's experience in Field Teaching Practice (PPL) at SMP SwastaBaitul Aziz Tembung especially, Eight grade in academic year 2016 / 2017 find the problem in reading. Most of student think that reading is the difficult subject. Many students are still afraid to read, students do not have motivations when they are studying reading. In reading text or paragraph certainly we need to know many of vocabularies to help us to read word by word to be phrases and than phrase by phrase to be sentences and so on until a text is formed. Students are still confuse to read because thay do not have good foundation in pronounciation. Therefore, base on the researcher experience, three are some problems faced when trying to provide best input for the students of SMP Swasta Baitul Aziz, they do not have the capabilities in reading especially in reading descriptive text, so they are still afraid to read anything although they have a lot of desire in their hearts, the second one the lack of confidence to be model to represent good English reading. Therefore, the 5E Learning Cycle is the suitable strategy to support teaching learning process especially in increasing students ability in reading descriptive text.

Several studies have shown that 5E teaching method was successfully applied to a variety of grade levels (e.g., Barman, 1992; Barman, Cohen, & Shedd, 1993; Purser & Renner, 1983; Sauders & Shepardson, 1987; Stepans,

Dyche, & Beiswenger, 1988; Liu, et al., 2009). For example, in their study of an eighth-grade genetics class, Balci, Cakiroglu, and Tekkaya (2006) compere the effectiveness of the 5E Learning Cycle with the effectiveness of expository instruction. According to the authors' conclusion, the activities for students in the 5E teaching method helped them to activate their prior knowledge and to overcome their misconceptions. In addition to the acquisition of knowledge, these students had the opportunity to explain, to argue, and to debate their ideas, practices that helped them to further extend their conceptual understanding.

The 5E learning cycle model is a constructivist model which provides learning a new concept or comprehension deeply a know concept. The 5E model targets at the discovery and the association with previous knowledge of new concept by students.with the aid of plan and apply learning-teaching activities, students form themselves their own knowledge about a specific problem. The learning cycle use in this study follow Bybee's(1997) five steps of Engagement, Exploration, Explanation, Elaboration, and Evaluation. And the 5E learning cycle is the suitable strategy to support teaching learning process especially in increasing students ability in reading descriptive text.

B. The Identification of Problem

Base on the background of the study, the problems of this research is identify as follows :

1. The students are still afraid and confuse to read, especially in reading descriptive text.

2. The students lack of the confidence to be a model to represent good English reading.

C. The Scope and Limitation

The scope of this research is about reading by using 5E learning cycle model, and the limitation of this research will be focus on teaching reading descriptive text through 5E.

D. Formulation of the Problem

The problems of this research is formulated as follow :

Is there any significant effect of using 5E learning cycle model on the students' achievement in reading descriptive text ?

E. The Objectives of the Study

The objectives of this research is formulated as follow :

To Investigate the significant effect of using 5E learning cycle model on the students' achievement in reading descriptive text.

F. The Significance of the Study

The study expect to be useful for :

1. Theoretically :

The findings can add more theory in reading and become reference for further studies.

2. Practically, they are follow :

   a. For the teacher, to give them more information another technique and how to apply it in teaching reading descriptive text.

   b. For the students, to motivate to be better in reading descriptive text.

   c. For researcher, to help the next researcher candidate of the teacher to apply a media in teaching learning process.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting as research, theoris is need to clarify some terms, which are use. The clarification of the term will misinterpretion and confused in understanding the problem. The terms are many function to give a limited concept, which is specially mean the particular context. In this case it, particular context. In this case, it provides some terms, which are important make clear from the start in order to prevent possible misunderstanding between the researcher and the reader about this covery.

1. Description of Reading Comprehension

Reading comprehension is a part of reading skill. There are two importance points of reading comprehensions. First, it can get information from the written text. Then, it also can be able to comprehend the text. Therefore, reading comprehension is the way to gain more information that will prove their knowledge in understanding any sources. It means the students will spend their much time to read and get understanding or meaning from the sources. The sources of reading will be available in various and different texts. Thereby, the students not only focus on one kind of the text.

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the

knowledge. Reading comprehension is an interactive process. When reading process the reader has interaction with the text and the reader experience or background knowledge help her or him to understand the context of the text.

Hedgcock (2009:210) states that "Reading comprehension is a complex construct that involves the interaction of number of physcholinguistic processes". It means that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The readers should comprehend the meaning what the writer means. They also should read the line between the lines and beyond the lines. Reading the lines is to understand meaning in reading source. Whereas, reading beyond the line is to interpret the meaning of reading the lines and between the lines. In other words, it is an active language ability which results of communication between reader and the writer, thereby the readers will be able to understand what the authors' states on their write.

In addition, Guthrie et al (2004:193) states that, "Reading comprehension consist of the processes constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text". It can be said that in the reading comprehension we do the process of conceptual knowledge. The reader needs to build their cognitive and conceptual knowledge during reading activity.

Based on the definitions above, it is concluded that in reading comprehension the reader's background knowledge and information decoded from the text should be possessed by the reader and those two aspects procees both interactively and

simultaneously. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing.

1.1 Component of Reading Comprehension

As stated previously, reading comprehension is a complex process and multicomponent that involve many interactions between the reader and what the reader brings into the text (previous knowledge, strategy use). By this definition can be seen that the component of reading comprehension include reader, text, the reader will use their previous knowledge and strategy to comprehend a text.

William (2009:198) explains that "In comprehending a text needs the ability to identify main ideas in the text that involves the knowledge of basic grammar, effective comprehension strategies, and awareness of text structure and also a large of vocabulary knowledge base".

1.2 Reading Comprehension Process

According to Hampton & Resnick (2008:22) that there are two fundamental components of reading comprehension process developing a text base and building a mental model.

a. Developing a text base

Developing a text base means the readers try to make connections within the text. Understanding the information and ideas that the text

presents is the essential undergirding for understanding what it means. The students must understand the meaning of the word, prhases, sentences and paragraphs and link these ideas coherently. In this process, readers work with the information and ideas presented by the text. When, students are reading well, developing the text base is likely to be automatic, they may not even be aware they are doing it. It is clear that developing the text base is the network of the ideas that connects the meaning drawn form phrases, clauses and sentences into the larger ideas.

b. Buillding a mental model

Mental model is representation from the ideas in the text base that is developed by the existing knowledge of the readers. In building a mental model, the readers try to make meaning from the text. In this process, the readers build a word or create an image in their minds based of the situation that is described in the text. They try to relate it into the prior knowledge, experiences and purposes they already have.

The movement between developing a text base and building a mental model is simutaneously done by the readers when they are process the text. Transfer and adjust their understanding in the act of reading. These is a dynamic interplay in the reader's mind between the text base and the mental model. When reading the text, the reader's check their mental model against their text base to make sure that the mental model accurately reflects what the text says and it is also match with reader's

knowledgebase. Shortly, the thinking process of developing a text base and building a mental model interact and depend on each other.

1.3 Levels of Reading Comprehension

Ayala et.al (2006:43) divide comprehension into three levels, namely literal comprehension, inferential comprehension and evaluative comprehension.

a. Literal Comprehension

Literal comprehension refers to the understanding of information that is explicitly stated in the text. The information includes finding the main ideas, details and the sequence of events that are explicitly stated in the text. Literal comprehension is important requires the student to have the necessary background information including knowledge of vocabulary that is used in the text.

b. Inferential Comprehension

Inferential comprehension refers to the understanding of the information that is not explicitly stated in the text. The information is implied within the text. In inferential comprehension, the students need to understand the anaphora, or the use of one word or phrase in place of another one that has been previously used. Pronouns are used in place of nouns without an explicit connection between them. Besides, identifying cause – effect relationship and making predictions are also used in inferential comprehension.

c. Evaluate Comprehension

Evaluate comprehension refers to the ability to use critical thinking skills and logical analysis to evaluate the text. The support from the teachers is needed to

develop evaluate comprehension skills of the students skill for evaluate comprehension including the following.

1. Detecting contradiction and weakness how the writers develop their arguments.

2. Judging the accuracy of the information in a text based on prior knowledge reasoning and information from other texts.

3. Differentiating facts and opinions, evidence from conclusions and relevant/irrelevant information in the text.

4. Recognizing the author's ideology, moral and itentions.

Based on the theory above, the researcher choosing literaral comprehension, as stated previously, literal comprehension refers to the understanding of information that is explicitly stated in the text. The information includes finding the main ideas, detail and sequence of events that are explicitly stated in the text.

1.4 Indicator of Reading Comprehension

Another important thing that should be exist in teaching reading comprehension is the teachers have to decide the indicators of reading comprehension. It has purpose to measure how far the students comprehend about a passage. Through the indicators the teachers can assess whether the students have understood about the text or not. If the students can achieve the all indicators, it means the students could understand the text well.

Basirun (2004:14-15) states some general indicators in reading comprehension process. Those are :

1. Finding main idea from particular paragraph from text provided.

2. Answering "WH" questions about main idea from particular paragraph from text provided.

3. Answering some questions through specific information from text provided.

4. Answering "WH" questions by using particular information.

5. Finding synonim or antonym of particular word in the text.

6. Finding meaning of particular word in the text.

7. Finding unstated and stated information from some choices.

8. Making conclusion of the text.

1.5 Principles of Teaching Reading Comprehension

Teching reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In teaching reading comprehension, there are some principles from some experts.

Harmer (2008:75) states that there are some principles of teaching reading, they are as follow: first, reading is not passive skill. Second, the students need to be engaged with what they are reading. Third, the students should be encouraged to respond to the content of a reading text not just to the language. Fouth, prediction is major factor in reading. Fifth, match the task to the topic. Last, good teachers exploit reading texts to the full. It can be conclude that principles of teaching reading are very important to be success in teaching reading. It is caused reading is a process of sound out word or sentences. The teacher asks students to

read some sources, because teaching reading needs practice to observe students' progress in understanding the text. For example, teacher give exercise and ask students to read the text, then the teacher lead students to make inferences after they read the text. It is purpose to observe students' comprehension about the text.

1.6 Factors Affecting Reading Comprehension

According to Antonacci & O'Callaghan (2011) that there are three majors factors affecting the comprehension. They are the reader, the text and the context or situation in which the reading occurs.

The first factor is the reader. Reader bring to the text a range of differences including knowledge about the text, personal experiences related to text, cognitive and metacognitive strategies for reading and motivation to read that can affect the comprehension. In addition, Kingen (2000:106) says there are five readers based factors that influences the comprehension. They are:

a. The readers' the knowledge of textual convention. How the readers understand the ideas in the text can affecting the meaning. For instance, the readers need to understand how the writes use the functuation in the text or know the function of flashback in narrative text.

b. The readers' prior experiences both with reading in topic. The readers will get the disadvantages when they do not understand the printed material that is supposed to make sense or the material organized in some logical function. Besides, the readers who is unfamiliar with the concepts may also hard to create the meaning.

c. The readers' cognitive processes. The development of the readers' thinking skills can affect how the reads create meaning from what they read. The understanding can beark down if the reader cannot monitor his or her own comprehension. Comprehension may be also be slow down if the reader does not predict well, fails to set a purpose of reading or does not question during reading.

d. The readers' perception of social context. Readers may not see that they are capable in reading or may not see reading as personally worthwhile and valuable. These personal perceptions can affect the readers' attitude. The motivation in reading can also descrease if readers' peers do not value reading. However, if the reader sees him or herself as part of community of readers (example: supportive groupof individuals who share positive attitude about reading and each other) in the classroom, the climate for successful reading can be much positive.

e. The readers' cultural situation. The reader may have little reason to participate or to see reading as useful, if the culture from which the reader comes does not value reading. The culture and the community that surrounds the reader supports of discourages reading may have a powerful effect on performance.

The second factor that affects the comprehension process is the text. The senctence length, content knowledge, author's writting style and level of reading difficulty including vocabulary have comprehension difficulties for obvious

reason. They do not know the meaning of many words on page, unless the text is very simple.

The last factor that affects the comprehension is the context. The context in which the text is being read can influence on what the reader comprehend. Part of the context includes te goals or purpose for reading as well as the time and the place in which reading occurs. Besides, the socio situational context like the events that have occured before or during the reading of the text will contribute how the reader construct meaning.

2. Description of 5E Learning Cycle Model

Ground on the learning cycle, 5E model is develop by Robert Bybee (1997), the foundation of this model effect by german philosopher Freidrich Herbart. Furthermore, in this view, this model is base on the ground of Jhon Dewey and Jean Piaget. As a very frequently use model in constructivist learning approach, 5E learning cycle model's name comes from the number of its phases and the initials of each phase. This widely accept model of learning and teaching evolve over the past 40 years (Moyer, Hackett and Everett 2007). Continuing, Moyer et al (2007) note that influence by the work of Jean Piaget, Professor Robert Karplus, at the University of California – Berkeley, began looking at how he might apply cognitive development theory and discovery learning to instructional strategies in elementary science.

Karplus and his colleague, J. Myron Atkin, with the support of the National Science Foundation, develop a three-phase Learning Cycle that served

as the central teaching / learning strategy in the newly introduce Science Curriculum Improvement Study (SCIS) Program (Atkin & Karplus 1962). The three Phases of that learning cycle includ : Exploration, Invetion and Discovery (Trowbridge and Bybee, 1996). Later, Karplus referred to them as exploration, concept introduction and concept application (Moyer et al 2007). Although other terms have been use for the three original phases, the goals and pedagogy of the phases have remained similar (Trowbridge and Bybee, 1996). The Cycle has evolved through modification to include additional Phases such as : engage, explore, elaborate, extend and apply and is use to frame single guided discovery lessons as well as extend experiences such as chapters and units (Barman & Kofar, 1989 ; Hackett & Moyer 1991). A fifth, evaluation is incorporate into elementary science programme develop by the Biological Science Curriculum Study (Biological Science Curriculum Study, (1992).

The 5E learning cycle model is a constructivist model which provides learning a new concept or comprehension deeply a known concept. The 5E model targets at the discovery and the association with previous knowledge of new concepts by students. With the aid of plan and apply learning – teaching activities, students form themselves their own knowledge about a specific problem. The learning cycle use in this study follow Bybee's (1997) five steps of Engagement, Exploration, Explanation, Elaboration and Evaluation.
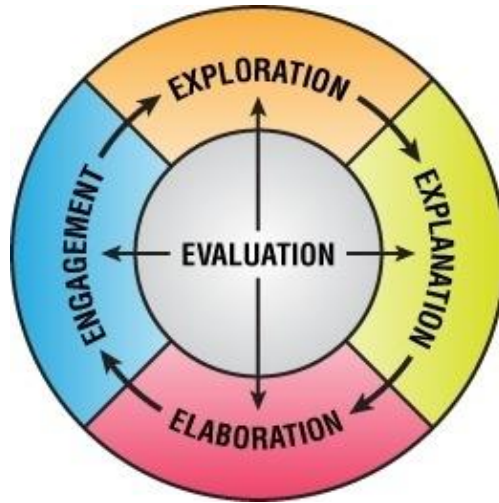
Figure 1 : Phases of 5E Learning Cycle Model

The description of the events that take place at each stageare shown below :

A. Engagement :

Engagement is a time when the teacher is on centre stage. The teacher poses the problem, pre-assesses the students, helps students make connections and informs students about where they are heading.

Evaluation's role in engagement rovelves around the pre-assessment. Find out what the students already know about the topic at hand. The teacher could ask question and have the students respond orally and/or reading.

B. Exploration

Now the students are at the centre of the action as they collect data to solve the problem. The teacher makes sure the students collect and organize their data in order to solve the problem. The need to be active. The purpose of exploration is to have students collect data taht they can use to solve the problem that was posed.

In this portion of the learning cycle, the evaluation is primarily focus on process, i.e. on the students' data collection, rather than the product of the students' data collection.

C. Explanation

In this phase of the process, students use the data they have collected to solve the problem and report what they did and try to figure out the answer to the problem that is present. The teacher also introduces new vocabulary, phrases oe sentences to label what the students have already figured out.

Evaluation here focuses on the process the students are using – how well can students use the information they have collcted, plus what thay already knew to come up with new ideas ? using question, the teacher can assess the students' comprehension of the new vocabulary and new concepts.

D. Elaboration :

The teacher gives students new information that extends what they have been learning in the earlier parts of the learning cycle. At this stage the teacher also poses problems that students solve by applying what they have learn. The problem include both examples and non0examples.

E. Evaluation

In 5E learning cycle model, students find opportunity to evaluate their understanding. In addition, feedback on the adequacy of students explanation should be provide by teacher. The evaluation that occurs during elaboration is what teacher usually think of as eavaluation. Sometimes teachers equate evaluation with " the test at the end of the chapter". When teacher have the

students do the application problem as part of elaboration, these appliactaion problems are " the test".

2.1The Advantages of 5E learning Cycle Model

This learning model has many advantages that are made clear below.

1. Students-centere learning

2. Learning becomes more meaningful activities

3. Prevent the students from learning how to memorize

4. Allows students to assimilate and accommodate knowledge through problem solving and information obtain.

5. Form students more active, critical and creative

6. The students easier to understand because this model have 5 phase, they are Engagemant, Exploration, Explanation, Elaboration and Evaluation.

2.2 The Disadvantages of 5E Learning Cycle Model

Soebagio (2000 : 55) As for the disadventages to applying of this model that should always be anticipated as follows.

1. Low effectiveness of learning if the teachers did not master the material and learning steps.

2. Demanding seriousness and creativity of teachers in designing and implementing the learning process.

3. Classroom management requires a more plan and organize.

4. Requires time and effort more in planning and implementing learning.

B. Conceptual Framework

In teaching learning process the teacher need model or strategy to make students easy to understand. To solve the students problem in term of reading are use 5E learning cycle. 5E learning cycle can be use to study a wide range of subject area, as long as the question or issue being investigate lends itself to broad inquiry. In order to mativate the class to participate and ensure student learning, teacher must design the problem arround carricular expectations and students' interest. It is critical that the teacher have a firm grasp of the subject matter being investigate. It is not the teacher's responsibility to answer every question ; however, the teacher should appreciate the students' questions and be able to assist them in finding an answer Sharan & Sharan (1992). After introducing the topic, teacher must allow students to discuss and formulate their own questions. Students can take ownership of the raise and eventually research.

The success of teching and learning process depend on some factors namely : the teacher, curriculum, material, method, or model, and facility. But the success of the students learning is influence by strategyor model and how to use it. Therefore, this study is conducted to find out the effect of using 5E learning cycle model on the students' achievement in reading descriptive text.

C. Hyphothesis

Base on the explanation above, hyphotesis are formulate as follow :

Ha : There is a significant effect of using 5E learning cycle model on the students' achievement in reading descriptive text

Ho : There is no significant effect of using 5E learning cycle model on the students' achievement in reading descriptive text.

CHAPTER III

RESEARCH METHOD

A. Location and Time

The location of the research is conducted at SMP SWASTA BAITUL AZIZ Jln. Pusaka / Muara Kolam No. 313 Bandar Klippa Kec. Percut Sei Tuan Kab. Deli Serdang, in eight grade students'. The research conduct during the academic year 2016/2017. The reason for choosing this school because base on the researcher ever conduct field experience practice (PPL) in this school, many students have low abilities in reading skill. So, it is needed to use the strategy, one of strategy in 5E learning cycle model.

B. Population and Sample

The population of this research was conducted in the first year students of academic 2016/2017. The population of this research was taken from eight grade students of SMP SWASTA BAITUL AZIZ, which consist of two classes. Those are VIII A consist of 35 students and VIII B consist of 33 students, so the total of population in this researcher are 68 students.

Total sampling technique was applied in this research. Those were selected two classes as the sample with the total sample was 68 students. They are VIII A which consist of 35 students as the experimental group and VIII B consist of 33 as the control group, as shown below table 3.1

Table 3.1
Sample

No	Class	Sample
1	VIII A	35
2	VIII B	33
Total of Sample		68

C. Research Design

Experimental research design is used in this research. It is aimed at knowing the effect of using 5 E method (engagement, exploration, explanation, elaboration, evaluation) at the eight grade of Junior High School Swasta Baitul Aziz.

There are several designs in experimental research, namely: pre-experimetal design, true-experimental design, factorial design and quasi experimental design but in this research, the researcher used true-experimental design. There were two groups in this research namely experimental group and control group. The experimental group was taught by using 5 E method whereas the control group was taught by using discussion method. The design of this research can be seen from the following table:

Table 3.2
Research Design

No	Class	Group	Pre-test	Treatment	Post-test
1	VIII A	Experimental group	✓	5E Learning Cycle Model	✓
2	VIII B	Control group	✓	Discussion Method	✓

The procedure of the test :

This part is divide into three steps, namely pre-test, treatment and post-test.

1. **Pre-test**

   Pre-test is the test which is given before treatment process begin. The pre-test is reading test, the test is aim to find out the students' reading achievement. The procedure in administrating the test as follows :

   a. The teacher ask the students to read the description base on the topic given.

   b. The teacher ask the students to answer the test base on direction.

   c. The teacher collect the students' answer sheet.

2. **Treatment**

   The treatment is given to the students after the pre-test administrate. The students is teach by using5E Learning cycle Model and the second is teach

by using Discussion Method. The steps in learning process can be see in
table 3.3 and 3.4.

Table 3.3

Treatment in Experimental Group

No	Researcher's Activities	Student's Activities

1	The teacher gave the treatment:
	
	- Opening activity
	
	  a. Greeting
	
	  b. Attendance
		Students answer the greeting

2	The teacher explain the procedure of 5E learning cycle model.
	
	  a. Engagement : the teacher explain about the material, teacher is give a question about exampleof descriptive text in everyday life. And describe the example from the student says.
		The students give the attention to the teacher in procedure of 5E learning cycle model.
		
		  a. The students give the example of descriptive teks that can understand.

	b. Exploration : The teacher divide classroom into the 5 groups and gives the task (descriptive teks) for each group and then ask the students to read the teks and understand of the teks with their ability.	b. The students colaborate with their groups to read and understand about the teks from their ability.
	c. Explanation : The teacher ask the representatives from each groups to present the result from their groups about descriptive teks.	c. The students present their result from their groups with their own words about descriptive teks.
	d. Elaboration : The teacher ask the students difficulties, and write in white board about	d. The students read their

	descriptive teks and and conclud their answer.	difficult and comparing to the right answer
	e. Evaluation : The teacher ask the students from the material unclear.	
		e. The students ask the teacher about the material they don't know. And the students do the teks (quis).
	- The teacher explain about the material again.	
	- The teacher give task (quis) and do it 20 minutes.	
3	The teacher collect their answer sheet. The teacher greeting.	The students help the teacher to collet their answer sheet. The students answer the greeting.

Table 3.4

Treatment in Control Group

No	Teacher's Activities	Students' Activities
1	The teacher give the treatment : - Opening activity a. Greeting Attendance	Students answer the greeting
2	Learning by using Discussion Method : a. The teacher explain the material about descriptive text and give the example b. The teacher divide class into five groups. c. The teacher give teks to the each groups as a descriptive teks and ask them to understand about it. d. The teacher around from one group to	a. The students give the attention to the teacher b. The students discuss in their groups. c. The students present their result

	another groups.maintain order and give encouragement. e. The teacher ask from the representative group to present their result and ask the another students to comment their friends. f. The teacher conclude the right answer.	d. The another students comment their friends.
3	a. The teacher gave task (quis) and do it 20 minutes b. The teacher collect their answer sheet c. The teacher do greeting.	a. The students do the task b. The students help the teacher to collect the answer sheet. c. The students answer the greeting.

3. Post-Test

The post-test is administrationafter the treatment. The post-test is conduct to measure the competence of the students, than find out the difference in mean score of both of method in experimental group and control group. It also use to find out the students' ability in reading descriptive text after the treatment.

D. Instrument of the Research

The instrument to collect the data for this research was multiple choice tests which consist of 20 items test for multiple choice. The materials of the test taken from the book, English on sky for Junior Hight School Students". The number of the test was given 5 point for the correct answer in multiple choice so, the maximal score is 100.

E. The Technique for Collecting Data

In collecting the data, some steps are apply as follow :

1. The teacher give the pre-test to the students about the reading test.
2. The teacher give the instruction to the students about the study of the test before doing the test.
3. The teacher give 20 minutes to do the test.
4. After the students finish, the teacher collect all the answer sheets.

F. The technique for analysis data

In collecting the data, descriptive quantitative techniques is apply to analyze the data. The quantitative data is find by computing the score of test of the students, the steps are :

1. Correcting the students' answer
2. Identifying of the students' answer
3. Scoring the students' answer
4. Listing their scores
5. Tabulating or calculating

a. **Koefisien of correlation :**

$$r_{xy} = \frac{n\Sigma x_1 y_1 - (\Sigma x_1)(\Sigma y_1)}{\sqrt{\{n\Sigma x_i^2 - (\Sigma x_i)^2\}\{n\Sigma y_i^2 - (\Sigma y_i)^2\}}}$$

(Sugiyono, 2013 : 183)

b. **Test of linear**

$$Y = a + bX$$

$$b = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{n\Sigma X^2 - (\Sigma X)^2}$$

$$a = \frac{\Sigma Y}{n} - b\frac{\Sigma X}{n}$$

(Sugiyono, 2012 : 261-262)

c. **Test of the effect**

$$D = (r_{xy})^2 \text{ x } 100 \%$$

d. **Test of sample related**

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

(Sugiyono,2013 : 197)

Notes :

t = t-test

X_1 = Avarage of variabel 1

X_2 = Avarange of variable 2

S_1^2 = Standard deviation squiref (variants) of sample 1 (experimental

   group) and sample 2   (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

1 = Number consonant

r = Correlation of product moment between X_1 and X_2.

CHAPTER IV

DATA AND ANALYSIS

A. The Data Collection

There were totally sixty eight students who were taken as the sample. They were divided into two groups, namely experimental group and control group. That consist of 35 students in experimental (VIII A) and 33 students in control group (VIII B). Each group was given pre-test and post-test. The data collection used five indicators that refer to the rule of find out idea, answering question, finding meaning, understanding, making conclusion.

The calculation and result of the data of the students score on the pre-test and post-test of the experimental and control class, it was found that the score of pre-test in experimental group was 4 students got high score ($\geq$70)and 31 students got low score ($\geq$65) (see appendix 1 table 4.1) and the score of pre-test in control group was 2 studentss got the high score ($\geq$70) and 31 students got the law score ($\geq$65) (see appendix 2 table 4.2) then, the score of post-test on experimental group was all students got the hight score with the highest score was 95 and the lowest score was 70 (see appendix 3 table 4.3) while the score of post-test on control group was 15 students got the high score ($\geq$75) and 18 students got the low score ($\geq$70) (see appendix 4 table 4.4).

Table 4.1
The Score of Pre-test of Experimental Class

No	Students' Initial	Indicator					Pre-test
		FI	AQ	FM	US	MC	
1	AS	15	8	7	12	3	45
2	ASS	13	7	8	11	1	40
3	A	15	10	15	15	5	60
4	CL	15	10	10	12	3	50
5	DP	15	15	13	15	2	55
6	DV	25	15	10	12	3	65
7	DAV	20	15	15	11	5	65
8	EDN	20	16	14	13	2	65
9	EP	15	8	8	12	2	45
10	FF	15	7	8	12	3	45
11	HBM	21	15	15	11	3	65
12	FN	13	7	7	10	3	40
13	IO	15	10	15	12	3	55
14	LR	15	10	10	12	3	50
15	M	15	8	7	12	3	45
16	MFL	15	10	10	12	3	50
17	MM	22	16	15	13	4	70
18	MPH	25	15	10	12	3	65
19	MRH	15	8	8	12	2	45
20	RCD	22	12	13	11	2	60
21	RFF	21	17	15	12	3	70
22	RA	15	10	15	13	2	55
23	N	15	10	15	12	3	55
24	SA	16	16	18	18	4	70
25	S	10	10	8	8	4	50
26	TW	10	10	10	10	3	55
27	WBK	10	10	13	13	2	55
28	MNH	8	8	13	13	4	50
29	PAR	12	12	12	12	3	60
30	SA	10	10	10	10	3	55
31	NAI	15	15	15	15	2	65
32	NS	8	8	10	10	3	45
33	WP	15	15	13	13	2	65
34	POV	15	15	15	15	2	75
35	PM	10	10	15	15	3	65
Total							1970

Table 4.2
The Score of Pre-test of Control Class

No	Students' Initial	Indicator					Pre-test
		FI	AQ	FM	US	MC	
1	AA	13	10	7	8	2	40
2	AAS	15	10	10	8	2	45
3	AMA	20	13	12	13	2	60
4	AZ	15	10	8	10	2	45
5	SS	15	10	7	10	3	45
6	DP	18	8	10	12	2	50
7	DN	18	8	10	12	2	50
8	EMP	19	15	12	12	2	60
9	FA	22	13	13	15	2	65
10	FK	13	10	7	8	2	40
11	IDP	18	8	10	12	2	50
12	IP	15	10	10	8	2	45
13	JPS	15	10	10	12	3	50
14	JPH	15	15	10	8	2	50
15	MP	13	7	7	10	3	40
16	M	13	8	7	10	2	40
17	MY	20	15	13	10	2	60
18	NR	21	17	13	11	2	65
19	NHL	10	10	8	10	2	40
20	RSL	18	17	12	11	2	60
21	RS	16	10	10	12	2	50
22	RP	19	15	15	13	3	65
23	RAR	20	18	18	16	3	75
24	MZ	13	10	7	8	2	40
25	SJA	18	10	10	10	2	50
26	SYB	18	16	12	12	2	60
27	J	16	12	13	12	2	55
28	WR	15	10	7	10	3	45
29	WS	19	17	14	12	3	65
30	AS	20	20	15	13	2	70
31	EFB	19	13	14	12	2	60
32	LK	20	17	14	12	2	65
33	MI	15	13	13	12	2	55
Total							**1755**

Table 4.3
The Score of Pre-test of Experimental Class

No	Students' Initial	Indicator					Pre-test
		FI	AQ	FM	US	MC	
1	AS	23	18	17	18	4	80
2	ASS	22	15	15	20	3	75
3	A	26	15	16	20	3	80
4	CL	26	15	16	20	3	80
5	DP	26	20	15	15	4	80
6	DV	24	20	16	16	4	80
7	DAV	27	15	15	20	3	80
8	EDN	23	15	20	15	4	77
9	EP	26	17	17	18	4	82
10	FF	24	15	16	17	3	75
11	HBM	27	20	20	18	5	90
12	FN	24	17	15	24	3	83
13	IO	27	17	15	20	4	83
14	LR	20	17	20	20	5	82
15	M	25	15	20	22	3	85
16	MFL	25	20	18	18	43	85
17	MM	23	17	15	17	4	75
18	MPH	25	18	16	17	3	80
19	MRH	25	17	18	21	5	85
20	RCD	25	18	20	22	5	90
21	RFF	25	18	20	22	3	90
22	RA	25	19	18	20	3	85
23	N	22	15	15	15	3	70
24	SA	23	17	16	16	3	75
25	S	27	20	20	20	3	90
26	TW	21	17	15	17	3	73
27	WBK	27	20	20	23	5	95
28	MNH	25	20	20	20	5	90
29	PAR	27	20	20	23	5	95
30	SA	27	20	20	23	5	95
31	NAI	27	20	20	23	5	95
32	NS	28	21	22	21	4	95
33	WP	28	20	22	21	5	95
34	POV	25	17	18	21	4	85
35	PM	23	16	15	15	3	72
	Total						2927

Table 4.4
The Score of Post-test of Control Class

No	Students' Initial	Indicator					Post-test
		FI	AQ	FM	US	MC	
1	AA	18	15	14	14	2	62
2	AAS	19	15	13	15	2	63
3	AMA	20	15	15	10	5	65
4	AZ	20	15	18	10	2	65
5	SS	18	13	15	14	2	61
6	DP	18	13	15	18	2	61
7	DN	18	15	13	15	2	61
8	EMP	18	15	15	15	2	65
9	FA	23	13	13	15	3	65
10	FK	21	13	16	12	3	65
11	IDP	20	20	15	15	5	75
12	IP	22	13	13	15	3	65
13	JPS	23	15	15	15	3	70
14	JPH	20	16	15	15	4	70
15	MP	21	15	16	15	3	70
16	M	22	15	15	20	3	75
17	MY	22	15	15	15	3	70
18	NR	21	14	16	16	3	70
19	NHL	22	16	16	18	3	75
20	RSL	22	17	17	19	3	80
21	RS	22	18	15	20	3	78
22	RP	20	20	16	18	3	76
23	RAR	20	13	13	13	2	61
24	MZ	20	14	13	15	3	65
25	SJA	25	15	15	15	4	74
26	SYB	20	15	15	15	2	67
27	J	25	18	15	18	3	79
28	WR	22	14	20	16	4	76
29	WS	20	16	16	20	4	76
30	AS	22	17	17	21	3	80
31	EFB	24	17	17	19	3	80
32	LK	20	20	20	17	3	80
33	MI	21	15	18	18	3	75
Total							**2320**

B. Data Analysis

Based on the data from the test , the score were analyzed in order to the differences of pre-test and post-test of experimental and control class. The data showed that the hightest score of pre-test in experimental group was 75 and the lowest score was 40 (see appendix 5 table 4.5) while the hightest score of post-test was 95 and the lowest was 70 (see appendix 6 table 4.6)

Table 4.5
The Differences Score of Pre-test and Post-test of the
Experimental Class

No	Students' Initial	Pre-test (X_1)	Post-test (X_2)
1	AS	45	80
2	ASS	40	75
3	A	60	80
4	CL	50	80
5	DP	55	80
6	DV	65	80
7	DAV	65	80
8	EDN	65	77
9	EP	45	82
10	FF	45	75
11	HBM	65	90
12	FN	40	83
13	IO	55	83
14	LR	50	82
15	M	45	85
16	MFL	50	85
17	MM	70	75
18	MPH	65	80
19	MRH	45	85
20	RCD	60	90
21	RFF	70	90
22	RA	55	85
23	N	55	70
24	SA	70	75
25	S	50	90
26	TW	55	73
27	WBK	55	95

28	MNH	50	90
29	PAR	60	95
30	SA	55	95
31	NAI	65	95
32	NS	45	95
33	WP	65	95
34	POV	75	85
35	PM	65	72
	Total	$\sum X = 1970$	$\sum X_2 = 2927$
	Mean	**56,28**	**83,6**

Table 4.6
The Differences Score of Pre-test and Post-test of
the Control Class

No	Students' Initial	Pre-test (X_1)	Post-test (X_2)
1	AA	40	62
2	AAS	45	63
3	AMA	60	65
4	AZ	45	65
5	AA	45	61
6	DP	50	61
7	DN	50	61
8	EMP	60	65
9	FA	65	65
10	FK	40	65
11	IDP	50	75
12	IP	45	65
13	JPS	50	70
14	LPH	50	70
15	MP	40	70
16	M	40	75
17	MY	60	70
18	NR	65	70
19	NHL	40	75
20	RSL	60	80
21	RS	50	78
22	RP	65	76
23	RAR	75	61
24	MZ	40	65
25	SJA	50	74
26	SYB	60	67

27	J	55	79
28	WR	45	76
29	WS	65	76
30	AS	70	80
31	EZB	60	80
32	LK	65	80
33	MI	55	75
	Total	$\sum Y = 1755$	$\sum Y_2 = 2320$
	Mean	**53,18**	**70,3**

The result of the test in the table 4.5 until 4.6 the data was collected to find out the effect of using 5E learning cycle model on the students' achievement in reading descriptive text. The collected data were analysis by using t-test independent sample formula. By firstly finding out the standard deviation of the post-test between experimental and control group by using the following formula:

$$S_1 = \sqrt{\frac{n\left(\sum x_1^2\right) - \left(\sum x_1\right)^2}{n_1(n_1 - 1)}} \qquad \text{(for experimental group)}$$

$$S_1 = \sqrt{\frac{n\left(\sum y_1^2\right) - \left(\sum y_1\right)^2}{n_2(n_2 - 1)}} \qquad \text{(for control group)}$$

In calculating standard deviation, the table of the score should be changed into the table of calculation of standar deviation. It can be seen in table 4.7 bellow:

Table 4.7
The Calculation Table

No	X	Y	$X_i\,(x-\bar{x})$	$Y_i\,(y-\bar{y})$	X_i^2	Y_i^2	X_iY_i
1	80	62	-3,6	-8,3	12,96	68,89	29,88
2	75	63	-8,6	-7,3	73,96	53,29	62,78
3	80	65	-3,6	-5,3	12,96	28,09	19,08
4	80	65	-3,6	-5,3	12,96	28,09	19,08
5	80	61	-3,6	-9,3	12,96	86,49	33,48
6	80	61	-3,6	-9,3	12,96	86,49	33,48
7	80	61	-3,6	-9,3	12,96	86,49	33,48
8	77	65	-6,6	-5,3	43,56	28,09	34,98
9	82	65	-1,6	-5,3	2,56	28,09	8,48
10	75	65	-8,6	-5,3	73,96	28,09	45,58
11	90	75	6,4	4,7	40,96	22,09	30,08
12	83	65	-0,6	-5,3	0,36	28,09	3,18
13	83	70	-0,6	-0,3	0,36	0,09	0,18
14	82	70	-1,6	-0,3	2,56	0,09	0,48
15	85	70	1,4	-0,3	1,96	0,09	-0,42
16	85	75	1,4	4,7	1,96	22,09	6,58
17	75	70	-8,6	-0,3	73,96	0,09	2,58
18	80	70	-3,6	4,7	12,96	0,09	1,08
19	85	75	1,4	9,7	1,96	22,09	6,58
20	90	80	6,4	7,7	40,96	94,09	62,08
21	90	78	6,4	5,7	40,96	59,29	49,28
22	85	76	1,4	-9,3	1,96	32,49	7,98
23	70	61	-13,6	-5,3	184,96	86,49	126,48
24	75	65	-8,6	3,7	73,96	28,09	45,58
25	90	74	6,4	-3,3	40,96	13,69	23,68
26	73	67	-10,6	8,7	112,36	10,89	34,98
27	95	79	11,4	5,7	129,96	75,69	99,18
28	90	76	6,4	5,7	40,96	32,49	36,48
29	95	76	11,4	9,7	129,96	32,49	64,98
30	95	80	11,4	9,7	129,96	94,09	110,58
31	95	80	11,4	9,7	129,96	94,09	110,58
32	95	80	11,4	4,7	129,96	94,09	110,58
33	95	75	11,4	4,7	129,96	22,09	53,58
34	85		1,4		1,96		
35	72		-11,6		134,56		
Total	$\sum X = 2927$	$\sum Y = 2320$	$\sum X_i = 1$	$\sum Y_i = 0,1$	$\sum X_1^2 = 1.862.20$	$\sum Y_1^2 = 1.386.97$	$\sum X_iY_i = 1.306.$

Based on the table 4.7 previously, the calculation of standard deviation was as bellow:

For experimental group:

$$S_1^2 = \frac{n_1\left(\sum x_i^2\right) - (x_i)^2}{n_1\,(n_1 - 1)}$$

$$S_1^2 = \frac{35\,(1862.20) - (1)^2}{35\,(35 - 1)}$$

$$S_1^2 = \frac{65176}{1190}$$

$$S_1 = \sqrt{54.77}$$

$$S_1 = 7.40$$

For control group:

$$S_1^2 = \frac{n_1\left(\sum y_i^2\right) - (y_i)^2}{n_2\,(n_2 - 1)}$$

$$S_1^2 = \frac{33\,(1386.97) - (0.1)^2}{33\,(33 - 1)}$$

$$S_2^2 = \frac{45770}{1056}$$

$$S_2 = \sqrt{43.34}$$

$$S_2 = 6.58$$

Based on the data was calculated previously, it was found S_1^2 was 54,77 and S_2^2 was 43,34, and then the following formula of t-test was implementing to find out the t-observed value both as the basic to the hyphotesis of this research.

a. Koefisien of correlation (validity):

$$r_{xy} = \frac{n\sum x_i y_i - \left(\sum x_i\right)\left(\sum y_i\right)}{\sqrt{\left\{n\sum x_i^2 - \left(\sum x_i\right)^2\right\}\left\{n\sum y_i^2 - \left(\sum y_i\right)^2\right\}}}$$

$$r_{xy} = \frac{35(1306.64) - (1)(0.1)}{\sqrt{35\,(1862.20) - (1)33\,(1386.97 - 0.01)}}$$

$$r_{xy} = \frac{45732.30}{\sqrt{2983105520}}$$

$$r_{xy} = \frac{45732.30}{54617.81}$$

$$r_{xy} = 0.84$$

It means 0,84 mean that validity of the test is high. The following is the range of validity based on Sugiono's statements:

0,00-0,19	validity is very low
0,20-0,40	validity is low
0,41-0,60	validity is sufficient
0,61-0,80	validity is high
0,81-1,00	validity is very high

b. Test of linier

$$Y = a + bX$$

$$b = \frac{n\left(\sum xy\right) - \left(\sum x\right)\left(\sum y\right)}{n\sum x^2 - \left(\sum x\right)^2}$$

$$b = \frac{35(1.306.64) - (2927)(2320)}{33(1.862.20) - (2920)^2}$$

$$b = \frac{45.732.4 - 6.790.640}{61.452.6 - 8.567.329}$$

$$b = \frac{-6.745.207.6}{-8.505.876.4}$$

$$b = 0.79$$

$$a = \frac{\sum Y}{n} - b\frac{\sum X}{n}$$

$$a = \frac{2320}{33} - b\frac{2927}{35}$$

$$a = 70.3 - (0.79)(83.6)$$

$$a = 70.3 - 66.04$$

$$a = 4.27$$

$$Y = a + bX$$

$$Y = 4.27 + (0.79) X$$

c. **Test of the effect of X and Y**

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0,84)^2 \times 100\%$$

$$D = 0,7056 \times 100\%$$

$$D = 70,56\%$$

$$D = 70,6\%$$

It mean that the effect of X variable toward Y variable or the effect of 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model on the students achievement in reading descriptive text was 70,6% and 29,4% was influenced by other factors

d. Test of sample related of X and Y

After accounting the data previously by using t-test formula that critical value 10,15. Then after seeking the table of distribution of 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model as basic of counting t-critical in certain degree of freedom (df), the calculation shows that df ($n_1 + n_2 - 2 = 35 + 33 - 2 = 66$). In the line of 66 that t_{-table} is 1.67 at level of significant 0,05, the conclusion, because $t_{observed} > t_{table}$ or $10.15 > 1.67$ so, H_o is rejected. It means that H_a is accepted. There was a significant effect of 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model on the students' achievement in reading descriptive text.

Then, it was found that the differences between effect of there was a significant effect of 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model and discussion method on the students' achievement in reading descriptive text. It was cause the highest score of the post-test in experimental group using 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle was 95, and the highest score of the post-test in control group using discussion method was 80.

C. Research Finding

After analyzing all data, some finding can be presented as follows:

1. Testing the hyphotesis should be done in order to know whether the hyphotesis was accepted or rejected. In testing the hyphotesis, the basic for testing the hyphotesis as follow: hyphotesis accepted if $t_{observed}$ value > t_{table} value for the degree of freedom (df) = 66 (obtained from $N_1 + N_2 - 2$; $35 + 33 - 2 = 66$, in this case, it was taken 66 at level of significant 0.05 (1.67). the to (10,15) was higher than the tt (1.67) or (10.15 > 1.67). so the null hyphotesis was rejected and the alternative hyphotesis was accepted. It meant that there was significant effect of 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model on the students' achievement in reading descriptive text.

2. After analyzing the data, it was known that the students who were taught by using 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model that those who were taught by using discussion method, and it proved from the result of post-test both of groups, in the table 4.5 the result of the pre-test and post-test in control group. The highest score of the post-test in experimental group was 95 and the lowest score was 70, while the highest score of post-test in control group was 80and the lowest score was 61.

3. The differences between effect of using 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model on the students' achievement in reading descriptive text. It can be seen from the score, score of experimental group by using 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model was highest from the control group using discussion method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow:

1. There was significant effect on the students' achievement in reading comprehension by using 5 E method. The result of t_c (10,15) was higher than t_t (1,67) it means that null is rejected and alternative hyphotesis is accepted. Thus it can be concluded using 5 E method has a significant effect on the students' achievement in reading comprehension.

B. Suggestions

Related to the conclusion, suggestions are put forward as follow:

1. To the english teachers, the teacher suitable using 5E learning cycle model in teaching reading in the classroom, especially reading descriptive text, because based on the researcher's finding; it was found significance effects of using 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model on the students' achievement in reading descriptive text.

2. To the students, the students should be able to read in English. At least a simple text, especially in reading descriptive text. Because reading one of skills in english language. So by using 5E (Engangement, Exploration, Explanation, Elaboration, Evaluation) learning cycle model the students can read systematically, because they can express their ideas and their thought.

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LESSON PLAN

(Experimental Class)

School   : SMP SwastaBaitul Aziz

Grade   : VIII A

Year   : 2017 / 2018

Skill   : Reading

Time Allocation   : 2 X 45 Minutes

A. Standard of Competence

Understanding the meaning of short functional and monologue paragraph in forms of descriptive text in daily life context.

B. Basic Competence

Responding the meaning in simple short functional paragraph accurately, fluently and appropriately in daily life context.

C. Indicator competence achievement / KKM

1. Identifying the meaning in descriptive text

2. Identifying the generic structure of descriptive text

3. Reading comprehension text by using 5E Learning Cyrcle Model

D. Teaching and learning objectives

At the end of the lesson the students :

1. The students are able to understand descriptive text.

2. The students are able to understand the generic structure of descriptive text.

3. The students are able to read and comprehend descriptive text effectively.

E. Learning Material :

Descriptive text is a text that tries to describe something (person, place, or thing).

Generic structure :

1. Identification

2. Description

AL GHAZALI

Name is Muhammad Al Ghazali. People can call him by AL. AL was bron on September 11th 1996 in Jakarta. He is a singer, actor, dj and star of Indonesia adversiting. He is handsome man, and a white and black straight hair, he also a man many admired many women. AL has a high body and perfect. He is the first child of the couple Ahmad dhani and Maya estianty.

F. The Teaching Method

1. Method   : 5E Learning Cycle Model

2. Evaluation

G. Learning Sources

a) Text-made Teacher

b) Relevant Book

c) Dictionary English – Indonesia

H. Activities Plan

I. Activities Introduction

- Greeting and having the student's attendance list

- Motivating the students that reading and comprehend descriptive text is
  not difficult

II. Main Activities

a. Engagement

The teacher deliver learning objectives, that solve the problem by reading
a descriptive text. Formerly the teacher describes the descriptive text and as
motivation, teacher give a question about example descriptive text in everyday
life.

b. Exploration

The teacher divides classroom into the 5 groups, each group get material,
they are task to discuss resolving a matter is material as such. The time given
to complete the material within 20 minutes.And than the students read the
describing of the picture with their imagination in each groups. The process of
discussion can run quite well although there are still some students are still

passive and some are chatting with a friend of his.The teacher remainds students to seriously learn and actively participate in the discussion. After 20 minutes passed, the teacher says time is up.

c. **Explanation**

The teacher ask the representatives from each groups to percentage the result from their groups about description of picture. While the percentage continue the students more active.

d. **Elaboration**

Students reveal the difficulties experience in doing is the material. The teacher ask some representative groups to tackle the problem on the board and explain the answer. The other students that compared with their answers and then together with the teacher summed up the correct answer the entrie question discussion so that students become more abvious.

e. **Evaluation**

The teacher gives the opportunity to students to ask back material that is considered to be less obvious. If there is studentsless obvious the teacher explain about the material unclear again. After the students understand then the teacher gives a problem (quis) to be done within 20 minutes. After 20 minutes passed the teacher will collect their answer sheet. Then the teacher saysalam.

III. Closing Activities

- The teacher collect their answer sheet
- The teacher say salam

I. ASSESSMENT

Assesment Instrument Technique and Form

a) Assesment techniques

1. Reading test

2. Multiple Choice

The items of the multiple choice test in this research has indicator of reading comprehension can be seen by the table below:

Question Number	Indicator of Reading Comprehension
1.	Answering "WH" questions about main idea from particular paragraph from text provided.
2.	Answering some questions through specific information from text provided.
3.	Making conclusion of the text.
4.	Finding unstated and stated information from some choices.
5.	Answering "WH" questions by using particular information.
6.	Making conclusion of the text.
7.	Answering "WH" questions by using particular information.
8.	Answering "WH" questions by using particular information.
9.	Finding main idea from particular paragraph from text provided.

b) Instruments shapes : Reading descriptive text by using 5E learning cycle model

c) Exercise

Please read and determine the identification and description about the descriptive teks below.

I want to tell you about my classroom.(**Identification**)

My classroom is next to the school library and the lab computer. My classroom is in the second floor. It is a big and clean classroom. It has two white doors and six brown windows. The walls are white and there are some pictures on them, like picture of president of Indonesia JokoWidodo and also there is picture of vice president JusufKalla. There are twenty tables and forty chairs. In my classroom there is white board and in front of the class there is table and chairs of my teachers. On the table of my teacher there is vase, eraser, list of attendance, spidol.(**Description**)

Medan,   2017

The English Teacher   The Researcher

(Hardiansyah Putra S. Pd)   (CahyaRamadhan)

The Head Master of SMP SwastaBaitul Aziz Tembung

(Harto Susanto, S. Pd. M. Hum)

School   : SMP SwastaBaitul Aziz

Grade   : VIII B

Year   : 2017 / 2018

Skill   : Reading

Time Allocation   : 2 X 45 Minutes

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F. The Teaching Method

1. Method   : Discussion Method

2. Evaluation

G. Learning Sources

1) Text-made Teacher

2) Relevant Book

3) Dictionary English – Indonesia

H. Activities Plan

I. Activities Introduction

- Greeting and having the student's attendance list
- Motivating the students that reading and comprehend descriptive text is not difficult

II. Main Activities

a. The teacher explain the material about descriptive text and give the example.

b. The teacher divide class into five group.

c. The teacher give task to the each group as a picture and ask them to description about it.

d. The teacher around from one group to another groups, maintain order and giving encouragement.

e. The teacher ask from the representative group to percentage their result and ask the another students to comment their friends.

f. The teacher conclude the right answer.

III. Closing Activities

- The teacher give task (quis) and do it 20 minutes.
- The teacher collect their answer sheet
- The teacher say salam

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Assesment Instrument Technique and Form

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7.	Answering "WH" questions by using particular information.
8.	Answering "WH" questions by using particular information.
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Medan,   2017

The English Teacher   The Researcher

(Hardiansyah Putra, S. Pd)   (CahyaRamadhan)

The Head Master of SMP SwastaBaitul Aziz Tembung

(Harto Susanto, S.Pd. M. Hum)

Question 1-10 : this passage below is for question number 1 to 10. Choose the best answer based on the passage.

I have a lot of friends in my school, but Dinda has been my best friend since junior hight school. We don't study in the same class, but we met at school every day during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and like to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she does not get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like Dinda.

1. Who is being described in the text ?

   a. Tere   c. Jono

   b. Her Friend   d. Dinda

2. How long the writer and Dinda been friends ?

   a. They have been friend in the Junior High Scool Orientation.

   b. They have been friend very long time ago.

   c. They have been friend for four year.

   d. They have been friend since Junior High School.

3. What does Dinda look like ?

   a. Dinda is ugly. She is fat, with fair skin and wavy black hair.

   b. Dinda is beautiful. She is clever and dangerous.

   c. Dinda is good-looking. She is not too tall,with fair skin and wavy black hair that she often puts in a ponytail.

   d. Dinda is good looking. She is using ponytail. She is talkative and creative.

4. What are her favorite clothes ?

   a. She like to wear jeans, casual t-shirts and snekers.

   b. Dinda has a lot of hobbies.

   c. Dinda loves to wear skirt and dress.

   d. Dinda has many skirt and many sketches.

5. What kind of t-shirt does she like ?

   a. Her favorite shirts are those in bright colors like pink, ligh tgreen and orange.

b. Her favorite t-shirts are those in bright colors like pink, light green and orange.

c. Her favorite t-shirts are those in dark colors like black, red and grey.

d. Her favorite skirts are those in bright colours like pink, light green and orange.

6. Describe Dinda's personality briefly…

a. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share about her thoughts and feelings to her friends.

b. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share about her thought and feelings to her friends.

c. She is bad girls. She is arrogant and she likes to spend all of her money.

d. She is always sad. She is also ver friendly and likes to share the news.

7. Why do many friends enjoy Dinda's company ?

a. Because she is cheerful and friendly .

b. Because she is enjoy in her company.

c. Because she likes to give her friend money.

d. Because she is clever and diligent.

8. What is Dinda's bad habit ?

a. When she does not get what she wants, she acts like an artist in the film streaming.

b. When she does not get what she wanted, she acts like a child and stamps her feet.

c. When she does not get what she wants, she acts like a child and stamps her feet.

d. When she does not get which she wants, she liked a child and stamps her feet.

9. What is Dinda's hobby ?

   a. Dinda like to drawing sketch.

   b. Dinda loves drawing, especially manga characters.

   c. Dinda like to collect stamps and sketch.

   d. Dinda likes to share her thoughts and feelings to her friends.

10. How does the writer feel about Dinda ?

   a. The writer is very hate Dinda.

   b. The writer is very down to Dinda.

   c. The writer is really glad to have a best friends like Dinda.

   d. The writer really upset to get Dinda as her best friend.

Question 11 – 12 : This passage below is for question number 11 – 12. Choose the best answer based on the passage.

TANJUNG PUTING NATIONAL PARK

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Putting National Park in the southwest of Central Kalimantan peninsula. Tanjung puting national park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle ! It is a real jungle, which is home to the most incredible animals in the world : orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them ?

To see orang utans we should go to Camp Leakey. Camp Leakly is located in the heart of Tanjung putting national park. This is a rehabilitation place for excaptive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a both down sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leaky takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the

jungle. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

11. Based on the text, what is ecotourism is ?

    a. Ecotourism is a kind of tourism in which we can share anything there. Ecotourism is always to give us in the life style.

    b. Ecotourism is a kind of tourism in which tourist can know about the race about our country.

    c. Ecotourism is a kind of tourism in which tourist visit pristine, undisturbed natural areas. Some of the purpose of ecotourism is to educate the visitors about nature preservasion and to provide funds for ecological conversations.

    d. Ecotourism is a kind of tourism in which we can go shopping and enjoy our life in the beach.

12. What does Tanjung Puting National Park offer to tourist ?

    a. Impressive experience of living in a small boat and going into the jungle, meeting with orang utans, and seeing proboscis monkeys.

    b. Impressive experience to its visitors such as can go to the jungle by airbus, take a picture in some place.

    c. The most incredible animals in the world.

    d. There are so many kinds of plants there.

13. How is the park different from the parks in the cities ?

    a. Tanjung putting national park is a jungle

b. Tanjung putting national park is garden

c. Tanjung putting national park is restaurants

d. Tanjung putting national park is garden of flower.

14. How is Camp Leaky related to Tanjung puting national park ?

a. Camp leaky is a habitat from orang utans.

b. Camp leaky is located in the Tanjung puting national park.

c. Camp leaky is far away from Tanjung puting national park.

d. Camp leaky is in the river nearest.

15. How can people reach Camp Leaky ?

a. Visitors can reach by using motorcycle.

b. Visitors can reach by using airbus.

c. Visitors can reach Camp Leaky by taking a small boat or perahu klotok.

d. Visitors can reach Camp Leaky on feet.

16. What does the word *ex-captive* tell about the orang utans in Camp Leaky ?

a. Ex-captive orang utans means that the orang utans once were caught by human beings and lived with them for some time.

b. Ex-captive means that orang utans are disposed to find fault, picky and narrow-minded.

c. Ex-captive orang utans means that orang utan are very important animals.

d. Ex-captive orang utans means that orang are very calm.

17. What is special about the means of transportations to Camp Leaky ?

    a. The major means of transportation to Camp Leaky is a small boat.

    b. The major means of transportation to Camp Leaky is an airbus.

    c. The major means of transportation to Camp Leaky is an aeroplane.

    d. The major means of transportation to Camp leaky is a motorcycle.

18. How interested are you in visiting Tanjung puting national park ?

    a. Tanjung puting national park is a kind of tourism can get dangerous activity because there are some animals.

    b. Tanjung puting national park is a kind of tourism in which tourist visit pristine, undisturbed natural areas. Some of the purpose of ecotourism is to educate the visitors about nature preservation and to provide funds for ecological conservation.

    c. Tanjung puting national park is a kind of place in which we can go to buy something, beverages and food.

    d. Tanjung puting national park that we can go to the jungle by airbus, take a picture in a some place.

19. How interesting or uninteresting is the journey on the way to Camp Leaky?

    a. The journey on the way to Camp Leaky is interesting because we can sleep, cook and eat in that Klotok.

    b. The journey on the way to Camp leaky uninteresting because we can sleep, cook and eat in that Klotok.

c. The journey on the way Camp Leaky is interesting because we can not sleep, cook, and eat in that Klotok.

d. The journey on the way Camp Leaky is uninteresting because we can not sleep, cook, and eat in that Klotok.

20. What are other ecotourism destinations that you know ?

a. Kebun Raya Bogor, Kuta Bali Beach, and Visiting Borobudur Temple.

b. Snorkling or scuba in Bunaken, visiting Raja Ampat in Papua, and go to Bukit Lawang in Sumatera Utara.

c. Go to the Sibayak Mountain, shopping in Carefour, and visiting Monas.

d. Getting a picture in airport, going to Pelaruga, and visiting Masjid Raya.

THE ANSWER KEYS

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

THE ANSWER KEYS

11. C

12. A

13. A

14. B

15. C

16. A

17. A

18. B

19. A

20. B

SURAT PERNYATAAN

بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Cahya Ramadhan
N.P.M   : 1302050253
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Using 5 E Method (Engagement, Exploration, Explanation, Elaboration, Evaluation) on the Students' Achievement in Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 26 Oktober 2017
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
EF101293070
6000
ENAM RIBU RUPIAH

Cahya Ramadhan

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum