

**THE EFFECT 5E (ENGAGE, EXPLORE, EXPLAIN, ELABORATE, AND  
EVALUATE) MODEL TO IMPROVE STUDENTS' VOCABULARY FOR  
THE TENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL  
BAHRUL ULUM MENGANTI GRESIK**

**THESIS**



**BY:**  
**QISTI FIRDA ROVILA**  
**NIM: 07432017**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF GRESIK  
2012**

**THE EFFECT 5E (ENGAGE, EXPLORE, EXPLAIN, ELABORATE, AND  
EVALUATE) MODEL TO IMPROVE STUDENTS' VOCABULARY FOR  
THE TENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL  
BAHRUL ULUM MENGANTI GRESIK**

THESIS

Presented to  
University of Muhammadiyah Gresik  
In partial fulfilment of the requirements  
for the degree of Sarjana in English Language Education

By:  
QistiFirdaRovila  
NIM. 07432017

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH GRESIK  
2012**

## APPROVAL SHEET

This thesis is to certify that the *Sarjana's* thesis of Qisti Firda Rovila has been approved by the thesis advisors for further approval by The Board of Examiner

Gresik, August 14<sup>th</sup> 2012  
Advisor I

Dr. Khoirul Anwar, M. Pd  
NIP. 197301152005011001

Gresik, August 14<sup>th</sup> 2012  
Advisor II

Rohmy Husniah, S.S., M.Pd  
NIP. 04 340 309 011

**APPROVAL SHEET**

This is to certify that the *Sarjana*'s thesis of Qisti Firda Rovila has been approved by the Board of Examiners as the requirement for the degree of *Sarjanain* English Language Education.

Gresik, August 27<sup>th</sup> 2012  
Board of examiners

Chair

Dr. YudhiArifani, M.Pd.  
NIP. 197610022005011001

Member

Dr. Khoirul Anwar, M.Pd  
NIP. 197301152005011001

Member

Rohmy Husniah, S.S.,. M.Pd  
NIP. 04 340 309 011

Acknowledged by  
Head, English Department

Approved by  
Dean, Faculty of Teacher  
Training and Education

Dr. YudhiArifani, M.Pd  
NIP. 197610022005011001

Slamet Asari, M.Pd  
NIP. 197008202005011001

## MOTTO AND DEDICATION

What is God's grace bestowed upon the human form, then no one can help it, and  
what is held by God then no one is able to release it after that,  
And God who is Mighty, and Wise.

(FAATHIR: 2)

*This thesis is dedicated to:*

*My dearest parents, my young brothers and my young sisters*

*My beloved Nur Muhammad*

*All my friends who always support me in finishing this thesis*

## ACKNOWLEDGEMENT

In the name of Allah, The Most Graceful, The Most Merciful. All praise be to Allah SWT, the lord of the universe, who always gives blessing to all creatures and guides them.

The researcher realizes that she cannot complete this thesis without the help of other. Many people have helped her during the writing of the thesis, and it would be impossible to mention all of them. She wishes, however, to give her gratitude and appreciation to the following:

1. The Dean of a Teacher Training and Education English department at University of Muhammadiyah Gresik for giving the researcher permission to write this thesis.
2. The Head of English Department of Teacher Training and Education Faculty, Yudhi Arifani, M.Pd, who was given his approval to this thesis.
3. Dr. Khoirul Anwar, M.Pd, as the first advisor, and Rohmy Husniah, S.S.,M.Pd., as the second advisor, who have given their guidance to the best result of this thesis.
4. M. Mujahidin, S.Hum. as the headmaster of SMK Bahrul Ulum Menganti Gresik, for giving permission to do this research in this school.
5. Andik Prayitno, S.Pd. as the English Teacher, for helping her during this research.
6. The students of X-AK for their participation to be the subject of this research.
7. Her dearest family: father, mother, two young brothers, and young sister who always give their support of both material and immaterial.
8. Her beloved Nur Muhammad, who always assists, encourages and motivates to finish this thesis.
9. Her beloved friends, Elistiowaty, S.Pd., and Husnul Hamidah, S.Pd., who always help and share when writing this thesis.
10. Her beloved friends in English Department '07.

Nothing is perfect in this world, and this thesis is not an exception. So, the researcher hopes and accepts gratefully for comments and suggestions. Hopefully, this thesis will be useful for the readers.

Gresik, August 2012

The writer

## ABSTRACT

Rovila, Q.F. 2012. *The Effect 5E (engage, explore, explain, elaborate, and evaluate) Model to Improve Students' Vocabulary for The Tenth Grade Students at Senior High School Bahrul Ulum Menganti Gresik*. Thesis, English Department, Faculty of Teacher Training and Education University of Muhammadiyah Gresik.

Advisor: (1). Dr. Khoirul Anwar, M.Pd (2). Rohmy Husniah, S.S.,M.Pd.

**Key Term:** Effect, 5E model, vocabulary

This study was conducted based on the consideration that 5E model has never been applied at SMK Bahrul Ulum, and the school was new established in 2008, and there is no specific subject for vocabulary in senior high school. The students have difficulty to speak English well, after the researcher interviewed the teacher.

This study is aimed to finding the significant effect of 5E (engage, explore, explain, elaborate, evaluate) model to improve vocabulary at tenth grade of senior high school SMK Bahrul Ulum Menganti Gresik. To achieve this purpose, the researcher applied quasi-experimental pre-test and post-test design.

The design of this study is quasi experiment with non randomized pre-test and post-test. In order to know the effect of 5E model, the researcher was carried out at SMK Bahrul Ulum Mnganti Gresik from April 20th 2012 to May 7th 2012. The sample was taken from best classes which have the best English score at final test in first semester of SMK Bahrul Ulum Menganti Gresik tenth grade at SMK Bahrul Ulum Mnganti Gresik. The sample consists of 30 students, X-AK consisting of 30 students which is half the experimental group and other the control group. The instrument used to collect the data is vocabulary test to get scores of students' vocabulary. Before the instrument was used, a try out was done to know the validity and reliability of the instrument. After pre-test was given, the treatment was conducted in six meetings, then the researcher held post-test to get the research data.

Based on the result of data analysis, the research showed there was a significant difference between the students' vocabulary achievement who was taught by using 5E model, it was proven from students' score in post-test scores both experimental and control group that the mean score of students in the experimental group was 80, which was higher than the control group who gained 60. The significant different shown by statistical value of sig. (2-tailed) = 0.000 was under the 0.05 level of significance. Based on these research findings, it can be concluded that 5E model has significant influence in vocabulary achievement of tenth grade students at SMK Bahrul Ulum Menganti Gresik.

Based on the research findings, two suggestions are provided. The first, the English teachers that 5E model was good method to teach vocabulary. The second, the next researchers who want to conduct research using 5E model are expected to conduct this research with different areas, level, and skills with different students' condition like students' interest, motivation or habit.

## TABLE OF CONTENTS

	Page
TITLEPAGE.....	i
APPROVAL SHEET.....	ii
MOTTO AND DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF APPENDICES.....	ix
<b>CHAPTER I INTRODUCTION</b>	
1.1. Background of the Study.....	1
1.2. Problem Statement.....	6
1.3. Hypothesis of the Study.....	7
1.4. Purpose of the Study.....	7
1.5. Significance of the Study.....	7
1.6. Scope and Limitation.....	7
1.7. Definition of Key Terms.....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1. Teaching Language.....	9
2.1.1. The Definition of Teaching.....	9
2.2. Language Learning.....	10
2.2.1. The Definition of Language Learning.....	10
2.3. Vocabulary.....	11
2.3.1. The Definition of Vocabulary.....	11
2.3.2. Vocabulary Mastery.....	14
2.3.3. Kinds of Vocabulary.....	14
2.4. Teaching Techniques.....	16
2.4.1. The Definition of Technique.....	16
2.4.2. 5E Model.....	16
2.4.3. 5E Model for English Language Teaching.....	20
<b>CHAPTER III RESEARCH METHOD</b>	
3.1. Research Design.....	21
3.2. Population and Sample.....	22
3.3. Research Instrument.....	23
3.4. Procedure of Collecting Data.....	24
3.5. Technique of Analyzing.....	28
<b>CHAPTER IV FINDING AND DISCUSSIONS</b>	
4.1. The Implementation of 5E Model.....	32
4.2. Research Finding.....	37
4.2.1. The calculation of Pre-test Scores.....	37
4.2.1.1. Homogeneity test.....	38
4.2.2. The calculation of Post-test Scores.....	39
4.2.2.1. t-test Computation on Post-test.....	39
4.3 Discussions.....	40



<b>CHAPTER V CONCLUSION AND SUGGESTIONS</b>	
5.1. Conclusion.....	43
5.2. Suggestions.....	44
5.2.1. Suggestions for English Teacher.....	44
5.2.2. Suggestions for the Students.....	44
5.2.3. Suggestions for the Next Researchers.....	45
<b>REFERENCES.....</b>	<b>46</b>
<b>APPENDICES.....</b>	<b>48</b>

**LIST OF APPENDICES**

		Page
Appendix 1	English Score Average of X Grade First Semester	48
Appendix 2	Reliability of Pre-test Vocabulary	49
Appendix 3	Reliability of Post-test Vocabulary	51
Appendix 4	Pre-test of Vocabulary	53
Appendix 5	Post-test of Vocabulary	57
Appendix 6	Pre-test and Post-test Score	61
Appendix 7	r Table (Pearson Product Moment)	62
Appendix 8	Statistic Result of Pre-test	63
Appendix 9	Statistic Result of Post-test	64
Appendix 10	Syllabus	65
Appendix 11	Lesson Plan	70
Appendix 12	Lembar Observasi Implementasi 5E model di dalam Kelas	96
Appendix 13	Surat Keterangan Telah Meneliti	97
Appendix 14	Declaration of Authorship	98