

**THE INFLUENCE OF USING 5E LEARNING CYCLE MODEL  
TOWARDS STUDENTS READING COMPREHENSION OF  
THE EIGHTH GRADE AT SMPN 5 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR 2023**

**A Thesis**

**Submitted as a Partial Fulfillment of The Requirement for S-1  
Degree**

**By :  
NADIRA IZZATI SEPTIANA  
1911040419**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY ISLAMIC RADEN INTAN  
LAMPUNG  
2024**

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**Advisor : Satria Adi Pradana, M.Pd**

**Co-Advisor : Dr. Nur Syamsiah, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY ISLAMIC RADEN INTAN  
LAMPUNG  
2024**

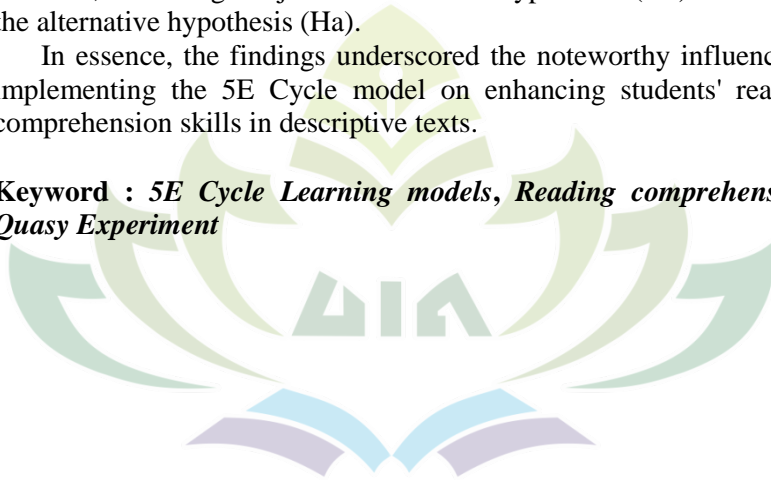
## ABSTRACT

In the realm of learning reading comprehension, students often grapple with integrating the main idea, navigating vocabulary, and extracting the essence of texts. This study aimed to gauge the impact of employing the 5E cycle model on eighth-grade students' reading comprehension of descriptive texts at SMPN 5 Bandar Lampung during the 2023/2024 academic year.

Employing a quasi-experimental design within a quantitative framework, the research utilized pre and post-tests to gather data from 61 eighth-grade students. Reading comprehension pretests and posttests served as the primary instruments for data collection. The analysis revealed a significant outcome with a calculated Sig. (pvalue) of 0.000, indicating a rejection of the null hypothesis ( $H_0$ ) in favor of the alternative hypothesis ( $H_a$ ).

In essence, the findings underscored the noteworthy influence of implementing the 5E Cycle model on enhancing students' reading comprehension skills in descriptive texts.

**Keyword : *5E Cycle Learning models, Reading comprehension, Quasy Experiment***



## DECLARATION

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This thesis is definitely my own work. I am fully responsible for the content of this thesis. Other opinions or finding included in the thesis are quoted in the thesis are cited or quoted in accordance with ethical standards.

Bandar Lampung, 15 December 2023

Declared by,



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STUDENTS READING COMPREHENSION  
OF THE EIGHTH GRADE AT SMPN 5  
BANDAR LAMPUNG IN THE ACADEMIC  
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿٢﴾

“Nun. By the pen and what they write.”(Q.S. Al-Qalam:1).<sup>1</sup>



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<sup>1</sup>*Al-Quran 3 bahasa: Arab, Indonesia, Inggris*, Depok: Al-Huda Kelompok Gem Islami),  
Al Qolam: 1, p.1219

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. The researcher would like to dedicate this thesis to;

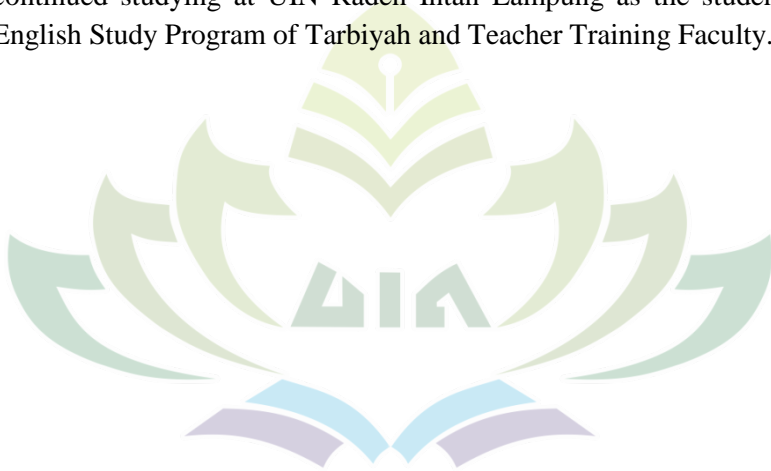
1. My beloved parents, Mr. Amarullah and Ms. Darmawati, who always pray and support me during the completion of this study. Who never stop giving affection with love and always provide endless enthusiasm and motivation. Thank you for everything you have tried for me. You are my goal to complete my studies.
2. My late father Mr. Sandikin.
3. My beloved younger sister Nabila Diva Amanda. Thank you always supported me.
4. My beloved little brother Muhammad Al-Ghazali. Thank you for cheering me up every time I went home.
5. Special thanks to Rizco Bintang Syahputra, thank you for being part in my life journey, who always accompanied me anytime and anywhere. Always making me laugh during finished this thesis and always be there for me. Thank you for support me until I finished my thesis.
6. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.



## **CURRICULUM VITAE**

Nadira Izzati Septiana was born in Bandar Lampung on September 17<sup>th</sup> 2000. She is the first child of (Alm) Mr. Sandikin and Mrs. Darmawati. She has one youngest sister named Nabila Diva Amanda and one youngest brother named Muhammad Al-Ghazali.

She began her formal school in Kindergarten Manggopoh. After that, she continued her study at SDN 3 Sawah Brebes and graduated on 2013. Then, she continued to Junior High School of SMPN 5 Bandar Lampung and finished on 2016. She continued her study in SMAN 12 Bandar Lampung and graduated on 2019. Then continued studying at UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

Praise is only for Allah SWT, The Almighty God, for the strength and incredible blessings granted so the researcher is able to finish her paper. Peace and salutation always be given to our prophet Muhammad SAW. This thesis entitled "The Influence Of Using 5E Learning Cycle Model Towards Students Reading Comprehension Of The Eight Grade At SMPN 5 Bandar Lampung In The Academic Year 2023" as a partial fulfillment of the requirement for S1-Degree in English Education Study Program, Tarbiyah and Teacher Training Faculty in University Islam Negeri Raden Intan Lampung.

During the writing this thesis, the researcher realizes that she received much assistance, suggestion and advice from the number person. Therefore, the researcher would also like to express her appreciation and sincere thanks to them especially to the following:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Mohammad Ridho Kholid, M.Pd the chairperson of English Study Program at UIN Raden Intan Lampung.
3. Satria Adi Pradana, M.Pd as the first advisor, who has giving advice, guidance, valuable comments, suggestion until the completion this thesis as well.
4. Dr. Nur Syamsiah, M.Pd as the second advisor, who has given evaluation, advice and great suggestion during the writing of this thesis.
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6. Hj. Marlana, M.Pd as the head master of SMPN 5 Bandar Lampung, who has gave me time and chance for doing research in SMPN 5 Bandar Lampung.
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8. Thank you to the students of SMPN 5 Bandar Lampung class VIII as a respondent of the research.
  9. All of the people who have taken a part in finishing this thesis which couldn't be mentioned by the researcher one by one.
- Finally, nothing is perfect and neither in this thesis. Suggestion, corrections and advice very necessary to the researcher for reader in future.

Bandar Lampung,  
The Researcher,

2023

Nadira Izzati Septiana  
1911040419



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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

As the first to understand the title of this proposal, “The Influence of using 5E Learning Cycle Model Towards Students Reading Comprehension Of The Eighth Grade At SMPN 5 Bandar Lampung in the academic year of 2022/2023” and avoid misunderstanding, the writer feels the need to explain some words which become the title the description of this title confirmation as follows : Influence is the capacity of a person or things to be a compelling force on or to have an effect. Changing how someone or something develops, behaves, or thinks..<sup>1</sup>It means influence is considered a solution constructed by giving advice or guidance to others, establishing purposes and goals, and improving quality continuously. In this research, the influence can be interpreted as the design of research that will be used to measure students' reading comprehension using 5E Learning Cycle models.

The learning cycle is a student-centered model, the learning process becomes more meaningful because it prioritizes real experience, and a student becomes active, critical, and creative. The phases of learning cycle 5E consist of engagement, exploration, explanation, elaboration, and evaluation. It means influence is considered a solution constructed by giving advice or guidance to others, establishing purposes, goals, and improving quality continuously. In this research the influence can be interpreted as the design of research that will be used to measure students' readingcomprehension by using 5E Learning Cycle models.

The learning cycle is a student centered model, the learning process becomes more meaningful because it prioritizes real experience, and a student becomes active, critical and creative.

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<sup>1</sup> J Zaaiman, *Power and Influence assessing the conceptual relationship*(journal of KOERS :Vol.14.no2.2020).

The phases of learning cycle 5E consist of engagement, exploration, explanation, elaboration, and evaluation. <sup>2</sup>*Reading comprehension* is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing. In this research, reading comprehension refers to the ability of students to comprehend the text in a reading activity. <sup>3</sup>

Based on the explanation above, this proposal will focus on knowing. The study will likely investigate how the 5E Learning Cycle model, a constructivist approach to learning, can impact students' reading comprehension. It may also explore the ways in which the 5E Learning Cycle model can help students activate their prior knowledge, overcome misconceptions, and develop critical thinking skills essential for adequate reading comprehension. This study will involve collecting and analyzing data related to students' reading comprehension before and after implementing the 5E Learning Cycle model. The study may also collect data on students' attitudes towards reading, engagement with the learning process, and other factors that could impact their reading comprehension. Overall, the study has the potential to provide valuable insights into the effectiveness of the 5E Learning Cycle model for improving students' reading comprehension in the context of an eighth-grade classroom. The findings of this study have important implications for educators and policymakers seeking to improve reading comprehension outcomes for students in similar contexts.

## B. Background of the Problem

Reading comprehension is making sense of written ideas through meaningful interpretation and interaction with language. *Reading comprehension* is a multifaceted process

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<sup>2</sup> Febrianto Putra , Ika Yunita Nurkholifah , Ani Rusilowati & Bambang Subali, *5E Learning Cycle Strategy: Increasing Conceptual Understanding And Learning Motivation* (Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi 07 (2) (2018) 171-181) URL : file:///Users/user/Downloads/5E-Learning\_Cycle\_Strategy\_Increasing\_Conceptual\_U.pdf

<sup>3</sup> Nunan, David. 2003. *Practical English language teaching*; first edition. New York, Mc graw hill.

affected by several thinking and language abilities. Comprehension does not just happen because a reader's eyes move across a print page. Understanding of written material depends on the characteristics of both the material and the reader. Therefore, teachers must choose reading materials for their students wisely. They must ensure their students have the skill necessary for decoding and understanding the materials. According to Later, reading is a physical and mental activity to reveal the meaning of written texts, while in that activity, there is a process of knowing letters. It is a physical activity because the part of the body, our eyes mainly, does it. Furthermore, it says mental activity because perception and memory as parts of thought are involved in it. He then concludes that the primary goal of reading is the process of comprehending written texts.<sup>4</sup>

Reading is essential for second or foreign-language learners in an academic context. It is a skill that must be acquired by students in order to understand reading text. Language is an essential tool to communicate with people in this era. English has become the international language that every person in the world can use.<sup>5</sup> Expressing ideas and opinions and comprehending what people say is problematic if the pupils need to understand the meaning and learn about the English aspect. However, the students in English should master four skills. One of the four skills is reading. Because reading is one of the root skills in English. Gardner & Maclyntre defined that three aspects becoming research concerns nowadays about foreign and second language teaching correlate with individual differences in learning. The first is cognitive factors, which include intelligence, language attitude, language learning strategies, and previous language learning and experience. Second, affective factors include attitudes and motivation.

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<sup>4</sup> Kifayat Khan, Wajeeha Aurangezeb & Tehsin Tahir, *Effectiveness of 5 Es learning cycle model on students learning in Physics at Secondary School level in Pakistan* (Journal Global Social Sciences Review (GSSR) Vol.1 no.1 2020) URL : [file:///Users/user/Downloads/Effectiveness\\_of\\_5\\_Es\\_Learning\\_Cycle\\_Model\\_on\\_Stu.d.pdf](file:///Users/user/Downloads/Effectiveness_of_5_Es_Learning_Cycle_Model_on_Stu.d.pdf)

<sup>5</sup>Amberg, Julie S & Vause, Deborah J. *American English:History,Structure,and Usage*.USA:Cambridge University Press (2009). P 23



Woolley suggested reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences<sup>6</sup>In line Pardo defined reading comprehension as a process in which readers construct meaning by interacting with through the combination of prior knowledge and previous experience , information in a text and stance the reader takes in relationship to the text. <sup>7</sup>In line also Pang explained that reading comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the process of deriving the meaning of one word to another in a text of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.<sup>8</sup> Moreover Wooley adds that reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. <sup>9</sup>

According to Satriani, there are factors of students' difficulties in reading comprehension among students include, students who have a limited vocabulary may struggle with reading comprehension. When they come across words, they need help understanding, and they may have difficulty understanding the text's overall meaning and lack of background knowledge: Students need prior knowledge of the subject matter to have difficulty comprehending the text. For example, suppose a student is reading an article about the history of ancient Egypt. In that case, they may struggle if they do not have any prior knowledge of Egyptian history, poor reading skills: Students who struggle with reading skills, such as decoding, fluency, and comprehension

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<sup>6</sup>Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

<sup>7</sup> Pardo. (2006). The role of context in learning to teach writing, [/http://jte.sagepub.com/content/57/4/378.full.pdf+html](http://jte.sagepub.com/content/57/4/378.full.pdf+html), 57(4), hlm.379-394 .

<sup>8</sup>Pang,S.E.(2003). *Teaching reading*. New York: The International Academy of Education, IAE.

<sup>9</sup> Woolley, G. 2011. *Reading comprehension: Assisting children with learning difficulties*. New York: Springer.

strategies, may find it challenging to comprehend what they are reading, distractions: Students who are distracted by external or internal factors, such as noise, anxiety, or fatigue, may find it challenging to concentrate on the text and comprehend it, lack of interest: If students do not find the text engaging or relevant to their interests, they may have difficulty focusing on the content and comprehending it, complex sentence structures: Texts with complex sentence structures, such as academic articles or literary works, can be challenging for students who are not familiar with these structures, lack of practice: Reading comprehension is a skill that requires practice. Students who do not read regularly may struggle with comprehension, limited reading time: if students are given insufficient time to read and comprehend the text, they may not be able to grasp its meaning, ineffective reading strategies fully: students who use ineffective reading strategies, such as reading word-by-word or failing to monitor their comprehension, may struggle with understanding the text. Language barriers: Students who are learning a second language may have difficulty comprehending texts written in that language, especially if they are not proficient in the language yet..<sup>10</sup>It means that the students' problems in reading comprehension can hamper students' understanding of reading comprehension text, so the English teachers can help students develop reading comprehension skills by providing explicit instruction in reading strategies, selecting texts that match their interests and reading level, and offering opportunities for guided and independent practice.

On the other hand, there are some problems faced by the English teacher in teaching reading comprehension. According to Yanuarti, teachers can face several challenges when it comes to teaching reading comprehension to their students. Some common problems that teachers may encounter include: Lack of time: Teachers may feel overwhelmed by the demands of the curriculum and have limited time to devote to reading

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<sup>10</sup> Estika Satriani, *Reading Comprehension Difficulties Encountered by English students of university Islam Riau*. JSHMIC. Vol.5.no.2.2018. URL : <file:///Users/user/Downloads/1885-Article%20Text-6105-1-10-20181210.pdf>

comprehension instruction. As a result, they may have to rush through lessons or not be able to provide enough opportunities for students to practice their skills, limited resources: Teachers may not have access to high-quality reading materials or instructional resources that can support reading comprehension instruction. This can make it challenging to provide engaging and meaningful reading experiences for their students, diverse student needs: Teachers may have a wide range of student needs and abilities in their classroom, which can make it challenging to differentiate instruction and provide appropriate support to all students, limited knowledge of reading models : Some teachers may not have a deep understanding of effective reading model and may not be able to provide explicit instruction or modeling of these strategies to their students, assessment challenges: It can be difficult for teachers to accurately assess student comprehension, particularly if they are relying solely on standardized tests or other traditional measures, lack of professional development opportunities: Teachers may not have access to professional development opportunities that can help them improve their reading comprehension instruction skills.<sup>11</sup> it means that the teacher also some problems in teaching and learning reading comprehension in the classroom, especially they don't have a good models in teaching reading comprehension, mostly the English teacher usually used conventional models in teaching and learning reading comprehension.

The preliminary research was conducted at SMPN 5 Bandar Lampung by interviewing an English teacher and some students about the student's reading comprehension and learning English process in the classroom. The English teacher argued that students in the eighth grade usually could not answer the question when the teacher asked about reading text, mostly they looked bewildered, and the teacher is dominant in the learning process; this can be seen from the rare interaction between the teacher and students

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<sup>11</sup> Yanuarti Apsari, *Teachers Technique and Problems in teaching reading*. Journal UPT P2M, Vol.2.no.2.2015. URL : file:///Users/user/Downloads/181-344-2-PB.pdf

during the reading learning process, then when the teacher asks students to provide conclusions from the text given, no one can answer correctly. This is due to a need for more vocabulary mastery, understanding of meaning, and main ideas from reading texts. The teacher only asks students to read the text together with reading aloud, then interpret it individually and gives them practice. This also makes students feel bored and less motivated to learn and read texts. <sup>12</sup>It was supported with the mean score of students reading comprehension test that calculated from English teacher on the below here :

**Table 1.1**  
**The Reading Comprehension test Score of the eighth grade students at SMPN 5 Bandar Lampung in the academic year of 2022/2023**

No	Class	Mean score		Totals
		$\leq 75$	$\geq 75$	
1	VIII A	16	14	30
2	VIII B	17	13	30
3	VIII C	12	13	25
4	VIII D	18	8	28
	Totals	63	48	113
	Percentage	57%	43%	100%

**Sources : Documentation from English Teacher at SMPN 5 Bandar Lampung**

Based on the table, it can be seen from the mean score of the student's reading comprehension for the standard competence scoring in English lessons must be  $\geq 75$ ; based on the scoring, it can be seen that the total students who got the lower score are higher than getting the maximum score. With a total, 63 (57%) students got  $\leq 75$ , and 48 (43%) got  $\geq 75$  scores. It can be concluded that the student's reading comprehension skills are

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<sup>12</sup> Interviewed the researcher and the English teacher at SMPN 5 Bandar Lampung on 20th January, 2023.

lower, and there are many problems that students face, such as their lack of vocabulary, still being confused in finding out the main idea, interpreting the inferences, and getting a lower motivation in reading text. It was supported by the result of interviewed students of the eighth grade; they said that in the learning process, the teacher only gives them the task, and they must be able to understand the meaning of each word by translating it with the dictionary, which makes them feel bored and needs the elaborating models in the process and learning reading comprehension.<sup>13</sup> They need to gain the capabilities in reading, especially in reading descriptive text, so they are still afraid to read anything although they have much desire in their hearts; the second one is the lack of confidence to be a model to represent good English reading. Therefore, the 5E Learning Cycle is a suitable strategy to support teaching-learning, especially in increasing students' ability to read descriptive text.

In line with the phenomenon, there are some models in the teaching and learning process that are used by the English teacher in teaching and learning reading comprehension; such as cooperative learning, Top and bottom model, interaktif model.<sup>14</sup> But, the English teacher at SMPN 5 Bandar Lampung just used the conventional method by giving the material using a textbook, explaining it in front of the class, and giving the students exercise. Conventional methods have some difficulties or weaknesses, such as emphasis on memorization: Conventional methods often focus on memorizing facts and details rather than developing critical thinking skills. Students may be taught to identify main ideas, recall details, and summarize information. However, they may need to be taught how to analyze texts or draw inferences, lack of engagement: Conventional methods may rely on dry, formulaic exercises and worksheets that can be unengaging for students. This can lead to disinterest, a lack of motivation to learn, and limited focus on context: Conventional methods may need to give

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<sup>13</sup> Interviewed the researcher and students of the eighth grade at SMPN 5 Bandar Lampung, on 20<sup>th</sup> January 2023.

<sup>14</sup> Osama Abu Baha, *Reading Models: A Review foto the cur Reni literatur*. Internasional jurnal foto english, literatur oand sosial si encer. Vol.2.no.2017.p.23

students more context to understand the material they are reading thoroughly. This can be particularly problematic when dealing with texts outside students' cultural or social experiences. One-size-fits-all approach: Conventional methods may not consider individual learning styles or needs differences. This can result in some students being left behind or needing to be challenged more. Inadequate assessment: Conventional methods may rely on standardized tests or other assessment forms that do not accurately measure students' comprehension or critical thinking skills. This can lead to misinterpretations of students' abilities and a lack of feedback to guide further learning. These weaknesses can make it difficult for students to fully develop their reading comprehension skills and reach their full potential as readers.

English teachers need a method that can improve understanding and processing as well as students' thinking power in processing English texts. One of them is the 5E learning cycle method. According to Oskay The 5E Cycle model is a constructivist approach to teaching that has several advantages for students and educators.<sup>15</sup>It means that the 5E Cycle model is designed to promote active engagement, inquiry, and critical thinking in science education. The model emphasizes the importance of student-centered learning and provides a structured framework for teachers to facilitate learning experiences that are meaningful and engaging for their students.

Here are some of the benefits of the 5E Cycle models based on Oskay are active learning: The 5E Cycle method emphasizes active learning, which means that students are encouraged to participate in the learning process through hands-on activities, experiments, and discussions. This helps students to engage more deeply with the material and retain information better. Inquiry-based learning: The 5E Cycle method is based on inquiry, which means that students are encouraged to ask questions, make observations, and draw conclusions based on evidence. This helps

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<sup>15</sup> Sen, Senol; Oskay, OzgeOzyalcin(2017)The Effects of 5E Inquiry Learning Activities on Achievement and Attitude toward Chemistry Journal of Education and Learning, v6 n1p1-9 2017

students to develop critical thinking skills and to become more independent learners. Collaborative learning also helps to create a more supportive and inclusive learning environment. This helps to ensure that students are able to master the material and achieve their learning goals. Overall, the 5E Cycle method provides a comprehensive and flexible approach to teaching that can help to engage students, promote critical thinking, and support learning for all students.<sup>16</sup>

Based on the explanation above the researcher take the titled “The Influence of using 5E Learning Cycle Model Towards Students Reading Comprehension of The Eighth Grade At SMPN 5 Bandar Lampung in the academic year of 2022/2023”

### **C. Identification and limitation of the Problem**

Based on the background of the problem, the researcher identified the problem as follows:

1. The students still need clarification to read, especially in reading descriptive text.
2. The students lack vocabulary
3. The students got a lower score in reading comprehension
4. The learning process used conventional models
5. The students needed help to interpret the main ideas of the text.

Based on identifying the problem, the limitation of the problem will be used 5E Cycle model towards students' reading comprehension in interpreting the main idea, vocabulary, inferences, Expression, grammatical features, and detail, excluding facts on the descriptive text of the eighth grade at SMPN 5 Bandar Lampung.

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<sup>16</sup> Ibid 12

#### **D. Formulation of the Problem**

Based on the limitation of the problem, the formulation of the research, is there any significance of using the 5E Cycle model towards students reading comprehension in descriptive text of the eighth grade students at SMPN 5 Bandar Lampung in the academic year 2022/2023?

#### **E. Objective of the Research**

Based on the formulation of the research, the objective of this research is to know The influence of using 5E Cycle model towards students reading comprehension in descriptive text of the eighth grade students at SMPN 5 Bandar Lampung in the academic year 2022/2023

#### **F. Significance of the Research**

At the end of this research, it is expected that the result of this research can be used as follows :

##### **1. Theoretical Contribution**

As supporting information, the “5E Cycle Model “ can be used to teach the learning process, particularly in reading.

##### **2. Practical Contribution**

###### **a. For students**

After reading this research is expected to enrich the study of English. Especially about Descriptive text by using 5E Cycle Model in the classroom

###### **b. For English Teacher**

Hopefully, this research will inspire other researchers interested in conducting research and can give them information about the Teaching and Learning Reading Skills.

###### **c. For the further researcher**

This research is expected to give new knowledge and understanding information to English teachers, especially



since they can use the 5E Cycle model to teach reading to improve students' reading comprehension.

### G. Relevance Research

There are some relevance research as follows:

1. The first was conducted by Holizah entitled "Improving students reading comprehension by using 5E Learning cycle model of tenth grade at MA Al-Qodiri Jember in 2017/2018 academic year" The aim of this research is to improve students' reading comprehension through the application of the 5E learning cycle model in class X IPA 1 MA Al-Qodiri Jember in 2017/2018 academic year. It was a classroom action research with two cycles conducted in May 2016. Each cycle is consisted of 4 phases, i.e. planning, acting, observing, and reflecting. The participants of the research are 22 students of the tenth grade of IPA 1 at MA Al-Qodiri Jember. The data was obtained from observation, and reading comprehension test. The research procedure used was the spiral method by Kemmis and Mc.Taggart. While the result of reading comprehension test cycle two was 81.5 % and the observation checklist was 78.5 %, it means that the result of cycle two shows that learning cycle 5E increased the students' reading comprehension and participation. It means, the implementation of 5E learning cycle model was successful.<sup>17</sup>
2. The second relevant research by Hasnidar entitled "Improving the students speaking skills through 5E Learning cycle model at the tenth grade students of SMAN 3 Pinrang" The research method used in this research was pre-experimental with one group design. The data was collected through pretest and posttest. It aimed to know whether 5E learning cycle model in teaching speaking can improve students' speaking skill. The population of this research consist of 280 students and the sample of the research X IS 3 that consist of 35 students. The finding revealed that 5E learning cycle model able to improve students' speaking skills; it

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<sup>17</sup>Nur Holizah, "Improving Students' Reading Comprehension by Using 5E Learning Cycle Model of Tenth Grade at MA Al-Qodiri Jember in 2017 / 2018 Academic Year .," *English language teaching* (2018).

can be seen from the students score pre-test and post-test. the mean score of the pre-test score of the class was 1.48 and the mean score of the post-test score in class was 1.98. It means that teaching-learning by using 5E learning cycle model can be improved students' speaking skills.<sup>18</sup>

3. The third relevant research by Rody entitled “ The improvement of students' conceptual understandings through the PQ4R aided the 5E learning cycle model on the topic of salts hydrolysis' '. This study was conducted to describe the improvement of students' conceptual understanding of the topic of salt hydrolysis after being taught with the PQ4R aided-5E learning cycle model. To achieve the goal, one shot study was implemented as a study design. As participants, first semester students of the chemistry education department of Tanjungpura University were selected. Data were collected through an achievement test, which comprised two indicators. The indicators used were identifying based properties of salts and determining the pH of salts solutions. The results showed that the improvements were 3.23%, 77.42%, and 19.35%, which was categorized as excellent, average, and poor, respectively. In conclusion, PQ4R aided the 5E learning cycle model successfully and improved students' conceptual understandings.<sup>19</sup>
4. Fauziah Rahmawati & Yani Achdiani, Shinta Maharani, Improving Students' Learning Outcomes Using 5E Learning Cycle Model”The implementation of online learning in grade XI quality control has constraints, in which the average learning outcomes are still gaining at a low value of 58.06 in the analysis proximate material. At the time of observation, 70% of students did not understand the topic. Some students get difficulties in discovering or constructing a solution to a problem. Thus, an

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<sup>18</sup>Hasnidar Hasnidar, Nurhamdah Nurhamdah, and Ismail Ismail, “Improving the Students' Speaking Skills Through 5E Learning Cycle Model At the Tenth Grade Students of Sma Negeri 3 Pinrang,” *Inspiring: English Education Journal* 2, no. 2 (2019): 139–135.

<sup>19</sup> Rody Putra Sartikal and Lukman Hadi, The improvement of students' conceptual understandings through the PQ4R aided the 5E learning cycle model on the topic of salts hydrolysis. (journal of Ecs Vol.2.no.3.2021. URL : <https://iopscience.iop.org/article/10.1088/1742-6596/1788/1/012036/pdf>

appropriate learning model is needed to improve student's learning outcomes. The purpose of this study was to determine the implementation of the learning cycle 5E model and discovery learning also to identify the differences in student learning outcomes between both models' performance in the materials applying fresh milk quality standards. The research was conducted using the quasi experimental (experiment classes used the learning cycle 5E model and control class used the discovery learning model). This study proved good analysis results. The application of the learning cycle 5E shows better results to the discovery learning model to improve student learning outcomes as evidenced by the fact that the average value of experiment classes is higher than that of the control class. The N-gain value of the experiment class is greater than that of the control class. Therefore, the learning cycle 5E model can improve students' learning outcomes.<sup>20</sup>

Based on the relevant research above, there are some similarities and difference between this research with that relevant studies such as the first relevant research used 5E models too but in the different skills whereas this research focus to teaching in reading comprehension subject, meanwhile the otherrelevant research used the different levels students, this research conduct on the eighth grade students of junior high school. The novelty of this study is on the reason and the skills that will be measured.

## H. Systematic of Discussion

To facilitate the preparation, this proposal is divided into three parts, namely: first, it contains the initial section or formality which includes: title page, motto page, presentation page, curriculum vitae page, introduction, table of contents,

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<sup>20</sup> Fauziah Rahmawati & Yani Achdiani, Shinta Maharani, Improving Students' Learning Outcomes Using 5E Learning Cycle Model. ASEAN Journal of Science and Engineering Education1 1(2) (2021) 97-100. URL : file:///Users/user/Downloads/33389-73725-3-PB.pdf

secondly making the core section consisting of chapter 3 among others :

Chapter I introduction, which consists of confirming the title, reasons for choosing the title, background of the problem, identification and problem definition, problem formulation, research objectives, research significance, relevant previous research studies, research methods and systematic discussion.

Chapter II contains the theoretical basis for the influence of the family environment on children's compliance in implementing school rules, the first sub-chapter is the concept of the family environment, its types, indicators and benefits, followed by the second sub-chapter on child compliance in implementing school rules and regulations.

Chapter III contains the research methods that will be used in this study, an explanation of the research design, sample, population, data collection techniques, research instruments and data analysis techniques.

Chapter IV this chapter consisted of Finding and Discussion, in This chapter the researcher Will explain about the data finding and discussion of the research.

Chapter v contains of conclusion and recommendation.



## CHAPTER II

### FRAME OF THEORY AND HYPOTHESIS

#### A. Theories

##### 1. Reading Comprehension

###### a. Definition of Reading comprehension

Comprehension is the center reading.<sup>21</sup> According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension starts from moving the words on the page to the meaning in the mind, recognize individual words using memory and knowledge of letter and sound patterns, match the resulting pronunciations with meanings, and finally connect these words into idea units.<sup>22</sup> It means a person's ability to understand context based on what is read or heard.

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.<sup>23</sup> It means that reading comprehension is a process in which the reader constructs meaning using material, information in the text and the reader's knowledge.

According to Woolley, reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words

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<sup>21</sup>Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

<sup>22</sup>Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: The Guild Press, 2008), p.5

<sup>23</sup>Paula J Clarke and Dean Chesher, *Developing reading comprehension*, (New York: The Guilford Press, 2014), p.5

or sentences<sup>24</sup>In line Pardo defined reading comprehension as a process in which readers construct meaning by interacting with through the combination of prior knowledge and previous experience , information in a text and stance the reader takes in relationship to the text.<sup>25</sup>

According to Pang, reading comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the process of deriving the meaning of one word to another in a text of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.<sup>26</sup> Moreover Woooley adds that reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>27</sup>

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text.as the Wooley said that reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

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<sup>24</sup>Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

<sup>25</sup> Pardo. (2006). The role of context in learning to teach writing, [/http://jte.sagepub.com/content/57/4/378.full.pdf+html](http://jte.sagepub.com/content/57/4/378.full.pdf+html), 57(4), hlm.379-394 .

<sup>26</sup>Pang,S.E.(2003). *Teaching reading*. New York: The International Academy of Education, IAE.

<sup>27</sup> Woolley, G. 2011. *Reading comprehension: Assisting children with learning difficulties*. New York: Springer.

## b. Aspect of Reading Comprehension

Brown classifies eight aspects of reading comprehension, namely:

1) Main idea

This reading activities aimed at finding what the main topic of reading passage is

2) Expression/idiom/phrases in context

These reading activities aimed to know the sequence, the expression idiom and phrases in context.

3) Inferences (implied detail)

These reading activities aimed at concluding the contents contained in the reading passage.

4) Grammatical features

These reading activities aimed at the students to know grammatical features in the text.

5) Detail (scanning for a specifically stated detail)

This reading activity is aimed at knowing at the discoveries that have been done by a character or to solve the problems created.

6) Excluding fact not written (unstated details)

This reading activity for the students in classifying the facts in the text.

7) Supporting ideal

8) Vocabulary in context<sup>28</sup>

Based on the explanation above it can be concluded that the students knows about main idea, expression/idiom/phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written



(unstated details), supporting ideas, and vocabulary in context.

### c. **The purpose of Reading**

There are several purposes of reading for the reader. Harmer in book entitled "How to Teach English: An Introduction the Practice of English Language Teaching" states "Reading is useful for other purposes too: any exposure to English (provided students understand it more and less) is a good thing for language students. At very least, some of language sticks in their minds as part of process of language acquisition and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Furthermore, Rivers and Temperly as cited in Nunan suggest that there are seven primer purposes for reading as follows:<sup>29</sup>

1. To get information for some purposes or because we are curious about some topics.
2. To obtain instruction on how to perform our work or daily life (e.g. knowing how an appliance works).
3. To act in a play, play a game, do puzzle.
4. To understand business letters or to keep in touch with friends by correspondence

### d. **Teaching Reading comprehension**

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understanding. Furthermore Cahyono as cited in Mahmud that teaching is the process transformation of knowledge from teacher to student in formal situation or informal situation. In addition, Pang, et.al states reading

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<sup>29</sup>Ibid., 44

divided two processes: word recognition and comprehension.

Based definition above can conclude that teaching reading is an action by teacher which has purposes especially for learners among others: to enhance reading skills and to assist learner in understanding easily. Moreover, the function teaching reading especially foreign language, such as English, for students who are not native speaker, is to make them be able to comprehend the text when they deal with the foreign language.

#### e. **Principle of Teaching Reading**

Anderson as cited in Nunan proposes teaching principle eight principles of teaching reading as follows:

- 1) Use the reader's background Reading comprehension is influenced by the background knowledge of the reader. Because active background knowledge of the reader can be improve reading comprehension.
- 2) Build a strong vocabulary base The basic vocabulary must be clear by learner and the reader of second language must be taught to use context meaning to significantly think meaning less frequent.
- 3) Teach comprehension In teaching comprehension, the reader should monitor their comprehension process have competent to discuss with the other reader and teacher about what strategies they use to comprehend

## 2. **5E learning Cycle Model**

### a. **Definition of 5E cycle**

Ground on the learning cycle, 5E model is developed by Robert Bybee the foundation of this model effect by German philosopher Freidrich Herbart. Furthermore, in this view, this model is based on the work of John Dewey and

Jean Piaget.<sup>30</sup> As a very frequently used 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 accepted model of learning and teaching evolved over the past 40 years.<sup>31</sup> Continuing, Moyer noted that influenced 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, developed a three-phase Learning Cycle that served as the central teaching / learning strategy in the newly introduced Science Curriculum Improvement Study ( SCIS ) Program. The three Phases of that learning cycle include : Exploration, Invention and Discovery. Later, Karplus referred to them as exploration, concept introduction and concept application. Although other terms have been used for the three original phases, the goals and pedagogy of the phases have remained similar. The Cycle has evolved through modification to include additional Phases such as : engage, explore, elaborate, extend and apply and is used to frame single guided discovery lessons as well as extend experiences such as chapters and units.<sup>32</sup>

A fifth, evaluation is incorporated into elementary science programmes developed by the Biological Science Curriculum Study . The 5E learning cycle model is a constructivist model which provides learning a new concept or comprehension deeply of a known concept. The 5E model targets the discovery and the association with previous knowledge of new concepts by students. With the aid of plan and applied learning – teaching activities, students form their

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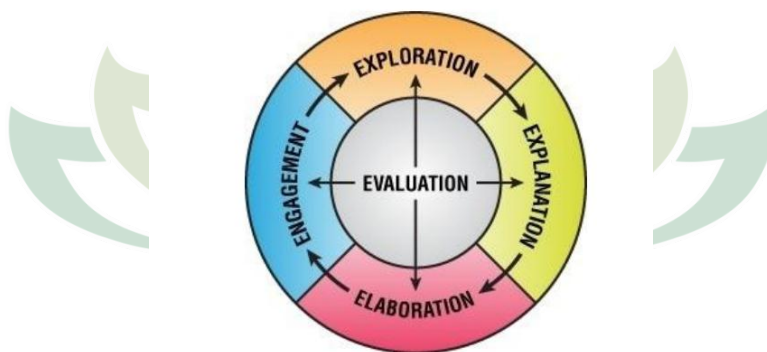
<sup>30</sup> Roberts, D.A. (2007). Handbook of research on science education. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

<sup>31</sup> Moyer Hackett, *Teaching Science as investigation modeling inquiry through learning cycle lessons* New Jersey :pearson, 2007. P.45

<sup>32</sup>Ibid., 26

own knowledge about a specific problem. The learning cycle used in this study follows Bybee's five steps of Engagement, Exploration, Elaboration, Explanation and Evaluation.<sup>33</sup>

According to Rodriguez Learning cycle 5E model has 5 stages of learning activity. It follows the paradigm of constructivism, i.e. students are considered to have initial knowledge so that it can be the basis for constructing new knowledge.<sup>34</sup> In line with Namgyel's 5E Instructional Model, science instruction is primarily student-led and inquiry based. The teacher is a facilitator, guiding the student through questions, investigations, experiences, and research. In the end, students arrive at a deep understanding of fundamental scientific concepts. Each stage of the model serves as a foundation to the next, creating a coherent model that frames lessons, activities, and units.<sup>35</sup>



**Figure 1 Phases of 5E cycle learning model**

<sup>33</sup> Utari, S., Feranie, S., Aviyanti, L., Sari, I. M., and Hasanah, L. (2013). Application of learning cycle 5e model aided Cmaptools-based media prototyp

<sup>34</sup> Rodriguez, S., Allen, K., Harron, J., and Qadri, S. A. (2019). Making and the 5E learning cycle. *The Science Teacher*, 86(5), 48-55.

<sup>35</sup> Namgyel, Tshewang; Bharaphan, Khajornsak(2017) The Development of Simulation and Game in 5E Learning Cycle to Teach Photoelectric Effect for Grade 12 Students. *Asia-Pacific Forum on Science Learning and Teaching*, v18 n2 Article 1 Dec 2017

Based on the explanation above, it can be concluded that the 5E cycle learning model emphasizes active student engagement, inquiry-based learning, and the construction of knowledge through exploration and application. It is designed to promote a deeper understanding of the subject matter and enhance critical thinking skills.

#### **b. The Procedure of using 5E cycle Models**

The description of the events that take place at each stage are shown according to Oskay below :

- 1) Engagement : Engagement is a time when the teacher is on center 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 revolves around the pre-assessment. Find out what the students already know about the topic at hand. The teacher could ask questions and have the students respond orally and/or reading.
- 2) Exploration Now the students are at the center 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 that they can use to solve the problem that was posed. In this portion of the learning cycle, the evaluation is primarily focused on process, i.e. on the students' data collection, rather than the product of the students' data collection.
- 3) 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 or 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 collected, plus what they already knew to come up with new ideas ? Using questions, the teacher can assess the students’ comprehension of the new vocabulary and new concepts.

- 4) 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 learned. The problem includes both examples and nonexamples.
- 5) In the 5E learning cycle model, students find an opportunity to evaluate their understanding. In addition, feedback on the adequacy of students' explanations should be provided by the teacher. The evaluation that occurs during elaboration is what teachers usually think of as evaluation. Sometimes teachers equate evaluation with “ the test at the end of the chapter”. When teachers have the students do the application problem as part of elaboration, these application problems are “ the test”.<sup>36</sup>

Each phase structured in the 5E learning cycle model has a positive benefit for students as it indicates a learning that focuses on student-centered. It will make the teaching and learning process more meaningful. From the explanation above, the objective of this research is to know how the use of the 5E learning cycle model can influence the students’ reading comprehension.

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<sup>36</sup>Ibid., 39

### c. Advantages of 5E Learning Cycle

This learning model has many advantages that are made clear below:<sup>37</sup>

- 1) Students-centered 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 obtained.
- 5) Form students more active, critical and creative
- 6) The students easier to understand because this model have 5 phase, they are Engagement, Exploration, Explanation, Elaboration and Evaluation.

### d. The Disadvantages of 5E Learning Cycle

As for the disadvantages to applying of this model that should always be anticipated as follows:<sup>38</sup>

- 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 moreplanning and organization.
- 4) Requires time and effort more in planning and implementing learning.

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<sup>37</sup> Sen, Senol; Oskay, OzgeOzyalcin(2017)The Effects of 5E Inquiry Learning Activities on Achievement and Attitude toward Chemistry Journal of Education and Learning, v6 n1p1-9 2017

<sup>38</sup> Sen, Senol; Oskay, OzgeOzyalcin(2017)The Effects of 5E Inquiry Learning Activities on Achievement and Attitude toward Chemistry Journal of Education and Learning, v6 n1p1-9 2017

### e. Procedure of 5E Cycle model in teaching Reading Comprehension

Based on the Holizah the procedure of using 5E Cycle model in teaching reading comprehension as follows :

- 1) Engage: Begin by engaging students' interest and activating their prior knowledge related to the reading topic. This can be done through a short discussion, a related video, or a thought-provoking question. The goal is to spark curiosity and make connections to the reading material.
- 2) Explore: Provide students with the reading material and guide them through an exploration of the text. Encourage them to read independently or in small groups, highlight or underline important information, and discuss their initial thoughts and questions about the text. Allow time for students to explore the text and gather information.
- 3) Explain: Facilitate a whole-class or small-group discussion to explain key concepts, vocabulary, and comprehension strategies related to the reading material. Help students make connections between their prior knowledge and the information in the text.
- 4) Provide explanations and clarifications as needed to support comprehension. Elaborate: Engage students in activities that deepen their understanding of the reading material. This can include analyzing the text through discussions, answering comprehension questions, engaging in critical thinking exercises, or completing extension activities related to the topic. Encourage students to apply what they have learned and make connections to real-life situations.



- 5) Evaluate: Assess students' reading comprehension and learning outcomes through various means. This can involve formative assessments, such as quizzes, discussions, or written reflections, to gauge their understanding of the text. Provide feedback to students to support their growth and address any misconceptions.<sup>39</sup>

### 3. Cooperative Learning Models

#### a. Definition of Cooperative Learning Models

According to Johnson and Johnson, cooperative learning is that which involves students working together to accomplish common goals. According to Slavin, Cooperative Learning is a humanistic approach that encourages social interactions. Kagan maintains that cooperative learning methods have particular elements that include the —division of the whole class into small teams of three to five students each, who were positively interdependent upon one another by the systematic application of principles of reward or task structure.<sup>40</sup> Cooperative Learning is a successful teaching strategy in which small teams use a variety of learning activities to improve their understanding.<sup>41</sup> Cooperative learning is a method in which children work in small groups to help one another learn.<sup>42</sup> Cooperative learning is a powerful approach to learning because it is both an effective pedagogy and a compelling philosophy and worldview, through teacher education programs. We can provide professional training that educates teachers both to

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<sup>39</sup> Nur Holizah, *improving Students Reading comprehension by using 5E Learning cycle model of the tenth grade at ma aL Qodiri Jember in 2017 academic year*. Journal of UIN Jember.vol.1.no.2.2018.

<sup>40</sup> Mary Ransdell, *Using Cooperative Learning in Elementary Science Classroom*, p.24.Pdf

<sup>41</sup> Robinson, [http:// edtech,Kenresaw.edu/intech/ Cooperative learning,html](http://edtech,Kenresaw.edu/intech/Cooperative%20learning.html)

<sup>42</sup> Robert E Slavin, *Cooperative learning Success for all,and Evidence-Based Reform in Education*,p.151,2008

effectively implement cooperative learning in their classrooms and to develop a more reflective consciousness about cooperation as an idea and value and its application to schools and society.<sup>43</sup>

Arends defines cooperative learning as a teaching approach in which students are encouraged and expected to complete the assigned tasks together, and they have to coordinate their efforts in order to accomplish the tasks. In addition, in a cooperative learning classroom, two or more students are interdependent to achieve the reward they will share if they succeed as a group. The students in each group are mixed in ability level, race, culture, and gender.<sup>44</sup>

Based on the explanation it can be concluded that Cooperative learning is an instructional approach where students work together in small groups to achieve a common goal or complete a task. In cooperative learning, students actively participate in their own learning process and collaborate with their peers to accomplish shared objectives.

#### **b. Elements of Cooperative learning models**

According to the Johnson and Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

- 1) Positive interdependence, team numbers are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

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<sup>43</sup> Elizabeth G. Cohen Caleste M Brody, Mara Shevin, Teaching Cooperative Learning: The Challenge for Teacher Education.p.47, 2004

<sup>44</sup> Richard I .Arends, Learning To Teach, McGraw hill companies:New York 2008.

- 2) Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
- 3) Face to face promotive interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
- 4) Appropriate use of collaborative skills, students are encouraged and helped to develop and practice trust- building, leadership, decision-making, communication, and conflict management skills.
- 5) Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.<sup>45</sup>

### **c. The Procedure of Cooperative learning in the classroom**

Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and those of others.<sup>46</sup>

- 1) Provide a safe environment where pupils feel able to respond in groups or with the whole class, without fear of ridicule, i.e. ‘\_No put downs!’ This is the fundamental ethos of the classroom necessary for cooperative learning to take place.

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<sup>45</sup> Richard M Felder and Rebecca Brent, Cooperative Learning,p.2,Department of Chemical Engineering.N,C,StateUniversity,Releigh,NC

<sup>46</sup> Ibid 23

- 2) Random reporting to the class of the group's contribution, through the use of a structure such as *'numbered heads'*. Here members of a group are given a number and then the teacher calls out a number when groups are ready to report, and that person has to speak for the group. Groups are not aware of which number will be called and therefore have to be sure that everyone is ready to respond.
- 3) Ask group members to explain their group's work to a member of another group.
- 4) Ask pupils to sign their work and include a code for *'completed'* or *'best work'* to foster a sense of pride in their own achievements.
- 5) Use of group marks where the individual scores are aggregated and these group marks are made public. This can still give a sense of personal responsibility to do well to support the group score.

#### **d. The Advantages and Disadvantages of Cooperative learning**

The advantages of cooperative learning models as follows :<sup>47</sup>

- 1) Positive interdependence
- 2) The recognition of individual differences in response
- 3) Students are involved in planning and classroom management
- 4) Establishment of a warm and friendly relationship between students and teachers.

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<sup>47</sup> Lihayatull Dzaahra (2019), *The Influence of using Cooperative learning models in reading comprehension*. Undergraduate thesis IAIN Tulung Agung.

- 5) It has many opportunities to express the experience of pleasant emotions

In line with the advantages, there are some disadvantages of cooperative learning models as follows :

- 1) To make the students understand this method needs much time. So, the improvement of high-achievers was hampered because of low achievers.
- 2) Because it is not understood by the students, sometimes the goal of this method is unsuccessful.
- 3) The application of this method is repeatedly in order to the understanding of students maximally.
- 4) Although this method is based on the result of group work, the teacher also must give individual assessment.
- 5) The students are not only taught to group work, but also how to build the self confident

#### **4. Text**

##### **a. Definition of Text**

Siahaan and Shinoda stated that a text is a meaningful language in a context, it is both a spoken and written text.<sup>48</sup> Therefore text is a writing form or result of the writer's result. Write text is any meaningful writing text. The writer assumes that text is some sentences in written text and the readers can get information from the text.

##### **b. Kinds of text**

Text is when these words are put together to communicate a meaning, a piece of text is created. Pardiyono said that there are 9 kinds of text that must be taught by students.

- 1) Descriptive text

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<sup>48</sup>Sanggam Siahaan And Kosno Shinoda, Generic Structure Text (Yogyakarta: Graha Ilmu, 2008), P.1

Descriptive is the type of text that describes an object.

2) Recount text

Recount text is the type of text about information in the past event.

3) Narrative text

Narrative text is the type of text about a problematic story that has a climax and document as a solution at the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

4) Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

5) Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

6) Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

7) Exposition text

Exposition text is the type of text about an argument or opinion of someone to perceive the problem.

8) Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

9) News item

News item is the type of text about events of the day which are considered newsworthy or important.<sup>49</sup>

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<sup>49</sup>Pardiyono, Aku Pasti Bisa:the Art of Teaching, (Yogyakarta: Andi Publisher, 2010), p.27-38

Based on the explanation above this research focuses on measuring students reading comprehension in descriptive text, or the context of this study is measuring the students reading comprehension in the text. It is learned by the 8<sup>th</sup> students based on the syllabus.

## 5. Descriptive Text

### a. Definition of Descriptive Text

Descriptive is a type of written text with a particular purpose to define an object such as human or non human. Descriptive text clarified about a person, item, and position in a special way. Zemach and Rumisek added that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.<sup>50</sup>

As explained by Oshima and Hogue that descriptive writing appeals to the senses, it tells how something looks, feels, smells, tastes, and sounds.<sup>51</sup> A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It suggests that descriptive writing depends on colorful language to bring a subject to life. Descriptive text is a text that gives information about a particular person, place, and thing. Gerot et al in Mursyid stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others.<sup>52</sup> The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point about descriptive text is to give

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<sup>50</sup>Zemach, and Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Mc.Milan Publisher Ltd, 2005), p.25

<sup>51</sup>Oshima, A., and Hogue, A., *Introduction to Academic Writing (3 rd Edition)*, (New York: Pearson Education, Inc, 2007), p.61

<sup>52</sup>M Mursyid PW, *English Learning Handout*, Available at <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> (accessed on november 30<sup>th</sup>,2020). p.4

a description of something in particular in order to help the people perceive it through words.

The conclusion from the explanation above, descriptive text is a written English text in which describes the characteristics of something, it can be a person, a place or thing. Besides that, descriptive text explains how someone looks or feels using the general information and specific information.

### **b. Generic Structure of Descriptive Text**

Descriptive text has structures, Gerot and Wignell in Mursyid said that the generic structures of descriptive text are identification and description:

#### **1) Identification**

The aim of identification is to identify the phenomena that are to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the reader what to describe in the next paragraph. It also can be in the form of a definition.

#### **2) Description**

The function of description is to describe part, qualities, and characteristics. In this part, the writer explains about the subject in detail.<sup>53</sup> It used to support identification.

Finally, it can be concluded that descriptive text is a written English text in which describing about a person, place, or thing with detail. Besides that, descriptive text explains how someone looks and feels using the general information and specific information. It means that descriptive text is a paragraph arrangement that consists of generic

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<sup>53</sup>*Ibid.p.4*



structures that can make a good written and good arrangement.

### c. The Language Feature of Descriptive Text

The significant grammatical featured in descriptive text are:

- 1) Focus on specific participant ( my English teacher, tia's cat, etc)
- 2) Use of simple present tense.
- 3) Verb of being and having “relational process” ( my dad really cool, he has short black hair)
- 4) Use descriptive adjectives (strong legs, white clothes).
- 5) Use detailed noun phrase to give information about the subject (very beautiful scenery, a sweet young lady)
- 6) Use of action verb “material processes” ( it eats grass, it runs fast)
- 7) Use of adverbial to give additional information about behavior (fast, at yard).

The example of descriptive text:

Descriptive of Person

#### **Taylor Swift**

Her full name is Taylor Alison Swift. Her nickname is swift or sometimes Taylor. She is American. She was born on 13 December 1989 in Pennsylvania, USA. She is an American singer – songwriter. (*Identification*)

Taylor swift is 165 cm tall. She has an oval face, long and blonde hair, and white skin. Her face looks friendly and beautiful. She always smiles whenever she sings. Taylor's hobby is playing guitar. (*Description*).

(Sources : *Sekolahoke.com*)

## 6. Concept of Reading Comprehension in Descriptive text

Comprehension is very important in the reading process. It is because comprehension is the center of reading.<sup>54</sup> It means that the purpose of reading is to comprehend the text. Karen states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.<sup>55</sup> It means that reading comprehension is a complex process to interpret the meaning from the written text. According to Brown, there are some aspects of reading that is used in measuring students' reading comprehension ability.<sup>56</sup> They are: main idea, Expression /idiom/phrase/ in context, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

Descriptive is a type of written text with a particular purpose to define an object such as human or non human. Descriptive text clarified about a person, item, and position in a special way. Based on the explanation above, the reader can conclude that reading comprehension in descriptive text is the process to getting the message of the description that tells at the time including the main idea, Expression /idiom/phrase/ in context, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

### B. Frame of Thinking

In the teaching learning process the teacher needs a model to make students easy to understand. To solve the students problem in terms of reading, because based on the preliminary research

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<sup>54</sup> Karen Tankersley . *The Thread of Reading : Strategies for Literacy DEVELOPMENT* . 9Virginia : Library of Congress Cataloging in Publication Data . 2003)

<sup>55</sup> Karen R Haris and Graham Steve , *Teacing Reading Comperehension o students with learning difficulties* ( New York : The Guilford. 2007)

<sup>56</sup> Douglas Brown , *Language Assessment Principles and Classroom Practice* ( San Fransisco: Pearson Education Longman . 2004)

that had been conducted at SMPN 5 Bandar Lampung. The researcher found were difficult to understand the meaning of the text, difficult to find out the main idea of the text, and sometimes the students also difficult to interpreting the inference of the text. Based on the troubles the teacher need a new models in teaching and learning reading comprehension by using the 5E learning cycle. the 5E learning cycle can be used to study a wide range of subject areas, as long as the question or issue being investigated lends itself to broad inquiry. In order to motivate the class to participate and ensure student learning, teachers must design the problem around curricular expectations and students' interest. It is critical that the teacher has a firm grasp of the subject matter being investigated.

To frame your thinking about using 5E Learning Cycle for developing 5E Learning cycle models for reading comprehension, consider the following steps:

- engaged, Start by capturing the learners' interest and prior knowledge. Introduce the topic of reading comprehension and the Cicalengka model in a way that piques their curiosity. Perhaps use a real-world scenario or story to engage them. The secondong is allow learners to explore the concept of 5E Cycle model models and their relevance to reading comprehension. Provide resources, examples, or interactive activities that enable them to investigate the model's components and how it relates to comprehension. After that provide clear explanations of the Cicalengka model and its application to reading comprehension. Break down the model into its key elements, such as context, information retrieval, and reasoning. Use visuals, diagrams, or demonstrations to enhance understanding. Encourage learners to dive deeper into the topic. Provide opportunities for them to practice applying the Cicalengka model to various reading materials. Offer challenging comprehension tasks and guide them in using the model to analyze and understand texts effectively. The last step is assess learners' comprehension and their ability to apply the 5E Cycle model. Use quizzes, discussions, or written assignments to evaluate their progress. Provide constructive feedback and address

any misconceptions or difficulties they may have encountered. Throughout this process, it's essential to adapt your teaching methods to the learners' needs and provide support and guidance as they develop their reading comprehension skills using the 5E Cycle model. Remember that the 5E Learning Cycle is a flexible framework that can be tailored to the specific context and learners you are working with.

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. After introducing the topic, the teacher must allow students to discuss and formulate their own questions. Students can take ownership of the raise and eventually research. The success of teaching 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 influenced by strateg model and how to use it. Therefore, this study is conducted to find out the effect of using the 5E learning cycle model on the students' achievement in reading descriptive text.

### **C. Hypothesis**

Based on the explanation above, the hypothesis are formulated as follows :

Ha : there is significance influence of using 5E Cycle model towards students reading comprehension in descriptive text of the eighth grade students at SMPN 5 Bandar Lampung in the academic year 2022/2023

H0 : There is no significance influence of using 5E Cycle model towards students reading comprehension in descriptive text of the eighth grade students at SMPN 5 Bandar Lampung in the academic year 2022/2023



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