Improving Students' Reading Comprehension by Using 5E Learning Cycle Model of Tenth Grade at MA Al-Qodiri Jember in 2017/2018 Academic Year.

Nur Holizah
Muhammadiyah University of Jember
Alishza96@gmail.com

Abstract

The aim of this research is to improve students' reading comprehension through the aplication 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.

Key Words: Learning Outcomes, Student's Participation, *Constructivist Approach*

Introduction

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow in Kasdi and Auzar, 2016:180). Reading is not only needed as the way to communicate by using the text, but it is also used in the examination in the school. Many English teachers are not aware that the questions about reading are the most appropriate in the examination.

Meanwhile, the purpose of reading comprehension is to get an understanding of the text rather than to acquire meaning from individual words or sentences (Gilakjani, 2016:230). It means, reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader to comprehend the text.

Based on a preliminary observation in MA Al-Qodiri Jember, it was found that the students had some problems in reading comprehension especially when they learn a foreign language. First, the students tended to be passive when they read the text. Sometimes, they got difficulty on how to analyze the text and state the important information. Second, the students have to spend so much time to understand the text. They did not understand the meaning of the text unless they open their dictionary. Third, the students' motivation was very

low in learning English. English class seems terrifying for them, this might be caused by the teachers that use a common strategy as like natural teaching strategy which makes them feel bored and got difficulty in understanding the text.

It should be thought and found which strategy is appropriate to solve the students' difficulty in reading comprehension. There are some strategies which can improve students' reading comprehension, but not all the strategies are appropriate for the students' need. One of the strategies that 5E (engagement, exploration, explanation, elaboration, and evaluation) learning cycle model, this learning cycle model may be appropriate and can improve their motivation in reading comprehension and easy to understand the meaning of the text.

5E learning model has a positive effect on cognitive learning stages such as interpretation, analysis and evaluation, and it has been assumed by several studies (Saka et al., in Ulaş et al., 2012:392).

Like other learning strategies, 5E learning cycle model also has its own procedure to apply in the teaching and learning process (Bybee, 2015:72)as follows:

1. Engagement

In engagement, The teacher accesses the students' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge.

2. Exploration

Exploration experiences provide students with a common base of activities within which current concepts of understanding the text, processes, and skills

areidentified and conceptual change is facilitated. In this phase, after reading, students is given a apportunity to explore the whole text till they find the main idea, the supporting idea and so on, while the teacher guides them.

3. Explanation

The explanation phase, Students explain their understanding of the information which the have got in the text. An explanation from the teacher may guide them toward a deeper understanding, which is a critical part of this phase.

4. Elaboration

This phase challenges and extends students'conceptual understanding and allows broader opportunities for students to discuss in a small group and share their knowledge and concept.

5. Evaluation

The last phase encourages students to assess their understanding and abilites and provides opportunities for teachers to evaluate the students progress toward the performance expectation.

Each phase structured in 5E learning cycle model has a positive benefit for students as it indicates a learning that focus 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 5E learning cycle model can improve the students' reading comprehension and participation of tenth grade at MA Al-Qodiri Jember in academic year 2017/2018. By the implementing of 5E learning cycle model, it could help the students to comprehend the text, explain, and interpret the meaning of the text they read, especially in monologue text

"narrative text" which become the material of the research.

Based on the research background and the theory, this study identify the question of the promblems which is formulated as follow:
- How can the use of 5E learning cycle model improve the students' reading comprehension?
- How can the use of 5E learning cycle model improve the students' participation in teaching and learning process?

Research Method

This study uses Classroom Action Research (CAR). This research wants to know if the 5E learning cycle model can improve the reading comprehension of tenth grade at senior high school.

Classroom action research is also like a reflection, where a reflection is a process to look back and think of what is done, has already achieved the goal or not, indeed by reflection we can give a critical and look for another way to make changes. Based on Arikunto (2010:129) says that action research is one of the problem-solving strategies that utilizes a real action in the form of innovative"try-out" in detecting and solving problems. Arikunto also added that the characteristic of classroom action reserach is the participation and collaboration between the researcher and the target of member.

The subject of this research are the tenth Grade at senior high school of MA Al-Qodiri Jember in academic year of 2017/2018. It consist of 22 female students. There are four classes of tenth grade, but X IPA 1 is the selected class for being the

subject in this research because this class has a problem in reading comprehension.

The instrument of this research used reading comprehension test and observation checklist. While the data were got from; First, validity of the test which is based on the design of curriculum 2013 and the test represented all items that should be measured like word, sentences, paragraph, and text comprehension. Second, reliability of the test. Third, Difficulty Level. Fourth is discriminating Power.

Result and Discussion

The average result of the observation checklist in cycle one was 59% of students were active in the class and 41% of students were passive in the class. It means, the students were showing their active participation in joining the reading class by implementing the 5E learning cycle model was still not achieved yet.

On the other hand, The reading comprehension test in cycle one was conducted in the last cycle after the action. In this research, cycle one was considered to be successful if 75% the total students achieved the target score which is accordance to KKM that is 75 based on the result of reading comprehension test in cycle one, the table 1. is the result of reading comprehension:

Table 1. The Result of Reading Comprehension Test Cycle 1

The Total Number of Students	Standard of Minimum Requirement of Curriculum	
	≤ 75	≥ 75
22	10	12
Average	45.5%	54.5%

The result of reading comprehension in cycle one is 54.5%. It means, the requirement of the target score in this research had not been achieved yet. Thus, the research should continue to second cycle.

In the cycle two, the average result of the observation checklist in cycle two was 78.5% of students were active in the class and 21.5% were passive in the class. It means, the result of the criteria of success that 75% of them who scored ≥ 75 as the standard requirement of curriculum that 75 cycle two was achieved the target.

In addition, The reading comprehension test in cycle two was conducted in the last cycle after the action. In this research, cycle two was considered to be successful as the first cycle that is 75% of the total students achieved the target score which is in accordance with KKM that is 75. Table 2. is the result of reading comprehension.

Table 2. The Result of Reading Comprehension Test Cycle 2

The Total Number of Students	Standard Minimum Requirement of Curriculum	
	≤ 75	≥ 75
22	4	18
Average	18.5%	81.5%

Based on the result, in the first cycle some of students were showing their passive participation and their reading comprehension test was not achieved yet. While in the second cycle, the students were showing their active participation in joining the reading class by applying 5E learning cycle model. The different precentages between cycle one and two can be seen in the figure:
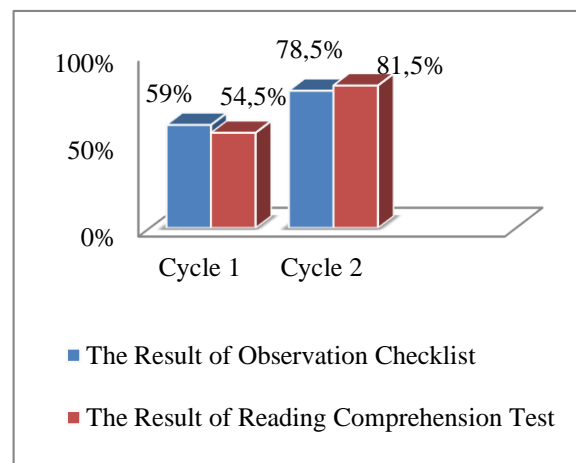

Figure 1. The Average Score between Cycle One and Two

It could be said that the implementation of 5E learning cycle model in reading comprehension of cycle two was on target and this learning cycle model was successful to improve not only the students' reading comprehension but also students' participation in the teaching and learning process at the tenth grade of IPA 1 MA Al-Qodiri Jember.

The purpose of this research is to improve the students reading comprehension by applying the 5E learning cycle model in the teaching and learning process especially in the tenth grade of MA Al-Qodiri Jember. In the first cycle, there are two kinds of data got by the researcher such as the data of the students' participation during the implementation of 5E learning cycle model in the teaching and learning process and the students' reading comprehension score. It was found that the percentage requirement of reading comprehension and observation checklist in cycle one were not achieved. In this case, the result of reading comprehension cycle one and the observation checklist showed that the score was below the expectations. The percentage of the students' reading comprehension was only 54,5 % and the

percentage of the students who showed their active participation was only 59 %, those result of the cycle one was not achieved yet. Thus, the teacher investigated the cause of this matter.

The result of investigations showed that they were passive during the teaching and learning process thus they got difficulty in identifying the story and the important information of the text. It was caused by the teacher's instruction that just gave them a text and engaged their interest without a picture on it. According to Nurhuda et, al. (2016:220) who says that the implementation of teaching model 'learning cycle 5E' also found weaknesses one of them it may be caused by the students who were not interested to learn or to the teacher explanation. It means that they were not interested to learn because of the teacher' explanation which seems boring for them.

Therefore, in the cycle two the teacher conducted some revisions to the material given and the activities in the acting during the teaching and learning process especially in teaching reading comprehension by using 5E learning cycle model. There were some of the students' were passive in the class, they did not pay attention to the teacher's explanation. Thus, in cycle two the teacher engaged and grown the students' interest well to build their background knowledge of the text by giving a picture on the story given. This factor made the students paid more attention to the story given they could be easy to comprehend and indentify the important information of the text well and made them active in the class by which they gave better responses.

On the other hand, the students' active involvement in the cycle two is improved from cycle one. Meanwhile, the result of reflection of the teaching and learning process in terms of the students' participation showed that the students' active participation during the teaching and learning process is improved from the first cycle to the second cycle. It was caused by the teacher who gave better instructions in every steps, Thus the students gave better responses to the implementation of 5E learning cycle model. It was supported by Noviantary (2015:169) who says that related to the criteria of group discussion of the students, generally, the responses of the students to the implementation of 5E learning cycle model is positive.

Related to this research, the hypothesis in the chapter II " Improving the Students' Reading Comprehension by Using 5E learning Cycle Model of Tenth Grade at MA Al-Qodiri Jember in 2017/2018 Academic Year" which was proved by the result of the second cycle is successful.

Conclusion

Based on the result, the researcher concludes that the use of 5E learning cycle model in the teaching and learning process especially in narrative text can improve the students' reading comprehension and participation especially in the tenth grade at MA Al-Qodiri Jember.

It needed other stratgies to use the time allocated effectively in applying this 5E learning cycle model in each phases to make effective. The students also can showed their ability to solve the problem in the teaching and learning process especially in learning reading comprehension by discussing and sharing the knowledge with their friend in a group.

REFERENCES

Arikunto, Suharsimi. (2010). *Prosedur Penelitian; Suatu Pendekatan Praktik*. Jakarta: Perpustakaan Nasional RI. Rineka Cipta.

Bybee, W. Rodger. (2015). *The BSCS 5E Learning Cycle Model: Creating Teachable Moment*. United States of America: National Science Teachers Association Press.

Gilakjani, Abbas Pourhosein. (2016). *How Can Students Improve Their Reading Comprehension Skill?* Unnpublish Thesis. Lahijan. Islamic Azad University. Iran. Thesis. Vol.6.

Kasdi, Jonri & Auzar, Muhammad. (2016). The Effect of Using Fishbowl Strategy on Students' Reading Comprehension.Universitas Islam Negeri: Riau. Thesis. Vol.19.

Nurhuda, Hari. et al. (2016). The Implementation of Learning Cycle 5E Model to Improve Student Active Participation for X-3 Class Senior High School State Gondangrejo Karanganyar Academic Year 2015/2016. Online: Accessed on June, 29, 2018. *Proceeding Biology Education Conference*.: 215-224. https://media.neliti.com/media/publications.174065-ID-penerapan-model-pembelajaran-leraning-cy.pdf.

Noviantary, Putu Suarniti. (2015). Penerapan Model Pembelajaran Learning Cycle "5E" Berbantuan LKS Terstruktur untuk Meningkatkan Kemampuan Penalaran dan Komunikasi Matematika. Universitas Mahasaraswati Denpasar: Bali. *Jurnal Santiaji Pendidikan*. Vol. 5. 158-170.

Ulas, A. Halim. et al. (2012). The Effect of Worksheets Based Upon 5E Learning Cycle Model on Student Success in Teaching of Adjectives as Grammatical Components. *Procedia: Social and Behavioral Science.* (12) 391-398. Doi:10.1016/j.sbspro.2011.12.07