IMPROVING STUDENTS' READING COMPREHENSION TROUGH

CYCLE 5E (C5E) METHOD AT SMP NEGERI 8 SELAYAR

A THESIS

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2024

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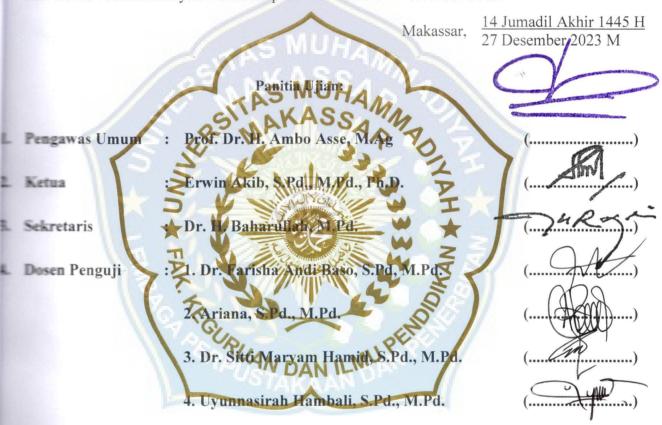NBM. 860 934   NBM. 977 807

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v

MOTTO AND DEDICATION

MOTTO

"Mungkin di dunia ini tidak ada yang terjadi secara kebetulan, sebab semuanya

terjadi karna suatu alasan"

Silvers Rayleigh (One Piece)

DEDICATION

I dedicate this thesis to my parents, my extended family and my friends,

thank you very much and a big respect for your help and prayers that

support me to complete my thesis.

ABSTRACT

MUH.ZULFIKRI ASLAN, 2023.Using the Learning cycle 5e(C5e) method to improve students' Reading Comprehension in SMP Negeri 8 Selayar (pre-Evaluation Research in Class VIII SMP Negeri 8 Selayar), thesis Law English Language Education Faculty of Teacher Training and Science Education Muhammadiyah University of Makassar. Hosted by Farisha Andi Baso and Firman.

The objective of this study was to improve literal reading comprehension second graders through the application of the 5e cycle learning method (C5E), focusing on the main idea, analysis of educational details. This study uses quantitative research approaches, particularly using different pre-evaluation design of three stages: pre-test, treatment, treatment, and post-test. Research using essay test as instrument research. Research findings show that the application of learning methods Learning cycle 5e (C5e) has a significant impact on learning assessment of student performance in literal reading comprehension, especially in identify the main idea, supporting details. Score pre-test and post-test tests were conducted in the third region. Score the pre-test average for the main idea assessment was 25, which increased to 26 on the post-test. Similarly, the pre-Test average score for gain in detail understanding was 37,14, which increased to 38 in post-test. Finally, the pre-Test average score. The outstanding students display statistical significance of the test, which is demonstrated by a T-test score of 2,169. Analysis of understanding t-test values for all variables and indicators generate corresponding t-table values. Findings demonstrate important involvement in empowering students in learning read after their instructions on using contacts and methods learning cycles 52 (C5e). Thus, it can be concluded that alternative hypothesis (H1) is accepted based on statistical evidence, while the null hypothesis (HO) rejected.

Keywords: learning cycle method 5E (C5E), Reading Comprehension, Main Idea, Supporting Details.

ABSTRAK

Muh. Zulfikri Aslan. 2023. Penggunaan Metode Learning Cycle 5e(C5e) untuk Meningkatkan Pemahaman Membaca siswa di SMP Negeri 8 Selayar (Penelitian Pra Evaluasi di Kelas VIII SMP Negeri 8 Selayar), Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Farisha Andi Baso dan Firman.

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca literal siswa kelas dua melalui penerapan metode pembelajaran siklus 5e (C5E), dengan fokus pada gagasan utama, analisis rincian pendidikan. Penelitian ini menggunakan pendekatan penelitian kuantitatif, khususnya menggunakan desain pra-evaluasi berbeda yang terdiri dari tiga tahap: pre-test, treatment, treatment, dan post-test. Penelitian menggunakan tes essay sebagai instrumen penelitian. Temuan penelitian menunjukkan bahwa penerapan metode pembelajaran Learning cycle 5e (C5e) mempunyai dampak yang signifikan terhadap penilaian pembelajaran terhadap kinerja siswa dalam pemahaman membaca literal, terutama dalam mengidentifikasi gagasan utama, rincian pendukung. Skor tes pre-test dan post-test dilakukan pada ketiga wilayah tersebut. Skor rata-rata pre-test penilaian gagasan pokok adalah 25, meningkat menjadi 26 pada post-test. Demikian pula, skor rata-rata pra-tes untuk peningkatan pemahaman detail adalah 37,14 meningkat menjadi 38 pada pasca. Terakhir, skor rata-rata pra-Tes. Siswa berprestasi menunjukkan signifikansi statistik dari tes tersebut, yang ditunjukkan oleh skor uji-t sebesar 2.169. Analisis pemahaman nilai uji t seluruh variabel dan indikator menghasilkan nilai t tabel yang sesuai. Temuan menunjukkan keterlibatan penting dalam memberdayakan siswa dalam pembelajaran membaca setelah instruksi mereka tentang penggunaan kontak dan metode siklus pembelajaran 52 (C5e). Dengan demikian, dapat disimpulkan bahwa hipotesis alternatif (H1) diterima berdasarkan bukti statistik, sedangkan hipotesis nol (HO) ditolak.

Kata Kunci: Pemahaman Membaca, Metode Leraning Cycle 5E, Teks Descriptive, gagasan utama, detail pendukung.

ACKNOWLEDGMENT

Bismillahirrahmanirrahim. All praise to Allah SWT. which is very sincerely expressed by the researcher for all the abundance of grace, blessing, kindness, and guidance, so that the researcher can compose and complete thesis assignments properly in a timely manner as one of the requirements to complete his studies at Universitas Muhammadiyah Makassar. Shalawat and salam also deliver to the Prophet Muhammad SAW who has brought us from the darkness era to brightness era.

In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

1. **Prof. Dr. H. Ambo Asse, M.Ag**. as the Rector of the Universitas Muhammadiyah Makassar.

2. **Erwin Akib, S.Pd., M.Pd., Ph.D.** as Dean of the Faculty of Teacher Training and Education.

3. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd**. as the Head of English Education Department.

4. **Dr. Farisha Andi Baso, S.Pd., M.Pd.** as the first consultant and **Firman, S.Pd., M.Pd**. as the second consultant, thank you for guiding the researcher with patience, wisdom, providing direction, and always encourage researcher to do her best in completing her study.

5. Thanks to the English Education Department lecturers for all the knowledge given.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is an important skill that plays an important role in a student's academic success. It refers to the ability to understand and interpret written texts. However, some students have difficulty understanding reading, which can affect their academic performance and limit their chances of future success. Understanding written concepts through meaning interpretation and linguistic interaction is known as reading comprehension. The best way to conceptualize reading comprehension is as a complex process including a variety of linguistic concepts and skill sets.

It takes more than just the reader's eye movement over the printed page for comprehension to occur. The qualities of the written content and the reader determine how well it is understood. Because of this, teachers require their students to be proficient in a wide range of literary genres. They appear in written writings and tell tales.

Based on the experience of researchers in the practice of field education (ppk) in finding problems in reading. Most students think that reading is a difficult subject. Many students are still afraid to read, students have no motivation in learning to read. Obviously, when reading a text or paragraph, we need to know a lot of vocabulary to help us read word by word in a sentence and from sentence by sentence in a sentence and so on until a text is formed. Students are still confused to read because they do not have a good basis in reading pronunciation.

Consequently, According to the researchers' experience, there are three issues that arise while attempting to offer the finest information possible: calculation, report, explanation, descriptive, review, discussion, and news.

Descriptive text is one of the gateways that students must acquire when studying English, according to the description given above. Additionally, conceptually, based on Ervina (2010:70) A paragraph that describes a person, location, or object is called a descriptive paragraph. Afterwards, reading is Burhan (2012: 9), a physical and brain processes to make written texts more understandable, when in these activities There is a method for recognizing letters. It is said that physical activity is caused by body components, in particular, our eyes do it. And said mental processes due to memory and perception as a component of the involved thought. He went on to say that since private high school pupils lack the skills necessary to read, particularly when it comes to reading descriptive literature, the primary goal of reading is to aid in understanding. therefore, they continue to be reluctant to read, despite the many desires in his heart, The Last lack of confidence to be a model is that, Consequently, one of the best ways to assist the teaching and learning process is to use the fifth learning cycle, which will help Students improve their reading comprehension of descriptive writings.

Numerous studies have demonstrated that the fifth teaching approach is effective when used at various classroom levels (in the classroom, for instance).Hi, Stepan, Dyche, & Beiswenger, 1988; Liu, et al., 2009; Sauders & Shepardson, 1; Bartender, 1992; Bartender, Cohen, & Shedd, 1993; Purser &

Renner, 1983). For instance, Balci, Cakiroglu, and Tekaya (2006) examined the efficacy of expository instruction vs the fifth learning cycle in their investigation of genetics classes in the eighth grade. The authors conclude that by providing students with tasks in five different teaching techniques, they can overcome their preconceptions and draw on prior knowledge. These students not only gain knowledge but also get the chance to clarify, discuss, and argue their ideas—practices that aid in the development of their conceptual understanding. A constructivist approach, the fifth learning cycle model facilitates the acquisition of new ideas and in-depth comprehension. It's a well-known idea.

The student's discovery of new information and its correlation with prior notions is the main focus of the 5E Model. Through the process of organizing and carrying out instructional activities, students develop their own understanding of a particular subject. The five phases of the learning cycle—engagement, exploration, explanation, elaboration, and evaluation—are used in this study. (Bybee, 1997). Additionally, the fifth learning cycle is the most effective method for enhancing students' comprehension of descriptive texts and supporting the teaching and learning process.

B. Problem Statements

Does the use of C5E method improve students reading comprehension?

C. Objective of the Research

The aim of this study is to evaluate the impact of reading comprehension skills on the capacity to understand descriptive texts, identify, and draw conclusions from learning Cycle 5E. This is based on how the problem was

formulated above.

D. Significance of the Study

The research hopes to be beneficial for:

1. Conceptually

The results can serve as a source for additional theories in reading and research in the future.

2. In real terms, they are as follows:

   a. To provide teachers with greater details about a different method and instructions on how to use it when instructing students in reading descriptive texts.

   b. To inspire pupils to read descriptive texts more proficiently.

   c. To assist the researcher's subsequent candidate in applying media to the teaching and learning process.

E. Scope of The Research

This study's concentration will be on teaching reading descriptive literature using the 5E learning cycle model, and its scope is limited to reading using this paradigm. In this research, the writer wants to implement Cycle 5E method in reading English texts for junior high school students. The goal of this study is to determine how well the Cycle 5E approach works for enhancing reading comprehension abilities, particularly literal reading comprehension (primary concept, supporting details).

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Findings

Results of Previous Research: Using the C5E cycle approach, researchers discovered multiple studies that were similar to the impact and had previously been addressed (Join, Explore, Explain, Build, Evaluate).

First, the month of Ramadan (2017). Effects of using 5E. Based on the analysis of the data, several conclusions emerge, which can be described as follows: Students' reading comprehension is greatly enhanced by the application of the 5-E approach.

Second, Hasnidar (2019) Enhance students' speaking abilities with the 5E learning cycle methodology. It is possible to draw the conclusion that the 5E learning cycle model is superior to traditional teaching methods for enhancing students' speaking abilities based on the findings of observation and discussion.The statistics indicate that, when compared to students learning English using the 5E learning cycle model, there is a substantial difference in mean scores. According to the difference between the pre- and post-test results, students who used the 5E learning cycle model saw a considerable boost in their test scores. According to the transcript, the t-test performs better than the t-table $(2,411 \geq 1.690)$. Thus, it can be said that, in 5% of situations following intervention, students' speaking abilities as measured by the 5E learning cycle model are improved. As a result, alternative hypothesis (Ha) is accepted and null

hypothesis (H0) is rejected. Following observation and data analysis, the researcher wishes to offer a recommendation for upcoming educators and investigators. It is anticipated that this will benefit instructional strategies in the future, particularly speaking instruction.

Third Holizah (2018). Improve student reading comprehension with the 5E cycle model. Based on the findings, the researcher draws the conclusion that students' reading comprehension and engagement can be enhanced by including the 5E learning cycle model into the teaching and learning process, particularly when working with narrative literature. pupils, particularly those enrolled in MA Al-Qodiri Jember's tenth grade. To make the most of the time allocated for implementing the 5E learning cycle model in each phase, additional tactics are required. Through group discussions and knowledge sharing, students can also exhibit their problem-solving skills during the teaching and learning process, particularly in reading comprehension.

Fourth, Latif (2020). Based on the data analysis, These results inform that there is a significant difference between pretest and posttest of student achievement. On the results of the initial test score of 914 and 1280 final Test, then the results of statistical analysis at the level of significant 0.05 and degree of freedom (df) is 25. Shows that the t-test 11.34 is greater than the t-table 1.708. It can be concluded that most students ' reading comprehension improved after using the 5e cycle learning model.

Rosdianto,2015 The purpose of this study was to characterize how the 5E learning paradigm affected students' ability to solve problems related to static

fluid. After the 5e learning approach was used, students' ability to solve problems improved. The average score of students' learning outcomes following treatment is greater than the average score of students' learning outcomes prior to treatment, as can be observed. In class VIII at SMP Torsina Singkawang, the 5e learning paradigm had an impact on the students' ability to solve problems related to static fluids. The hypothesis test shows that, at a significance level of 5%, the value of x2 obtained crucial. The difference between the previous study, where this study will focus on students ' reading comprehension skills through descriptive text and will also apply the learning cycle 5 e model to different samples.

B. Some Pertinent Idea

1. Reading Comprehension

a) Description Reading Comprehension

Analytical skills include reading comprehension. There are important considerations for assessing comprehension. It might first obtain information from the written text. Afterward, it might also be able to identify the content. Consequently, assessing comprehension is the way to take benefit of additional information so that one can demonstrate their knowledge in any assertion. It way the scholars will spend their a great deal time to examine and get information or that means from the reasserts. The reasserts of analyzing could be to be had in numerous and one of a kindtextual content. The purpose of analyzing hobby is for purchasing precise comprehension, if it the reader can't recognise the textual content in order that they can't get the facts and information. Reading comprehension is an hobby method. When analyzing method the reader has

interplay with the textual content and the reader enjoy or history information assist him or her to apprehend the context of the textual content.

Hedgcok,(2009:210) says that the information number of psycholinguistic processes is involved in reading comprehension, which is a complex concept. For pupils to comprehend the chapter and the author's purpose, there must be communication between the reader and the author. Also read the lines between the lines. Reading lines means understanding the meaning in the reading source. When reading outside the lines one must understand what it means to read between the lines and between the lines. Stated differently, it is an active language skill that results from the reader and author communicating, with the reader understanding what the writer is trying to convey through his writing.

Furthermore, Guthrie et al. (2004:193) define reading comprehension as the act of creating conceptual knowledge from a text through motivational and cognitive engagement. One could argue that we engage in the process of conceptual understanding during reading comprehension. During reading, the reader must increase their conceptual and cognitive knowledge.

Drawing from the aforementioned definition, it can be inferred that the comprehension of reading requires the reader to possess both prior knowledge and information decoded from the text, and that these two components are processed in an interactive manner and concurrently. Although the act is easy to define, it is difficult to teach, learn, or practice. Understanding what you've read is a deliberate, dynamic process that happens before, during, and after you finish a piece of writing.

b) Component of Reading Comprehension

As previously said, reading comprehension is a multifaceted, intricate process that involves numerous interactions between the reader and the information they bring to the text (prior knowledge, usage of strategies, etc.). According to this definition, reading comprehension consists of the reader and the text. The reader will utilize their prior knowledge and comprehension technique to understand the material.

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

c) Reading Comprehension Process

Creating a mental model and constructing a text foundation are the two essential steps in the reading comprehension process, according to Hampton & Resnick (2008:22)

1. Developing a text base

When readers attempt to establish links within the text, they are developing a text base. Having a solid comprehension of the facts and concepts the text offers is crucial to comprehending its meaning. The word, phases, phrases, and paragraphs must all be understood by the pupils, and they must be able to connect these ideas in a logical way. Readers interact with the concepts and information offered in the text during this process. Building a text base is probably automatic for pupils who read well; they might not even realize they

are doing it. It is evident that creating the text foundation is the network of concepts that links the meaning extracted from phrases, clauses, and sentences into the more comprehensive concepts.

2. Building a mental model

Mental version is illustration the thoughts with inside the textual content base this is advanced with the aid of using the present know-how of the readers. In constructing a intellectual version, the readers try and make which means from the textual content. In this manner, the readers construct a phrase or create an picture of their minds primarily based totally of thescenario this is defined with inside the textual content. They attempt to narrateit into the previous know-how, studies and motive they already have. The motion among growing a textual content base and constructing a intellectual version is concurrently completed with the aid of using the readers while they're manner the textual content. Transfer and modify their expertise with inside the act of studying. These is a dynamic interaction with inside the reader's thoughts among the textual content base and the intellectual version. When studying the textual content, the readers test their intellectual version towards their textual content base to ensure that the intellectual version correctly displays what the textual content says and it's also in shape with reader's knowledgebase. Shortly, the questioning manner of growing a textual content base and constructing a intellectual version have interaction and rely upon every other.

3. Levels of Reading Comprehension

Three levels of comprehension are distinguished by Ayala et al. (2006:43): literal

comprehension, inferential comprehension, and evaluative comprehension.

a) Literal comprehension

The ability to understand information that is expressly expressed in a text is known as literal comprehension. Finding the key concepts, specifics, and the order of events that are presented in the text are all included in the material. Literal comprehension is crucial, necessitating that students have the underlying knowledge required, particularly an understanding of the language used in the text.

How many different types of understanding do the writers discuss? is an example of a literal comprehension question related to this topic*?*

b) Inferential Conferhension

Understanding information that is not expressed directly in the text is known as inferential comprehension. The text makes the information implicit. Students must comprehend anaphora, or the substitution of one word or phrase for another that has already been used, in order to participate in inferential comprehension. Nouns are replaced with pronouns when there is no clear relationship between them. Furthermore, inferential understanding also involves the identification of cause-and-effect relationships and the building of predictions.

For instance, the question "Are the *authors of this article experienced language teachers?*" calls for the reader to draw conclusions. It is necessary for readers to apply their subject-matter expertise while instructing foreign language readers. Using the knowledge, they have received from reading the article—specifically, that sentence—to formulate a suitable response. In other words,

readers may realize that authors are most likely seasoned language teachers because beginners to the field typically do not create materials or write articles.

c) Evaluate Comprehension

Analyze comprehension is the capacity to assess the material using logical reasoning and critical thinking abilities. To develop and assess comprehension, teachers' assistance is required for the following.

1. Spotting inconsistencies and weak points in the authors' argument development.

2. Evaluating a text's accuracy using information from other texts, prior knowledge, and logic.

3. Differentiating the text's relevant and irrelevant information, facts, and views, as well as the evidence from the conclusion.

4. Understanding the goals, morals, and ideologies of the writer.

According to the aforementioned idea, the researcher selected literal comprehension. As previously mentioned, literal comprehension is the comprehension of information that is expressly stated in the text. Finding the key concepts, specifics, and order of events that are presented in the text are all included in the material.

d) Indicator of Reading Comprehension

The need for teachers to choose the reading comprehension indicators is another crucial component of teaching reading comprehension. Its goal is to gauge how much a learner has understood about a text. Teachers can determine whether

or not their pupils have understood the text by looking at the indicators. If pupils meet all of the signs, it indicates that they have a good understanding of the text.

Several general indications of the reading comprehension process are listed by Basirun (2004:14–15). Those are:

1. Identifying the primary concept in a given paragraph of the given text.

2. Responding to "WH" questions concerning the main concept of a certain paragraph from the given material.

3. Using specific facts to respond to "WH" inquiries.

   a. Responding to some queries with precise details from the given text.

   b. Locating an antonym or synonim for a certain word in the text.

   c. Interpreting specific information.

   d. Extracting information from some decisions, both stated and unstated.

   e. Conclusion of the text (e).

e) Principles of Teaching Reading Comprehension

The practice of simultaneously deriving and creating meaning through engagement with written language is known as teaching reading comprehension. Certain expert principles apply while teaching reading comprehension.

According to Harmer (2008:75), there are the following guidelines for teaching reading: Reading is not a passive skill, to start. Secondly, it is important to motivate pupils to react not only to the language but also to the content of a reading material. Fourth, a key component of reading is making predictions. Match the topic and the assignment, fifthly. Finally, effective teachers make the most of text reading. It is clear that adhering to reading instruction principles is

essential to its effectiveness. Reading is a process that involves putting sounds into words or sentences. In order to monitor their progress in helping students comprehend the text, teachers assign readings from various sources. Once the students have read the material, the teachers help them draw conclusions from it. The goal is to gauge how well the pupils understand the text.

f)   Factors Affecting Reading Comprehension

Three main characteristics are identified by Antonacci & O'Callaghan (2011) as influencing understanding. They are the text, the reader, and the environment or circumstance in which the treading takes place..

The reader is the first consideration. The reader brings a variety of differences to the text, such as prior knowledge of the text, personal experiences relating to the book, reading motivation that might affect understanding, and cognitive and metacognitive readingmethods.. They are:

a. The readers' familiarity with textual convention. The meaning of the text may change depending on how the readers interpret its concepts. For example, readers must comprehend how the author uses function in the text or be aware of how flashbacks work in narrative texts.

b. The readers' past encounters with the subject matter. When printed material is not understood by readers, even though it is designed to make sense or is arranged logically, the readers will suffer consequences. Additionally, readers who are not familiar with the topics may find it difficult to understand.

c. The mental process of the readers. The way in which readers interpret what they read depends on how well their cognitive abilities are developing. If the reader is unable to keep an eye on their own comprehension, the understanding may collapse. If a reader does not set a goal for themselves when reading, does not anticipate well, or does not ask questions as they read, their comprehension may also slow down.

d. The social backdrop as seen by the readers. It's possible for readers to doubt their own reading abilities or to believe that reading has no intrinsic value. The readers' perspective may be influenced by their personal perceptions. If readers' peers don't think reading is important, reading motivation may likewise decline. Nonetheless, the environment for successful reading might be considerably more pleasant if the student perceives himself or herself as a member of the community of readers (for instance, a helpful group of people who have a positive attitude toward reading and each other).

e. The cultural context of the readers. If reading is not valued in the reader's society, they may not find much motivation to engage or to view reading as helpful. The environment in which a reader lives—whether it encourages or discourages reading—can have a significant impact on performance.

The text is the second element that influences the comprehension process. Sentence length, subject matter expertise, writing style of the author, reading level, and vocabulary all have comprehension issues, which makes sense. Unless

the content is quite simple, they are not familiar with many of the terms on the page. The context is the final element that influences comprehension. What readers understand can vary depending on the context in which the book is being read. The objectives or purpose of reading, in addition to the setting and time of reading, are all components of the context. In addition, the reader's construction of meaning will be influenced by the socio-situational setting, which includes past and present occurrences.

2. Description of Cycle 5E

Learning Cycle 5E is a learning model developed by Karplus and Their in accordance with Piaget's views. In this case, students are given the opportunity to assimilate information by exploring the environment, accommodating information by developing concepts, organizing information. Learning is a student-centered learning model which is a series of stages of activities (phases) organized in such a way that students can master the competencies that must be achieved in learning by playing an active role. LC (Learning Cycle) should be put forward because it is in accordance with piaget's learning theory, a learning theory based on constructivism. Piaget stated that, learning is development of cognitive aspects that include: structure, content and funcation. Intellectual structure are the higher mental organization that individuals have to solve problems. Content is the typical behavior of individuals in response to problems encountered. While the function is a process of intellectual development that includes adaptation and organization, (Ngalimun,2012).

The German philosopher Freidrich Herbart provided the foundation for

Robert Bybee's 1997 development of the 5E model, which was based on the learning cycle. Consequently, the paradigm is grounded in the work of Jhon Dewey and Jeann Pieget. The 5E learning cycle model is a popular constructivist learning method model. Its name derives from the number of stages and the initials of each phase. Over the previous 40 years, this generally acknowledged model of teaching and learning has evolved (Moyer, Hackett, and Everett 2007).

Furthermore, Moyer et al. (2007) pointed out that Jean Pieget, a professor Robert Karplus at the University of California, Berkeley, was influenced by his work and started to explore how he may apply theories of cognitive development and discovery learning to basic science learning methodologies. With funding from the National scientific Foundation, Karplus and his collaborator J. Myron Atkin created a three-phase learning cycle that serves as the foundation for new scientific Curriculum Improvement Study Learning (SCIS) introduction and teaching and learning strategies. (In 1962, Atkin & Kurplus. According to Trowbridge and Bybee (1996), the learning cycle comprises three phases: exploration, discovery, and discovery. Although other terms have been used to describe the three first phases—objective and pedagogy—Karplus later referred to it as an investigation, introduction of concepts, and application of concepts (Moyer et al., 2007). The phases are still similar (Trowbridge and Bybee, 1996). Through revisions, the cycle has evolved to encompass more phases, including engagement, investigation, elaboration, explanation, and evaluation. Additionally, they can be used to enhance the experience across chapters and units, as well as to structure individual guided discovery lessons (Bertenders & Kofar, 1989 Hackett

& Moyer 1991). Fifth, the curriculum studies of biological sciences were used to build the evaluation included in the basic science program (Curriculum Studies of Biological Sciences, 1992).

The constructivist 5E learning cycle paradigm facilitates learning new concepts or in-depth comprehension of well-known ones. Model 5E focuses on students' discovery and how it relates to what they already know about the new idea. Students can apply their own knowledge on a specific topic to the creation and execution of teaching and learning activities. Bybee (1997) proposed a five-step engagement, exploration, explanation, elaboration, and evaluation process, which is how the learning cycle is used in this study.
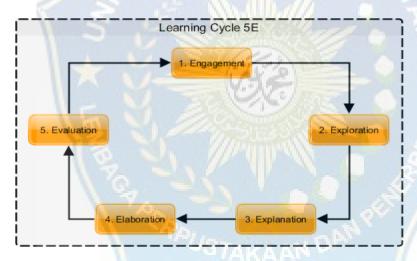
Figure 2.1: Phases of Learning Cycle 5E
The description of the events that take place at teach stage are shown below:

a. **Engagement**

The teacher takes center stage during engagement. The teacher poses the question, gives the class a pre-assessment, assists the students in drawing connections, and lets the class know where they are going.

The pre-assessment is crucial to the evaluation's function in engagement. Ascertain the students' prior knowledge of the topic at hand. The instructor may pose a question and require the pupils to read or react vocally.

b. Exploration

The pupils are now in charge of fixing the data at that point. Instructors make sure that pupils gather and arrange their issues. the requirement for action. The goal of exploration is to give students the opportunity to gather information for posted issues. At this stage of the learning cycle, the evaluation focuses more on the process—that is, the data that the students collected—than the final result of their data collecting.

c. Explanation

In this stage of the process, students utilize the information they have gathered to solve the problem, report their findings, and attempt to identify the solution to the existing issue. Additionally, the teacher adds new words and phrases to name concepts that the students have previously mastered.

The technique that the students are utilizing is what is being evaluated in this case: how well can they combine the knowledge they currently possess with the information they have gathered to generate new ideas? The teacher can evaluate the students' understanding of the new language and concepts by asking questions.

d. Elaboration

The teacher gives students new information that extends what they have been learning in the earlier parts of the learning cycle. At this stage the teacher

also poses problems that students solve by applying what they have learn. The problem include both examples and non examples.

e. Evaluation

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

3. **The Advantages and Disadvantages of 5E Learning Cycle**

Below are some of the many benefits of this learning technique.

Learning that is focused on the needs of the students

a. Makes learning more meaningful

b. Stop teaching the pupils how to memorize

d. Enables students to absorb and make accommodations for information acquisition, problem solving, and knowledge.

c.

The five steps of this model—engagement, investigation, From more engaged, analytical, and imaginative pupils.explanation, elaboration, and evaluation—make the pupils simpler to understand.

(2000:55) Soebagio Regarding the risks associated with using this model, the following should be expected.

a. Poor learning efficacy if teachers were not proficient in the subject matter and instructional techniques.

b. Expecting teachers to be serious and creative in the planning and execution of the teaching process.

c. More planning and organization are needed for classroom management.

d. Needs time and work to design and carry out educational activities

C. Conceptual Framework
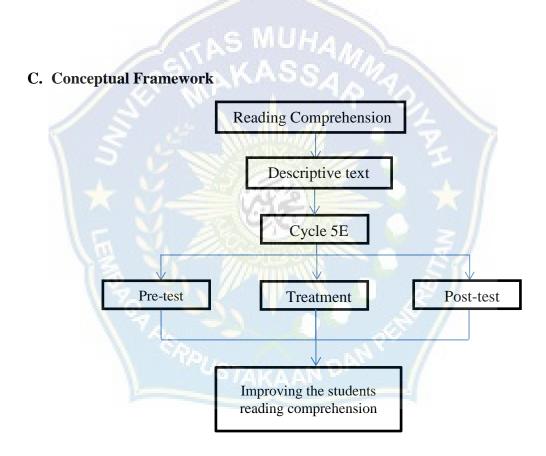
Figure 2.2

To help students grasp the teaching and learning process, teachers need to use models or strategies. The 5E learning cycle is used to address the reading difficulties of the children. As long as the topic being studied allows for extensive inquiry, the 5E learning cycle can be used to study a wide range of subjects. The

teacher must structure the challenge around the students' interests and the curriculum requirements in order to engage the class and guarantee learning. Teachers are not expected to provide answers to students' questions or to help them locate the answers. In 1992, Sharan and Sharan.

D. Hyphothesis

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

Table 2.1 Hyphothesis Testing

No.	Testing	Nuli hypotesting (H0)	Alternative hyphotesis (H1)
1	t-test > t-table	Rejected	Accepted
2	t-test < t-table	Rejected	Accepted

H1 : there is a significant effect of using 5E learning cycle model on the studentsachievement in reading descriptive

H0 : there is no significant effect of using 5E learning cycle model on the students'achievement in reading descriptive text

CHAPTER III

RESEARCH METHOD

A. RESEARCH DISIGN

The primary focus of the model or design in this study was experimental research, utilizing quantitative approaches. This was due to the fact that experimental research satisfies every prerequisite for investigating causal links. The actual sort of experimental research was a pre-experimental, consisting of three steps: pre-test, post-test, and one class. The dependent variable is determined by (1) conducting a pre-test; (2) giving the individuals experimental treatment X; and (3) doing a post-test. The layout is as follows:

O1 X O2

O1 : Pre-test
X   : Treatment
O2 : Post-test

Table 3.1 Research design

Pre-test	Treatment	Post-test
(O1)	(X)	(O2)

Firmansyah (2015)

The test's methodology:
There are three steps in this section: the pre-test, the therapy, and the post-test.

1. Pretest

    a. The researcher provided material about descriptive text and after that the researcher gave assignments in the form of essays to find out students' understanding of descriptive text.

2. Treatment

In this treatment, the researcher use the learning cycle 5E method to improve students' learning process in reading comprehension which focuses on descriptive text.

3. Post-Test

    The researcher give an essay test to students to find out if there is an impact on student understanding after going through the treatment process using the 5e cycle method.

B. Research Variables and Indicators

    1. Independent variable (X)

The independent variable of this study was the Learning Cycle 5E Method in teaching reading comprehension. Learning Cycle 5E Method was used by students' to understand the information contained in reading material.

    2. Dependent variable (Y)

The dependent variable was the variable that resulted from the independent variable. It was referred to as the dependent variable since it was dependent on the independent variable. The students' reading comprehension was investigated in this study.

3. Indicators

The indicator in this study was to measure the students' improving literal reading comprehension in terms of main idea and supporting detail.

C. Population and Sample

1. The population of this research is the VIII class, students in SMP 8 Selayar.

2. In selecting the sample, the researcher will use a purposive sampling technique by taking class VIII A (14 students).

D. Research Instrument

The instrument of this research was a reading comprehension test. Pre-test and post-test were committed by reading comprehension. The test consisted of 10 essay tests. The writer puts the instrument through its paces used the research subject from class VIIIA.

E. Data Collection

The researcher used the following steps to obtain data:

1) Pre-Test

Before giving the treatment, the researcher conducted a pre-test used a descriptive text from the reading comprehension test. The researcher took a pre-test for the sample group to evaluated the students' reading comprehension. The pre-test served to assess students' reading comprehension before being given treatment. Students' got a series of questions in this case. The exam consisted of a descriptive text and essay tests.

2) Treatment

The Learning Cycle 5E Method was used for processing samples. In this situation, the writer first introduced the material to the students', after which they were asked to share their experienced or thoughts and identify the structure generic, main idea and supporting details related to the material to be taught. Then, based on student suggestions or ideas, answer the questions. This procedured is repeated four times.

For treatment, the author given treatment to students' in four meetings. The procedured for carrying out the treatment was as follows:

a) The researcher divided students' into 3 groups.

b) The researcher given students' a descrictive text worksheet and asked students' to read text carefully.

c) The researcher directs students' to identify problems in the descriptive text, namely its generic structure and directs students' to fill in the table according to the generic structure of the descriptive text that they got. Then direct students' to read the text again to determine the main idea and supporting details in each paragraph to answer the questions on the worksheet.

d) Students' answer questions about the main idea and supporting details instructed by the researcher.

e) The researcher evaluated the results of the group discussion by directing representatives of each group to read the results of their discussion.

3) Post-Test

After the treatment, students' got a post-test. This was the last test

of the study after treatment. Students' received a series of questions to answer. The exam included test essay questions identifying the main idea and supporting detail. The purpose of the post-test is to found out whether the used of the Learning Cycle 5E Method could improve students' reading comprehension.

F. Data Analysis

1. Measuring students' knowledge of the main idea by classifying students' score based on the criteria in the table below:

Table 3.1 Scoring Rubric for main idea

Criteria	Score
Student's responses are complete, specific and correct	5
Student's response is accurate, but not complete.	4
Student's responses give details instead of the main idea	3
Student's responses are not correct, but are attempted	2
Student's did not attempt to respond to the item	0

(Firmansyah, 2015)

2. Measuring students' knowledge of the supporting detail by classifying student score based on the criteria in the table below:

Table 3.2 Rubric for supporting details

Criteria	Score
Student's responses include at least 2 key details from the passage that support the main idea of the passage.	5
Student's responses include at least 2 key details with at least one key detail from the passage that supports main idea of passage	4
Student's responses include 2 details which do not support the correct main idea.	3
Student's responses include one detail that does not support the main idea.	2
Student's did not provide any details.	0

(Firmansyah, 2015)

3. The formulas used in the pre-test and post-test are:

$$\text{Student Score} = \frac{The\ number\ of\ students'\ Correct\ questions}{Maximum\ score} \times 100$$

(Gay, Mills, & Airasian, 2012)

4. After the researcher was collected data on students' score, the researcher was classified students' acquisition score based on the criteria below

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud,2010)

5. Calculated the percentage of the students' score, the formula which used as follow:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency/ number of accurate answer

N = The total number of students'

(Gay, Mills, & Airasian, 2012)

6. Calculated the collection data from the students' in answering the test, the researcher used formula to got the mean score of the students' as follows :

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

Where: $\bar{X}$ = Mean score

           $\sum X$ = The raw of all score

           N = The number of subject

(Gay, Mills, & Airasian, 2012)

7. To determine the students' progress, used the following formula:

$$\% = \frac{x2 - x1}{x1} \times 100$$

Where: % = The student's improving

           x^1 = The pre-test mean score

           x^2 = The post-test mean score

(Gay, Mills, & Airasian, 2012)

8. Determine the significant difference between the pre-test and pos-test by
calculated the Value of the T-test. The following the formula as follow:

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

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D2 - \dfrac{(\sum D)2}{N}}{N\,(N-1)}}}$$

Where: t = Test of significant

           $\bar{D}$ = The mean score

$\sum \bar{D}$ = The sum of total score of difference

$\sum D^2$ = The Square of the sum score of difference

N   = The total of students' number

(Gay, Mills, & Airasian, 2012)

9. Criteria for the hypothesis testing:

Comparison	H0	HI
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Gay, Mills, & Airasian, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data had been collected by the administration of a test, which was conducted on two occasions : the pre-test and the post-test. The pre-test was administration before the implementation of the treatment, while the post-test was administrated after the treatment had been carried out.

1. **Students' literal reading comprehension in terms of identify main idea and supporting detail**.

The literal reading comprehension was used to collect data from the students' reading tests in terms of main idea and supporting detail. The score of literal comprehension was used to determine students' reading comprehension:

Table 4.1 Rate percentage and frequency of students' literal reading comprehension in term of main Idea

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	1	7%
2	86-95	Very Good	1	7%	2	14%
3	76-85	Good	2	14%	4	29%
4	66-75	Fairly Good	3	22%	3	22%
5	56-65	Fair	2	14%	2	14%
6	36-55	Poor	4	29%	2	14%
7	0-35	Very Poor	2	14%	0	0
Total			14	100%	14	100%

Based on the rate percentage in table 4.1 shows, in pre-test it was found that there were not students' got excellent, 0 (0%) students' got

very good, 1 (7%) students' got good, 2 (14%) students' got fairly good, 3 (22%) students' got fair, 2 (14%) students' got poor and 4 (29%) students' got very poor 2 (14%). Then in post-test it was found there was 1 (7%) students' got excellent, 2 (14%) students' got very good, 4 (29%) students' got good, 3 (14%) students' got fairly good, 2 (14%) students' got fair, and 2 (14%) students' got poor and then there was not students' got very poor.

Table 4.2 Rate percentage and frequency of the students' literal reading comprehension in term of supporting detail

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	1	7%
2	86-95	Very Good	1	7%	4	29%
3	76-85	Good	2	14%	2	14%
4	66-75	Fairly Good	3	22%	3	22%
5	56-65	Fair	2	14%	2	14%
6	36-55	Poor	4	29%	2	14%
7	0-35	Very Poor	2	14%	0	0
Total			14	100%	14	100%

Based on the rate percentage in table 4.2 shows, in pre-test it was found that there were not students' got excellent, 1 (7%) students' got very good, 2 (14%) students' got good, 3 (22%) students' got fairly good, 2 (14%) students' got fair, 4 (29%) students' got poor, and 2 (14%) students' got very poor. Then in post-test it was found there was 1 (7%) students' got excellent, 4 (29%) students' got very good, 2 (14%)

students' got good, 3 (22%) students' got fairly good, 2 (14%) students'

got fair, and 2 (14%) students' got poor and then there was not students'

got very poor.

2. **The improvement students' literal reading comprehension**

Table 4.3 The mean score of students' literal reading comprehension

in term of main idea and supporting detail

No	Recount Text	The Students' Score		Improvement (%)
		Pre-test	Post-test	
1	Main Idea	58.28	73.14	25.49%
2	Supporting Detail	60	74	23.33%

Based on table shows that the score of main ideas improved

(25.49%) from the mean score in pre-test was 58.28 and post-test was

73.14 It was discovered that the post-test scores for each measure of

literal comprehension were higher than the pre-test scores. In other hand,

the score of supporting detail improved (23.33%) from the mean score in

pre-test was 60 and post-test was 74. It was discovered that the score of

literal comprehension each indicator in the post-test was higher than the

pre-test.

Based on these result, it concluded that used Double Loop

Problem Solving method can improved the students' reading

comprehension in terms of literal comprehension

1. **T-test Value**

In order to know wether or not the difference between the mean

score of pre-test and post-test was statistically significant the t-test statistical analysis for non-independent sample was employed. The result of the t-test was shown in the following:

Table 4.4 The Comparison of T-test and T-table of the main idea and supporting details

Indicators	T-test	T-table	Explanation
Main idea	4.33	1.761	T-test>T-table
Supporting detail	6.06	1.761	T-test>T-table

The researcher compared t-test value and t-table to know wether the used of Learning Cycle 5E Method in teaching reading comprehension was significant, to find out the degreeof freedom (df) the researcher used formula N-1=14-1=13, for the level significant (p)=0,05 and df=13, t-table got score 1.761. After calculating the t-test value of literal (main idea) it got score 4.33, so the value of t-test and t-table was (4.33>1.761), and calculating the t-test value of literal (supporting detail) it got score 6.06. So the value of t-test and t-table was (6.06>1.761). It means that there was different result of the value of t-test and t-table.

2. **Hypothesis Testing**

The result of the statistical analysis at the level significance 0.05 with degrees of freedom (df)=n-1, where df=14-1 and df=13 indicated that there was significant difference between the mean score of the pre-test and post-test. The value of t-test in literal (main idea) was 4.33 whole the t-table was 1.761 where 6.06>1.761. Then, the value of t-test in literal

(supporting detail) was 6.06 whole the t-table was 1.761 where 6.06>1.761.

Based on the result above, it can be concluded that there was significant difference between the students' reading comprehension before and after used Learning Cycle 5E Method in teaching reading. This also means that null hypothesis (H0) is rejected, while the alternative hypothesis (H1) is accepted.

B. Discussion

The main goal of this study was to determine if the used of the Cycle 5E Method improved the reading comprehension of students in eighth grade at SMPN 8 SELAYAR. To do so, the researcher used an essay test as a tool.

The population of class VIII SMPN 8 SELAYAR totaled the sample studied was 14 students'. The writer would like to evaluated the data and describe the study findings connected to the used of the Learning Cycle 5E (C5E) Method to improve the students' literal reading comprehension in this discussion.

During the first meeting of this research, the researcher given a pre-test to class VIII.A. The goal is to assess students' literal reading comprehension. There are 10 essay test. After the pre-test, the researcher given the treatment to the VIII.A class through the course of four meetings. The researcher used the Learning Cycle 5E Method to teach literal reading comprehension in the VIII.A class and finally, given a post-test to see whether the used of Learning Cycle 5E improves students' reading

comprehension.

The Learning Cycle 5E approach had the potential to improve reading comprehension. The students' reading comprehension improved during the treatment. Through the treatment in the experimental class, the researcher explained to students' what the Lerning Cycle 5E Method is and what the steps of the Learning Cycle 5E Method are. The researcher then explains the generic structure of the descriptive text, which may aid students' in locating the orientation, event, and reorientation components that they identified. Then, students' discover a general structure that helps them re-identify the main idea and supporting details. Students' become more interested in presenting their thoughts and understanding the main ideas and supporting details as a result. When students' found the correct solution, they also participate. The researcher interacted with students' during discussions by walking around the room and assisting each student' in presenting his or her point of view or recognizing difficult generic structures. This showed that the presence of a researcher helped in the used of the Learning Cycle 5E Method.

As pointed out in the before findings section, the description of data collection utilizing reading tests showed that the students' reading comprehension improved significantly after used the Learning Cycle 5E Method.

Researcher found that after used the Double Loop Problem Solving Method to teach reading comprehension, the average post-test score for students' learning was higher than the pre-test score. Table 4.3 shows that the

average main idea score in the pre-test is 58.28. The average post-test score after using the Learning Cycle 5E Method was 7.14, showing a 25.49% improvement. Meanwhile, in the pre-test, the average number of supporting details was 60. The average post-test score after used the Double Loop Problem Solving Method was 74, showing a 23.33% improvement.

It can be concluded that the Learning Cycle 5E Method was helpful in improving the eighth grade students' reading comprehension at SMPN 8 SELAYAR. This was shown by the fact that students' learning reading comprehension used the Lerning Cycle 5E Method.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Drawing from extant research, it may be inferred that implementing the learning cycle 5E (C-5E) enhances students' reading proficiency, particularly in reading comprehension.

1. The learning cycle 5E (C-5E) learning method is proven to improve students' reading comprehension skills, especially in identifying the main idea and supporting detail. Based on the data collected in the pre-test with the average score obtained by students is 58.28%. After treatment using c-5E and conducting a Post test, significant results were obtained, namely 73.14%. With the conclusion that there is an increase of 25.49%. In addition, a t-test was also conducted on the data that had been collected by obtaining results, namely the main idea t-test score (4.33) > t-table (1.761), while the t-test score for supporting details (6.06) > t-table (1.761). Thus, based on hypothesis testing, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

B. Suggestion

The researcher hopes to provide viable answers to the issues in English language teaching by making the following recommendations in light of the previously described findings:

1. Other Researchers

It is recommended that future researchers look more closely at the results

of this study to see how pupils at different academic levels understand what they read. In order to change the activities, other researchers must also be imaginative and inventive.

2. Students

To successfully grasp the English language, it is advised that students actively participate in the learning process in the classroom and develop their reading comprehension abilities.
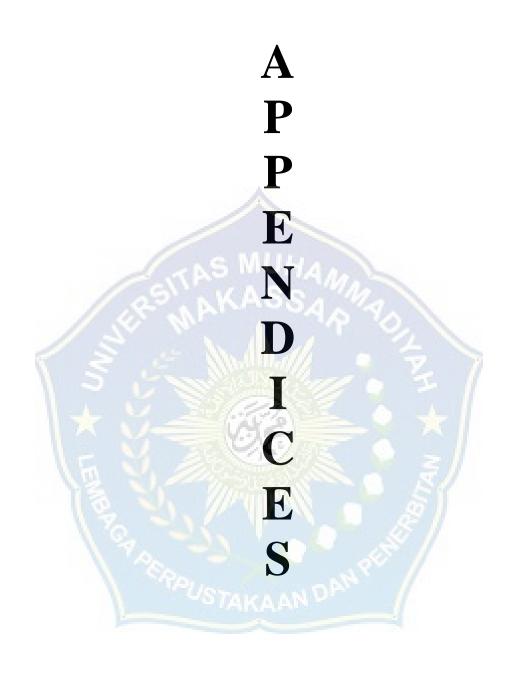
3. Teacher

Creating a comfortable learning environment in the classroom will aid in students' assimilation of the materials and cycle 5e (C5e). This approach can be utilized in the classroom, particularly for reading comprehension instruction.

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APPENDICES

APPENDIX A

Teaching material

Pre-Test

Jakarta City

Jakarta is the capital city of Indonesia. *It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river*. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia

The climate is hot and humid year-round. *Rainfall occurs throughout the year, although it is the heaviest from November to May*. To average annual precipitation in Jakarta is 1, 790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

Soal:

1.   What is the main idea of paragraph 1?

2.   Find the main idea of paragraph 2?

3.   On which island is the capital of Indonesia located?

4.   Write the supporting sentence of the main idea of paragraph 1?

5.   Write the supporting detail of paragraph 2?

6.   What is the name of Jakarta's signature monument?

7.   Where is Jakarta located in the text above?

8.   What activities dominate in Jakarta?

9.   What are the climates in Indonesia?

10.   Indonesia's rainfall occurs in which month?

Post-Test

My Cat

Nunu is my pet's name. He is a male fluffy kitten. He has greyish-brown fur all over his body and tail. He has black stripes over his front and hid leg. His eyes' color is black and his nose is also black. He has short little tail. He has a pair of black triangular ear. Although he has claws on his feet but he isn't harmful.

I feed Nunu regularly, three times a day. **He likes most food I give to him,** *such as salty dried fish, raw and cooked fish and meat, or even chicken and fish bone. He only drinks freshwater as I never give milk to him*

I train Nunu to keep his cleanliness by providing him litter pan. Sometimes, I also wash him to make him clean. I usually play with him by using a piece of paper that I tied by yarn. When I pull the yarn up and down, the moving piece of paper will attract him and he will chase it. He is so amazing with his playful habit. I will look after him until he grows to be an adult cat.

1. What is the main idea of paragraph 1?
2. Find the main idea of paragraph 2?
3. find the main idea of paragraph 3?
4. name two characteristics of nunu in the text above?
5. what is nunu's favorite thing to do?
6. what is nunu's favorite toy?
7. determine the supporting detail in paragraph 1?
8. determine the supporting detail in paragraph 2?
9. determine the supporting detail in paragraph 3?
10. what is nunu's usual drink?

TEACHING MATERIAL 1

Read the text and answer the questions about it!

My Classmate is a Dancer

Linda is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.

She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar.

Every time she performs the dance on the stage, she always gives her best performance to her audience, so they really enjoy her dance.

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dancer and if she has enough money, she will own a dancing company.

1. What does the text tell about?

2. Why the text is called descriptive?

3. What is the main idea paragraph 1?

4. What is the main idea paragraoh2?

5. What is the supporting detail above the text?

TEACHING MATERIAL 2

Read the text and answer the questions about it!

What is an Iceberg

An iceberg is a great piece of ice floating in the sea. 'Berg' is the German word for mountain. In the coldest parts of the earth, around the North and South poles, land and sea are both covered by layers of ice, more than 300 meters deep at the centre.

Tongues of ice, called glaciers, stretch out into the oppen sea. The sea water melts the bottom part of these glaciers, and the the top part moves into the water with a great noise. The great piece of ice sinks for a short time under the surface, and thanit rises again , and floats away as a new iceberg. Some iceberg are many miles long, and travel for thousands of miles and several years before they finely melt. The part of an iceberg which can be seen above the water is only about one-ninth of the total size. The rest is hidden under the waves. One of the world's worst disasters at sea was in 1912 when the liner 'Titanic' hit an iceberg and sank on her first journey, killing hundreads of passengers.

1. What does the text tell about?

2. Why the text is called descriptive?

3. What is the main idea paragraph 1?

4. What is the main idea paragraoh2?

5. What is the supporting detail above the text

APPENDIX B

APPENDIX B1

THE SCORES OF PRE-TEST IN LITERAL READING COMPREHENSION

(MAIN IDEA AND SUPPORTING DETAIL)

No	Respondent	Main Idea	Supporting Detail
1	S-1	60	54
2	S-2	73	66
3	S-3	60	63
4	S-4	80	80
5	S-5	40	54
6	S-6	73	80
7	S-7	53	54
8	S-8	46	26
9	S-9	80	66
10	S-10	26	54
11	S-11	86	88
12	S-12	40	63
13	S-13	33	26
14	S-14	66	66
Total		816	706

APPENDIX B2

THE SCORES OF POST-TEST IN LITERAL READING COMPREHENSION

(MAIN IDEA AND SUPPORTING DETAIL)

No	Respondent	Main Idea	Supporting Detail
1	S-1	73	66
2	S-2	80	80
3	S-3	73	66
4	S-4	86	86
5	S-5	60	57
6	S-6	80	88
7	S-7	60	63
8	S-8	53	54
9	S-9	86	88
10	S-10	73	66
11	S-11	100	97
12	S-12	80	88
13	S-13	40	54
14	S-14	80	80
	Total	**1024**	**1033**

APPENDIX B3

THE CLASSIFICATION SCORE OF PRE-TEST LITERAL READING

COMPREHENSION IN TERMS OF MAIN IDEA AND SUPPORTING

DETAIL

Respondent	Pre-test			
	Main Idea	**Classification**	**Supporting Detail**	**Classification**
S-1	60	Fair	54	Poor
S-2	73	Fairly Good	66	Fairly Good
S-3	60	Fair	63	Fair
S-4	80	Good	80	Good
S-5	40	Poor	54	Poor
S-6	73	Fairly Good	80	Good
S-7	53	Poor	54	Poor
S-8	46	Poor	26	Very Poor
S-9	80	Good	66	Fairly Good
S-10	26	Very Poor	54	Poor
S-11	86	Very Good	88	Very Good
S-12	40	Poor	63	Fair
S-13	33	Very Poor	26	Very Poor
S-14	66	Fairly Good	66	Fairly Good

APPENDIX B4

THE CLASSIFICATION SCORE OF POST-TEST LITERAL READING

COMPREHENSION IN TERMS OF MAIN IDEA AND SUPPORTING

DETAIL

Respondent	Post-test			
	Main Idea	**Classification**	**Supporting Detail**	**Classification**
S1	73	Fairly Good	66	Fairly Good
S2	80	Good	80	Good
S3	73	Fairly Good	66	Fairly Good
S4	86	Very Good	86	Very Good
S5	60	Fair	57	Fair
S6	80	Good	88	Very Good
S7	60	Fair	63	Fair
S8	53	Poor	54	Poor
S9	86	Very Good	88	Very Good
S10	73	Fairly Good	66	Fairly Good
S11	100	Excellent	97	Excellent
S12	80	Good	88	Very Good
S13	40	Poor	54	Poor
S14	80	Good	80	Good

APPENDIX B5

THE RAW SCORE OF STUDENTS' LITERAL READING

COMPREHENSION IN (MAIN IDEA)

Respondent	Test		D (X2-X1)	$X1^2$	$X2^2$	D^2
	Pre-test (X1)	Post-test (X2)				
S-1	60	73	13	3.600	5.329	169
S-2	73	80	7	5.329	6.400	49
S-3	60	73	13	3.600	5.329	169
S-4	80	86	6	6.400	7.396	36
S-5	40	60	20	1.600	3.600	400
S-6	73	80	7	5.329	6.400	49
S-7	53	60	7	2.809	3.600	49
S-8	46	53	7	2.116	2.809	49
S-9	80	86	6	6.400	7.396	36
S-10	26	73	47	676	5.329	2209
S-11	86	100	14	7.396	10.000	196
S-12	40	80	40	1.600	6.400	1600
S-13	33	40	7	1.089	1.600	49
S-14	66	80	14	4.356	6.400	196
Total	**816**	**1.024**	**208**	**52.300**	**77.988**	**5.256**
Mean	**58,28**	**73.14**	**14,85**	**3.735,71**	**5.570,57**	**375,42**

APPENDIX B6

THE RAW SCORE OF STUDENTS' LITERAL READING

COMPREHENSION IN (SUPPORTING DETAIL)

Respondent	Test		D (X2-X1)	$X1^2$	$X2^2$	D^2
	Pre-test (X1)	Post-test (X2)				
S-1	54	66	12	2.916	4.356	144
S-2	66	80	14	4.356	6.400	196
S-3	63	66	3	3.969	4.356	9
S-4	80	86	6	6.400	7.396	36
S-5	54	57	3	2.916	3.249	9
S-6	80	88	8	6.400	7.744	64
S-7	54	63	9	2.916	3.969	81
S-8	26	54	28	676	2.916	784
S-9	66	88	22	4.356	7.744	484
S-10	54	66	12	2.916	4.356	144
S-11	88	97	9	7.744	9.409	81
S-12	63	88	25	3.969	7.744	625
S-13	26	54	28	676	2.916	784
S-14	66	80	14	4.356	6.400	196
Total	**840**	**1033**	**193**	**54.566**	**57.046**	**3.637**
Mean	**60**	**73,38**	**13.78**	**3.897.57**	**4.074.71**	**259.78**

APPENDIX B7

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TETS

a. **The students' means score in pre-test and post-test in terms main idea**

Pre-test	Post-test

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

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

$$= \frac{816}{14}$$

$$= \frac{1.024}{14}$$

$$= 58.28$$

$$= 73.14$$

b. **The students' means score in pre-test and post-test in term supporting detail**

Pre-test	Post-test

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

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

$$= \frac{840}{14}$$

$$= \frac{1.033}{14}$$

$$= 60$$

$$= 73.78$$

APPENDIX B8

THE IMPROVEMENT OF STUDENTS' IN READING COMPREHENSION

a) **Improvement students' in literal reading comprehension (main idea)**

$$\% = \frac{x2 - x1}{x1} \times 100$$

$$\% = \frac{73.14 - 58.28}{58.28} \times 100$$

$$= 25.49\%$$

b) **Improving students' in literal reading comprehension (supporting detail)**

$$\% = \frac{x2 - x1}{x1} \times 100$$

$$\% = \frac{74 - 60}{60} \times 100$$

$$= 23.33\ \%$$

APPENDIX B9

CLASSIFICATION OF PERCENTAGE LITERAL READING

COMPREHENSION IN PRE-TEST AND POST-TEST (MAIN IDEA)

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	1	7%
2	86-95	Very Good	1	7%	2	14%
3	76-85	Good	2	14%	4	29%
4	66-75	Fairly Good	3	22%	3	22%
5	56-65	Fair	2	14%	2	14%
6	36-55	Poor	4	29%	2	14%
7	0-35	Very Poor	2	14%	0	0
Total			14	100%	14	100%

Calculate the frequency and percentage used this formula:
Pre-test
a. For **"Very Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{1}{14} \text{ x } 100\%$$
$$= 7$$
$$= 7\%$$

b. For **"Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{2}{14} \text{ x } 100\%$$
$$= 0.142 \times 100\%$$
$$= 14\%$$

c. For **"Fairly Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{3}{14} \text{ x } 100\%$$
$$= 0.22 \times 100\%$$
$$= 22\%$$

d. For **"Fair"**

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{2}{14} \text{ x } 100\%$$

$$= 0.14 \times 100\%$$

$$= 14\%$$

e. For **"Poor"**

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{4}{14} \text{ x } 100\%$$

$$= 0.290 \times 100\%$$

$$= 29\%$$

f. For **"Very Poor"**

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{2}{14} \text{ x } 100\%$$

$$= 0.140 \times 100\%$$

$$= 14\%$$

Post-test

a. For **"Excellent"**

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{1}{14} \text{ x } 100\%$$

$$= 7 \times 100\%$$

$$= 7\%$$

b. For **"Very Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{2}{14} \text{ x } 100\%$$

$$= 0.140 \times 100\%$$

$$= 14\%$$

c. For **"Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{4}{29} \text{ x } 100\%$$

$$= 0.29 \times 100\%$$

$$= 29\%$$

d. For **"Fairly Good"**

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{14} \times 100\%$$

$$= 0.220 \times 100\%$$

$$= 22\%$$

e. For **"Fair"**

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{14} \times 100\%$$

$$= 0.14 \times 100\%$$

$$= 14\%$$

f. For **"Poor"**

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{21} \times 100\%$$

$$= 14 \times 100\%$$

$$= 14\%$$

Table 4.2 Rate percentage and frequency of the students' literal reading

comprehension in term of supporting detail

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	1	7%
2	86-95	Very Good	1	7%	4	29%
3	76-85	Good	2	14%	2	14%
4	66-75	Fairly Good	3	22%	3	22%
5	56-65	Fair	2	14%	2	14%
6	36-55	Poor	4	29%	2	14%
7	0-35	Very Poor	2	14%	0	0
Total			14	100%	14	100%

Pre-test

a. For **"Very Good"**

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{14} \times 100\%$$
$$= 7 \times 100\%$$
$$= 7\%$$

b. For **"Good"**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{2}{14} \times 100\%$$
$$= 0.14 \times 100\%$$
$$= 14\%$$

c. For **"Fairly Good"**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{3}{14} \times 100\%$$
$$= 0.14 \times 100\%$$
$$= 14\%$$

d. For **"Fair"**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{2}{14} \times 100\%$$
$$= 0.14 \times 100\%$$
$$= 14\%$$

e. For **"Poor"**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{4}{14} \times 100\%$$
$$= 0.29 \times 100\%$$
$$= 29\%$$

f. For **"Very Poor"**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{2}{14} \times 100\%$$
$$= 0.14 \times 100\%$$
$$= 14\%$$

Post-test

a. For **"Excellent"**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{1}{14} \times 100\%$$

$$= 7 \times 100\%$$
$$= 7\%$$

b. For **"Very Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{4}{14} \text{ x } 100\%$$
$$= 0.29 \times 100\%$$
$$= 29\%$$

c. For **"Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{2}{14} \text{ x } 100\%$$
$$= 0.14 \times 100\%$$
$$= 14\%$$

d. For **"Fairly Good"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{3}{14} \text{ x } 100\%$$
$$= 0.22 \times 100\%$$
$$= 22\%$$

e. For **"Fair"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{2}{14} \text{ x } 100\%$$
$$= 0.14 \times 100\%$$
$$= 14\%$$

f. For **"Poor"**

$$P = \frac{F}{N} \text{ x } 100\%$$
$$P = \frac{2}{14} \text{ x } 100\%$$
$$= 0.14 \times 100\%$$
$$= 14\%$$

APPENDIX B10

CALCULATING THE T-TEST ANALYSIS

g.   Calculating the T-test value of students' in reading comprehension (main idea)

$\sum D = 322$

$(\sum D)^2 = 7.284$

$N = 21$

$\bar{D} = \dfrac{\sum D}{N} = \dfrac{322}{21} = 15.33$

$$t = \cfrac{\bar{D}}{\sqrt{\cfrac{\sum D2 - \dfrac{(\sum D)2}{N}}{N\,(N-1)}}}$$

$$t = \cfrac{15}{\sqrt{\cfrac{5.256 - \dfrac{(208)2}{14}}{14\,(14-1)}}}$$

$$t = \cfrac{15}{\sqrt{\cfrac{5.256 - \dfrac{43.264}{14}}{14\,(13)}}}$$

$$t = \cfrac{15}{\dfrac{\sqrt{5.256 - 2166}}{182}}$$

$$t = \cfrac{15}{\rule{3cm}{0.4pt}}$$

$$\frac{\sqrt{2.166}}{182}$$

$$t = \frac{15}{\sqrt{12}}$$

$$t = \frac{15}{3,46}$$

$$t = 4.33$$

h. Calculating the T-test value of students' in reading comprehension (supporting details)

$\sum D = 300$

$(\sum D)^2 = 5.550$

$N = 21$

$\bar{D} = \frac{\sum D}{N} = \frac{300}{21} = 14.28$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D2 - (\sum D)2}{N}}{N\,(N-1)}}$$

$$t = \frac{14}{\sqrt{\dfrac{3.637 - (193)2}{14}}{14\,(14-1)}}$$

$$t = \frac{14}{\sqrt{\dfrac{3637 - \dfrac{37.249}{14}}{14(13)}}}$$

$$t = \frac{14}{\dfrac{\sqrt{3637 - 2660}}{182}}$$

$$t = \frac{14}{\dfrac{\sqrt{977}}{182}}$$

$$t = \frac{14}{\sqrt{5,36}}$$

$$t = \frac{14}{2,36}$$

$$t = 6,06$$

APPENDIX B11

Distribution of T-Table

Df	(level of significance) (one-tailed test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.67
2	0.816	1.886	2.920	4.303	6965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMP

Kelas/Semester   : VIII/1

Mata Pelajaran   : Bahasa Inggris

Topik   : Descriptive

Skill   : Reading

Alokasi Waktu   : 2 x 40 menit

A. Tujuan Pembelajaran

1. Siswa dapat menangkap informasi spesific yang ada pada teks descriptive.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.
3. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
5.3 Merespon makna dan langkah-langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentukprocedure dan report.	5.3.1 Siswa dapat menangkap informasi spesific yang ada pada teks descriptive. 5.3.2 Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive. 5.3.3 Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.

C. Materi

1. Example of descriptive text
The Colosseum

The Colosseum or Coliseum, also known as the Flavian Amphitheatre (Latin: Amphitheatrum Flavium; and Italian: Anfiteatro Flavio or Colosseo), is an elliptical amphitheatre in the centre of the city of Rome. Built of concrete and stone, it is the biggest amphitheatre ever and is considered as one of the greatest works of architecture and engineering.

The Colosseum is located just east of the Roman Forum. Construction of this building began under the Vespasian emperor in 72 AD, and was finished in 80 AD under his descendants and heir Titus. Further renovations were made during the reign of Domitian (81–96).These three emperors which are known as the Flavian dynasty, and the amphitheatre was named in Latin because its relation with their family name (Flavius).

What does the text tell about?

Why the text is called descriptive?

What is the main idea paragraph 1?

C. Metode Pembelajaran

Cycle 5E :

D. Langkah- Langkah Kegiatan Pembelajaran

No	Researcher's activities	Student's activities
1	The teacher gave the treatment: - Opening activity a. Greeting	Students answer the greeting.

	b. Attendance	
2	The teacher explain the procedure of 5E learning cycle model.	The students give the attention to the teacher in procedure of 5E learning cycle model.
	- Engagement : the teacher explain about the material, teacher is give a question about example of descriptive text in everyday life. And describe the example from the student says.	The students give the example of descriptive text that can understand.
	- Exploration : The teacher divide classroom into the 5 groups and gives the task (descriptive text) for each group and then ask the students to read the text and understand of the text with their ability.	The students collaborate with their groups to read and understand about the text from their ability.
	- Explanation : The teacher ask the representatives from each groups to present the result from their groups about descriptive text.	The students present their result from their groups with their own words about descriptive text.
	- Elaboration : the teacher ask the students difficulties, and write in	The students read their difficult and comparing to the right

	white board about descriptive text and conclude their answer.	answer.
-	Evaluation : the teacher ask the students from the material unclear. The teacher collect their answer sheet. The teacher greeting.	The students ask the teacher about the material they don't know. And the students do the text (quits). The students help the teacher to collect their answer sheet. The students answering the greetings.

E. PENILAIAN HASIL PEMBELAJARAN

Penilaian Post Test and Post test

1. Teknik   : Membaca

2. Bentuk   : Essay

Sipatuwo,   Agustus 2023

Mengetahui,
Kepala Sekolah   Mahasiswa

SAKINAH WATI. B, S.Pd.   MUH. ZULFIKRI ASLAN
NIP. 19760111 200604 2 033   NIM. 105351102819

APPINDEX D

D1. Student's Result for Pre-test

My Classmate is a Dancer

Linda is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.

She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar.

Every time she performs the dance on the stage, she always gives her best performance to her audience, so they really enjoy her dance.

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

No AHMAL RAHMAN
Date: √III

	question
1.	who is Linda
2.	"... so they really enjoy her dance." (paragraph 12) the underlined word
	refer to ...
3.	what kind of dance does she prefer ?
4.	how did she become very popular ?
5.	what is the main idea of the third paragraph
6.	why does the audience like her performance ?
7.	what is her experience ?
8.	what is a good title of the text above ?
9.	what kind of a person is she
10.	what is the generic structure of the text above ?
	Jawaban
1.	Linda is the writer's classmate
2.	the underlined word refers to the audience
3.	she prefers traditional dances to modern ones
4.	she became very popular through her frequent performance at formal ceremonies
	and as a member of Indonesia cultural delegations
5.	the main idea of the third paragraph is that Linda gives her best performance
	because she always gives her best to her audience
6.	the audience likes her performance because she always gives her best
	performance
7.	Linda has experience in dancing and has been practicing since both traditional
	and modern dances
8.	A good title for the text above could be " Linda, my talented classmate "
	A Dancer "
9.	she is described as beautiful, friendly, energetic, and active.
10.	the generic structure of the text is :
	Identification of the person (Linda)
	description of her physical appearance .

Bass

Suci aulia Ramadhani
Date:

Lat 1   Jawaban:

1. linda is the writer's classmate
2. the underlienn word refers to the audience
3. She prefers traditional dances to moderen ones
4. She become very populer through her proquent performances at pormal ceremonies and as a member of Indonesia cartuler delegations
5. the main idea of the third paragraph is that linda gives her best berpormance to her and audience
6. the audience likes her perpormance because she always gives her best perpormance
7. linda has experience in dancing and has been paractering since she was six years old, and she can dance both traditional and moderen dances
8. A good title por the text above could be linda, my talented classmate : dan cer"
9. She is described as beatiput, friendly.
10. the generic struture of the text is: identificalion of the persion (linda).

D2. Student Result for Post-Test

What is an Iceberg

An iceberg is a great piece of ice floating in the sea. 'Berg' is the German word for mountain. In the coldest parts of the earth, around the North and South poles, land and sea are both covered by layers of ice, more than 300 meters deep at the centre. Tongues of ice, called glaciers, stretch out into the oppen sea. The sea water melts the bottom part of these glaciers, and the the top part moves into the water with a great noise. The great piece of ice sinks for a short time under the surface, and thanit rises again , and floats away as a new iceberg. Some iceberg are many miles long, and travel for thousands of miles and several years before they finely melt. The part of an iceberg which can be seen above the water is only about one-ninth of the total size. The rest is hidden under the waves. One of the world's worst disasters at sea was in 1912 when the liner 'Titanic' hit an iceberg and sank on her first journey, killing hundreads of passengers.

Tugas 2

Date :

NABILA ELMIRA

1. Iceberg is a great piece of ice floating in the sea
2. berg is german word for mountain
3. tongueiss of ice
4. hidden under the wavel
5. It is the coldest parts of the earth, land
   and s co are both covered by layers
   of ice, more than 300 marru deep at
   the contri
6. part of ship
7. got sink
8. to describe this reader about ice berg
9. dari "togues of ice ..." sampai "as knw
   iceberg"
10. It is big and cold dangerous for ship.

No. tugas 2
Date

Nama: Rifki Ramadany

Jawaban

1 iceberg is a great piece of ice floating in the sea.

2 berg is german word for mountain

3 tongues of ice

4 hidden under the waves

5 it is the coltest parts of the earth, land and sea are both covered by layers of ice, more than 300 metres deep at the centre centre.

6 part of ship

7 got sink

8 to describe the reader about iceberg

9 dari "tongues of ice" sampai "as new iceberg"

10 it is big and cold dangerous for ship.

APPINDEX E

Surat keterangan bebas plagiat

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Muh.Zulfikri Aslan

Nim : 105351102819

Program Studi : Pendidikan Bahasa Inggris

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 13 November 2023
Mengetahui

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Nursinah, S.M.I.P
NBM. 964 591

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APPINDEX F

F1. Surat Pengantar Penelitian

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 14259/FKIP/A.4-II/VII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : MUH. ZULFIKRI ASLAM
Stambuk : 105351102819
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Maulanana/selayar / 14-02-2001
Alamat : Gowa/pallangga.

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Improving student's reading comprehension through C-5E method at smpn 8 selayar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
21 Juli 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

F2. Permohonan Izin Penelitian

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2703/05/C.4-VIII/XI/1445/2023   <u>17 Rabiul Akhir 1445</u>
Lamp   : 1 (satu) Rangkap Proposal   1 Nopember 2023 M
Hal   : Permohonan Izin Penelitian
         Kepada Yth,
         Bapak Gubernur Prov. Sul-Sel
         Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
         di –
              Makassar
         السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Muhammadiyah Makassar, nomor: 14259/FKIP/A.4-II/VII/1445/2023 tanggal 21
Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **MUH ZULFIKRI ASLAM**
No. Stambuk   : **10535 1102819**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**
Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan
Skripsi dengan judul :

**"IMPROVING STUDENTS' READING COMPREHENSION THROUGH C-5E METHOD
AT SMPN 8 SELAYAR"**

Yang akan dilaksanakan dari tanggal 8 Nopember 2023 s/d 8 Januari 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin
untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

11-23

F3. Kontrol Pelaksanaan Penelitian

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســـم الله الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Muh. Zulfikri Aslan
NIM	:	105351103619
Judul Penelitian	:	*Improving students' reading comprehension through cycle 5E (C5E) method at SMPN 8 Selayar*
Tanggal Ujian Proposal	:	**8 Agustus 2023**
Tempat/Lokasi Penelitian	:	**SMPN 8 SELAYAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu/8 Agustus 2023	Penyampaian Surat Penelitian dari kampus kepada wadir I dan kepala sekolah dan observasi	Abdul Rahman S.Pd	
2	Kamis / Agustus-2023	Penelitian (pelaksanaan kegiatan penelitan)	Abdul Rahman S.Pd	
3	Senin /14 Agustus-2023	Penerapan methode cy5e	Abdul Rahman S.Pd	
4	Selasa /27 Agustus-2023	Pelaksanaan Pre-test	Abdul Rahman S.Pd	
5	21 /28 Agustus-2023	Pelaksaan materi post-test	Abdul Rahman S.Pd	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بـــــم الله الرحمن الرحيـــم

6	Kamis/28 Agustus-2023	Penelitian Selesai	Abdul Rahman S.Pd	
7				
8				
9				
10				

..................., ...2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977.807

KEPALA SEKOLAH

SAKINAH WATI, B, S. Pd
NIP. 197601112006042033

F4. Surat Keterangan Telah Meneliti

PEMERINTAH KABUPATEN KEPULAUAN SELAYAR
DINAS PENDIDIKAN,PEMUDA DAN OLAHRAGA
UPT SMP NEGERI ONTO No. 8 KEPULAUAN SELAYAR
Jalan Ontosapo 147 Desa Onto Kecamtan Bontomatene Kabupaten Kepulauan Selayar Kodepos 92854

SURAT KETERANGAN TELAH PENELITIAN
Nomor :432.6/069/VII/2023/SMPTN Onto No.8 Kepsel

Yang bertanda tangan di bawah ini:

Nama   : Sakinah Wati B, S. Pd

NIP   : 197601112006042033

Jabatan   : Kepala Sekolah

Pangkat/Gol : Pembina TK.I/IVb

Menerangkan bahwa mahasiswa di bawah ini:

Nama   : Muh.Zulfikri Aslan

NIM   : 105311102819

Program Studi : Pendidikan Bahasa Inggris

Fakultas   : Keguruan Dan Ilmu Pendidikan

Universitas   : Universitas Muhammadiyah Makassar

Telah melaksanakan penelitian di UPT SMPN Onto No.8 Kepulauan Selayar pada tanggal 26 Juli s/d 26 September 2023 dengan tema *"Improving Student's Reading Comprehension Through C-5E Method at SMP 8 Kab. Kepulauan Selayar"*

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ontosapo, 27 Agustus 2023
KEPALA SEKOLAH

SAKINAH WATI B, S. Pd
NIP 197601112006042033

LETTER OF ACCEPTENCE

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782105 (Secretary)
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بِسْـــمِ اللّـٰه الرّحمن الرّحيــم

LETTER OF ACCEPTANCE
0854/BG-FKIP/LOA/B/XI/1445/2023

Dear MUH. ZULFIKRI ASLAN

It is our pleasure to inform you that, after reviewing your paper:
IMPROVING STUDENT'S READING COMPREHENSION THROUGH
CYCLE 5E(C-5E) METHOD AT SMPN 8 SELAYAR
The manuscript ID: 1115
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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The manuscript according to the limitations or description of the journal	√	
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Makassar, 21 November 2023 M
7 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE

MUHAMMAD ZULFIKRI ASLAN was born on February 14 2001 in Maulana, he is the first child of the couple Bustan Aridin and A. Nur Asmah, he started his first education at Idhata Onto Kindergarten, from there he continued his education received his education at SDI Ont and graduated in 2013. Then he prepared himself to enter SMPN 8 Selayar and studied from the first grade of junior high school until graduation, then continued with SMA 2 Selayar until graduation in 2019. At the same time, he enrolled in Muhammadiyah University of Makassar, and took the English Language Education Department as his major. At the end of his study period, he was able to complete his thesis in 2023 with the title "IMPROVING STUDENT'S READING COMPREHENSION THROUGH CYCLE 5E (C5E) METHOD AT SMPN 8 SELAYAR"