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Does 7E Cycle Model Improve Learning Environment? Evidence from Popular Fiction Classes

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Abstract

The cultivation of 21st-century competencies within a constructivist learning environment opens avenues for students to discover their distinct strengths. Unfortunately, educators frequently neglect effective teaching models, hindering the creation of an ideal learning environment in literary education. This study examined how the 7E Learning Cycle Model impacts student performance in Popular Fiction classes. *Additionally, it sought to uncover challenges faced by instructors teaching the Popular Fiction course and explore how they employ the 7E model to establish a conducive learning environment, ensuring successful outcomes in Popular Fiction classes. This study adopted Classroom Action Research. Data gathered through popular fiction analysis test, interview, observation, peer assessment, and other relevant documents. The study was conducted in the English Language Education Study Program of UIN Fatmawati Sukarno Bengkulu. 39 third semester students actively involved in seven week-learning popular fictions by using 7E Cycle Model. The research demonstrated notable improvements in Cycle I and Cycle II, with post-test scores rising from an average pre-test score of 63.23 to 79.59. In Cycle II, 82.01% of students achieved "Good" and "Very Good" ratings, indicating substantial progress. Positive outcomes encompassed active engagement, collaboration, independent knowledge construction, skill development, profound understanding, heightened critical thinking, and real-life context application. These results fostered sustained interest and motivation in the continuous learning cycle. Pedagogically, the study recommends the ongoing integration of the 7E Learning Model into the Popular Fiction curriculum, refining collaborative learning, and integrating technology for enhanced teaching effectiveness while addressing any limitations.*

Keywords: *7E Cycle Model; Learning Environment; Popular Fiction.*

Introduction

The constructivist learning environment, implemented in curricula across various countries, has proven to significantly enhance students' achievement (Lubiano & Magpantay, 2021; Samikwo, 2023). A series of student-centered teaching strategies are increasingly being tested and implemented in classrooms (Balta & Sarac, 2016; Wodaj & Belay, 2021), reflecting a shift in the role of teachers from information deliverers to facilitators of classroom practices and promoters of student engagement. Students need to be independent in their learning, not solely relying on teachers as in behaviorist approaches. Learning through active experiences also builds students' responsibility and independence, teaching them to manage time, make decisions, and take initiative (Cahyono, 2023). In the learning process, teachers also need to encourage students to collaborate in developing social and communication skills, fostering teamwork, enhancing communication effectiveness, and supporting diverse learning (Mardhiyah et al., 2021). The development of 21st-century competencies like these creates opportunities for students to explore their unique strengths and talents.

Popular Fiction, as a form of literature, especially in the context of EFL, is acknowledged for its benefits in enhancing English language skills. However, in Indonesia, attention to the teaching of English literature remains limited to the literature itself. Various issues, such as the selection of literary texts, teaching obstacles, and ways to overcome these challenges, have been identified (Novianti, 2016). Unfortunately, educators often overlook the implementation of effective teaching models to create an optimal learning environment and achieve maximal outcomes in literary education.

Experts across various fields, especially in science and several language-related disciplines, collectively recognize the benefits of the Constructivist Learning Model, particularly through the application of the 7E Learning Cycle Model. These scholars, including Sarac and Tarhan (2017), Al-Qahtani and Lin (2016), as well as Balta and Sarac (2016), agree that this model significantly enhances students' conceptual understanding. Moreover, it has been proven effective in developing students' language skills, as observed by Manurung (2018), and Hasnidar (2019). The model's effectiveness is also evident in fostering critical thinking abilities (Lubiano & Magpantay, 2021; Suardana, Redhana, Siribunnam & Tayraukham, 2009) and stimulating students' learning activities, as found by Santi and Atun (2021).

Certainly, the number of studies investigating the application of constructivist learning models in analyzing Popular Fiction in Indonesia is still limited. Recent data indicates the progress of poetry education, involving various models, methods, and approaches, aimed at enhancing students' poetry writing skills (Sinaga & Harahap, 2023; and Ginting, 2023). Additionally, there are studies on fiction writing, understanding fiction narratives, and fiction listening skills, involving the application of various specific models, methods, and approaches (Putri & Koeswanti, 2023; Putra, Arianti & Alim, 2023).

A significant gap emerges in the emphasis on literary content rather than effective teaching models in the analysis of Popular Fiction in Indonesia. With focused attention, the creation of an optimal learning environment is impeded. The need for further exploration is evident from evolving research, indicating an interest in enhancing student engagement and outcomes in the limited education focused on understanding and writing poetry and fiction. Therefore, the study aimed to investigate the impact of implementing the 7E Learning Cycle Model on students' academic performance in Popular Fiction classes. Additionally, it sought to identify the challenges instructors face while teaching the Popular Fiction course and examine how instructors utilize the 7E Learning Cycle Model to establish a conducive learning environment, thereby facilitating successful outcomes in Popular Fiction classes.

Research Methodology

This study adopted Mills' (2003) Classroom Action Research (CAR) method, involving a systematic investigation into teaching methods within the learning environment. It aimed to comprehend how students achieved better learning outcomes. This method seamlessly integrated research and practice, allowing direct application of research findings. In the process, teachers played a central role with active involvement in systematically observing the teaching process, identifying issues, and emphasizing the teacher's active role in understanding the dynamics of learning (McNiff, Lomax, and Whitehead, 2004).

The research was conducted in the English Education program at UIN Fatmawati Sukarno Bengkulu, Indonesia. The campus was chosen based on the researcher's 8-year experience as a literature lecturer, ensuring access to research facilities like Wifi and the library. The campus administration played a vital role in the

selection, aligning with findings by Turgut, Colak, and Salar (2017). The nine-week study comprised 100-minute sessions weekly, focusing on popular fiction in the third-semester English literature class. Core concepts covered: Elements of Popular Fictions, Popular Fiction analysis, and Evaluating on Popular Fiction analysis. The Popular Fictions element incorporates Structuralism and Film Pop theory by Storey (2006); formula theory by Cawelti (1976); and Western formula theory by Cawelti (1999).

The data collection process for teaching and learning was comprehensive, employing both qualitative and quantitative analyses. Quantitative data, derived from student presentations in the Popular Fiction Analysis Test, provided measurable insights. On the qualitative front, individual interviews aimed to explore variations in information conveyed among respondents, enabling nuanced comparisons, and facilitating discoveries. A student-friendly semi-structured interview guide facilitated discussions on constructivist elements, program challenges, and recommendations. Extensive literature reviews and document studies preceded these steps. Observations utilized "Structural Environment Observation Sheet for Popular Literature Classes" by Yasar and Sozbilir (2012). A new observation sheet tailored to research goals underwent trials to ensure adaptability and expert-guided refinement. It featured blank sections for observers' reflections on teacher and student behaviors, aligning with the 7E model. This consistent approach ensured focused evaluation. Peer assessments, self-assessment sheets, and peer group evaluations enriched the study by incorporating students' perspectives during implementation.

The procedural steps, as outlined by Kemmis and McTaggart (2010), encompassed identifying the problem, planning the action with prepared materials, and teaching aids, implementing, and observing actions through the 7E Learning Cycle in two cycles, and reflecting on observation results using pre-assessment and post-test evaluations. The test results were analyzed to pinpoint weaknesses in teaching activities. The cycle concluded upon students meeting standard indicators, signifying significant improvement in popular fiction achievement and an enhanced learning environment. The final step involved revising the plan based on identified weaknesses, with a focus on addressing students' challenges in popular fiction and refining the learning environment for the subsequent cycles.

Quantitative analysis compared pre-assessment and post-test scores using the mean formula. The Popular Fiction Analysis Test scores were calculated as follows

(Sugiyono, 2019):

$$X = \frac{\sum x}{N} \qquad Y = \frac{\sum y}{N}$$

Notes:
X: Means of pre-assessment score $\sum x$: The sum of pre-assessment score
Y: Means of post-test score $\sum y$: The sum of post-test score
N: Number of Subject

Qualitative data, following Burns' stages (2010) for analysis, underwent data assembly, coding, comparison, interpretation, and reporting. Individual Interview responses were transcribed and grouped by meaning. Direct quotes, maintaining original meaning, were identified for agreements or disagreements. Categories emerged from student responses based on commonalities or differences (Ozsevgeç, 2007). It's advised to exclude expressions and individual comments during interviews, with adjustments post-analysis (Cohen & Manion, 1989). Direct quotes from sentences reflect individual thoughts in presenting interviews. Observation analysis evaluated teaching using six observed worksheets. Qualitative data calculated average observation scores, considering factors like behaviour repetition, participation, attention, and actions taken. Items with average scores or higher were deemed realized at the desired level (Ozsevgec, 2007). Qualitative aspects emerged through researcher notes during observation. In the Peer Assessment group evaluation, there were 23 behaviours observed within 39 students' collaborative activities. In the context of this research, an assessment rubric has been developed to analyze popular fiction works in the form of Western films.

Table 1: Assessment Rubric

No.	Criteria	Assessment	Score
1	**Exposition**		1-10
	Understanding the Context of the Story	Evaluating the depth of analysis for a profound understanding of the story's context as revealed in the exposition.	
	Interconnection of Basic Information	Evaluating the analytical ability to connect basic information presented in the exposition with subsequent elements of the story.	
2	**Conflict**		1-10
	Identify the Types of Conflict	Evaluating the analytical ability to identify the types of conflict that arise in the story and explain their characteristics.	

	Development of Conflict	Evaluating the extent to which the analysis can explain the development of conflict throughout the story and its impact on the narrative.	
3	**Climax**		1-10
	Understanding the Climax of Tension	Evaluating the extent to which the analysis can understand and explain the climax of tension or intensity in the story.	
	Connection to Conflict	Evaluating the relationship between the climax and the main conflict and how this moment influences the direction of the story.	
4	**Resolution**		1-10
	Conflict Resolution	Evaluating the analytical ability to explain how the conflict is resolved or addressed in the resolution.	
	Satisfaction of Story Closure	Evaluating the extent to which the analysis depicts how well the resolution provides answers to the main questions and a satisfying conclusion to the story.	
5	**Characters**		1-10
	Analysis of Main and Supporting Characters.	Evaluating the analysis of main and supporting characters, including an understanding of their motivations and roles in the story.	
	Character Development.	Evaluating whether the analysis identifies changes or developments in characters throughout the film.	
6	**Setting**		1-10
	Description of Location and Time.	Evaluating the extent to which the analysis provides detailed descriptions of the location and time in which the story takes place.	
	The Influence of Setting on the Story.	Evaluating the understanding of how the setting influences the plot and character development.	
7	**Plot**		1-10
	Causality Relationship	Evaluating the extent to which the analysis identifies and explains the causal relationships between events in the plot.	
	Plot Coherence	Evaluating the continuity and coherence of the plot throughout the film	
	Narrative Tension	Evaluating the level of narrative tension in the story.	
8	**Pacing & Genre**		1-10
	Understanding Narrative Pace.	Evaluating the extent to which the analysis understands and explains how narrative pace influences the audience's experience.	
	Appropriateness of Pacing to Genre.	Evaluating whether the pacing is suitable for the analyzed film genre.	
9	**Theme**		
	Identification of Themes.	Evaluating the analytical ability to identify and elaborate on the themes present in the film.	1-10
	Explanation of Symbols and Motifs.	Evaluating the extent to which the analysis explains how symbols and motifs support or	

		represent the themes.	
10	**Flashback & Flash-forward**		1-10
	Context Understanding	Assessing the extent to which the analysis understands the context of the use of flashforward in films.	
	Contribution to the story.	Evaluating the impact of flashback and flashforward on story development and audience comprehension.	

(Klarer, 2004)

Subsequently, the students' assessment results are interpreted based on the following standards:

Table 2: Score Interpretation

No.	Score Range	Category
1	≥ 85	Very Good
2	75 – 84	Good
3	65 – 74	Enough
4	<65	Poor

(UIN Fatmawati Sukarno Bengkulu, 2023)

Findings and Discussion

Findings

1. Identifying the Problems

At the initial stage of this research, the researchers conducted observations to assess the initial learning environment and students' achievements before implementing the action research. The results of the observations and interviews showed that students' understanding of Popular Fiction was not yet optimal, with difficulties in interpreting and applying the concepts. The average pre-test score was 63.2, below the minimum standard of 75. Only 7 students met or exceeded the standard, while 32 were below. This gap highlighted the need for a more effective teaching model, leading the researchers to apply the 7E Learning Cycle Model.

2. Research Implementation

The action research was conducted in two distinct cycles, each comprising four engaging sessions. These cycles were designed to encompass essential phases, namely planning, implementation, observation, and reflection on the outcomes of the actions taken. In each cycle, there were three meetings, each

with its distinct opening, main activity, and closing stages, creating a dynamic and iterative process. This approach allowed for a comprehensive exploration of the implemented actions and fostered continuous improvement through reflective practices.

a. Implementation Cycle I

Meeting	Stage	7E Syntax	Classroom Activities
1	*Planning*	-	In the planning sessions, we designed lesson plans, teaching materials, and engaging worksheets to enhance learning. Students were given the opportunity to choose Western movies they liked, making the study of popular fiction elements, analysis, and evaluation more interesting and aligned with their interests.
2	*Implementing*	-	The execution of the action followed the teaching and learning activities outlined in the lesson plan. The initial cycle comprised three meetings, each featuring distinct stages such as opening, main activity, and closing.
3	*Observing*	-	The teaching and learning environment exhibited improvement compared to the initial pre-test conducted by the researcher. In the first meeting, numerous students actively engaged in learning about popular fiction.
	Meeting 1	*Elicit* *Engage*	In the ***Elicit phase***, the researcher used Socratic questions to stimulate students' thinking, successfully capturing their attention, though many were still shy to respond. In the **Engage phase**, students began reviewing the elements of popular literature one by one. In groups of 3-4, they actively discussed and clarified the concepts studied.
	Meeting 2	*Explore* *Explain*	In the second meeting, the researcher entered the **Explore** phase, where students in small groups discussed concepts of popular fiction elements, formulated questions, gathered data, wrote their findings, and presented them. Next, students moved to the **Explain** phase, exploring their creative project results and organizing popular fiction concepts. They used Canva to create models, diagrams, or charts, then

			presented and discussed their projects with different perspectives in class.
	Meeting 3	*Elaborate* *Evaluate* *Extent*	In the third meeting, the researcher engaged in three phases: Elaboration, Evaluation, and Extension, which were also considered as the post-test phase in cycle 1. In the **Elaboration phase**, the instructor asked students to use their knowledge through idea exchange, reflection, and creativity to develop practical applications for popular fiction. In the **Evaluation phase**, students were asked to analyze fictional elements and reflect on their learning experience. The **Extent phase** emphasized applying popular fiction concepts to new contexts for deeper learning.
4	*Reflecting*	-	First, the implementation of the 7E Learning Cycle Model in popular fiction learning has not been optimal, but some positive results have been identified. There has been an increase in students' enthusiasm, motivation, and interest (Table 4, Cycle 1 Data). Student-centered learning has also proven to be effective (Table 4, Cycle 1 Data). Group exploration enhances collaboration (Table 6, Cycle 1 Data). Students' understanding of popular literature has improved, with a post-test score of 73.90 (Table 3, Cycle 1 Data). Second, the weaknesses of Cycle 1 include students' confusion in connecting concepts to everyday life, which hinders understanding (Table 6). Although tasks were successfully completed, students faced difficulties in group decision-making and task division, requiring special intervention to enhance collaboration (Table 5). Other challenges include the limitations of instructors in developing skills, technological constraints, and a lack of formative and summative evaluations, which also hinder the learning process (Table 4).

b. Implementation Cycle II

Meeting	Stage	7E Syntax	Classroom Activities
1	*Re-Planning*	-	To address the challenges in Cycle II, a comprehensive approach was implemented to improve educational outcomes. The focus was on daily-life applications, enhancing collaboration, and providing additional support for lecturers' skills. Various teaching methods and evaluations were refined, encouraging summarization skills and the application of theoretical concepts to real-world contexts, with continuous feedback.
2	*Implementing*	-	In the first and second meetings, the researcher followed a similar process to the first cycle, including opening, main activities, and closing, focusing on one topic in-depth. In the third meeting, students took the Cycle II post-test to assess their understanding of popular fiction and evaluate the impact of both cycles.
3	*Observing Meeting 1 - 3*	*Elicit* *Engage* *Explore* *Explain* *Elaborate* *Evaluate* *Extent*	After completing Cycle II as a corrective step, particularly in meetings 2 and 3, significant positive changes were observed in student progress. Most weaknesses identified in Cycle I showed improvement. First, Conceptual Connectivity improved, with students overcoming confusion in linking concepts to daily life (see Table 6, Cycle II). Second, Collaboration increased, as students addressed challenges in group decision-making and task distribution (see Table 5, Cycle II). Third, Lecturer Skills and Interaction improved, addressing technological limitations (see Table 4, Cycle II). The Cycle II post-test showed a significant increase in average scores, rising from 73.90 to 79.59, indicating a 5.69 improvement (see Table 4).
4	*Reflecting*	-	Based on observation findings, there is an improvement in students' understanding of popular fiction and the learning environment. Students actively collaborate, build knowledge, develop practical skills, enhance understanding and critical thinking, and connect theory

with real-life applications. Student interest and motivation have grown, encouraging active participation (See Tables 3, 4, 5, and 6).

Table 3: Score and Category Pre-Test to Post-Test

No.	Score Range	Category	Pre-Test	(%)	Cycle I Test	(%)	Cycle II Test	%
1	≥85	Very Good	-	-	1	2.56	7	19.95
2	75 – 84	Good	4	10.26	16	41.03	25	64.10
3	65 – 74	Enough	14	35.90	20	51.28	7	17.95
4	≤ 65	Poor	21	53.84	2	5.13	-	-
Average Score			**63.23**	100	**73.90**	100	**79.59**	100

In the pre-test, there were 4 students classified in the "Good" category, and no students fell into the "Very Good" category. Thus, only (10.26%) of students met the passing standard. In the post-test of Cycle I, there were 16 students classified as "Good" and 1 student classified as "Very Good." Consequently, there was a highly significant improvement, with (43.59%) of students meeting the passing standard. In the post-test of Cycle II, there were 25 students classified as "Good" and 7 students falling into the "Very Good" category. Therefore, there was a highly significant improvement, with (82.01%) of students meeting the passing standard in the popular fiction class. It can be concluded that the 7E Cycle learning model is effective in enhancing students' achievements in understanding popular fiction.

3. Students'-Lecturers' Behaviors

This section explains the observation results related to students' and lecturer's behaviors during the learning process. Table 4 summarizes key findings from the observation, providing an overview of the interactions, responses, and engagement of students and the lecturer in the classroom.

Table 4: Finding from Observation: Students' and Lecturer's Behaviors

The Stages of 7E Model		The Focus of the Behavior Observation	Cycle I			Cycle II		
			1	2	3	1	2	3
1. Stage: Elicit	Students	The students are enthusiastic and interested in broadening their insights into the socratic questions posed by the lecturer.	19	-	-	31	-	-
		Discussions stimulate collaboration and interaction among students.	21	-	-	33	-	-
	Lecturer	The lecturer initiates the learning process by posing socratic questions that stimulate	√	-	-	√	-	-

		students' prior knowledge.						
		The lecturer encourages group discussions or pairings to motivate students to share their thoughts and ideas before further learning.	√	-	-	√	-	-
2. Stage: Engage	**Students**	The students overview the topic to clarify concepts.	14	-	-	27	-	-
		Students participate actively in the classroom discussion and contribute to clarify these concepts further.	16	-	-	30	-	-
	Lecturer	The lecturer provides an overview of the learning topics that will be explained.	√	-	-	√	-	-
		The lecturer encourages group discussions or pairings to motivate students to share their thoughts and ideas before further learning.	√	-	-	√	-	-
3. Stage: Explore	**Student**	Students engage in direct group experiments to observe and test learning concepts.	-	19	-	-	29	-
		Students share their thoughts and ideas in the classroom.	-	17	-	-	31	-
	Lecturer	Lecturer guides the process of observation and data collection to help students develop observation and analysis skills.	√	-	-	√	-	-
		The lecturer involves students in interactive activities in direct group experiments, demonstrations, or presentations that stimulate students' curiosity.	√	-	-	√	-	-
4. Stage: Explain	**Students**	Students organize concepts into a structured conceptual framework (creative project) to help them see the interconnections and hierarchy of concepts.	-	16	-	-	28	-
		Students explore the creative project and share their thoughts with peers, engaging in discussions to clarify ideas and listen to others' perspectives.	-	16	-	-	28	-
	Lecturer	The lecturer encourages students to use models or visual representations to help them construct visual understandings, such as diagrams, charts, or effective models to present information.	-	-	√	-	-	√
5. Stage: Explore	**Students**	Students apply the concept they have learned to real-world situations to undertand them better.	-	-	**39**	-	-	**39**
		Students discuss the result and exchange ideas from various perspectives in group through these activities.	-	-	22	-	-	39
	Lecturer	The lecturer connects the learning topics	√	-	-	√	-	-

		with students' everyday experiences or interests.						
		The lecturer encourages group discussions to motivate students to share their thoughts and ideas.	-	-	√	-	-	√
6. Stage: Evaluate	**Students**	Students engage in various forms of assessment, such as written exams, oral exams, projects, presentations, or assignments from instructors.	-	-	8	-	-	32
		Students engage in self-reflection on their understanding of the material they have learned	-	-	12	-	-	32
	Lecturer	Conducting summative assessments to evaluate final understanding and students' achievements.	-	-	√	-	-	√
		Lecturers encourage students to reflect on their understanding by engaging in questions such as what they have learned, how confident they feel about specific concepts, and which areas might require further attention.	-	-	√	-	-	√
7. Stage: Extent	**Students**	Students provide further conclusions about the learning situation they have undertaken which involve the ability of students to examine what has been discovered, decided, considered, learned, and concluded.	-	-	8	-	-	32
		Students explain their ideas in applying their knowledge broadly in new contexts.	-	-	12	-	-	32
	Lecturer	Lecturers convince students that the knowledge learned can be applied in new contexts and is not limited to simple applications, as in the previous elaboration stage.	-	-	√	-	-	√
		Lecturers observe students' understanding of the application of new concepts or encourage students to ask open-ended questions and seek answers based on the concepts they have learned.	-	-	√	-	-	√

This study demonstrated a positive shift in students' perceptions and learning experiences during the transition from Cycle 1 (C1) to Cycle 2 (C2) in the 7E Learning Model. This change was linked to the application of more in-depth feedback and reflection, which improved students' conceptual understanding. Students in C2 reported increased engagement, better understanding, and a

stronger connection between learned concepts and real-life applications. Success factors included the simplification of concepts by the 7E model and students' suggestions to enhance group dynamics and incorporate more real-life examples, creating a more effective learning experience.

To conduct peer evaluation within the group, the distribution of total scores for 23 behaviors throughout the process, involving 39 students across 6 worksheets, is documented in Table 5 below:

Table 5: Finding from Peer-Review

No.	In-Group Peer Assessment Behaviors	Students' Behavior during their Collaboration					
		Cycle I			Cycle II		
		C1	C2	C3	C1	C2	C3
1	Paying attention to lesson materials.	11	17	23	29	32	35
2	Making group decisions.	9	19	21	27	29	33
3	Respecting task distribution.	14	23	27	29	30	32
4	Successfully completing assigned tasks within specified timeframes.	39	39	39	39	39	39
5	Providing timely and effective feedback to group members.	15	19	21	29	30	32
6	Supporting the group learning process.	16	19	20	27	30	32
7	Avoiding behaviors that neglect other group members.	19	21	21	29	33	34
8	Willingness to work on tasks and provide constructive recommendations for other activities.	17	21	23	27	30	31
9	Sharing prior knowledge with classmates and the teacher.	12	17	21	29	34	35
10	Thoroughly completing relevant sections of worksheets.	7	18	19	25	28	29
11	Attempting to recognize and use tools and equipment used in class activities.	9	21	23	27	27	33
12	Actively listening and striving to understand the teacher's explanations.	19	23	25	31	32	36
13	Referring to previous activities in explanations, using observation notes and attempting logical inferences with observation findings.	7	17	19	31	35	38
14	Recording, interpreting, and analyzing observations, findings, ideas, and explanations. Preparing reports with charts and graphics if necessary.	10	16	18	24	30	36

15	Attempting predictions and hypotheses with alternative methods and discussing them with other students.	6	14	18	27	32	34
16	Thinking critically and trying to find solutions to questions or problems.	17	19	21	23	26	29
17	Participating in discussions using observation results and providing positive contributions with opinions and new ideas.	14	17	20	25	29	33
18	Attempting to give meaning to newly encountered concepts.	6	15	19	22	24	25
19	Striving to acquire new skills.	11	19	21	25	29	30
20	Applying names, definitions, explanations, and new skills in new but similar situations.	9	17	20	22	27	31
21	Listening and asking questions to other students' explanations from a critical perspective.	9	15	19	23	25	26
22	Answering questions on worksheets at the end of activities.	39	39	39	39	39	39
23	Asking or making inferences in advanced stages based on mastery (knowledge, skills).	7	13	17	21	23	26

The transition from Cycle I to Cycle II showed a significant improvement in students' collaborative behaviors, contributing to a more dynamic group learning environment. Increased attention to lesson materials, rising from 23 to 35 in Cycle II (C3), indicated enhanced focus during tasks. Additionally, improvements in group decision-making, task distribution, and timely feedback (C2 and C3) reflected a stronger collaborative spirit. Students were more willing to share knowledge and work constructively. Consistent success in completing tasks (C1-C3: 39) highlighted positive development in both academic and collaborative skills, ultimately enriching the overall group learning experience.

Table 6: Finding from Interview: Students' Opinion about Learning Model

No.	Cycle	Questions/Answers
1	***Q1***	What is your perspective on learning through this model?
	C1	Fun and enlightening, but a bit confusing. Still enjoyed it though.
	C2	Really worked for me; made class more interesting and boosted my involvement.
2	***Q2***	What is your response to the implementation of this model in Popular Literature learning?
	C1	Was a bit tricky, needs some fixes. Got an okay score, but I enjoyed the interactive vibe.
	C2	Totally clicked for me! Leveled up my grasp on Popular Lit with that

		7E model.
3	***Q3***	Does this learning model prove its benefits in connecting the learned concepts with everyday life?
	C1	Somewhat, but needs improvement. Yet the 7E model made it relatable.
	C2	Absolutely! and the 7E model seamlessly connected concepts to everyday life.
4	***Q4***	Which material becomes more understandable due to the use of this model? Can you explain it?
	C1	Certain topics improved, like historical context. But the 7E model clarified complexities."
	C2	Complex characters, like motives, made sense. 7E model simplified and clarified concepts brilliantly.
5	***Q5***	Do you feel less competent in certain situations during learning activities? Please explain if any.
	C1	Struggled a bit with character analysis. 7E model helped in grasping complexities.
	C2	Felt confident overall. 7E model supported understanding, no major competence issues.
6	***Q6***	What is your opinion on exploring concepts with your group mates?
	C1	Group exploration was helpful, the activity encouraged collaboration, understanding varied perspectives.
	C2	Loved it! group exploration enhanced learning, sharing different insights.
7	***Q7***	Can you mention the activities that you remember have been done so far?
	C1	Discussions and analysis tasks. The activities engaged me in exploring various aspects of popular fiction.
	C2	Discussions, case studies; they facilitated in-depth exploration, making the material memorable and impactful.
8	***Q8***	If you were to repeat this process, what issues would you pay attention to, and what improvements and additions would you make?
	C1	Prioritize clear instructions. Would improve collaborative discussions with peers to enhance overall comprehension.
	C2	Content-wise, I'd enhance group dynamics, adding more real-life examples for a deeper understanding.
9	***Q9***	What are your expectations from the instructor during this process?
	C1	Seeking clear guidance. Expecting the instructor to lead discussions throughout the entire process for better understanding.
	C2	Valuing guidance and feedback. Hoping for the instructor's active involvement in applying effective strategies for better learning outcomes.
10	***Q10***	What are the positive and negative aspects of this practice in your view?
	C1	The positive aspect of the learning practice lies in its interactive nature, fostering engagement. However, a notable negative is the need for clearer instructions. Overall, the approach enhances the level of student engagement.
	C2	The positive aspect of this learning practice is its ability to promote

	deep understanding among students. On the flip side, the negative aspect involves time-consuming group discussions. Nevertheless, the overall impact of the learning practice is the encouragement of thorough exploration.

The shift from Cycle 1 (C1) to Cycle 2 (C2) in students' perceptions of the 7E learning model reflects a positive transformation. In C1, students found the model enjoyable but confusing, while in C2, they stated that the 7E approach significantly improved classroom experience and engagement. Students' responses to the application of the 7E model in Popular Literature learning also evolved, emphasizing the connection between concepts and everyday life. This transition reflects a more positive view of the 7E model, aimed at strengthening group dynamics and incorporating real-life examples for better learning outcomes.

Discussion

The primary objective of this study was to examine the impact of the 7E Learning Cycle Model on students' academic performance in a Popular Fiction course, to identify the challenges faced by instructors in delivering the course, and to explore how the model is utilized to foster a conducive learning environment. The findings clearly support the first objective, as evidenced by a significant improvement in student achievement. The percentage of students who met the passing standard increased markedly from 10.26% in the pre-test to 82.01% in the post-test of Cycle II, confirming the effectiveness of the 7E model in enhancing academic performance.

Regarding the second objective, the study identified several challenges encountered by instructors, particularly during the initial implementation in Cycle I. These challenges included students' difficulty in connecting literary concepts with real-life contexts and group dynamic issues, such as task distribution and decision-making. These findings align with the results of Muñoz & Marcano Gómez (2023) and Moskowitz et al. (2020), who underscore the importance of contextual learning and the complexities inherent in collaborative learning environments. Nevertheless, the adjustments implemented in Cycle II—such as integrating relevant real-world examples and adopting a more structured approach to group assignments—proved effective in overcoming these issues.

The third objective—exploring how instructors utilized the 7E model to create a supportive learning environment—was also clearly achieved. The model's phases provided a structured yet flexible framework that promoted active learning, critical thinking, collaboration, and learner autonomy. This environment not only supported cognitive development but also enhanced affective aspects, including increased student enthusiasm and motivation. These outcomes are consistent with prior research (e.g., Resmol & Leasa, 2022; Widyawati et al., 2021) and offer a unique contribution by highlighting the model's role in fostering analytical skills in literature, particularly in the context of popular fiction—an area that remains underexplored in existing scholarship.

Furthermore, this study reinforces previous literature by emphasizing the 7E model's potential to shift pedagogical focus from mere content delivery to active student engagement and the development of higher-order thinking skills. In contrast to earlier studies that predominantly focused on literacy and conceptual understanding (e.g., Laja, 2020; Khotimah et al., 2018), this research demonstrates the model's capacity to support deeper literary analysis and meaningful interpretation. Instructor feedback and formative assessment played a critical role in this process by enhancing students' comprehension and fostering reflective thinking, both of which were instrumental in achieving successful learning outcomes.

The findings of this study are consistent with previous research on the 7E Learning Cycle Model's ability to enhance student engagement and understanding. Prior studies, such as those by Resmol & Leasa (2022), have similarly highlighted the model's effectiveness in fostering active participation and critical thinking among students. These studies align with the current research, which found that the 7E model not only improved student enthusiasm but also helped them develop practical skills and integrate new knowledge with prior learning. Moreover, research by Prihatiningrum et al. (2014) supports the conclusion that the 7E model promotes a student-cantered approach, encouraging collaborative learning and deeper comprehension of complex topics. In line with these studies, this research observed students' improved ability to complete tasks quickly and provide effective peer feedback. However, while previous studies like those by Bili, Sole & Lede (2020) focused on more general student-centred learning strategies, the current study provides a more nuanced perspective by focusing on the model's application to popular fiction, highlighting its effectiveness in developing analytical skills in literature.

A key contribution of this study is its emphasis on analytical skills, which were significantly enhanced through the 7E model. While most previous studies focused on conceptual understanding or literacy (Laja, 2020), this research highlights the importance of developing deeper analytical abilities in students, particularly in the context of popular fiction. This finding adds a new dimension to the existing literature, suggesting that the 7E model not only aids in content comprehension but also fosters critical thinking and analysis in a literary context.

The significant improvement in student performance after the implementation of the 7E model can be attributed to several factors. First, the model's emphasis on active learning and student engagement may have played a critical role in enhancing students' understanding of popular fiction. By encouraging students to actively participate in discussions, collaborate with peers, and apply literary concepts to real-life contexts, the 7E model likely helped students develop a more profound understanding of the material. Additionally, the structured nature of the 7E model, which includes stages such as Engage, Explore, Explain, Elaborate, and Evaluate, provided a clear framework for both teachers and students. This structure may have contributed to the successful outcomes observed in the study, as it guided students through a comprehensive learning process that fostered both independent and collaborative learning.

However, it is important to acknowledge the challenges identified in Cycle I, where students initially struggled to connect literary concepts to their daily experiences. This finding is consistent with research by José Muñoz & Marcano Gómez (2023), which emphasized the importance of linking classroom learning to real-life contexts. In this study, the failure to adequately connect these concepts initially led to confusion and hindered student engagement. Nevertheless, the adjustments made in Cycle II, such as incorporating more real-world examples and promoting reflective thinking, addressed these challenges and contributed to the improved outcomes. Furthermore, the observed differences between this study and others, such as those by Moskowitz et al. (2020) and Bressler et al. (2022), highlight the unique strengths of the 7E model in fostering collaboration and engagement. While previous research focused on different aspects of collaborative learning, this study demonstrates that the 7E model, when applied to literature classes, can successfully enhance both individual and group learning outcomes. The model's flexibility in adapting to various educational contexts, including popular fiction, may

explain its success in this study compared to the more generalized approaches of another research.

Another possible explanation for the improved performance is the role of teacher feedback and reflection. Throughout the cycles, teachers were encouraged to provide timely and constructive feedback, which may have helped students clarify their understanding of literary concepts. This aligns with findings from research by Marfilinda (2019), which emphasized the importance of formative assessment in improving student learning outcomes. By integrating feedback and encouraging self-reflection, the 7E model likely enhanced students' ability to internalize complex literary ideas and apply them effectively in their analyses. Despite these positive outcomes, some limitations were observed, particularly regarding group dynamics and task distribution. During Cycle I, students encountered difficulties in decision-making and task allocation, which impacted their ability to collaborate effectively. This issue is consistent with findings from previous research, such as Moskowitz et al. (2020), which noted the challenges of fostering effective group work in student-centered learning environments. In Cycle II, targeted interventions, including clearer instructions and more structured group activities, helped address these issues, leading to improved collaboration and task completion.

This study's findings largely align with existing literature on the effectiveness of the 7E Learning Cycle Model in improving student engagement and comprehension. For instance, similar studies by Santi Widyawati et al. (2021) have also reported positive outcomes regarding student motivation and understanding in various subjects. However, the current study offers a more specific focus on the application of the 7E model to literature classes, particularly in the context of popular fiction. This distinction is crucial, as it demonstrates the model's versatility in different academic disciplines. One notable difference between this study and prior research is the emphasis on analytical skills. While many studies, such as by Bili et al. (2020), focused on general student outcomes, such as comprehension and literacy, this study highlighted the development of students' analytical abilities in literature. This focus on critical thinking and analysis provides a new perspective on the 7E model's potential in literature education, suggesting that it can be used not only to improve understanding but also to foster deeper intellectual engagement with literary texts.

In contrast to some studies that emphasize conceptual understanding (Khotimah, Utami, & Prihatiningtyas, 2018), this research adds value by exploring the model's impact on students' ability to analyse and interpret literature. While the model is widely acknowledged for its benefits in promoting active learning and engagement, this study demonstrates that it can also play a significant role in enhancing students' higher order thinking skills, particularly in the context of literary analysis. Overall, this study contributes to the growing body of literature on the 7E Learning Cycle Model by providing insights into its application in literature classes, specifically in popular fiction. By highlighting the model's impact on both student performance and teacher challenges, this research offers valuable implications for educators seeking to implement student-centred teaching strategies in literary education.

Conclusion and Suggestion

This study demonstrates that the 7E Learning Cycle Model significantly enhances students' academic performance, engagement, and comprehension in the Popular Fiction course. Initial challenges—such as low student achievement, limited conceptual understanding, and difficulties in collaboration—were progressively addressed through iterative refinements between Cycle I and Cycle II. These adjustments included integrating relevant real-life examples, structuring group activities more effectively, and fostering active learning environments.

Beyond its immediate effectiveness, the findings offer broader implications for curriculum design and pedagogy. The structured yet flexible nature of the 7E model encourages inquiry-based learning, critical thinking, and student autonomy—key competencies in 21st-century education. Therefore, the model should not only be continued but also embedded as a core pedagogical strategy across literary and humanities curricula. Curriculum developers should consider integrating the 7E model into course planning to ensure alignment with active learning principles and to support differentiated instruction.

Additionally, the study highlights the importance of incorporating collaborative learning frameworks and digital tools to support real-time interaction and formative feedback. Embedding Popular Fiction within contemporary sociocultural contexts, such as media and pop culture, also strengthens the

relevance and appeal of literary studies. These strategies contribute not only to improved academic outcomes but also to fostering lifelong learning habits.

In conclusion, the 7E Learning Cycle Model represents more than an instructional tool; it is a transformative pedagogical approach that can reshape the way literature is taught and learned. Future implementations should be accompanied by ongoing professional development, reflective teaching practices, and systematic evaluation to maximize its impact. These efforts will contribute to more inclusive, engaging, and effective learning experiences, ultimately informing policy and curriculum reform in literary education.

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