

IMPROVING THE TENTH GRADE STUDENTS' READING COMPREHENSION BY USING LEARNING CELL TECHNIQUE

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Abstract

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Key Word: Reading Comprehension, Learning Cell

The objective of this study is to find "how learning cell technique can improve students' reading comprehension for tenth grade at MA AL Badri Jember in 2017/2018 academic year". Based on the research problem and relevant theory, the hypothesis of the study can be described as follows: "the implementation of learning cell technique can improve tenth grade students' reading comprehension at MA Al Badri Jember".

Classroom action research is used in this study. The subject of this study was tenth grade students consisting of 30 students. This research covered four stages of activities. They were planning, implementing, observing, and reflecting the action. The research instrument that had been used is the test namely reading test which had been trial the validity and reliability of test and also the checklist paper for observation in the teaching and learning activity.

This research was carried out in two cycles. The result showed that there were some improvements in the students' reading comprehension. The material used in this study was narrative text. The activities done during teaching learning process provided them with the classroom interaction and discussion. They also got more chances to share their ideas and thoughts in group. They got three

meetings for each cycle. The students' average score developed significantly from 47% in the preliminary study to 50% (61.3) in cycle 1. It developed to 80% (78.33) who got score 70 or more. It means, the criteria of success was achieved.

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INTRODUCTION

Reading is one of the important skills in English. In education sector, effective learning process is through reading. By reading we can get knowledge, information. However, people read for many reasons, but understanding is always a part of their purpose, in other words reading comprehension is necessary. Because without reading we can not find any information. Harris & Hodges (1995) in Oakhill, Cain and Elbro (2014:2) states that "reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person's prior knowledge and experience". The definition suggests that readers filter the text through their own knowledge. They may not be the same understanding constructed by another reader of the same text.

Similarly, the researcher had found The condition of teaching-learning process in the class shows that the level of reading comprehension of students at MA Albadri is still low. The average score is only 47% students who got score \geq 70, because some students are also less motivated in learning reading. They do not show their interest in reading English text. They also do not have enough vocabulary, so they are difficult in guessing and deriving meaning of word and sentence. They have difficulty in comprehending the text. However, many students become confused, or even bored with their reading assign. These problems are caused by first; the students do not know the importance of reading. Second, their English teacher still uses ineffective technique in teaching reading comprehension. Third, the students' vocabulary mastery is still low.

Based on the problems above the implementation of an appropriate method is an important utility to overcome the students' problems. The researcher is interested in using Learning Cell technique in teaching reading comprehension especially for English text. Learning Cell as cooperative technique is used by the researcher to train students' reading comprehension..

The learning cell or learners in pairs is a form of cooperative learning in the form of pairs , which students ask and answer questions on the same reading material by turn. This technique is needed to help students to be more active and interested in reading text

RESEARCH METHOD

The objective of the Research

The objective of this research is to find: how the Learning Cell Technique can improve the tenth grade students' reading comprehension at MA AL Badri

Action Hypothesis

The hypothesis of this research can be formulated as: The Learning Cell Technique can improve the tenth grade students' reading comprehension at MA Al-Badri Kalisat in the academic year 2017/2018.

Kind of Research

This research uses a Classroom Action Research. Action research has the purpose of developing new skill or new approach to solve a problem in the field or the actual problem by using learning cell technique. It is to improve the quality of teaching learning process and to solve the students' problem. In conclusion, the classroom action research is intended to improve the quality of the teaching learning process.

A classroom action research is used in this research because this research is intended to improve the students' reading comprehension by using learning cell technique during the teaching learning process. Ary et al (2010:512) explains that classroom action research is about taking action based on research and researching the action taken. Action research has been used in a variety of setting including

school and environment. It can be used to enhance everyday work practices, to resolve the specific problem, and to develop special project and programs.

. According to Arikunto(2010:137), there are four steps to do action research: 1) planning of the action, 2) implementation of the action or acting, 3) class observation and evaluation, and 4) data analysis and reflection of the action. If the result of cycle 1 is not satisfied, the cycle would be continued to the next step.

Creteria of Success

The criteria of success is used to know whether the implementation of the action achieve the target. In this research, the actions are regarded successful if more than 70% of students could achieve the minimum standard score requirement that is 70. Meanwhile, if the requirement above could not be achieved in cycle 1, the action will be continued to the next cycle. Whereas, the students' involvement in the teaching learning process is considered better if more than 70% of students actively involved in the action.

THE RESULT OF THE RESEARCH

1. Observing of the Action in Cycle One

No	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	46%	54%
2	Meeting 2	50%	50%
3	Average	48%	52%

Based on the table above the result shown that there were 14 of 30 students or 46% actively participated in teaching learning process in the first meeting of cycle one. In the second meeting, there were 15 of 30 students or 50% were active in teaching learning process. It could be concluded that the result of observation had not achieved the criteria success of the research that was 70% of students who actively participated in teaching learning process.

There were 15 students who got ≥ 70 in reading comprehension, the average of total of students score in the first cycle was 61,3 and the percentage was 50 %. The cycle of this research was considered to be success if the $\geq 70\%$ students had reached score ≥ 70 . It means that the target score requirement in cycle 1 had not been achieved yet..

This research was successful if 70% of the students got 70 or more in the speaking test. However, the result of the test in cycle one above shown that the students do not fullfil the creteria of success, cycle one is failed.

2. Observing of The Action in Cycle Two

No	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	73%	27%
2	Meeting 2	84%	16%
3	Average	78%	22%

Based on the table above, it was known that there were 22 of 30 students or 73% were active in the first meeting. The student participation had increased in the second meeting that 84% or 25 of 30 students were active. In addition, the average result of the students' active participation was 78%. Since the criteria of success was 70% of the students who were active in teaching learning process of reading a narrative text by using learning cell technique the result indicated that it fulfilled the target.

Based on the result of reading test, it was found that 24 students with score ≥ 70 and the average of total of students score was 78.33 and the percentage was 80%. It means that the target score requirement in this research had already achieved. Therefore, the cycle of this research will be stopped. And it could be said that learning cell technique can improve the tenth grade students' reading comprehension in narrative text at MA Albadri Jember.

DISCUSSION

After conducting two cycles in this research, the result of the reading test indicated that using learning cell technique could improve the student's reading comprehension. Learning Cell Technique was never used by the english teacher in MA Al badri Jember, as teaching learning technique. By using leraning cell technique, would make the students easier to study English especially in reading subject. They were able to comprehend the meaning of the whole text in the narrative text.

Based on the result of cycle 1, it was found that there were 15 of 30 students (50%) who got score ≥ 70 . It was unsatisfactory yet, because there were problems that difficult to solve. The first problem was faced by the students is vocabulary. Based on the teacher, it was known that the students was difficult to memorize the english vocabulary. Vocabulary plays very important role in developing student's four skill of english. Therefore, the students should frequently enrich their vocabulary by reading and adding new vocabulary every day.

Moreover, the second problem in the first cycle is the explanation was unclear. Some students still confused and did not understand about the task given. They were confused when the teacher ask them to make a list of questions and answers. By implementing the learning cell technique, the students are expected to understand the material and the task given by the teacher. Based on the result of cycle 1, it showed that the implementation of learning cell technique still do not help the students in comprehending the text. Based on the observation, there were two aspect that had done yet, those are : 1. Students' attention on teacher explanation in the class. 2. Students' doing instruction of the teachers' explanation in learning cell technique . it was because the explanation and the instruction were not clear enough for the students. It was impacted to the students in understanding and comprehending about the material.

Cycle two was conducted as revision of cycle one. There wre some revision, those are:

1. Using the interesting story of narrative text

2. Giving the instruction more comprehensively by giving clear example and clear explanation to the students.

Based on the result of cycle 2, it showed the improvement of the students. It was found that there were 24 of 30 students (80%) who got score ≥ 70 . They were easy in concluding the main idea and making questions and answers. Learning cell technique is one of the techniques that could make the students to be more interested and paid attention during the teaching and learning process. Hidayah (2012:291) proves that it is assumed that students' reading skill can be improved by using learning cell. the student will automatically understand deeply the content of the text. In this research, the researcher used the material taken from book that used in teaching learning based on the curriculum.

After all, it can be said that the implementation of learning cell technique in the teaching and learning process of reading could improve the students' reading comprehension. In other words, the research hypothesis which say" the implementation of learning cell technique can improve the tenth grade students' reading comprehension at MA Albadri Jember in the 2017/2018 academic year.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result, the conclusion of this research is teaching reading by implementing learning cell technique can improve the tenth grade students reading comprehension at MA Albadri Jember in the 2017/2018 academic year.

Suggestions

By considering the result above, some suggestions are give to the following people:

1. The English Teacher

Based on the result of this study, it is suggested for the English teacher is expected to use this technique for teaching reading comprehension because it can improve both of students' participation and reading comprehension in the teaching and learning process.

2. The students

The researcher suggest the students to improve their reading comprehension by using learning cell technique.

3. The future Researcher

This research can be valuable information for future researcher in conduct other research design by using learning cell technique

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