

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, significance of the research, operational definitions, scope and limitation of the research .

1.1 Background of the research

Today, English has become important role for many aspect. English is not only for international communication, but also it has become international for commerce. People can compete and communicate with people around the world and they can use English to promote their culture heritage, worldview, educational experience through the world. Reading is one of the important skills in English. In education sector, effective learning process is through reading. People who like reading gain new knowledge that will improve intelligence so that they are more able to face the challenges of life in the future. By reading, we can get new knowledge, such as; reading the newspapers, advertisement. Besides that, with the progress of the Internet, people do not just rely on newspaper. People can use E-mail, texting, e-books and even reading the news on cell phone.

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 cannot find any information. Harris & Hodges (1995) in Oakhill, Cain and Elbro (2014:2) state 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.

Nowdays, people especially students read without comprehending the text because they do not know the meaning of some vocabularies or they have mastered any vocabularies but they seldom practice to comprehend the 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 was still low. The average score was only 47% students who got score ≥ 70 , because some students were also less motivated in learning reading. They did not show their interest in reading English text. They also did not have enough vocabulary, so they were difficult in guessing and deriving meaning of word and sentence. They had difficulty in comprehending the text. However, many students become confused, or even bored with their reading assignment. These problems were caused by first; the students did not know the importance of reading. Second, their English teacher still used ineffective technique in teaching reading comprehension. Third, the students' vocabulary mastery was still low.

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

was used by the researcher to train students' reading comprehension. In this case, according to Barkley et.al (2005) in Aisyah and Nurjannah (2016: 43) "In Learning Cells, students individually develop questions about reading assignment or other learning activity and then work with a partner, alternating asking and answering each other's questions". By using this technique students were free to ask and answer questions, as they were paired with peers. So, when they asked and answered, they did not feel ashamed or fear of being wrong. It would be different with asking to their teachers, maybe they would feel afraid and ashamed. This technique was expected to make students interest in reading text.

The previous study conducted by 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. Nuvitasari (2016:7) also prove that this strategy makes the students reading comprehension increased as well as their understanding in reading narrative text. Therefore, based on the arguments above, this study aims to use the implementation of using Learning Cell Technique to develop students' reading comprehension for class X social at MA Albadri. It is focused on teaching reading by using Learning Cell.

1.2 Problem of the research

Based on the background above, the problem to be answered in this research is formulated as: How can the implementation of using learning cell technique to improve the tenth grade students' reading comprehension at MA Albadri in the Academic Year of 2017/2018?

1.3 The objective of the research

The objective of this research is to know: how the learning cell technique can improve the tenth grade student's reading comprehension at MA Albadri in the Academic Year of 2017/2018?

1.4 Operational Definition

Operational definitions are the guideline to understand the key terms used in the presented study. It enables the researcher and the readers to get mutual understanding of the concept studied. It is necessary to define operationally the reading comprehension, Learning Cell Technique.

1.4.1 Reading Comprehension

Reading comprehension is the ability to comprehend the meaning of written materials effectively. It is needed to improve the students' reading comprehension, because the score of students' reading comprehension is still low; It is indicated by the data from the English teacher. It will be taken from four aspects: word, sentence, paragraph comprehension.

1.4.2 Learning Cell Technique

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

1.5 Significances of the research

The result of this study is expected to give some significances as follows:

- 1) The result of this study can be a beneficial reference for teachers as consideration in teaching reading in the classroom.
- 2) The result of this study can be a beneficial reference for students in reading especially using Learning Cell Technique..
- 3) The future researcher can be valuable information in conducting other research design by using learning cell technique

1.6 The scope of the research

There are some methods in teaching reading English, but in this study the researcher focused on Learning Cell Technique to improve the tenth grade students' reading comprehension at MA Al Badri.

