

CHAPTER I

INTRODUCTION

1.1 The Background of Study

One of the important skills for all students is reading. It can be stated because the students will have many information from different sources. To complete communication, students need to study reading, writing, speaking and listening because four of them are the four basic of language skills. When students are reading, they can upgrade their knowledge and skills. Reading will be the connection between the reader and the writer's idea. When reading a text, it is not only reading the whole sentences in it, but the readers will get information from it. Reading has a purpose, that is comprehension. The students must have good understanding about texts that they already read before and also must have good understanding to assign the main idea from the text and the students can express the message which the author wants. Beside that, the students have to conclude a gist of some texts and understand the references. Comprehension of the text is the main purpose of reading, means through reading comprehension, students can explore various kinds of existing knowledge in books and also make a sequence about the description of the text and responding to what is written or implied in the text. The students' ability is to find the main idea out from the text. It is the most basic ability that students should have. That is why if the students do not get any information stated in the text it means they are not reading. If the students do not have knowledge in reading, they cannot achieve the level of comprehension. Automatically the student cannot be a good reader. After understading the explanation, there is a conclusion that reading comprehension is a basic ability and students must be able to give response to the text contents.

On researcher's observation at SMAS PUTERI SION, many students still have problems in comprehending the text. For instance, the teacher gave a project to the students to find out the main idea from a text. The students were asked to write down the title as the main idea. Most of the students were confused on how to solve the problem given by the teacher. Based on researcher's observation, the students got difficulties in identifying the information from a text that they have read. This is because the teaching learning activity was low and this situation made the students passive during the learning activity. According to the problem mentioned above, the writers try to conduct the learning cell technique which is focused on students' reading comprehension. We need to help the students to make them not to feel difficulties as stated above. With the best technique of learning, it will allow the

students to learn more about reading by applying learning cell technique. This research had previously been conducted by Setiadi, Teddy (2016), from the study conducted by researcher, it was found that the r-count higher than the r-table. From that result it there is a conclusion that it affected significantly on students after the students were taught by applying learning cell technique in reading. There are 3-4 students in one group and every group shares their ideas and creates learning materials together. Each student has same text to read and each student has responsibility to understand the text. After the discussion time is up and the students had read the text, so the students automatically have time to answer the questions. In learning cell, students are more active because the teacher only becomes a facilitator. The teacher will explain more about the topic if there are some students who still confused.

To learn lesson through learning cell technique, students are assigned to work in pairs to do a spoken question and answer activity. The researchers are really sure that learning cell technique can be a solution to make the students more active in learning reading comprehension. According to Leith (1973), "the learning cell was more effective than individual study ". This technique is hoped to make students more interested when they read a text. According to Hisyam (2008), learning cell is one of cooperative learnings. The students can ask and answer questions from many kinds of text. Learning cell or learning pairs is a way of think analytically. This technique can be applied by English teachers when they teach reading comprehension to the students. Berger (1997) stated that there must be an important thing for English teachers to upgrade the students' reading comprehension. It can be realised by identifying the key concepts, ideas, and words from the text. The teacher will do pre-teach to the students, especially when the students are reading text. So that the activities of reading text are expected to be more fun and the students can get the concepts of the material. According to Harmer (2007), reading is the finding information out from the text. If your read more, you will get more. According to Ruddel (2005), the ultimate purpose of teaching reading at school is to improve the students' ability and skills on reading by securing information and deriving pleasure".

From the explanation above the writers conclude that reading comprehension activities must be supported by mastering the language or writing skills applied in the text and the students can get the information or content after reading a text. In comprehending the text, the readers are not only have time to understand the contents of a text, but the readers must be able to evaluate the experience and the initial knowledge.

When reading comprehension is taught, the teacher needs an effective technique that can be applied on the students. One of the techniques that will be applied to solve the problem in

teaching reading comprehension is Learning Cell technique . Teaching reading comprehension in groups can be done by applying Learning Cell technique. Particularly Learning Cell technique can be applied in the small groups. When the teacher is applying that technique, the students are divided in pairs (groups). One student will practice the roleplay. One student will be acted as a tutor. Other student do roleplay as a student or a person who will need help. So, by implementing the Learning Cell technique, the students will have more opportunities to think analytically. Beside of that the students can elaborate the material into their own words.

Learning Cell Technique can have positive correlation with reading comprehension. By applying this technique, it can make students more active in the classroom. Falchikov (2001) stated that the learning cell technique can involve the co-operative learning in pairs. The students may have choice when questioning and answering the questions by having a new set of readings. There are some steps of learning cell technique. Every group has opportunity to write five questions on one paper. Student A must begin the session by asking the first question to the student B. Then the student B must answer the question from the student A . Student A will have time to present a little explanation about their question. A good answer can be achieved and carried out alternately. In the end of the class session, every group must come and give report from what they have discussed before.

This technique is very beneficial to develop the students' understanding of the reading texts. The students' interest in reading must be improved by the teacher. The teacher should be able to support the students especially when teaching the reading comprehension. The learning cell technique actively can involve the students to think and deliver questions in a different way than just writing down. The students will think analytically and creatively in changing the material taught in their own language. Then the students will give answer from the questions given by friends. It was a basic level of discussion in order to develop the students' reading comprehension.

1. 2 The Problem of Study

According to the explanation as mentioned above, the researchers concerned with the researcher questions: Does the Learning Cell Technique significantly give effect on student's reading comprehension?

1. 3 The Objective of the Research

According to the statements as mentioned above, the reason of choosing the topic is: to find out the effect significantly out on the reading comprehension on the students who were taught by applying the Learning Cell Technique and the students who were taught without implementing that technique.

1. 4 Scope of the Research

The research had limitation especially on the learning cell technique used in teaching reading comprehension towards the students of tenth grade of SMAS PUTERI SION. Clearly the writer only discussed on the role of implementation of the learning cell technique to improve the student's reading comprehension. The writer focused on the comprehending the text and finding the main idea from the reading books. The writer implemented the pre-test and the post-test sessions to measure the students' reading comprehension.

1. 5 Significance of the Research

The result of this research was expected to be beneficial for the readers. The result of this research can give more insight when teaching reading comprehension. It was also expected to be applied as a reference for the next researchers. For the students it will give enjoyable learning situation which can make the students more active. For teachers, learning cell technique can be applied as an alternative technique in teaching reading. There was an expectation that by applying this technique, the teachers can easily control the students and the teachers also can improve the quality of reading comprehension.

1.6 Hypothesis of the Researcher

According to the previous explanation of theoretical and conceptual framework, the hypothesis are formulated as following below:

H_0 : There is no significant effect on the students' reading comprehension by applying the Learning Cell Technique

H_1 : There is a significant effect on the students' reading comprehension by applying the Learning Cell Technique