

# CHAPTER I

## INTRODUCTION

### A. Research Background

Reading comprehension is one of the elements in reading skill of English. It is a skill that is focus on understanding about the content of text. According to Nakamoto et al (2008) in Javed et al (2015:141), “reading comprehension is a vigorous process of constructing meaning from a piece of text and understand it effusively and comprehensively”.

In ideal condition of reading comprehension, students have to know and understand about five aspects of reading comprehension. They are ;finding main idea, finding factual information, guessing vocabulary, identifying reference and inference of the text. They are very important in reading comprehension because it can help the students on understanding about the content of the reading text.

In facts, based on the observation in SMA Al Ishlah Pontianak, the researcher found some problems in learning reading comprehension of the tenth grade students. They were unable to find the main idea and factual information of paragraph. They were unable to guess the unknown vocabulary of English text. They were unable to identify the reference and inference of English text. All of them were proved by their individual score in reading comprehension test which were still poor and not shown any improvement.

Prior to the initial conditions of the study, the researcher found the students who were not active in the class. They had low participation when the learning activities took place. They did not confident in the learning activity. Their activities were limited to listen, observe and record what the teacher presented. There were some of them who were not enthusiastic, and talked each other when the lesson happened in the class. The reading process has not shown any improvement. Their achievement on reading comprehension test was still poor.

Actually, through reading comprehension the students can increase their knowledge and activity in the class if the teacher could be a creative teacher. The teaching method that is chosen and used by the teacher should be appropriate and suitable with the students problems in learning activity because, it will affects to students' achievement.

Based on all reasons above, the researcher tried to offer a solution by using Learning Cell method to improve the students' reading comprehension. According to Goldschmid (1971) in McKeachie (1990), "Learning Cell, or student dyad, refers to cooperative learning in pairs in which students alternate asking and answering questions on commonly read materials". It is a suitable method for helping the students in learning reading comprehension, because in learning cell method, the student allowed by the teacher to generate idea on certain topics by asking the question and answering it according to his pre-reading. These activities will definitely increase their understanding of reading text since the students are required to think by themselves before the actual

lecture is taken place. The researcher hopes that by using learning cell method in this research will make students have high participation and active in learning activities in order to improve their skill on reading comprehension.

The previous research had shown the effectiveness of learning cell method in improving the students reading skill. Zuhro (2015) had proven the effectiveness of learning cell method entitled “. A Comparative Study between Learning Cell and Direct Instructional Method to Teach Reading (An Experimental Study on the Eighth Grade Students at SMP N 14 Surakarta in the Academic Year 2014/2015). Her research showed the learning cell method is effective for improving students reading skill. Also, Ikriya (2012) conducted a study entitle “The Implementation of Learning Cell Method Improving Students’s Reading Skill At Eight Grade In SMP Negeri 1 Kauman In Academic Year 2012/2013”. Based on the result of this research, the implementation of Learning Cell method could improve students’ reading skill in SMP Negeri 1 Kauman in academic year 2012/2013 , it was seen from the improvement of average of students’ score from 76 in cycle I up to 84,8 in cycle II, and the percentage of amount students which in cycle 1 is 65,6% and increase in cycle 2 to be 100%. The questionnaire result showed that students enjoyed and became active during teaching learning process.

Based on the facts above, the researcher was interested in investigating how the learning cell method improve the student’s reading comprehension to the tenth grade students of SMA Al-Ishlah Pontianak by taking the title

“Improving Students Reading Comprehension by Using Learning Cell Method”.

The researcher concludes that learning cell is a method refers to cooperative learning in which students in pair asking and answering questions based on the same reading materials.

### **B. Research Question**

The problems of this research are formulated by the researcher in the question bellow: How can Learning Cell Method improve students' reading comprehension to the tenth grade students of SMA Al-Ishlah Pontianak in academic year 2015 / 2016?

### **C. Research Purpose**

Based on the research problems above, the purpose of this research is as follow: To investigate how Learning Cell Method can improve students' reading comprehension to the tenth grade students of SMA Al-Ishlah Pontianak in academic year 2015 / 2016.

### **D. Significances of The Research**

The researcher is looking forward to the result of this research. The practical benefit which is can be obtained from this research. The significances of this research are :

### **1. For English Teacher**

Teacher can use Learning Cell as a method in teaching reading comprehension of English. It can be one of alternative way of teaching that she or he will have more various and innovative ways of teaching English in the class.

### **2. For Students**

The researcher hopes that the result of this research will help the students on improving reading comprehension. It also will help them to be more independent and active in learning reading of English especially in narrative text.

### **3. For other Researcher**

Researcher hopes this research will be a starting point and reference for another research in the same context on reading comprehension problems.

## **E. Action Hypothesis**

The hypothesis is used to predict the tentative answers. According to Singh (2006:54), "the hypothesis is a tentative solution problem". Based on the research problem, the action hypothesis of this research is Learning Cell Method can improve the students reading comprehension to the tenth grade students of SMA Al-Ishlah Pontianak.

## **F. Scope of Research**

### **1. Research Variable**

Variable in a research is very important, because it tells us about what is going to be measured. It means that variable in a research tell us about

what characters that will be measured by the researcher. According to Ary et al (2010: 37), a variable is a construct or a characteristic that can take on different values or scores. Then, it can be concluded that the variable is anything that will be studied by the researcher. Based on the explanation above, this research only uses single variable, because it focuses on the *Students' Reading Comprehension using Learning Cell Method*.

## **2. Terminology**

Terminology was stated to avoid the misinterpretation and the misunderstanding of the terms used in this research. They will be explained by the researcher as follows:

### **a. Improving**

Improving means act exchanging or making better in terms of quality or value. Improving in this research means that to bring several changes of students in to a more desirable or excellent condition.

### **b. Reading Comprehension**

Reading comprehension can be defined as the process of intentional thinking on extracting and constructing the meaning through interaction and involvement with written language.

### **c. Learning Cell Method**

Learning Cell is a method refers to a cooperative learning in pairs in which students alternate asking and answering question on commonly read material.