CHAPTER II

LEARNING CELL METHOD AND READING COMPREHENSION

A.   The Nature of Learning Cell Method

1.   Definition of Learning Cell Method

According to McKeachie (1990:193), "the learning cell, or student dyad, refers to cooperative learning in pairs in which students alternate asking and answering question on commonly read materials". In line with this statement, Azlina (2012:91) who also states that "Learning cell refers to a cooperative form of learning in which student working in pairs, alternately ask and answer question on commonly assigned reading materials". Furthermore, Goldschmid (1971) in Goldschmid (1976:20) who states "the learning cell, or student dyad, refers to a cooperative form of learning in pairs in which students alternate asking and answering question on commonly read materials". In addition, Learning Cell method is consist of students learning in pair which are asking and answering the question each other based on the reading material, and it is purposed to make students become active and understanding about reading material contents.

Learning cell is one kind of collaborative learning. According to Tin&Nyunt (2015:1), "collaborative Learning is an essential method that has facilitated the students to work in group with each other to have their common academic goal".

The Learning cell method involves a student working on a given task with a pair. It allows students to generate idea on certain topic by asking the question and answering it according to his pre-reading. These activities will definitely increase their understanding since the students are required to think by themselves before the actual lecture is taken place.

Learning Cell method can be categorized as peer learning. In Learning Cell Method consist of many activities which can make the learning process become effective in class. According to McKeachie (1986:65), "the task of the successful student in peer learning is to question, explain, express opinions, admit confusion, and reveal misconception, but at the same time the student must listen to peer, respond to their question question their opinions, and share information or concepts that will clear up their confusion". He also explained that accomplishing these tasks requires inter per-sonal as well as cognitive skills being able to give feedback in non-threatening, supportive ways, maintaining a focus on group goals, developing orderly task-oriented procedures.

The concept of learning cell was developed by Marcel Goldschmid (Goldschmid,1979). A study about the beneficial effects of pair learning was made by McKeachie et al (1990) in Azlina (2012:91) which supported the idea of learning cell, whom suggested that the team learn best when having a team size of no greater than two.

Monika (1985) in Azlina (2012:91) said that , "the learning cell method is effective for increasing the group understanding as it involves

small discussion". It can be concluded as an active learning among students. Active learning is a type of instruction method, where the learners will actively participate in the learning activities rather than passively listening to a lecture (Bonwell&Eison,1991) in Azlina (2012:91) and this approach is supported by learning cell. In line with this statement Bell & Kahrhoff (2006:1) state, "Active Learning is a process where in students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities". It is any type of activity that gets students involved in the learning process.

Active learning occur when getting students to do something course related in class other than just watching and listening to the instructor. According to (Felder and Brent, 2008) who define active learning as the activities that engage students in doing something besides listening to a lecture and taking notes to help them learn and apply course material. This will generate better thinking skills because learners generate rather than receive knowledge. The role of the instructor is more to facilitate rather than dictate. Learning cell is a suitable method to help the students become active in learning reading comprehension.

2. **Steps of Implementing Learning Cell Method**

There are some steps in using Learning Cell method in the class. Goldschmid (1971) in McKeachie (1990:193) who states that Learning Cell method consist of some steps based on follows:

a. To prepare for the learning cell, students read an assignment and write question dealing with the major points raised in the reading proper or other related materials.

b. At the beginning of each class meeting, students are randomly assigned to pairs, and one partner, *A,* begins by asking the first question.

c. After having answered and perhaps having been corrected or given additional information, the second student, *B,* puts a question to *A,* and so on.

d. During this time, the instructor goes from dyad to dyad, giving feedback and asking and answering questions.

In this research, the researcher will modify the steps of learning cell method in teaching reading comprehension in the class.

3. **Steps of Learning Cell Method in Teaching Reading Comprehension**

a. At the beginning of class meeting , students are randomly assigned to pairs in the class.

b. The teacher asking the students to read the material silently and disscuss it with their pair.

c. After that teacher will ask each student to make a question dealing with material and write it in a piece of paper.

d. Each student asking a question to each of their pair about the reading material. As the beginning , student A giving a question to student B.

e. After having answered and perhaps having been corrected or given additional information by other students and the teacher, the second student, *B,* give a question to *A* and so on.

f. During this time, the teacher goes from pair to pair, giving feedback about the students asking and answering question.

g. The students discuss and make the conclusion based on the reading material.

4. Advantages of Learning Cell Method

The effectiveness of the learning cell method was first explored in psychology course (Goldschmid, 1970) cited in McKeachie (1990) in which four learning options were compared: seminar discussion, independent study (essay), and learning cell. Students in the learning cell method option performed significantly better on an unannounced examination and rated their ongoing learning cell's effectiveness higher regardless of the size of the class, its level, on the age of the students (Schirmerhorn, Goldschmid, & Shore, 1975) cited in (Mc Keachie,1986) .

According to McKeachie et al (1986:77) who state that learning cell method   has both assets, they are motivational and cognitive assets, will be explained as follow :

a. Motivationally, the method has the advantages of interaction with a peer an opportunity for mutual support and stimulation.

b. Cognitively, it provides an opportunity for elaboration putting material into one'ss own words and for stimulating students to look for main points and for monitoring their own learning.

Learning cell method work better for some students than others. Leith (1974a) in McKeachie (1986:65) found that introverts did about as well studying alone as in learning cells: extroverts did better in learning cells if their partners were also extroverts. Learning cell method composed of an extrovert paired with an introvert was no more effective than individual learning. In summary, learning cells method increase learning for some students and do not hurt the learning of any students (McKeachie 1986:65).

Based on some experts above, the researcher draw the conclusions of advantages of learning cell method are as follows:

a. Learning Cell method can motivate students on interaction with a peer an opportunity for mutual support and stimulation.

b. Learning Cell method provides an opportunity for elaboration putting material into one's own words and for stimulating students to look for main points and for monitoring their own learning.

c. Learning cell method increase learning for some students and do not hurt the learning of any students.

5. Disadvantages of Learning Cell Method

Learning cell can be categorized as peer learning. In learning cell, there are many task that should be done by the students. According to

McKeachie (1986:65), "the task of the successful student in peer learning is to question, explain, express opinions, admit confusion, and reveal misconception, but at the same time the student must listen to peers, respond to their questions, question their opinions, and share information or concepts that will clear up their confusion". He also state that "It is little wonder that peer learning sometimes fails: the wonder is that it so frequently works".

Based on the theory above, the researcher concludes that :

1. Learning cell involve the students in doing every frequently works that sometimes will make students fail on learning and

2. in many activities in learning cell at least need more time.

6. Previous Researches

Purnawati Zuhro. 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). A thesis. Surakarta : Faculty of Teacher Training and Education of Sebelas Maret University, 2014. Related to the objectives of the research, the method used in this research was quantitative through experimental approach in order to analyze the collected data. The research was conducted in August-September 2014. The population of this research was the eighth grade students of SMP N 14 Surakarta in the academic year of 2014/2015. From the whole population, two classes were taken as the sample where each class consisted of 33 students. The sample were class VIII A as the experimental group and VIII B as the control group. The sampling technique

used was cluster random sampling. The data were collected by conducting a test and were analyzed by using t-test formula. The computation of the data shows that: (1) there is a significant difference in reading skill between the students taught using learning cell and those taught using direct instructional method; and (2) learning cell is more effective than direct instructional method to teach reading for junior high school students.

Vita Ikriya (2012) "The Implementation of Learning Cell Method Improving Students's Reading Skill At Eight Grade In SMP Negeri 1 Kauman In Academic Year 2012/2013". Thesis. English Department Faculty of Teacher Training and Education. Muhammadiyah University of Ponorogo.

The problem of this research was to know how Learning Cell method can improve students' reading skill especially in descriptive text at eight grade in SMP Negeri 1 Kauman in academic year 2012/2013. The purpose of this research was "to implement of Learning Cell Method to increase reading skill at the eighth year students of SMP Negeri 1 Kauman in academic year 2012/2013."

The subject of this research was the students of the Eight grade in SMP Negeri 1 Kauman in academic year 2012/2013 which consisted 32 students. The research was started on September 26th, 2012 until October 5th, 2012. This research was conducted in two cycles. The writers used three research instruments. There were observation check list, questionnaire, and test.

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.

Finally, the researcher believed that English teachers can use Learning Cell as an alternative method in teaching reading.

B. The Nature of Reading

1. Definition of Reading

Reading is an important skill in studying the language. By reading, the students can develop their minds in knowledge from the written text. According to Grabe & Stoller (2001) in Gilakjani & Ahmadi (2011:142) define reading as "the ability to draw meaning from the printed page and interpret this information appropriately". Moreover, Pang et al (2003:6), who state that "Reading is about understanding written texts". Then, Zare&Outhman (2013) state that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. In line with this statement, Grabe & Stoller, (2002) in Javed et al (2015:141) who also state that "Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds". Meanwhile,

Mickulecky (2008) defines, "Reading is a conscious and un conscious thinking process". Based on some experts' opinions, the researcher conclude that reading is the ability of drawing meaning from the printed page or written text and interpret it by conscious and unconscious thinking process as the cognitive activity in order to understand it.

The students can reach the purpose of reading if they know about reading comprehension very well . According to Zygouris (2009:2), "Reading is essential to every aspect of learning, and the purpose of reading is to construct meaning from text (comprehension)".

2. Definition of Comprehension

Comprehension is the process of thinking on understanding the content of text. According to The National Reading Panel (2000) in Zygouris (2009) defines comprehension as the intentional thinking during which meaning is constructed between the reader and text. Moreover, Pang et al (2003:6) state that, "Comprehension is the process of making sense of words, sentences and connected text". The researcher concludes comprehension as the process of intentional thinking on making sense of words, sentences, and connected text.

Comprehension is not only the simply form of written language. The students should know about how to comprehend the content side of the reading text. Moreover, they should make great effort and train to understand the message that is given by the author of the text.

3. Definition of Reading Comprehension

Reading comprehension refers to reading with understanding. Sweet and Snow (2003) in Juita (2013) states " reading comprehension as the process of simultaneously extracting and constructing meaning of the written language". Meanwhile, Javed et al (2015) state that "reading comprehension is an interactive process between the reader and the text". In line with this statement Pardo (2004) in Sahin (2013:58) state "Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction".

The students need to comprehend each contents of the text passage in order to understand what they read. Furthermore, Burnes (1996) in Juita (2013) measures that in reading comprehension the reader interacts with the message encoded in the text to generate an understanding of an author's message.

Everyone can read but it does not mean they can understand what they have read, because read and comprehend are not same. Reading is only recognize the words, and spelling them and then we got the information or the messages from the text and also draw the meaning itself. But, comprehend the text here means that we not only need to recognize the words or etc, but we need to understand when we get the information, drawing the meaning from the text, and then we need to know how to read

well, which parts of text that the most important information that we have to remember, what are the moral value from the content of the text.

Based on some experts' opinions and explanations above, the researcher concludes that reading comprehension as the process of intentional thinking on drawing meaning of the written text in order to understand it.

4. Types of Reading

In reading comprehension, the learner may find some type of reading ways that need to be done for some logical reason. According to Jain and Patel (2008: 117) there are four types of reading as follow:

a. Intensive Reading

Intensive reading is the text reading to get information or analysis. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. In reading intensive, the readers not only read the text but also the readers will be discussed in detail in the target language.

b. Extensive Reading

Material for extensive reading will be selected at the lower level of difficulty than intensive reading. It happens because extensive reading has purpose to train the students reading directly and fluently.

b. Aloud Reading

Reading aloud is reading activity that must be given to the primary level because in this reading base of the words pronunciation.

c. Silent Reading

Silent reading is important skill in teaching English. This reading activity should increase the students' ability. Silent reading is done to get a lot of information.

5. The Purposes of Reading

Reading is an ability of drawing meaning from the written text. It is very important to students because it purpose to get the information from the written text/learning material text. According to Grabe & Stoller (2002:13) who states that the purposes of reading are as follow :

1. Reading to search for simple information

2. Reading to skim quickly

3. Reading to learn from texts

4. Reading to integrate information

5. Reading to write (or search for information needed for writing)

6. Reading to critique texts

7. Reading for general comprehension

6. Aspects of Reading Comprehension

There are some aspects on reading comprehension. According to Gunning (1998:311) in Yousefvand & Lotfi (2011:39) there are six factors that are responsible for poor reading on comprehension, including "(a) lack of basic decoding skills of reading , (b) lack of academic vocabulary, (c) limited vocabulary, (d) overuse of background knowledge, (e) failure to read for meaning, and (f) lack of strategies or failure to use strategies".

Meanwhile, According to King & Stanley (1988) in Juita (2013), reading comprehension has five aspects, they are ; finding factual information, finding main idea, guessing the vocabulary, identifying references and identifying inferences. They will be explained by the researcher as follows:

a)   **Finding Factual Information**

Finding factual information requires readers to scan specific details in a paragraph. According to King & Stanley in Juita (2013) , "the factual information questions are generally prepared for students and those, which appear with WH question word". They also mention that there are many types of questions: reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

b)   **Finding Main Idea**

Main idea is a topic sentence in a paragraph. King & Stanley in Juita (2013) who state that "the main idea is expressed as a complete thought and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader". They also explain that each paragraph is organized in such a way that it has a main idea, which is often contained in the first sentence of paragraph. The rest of the paragraph support and develops this main idea. Sentence which usually contain the main idea are called topic sentence. s

c)   **Guessing Vocabulary**

Guessing   vocabulary in context. According to King & Stanley in Juita (2013), "guessing vocabulary in context means that the students

could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar word to the context in the text".

d)   Identifying Reference

The reference is refers to pronoun. According to King & Stanley in Juita (2013), "reference words are usually short and very frequently pronoun, such as: it, she, he, this, etc". Recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage. The reference could be to something which already been mentioned or to something which is going to mentioned.

e)   Identifying Inference

Identifying inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two actions: draw logical inferences and make accurate prediction.

In this research, the researcher focus on five aspects on reading comprehension based on the students problems, they are finding supporting detail, finding main idea, guessing vocabulary, identifying reference and inference of the text which are supported by the theory of King & Stanley in Juita (2013).

C. The Nature of Narrative Text

1. Definition of Narrative Text

Based on syllabus KTSP there are three kinds of text that will be learned in the tenth grade students such as : Narrative, Descriptive, and Announcement text. In this research the researcher will focus on Narrative text because it is appropriate with the syllabus KTSP. According to Schmidt and Richard (2002: 349) state that narrative texts are, the written or oral account of a real or fictional story and The genre structure underlying stories. Cavanagh (1998:8) states "purposes of narrative text are: to entertain, create, stimulate emotions, motivate, guide or teach through story".

2. Generic Structure of Narrative Text

There are some parts which are consisted in Narrative text. According to Cavangh(1998), there are four crucial stages in narrative text, they are; orientation, complication, evaluation, and resolution. They will be explained as follows:

a) Orientation: The purpose of the orientation is to inform the reader about the who, what, when or where of the story take place.

b) Complication: The complication is the backbone of the narrative. It is the stage of the story which provides the plot device on which the action turns.

c) Evaluation: The evaluation is the characters' response to the events taking place in the story. Thoughts, feelings are common in this stage.

d) Resolution: The resolution is the stage of the narrative in which the problems of the complication are resolved.

3. Language Features

In narrative text, consist of some language features. According to Cavangh (1998), there are four language features in narrative text, they are;

a) The narrative usually refers to specific characters and things, not to groups of things.

b) Time words are used to connect events, words or groups of words which refer to when, e.g. at three o'clock; after; in the morning.

c) Action verbs predominate in complication and resolution as these stages contain the action of the narrative, e.g. run; lope; scamper.

d) Noun groups are important in describing characters and settings.

The example of narrative text :

> ### *Timun Emas*
>
> Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.
>
> She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was

also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt as the weapons to defeat Buta Ijo.

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save

himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home alive.

Sumber   ENGLISHINDO.COM   Referensi   Belajar   Bahasa   Inggris

Online: http://www.englishindo.com/2011/09/timun-emas.html#ixzz3yMbSuWja