

CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of the four language competences that can support students in mastering English besides speaking, listening, and writing. Reading offers many benefits for readers such as give a lot of information, they can enrich their vocabularies, improve general knowledge, drill spelling and enhance writing skills. In other words, reading is fundamental skills because it is the hard of education.

In Indonesian context, reading is taught in order to facilitate students to read and understand variety of text types and short functional text. In fact, in understanding the reading text it needs some skills that should be mastered by the readers. They should be able to find main ideas and supporting sentences, vocabulary mastery, analysing the construct of the text, and so forth. Without mastering reading skill the reader will face some obstacles in finding the specific information from the text that they are reading. So that the students are required to master the reading skill in order to get the knowledge and information from the text they read.

As matter of fact, some students at the eighth grade of SMP Riyadul Mubtadiin Pandeglang still have some problems in reading comprehending text especially on narrative text. Based on classroom observation and interview with the English teacher the

researcher found some students problems in learning reading comprehension, they are: First, the researcher found that some students still difficulties to comprehend the reading text. It reflected on students still get difficulties in identifying the element of the story that are theme, setting, character, problem, event, and resolution of narrative text. They are difficult to find them because they are guided by only questions. As the result, cannot catch the important information from the text.

Second, when the researcher observed the teacher giving the students some texts for examine the students' ability in reading, the researcher found that the students could not distinguish between the main idea and supporting sentence in reading text. For example, when the teacher tells the students to find out the main idea, instead they wrote the tittle as the main idea. As the result, they got difficulties in identifying the explicit and implicit information of the text. The same things also happened when the teacher asked them about the reference word and making inference, most of the students are confused how to solve the problem given by the teacher, and also the researcher found a problem was motivation related to the teaching learning method used by the teacher.

Third, the student's in learning English especially reading were very low, it was proved by fact that the students just listening, writing and doing the teacher's offering. And if they could not answer the question, they will say they do not have the pen book or dictionary for a reason.

Considering the fact above, in this research, the researcher believes that some efforts are needed to solve the problem in teaching and learning of English processes especially in reading comprehension. Then the researcher is intends a study to conduct using learning cell to improve skills reading comprehension on narrative text.

Finally, the researcher has a strong belief that teaching and learning of reading especially on narrative text, it should be improved by selecting attractive learning method which may boost students' motivation in reading. In short, the researcher offers learning cell to improve the quality process the learning reading on narrative text.

And from the background of the study above, the researcher would like to conduct a study under the title "*The Effect of Using Learning Cell Method Toward Students in Reading Comprehension on Narrative Text*" (A quasi Experimental Research at Eighth Grade of SMP Riyadul Mubtadiin).

B. Identification of Problem

Based on the background above, the writer identifies the problems of this research as follows:

1. Some of the students are difficult to comprehend the reading text
2. Some of the students are still lacking in vocabulary master

3. Some of the students got difficulty to identify the main idea of the narrative text
4. Some of the students' still have difficulties to understand the content of the narrative text

C. Limitation of Problem

Based on the description of the problem above, the researcher limits the study based on some reason. In this paper the researcher focus to study about using learning cell to improve of students reading comprehension on narrative text, apply learning cell in teaching learning activity to build up students understand the main idea on narrative text. The subject of this research is the students at the Eighth Grade of SMP Riyadul Muhtadiin Pandeglang.

D. Statement of Problem

From the description above, the statement of problems are formulated as follow:

1. How is the students reading comprehension on narrative text at the eighth grade of SMP Riyadul Muhtadiin?
2. How is the implementation of the learning cell in teaching reading comprehension at the eighth grade of SMP Riyadul Muhtadiin?
3. Is there any significant effects of using learning cell in improving students reading comprehension on narrative text at the eighth grade of SMP Riyadul Muhtadiin?

E. The Aims of The Study

Based on the aim of the study, can be described as follow:

1. To observe student in reading comprehension on narrative text at the eighth grade of SMP Riyadul Mubtadiin?
2. To investigate the implementation of learning cell in reading comprehension on narrative text at the eighth grade of SMP Riyadul Mubtadiin?
3. To examine whether there is significant effect of learning cell in reading comprehension on narrative text at the eighth grade of SMP Riyadul Mubtadiin?

F. Significant of the study

There are two significance of the study, namely theoretically and practically.

1. Theoretically. This study wants to support the assumption of the theory which proposed by Barbara Goldschmid & Marcel Goldschmid¹ they state that “the effectiveness of the learning cell was firsts explored in large psychology course where four learning options were compared: seminar, discussion, independent study, and learning cell. Students in learning cell option performed significantly better on an unannounced examination and rated their ongoing learning experience significantly higher on a “moral barometer”.

¹ Barbara Goldschimid and Marcel L. Goldsmichd. “Peer Teaching in Higher Education: A Review”, *Higher Education*, Vol. V, No. 3, (February, 1976), 20.

2. Practically. The significance of the study has benefit for teachers, students, and writers. This study hopefully will be useful for:
 1. For the students, they have a new way to learn English, especially in reading Narrative texts. They can apply the strategy to read text well. They also are going to have the good reading when they are usually trained to read a text.
 2. For the teachers, it gives insight how to teach reading through another strategy. Teacher use Learning Cell Method as the teaching strategy to give attractive learning. It could make their learning in the classroom is more enjoyable and interesting.
 3. For the readers, is that they could get knowledge after reading this study.

G. Previous Study

The researcher finds some previous studies which has similarity point of this study. Such as, the first previous study of research is arranged by Dian Rakhmawati entitled “Learning Cell Technique Toward Reading Comprehension of Narrative Text” (An Experimental Research at the second grade of SMA Muhammadiyah 3 Yogyakarta). Based on the research, the writer concludes that using learning cell method is one of effective strategies that can be applied by the teacher in teaching English reading. Learning cell gave new knowledge in understanding reading text. The students’ reading comprehension in the control

group, the mean score of pre-test was 60.15 and in the experimental group the mean score of pre-test was 64.66. Then, in control group the highest score of post-test was 80 and the lowest score was 53.3. The mean score for control group was 64.19 with the standard deviation was 8.13. And in the experimental group the highest score of post-test was 90 and the lowest score was 63.3. The mean score of post-test in experimental group was 76.73 with standard deviation was 8.58. Teaching reading comprehension by using learning cell method is more effective than teaching reading comprehension without using learning cell method.²

The second research is conducted by Teddysetiadi with the title about “The Effect of Learning Cell Towards Students’ Creativity in Reading.” Based on the statistical analysis on the students’ Creativity and their Reading achievement after being taught by Learning Cell, the researcher found that in the significant degree 0.5% the total rcount is 0.444 while r-table is 0.329. So rcount higher than r-table, it can be concluded that there was a significant effect Learning Cell towards Students’ Creativity in Reading at the Second Grade Students of SMPN 4 Lingsar in the Academic Year 2016/2017.³

From the previous study, the researcher is interested in making a research about the learning cell because there are many advantages that could be taken by using learning cell between the

² Dian Rakhmawati, “Learning Cell Technique Toward Reading Comprehension of Narrative text”, *SMART Journal*, Vol. 1, No. 2, (August 2015), 55.

³ Teddysetiadi, “The Effect of Learning Cell Towards Students’ Creativity in Reading”, *Journal of Language and Language Teaching*, Vol. 4, No. 1, (Mei 2016), 23.

previous research above. The differences are about the type of the text, participants and location this research. Despite the difference of the two results above, both of them are reasonable and applicable to this study. The researcher will use the results as the references for the study of the effect of using learning cell toward students reading comprehension.

H. Organization of Writing

To make this research easy to follow, the writer organizes it be follows:

Chapter 1 is introduction. In this chapter the researcher puts some points: background of the study, the Research question, objective of the study, significant of the study, writing organization, and previous study.

Chapter II (review of Related Literature): this chapter present: definition of reading, types of reading, definition of reading comprehension, approaches of reading, purpose of reading, definition of learning cell, step to use learning cell, definition of Narrative text, generic structure of narrative text, the elements of narrative text, the example of narrative text, assumption and hypothesis.

Chapter III (methodology of Research). This chapter covers the method of research, setting and research timeline, research design, population and sample, instrument and technique of data collecting, normality test.

Chapter IV (Result Discussion) in this chapter the researcher puts the data description, normality test, and interpretation of data.

Chapter V (Conclusions and Suggestions) this chapter present the conclusion, and suggestion.