

**IMPROVING STUDENTS READING COMPREHENSION THROUGH THE  
APPLICATION OF LEARNING CELL TECHNIQUE  
( A Collaborative Classroom Action Research to the first Year Students of  
SMA Negeri 2 Kuta Makmur)**

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**ABSTRACT**

This thesis entitled *Improving Students' Reading Comprehension Throught the application of learning Cell Technique (A Collaborative Classroom Action Research to the first Year Student of SMA Negeri 2 Kutamakmur)*. The problem of this research are: 1) How does Learning Cell Technique improved the students' reading ability in reading comprehension? And(2) how do the students' respond toward the implementation Learning Cell Technique to the first year students' of SMAN 2 Kuta Makmur?. The purpose of this research are: 1) To improve students' reading comprehension to the first year students' of SMAN 2 Kuta Makmur by using Learning Cell Technique. 2) To know the students response toward the implementation of Learning Cell Technique in teaching reading. To respond the research questions, the researcher used the collaborative classroom action research as the methodology of the research. Then the researcher did the collaboration with englis teacher to do the research. The setting of this research was SMAN 2 Kuta Makmur.

**Key Words: Reading Comprehension, Learning Cell Technique**

**INTRODUCTION**

When the researcher did teaching practice at SMA Negeri 2 Kuta Makmur the researcher found that the English teacher still used traditional method in teaching reading. The teacher did not have an interesting learning method to improve the students in reading. This condition made the students' were not interested in teaching learning process.

The problem not only come from the teacher but also found from many students' who have low ability in reading. They did not know how to comprehend the meaning of the text given because students' had lack of vocabularies and they had low motivation in learning reading since they though that reading was very difficult lesson to be learned.

Teaching reading skill to language learners especially in English is not an easy task to do. However some students' found reading difficult. It might happen because of the lack of consideration in applying the appropriate technique or approach in teaching learning process. Based

on curriculum 2013 at SMA Negeri 2 Kuta Makmur, the students' are expected to be able in mastering English subject, the students' must be creative, even their knowledge are poor. The students' must be active in the classroom. It will not be happened it teaching and learning process can not run well.

Based on the problems faced by the teacher and students'. The Researcher offer a solution to solve the problem and conducts the research entitled *Improving Students Reading Comprehension through the Application of Learning Cell Technique (a collaborative classroom action research to the first year students of SMA Negeri 2 Kuta Makmur)*. The Researcher believed that it will help the students in SMA Negeri 2 Kuta Makmur to create their know how comprehend the meaning of the text. The Researcher expected that the implementation of learning cell technique in teaching reading can improve reading comprehension and their motivation in reading at SMA Negeri 2 Kuta Makmur.

Based on consideration above, the researcher interested in improving this technique in teaching reading and the researcher choose the title of this thesis is " Improving Students' Reading Comprehension through the Application of Learning Cell Technique ( A Collaborative Classroom Action Research to the first-year students' of SMA Negeri 2 Kuta Makmur).

Reading is an activity which has some purposes based on the reader, every reader has his or her own purpose which is different from others. People may read in order to get information or enrich their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or to enhance knowledge of the language being read. The purpose for reading guide the readers to select the proper texts to read. The purposes for reading guide the reader to select the proper texts to read.

According to Dalman Reading is a verbal process interrelated to thinking with all other communication abilities such as: listening, speaking, and writing **Error! Reference source not found..** Specially, reading is the process of construction from the printed partners on the page the ideas and information intended by the author. Reading is the process acquiring an authors meaning and interpreting, evaluating, and effecting those meaning**Error! Reference source not found..**

Today studies have shown that studentns use many differents learning stragies to increase their reading skills, such as previewing, pradicting, skimming and scanning guessing, and paraphrasing. Therefore, the teacher has to find methodes to assist students in developing their reading comprehension ability through learning strategy Dewi **Error! Reference source not found..**

The opinion above concludes that reading is the main reason why students learn the language. By reading they can get much knowledge and train their cognitive process in getting the meaning. in additional Sheng states, "Reading is the active process of understanding print and

graphic text **Error! Reference source not found..** Reading is a thinking process. Effective reader know that when they read, what they read is supposed to make sense". Reading is a visual and cognitive process to extract meaning and from writing by understanding the written text, process information, and relating it to existing experience **Error! Reference source not found..**

According to william reading can be pointed as four steps process **Error! Reference source not found..** The four steps are interreleted to other, they are, (1) word perception, the ability to recognize a point. (2) comprehension ,the ability to infer ideas from words. (3) reaction, a step in which the reader intracts intellectually and emotionally. (4) intergration, absorbing the ideas in contex of one's personal background.

## **METHOD**

This research was Collaborative Classroom Action Research (CAR). The classroom action research was designed to implement reading comprehension through learning cell technique. Arikunto proposes two components in classroom action research, they are; research (an activity to observe the object by use of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary fo researcher) and action (a movement's activity deliberately to action with specific purpose, in the form of activity cycle network for the students') **Error! Reference source not found..**

According to Hopkins action research might be defined as the study of a social situation with a view to improve the quality of action within it **Error! Reference source not found..** In action research theories are not validated independently and then applied to practice.

### **Research Procedure**

In this research, the researcher used a procedure of the action research. Collaborative classroom action research is a kind of classroom action research. It mean the researcher collaborates with english teacher at the school in conducting this research. Reading comprehension trough the application of learning cell technique consist of four steps; (1) doing planning the action, (2) implementing of action, (3) observing the action and, (4) collecting and reflecting the action.

### **Procedure of Data Collection**

#### **Observation sheet**

The observation sheet was to observe looked at when observing in the class. It was used to obtain the information on how the teacher implemented the action. It was also used to gather data about the students activities during the teaching and learning process, there were two types of observation in this research, the observation sheets for the students and teacher.

1. Observation sheets for the students

The observation was used to observe information how the practioner implemented the prepared plan and procedures, especially to implemented the prepered plan and procedures, especially to find inform find information whether or not the assesment instruments prepared could be used as well as possible.

2. Observetion sheet for the teacher

Observation sheet designed in such way as to observe information concerning the students' participation or engagement on each activity.

**Questionnaire**

The questionnaire are the data retrieval through the questions to setrieval through the questions to strategy in teaching learning process. The items of questionnaires different in two kinds; a) open items questionnaires (open items questionnaires usually made by the researcher by using questions such as " what, why, when, and who" from the questions above the respont asked the answer.clearly at the question prepared) and b) closed items questionnaires (closed items questionnaires made by the researcher by several alternatives. Actually it is very effective to give several alternatives because it can bring the respont's answer to te aims of the research).

Based on explanation above, the researcher decided to closed items questionnaire.

**Test**

Test was given to the students in order to know their improvement on mastering writing. The test was given at the and of the cycle of teaching and learning process. According to (Arikunto, 1998:150) test is series questions used to measure the competence, intelligence and skill of the invidual of group. In this research, ressearcher used essay test consist of 5 question wich represented the reading comprehension related with the passage. This test was given in every cycle before and the end of each treadment. The purposed of test is to know the students ability of English competence, especially in the reading comprehension narrative text.

**Field Note**

Field notes was the instrument that contained the record of the facts related to the implementation of using a strategy or method in teaching during the teaching and learning activity that was made by the researcher. It was utilized as a mean of recording the facts, which could notbe put in the observation form.

**Technique of Data Analysis**

Technique of data analysis was continual of the data collecting phase. Data analysis is an essential part of study. Therefor, the researcher assured herself to careful in analyzing the data in order to get reliable and scientific result. There were two kind of data collected and analized in this research namely quanlitative and quantitative.

Qualitative data is form of students score and it is analyzed descriptively for example collecting data from questionnaire, observation forms, and field notes. To measure the students by using quantitative data, the researcher used a formula to search the students means score and to find this all, the researcher used the formula , the researcher used formula introduced by Winarsunu  
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## FINDINGS AND DISCUSSION

### Cycle 1

The test in cycle 1 was done to find the mean score of the students' reading comprehension in teaching and learning process to the first year students of SMA Negeri 2 Kutamakmur after implemented Learning Cell Technique. The teacher measured the students' reading score based on the students result test of cycle 1. To know the student's mean score in cycle I, the researcher used the formula intoduced by winarsono above **Error! Reference source not found.:**

$$\bar{X} = \frac{\sum fx}{N}$$
$$\frac{1185}{20} = 59,25$$

An aspect of the criteria of success was result of the students' test, the average score of the students task in cycle 1 was 59.25 and it was catagorized good but it did not reach the criteria of sucess yet. The students felt relieved because their had finish their task. But they did not satisfied and sad because the score was not enough. They must to follow the next test.

### Reflection on Cycle 1

After analysis the result in cycle 1, the researcher and the collaborator made a reflections based on the data from analysis the cycle 1. There were some process have not but achieved yet in teaching and learning process through Learning Cell Technique in comprehend the narrative text. the researcher concluded that the teaching and learning process were still not succesfull enough. The teacher conclude that the teacher had to continue to the next cycle in order to get the maxsimal result of this research.

So, the researcher had to revise the plan became more active to get the maximal result and continue to the next cycle.

### Cycle 2

The test in cycle II was done to find the mean score of the students' reading comprehension in teaching and reading process to the first students'of SMA Negeri 2 Kutamakmur after

implementing the Learning Cell Technique. To know the student's mean score in cycle I, the researcher used the formula introduced by winarsono (2002: 31) above :

$$\bar{X} = \frac{\sum fx}{N}$$

$$\frac{1580}{20} = 79$$

As done in the first cycle, data analysis on the result of learning was focused on the students' ability on mastering reading comprehension. The researcher analyzed the result of the students' reading comprehension through the Learning Cell Technique was 79. The mean score of students' reading comprehension was increases from 59.25 in cycle 1 and became 79 in cycle 2. It means that the criteria of success for the product had already been achieved. Therefore, it was not continued to the next cycle.

**Reflection on Cycle 2**

After analysis the result of cycle II .The researcher and the collaborator made reflection based on the criteria of success. The researcher did reflection through observation sheet form., field note, test, and questionnaire. The analysis was done on both the learning and the learning outcome. The evaluation of the learning process was focused on the students' activities during the implementation method in teaching and learning process in three phases; pre-teaching, while-teaching, and post-teaching. The avaluation of the learning product was focused on the students' reading comprehension.

Based on the result of the analysis, the researcher were drawn some findings. In accordance with the result of the analysis of teaching and learning process, the students' motivation in teaching learning process was very good. In the first and the second meeting most of the students were participacing actively in teaching and learning process. From the result of the test in both cycle, the students' reading comprehension was significantly increased. The students' reading comprehension was increased from 59.25 in cycle I and became 79 in the cycle 2.

In conclusion, based on the findings above, the students' achievement in improving their reading comprehension through Learning Cell Technique and the process of teaching and learning have met the criteria of success. Therefore, the action was completed for the reason.

**The Result of the Questionnaire**

No	Variable Measured	Questionnaire Number	Total Score	Mean Score
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1	Studying happily in reading comprehension by using Iraning cell technique	1	4,00	4,00
2	Easy to comprehend the narrative text by using learning cell technique	3,5,6,8,12,	19,5	9,7
3	Spirit to learned reading comprehension by using learning cell technique	4,7,10	12	4,00
4	Active in learning reading comprehension by using learning cell technique	9,11,13,14,15	19,5	3,9
5	Give motivation for studying English	2	4,00	4,00
<b>Total Score</b>			<b>59</b>	<b>25.6</b>
<b>Average</b>				<b>5,12</b>

Based on the table, it was found that the mean score each other variable from several items toward the maximum score can be interpreted as follow:

1. Study happily, 4.00 criteria: agree
2. Easy to comprehend the lesson: 9.7 criteria: agree
3. Spirit to learned reading : 4.00 criteria: agree
4. Active in learning reading: 3.9 criteria: agree
5. Given motivation for studying english: 4.00

Generally, the mean score of the students' perception toward the implementations of Learning Cell Tehnique was 5.12 belong to criteria of "Agree". It meant the students' gave good responses toward implementation of Learning Cell Technique on improving students' reading ability.

### CONCLUSION

Two cycles were done in teaching and learning writing process. the reseacher had discussed about the Research. the researcher used observation sheet for teacher and students, questionnaire, and test to know the students' improvement about Reading by using Learning Cell Technique. the researcher should follow a partikular procedure and the concept of using Learning Cell Technique in must be introduced to the students clearly, in order to make the students understand well aboutnthe technique applied.

The students' mean score in post-test in cycle 1 was 59,25 and the students' mean score in post-test in cycle 2 was 79, it showed that the implementation of using Learning Cell Technique was the good way that could applied to improve the students' writing.

So, based on the data found from the first and the second cycle of the research, it was obvious that teaching reading could improved students reading by using Learning Cell Technique and could motivation the students in teaching and learning process because this activities encourage the students to be active in learning reading in the classroom.

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