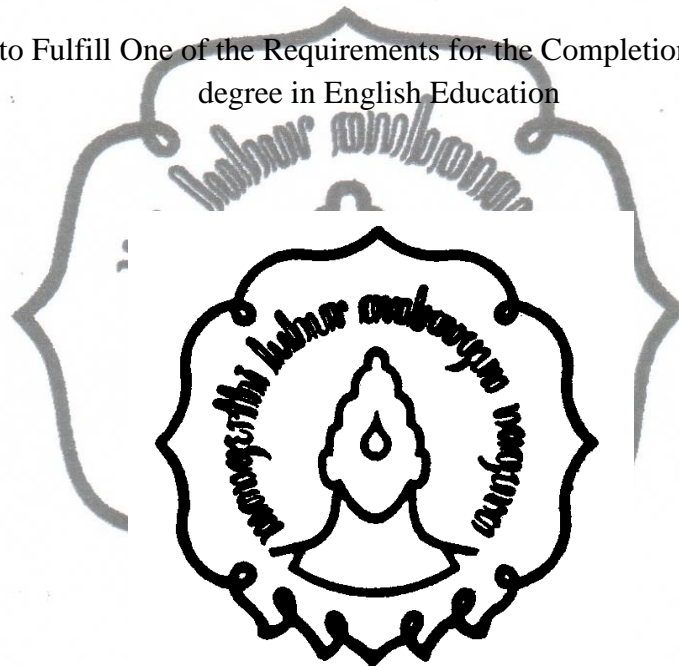


**THE USE OF LEARNING CELL TECHNIQUE
TO IMPROVE STUDENTS' READING COMPREHENSION**

(An Action Research in Class 8 C of SMPN 2 Kradenan, Grobogan in the
Academic Year of 2011/2012)

THESIS

Submitted to Fulfill One of the Requirements for the Completion of the Graduate
degree in English Education



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Sri Hartini

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**ENGLISH DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA**

*com***2012***user*

APPROVAL
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THESIS

An Action Research in Class 8 C of SMPN 2 Kradenan, Grobogan in the
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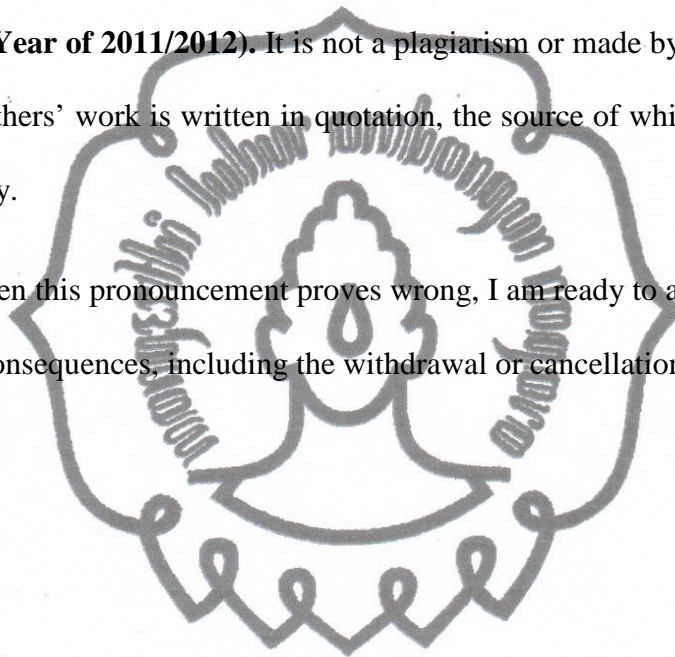
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**The Use of Learning Cell Technique to Improve Students’ Reading Comprehension (An Action Research in Class 8C of SMPN 2 Kradenan, Grobogan in the Academic Year of 2011/2012)**”. It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic consequences, including the withdrawal or cancellation of my academic degree.



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ABSTRACT

Sri Hartini, S.891008081: *“The Use of Learning Cell Technique to Improve Students’ Reading Comprehension (An Action Research in Class 8C of SMPN 2 Kradenan, Grobogan in the Academic Year of 2011/2012).* First Consultant: Dr. Abdul Asib , M.Pd, Second Consultant: Drs.Martono,M.A. Thesis: Surakarta, English Department, Graduate School, Sebelas Maret University, 2012.

The objective of the research was to examine whether the use of learning cell technique can improve the students’ reading comprehension. Besides, the research was also designed to know how the situation was when learning cell technique was implemented in the classroom practice.

This research was a classroom action research. The research was carried out in Class 8C of SMPN 2 Kradenan in the Academic Year of 2011/2012. This research was conducted in two cycles by following the procedure of action research, i.e. planning, implementing, observing, and reflecting. In collecting the data, the researcher used observation, interview, questionnaire, and test. The teacher was the researcher assisted by collaborators as observers and a teacher as a photographer. The interview and questionnaire were given to the students before and after the implementation of learning cell technique. The tests were in the form of pre-test, post-test 1 and post-test 2. The data were analyzed qualitatively and quantitatively. The qualitative data were analyzed using Interactive Model of Data Analysis as propounded by Matthew M. Miles and A.M. Huberman.

The results of the research showed that Learning Cell Technique was able to improve the students’ reading comprehension. It was proven by the increase of the students’ mean score from 41.16 in pre-test to 46.30 in cycle 1, and 48.74 in cycle 2, although the results of the research were just a little bit improvement. Furthermore, the class situation also improved. The class became more enjoyable and fun. The students became more active individually and in group. There were some advantages of using Learning Cell Technique in teaching –learning of reading as follows: (1) The students get the ability how to make good questions and answers from the text; (2) By making questions and answers, the students can understand the content of the text; (3) The students have braveries in asking questions, answering questions and giving arguments based their answers.

Based on the result of the research, it could be concluded that the use of Learning Cell Technique has proven to be an effective way in teaching-learning of reading comprehension in Class 8 C of SMPN 2 Kradenan in the academic year of 2011/2012.

Keyword: Reading comprehension, Learning Cell Technique

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MOTTO

Maka bertanyalah kepada orang yang mempunyai pengetahuan
jika kamu tidak mengetahui.
(An-Nahl: 43).

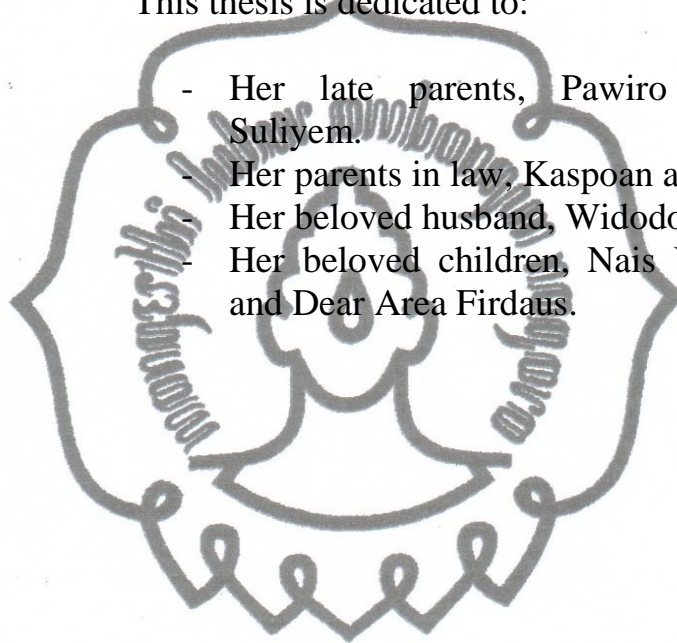


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DEDICATION

This thesis is dedicated to:

- Her late parents, Pawiro Sukarto and Sulyem.
- Her parents in law, Kaspoan and Supijah
- Her beloved husband, Widodo, S.Pd.
- Her beloved children, Nais Volum Firdaus and Dear Area Firdaus.



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ACKNOWLEDGEMENT

First of all the writer realizes that this thesis would not have been completed without the blessing and mercy of Allah SWT. Therefore, she would like to express her gratitude to Him for making it possible for her to finish writing this thesis.

In doing this work, the writer realizes that she is unable to finish it without contributions, helps, suggestions, and comments from many people. She is greatly indebted to them. Therefore, in this opportunity she would like to express her gratitude to:

1. Prof. Dr. Ir. Ahmad Yunus, M.S. as the Director of Graduate School of Sebelas Maret University for his permission to write this thesis.
2. Dr. Abdul Asib, M.Pd. as the Head of English Education Department, Graduate School of Sebelas Maret University who has suggested and guided the writer to do this thesis well.
3. Dr. Abdul Asib, M.Pd as the first consultant, and Drs. Martono, M.A. as the second consultant who thoroughly and patiently gave the writer encouragement, guidance, and valuable ideas for the completeness of this thesis.
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5. Agus Suprpto, S.Pd. MM as the Headmaster of SMPN 2 Kradenan who has given the writer permission to conduct the research at that school.
6. Her colleagues- Pada, S.Pd and Susilowati, S.Pd. who have helped her as her collaborators.
7. All her beloved students who have taken part in her research.
8. Her late parents, Pawiro Sukarto and Suliyem.
9. Her parents in-law Kaspoan and Supijah, her brothers and sisters for their prayer for the writer to finish her study successfully.
10. Her beloved husband, Widodo, S.Pd. for his great love, tender, patience, support, and understanding and her beloved children- Nais Volum Firdaus and Dear Area Firdaus for their endless love.

Finally the writer realizes that this thesis is far from being perfect. Therefore, the writer would like to accept constructive suggestion and criticism for the progress of the next study. Hopefully, this thesis will be useful for the readers and give an important contribution to the development of English education. May God always bless us and lead us in his right path. Amin.

Surakarta, February 29th, 2012

Sri Hartini

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a language is expected not only to help the students realize themselves, their culture and others but also to help them to express ideas and opinion to participate in their lives.

In this global area, English is a means of communication in the daily life as both written and spoken language. It plays an important role in the communication with other people in the world. In Indonesia, English is taught from beginning level until advanced level of education. In the beginning level of formal education, English is given to the playgroup, kindergarten and elementary students as local content. It is not taught as compulsory subject. In the junior high school, senior high school and vocational school, English is taught as the compulsory subject. They must study hard to master English in order to pass the state examination (*Ujian Nasional*). Some people learn English in non formal institution, namely English course.

In English language, there are integrated skills to be mastered such as : speaking, listening, reading and writing. There are various skills in mastering language: *receptive skills*, listening and reading, *productive skills*, speaking and writing. The students must have good communication in both spoken and written form.

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According to Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP, 2006) the aim of the English teaching in Indonesia especially teaching English to junior high school is to enable students to have the ability in developing communicative competence in both oral and written form achieving functional literacy level, to have the awareness about the essence and the importance of English in increasing competition in global community, and the last is developing the students' comprehension about interrelationship between language and culture.

Reading is a necessary skill that any learner needs. Reading is the activity to get meaning from the text. In other words, it means grasping the meaning out from the text. The indicators of reading are word meaning, main idea, general idea, explicit/detail informations, implicit information, and word reference.

The aim of reading activity is to understand meaning (a message) of a text. Students must have an ability to comprehend the spoken and the written text adequately. Those who have good reading competence will be able to understand them easily and it can help to support the other skills. That is the reason why having reading competence is very important for the learners.

The standard of reading for SMP Negeri 2 Kradenan, Grobogan on the eighth grade, the students are expected to understand the meaning of functional text and short essay in description and recount and should read aloud with acceptable pronunciation and intonation, response rhetorical ways

accurately and fluently. Besides, the students must comprehend the text deeply as in National Standard for examination, reading always becomes an important skill. That is why reading must be comprehended by the students in Junior High School. In National Standard for examination, it is mentioned that the students must have some comprehension skills: (1) finding explicit and implicit information; (2) finding main idea; (3) finding meaning of words; and (4) word reference.

The result of the preliminary study at VIII C showed that the average of students' score was 40.00. There were only 1 student or 2.63 % who got score above 65 and others 37 students or .97.36 % failed in comprehending reading passage. The target of the English achievement is hoped equal or more than 65 as KKM (Kriteria Ketuntasan Minimum). So, it could be concluded that the result of the preliminary study was still unsatisfactory.

Reading cannot be separated from comprehension. That is why there appear a lot of difficulties dealing with reading comprehension. Many English learners find it difficult to understand the English text. They often get stuck because of some problems, such as unfamiliar words, their inability in understanding the context, being lazy, etc. The students still encounter some difficulties in identifying the implicit, explicit information of the text, main idea, and words reference. Besides they had low interest to participate in the reading activities.

The students' lack of understanding on reading lesson was mainly caused by inappropriate teaching technique used when the teachers attempted to explain reading materials. The teacher only used conventional technique. In the reading class, the teacher presented a reading material in the text book and asks the students to read whether silently or loudly, and then students had to answer the questions. Consequently, the lesson became monotonous and boring, students lack motivation to read. Some of them showed negative attitudes. For example, some of them were absent minded, chatted to other, or busy with themselves. As a result, the students were not able to get good score in their reading achievement.

The method of teaching is quite important in the teaching learning process. Teachers should choose an appropriate method in order to make the students achieve adequate competence in reading. Teacher's professionalism deals with an ability of the teacher to guide, motivate, and facilitate students to develop their reading competence. To solve the problems above, the researcher will use Learning Cell Technique. This technique can assist the students individually develop questions about a reading assignment or other learning activity and then work with a partner, alternating asking and answering each other's questions.

Learning cell technique can be useful to engage students actively in thinking about content, to encourage students to generate thought-provoking questions, and to teach students how to check their understanding. Ask the students to develop questions about reading assignment. Provide them with

sample analysis question stems, such as, *Explain why (how)_____*. *What are the strengths and weaknesses_____?* *Why is _____important?* etc. Creating questions about an assignment requires students to think about the content in a way that is different from simply taking notes on it. It provides an opportunity for students to think analytically, to elaborate as they put material into their own words, and to begin to use the language of the diciplin. Responding to the questions of peers provides a platform for discussion based on student level of understanding. Exchanging questions and answers with a peer can motivate students and challenge them to pursue deeper levels thought.

The researcher of this study used the learning cell technique in teaching reading at SMP Negeri 2 Kradenan, Grobogan because it could develop the students' thinking skills and reading comprehension. The purpose of this technique was to engage students actively in thinking about the content by creating questions and answering all the quentions. This technique could easily be taught and implemented for the students. The researcher believed that learning cell technique can increase the students' reading comprehension. The indicators of reading comprehension are to know the explicit information, word meaning, to understand the idea (general idea and mean idea), to know implicit information and word reference. By using Learning Cell Technique, the students should make questions and answers which were related to indicators of reading comprehension. For examples:

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- What is Tony's pet? (to know explicit information)
- Shortly, the show began. What is meant by the show? (to know word meaning)
- What is the main idea of paragraph 4? (To understand main idea).
- What does the text tell about? (general idea)
- When was the sender born? (to know implicit information)
- "I am happy to spend my time with him." (paragraph 3). What does the underlined word refer to? (to know word reference)

Based on the evidences above, the researcher wanted to do a research about: Improving the students' reading comprehension using learning cell technique. The purpose of this technique was to engage students actively in thinking about the content by creating questions and answering all the questions. This technique could easily be taught and implemented for the students. The researcher believed that learning cell technique could increase the students' reading comprehension.

B. Statements of the Problems

Based on the background of the study above, the research problems which arise are as follows:

1. Can and to what extend Learning Cell technique improve students' reading comprehension?

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2. How is the situation when learning cell technique is implemented in classroom practice?

C. The Purposes of the Study

The purpose of the study is to examine whether and to what extent the use of learning cell technique can improve the students' reading comprehension. Besides, the research is also designed to study how is the situation when learning cell technique is implemented in the classroom practice.

D. The Benefits of the Study

1. For Students

- a. The students' English reading skill increases.
- b. The students are trained to be capable of reading texts using learning cell technique. The students' vocabulary will increase automatically.
- c. It will give enjoyable learning situation which can improve the students' learning motivation.

2. For teachers

- a. They can use learning cell technique as an alternative technique in teaching reading.
- b. It stimulates teacher to find a new technique which is appropriate for teaching reading.
- c. It improves the teachers's capability to conduct teaching learning activity appropriately. *commit to user*

3. For other researchers

The result of this study can be used as a reference for starting point to conduct further study about teaching and learning English, especially by applying learning cell technique in classroom activity.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. The Definition of Reading

Wixson, Peters, Weber, and Roeber (1987) state that reading is the process of constructing meaning from the written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

Aebersold and Field (1997: 15) give their opinion in defining reading as follows:

In a general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading. Granted, the meaning the reader gets the text may not be exactly the same as the meaning the writer of the text wished to convey.

Aebersold and Field believe that reading is involving and interacting between the text and the reader. The interaction between the text and the reader happens when he tries to look for meaning of the text.

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Based on the theories above, it can be concluded that reading is a process to obtain ideas or meaning from a text, which is more complex symbolized in written or printed language. Reading involves two main physical entities in the process; those are the text and the reader. In the reading process, there is an interaction between the reader and the text when reader tries to convey the meaning of the text. In this interaction, there is a mental process that will show that reading is a personal activity. Reading is not only extracting meaning from text but also a process of connecting information in the text with the knowledge/ prior knowledge of the reader.

2. Types (Genres) of Written Language

Each type or genre of written text has its own set of governing rules and convention. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated. Consider the following abridged list of common genres, which ultimately form part of the specifications for assessments of reading ability.

Brown (2004: 186) states that there are three kinds of genres of written language. They are:

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a. Academic reading

General interest articles (in magazines, newspaper etc.), technical reports (eg. Lab reports), professional journal articles, reference materials (dictionaries, etc.), textbooks theses, essays, papers, test directions , editorials and opinion writing.

b. Job-related reading

Messages (e.g., phone messages), letters/emails, memos (e.g., interoffice), reports (e.g., job evaluation, project reports), schedules, labels, signs, announcements forms, applications, questionnaires financial documents (bills, invoices, etc.), directories (telephone, office, etc.), manuals, directions.

c. Personal reading

Newspapers and magazines, letters, emails, greeting cards, invitations, messages, notes, lists schedules (train, plane etc.), recipes, menus, maps, calendars, advertisements (commercials, want ads), novels, short stories, jokes, drama, poetry, financial documents,(e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, comic strips, cartoon.

The genres of the written language enables readers to apply certain schemata that will assist them in extracting appropriate meaning.

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3. Skills of Reading Comprehension

Brown (2001: 187-189) states that there are two skills in the assessment of reading comprehension. They are:

Microskills:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tenses, agreement, pluralization), patterns, rules, and elliptic forms.
- f. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

Macroskills:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written texts, according to form and purpose.
- c. Infer context that is not explicit by using background knowledge.
- d. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such as relations as main

idea, supporting idea, new information, given information, generalization, and exemplification.

- e. Distinguish between literal and implied meanings.
- f. Detect culturally specific reference and interpret them in a context of the appropriate culture schemata.
- g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Other skills suggested by Krashen and Terrel (1995: 134) which distinguish at least four types of reading skills. **Scanning** is making a quick overview of a passage, looking for specific information. Scanning commonly occurs when using the telephone book, reading the classified ads, ordering from a menu, and so forth. **Skimming** uses the same approach, except that instead of concentrating on specific information, we are looking for the main idea or general gist of a passage. In pleasure reading, we usually neither skim nor scan, but read for main ideas, without always paying close attention to details. This sort of reading is termed **extensive reading**, i.e., rapid reading for main ideas of a large amount of text. **Intensive reading** is reading for complete understanding of an entire text. A student reading a problem in a chemistry text cannot be satisfied with knowing approximately what is asked. Nor will a person filling out a job application want to guess at what information is requested.

4. Types of Reading

- a. Perceptive.* Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.
- b. Selective.* This category is largely an artefact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.
- c. Interactive.* Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the readers must, in a psycholinguistic sense, interact with the text.
- d. Extensive.* Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical report, short stories, and books.

5. Reading Comprehension and Its Affecting Factors

Reading comprehension is the core of reading activity. It means that comprehending a text in order to convey the meaning is an influential factor the success of reading process. Francoise Grelet (1986: 3) states that reading comprehension is understanding a written text. It means extracting the required information from it as efficiently as possible. Comprehension involves all elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. It can be

concluded that reading comprehension is how the reader uses his/her skills in reading process as an integrated skills to extract or convey meaning from the text that is being read.

Aebersold and Field (2000: 15) the process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. The process of comprehending a text is not so exact since reading is a personal activity. It means that reading comprehension differs from one reader to another. For example: Dear and Nais who read the same text about Herman's family. Dear can understand the content of the text. To show his understanding, he illustrates the Herman's family in form of tree diagram. Meanwhile, Nais can not do as the former can do. She summarizes the text into a short paragraph. She understands the text but she has different technique to show up.

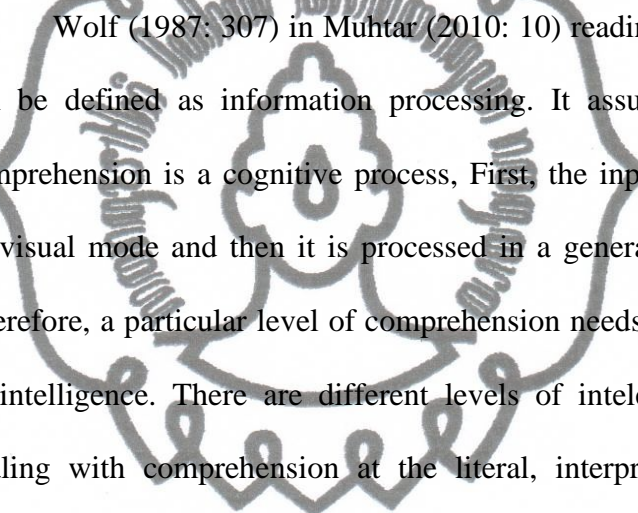
It is a fact that most students have difficulties in comprehending a text. Those difficulties cause deficiency in the reading process. Inadequate comprehension is usually created by some factors. Cushenberry (1985: 62) in Muhtar (2010: 10) there are several factors which influence reading comprehension is not optimum. They are:

a. Emotional Factor

Learners usually become severely frustrated when they are not able to comprehend reading material satisfactorily. Their unsuccessful

attempts to read, which makes them conspicuous in a socially unfavorable way, are the reason they are disappointed and ashamed. Children who are depressed have great difficulty in reading. Their home environment which not harmonious with their psychology problems can hinder their concentration

b. Intelligence Comprehension



Wolf (1987: 307) in Muhtar (2010: 10) reading comprehension can be defined as information processing. It assumes that reading comprehension is a cognitive process, First, the input is perceived in its visual mode and then it is processed in a general cognitive level. Therefore, a particular level of comprehension needs a particular level of intelligence. There are different levels of intelligence needed in dealing with comprehension at the literal, interpretive, critical, and creative level.

c. Physical factors

Learners who have health problem such as obesity, malnutrition, neurological difficulties and granular disturbances may have a significant negative impact on reading in general and comprehension.

d. Background Experience

Those who have limited experiences with words in the number of setting will have difficulty with comprehension in general because of their low level of schemata . Besides, Baker and Brown (1985: 32) in Muhtar (2010: 11) the ability to grasp the logical organization of the text is firmly rooted in the reader's prior knowledge of the world. If a reader does not have the relevant background information, it may be difficult or impossible for him to detect the logical organization of the text being read. It can be said that efficient comprehension requires the ability to relate the textual material to the reader's existing or prior knowledge.

6. The Level of Reading Comprehension

In reading passage, the readers must know the levels of comprehension as Heilman (1981: 246) in Robiah (2009: 15) classifies reading comprehension into three levels. They are: (1) literal comprehension: (2) interpretive comprehension; and (3) critical comprehension. The three levels of reading comprehension will be described briefly, as follows:

a. Literal Comprehension

Literal comprehension is level which includes understanding the ideas and information explicitly stated in the passage, the abilities *commit to user* in the knowledge of word meaning, recalling of details directly stated

or paraphrased in own words, understanding of grammatical (verbs, pronouns, conjunction, and so forth), recalling main idea explicitly stated and knowledge of sequence of information presented in passage.

b. Interpretive Comprehension

Interpretive comprehension is a level which concerns with understanding of ideas and information which is not stated in the passage explicitly. In this level, the reader must present their understanding about the author's tone, purpose and attitude, infer factual information, main ideas, comparison, cause-effect relationship which is not explicitly stated in the passage and summarization of story content.

c. Critical Comprehension

Critical comprehension is a level which includes analyzing , evaluating, and personally reacting to information offered in a passage. In this level, the readers must have some abilities, for example; reacting to information in a passage personally, indicating its meaning to the reader , analyzing and evaluating the quality of written information.

From the explanation above, it can be concluded that reading comprehension is the core of reading activity. It means that comprehending a text in order to convey the meaning is influential factor to the success of reading process. The process of

comprehending involves decoding the writer's words and then using background knowledge to construct and approximate understanding of the writer's message. If a reader does not have the relevant background information, it may be difficult or impossible for him to detect the logical organization of the text being read.

To be able to achieve the purposes of reading comprehension, the readers must know the level of comprehension (the aspects of reading comprehension). They are literal, interpretive, and critical comprehension. The indicators of literal comprehension are to know the information explicitly stated in passage and to know word meaning . The indicators of interpretive comprehension are to know the information implicitly, to present their understanding about the author's tone, purpose and attitude (general idea and mean idea), and to infer factual information from the text (word reference). In critical comprehension, the readers must have the ability to analyze and evaluate the information from the text. In this research, the researcher will limit the aspects of reading comprehension, literal and interpretive comprehension.

7. 10 Strategies for Reading Comprehension

To make reading comprehension successful, there are some strategies which can be practically applied in the classroom. As Brown (2001: 306-311) states there are ten strategies in reading comprehension, as follows:

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a. Identify the purpose in reading.

If we read something we don't know before, we must recognize the purpose we are being asked to read it. Efficient reading consists of clearly identifying the purpose in reading something. By doing so, we know what we are looking for and can weed out potential distracting information. Whenever we are teaching a reading, make sure our students know their purpose in reading something.

b. Use graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).

At the beginning level of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English.

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

If the teachers are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. The teachers' intermediate to advanced level students need not be speed readers, but the teachers can help them increase efficiency by teaching a few silent reading rules:

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- The teachers do not need to “pronounce” each word to ourselves.
- Try to visually perceive more than one word at a time, preferably phrases.
- Unless a word is absolutely crucial to global understand, skip over it and try to infer its meaning from its context.

d. **Skim the text for main ideas.**

Skimming consists of quickly running one’s eyes across a whole text (such as essay, article or chapter) for gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives the a head start as they embark on more focused reading. A teacher can train students to skim passages by giving them, say, thirty seconds to look through a few pages of material, close their books and then tell her/him what they learned.

e. **Scan the text for specific information.**

Scanning is quickly searching for some particular piece or pieces of information. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or

general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

f. **Use semantic mapping or clustering.**

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. **Guess when you are not certain.**

Learners can use to their advantage to:

- Guess the meaning of a word.
- Guess a grammatical relationship (e.g. a pronoun reference)
- Guess a discourse relationship.
- Infer implied meaning (“between the lines”).
- Guess about a cultural reference.
- Guess content messages.

The key to successful guessing is to make it reasonably accurate.

h. **Analyze vocabulary.**

Several techniques are useful here:

- Look for prefixes (co-, inter-, un-, etc) that may give clues.
- Look for suffixes (-tion, -tive, ally, etc) that may indicate what part of speech it is. *commit to user*

- Look for roots that are familiar.
- Look for grammatical contexts that may signal information.
- Look at the semantic context (topic) for clues.

i. Distinguish between literal and implied meanings.

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j. Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

Reading comprehension is the core of reading activity. It means that comprehending a text in order to convey the meaning is an influential factor in the success of the reading process. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. There are several factors which influence reading comprehension. They are; (1) emotional

factor; (2) intelligence comprehension; (3) physical factors; (4) background experience.

B. Learning Cell Technique

1. Definition of collaborative learning (Barkley, Cross and Major: 6)

Learning Cell technique is one of collaborative learning. Collaborative learning is based on different epistemological assumptions, and it has its home in social constructivism. Matthews captures the essence of the philosophical underpinnings of collaborative learning: “ Collaborative learning occurs when students and faculty work together to create knowledge.... It is a pedagogy that has its center the assumption that people make meaning together and that the process enriches and enlarge them” (Matthews, 1996: 101).

Rather than assuming that knowledge exists somewhere in reality “ out there,” and that is waiting to be discovered by human endeavors, collaborative learning, in its tightest definition, assumes that knowledge is socially produced by consensus among knowledgeable peers. Knowledge is something people construct by talking together and reaching agreement (Bruffee, 1993: 3). Bruffee, the most ardent advocate of collaborative learning, wants to avoid having students becomes dependent on the teacher as the authority on either subject matter content or group process. Thus, in his definition of collaborative learning, it is not up to the teacher to monitor group learning, but rather the teacher’s responsibility is to become a member, along with students, of a community in search of knowledge.

Collaborative learning is a relationship among learners that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face to face promotive interaction, and processing (reflecting on how well the team is functioning and how to function better).

2. **Definition of Learning Cell Technique** (Barkley, Cross and Major: 140-144)

In learning Cell technique, students individually develop questions about reading assignment or other learning activity and then work with a partner, alternating asking and answering each other's questions.

The purpose of this CoLT is to engage students actively in thinking about content, to encourage students to generate thought-provoking questions, and to teach students how to check their understanding. Creating questions about an assignment requires students to think about the content in a way that is different from simply taking notes on it. It provides an opportunity for students to think analytically, to elaborate as they put material into their own words, and to begin to use the language of the discipline. Responding to the questions of peers provides a platform for discussion based on student levels of understanding. Exchanging

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questions and answers with a peer can motivate students and challenge them to pursue deeper levels of thought.

In addition to developing content mastery, this technique motivates students to practice interpersonal skills such as giving feedback in nonthreatening ways, maintaining focus, and developing and sustaining mutual tasks. Students learn to question, explain, admit confusion, and reveal mis-conceptions-something that they are more likely to do with a peer than with the instructor. Finally, an effective partner can act as a role model for useful learning strategies.

3. **Steps of Learning Cell Technique** (Barkley, Cross, and Major: 54, 141)

a. Preparation

Prepare students by teaching them how to write good questions. Central to implementing collaborative learning effectively is constructing the learning task although students are charged with taking responsibility for their own learning in collaborative learning, the responsibility for defining and structuring the learning task lies with the instructor.

The two most critical elements in constructing the collaborative learning situation (1) designing an appropriate learning task, and (2) structuring procedures to engage students actively in performing that task. If the learning task is not suitable, or if it is not clearly understood by the students, activities will lag, attention will wander, frustration

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will abound, students will flounder, waste time , and fail to benefit from interaction with their fellow students.

b. Procedure (Barkley, Cross, and Major: 141)

- 1) Ask students to individually develop a list of questions and answers dealing with the major points raised in a reading or other learning assignment.
- 2) Form students pairs, or simply ask students to partner with a student sitting nearby.
- 3) Explain the process by which you want partners to alternate asking and answering each other's questions.
- 4) Students A begins by asking the first question, and the student B answer the question. Student A offers corrections and additional information until a satisfactory answer is achieved.
- 5) Students B asks the next question and student A answer, and the process repeats until all the questions have been asked and answered.

The Learning Cell Technique resembles a seminar insofar as it involves small group discussion. However it also differs. Students produce written assignments and bring them to class. There they divide into groups of between two or five students, and discuss each other's work. The teacher moves from group to group to check progress. At the end of the class the entire group comes together and each group report on its discussion. Finally, the students hand in their assignment

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for traditional marking. The preparation for the learning cell class requires each student to prepare a series of questions to ask the other members of the group. They must also attempt written answers to their own questions. In the group discussion they then hear alternative responses to the questions that they have already tried to answer. All this happens before the relevant lectures on the material under discussion taken place. Thus, the students must read, write, and discuss the material before any formal instruction has taken place. (Goldschmid, 1971 in Sellars, John. 12th January 2010, 12:19)

Hixson-Lied states that in Learning Cell technique, students develop questions individually, then quiz each other based on these questions. A facilitator can compile all questions for future use as practice quizzes/exams.

Hints:

- Encourage students to create quiz questions based on notes, books, and other resources.
- Encourage a variety of questions for deeper understanding.

Here is one of examples of small group discussion in learning cell technique.

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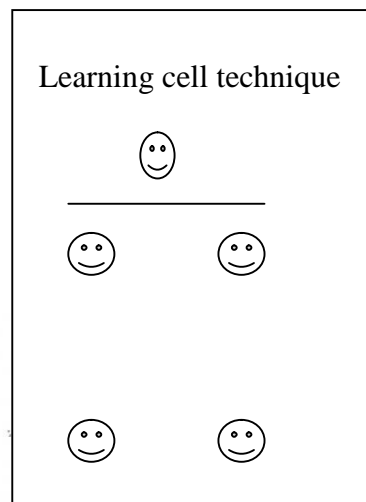


Figure 2.1. Small group discussion in learning cell technique

Extracting from the theories above, the researcher can conclude that Learning cell technique is one of the collaborative learning techniques. In this technique, students produce written assignment, questions and answers from the text given by the teacher. In the class, the students are divided into small groups. Each group discusses the questions and the answers from the text given. The teacher moves from group to group to check the progress. At the end of the class the entire group comes together and each group reports on its discussion.

C. Review of Related Research

Langer (2007) states that experience has taught that four is the ideal size for a group. Students who do not prepare or who arrive late complicate matters considerably and so are excluded from the session. This, along with the reasons why, is made explicit at the outset of the course. The majority of the students comply. Registers are taken and students who miss learning cell

sessions lose mark from final grades accordingly. The quantity of reading material is reduced in order to offset the amount of work involved in preparing the discussion questions. It should be noted, however, that the extra work involved in completing such a course may lead to an increase in the students drop out rate. Students are initially apprehensive and sceptical. However they soon see the benefits of this method and they enjoy the discussion. They have to work harder but they do appear to learn more. Philosophical discussion suddenly becomes possible in a class of a hundred students.

Cross (2005: 141) states that the researcher decided to use Learning Cells to help students review major school of art in order to prepare for an upcoming examination. He asked students to develop two questions for each of the following schools: Cubism, Dada, Expressionism, and Surrealism. One question was to address a defining feature, the other was ask a more thought-provoking question emerging out of some aspects of the school that the student found particularly intriguing. After students finished asking and responding to each other's questions, they turned in their questions and answers to the instructor. He (2005: 141) reviewed the questions, and added a few questions that had not been addressed by the students, and then selected five questions for each school, transcribing them into a single document. At the next class meeting, he distributed the handout as a study guide, explaining to students that he would draw his exam questions from the guide.

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Oosells, *The Learning-Cell Technique for teaching Human Anatomy and Physiology* (2005: 140). She chose this CoLT to break up her three-hour class sessions and to deepen her students' understanding of the content she was presenting. She lectured on her first topic and then distributed a handout with a set of questions based on the lecture that were samples of the kind she would use on an exam. She next engaged students in a class discussion in which she guided them through the process of creating similar questions. After she lectured on her second topic, she asked students to write a set of questions on their own that addressed the material she had just covered. She then asked students to find a partner and take turns asking and answering the questions. She uses this technique throughout the semester, and as students became more proficient with practice, the activity took less time. Oosells (2005: 140) believed that the process of creating the questions provided a clear frame-work for focusing students' attentions on the lecture. She also thought that responding to another student's questions provided the opportunity for each students to recall, rehearse, and check their understanding of key concepts in a way that kept students engaged and motivated during the long class session.

Barkley, *The Learning-Cell Technique for teaching Race and Ethnic Relations* (2005: 141). The researcher organized his online class into three segments. At the beginning of the semester, he assigned students to work in pairs for the first course segment, and then reassigned new pairs for the next two segments. For each of the three segments, he asked students to prepare

two questions that particularly intrigued or puzzled them. Since the course focused on racial relations, he encouraged students to use the assignment to ask questions that were appropriate to segment topics but that students might otherwise feel uncomfortable about asking. For example, one student asked, "Should I be using the terms 'Black' or African American?" Partners then exchanged questions. This format gave students permission to pursue answers outside of class (for example, "I am in a class and was asked to find out whether 'Black' or 'African American' was the preferred term. Can you help me?"). Students returned their answers to the partner who had created the questions. The partner added any comments or follow-up questions, and submitted it to the professor. The professor evaluated both partners' contributions, added his own comments, and assigned each student a grade that took into consideration the thoroughness and thoughtfulness of their work. For each segment, he selected several of the best questions and answers and posted them in a forum on the course's discussion board.

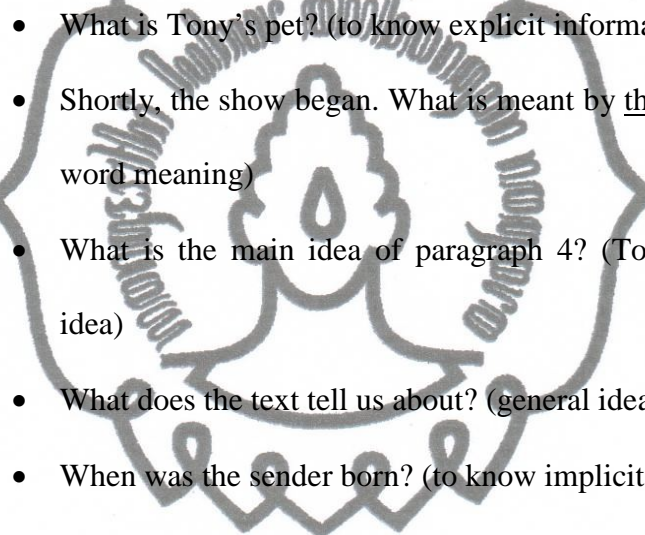
D. Rationale

As stated in the previous chapter that students of SMP 2 Kradenan do not have good motivation to learn especially English lesson. In reading class they usually kept silent when the teacher began to explain the material. They seemed to pay attention to her explanation. Surprisingly, when she asked them what she had already explained, they often responded differently. Some students kept silent, some other smiled and other said that they still did not understand. When they were given reading comprehension tests, the results

were still unsatisfactory. The average of students' score was 40.00 % (under the English KKM: 65). There were only 1 student or 2.63 % who got score above 65 and others 37 students or 97.36% failed in comprehending reading passage. They had difficulties in finding information explicitly and implicitly, meaning, main idea and reference. The students' lack of understanding on reading lesson is mainly caused by inappropriate teaching technique used when the teacher attempted to explain reading materials. The teacher only used conventional technique. In the reading class, the teacher presented a reading materials in the text book and asked the students to read whether silently or loudly, and then the students had to answer the questions. Consequently, the lesson became monotonous and boring.

The method of teaching is quite important in the teaching learning process. Teachers should choose an appropriate method in order to make the students achieve adequate competence in reading. So the researcher proposes Learning Cell Technique to improve the students' reading comprehension. Learning cell technique can be useful to engage students actively in thinking about content, to encourage students to generate thought-provoking questions, and to teach students how to check their understanding. Creating questions about an assignment requires students to think about the content in a way that is different from simply taking notes on it. It provides an opportunity for students to think analytically, to elaborate as they put material into their own words, and to begin to use the language of the diciplin. Responding to the questions of peers provides a platform for discussion based on student level of

understanding. Exchanging questions and answers with a peer can motivate students and challenge them to pursue deeper levels thought. Because the subject of this research is class 8C students so the researcher limited the reading comprehension aspects (literal and interpretive). By using Learning Cell Technique, the students should make questions and answers which were related to indicators of reading comprehension. For example:

- 
- What is Tony's pet? (to know explicit information)
 - Shortly, the show began. What is meant by the show? (to know word meaning)
 - What is the main idea of paragraph 4? (To understand main idea)
 - What does the text tell us about? (general idea)
 - When was the sender born? (to know implicit information)
 - "I am happy to spend my time with him." (paragraph 3). What does the underlined word refer to? (to know word reference)

Hopefully the questions and answers can cover all the indicators of reading comprehension.

The researcher believes that it is necessary to use learning cell technique for teaching reading comprehension. Students need to read about what they are interested in , to interact and communicate effectively.

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E. Hypothesis

Based on the related theories explained above, the writer proposes the following research hypothesis:

- The use of learning cell technique can improve the reading comprehension of class 8 C of SMP Negeri 2 Kradenan, Grobogan in the academic year of 2011/2012.



CHAPTER III

RESEARCH METHOD

A. Setting and the Time of the research

The study was a classroom action research, which implemented learning cell technique to improve students' reading comprehension. This study took place in SMP Negeri 2 Kradenan, Grobogan regency, Central Java. The location of the school is about 36 kilometers from the centre of Purwodadi city. The school had 17 classes (six of the ninth grade, five of the eighth grade, and six of the seventh grade). There were three English teachers in the school and all of them S1 graduates. The school was chosen because it is the school where the researcher has been teaching English since 1995, so there was a bigger chance for the researcher to be permitted to conduct research at the school. Another reason was that learning cell technique has never been applied in this school.

Time allotment for English was 4 x 40 minutes a week . This research was conducted in October to November, 2011.

In order to enhance academic and non-academic quality, SMP Negeri 2 Kradenan formulated its achievement goals which can be seen from its vision and mission (see appendix 1, page 103)

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This research was conducted from July 2011 until January 2012.

NO	Description	Time						
		July'11	Aug'11	Sept'11	Oct'11	Nov'11	Dec'11	Jan'12
1	Preliminary Observation	✓						
2	Designing Research Proposal	✓	✓					
3	Seminar on Research Proposal			✓				
4	Developing research instrument		✓	✓				
5	Giving treatment and collecting data				✓	✓		
6	Writing Research report						✓	✓
7	Collecting Research Report							✓

Table 3.1 The research schedule

B. Research Subject

The subject of the research was class VIII C students of SMP Negeri 2 Kradenan . There were 38 students in the classroom, 20 boys and 18 girls. The English teacher and the researcher were the agents. The other English teachers assisted the researcher. They were as analysts or observers.

Viewed from economic condition, most of the students of VIIC came from low and middle level economic families. Most of their parents were farmers with small paddy fields and sellers. Consequently, some of them

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could not afford to buy English book or English references. They only had LKS or exercise books and small English dictionary.

The students did not have good motivation to learn English but not all of them. The teachers had to work hard to make them enjoy in this school by giving motivation continuously. For example: the teacher says, " Students, don't be afraid to make mistakes," or " Don't be ashamed," Everyday the students came to class, sit on their chairs and most of them just kept silent or absent minded during the lesson. They did like this because they have less support or motivation from themselves, their family or environment to study. Sometimes some of them were away from school for some days without permission. Fortunately, the teachers gave them more attention. If they did not come at least three days, the *Guru BP* and *Wali Kelas* visited their homes to know what happened and gave motivation to them in order to go back to school again.

In this class, the students were interested in English subject although they had heterogeneous ability. However, in comprehending reading passage, they found difficulties in new vocabulary and finding information from the text. That was why the researcher conducted the classroom action research in order to solve the problems.

C. Research Method

The method used in this research is action research. There are various definitions of action research by some experts.

Lomax (1990: 10) states that action research is a way of defining and implementing relevant professional development. It is able to harness forms of collaboration and participation that are part of our professional rhetoric but are rarely effective in practice...(it)...starts small with a single committed person focusing on his/her practice. It gains momentum through the involvement of others as collaborators. It spreads as individuals reflect on the nature of their participation, and the principle of shared ownership of practice is established. It can result in the formation of a self-critical community: extended professional in the best sense of the term.

McNiff, Lomax, and Whitehead (1996: 7) state that action research is a form practitioner research that can be used to help he/she improve his/her professional practices in many different types of workplaces. Practitioner research simply means that the research is done by individuals themselves in their own practices. For example one of us (Jean) has been working in a school with a group of teachers and parents, exploring together how they might evolve a 'code of behaviour' for the home-school community. Rather than simply write out a code, they decided to see if they could live their beliefs first and then write down a description of what they had done, drawing the code out of the observation of their practice. Parents, teachers and children worked together in the livingrooms as well as in classrooms on this project. The notion of research was demystified because they built together a perception of research as a vehicle for improving the quality of their life in their own social context. *commit to user*

Classroom action begins with a questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and take action to chance and improve.

D. Procedures of the research

The action research cycle or spiral is sometimes used as a way of representing action research. Its essential features are the cyclical moments of planning, executing and fact finding, but there are many variations like Morwenna Griffiths' 1990 model. Griffiths' model contains three loops which adds an inner loop associated with reflection in action (Schon, 1983), and an outer loop associated with long-term reflection. She explains that the 'research proceeds by doing and by making mistakes in a self-reflective spiral of **planning, acting, observing, reflecting, planning**, etc. This spiral is one in which feedback is going on in many ways at once. This is recognisable the messy real world of practice...' (Griffiths, 1990:43).

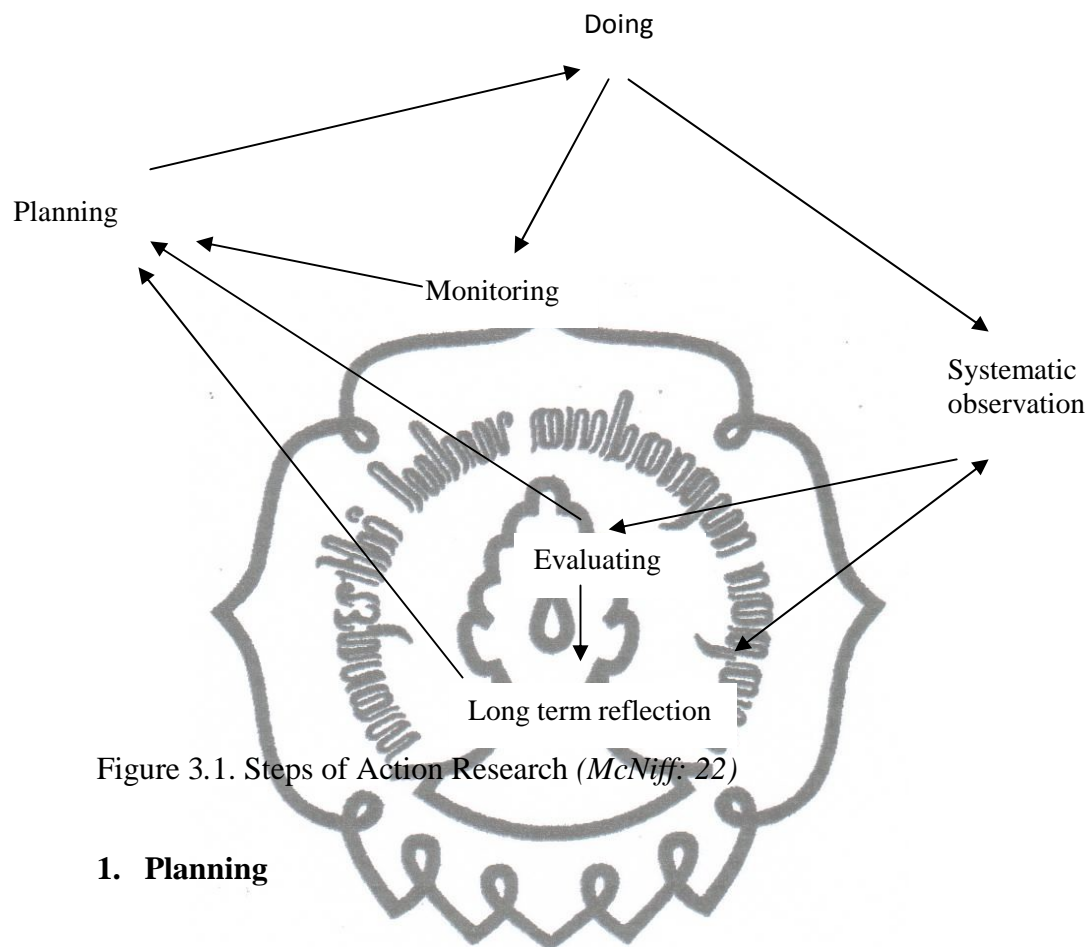


Figure 3.1. Steps of Action Research (McNiff: 22)

1. Planning

In this step, the researcher shares ideas with the collaborators in order to discuss the lesson plan, material, media, time, schedule, and instrument for observation. The topic of reading in the lesson plan is based on the syllabus in the curriculum. The reading materials that the researcher uses are descriptive and recount text because those are the text types that are taught in the eight grade of junior high school the first semester. The researcher uses video shooting and camera to record all proven activities in the class. By this way, the comparison actually can be analyzed. Photographs, field notes, interview question sheet were also necessary to support in observation. *commit to user*

2. Doing (implementing)

The process of teaching using learning cell technique begins.

- a. Before the implementing time, the researcher teach the students how to write good questions.
- b. The researcher selects a text at the appropriate reading level.
- c. Ask students to individually develop a list of questions and answers dealing with the major points raised in a reading or other learning assignment.
- d. Form students pairs, or simply ask students to partner with a student sitting nearby.
- e. Explain the process by which you wanted partners to alternate asking and answering each other's questions.
- f. Students A begins by asking the first question, and the student B answer the question. Student A offers corrections and additional information until a satisfactory is achieved.
- g. Students B asks the next question and student A answer, and the process repeats until all the questions have been asked and answered.

3. Observing

In this step, the writer as the practitioner implemented learning cell technique in the teaching and learning process, and the English teachers as the collaborators observed students' understanding, participation, and activities in the teaching-learning process. Observation was one of the

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techniques which was used in collecting the data. The result of the observation was recorded on observation sheet as the data.

4. Reflecting

After carrying out the teaching process using learning cell technique, the researcher and the collaborators recited the result of the activities which occurred in classroom as the reflection of the action. They evaluated the process and the result of the implementation of learning cell technique in the reading class. It was a basic consideration to make plan and to conduct the next meeting. It was also used to answer the hypothesis that had been proposed by the writer before the action was carried out.

E. Technique of Collecting Data

To obtain the data, the writer used some instruments, namely: questionnaire, interview, observation, documents and test.

1. Questionnaire

Questionnaire is a set of questions provided to obtain responses indirectly as it is occurred in non-face-to-face situation. It was given in the form of written questions with available answers in ranged-degree. It was aimed to know the students' personal problem faced in reading. The researcher used questionnaire in the preliminary research and the end of the implementation.

2. Interview

Interview was held at the beginning and the end of the research to get information from the students and the collaborator about personal perception, experiences, opinions and ideas related to the teaching-learning process, especially in teaching reading.

3. Observation

In this research, the researcher would observe and made diary while the observer would make field notes of all activities done in the process of teaching and learning reading comprehension through learning cell technique. In doing the observation, the researcher was helped by her collaborator. The function of collaborator here was to observe, evaluate and give suggestion about the implimentation of learning cell technique.

4. Test

a. Reading Comprehension Test

The researcher conducted tests of reading comprehension. There were a pre-test and a post-test which were used to collect the data. Each test contained 25 items. The test consisted of the text and questions which were related to the text that had been taught to the students. The tests were multiple-choices. The researcher chose this test because there are some advantages. Quoted from Weir (1998: 43), the advantages of Multiple-choice questions (MCQS) are:

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- 1) In multiple-choice tests there is almost complete marker reliability. Candidates' marks, unlike those in subjective formats, cannot be affected by the personal judgement or idiosyncrasies of the marker. The marking, as well as being reliable, is simple, more rapid and often more cost effective than other forms of written test.
- 2) Because items can be pre-test easily, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole. Pre-testing also provides information about the extent to which each item contributes positively towards what the test as whole is measuring. Ambiguities in wording of items may also be revealed by analysis of the pre-test data and can then be clarified or removed in the test proper.
- 3) The format of the multiple-choice test item is such that the intentions of the test compiler are clear and unequivocal; the candidates know what is required of them. In open-ended formats ambiguities in the wording of questions may sometimes lead to the candidates submitting answers to questions different from those which the examiner had intended to ask.
- 4) In more open-ended formats, e.g. short answer questions, the candidates has to deploy the skill of writing. The extent to which this affects accurate measurement of the trait being assessed has not been established. Multiple-choice tests avoid this particular difficulty.

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b. Try-Out Test

The test instrument was tried out first before it was implemented in the teaching and learning process. It was aimed to know the validity and reliability of the test instrument.

To get the instrument validity in reading comprehension test, the researcher used internal validity and reliability as stated in Ngadiso (2006: 1-3). The formula is as follows:

1) Internal Validity

$$S_t = \sqrt{\frac{\sum x^2}{N}}$$

S_t = Standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents

$\sum x^2$ = the total of the square of each deviation score

n = the number of respondents

$$r_n = \frac{\bar{X}_n - \bar{X}_t}{S_t} \sqrt{\frac{p_t}{q_t}}$$

r_n = the validity of each item

\bar{X}_n = sum of correct answers within the row divided by sum of correct answers within column

\bar{X}_t = the average of the total correct answers

S_t = standard deviation of the square root of the total of the deviation score divided by the number or

respondents

P_t = the total of the correct answers divided by the
number of respondents

q_t = the total of the incorrect answers divided by the
number of respondents

The result of try-out showed that from 35 number of items,
25 items were valid and 10 items were invalid. For further
information, see appendix page 148 - 151.

2) Internal Reliability

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{S_t^2} \right)$$

r_{kk} = internal Reliability

k = the total valid item

$\sum pq$ = the sum of the multiplication of the proportion of the
correct answers and the incorrect answers

S_t = standard deviation of the square root of the total of the
squared of each deviation score divided by the number
of respondents

The result of try-out from 35 numbers of items, the coefficient of
reliability was 0.78 , $r_o (0.78) > r_t (0.32)$; the level of significance $\alpha = 0.05$, so it

can be concluded that the instrument is reliable. For further information, see appendix page 146 – 150.

F. Technique of Analyzing Data

1. Analyzing quantitative data

The classroom action research in this study would be successful if there was an improvement or enhancement of students' reading comprehension. It could be shown when the students could do the test, felt easy, and enjoyed learning reading in the classroom. After the data were collected, the researcher analyzed the scores from those tests by calculating the mean of pre-test and the post-test by using descriptive statistics. She used it to answer whether there was difference between students' reading comprehension before and after the action.

.The results of the test were analysed using formula proposed by Tuckman (Second Edition: 250):

- Mean.

The mean or average is computed by adding a list of scores and then dividing by the number of score. The mean of the pre-test and post-test can be calculated with the formulas as follows:

$$\bar{X} = \frac{\Sigma X}{N} \qquad \bar{Y} = \frac{\Sigma Y}{N}$$

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In which :

\bar{X} = means of pre-test scores

\bar{Y} = means of post-test scores

N = the number of sample

2. Analyzing qualitative data

To analyze the qualitative data, the researcher applied Interactive Model of Data Analysis as propounded by Matthew B. Miles and A.M. Huberman, (1992). This model includes four different interconnected process: data collection, data reduction, data display and conclusion drawing and verification (see Figure3).

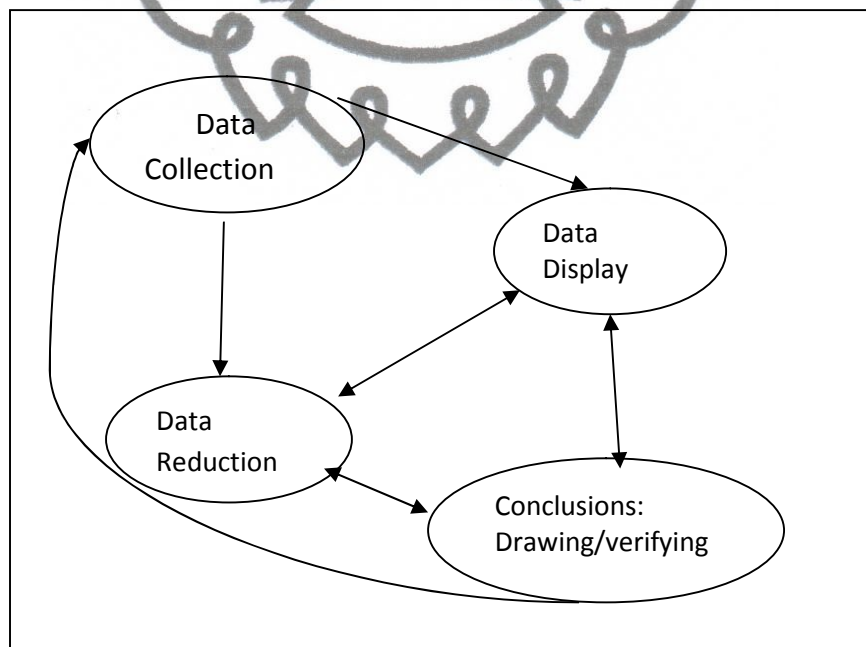
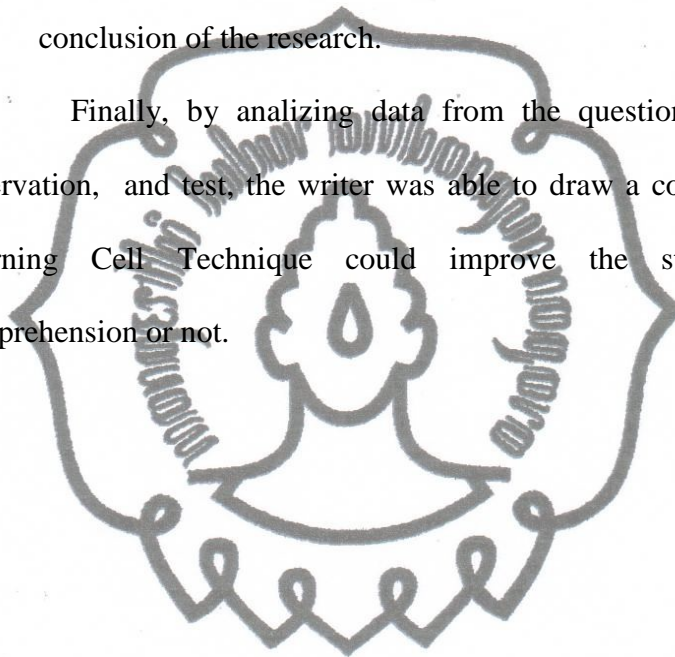


Figure 3.2. Interactive Model of Data Analysis (Miles and Huberman, 1992) *commit to user*

- a. **Data Reduction** is a process of selection, simplification, and transformation from source of data into a coherent description.
- b. **Data Display** is an organized information that leads to conclusion and interpretation.
- c. **Data Verification:** in this case, the researcher made summary or conclusion of the research.

Finally, by analyzing data from the questionnaire, interview, observation, and test, the writer was able to draw a conclusion whether Learning Cell Technique could improve the students' reading comprehension or not.



CHAPTER IV

RESEARCH RESULTS AND DISCUSSIONS

The purpose of this research is to improve students' reading comprehension by using Learning Cell Technique. The result of the research implementation is presented in Chapter four which consists of two sections. The first section is the process of the research and the second one is discussion.

A. Process of the Research

1. Introduction

The research was conducted in collaboration with the English teachers of SMPN 2 Kradenan. The researcher was the teacher who implemented the action research, and the English teachers were the observers.

Before the researcher implemented the research, she did some observations. She found that the class situation was boring and the class was passive. The students sometimes did not pay attention to the teacher/ the lesson but they were busy with themselves. Moreover, the students' reading comprehension was still low. SMPN 2 Kradenan is *Mewah school*. Mewah here is not luxurious but *mepet sawah, far from the city and near the forest*. So the English prior knowledge of the students were very low. They learned English when they were in Junior High school. Most of them did not get English lesson when they were in elementary school. So they

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faced big difficulties when they should read large text which based on the KTSP curriculum. Based on the interview results before implementing Learning Cell Technique they had difficulties the meaning of new words so they could not answer the reading comprehension well.

Based on the reason above, the researcher proposed the use of Learning Cell Technique as a solution in teaching learning process. The researcher believed that Learning Cell technique could improve the students' reading comprehension.

2. Research Implementation

The implimentation of teaching reading comprehension through Learning Cell Technique consisted of two cycles. The first cycle consisted of five meetings. One meeting was for the pre-test, three meetings for delivering the materials, and one meeting for the post-test 1. The second cycle consisted of four meetings. Three meetings for delivering the materials and one meeting for the post-test. Each meeting took 80 minutes. In the first cycle the materials were descriptive texts, and the second cycle the materials were recount texts. The overview of the implementation of the research is showed in table 4.1.

Table 4.1. The overview of the research implementation

1. Pre-Research	Gaining Base Line Data
November, 9 th 2011 Meeting 1	- Interviewing students - Giving questionnaire - Conducting Pre-Test
2. Research Implementation	Materials
Cycle 1 Meeting 2 (Nov,10 th 2011) Meeting 3 (Nov,12 th 2011) Meeting 4 (Nov,17 th 2011) Meeting 5 (Nov, 19 th 2011)	Descriptive text - My Best Friend - Yogyakarta - My Favourite Teacher - Post-Test 1
Cycle 2 Meeting 1 (Nov,24 th 2011) Meeting 2 (Nov,26 th 2011) Meeting 3 (Dec,1 st 2011) Meeting 4 (December, 3 rd 2011)	Recount Text - Anyer Beach - My Bad Experience - A Young Man - Post-Test 2
Planned solution : Using Learning Cell Technique	

Based on the table above, it can be described that cycle 1 and 2 used Learning Cell Technique. Each cycle consisted of three meetings. Every meeting had time duration of 80 minutes. Each cycle consisted of four

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steps. The steps were: 1) planning the action; 2) implementing the action; 3) observing the action; and 4) reflecting of the observation results.

The implementation of the research in each cycle is described in the following section.

a. Description of Cycle 1

1). Planning the Action

In order to get the maximum results in the research, the researcher had planned some activities to do before carrying the research. Those activities were:

a) Sharing ideas with collaborators

Hopefully, the research could run well and optimally, the researcher asked the two English teachers, Mr.Pada, S.Pd. and Mrs. Susilowati, S.Pd. as her collaborators. Mr.Pada,S.Pd. was her collaborator in the first cycle and Mrs. Susilowati, S.Pd was her collaborator in the second cycle. Furthermore, the researcher also asked them to give suggestion for the better practices for the next meeting. Both the collaborators and researcher agreed to evaluate the students' progress during the treatment/ process. She also asked Mr.Widodo,S.Pd as a photographer in this research.

b) Making Lesson Plan

Lesson plan is a proposal for actions in teaching activities. In this case, the researcher has made lesson plan for the first cycle and second

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cycle. Lesson plan consisted; (1) Standard of Competence; (2) Basic competence; (3) Instructional Objectives; (4) Instructional Materials; (5) Teaching technique; (6) Teaching and Learning activities; and (7) students' worksheet. Then, she gave the lesson plan to the collaborators. After seeing the researcher's lesson plan, Mr.Pada, S.Pd gave suggestion to her. He said," Don't mix the genres of the texts in the first cycle and second cycle between descriptive text and recount text." Then, she looked at the lesson plan. What Mr.Pada,S.Pd said was true. In the lesson plan stated that the materials for the first cycle were *Going to Anyer Beach* (recount text), *Yogyakarta* (descriptive text), *A young Man* (recount text). The materials for the second cycle were *My Best Friend* (descriptive text), *My Bad Experience* (recount text), and *My Favorite Teacher* (descriptive text). Mr.Pada,S.Pd. added his suggestion," It will be better if you give the materials for the first cycle are the descriptive texts and recount texts form the second cycle. The reason is the descriptive texts are easier than the recount texts.Based on the Mr.Pada's suggestion, she changed her lesson plan materials. She would gave descriptive texts in first cycle (*My Best Friend, Yogyakarta, My Favorite Teacher*) and recount texts in the second cycle (*Going to Anyer Beach, My Bad Experience, A Young Man*). The text were taken from Gema Prestasi for grade 8 published by Pustaka Indah, and English on Sky published by Erlangga.

After designing lesson plan, the researcher and the collaborators prepared the hand outs which consisted of reading text and assessment.

The assessment were in the form of essay with 6 questions that covered the instructional objectives. After that, the researcher and collaborators prepared observation instruments and field notes.

The next activities was forming the students' group. There were 38 students, they were divided into 7 groups of 4 students and 2 groups of 5 students. The members of group 1 were REN, SM, SW, and YUS. Group 2 were S.MAR, LNP, SNSH, and TKD. Group 3 were AW, AN, DON, ENS and PRA. Group 4 were PS, AP, MS, and YYS. Group 5 were LAV, AR, BEP and BAS. Group 6 were DM, GPP, MS, and RN. Group 7 were DS, YAS, SA, IR, and DLI. Group 8 were BAK, MCA, T.LIA, and FS. Group 9 were AMF, TRA, MAH, and CP. The members of the groups were mixed between the clever students and the students who considered lack in English. The purpose was to make the students help each other so that process of teaching and learning process could run well (see appendix p. 130).

c) Preparing the handout

In this activity the researcher and collaborators prepared the hand-outs for this research. The texts were taken from Gema Prestasi for grade 8 published by Pustaka Indah, and English on Sky published by Erlangga. The researcher and collaborators then checked the hand-outs.

d) Dividing the main teaching activities

To proceed the successful teaching and learning process, the researcher and collaborators made agreement about the phase in teaching reading comprehension. The activities for teaching reading comprehension can be seen in appendix page 107.

2). Implementing the Acting

This research carried out the activities based on the designed plan for implementing Learning Cell Technique in teaching reading comprehension. In the first cycle she introduced descriptive texts.

a) The first meeting

The first meeting was held on Wednesday, November 9th 2011 in 8 C. It was the worst room in SMPN 2 Kradenan. 8 C was near the river. Last year, river's water overflowed and entered 8 C . As a result, the floor was very dirty and broken. The ceiling was also broken because of the heavy rain. When the research was conducted, SMPN 2 Kradenan was waiting for the government's help to repair it. Although the classroom was not as comfortable as the other classes but the students were enthusiastic to follow the English lesson.

In this meeting the pre-test was conducted. It started at 07.15 a.m. to 08.35 a.m. This test was to know the students' achievement in reading comprehension before implementing Learning Cell Technique. The all 38

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students could participate in this pre-test. All students did the test seriously. The result of the pre-test can be seen in the following table.

Table 4.2. Pre-test score

NO	Explanation	Students' score
1	Highest score	68.00
2	Lowest score	28.00
3	Average	41.16

The following table contained the students who gained scores viewed from their skill.

Table 4.3 The students' gained scores viewed from their skill

No	Skill	Pre-test			
		N (38)	Mean	students' gained scores(%)	Max score
1	Explicit information (10 numbers , max score 380)	193	50.78	20.32%	40 %
2	Word meaning (3 numbers, max score 114)	36	31.58	3.79%	12 %
3	Implicit information (3 numbers, score max 114)	19	16.67	2.00%	12 %
4	General idea Item number (2 numbers, max score 76)	52	68.42	5.47%	8 %
5	Main idea (3 numbers, max score 114)	15	13.16	1.57	12 %
6	Word reference (4 numbers, max score 152)	76	50.00	8.00%	16 %
		391	41.16	41.16%	100%

From the questionnaire before implementing Learning Cell Technique, it showed that 50% students agreed that reading was the most difficult skill. 68% students agreed that they had difficulty in identifying main idea. 76% students did not agree that determining the language characteristic (language function, generic structure in descriptive and recount text) was easy. In accordance to interview result, student SA said that he got bad mark in English lesson so he needed a good method to overcome this problem.

The level of the students' reading comprehension can be seen in the following table.

Table 4.4. The level of students' Reading Comprehension based on their Pre-test result

Percentage	Interpretation	Number of students (N=38)
81-100	Very good	-
61-80	Good	2
41-60	Fair	20
21-40	Poor	16
1-20	Very poor	-

b) Meeting 2

(1) Opening

The second meeting was held on Thursday, November 10th 2011.

The researcher, Mr.Pada,S.Pd. as the collaborator in cycle 1 and Mr.Widodo, S.Pd. as the photographer entered the classroom. The

lesson started at 08.35 a.m and ended at 09.55. The researcher greeted the students by saying “*Good morning students. How are you today?*” Most of them answered “*Good morning mam. I am fine, thank you and you?*” One of them answered, “*Good morning mam and Sir.*” The researcher smiled because there were three teachers in class a woman and two men. Then, she replied “*I am fine. Thank you.*” After that, she checked the students attendance by calling their name one by one. When she called the student’s name, the student raised her/his hand by saying an English word and its translation. By doing this, she hoped the students’ vocabulary would increase and she remembered each student. 8C consisted of 38 students, 20 boys and 18 girls. This morning only 36 students, 18 boys and 18 girls were present. One boy, AP did not come to school because he was sick. One boy, MCA, played truant. The researcher asked the students, “*Why does MCA play truant?*” Most of them answered “*Takut Bahasa Inggris bu sejak kelas satu.*”

As planned before, the researcher introduced Learning Cell Technique used to improve reading comprehension.

(2) Main activity

Before the researcher introduced Learning Cell Technique, she told the objectives of the meeting; that was implementing Learning Cell Technique to develop their reading skills in reading.

First, she distributed the text entitled “*My Best Friend*”. The researcher asked the students to read the text carefully.

Second, the researcher explored the students' knowledge about the topic of that day to build students background by asking the students. "Do you have friends?". All of them answered, "Yes, mam."

Third, the researcher explained how to implement Learning Cell Technique. In this technique, students made questions and answers based on the text individually. After that in group they asked questions to a student, the researcher called him/her A as the leader. Student A would answer all questions.

Fourth, the researcher gave an example of question about general idea. To get **general idea**, the students can use skimming skill. Skimming involves the quick reading of a text- not every word- in order to understand the gist or main points of a passage. The example of question is *What is the general idea of the text?* Most of them answered, "My best Friend or I have a special friend. The researcher asked them," "Another idea please? But there is no one answered, all students kept silent and felt confused. ADF said "Kayaknya jawaban saya betul lho bu inti dari text kan my best friend." The researcher explained them, "If *I* or *My* stated in a text, *I* or *My* refers to the writer. So the answer is The writer's best friend. Do you understand?" "Yes mam." They replied.

Fifth, the researcher gave an example of question about main idea. What is the main idea of paragraph 2? The skill they use is the

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same with the general idea. Most of them could answer this question. Most of them answered, Rohmi comes from a very simple family.

Sixth, the researcher gave an example of question about explicit information. The question was What did the writer's best friend do in break time? To find the explicit information the students could use scanning skill. Scanning involves quickly looking through a text/surveying it, in order to find specific information that stated in the text. Most of the students can answer this question because the answer stated in the text. Most of them answered Rohmi sells food during the break class.

Seventh, the researcher gave an example of question about *implicit information*. The skill was the same as getting the explicit information but in this case the information did not state in the text. The question was *How many persons stated in the text?* After ten minutes YUS answered, "Five mam, I, Rohmi, her father, her mother and Rahmat." "Good answer, but do you remember the word *I* in the text refer to?" the researcher said. The students answered, "The writer mam." "Excellent," the teacher said. The word good or excellent could increase the students' motivation in learning English.

Eighth, the researcher gave an example of question about word meaning. To find the word meaning, the students could use predictive skill. The question was *What is the synonym of earn?* Most of the

students tried to find the word *earn* in the dictionary, then the researcher reminded them not to open the dictionary but tried to predict the word from the words around *earn*. REV said, "Pusing aku buk." The researcher smiled, then she said, "Who can answer this question?" No one answered. She added, "Coba kalian cari kata yang dekat dengan *earn* apa yang kira-kira bisa untuk menjawab? PRA tried to answer "Kalau tidak salah kata *sell* bu, karena *sell* itu artinya menjual, kalau menjual berarti dapat uang jadi *earn* itu dapat berarti *can* ya bu?" "Almost true. Dapat di kalimat ini bukan *can* tapi *get*, memperoleh" Said the researcher. "Oooo," they said.

Ninth, the researcher gave an example of question about word reference. The question is *In order to help their father,...*(paragraph 2). What does *their* here refer to? The students tried to find the answer from the word around *their*. TRA tried to answer the question, "menurut saya Rohmi and Rahmat betul enggak bu?" "Good Job," the researcher appreciated her answer.

Tenth, the researcher asked the students made questions and answers based on the text. Because of limited time, so the researcher gave instruction to each group to make only one question and one answer. The first and the seventh group got the general idea, the second and eighth group got the main idea, the third and ninth group got explicit information, the fourth group got implicit information, the fifth group got word meaning and the sixth group got word reference. After

making a question and answer individually, then they did group discussion based on the researcher's instruction. The researcher asked each group wrote down the result of the group discussion. One of member of Group three wrote the result of the group discussion on the white board. Question: Who is the writer's special friend? Answer: her name is Rohmi. "Another idea?" the researcher asked." Okey, the question and the answer are true," added her.

(3) Closing activity

Before closing the lesson, the researcher evaluated the students' reading comprehension. It was done by giving the tasks based on the text given before. Due to the limitation of time she asked the students to study how to make questions and answers for next meeting. To end the class, she said, "Good bye students, see you next meeting." The students answered, " Good bye mam, see you next meeting." But one of the students just said, "good bye mam, see you next meet..." After the researcher and her friends left the classroom, he continued his word "ting ting." The researcher and her friends smiled, they realized that now is Ayu Ting Ting era.

c) Meeting 3

(1) Opening activity

The third meeting was held on Saturday, November 12th · 2011 at 07.15.a.m to 08.35. a.m. The researcher entered the classroom alone because Mr.Pada,S.Pd. as the collaborator in cycle 1 and Mr.Widodo,

S.Pd. as the photographer still gave the task for their students. The students surprised. SW asked, "Bu kok sendirian, pak Wid dan pak Pada nggak ikut?" IR said, "Wah, nggak di shooting dong. Kalau nggak di shooting kurang asyik bu." The students laughed. The researcher explained to the students that they still gave tasks to their students because pak Pada and pak Wid also were teachers. Then she greeted the students by saying "*Good morning students. How are you today?*" All of them answered "*Good morning mam. I am fine, thank you and you?*" She answered, "I am fine, thank you. After that, she checked the students attendance by calling their name one by one. When she called the student's name, the student would raise her/his hand by saying an English word and its translation. By doing this, she hoped the students' vocabulary would increase and she remembered each student. 8C consisted of 38 students, 20 boys and 18 girls. This morning only 37 students, 20 boys and 17 girls were present. One girl, TKD, was absent.

The researcher started the meeting by reviewing the lesson of the last meeting. After that, she continued her lesson by warming the students up first. When she was giving the warming up, Mr.Pada and Mr.Widodo entered the classroom.She gave clues about the topic that would be given by asking "Have you ever gone to Yogyakarta?" Most of them said, "Yes mam. Ketika masih SD."

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(2) Main Activity

The researcher selected the topic text LKS Prestasi, entitled “Yogyakarta”. She asked the students to read the texts silently. Then asked them to make questions and answers based on the text given individually. The questions and answers should cover all the indicators of reading comprehension. Indicators of reading comprehension are general idea, main idea, explicit information, implicit information, word meaning and word reference. All indicators have been explained last meeting. Most of the students tried to do what the researcher said. A student in the corner was sleepy, then the researcher came to him. She said, “Ngantuk mas.” After that the researcher stood in front of the class and said, “Okey students. Don’t be afraid to make mistakes, so please try to make questions and answers. If you make mistakes I will give correction. Don’t worry. Okey.”

After 20 minutes, the researcher said, “Okey class, now is the group discussion activity. Please join your own group.” The class situation became crowded because the sound of chairs or tables. After they sat with their groups, the group discussion was started. Each student asked questions to student A. Student A tried to answer the questions. After answering the questions, sometimes student A said, “Do you understand?” or “Do I answer your questions?”

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Mr. Pada observed the activities and Pak Widodo shot the activities using the handycam. The students did the group discussion in twenty minutes. All groups had tried to make questions and answers but not all the groups could make questions and answers involving all the indicators. The first, second, fifth, sixth, seventh, and ninth groups only made 4 questions and answers about general idea, main idea, implicit information and word reference. The third group made **q and a** about all indicators. The fourth group only made 3 **q and a** about main idea, explicit information, and word meaning. Each group wrote **q and a** on the board, then the researcher made the correction.

(3) Closing

Before ending the class the researcher asked the problems faced by the students. One of them said that he had difficulties in making questions and answers about explicit information, word meaning, and implicit information. The researcher asked the students to try make questions and answers about all the indicators of reading comprehension. The researcher closed this meeting by saying, " Good bye students." The students answered, " Good bye mam." She continued, " See you next week." The students replied, "See you next week."

d) Meeting 4

(1) Opening Activity

The fourth meeting was held on Thursday, November 17th 2011. The researcher, Mr. Pada, S.Pd. as the collaborator in cycle 1 and Mr. Widodo, S.Pd. as the photographer entered the classroom. From outside, one of 8D students said to Pak Wid, "Pak yang di shooting kok kelas 8C terus to pak. Mbok kelas 8 D juga di shooting." Pak Wid just smiled. The lesson started at 08.35 a.m and ended at 09.55. The researcher greeted the students by saying "Good morning students. How are you today?" All of them answered "Good morning mam. I am fine, thank you and you?" She answered, "I am fine, thank you." After that, she checked the students attendance by calling their name one by one. When she called the student's name, the student would raise her/his hand by saying an English word and its translation. By doing this, she hoped the students' vocabulary would increase and she remembered each student. 8C consisted of 38 students, 20 boys and 18 girls. This morning only 36 students, 18 boys and 18 girls were present. One boy, SA, did not come to school because he was sick. One boy, BAS, played truant.

The researcher started the meeting by reviewing the lesson of the last meeting. After that, she continued her lesson by warming the students up first by asking, "Do you have favourite teacher?" "Yes mam," they replied.

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(2) Main Activity

The researcher gave the materials for this meeting, entitled “*My Favorite Teacher*”. Due to the last meeting difficulties, the researcher explained again about explicit information, word meaning and implicit information.

She asked the students to read the texts silently. Then asked them to make questions and answers based on the text given individually. The questions and answers should cover all the indicators of reading comprehension. Indicators of reading comprehension are general idea, main idea, explicit information, implicit information, word meaning and word reference. All indicators have been explained in the second meeting. In the group discussion all the groups made mistakes in answering the general idea. For example group 8, FS asked question to TLIA. FS asked, “What is general idea of this text?” TLIA answered, “My favorite teacher is Mr. Ahmad.” FS nodded her head showing that she agreed with TLIA’s answer. Then the researcher asked to all students, “Another idea, please?” “Do you remember my explanation on the second meeting?” REV, a big boy in this class, said, “I remember mam, jawaban TLIA is wrong. Seharusnya my diganti the writer’s. Betul nggak mam?” Another example from group 4. TRA asked to AMF. “How much teachers in the school?” TRA asked. AMF answered, “Forty teachers. Do I answer your

question?" TRA said,"Yes." Okey class, any comment for TRA and AMF?" the researcher asked but no one gave words. Then she explained," Teachers are countable noun, so you must use many. Much for uncountable noun. Do you understand?" All students said loudly,"Yes mam," But the researcher was not sure if the students understood what she explained.

(3) Closing Activity

The researcher asked their feeling that day about use of Learning Cell Technique. One student felt happy because he could make questions and answers although he still made mistakes. Another said that the class was so noisy, so she could not concentrate well during the lesson. After some comments, the researcher closed the meeting at 09.55 a.m. by saying,"Good bye students, see you later." The students answered," Good bye mam, see you later. The researcher, the collaborator and the photographer left the class.

e) Meeting 5

The fifth meeting was held on Saturday, November 19th 2011. In this meeting the post-test 1 was conducted. It started at 07.15 a.m. to 08.35 a.m. This test was used to know the students' achievement in the reading comprehension after implementing Learning Cell Technique in cycle 1. The all 38 students could participate in this post-test since the researcher had informed it in the previous meeting . The test was the same thing

applied in the pre-test. There were twenty five items in the form of multiple choice. Ten items were about explicit informations, 3 items were word meaning, 3 items were implicit information, 2 items were general idea, 3 items were main idea, and 4 items were word reference. The post-test 1 ran smoothly although there were some students who tried to cheat or look at their friends' answer then the researcher warned them. Most of them did the test seriously. The result of the post-test 1 can be seen in the following table.

Table 4.5 Post-test 1 scores

NO	Explanation	Students' score
1	Highest score	64.00
2	Lowest score	24.00
3	Average	46.30

The following table contained the students who gained scores viewed from their skill.

Table 4.6 The students' gained scores viewed from their skill.

No	Skill	Post-test 1			
		N (38)	Mean	students' gained scores(%)	Max score
1	Explicit information (10 numbers , max score 380)	238	62.63	25.05%	40 %
2	Word meaning (3 numbers, max score 114)	33	28.95	3.47%	12 %
3	Implicit information (3 numbers, score max 114)	25	21.93	2.63%	12 %
4	General idea Item number (2 numbers, max score 76)	57	75.00	6.00%	8 %
5	Main idea (3 numbers, max score 114)	21	18.42	2.21%	12 %
6	Word reference (4 numbers, max score 152)	66	43.42	6.94%	16 %
		440	46.32	46.32%	100%

It was clear that students' comprehension improved in cycle 1. However, the researcher still felt that the result of post-test 1 was not satisfying due to the fact that it did not achieve the target of improvement, namely 75% students can pass the passing grade or *Kriteria Ketuntasan Minimum* (65).

Based on the result of interview, student TRA agreed that Learning Cell Technique was effective to improve her reading comprehension. It was so because it could help her to understand the text easily. Moreover, if she made wrong questions and answers, her friends or the teacher would try to correct her mistakes.

After implementing Learning Cell Technique in Cycle 1, the researcher could mention the strength and the weaknesses of Learning Cell Technique. The strengths of Learning Cell Technique were (1) LCT in teaching reading attracted the students' curiosity. The students tried to get the core of the reading text by making questions and answers based on the indicators; (2) they could work together; (3) there was an improvement of students' reading comprehension. The weaknesses were: (1) the students complained if they got partners who were slow to learn or they got partners who were not serious in learning; (2) the class was so noisy when all of the pairs did learning cell technique; (3) some students could not make questions and answers with all indicators of reading comprehension

The level of the students' reading comprehension can be seen in the following table.

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Table 4.7 The Level of students' Reading Comprehension based on Their Post-test 1 Result

Percentage	Interpretation	Number of students (N=38)
81-100	Very good	-
61-80	Good	4
41-60	Fair	26
21-40	Poor	8
1-20	Very poor	-

From the table above it can be concluded that the average of gained score increased from 41.20 in pre-test became 46.30 in post-test 1. Most of the reading skills increased although just a very little improvement (see appendix 13, page 197).

3) Observing the Action

Observing is an important aspect in a classroom action research, because it can help the researcher gain a better understanding of her own research. When the researcher implemented the Learning Cell Technique in teaching reading comprehension, the process was observed and the result can be explained as follows:

a). The first meeting

In this meeting, the pre-test was conducted. This test was held to know the students' achievement in reading comprehension before the action plan was implemented. From the pre-test result, the mean of the students' score was 41.16.

The highest score was 68.00 and the lowest score was 28.00 (see appendix 13, page 197).

b).The second meeting

In the second meeting, the teaching and learning process ran slowly. There were some students who were not active in teaching and learning process meeting. The researcher explained how to make questions and answers based on the reading comprehension indicators. The indicators are general idea, main idea, explicit information, implicit information, word meaning and word reference.

c).The third meeting

In this third meeting all group have tried to made questions and answers but not all the group did all the indicators. Most of them had difficulties in making questions and answers about explicit information, word meaning, and implicit information.

d). The fourth meeting

In this fourth meeting, most of the groups had difficulties in making questions and answers about general idea, explicit information, word meaning, implicit information and word reference. They also still had problem if they read text using I or My.

e). The fifth meeting

In this meeting, Post-test 1 was conducted this test was held to know the students' achievement in reading comprehension after the action plan was implemented. The result of Post-Test 1 showed improvement of students' mean score although just a little bit improvement. The mean score increased from 41.16 in the pre-test to 46.30 in post-test 1. The students' improvement can be seen in the following table.

Table 4.8 Pre-test and Post-test 1 scores

No	Explanation	The result of pre-test	The result of pos-test 1
1	Highest score	68.00	64.00
2	Lowest score	28.00	24.00
3	Average	41.16	46.30

Table 4.9 The students' gained scores viewed from their skill in the pre-test and post-test 1

No	Skill	students' gained scores				Max score
		Pre-test		Post-test 1		
		mean	%	mean	%	
1	Explicit information (10 numbers , max score 380)	50.78	20.32%	62.63	25.05%	40 %
2	Word meaning (3 numbers, max score 114)	31.58	3.79%	28.95	3.47%	12 %
3	Implicit information (3 numbers, max score 114)	16.67	2.00%	21.93	2.63%	12 %
4	General idea Item number (2 numbers, max score 76)	68.42	5.47%	75.00	6.00%	8 %
5	Main idea (3 numbers, max score 114)	13.16	1.57	18.42	2.21%	12 %
6	Word reference (4 numbers, max score 152)	50.00	8.00%	43.42	6.94%	16 %
		41.16	41.16%	46.32	46.32%	100%

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Table 4.10 The level of students' Reading Comprehension based on their Pre-test and Post-test 1 results

Percentage	Interpretation	Pre-test	Post-test 1
		38 students	38 students
81-100	Very good	-	-
61-80	Good	2	4
42-60	Fair	20	26
21-40	Poor	16	8
1-20	Very poor	-	-

Table 4.11 The improvement of class situation.

Class Situation	
At the beginning of the Cycle 1	At the end of the Cycle 1
a. Students' participation:	
The students were passive readers and did not perform well during the activity.	They were active enough to get involved in reading activity.
b. Students' motivation	
The students had low motivation in reading activity, so they were not enthusiastic to read.	. Their motivation increased. They liked to follow the reading activity using Learning Cell technique.
c. Students' initiative:	
The students were shy in sharing ideas.	The students often gave responses to stimulus given by their teacher or their friends.

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4) Reflecting

From the observation, the researcher and the collaborators noted that the process of teaching and learning using Learning Cell Technique generally ran well. In analyzing the data, both researcher and collaborators analyzed the strength and weaknesses of Learning Cell Technique. They were described as follows:

a) The Strength

There were some positive results in teaching learning process during the first cycle as follows:

- (1) Using Learning Cell Technique in teaching reading attracted the students' curiosity. The students tried to get the core of the reading text by making questions and answers based on the indicators of reading comprehension.
- (2) They could work together.
- (3) There was an improvement of students' reading comprehension. It could be observed from the result of the pre-test and post-test. The mean score increased from 41.16 in the pre-test to 46.30 in post-test, although just a little bit improvement.

b) The Weaknesses

There were some weaknesses in the teaching and learning process during the first cycle as follows:

- (1) The students complained if they got partners who were slow to learn or they got partner who were not serious in learning.
- (2) The class was noisy when all of the groups did learning cell technique.

- (3) Some students could not make questions and answers with all indicators of reading comprehension.

b. Description of Cycle 2

1) Planning the action

To solve the problems that appeared in cycle 1, the researcher revised the plan for the next cycle so that weaknesses would not occur anymore. Based on the result of the evaluation above, the researcher then made some improvements in applying Learning Cell Technique as follows:

- a) Because some students still had difficulties in making questions and answers using all indicators of reading comprehension, so for the second cycle the researcher classified the indicators into two. The first meeting discussed general idea, main idea and explicit information. The second meeting discussed implicit information, word meaning and word reference. The third meeting discussed all the indicators.
- b) The researcher changed her collaborator in the second cycle. Mrs. Susilowati, Spd. was her collaborator. By doing this, she hoped that her collaborator would give different input for the research.
- c) She changed the group members.
- d) She added the texts as a source in making questions and answers.
- e) She motivated the students in order to give argument, idea or suggestion.

The unsolved problem that occurred in cycle 1 and the proposed problem solving can be seen in the following table.

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Table 4.12.

The Unsolved Problems of Cycle 1 and The Proposed techniques

The unsolved problems	The proposed solving technique
<p>1. The students still had difficulties in thinking about the content by making questions and answers in main idea, explicit information, implicit information, word meaning, and word reference.</p>	<p>1. - The researcher classified the indicators for each meeting. The indicators for the first meeting were general idea, main idea and explicit information. The indicators for second meeting were implicit information, word meaning and word reference. The indicators for the third meeting were all the indicators (general idea, main idea, explicit idea, implicit idea, word refernce and word meaning).</p> <p>- Added more materials</p>
<p>2. Some students did not enjoy the lesson.</p>	<p>2. - The researcher changed the collaborator.</p> <p>- To attract the students' attention, the researcher used LCD in delevering the material.</p>

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	<ul style="list-style-type: none"> - The researcher changed the group members. - To cheer up the students, the researcher gave energizer at the beginning of the lessons.
<p>3. The students did not get the same proportion for the guidance of the researcher.</p>	<p>3. Asking for the collaborator's help to assist and guide the students.</p>

2) Implementing the Action

a) Meeting 1

(1) Opening

The first meeting of cycle 2 was held on Thursday, November 24th 2011. The researcher, Mrs.Susilowati, S.Pd. as the collaborator in cycle 2 and Mr.Widodo, S.Pd. as the photographer entered the classroom. The lesson started at 08.35 a.m and ended at 09.55. The researcher greeted the students by saying “*Good morning students. How are you today?*” All of them answered “*Good morning mam. I am fine, thank you and you?*” She replied, “*I am fine, thank you.*” After that, she checked the students attendance by calling their name one by one. When she called the student's name, the student would raise her/his hand by saying an English word and its translation. By doing this, she hoped the students' vocabulary would increase and she remembered each student. 8C consisted of 38 students, 20 boys and 18 girls. This morning

only 36 students, 19 boys and 17 girls were present. One boy, RN did not come to school because he broke his leg. One girl, LNS, was absent because of her sickness.

To cheer up the students, the researcher gave an energizer to the students.

Marina menari

Di atas menara

Di atas menara

Marina menari

After singing this song, the students became fresher than before. The researcher asked the students, "What will you do if you have holiday? DON answered, "Piknik bu to Bledug Kuwu."

"Alright students, in the second cycle I want to change the members of groups," the researcher said. Most of the students said, "No mam." So the researcher did not change the group members.

(2) Main Activity

The researcher was helped by her collaborator distributed the students' worksheet and asked them to read just a minute. The text entitled "Recreation to the Zoo". After that, the students were asked to make questions and answers about general idea, main idea and explicit idea by her. By the researchers' guide the students try to make questions and answers. She gave an example of the general idea. What is the general idea of the text? By using skimming skill, students tried

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to answer the question. The answer was the writer and his family went to Ragunan.

Next activity, the researcher gave another material, entitled “Going to Anyer Beach”. After receiving the materials, the students read the text silently, then made questions and answers individually in 15 minutes. “Okey students, now is your turn doing group discussion.” The researcher, collaborator and photographer observed the activity. Most of the groups did the teacher’s instruction. Some of them had bravery to say “Do you understand? or do I answer your question?”

(3) Closing Activity

This part showed how the researcher closed the meeting. She reflected the result of learning process. Some students followed her instruction but other talked with others. She praised students who worked hard during the lesson, she reminded the class to study harder and remembered Learning Cell Technique to prepare for the next meeting. Before closing that day, she asked, “Any questions so far?” They answered, “No mam.” By saying, “Good bye students, see you next time.” The students answered, “Good bye mam, see you next time.”

b) Meeting 2

(1) Opening

The second meeting was held on Saturday, November 26th 2011. The researcher, Mrs. Susilowati, S.Pd as the collaborator in cycle 2 and Mr. Widodo, S.Pd. as the photographer entered the classroom. The lesson

started at 07.15 a.m and ended at 08.35. The researcher greeted the students by saying “*Good morning students. How are you today?*” Most of them answered “*Good morning mam. I am fine, thank you and you?*” .Then, she replied “*I am fine. Thank you.*” After that, she checked the students attendance by calling their name one by one. When she called the student’s name, the student would raise her/his hand by saying an English word and its translation. By doing this, she hoped the students’ vocabulary would increase and she remembered each student. 8C consisted 38 students, 20 boys and 18 girls. This morning only 36 students, 19 boys and 18 girls were present. One boy, RN did not come to school because he broke his leg.

To cheer up the students, the researcher gave an energizer to the students.

Up and down 3x

Clap on the left

Clap on the right

Turn around and clap, clap, clap

(2) Main Activity

The researcher selected the topic text, entitled “My Bad Experience”. She asked the students to read text silently. Then asked the students to make questions and answers about implicit information, word reference and word meaning individually. After that, they did group discussion. The researcher found that most of the students works were wrong, so she gave some questions to the students. Is the writer a girl or a boy?(implicit
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information). The students tried to answer but they couldn't." Coba dicari ada cluenya di dalam bacaan," the researcher said. Finally, one of the students found the clue "extravagant gown". So the answer was a girl.

(3) Closing Activity

This part showed how the researcher closed the meeting. She reflected the result of learning process. Some students followed her instruction but other talked with others. She praised students who worked hard during the lesson, she reminded the class to study harder and remembered Learning Cell Technique to prepare for the next meeting. She said," next meeting we will make questions and answers using all indicators. Okey." Before closing that day, she asked," Any questions so far?" They answer,"No mam." By saying,"Good bye students, see you next week," The students answered,"Good bye mam, see you next week."

c) Meeting 3

(1) Opening

The third meeting was held on Thursday, December 1st 2011. The researcher, Mrs.Susilowati S.Pd. as the collaborator in cycle 2 and Mr.Widodo, S.Pd. as the photographer entered the classroom. The lesson started at 08.35 a.m and would ended at 09.55.The researcher greeted the students by saying "*Good morning students.How are you today?*" Most of them answered "*Good morning mam.I am fine, thank you and you?*" Then, she replied "*I am fine. Thank you.*" After that, she checked the students attendance by calling their name one by one. When she called the student's name, the student would raise

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her/his hand by saying an English word and its translation. By doing this, she hoped the students' vocabulary would increase and she remembered each student. 8C consisted 38 students, 20 boys and 18 girls. This morning only 36 students, 18 boys and 18 girls were present. One boy, RN did not come to school because he broke his leg. One boy, MCA, played truant again. The researcher ever had called him and asked him why he often played truant. He said nothing. Then she motivated him not to play truant anymore. He replied, "Yes, mam." Although he said "Yes mam", but he played truant again and again.

To cheer up the students, the researcher gave an energizer to the students.

COCONUT

C - O - C - O - N - U - T

N

U

T

N - U - T

(2) Main Activity

The researcher gave the materials for this meeting, entitled "A *Young Man*". She asked the students to read the texts silently. Then asked them to make questions and answers based on the text given individually. The questions and answers should cover all the indicators of reading comprehension. Indicators of reading comprehension are general idea, main idea, explicit information, implicit information, word meaning and word

reference. All students tried to make questions and answers covered all indicators then did group discussion. After group discussion, the researcher invited the ninth group to write down their work. There were 4 questions as follows:

1. What is the general idea of the text above?

Answer: A young man jumped into the river yesterday morning.

2. What is the main idea of paragraph 3?

Answer: if the writer want to help the boy that,s my business,” He then ran back to the bridge, got on his cycle and rode away.

3. When a young man jumped into the river?

Answer: yesterday morning.

4. A young man jumped **into** the river (paragraph 1). What is the antonym of **into**?

Answer: Outside

The researcher asked the students gave their idea.

(3) Closing Activity

The researcher summarized the material that had just been learned. She also invited the students to share their idea about the material they had just learned. Some of them said,” Bagus mam.” Some of them replied,” it is really interesting. One of them said,”Capek mam.” The bell has rung, so by saying,” Good bye students. See you next meeting. Don’t forget next meeting is post-test 2. Okey”. The students said,”Okey mam.”

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c. Meeting 4

The fourth meeting was held on Saturday, December 3rd 2011. It started 07.15 and ended 08.35. In this meeting the post-test 2 was conducted. It started at 07.15 a.m. to 08.35 a.m. This test was used to know the students' achievement in the reading comprehension after implementing Learning Cell Technique in cycle 2. The all 38 students could participated in this post-test since the researcher had informed it in the previous meeting . The test was the same thing applied in the pre-test. There were twenty five items in the form of multiple choice. Ten items were about explicit informations, 3 items were word meaning, 3 items were implicit information, 2 items were general idea, 3 items were main idea, and 4 items were word reference. The result of the post-test 2 can be seen in the following table.

Table 4.13 Post-test 2 scores

NO	Explanation	Students' score
1	Highest score	68.00
2	Lowest score	28.00
3	Average	48.74

The following table contained the students who gained scores viewed from their skill.

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Table 4.14 The students' gained scores viewed from their skill in post-test 2.

No	Skill	Post-test 2			
		N (38)	Mean	students' gained scores(%)	Max score
1	Explicit information (10 numbers , max score 380)	249	65.52	26.21%	40 %
2	Word meaning (3 numbers, max score 114)	35	30.70	3.68%	12 %
3	Implicit information (3 numbers, score max 114)	31	27.19	3.26%	12 %
4	General idea Item number (2 numbers, max score 76)	58	76.32	6.11%	8 %
5	Main idea (3 numbers, max score 114)	22	19.30	2.32%	12 %
6	Word reference (4 numbers, max score 152)	68	44.74	7.15%	16 %
		463	48.74	48.74%	100%

The level of the students' reading comprehension can be seen in the following table.

Table 4.15 The Level of students' Reading Comprehension based on Their Post-test 2 Result

Percentage	Interpretation	Number of students (N=38)
81-100	Very good	-
61-80	Good	4
41-60	Fair	27
21-40	Poor	7
1-20	Very poor	-

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From the table above it could be concluded that the average of gained score increased 46.30 from post-test 1 became 48.74 from post-test 2. Most of the reading skills increased although just a very little improvement.

3). Observing the Action

Observing is an important aspects in a classroom action research, because it can help the researcher gain a better understanding of her own research. When the researcher implemented Learning Cell Technique in teaching reading comprehension, the process was observed and the result can be explained as follows:

a) The first meeting

In the first cycle, some students felt that they had difficulties in all indicators. So in the second cycle the researcher classified the indicators. In the first meeting of cycle 2 were general idea, main idea and explicit information.

b) The second meeting

In the first cycle, some students felt that they had difficulties in all indicators. So in the second cycle the researcher classified the indicators. In the second meeting of cycle were implicit information, word reference and word meaning

c) The third meeting

Because the students should empower all the reading comprehension, so for the last meeting, students were instructed by the teacher to make questions and answers using all the reading indicators.

d) The fourth meeting

In this meeting, Post-test 2 was conducted this test was held to know the students' achievement in reading comprehension after the action plan was implemented. The result of Post-Test 2 showed improvement of students' mean score although just a little bit improvement. The mean score increased from 46.30 in post-test1 to 48.74 in post-test 2.

The students' improvement from the Pre-test, Post-test 1 and Post-test 2 can be seen in the following table.

Table 4.16 Pre-test, Post-test 1 and Post-test 2 scores

No	Explanation	The result of pre-test	The result of post-test 1	The result of post-test 2
1	Highest score	68.00	64.00	68.00
2	Lowest score	28.00	24.00	28.00
3	Average	41.16	46.30	48.74

Table 4.17 The students' gained scores viewed from their skill in the Pre-test, Post-test 1 and Post-test 2.

No	Skill	students' gained scores						Max score
		Pre-test		Post-test 1		Post-test 2		
		mean	%	mean	%	mean	%	
1	Explicit information (10 numbers , max score 380)	50.78	20.32%	62.63	25.05%	65.52	26.21 %	40 %
2	Word meaning (3 numbers, max score 114)	31.58	3.79%	28.95	3.47%	30.70	3.68%	12 %
3	Implicit information (3 numbers, score max 114)	16.67	2.00%	21.93	2.63%	27.19	3.26%	12 %
4	General idea Item number (2 numbers, max	68.42	5.47%	75.00	6.00%	76.32	6.11%	8 %

	score 76)							
5	Main idea (3 numbers, max score 114)	13.16	1.57	18.42	2.21%	19.30	2.32%	12 %
6	Word reference (4 numbers, max score 152)	50.00	8.00%	43.42	6.94%	44.74	7.15%	16 %
		41.16	41.16%	46.32	46.32%	48.74	48.74 %	100%

Table 4.18 The level of students' Reading Comprehension based on their Pre-test, post-test1 and Post-test 2 results

Percentage	Interpretation	Pre-test 38 students	Post-test 1 38 students	Post-test 2 38 students
81-100	Very good	-	-	
61-80	Good	2	4	4
41-60	Fair	20	26	27
21-40	Poor	16	8	7
1-20	Very poor	-	-	-

Table 4.19 The improvement of class situation.

Class Situation		
At the beginning of the Cycle 1	At the end of the Cycle 1	At the end of the Cycle 2
Students' participation:		
The students were passive readers and did not perform well during the activity.	They were active enough to get involved in reading activity. <i>commit to user</i>	The students were active during the reading activity.

Students' motivation		
The students had low motivation in reading activity, so they were not enthusiastic to read.	Their motivation increased. They liked to follow the reading activity using Learning Cell technique.	They were motivated to follow the reading activity using Learning Cell technique.
Students' initiative:		
Th students were shy in sharing ideas.	The students often gave responses to stimulus given by their teacher or their friends.	Most students could make questions and answers correctly

4) Reflecting

Based on the observation results, the researcher and collaborators had reflection on the result of the action in the second cycle. The positive result of cycle 2 were as follows:

- a) The class became more enjoyable and fun.

The students did not seemed depressed when they joined the English lesson it could be seen from their attitude in joining the lesson, they were not crowded anymore. They were ready to join the class. Their response were good during teaching and learning process. They tried to make questions and answers as well as possible.

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b) The students' reading scores improved.

It can be seen from the result of the mean scores that they got from the second cycle. The mean of the post-test in the first cycle was 46.30 and the mean of the post-test in the second cycle was 48.74. It can be concluded that there is an improvement although just a little bit improvement.

There was an improvement in reading comprehensions' indicators in cycle 1 and cycle 2. It was proved by increasing of students' mean score of each indicator. Explicit information increased from 62.63 in post-test 1 to 65.52 in post-test 2. Word meaning increased from 28.95 in post-test 1 to 30.70 in post-test 2. Implicit information increased from 21.93 in post-test 1 to 27.19 in post-test 2. General idea increased from 75.00 in post-test 1 to 76.32 in post-test 2. Main idea increased from 18.42 in post-test 1 to 19.30 in post-test 2. Word reference increased from 43.42 in post-test 1 to 44.74 in post-test 2.

c) The students became more active individually and in groups

Their activity can be seen from changing their behaviour as long as they joined in English class. It seemed that they were interested in English lesson, when the teacher asked them to do the exercises they did the exercises seriously. They began to asked some questions if they did not know or understand the lesson given.

d) The students' motivation increased

After using Learning Cell Technique, the students learned English joyfully. Their self-confidence increased. These made them the courage to explore and express their idea. The enjoyable and fun situation effected the students motivation.

From the result of reflection, the researcher concluded that Learning Cell Technique is a suitable technique to improve the students' reading comprehension in SMPN 2 Kradenan, Grobogan.

B. Discussion

The discussion is focused on using Learning Cell Technique in the teaching learning of reading comprehension at SMPN 2 Kradenan, Grobogan . In this process identified some factors causing the low achievment of students' reading comprehension. The factors came from the teacher and students. The English used monotonous technique in the teaching reading comprehension. Unfortunately, this technique was not suitable with condition of the class. The students were not active in teaching and learning process. The teacher just asked the students to read the text silently, translated and answered the comprehension questions. The students were passive during the teaching and learning process. They also got bored during the lesson, so that they did not understand the materials which had been taught by the teacher.

After implementing the action in the first and second cycle, some points can be taken, namely: (1) The improvement of students' reading comprehension; (2) The improvement of class situation.

1. The improvement of Reading Comprehension.

From the tests, it could be concluded that Learning Cell Technique could improve the students' reading comprehension. Barkly (2005: 140) stated that in Learning Cell Technique, students individually develop questions about reading assignment or other learning activity and then work with a partner, alternating asking and answering each questions.

There were some indicators which showed that there was an improvement in their reading comprehension. They were:

- 1) The students could make questions and answers about general idea.
- 2) The students could make questions and answers about main idea.
- 3) The students could make questions and answers about explicit information.
- 4) The students could make questions and answers about implicit information.
- 5) The students could make questions and answers about word meaning.

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- 6) The students could make questions and answers about word reference.
- 7) The students' reading scores improve from cycle 1 to cycle 2 which can be seen on the following table, although the improvement just a very little bit improvement.

Table 4.20 The mean scores of the test

Test	Mean Score
Pre-test	41.16
Post-test cycle 1	46.30
Post-test cycle 2	48.74

From the table above showed that there was an improvement of students' test result before and after the action. Although the improvement just a very little bit improvement. It was proved by increase of the students' mean score from 40.16 in the pre-test to 46.30 in post-test cycle 1, and 48.74 in cycle 2.

2. The improvement of class situation

Teaching reading through Learning Cell Technique made the students made easier to understand the content of the text. They became more active in learning reading. They showed thier contribution in the discussion and participated well in the teaching learning process by giving some opinion and asking some information they did not know. They enjoyed joining the lesson.

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CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After the researcher did the action research by using Learning cell Tachnique, it can be drawn conclusion as follows:

1. The Learning Cell Technique can improve students' reading comprehension. It was proven by the increase of the students' mean score from 41.16 in pre-test to 46.30 in cycle 1, and 48.74 in cycle 2. Although the results of the research were just a little bit improvement, but the researcher appreciated the students' hard work following the research.
2. The Learning Cell Technique can improve the class situation. The situation becomes more enjoyable and fun. The students becomes more active both individually and in groups.
3. The advantages of using Learning Cell Technique in teaching reading are:
 - a. The students get the ability how to make good questions and answers from the text.
 - b. By making questions and answers, the students can understand the content of the text.

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- c. The students have braveries in asking questions, answering questions and giving arguments based their answers.

B. Implication

The research findings of this action research show that Learning Cell Technique can improve students' reading comprehension. Teaching reading through Learning Cell Technique make students easier to understand the content of the text. Furthermore, the class situation also improved. The students became more active in learning reading. They enjoyed joining the lesson. There are some steps of Learning Cell technique. First, ask students to individually develop a list of questions and answers dealing with the text. Second, form students pairs or small groups. Third, students A begins asking the first question, and the student B answers the question. Student A offers correction and additional information until a satisfactory answer is achieved. Fourth, student B asks the next question and student A answers and the process of questioning and answering repeats until all the questions are asked and answered.

Based on the result of this research, the use of Learning Cell Technique has proven to be an effective way in teaching and learning reading comprehension. Using Learning Cell Technique in class is strongly suggested especially for students who have high intelligence or advanced levels.

C. Suggestion

1. Based the previous experience that the researcher got during the action, for the sake of the improvement of the students' reading comprehension, English teachers are suggested to encourage the students learn reading comprehension not only in the classroom but also outside the classroom to make the more familiar with the different written text.
2. For the sake of succesful of reading comprehension, the students are suggested to:
Don't be shy to ask or consult a teacher or other related experts when having difficulties.
3. For the University
 - a. Familiarize Learning Cell Technique among the practitioners in the university.
 - b. Provide adequate facilities to support the success of teaching learning process.
 - c. Always motivate the school practitioners to develop their talent and profession in order they can keep up with the growing education and technology for facing the global era.