

**LEARNING CELL METHOD (LCM) FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL PALEMBANG IN PROMOTING THE STUDENTS' ENGLISH ACHIEVEMENT**

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**ABSTRACT:** The aim of this study was to find out whether or not study was to find out whether using the learning cell method in teaching narrative text was effective or not to improve the students' reading comprehension achievement of the tenth-grade students of Karya Ibu Senior High School of Palembang. Thi study applied pre-experiment method. The population of this study was all of the tenth grade students of Karya Ibu Senior High School of Palembang, in the Academic Year 2020/2021 with total number 120 students and 30 students were taken as sampl. In collecting the data, a written test of narrative texts was used, and the data were analyzed by using KR-21 The result of this study showed the students' mean score in the post-test and pre-test of the test, the matched ttest calculation showed that the value of t-obtained was 21.12. The value of t-table was 1.699. It could be concluded that the value of t-obtained (21.12) was higher than the value of t-table. Then the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that teaching narrative texts through Learning Cell method to promote the students' reading comprehension achivement of the tenth grade students of Karya Ibu of Palembang was effective. Keywords: Teaching, Narrative Text, Learning Cell method.

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## **INTRODUCTION**

Reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author (Dallman,1972:22). Reading is one of the basic skills in English which is not simply translated word by word but students' have to understand the content of the reading text. Based on the survey which is conducted by the writer in teaching program practice at Senior High School 15 of Palembang, English as a foreign language is still difficult to be learned for students because it is not used in daily communication. Students need some effort to understand English, so they can

communicate and express their thought, feeling, and opinions. Furthermore, the writer also found that some students did not really like English subject, especially reading. They did not accustom to read English text and did not master enough vocabulary. This kind of condition happened because skimming and scanning strategy that teacher used was quite out of date. It sometimes made students did not enthusiastic with the material that being delivered.The writer applies the Learning Cell Method to improve students' reading comprehension. Learning Cell Method or learners in pairs is a form of cooperative learning in the form of pairs, where students ask and answer questions in turn based on the same reading material (Hisyam,2008:86).However, the writer is interested in using the Learning Cell

technique in teaching reading comprehension, especially for English text. Learning Cell as a collaborative technique is used by the researcher to train students' reading comprehension. Can grasp the meaning and the organization of the writer's idea.

## **PROBLEMS OF THE STUDY**

This study focused on the effectiveness of using the learning cell method in teaching narrative text to improve reading comprehension of the tenth grade students of Karya Ibu Senior High School Palembang. In order to make focus on this study, it is limited to Reading Narrative Texts Through Learning Cell Method to Tenth Grade Students of Karya Ibu Senior High 5 School Palembang. The writer focused on teaching reading narrative texts entitled "The Malin Kundang, The Snow White, and The Prambanan Temple.

## **REVIEW OF LITERATURE**

### **Concept of Teaching**

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. According to Brown (2007:8), teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. Teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the teacher's creative provision of the best possible learning environment and activities for his or her students (Newton, 1992:11) in (Saleh, 1997:16).

### **Concept of Reading**

Shanahan (2006) states that reading comprehension is the act of understanding and interpreting within the

text. That statement is supported by Grabe & Stoller (2002:9) who state, reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading is a visual and cognitive process to extract meaning and from writing by understanding the written text, process information, and relating it to existing experience (Millrood, 2001:117). In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read (Linse, 2006:69). Comprehension itself means to understand something fully, so reading comprehension refers to reading with understanding. Reading comprehension is a reading where the readers try to comprehend the information or the message from the reading text.

### **Concept of Narrative Text**

According to Knapp and Watkins (2005:220), "narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that is a genre that student 'pick up' and write 'naturally'. On the other hand, the narrative is the one of reading material that is often taught in Senior High School. A narrative text is organized by using story grammar. Story grammar is knowledge of how stories are organized with the beginning of the story containing the setting, the character, and the characters' problems.

## **METHOD AND PROCEDURE**

The writer used Pre-Experimental Design because the research was conducted in a situation that cannot completely control or manipulate according to Dannes (2012:97). This research was a classroom action research that used observation data toward the

teaching-learning process of English subject with a focus on Narrative text.

### **Method of Research**

In conducting this study, the purpose of the design was to find out the significance of the strategy that use to help students of tenth grade in their reading skill of narrative texts. Therefore, the writer used pre-test and post-test the result of the test is analyzed to know the students' skill in reading, the data were collected by using a reading test. A test is a systematic procedure for observing

#### **1. The Average Scores of Students' Pretest**

Based on the investigation, before using Learninf Cell method in teaching` Reading Narrative Text the average scores in the pretest was only 60.76. The highest score was 80 that were reached by one student and the lowest score was 32.5 that were reached by one student. Based on the table, the total score of the pretest was 1823. To get main score of the pretest, the total scores was (1823) divided by the number of the students (30) and the results of the average scores was 60.76.

one's behavior and describing it with the data of a numerical device or category system. The researcher gave the test to the student by written test consisting of pre-test and post-test.

### **Findings and Interpretations**

This study was done at Karya Ibu Senior High School Palembang from April 6 th to Mei 5th 2021. One class was chosen and used during the study, it was X IPA1. The data in this study was taken from pre-test and post-tes

**THE STUDENT'S SCORES IN PRETEST**

<b>Students Number</b>	<b>Number of Item</b>	<b>True</b>	<b>False</b>	<b>Score (X)</b>
1	40	22	18	55
2	40	25	15	62.5
3	40	25	15	62.5
4	40	26	14	65
5	40	24	16	60
6	40	20	20	50
7	40	24	16	60
8	40	32	8	80
9	40	21	19	52.5
10	40	26	14	65
11	40	24	16	60
12	40	27	13	67.5
13	40	24	14	60
14	40	24	14	60
15	40	24	14	60
16	40	13	27	32.5
17	40	24	16	60
18	40	21	19	52.5
19	40	20	29	50
20	40	30	10	75
21	40	29	11	72.5
22	40	23	17	57.5
23	40	28	12	70

24	40	19	21	47.5
25	40	20	20	50
26	40	28	12	70
27	40	22	18	55
28	40	21	19	52.5
29	40	32	8	80
30	40	27	13	67.5
				1823
				60.76

## 2. The Average Scores of Students' Pretest

After giving the pretest and knowing the students' achievement in Reading Narrative texts, the writer gave the students a special treatment in learning activities. It was the teaching of Reading Narrative Texts through Learning Cell method in this treatment. After giving the students the treatments as many as being decided, the writer gave the students posttest which was intended to know how far the students' progress, especially in learning

Reading Narrative Texts. The writer find that the average scores of the students' posttest was 77.18. The higher score was 92.5 that was reached by one student and the lowest score was 47.5 that was reached by one student. Based on the table the writer got the total scores of the students. It was 2315.5 to get the main score of the posttest, the writer divided the total scores 2315.5 by the number of the students (30) and the result of average scores was 77.18.

### THE STUDENT'S SCORES IN POSTTEST

Students Number	Number of Item	True	False	Score (X)
1	40	27	13	67.5
2	40	30	10	75
3	40	30	10	75
4	40	30	10	75
5	40	29	11	72.5

6	40	24	16	60
7	40	30	10	75
8	40	37	3	92.5
9	40	25	15	62.5
10	40	32	8	80
11	40	30	10	75
12	40	32	8	80
13	40	29	11	72.5
14	40	26	14	65
15	40	27	13	67.5
16	40	19	21	47.5
17	40	30	10	75
18	40	24	16	60
19	40	24	16	60
20	40	35	5	87.5
21	40	35	5	87.5
22	40	28	12	70
23	40	36	4	90
24	40	27	13	67.5
25	40	27	13	67.5
26	40	33	7	82.5
27	40	27	13	67.5
28	40	28	12	70
29	40	38	2	95
30	40	35	5	87.5
				2315.5
				77.18

### **The Results of Matched T-test**

The matched t-test calculation was 21.12 as the result. Meanwhile, the critical value of 5% significance level was 1.696. It could be concluded that the value of t-obtained (21.12) was higher than the value of t-table (1.684). The process of the calculation could be seen below:

**THE MATCHED T-TEST CALCULATING IN  
PRETEST AND POSTTEST**

<b>Student Number</b>	<b>The Scores of Post-Test X1</b>	<b>The Scores of Pre-Test X2</b>	<b>D</b>	<b>D<sup>2</sup></b>
1	67.5	55	12.5	156.25
2	75	62.5	12.5	156.25
3	75	62.5	12.5	156.25
4	75	65	10	100
5	72.5	60	12.5	156.25
6	60	50	10	100
7	75	60	15	225
8	92.5	80	12.5	156.25
9	62.5	52.5	10	100
10	80	65	15	225
11	75	60	15	225
12	80	67.5	12.5	156.25
13	72.5	60	12.5	156.25
14	65	60	5	25
15	67.5	60	7.5	56.25
16	47.5	32.5	15	225
17	75	60	15	225
18	60	52.5	7.5	56.25
19	60	50	10	100
20	87.5	75	12.5	156.25
21	87.5	72.5	15	225



22	70	57.5	12.5	156.25
23	90	70	20	400
24	67.5	47.5	20	400
25	67.5	50	17.5	306.25

27	67.5	55	12.5	156.25
28	70	52.5	17.5	306.25
29	95	80	15	225
30	87.5	67.5	20	400
	2372.5	1945	427.5	6102
	74.1	60.78		

26	82.5	70	12.5	156.25
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After gaining the result of the pre-test and the post-test done, the t-test analysis was done by using the matched t-test formula.

From the students' mean score in the post-test and pre-test of the test, the matched t-test calculation showed that the value of t-obtained was 21.12. The value of t-table was 1.696. It could be concluded that the value of t-obtained (21.12) was higher than the value of t-table. Then the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. In other words, it was effective to use group work strategy in teaching reading narrative texts.

### Interpretation of the Study

After Analysis the students' scores in the pretest and posttest, and knowing the result of the experiment, the writer concluded that teaching Reading Narrative Texts Through Learning Cell method to the tenth grade students of Karya Ibu Senior High School of Palembang was effective. From the student's scores, the average score in pretest was 60.76. The highest score was 80 reached by one student and the lowest score was 32.5 reached by one student. In the posttest, the average score of the students was 77.18. The highest score was 92.5 reached by one student and the lowest score was 47.5 reached by one student. Based on the scores of the pretest and posttest above, the result of matched ttest was 21.12. It is higher than 1.699, as

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its critical value. It means that teaching Reading Narrative Text through Learning Method enable the students to get better scores.

### Conclusion

In order to have a clear and brief what the writer has written in his thesis, he feels it is necessary to conclude the discussion of the previous chapter. Therefore, he puts forwards some conclusions as follows. The teaching reading narrative text through Learning Cell Method to the tenth grade students of Karya Ibu Senior High School Palembang is effective. It is evidence based on the result of the research that the students average score in the posttest (77.18) was higher than in the pretest (60.76) and the result of t-test 21.12 was higher than the value of t-table (1.699). Beside that, through Learning Cell method could motivate the students to take a part in teaching and learning activities more active in the class. It means that the research hypothesis ( $h_a$ ) was accepted. So, it can be concluded that teaching Reading Narrative Text Trough Learning Cell method to the tenth grade students of Karya Ibu Senior High School Palembang is effective to improve the students' achievement. Therefore it is believed that Reading narrative text through Learning Cell method can be considered as one technique to be used.

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