THE EFFECT OF LEARNING CELL STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

AT THE ELEVENTH GRADE OF SMA NEGERI 8 PADANGSIDIMPUAN IN 2022/2023 ACADEMIC YEAR

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Abstract: *The objectives of this research are to know : 1. The application of learning cell strategy on students reading comprehension of narrative text, 2. The students reading comprehension of narrative text before and after using learning cell strategy , 3. Is there any significant effect of learning cell strategy on students reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan. This research use pre experimental method with one group pre-test and post-test design. The population are 83 with 20 sample take by purposive sampling. The instruments of this research are observation sheet and test form multiple choices. The data is analyze by using t test formula. The result of data analyzing t_{test} is higher than t_{table} (8.988>2.09). The hypothesis is accepted, it means that there is any significant effect of learning cell strategy on students reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan in 2022/2023 Academic Year.*

Keyword: Learning cell strategy, Reading comprehension, Narrative text

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1. Pengaplikasian learning cell strategi terhadap pemahaman membaca siswa pada teks naratif, 2. Pemahaman membaca siswa pada teks eksplanasi sebelum dan sesudah menggunakan learning cell strategi, 3. Apakah ada efek yang signifikan dari learning cell strategi terhadap pemahaman membaca siswa pada teks naratif di kelas 11 SMA Negeri 8 Padangsidempuan. Penelitian ini menggunakan metode pre-experimntal dengan *one group pre-test and post-test design.* Populasi 83 dengan 20 sample diambil menggunakan teknik *purposive sampling*. Instrumen penelitian ini adalah lembar observasi dan tes dalam bentuk pilihan berganda. Data dianalisis

menggunakan rumus t_{test}. Hasil data analysis adalah t_{test} lebih tinggi dari t $_{tabel}$ (8.988>2.09) hipotesis diterima. Itu berarti ada efek yang signifikan dari learning cell strategi terhadap pemahaman membaca siswa pada teks naratif di kelas 11 SMA Negeri 8 Padangsidempuan tahun ajaran 2022/2023.

Kata kunci: strategi learning cell, pemahaman membaca, teks naratif

I. INTRODUCTION

Reading is basic competences that language learners must master. It contributes to the success of learning a language. Reading is defined as an activity of how to understand the text. The purpose of the reading activity itself is that students can acquire a lot of new vocabulary, increase knowledge, insight, and also to improve the quality of the students themselves. Reading could not seperated from comprehension because the purposes of reading is to understand what has been read. Reading comprehension is the ability to understand a reading text. One of the kinds of reading texts that have been studied by students is narrative text. To master it students must be able to improve their reading comprehension.

In fact, not all students in SMA Negeri 8 Padangsidempuan are successful in reading comprehension of narrative text. In reality, the students' ability in reading comprehension of narrative text still far from the expectation. the fact was supported with average score of the students when the researcher gave some tests about students reading comprehension of narrative text in SMA Negeri 8 Padangsidempuan. To see the students' initial abilities, a pretest was carried out in class XI MIA 2. The average students score obtained is 49,5. It turns out that after the pretest it can be concluded that students' reading comprehension was out of standard. In this case, the researcher expects students to get a score of at least 75. The minimum score is determined based on Kemendikbud (2013) which stated that "students are said to have completed learning if they obtain a minimum score of 75 from the ideal score".

. One of the strategy that can be a solution for students reading comprehension is learning cell strategy. Learning cell strategy is an

active learning strategy that is carried out in pairs. Each pair will be asked to read 1 of the same reading topic. After that they will be given the opportunity to ask each other about the content of the reading that has been read. This strategy can stimulate students to carefully understand what they read.

A. Definition Reading Comprehension of Narrative Text

In order to get knowledge requires comprehension. Reading comprehension is the ability to get information through what is read and able to interpret what has been read. Snow in Rosari and Mujiyanto (2016) said that "reading comprehension is a process where a reader concurently extracts and constructs meaning through interaction and involvement with written language". Veeravagu et al., in Abbas (2021) added that "reading comprehension is defined as a thinking process by which the reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge;

and judge their appropriateness and worth for meeting the learners' own objectives".

One of the text that the students must understand is narrative text. Narrative text is Narrative text is one type of text that is learned by students in english lesson that must be mastered by students. Narrative text itself tell stories about the past that aim to entertain the reader. Prayudha (2022:19) "narrative text is a text that aims to entertain readers about a story. Narrative text is the form of folk tales or legends". While, Sinaga (2020) stated that narrative text is the text which tells about story or past event from the beginning to the end.

To understand and master the contents of the narrative text read. Fundamentally, King and Stanley in Nurdiana *et al*., (2017:8), the indicators of reading comprehension are as follows:

1) Finding factual information.

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event, and time

2) Finding Main Idea

The main idea of a paragraph is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic". Recognition of the main idea of a paragraph is very impoertant because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

3) Finding The Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

4) Identifying Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she,he,they,this, etc

5) Making Inference

Inference is askill where the reader has to be able to read between the lines. Mikulecky (2005:150) stated that "the ability to make inferences is very important in reading. You often need to infer the topic or main idea of a text, the author's opinion, or other information".

B. Definition of Learning Cell Strategy

Learning cell is a learning strategy that is carried out in pairs. According to Zaini (2012:86) learning cell or paired students refers to a form of cooperative learning in pairs where students ask and answer questions alternately based on the same reading material.

According to Istarani (2016: 228), learning cell forms a form of cooperative learning in pairs where students ask and answer

questions in turn based on the same reading material. One of the best systems for helping pairs of students learn effectively is learning cell.

II. METHODOLOGY OF RESEARCH

The location of the research at SMA Negeri 8 Padangsidimpuan. It is on Jl. Perkebunan Pijorkoling, Kecamatan Padangsidimpuan Tenggara, Kota Padangsidempuan. The headmaster of the school is Manaor Baharuddin Tampubolon, S.Pd and the english teacher's name is Riska Juliati Sihombing, S.Pd.

In this research the researcher use pre-experimental method. According to Suryabrata (2012:72) pre-experimental research is a design that includes only one group or class is given pre and post test. The researcher select the eleventh grade of SMA Negeri 8 Padangsidempuan as the population of the research. There are five classes with the total of population are 83 students and the sample are 20 students. In this case the researcher use observation sheet as the

instruments and use statistical description and inferential to analyze the data.

III. RESULT

Based on the result of data analysis of observation sheet in applying learning cell strategy on students reading comprehension of narrative text the mean score obtained is 3.75 and it categorized "very good". it means the researcher has succeeded in applying learning cell strategy.The mean score of the students' reading comprehension of narrative text before using learning cell strategy was 49,5 and it was categorized "fail". Then from calculation students score on pretest It was found that the highest score was 65 and the lowest score was 20.Below the figure of data pretest.
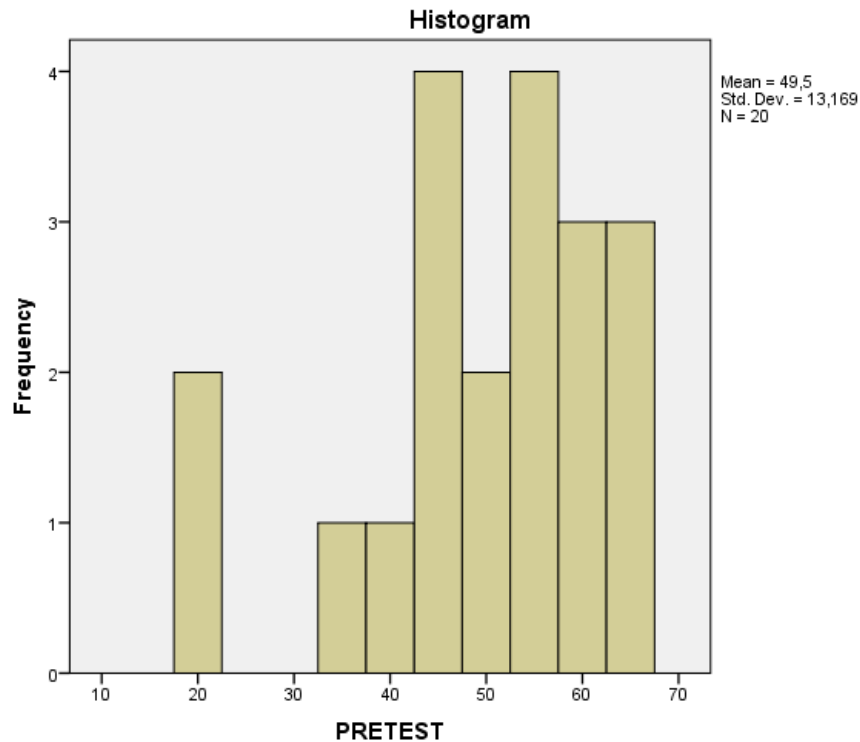
Figure 1 The histogram before applying learning cell strategy

After using learning cell strategy the mean score obtained was 75,5 and it's categorized "enough". From calculation students score on posttest It was found that the highest score was 90 and the lowest score was 60.
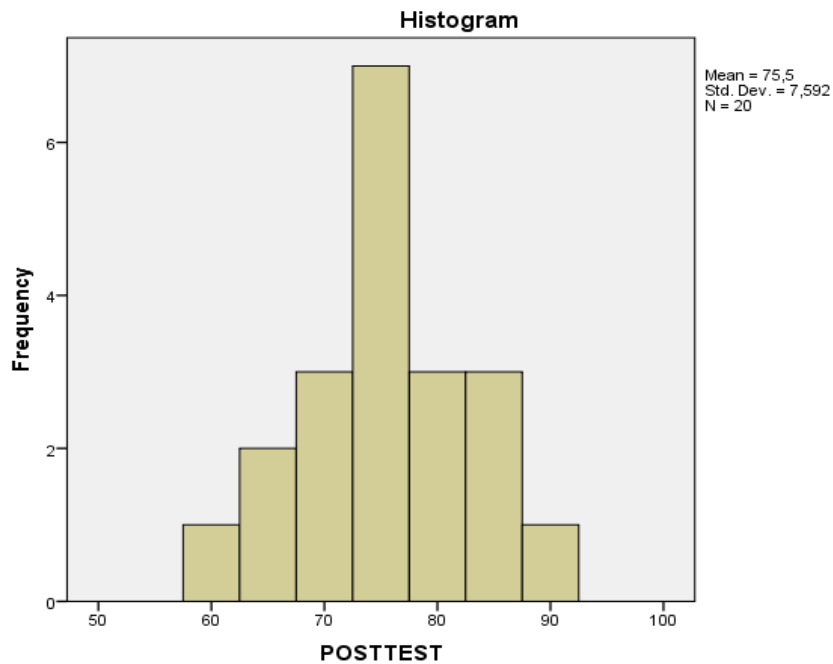
Figure 2 The histogram after applying learning cell strategy

IV. DISCUSSION

Based on description of the data above, the researcher got mean

score was 3,75 which categorized very good in observation sheet in

applying learning cell strategy on students' reading comprehension of

narrative text at the eleventh grade of SMA Negeri 8

Padangsidempuan. Furthermore the students' mean score before applying learning cell strategy was 49,5, median score was 52,5, and mode score was 45. Meanwhile students' mean score after applying learning cell strategy was 75,5, median score was 75, and mode score was 75. From the calculation by used t test pair it is known that t-count>t-table or 8.988>2.09. It means there is a significant effect of learning cell strategy on students' reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan.

CONCLUSIONS

Based on the result of the research in chapter four, the researcher concluded:

1. The application of learning cell strategy on students' reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan was "very good". It can be seen from the observation

sheet that have given to the teacher of English with the mean score was 3,75.

2. The students reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan before applying learning cell strategy got the mean score was 49,5 and after applying learning cell strategy the students got the mean score was 75,5.

3. Based on the data analyzed by using t test pair it is known that t-count>t-table or 8.988>2.09. It means there is a significant effect of learning cell strategy on students' reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan.

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