AN UNDERGRADUATE THESIS

IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP TMI ROUDHLATUL QUR'AN METRO BY USING LEARNING CELL TECHNIQUE IN THE ACADEMIC YEAR 2019/2020

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Tarbiyah and Teacher's Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M

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Presented as Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Study Program

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M

IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP TMI ROUDHLATUL QUR'AN METRO BY USING LEARNING CELL TECHNIQUE

ABSTRACT

By:

VICKA MERCIANA RANCASASI

The research aims to know that using the Learning Cell technique can improve the students' reading comprehension in narrative text in teaching learning, the objective of this research is students' reading comprehension especially the eight graders of SMP TMI Roudhlatul Qur'an Metro. Learning Cell is a process of learning where two students alternate asking and answering questions on commonly read materials. The action is doing in three cycles, in each cycle consist of planning, action, observation and reflection. In collecting the data, the researcher uses test, observation, documentation and field note. In this research the students were given a pre survey test before treatment and post test and this research is a classroom action research (CAR).

The finding of this research shows that there is improvement of the students' narrative reading comprehension by using Learning Cell technique, it can be seen from the progress of the average score in pre-test, post-test I, post-test 2 and post-test 3 . The score of pre-test is 40 in post-test I is 64 in the post II is 72 and in post-test III become 80. The conclusion of this research is the use of Learning Cell technique as technique especially in English subject is very effective to improve the students' reading comprehension in narrative text at the eight graders of SMP TMI Roudhlatul Qur'an Metro.

Keywords : *Learning Cell Technique, Narrative Reading Comprehension, Classroom Action Reseaerch.*

MENINGKATKAN KEMAMPUAN MEMBACA SISWA UNTUK KELAS DELAPAN PADA SMP TMI ROUDHLATUL QUR'AN METRO DENGAN MENGGUNAKAN *LEARNING CELL* TEHNIK

ABSTRAK

OLEH

VICKA MERCIANA RANCASASI

Penelitian ini bertujuan untuk mengetahui bahwa menggunakan teknik Learning Cell dapat meningkatkan pemahaman membaca siswa dalam teks naratif dalam pembelajaran pembelajaran tujuan penelitian ini adalah pemahaman membaca siswa terutama delapan siswa kelas delapan di SMP TMI Roudhlatul Qur'an Metro. Learning Cell adalah proses belajar di mana dua siswa secara bergantian bertanya dan menjawab pertanyaan pada materi yang umum dibaca. Tindakan tersebut dilakukan dalam tiga siklus, dalam setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dokumentasi dan catatan lapangan. Dalam penelitian ini siswa diberi tes pra survei sebelum perawatan dan post test dan penelitian ini adalah penelitian tindakan kelas (PTK).

Temuan penelitian ini menunjukkan bahwa terdapat peningkatan pemahaman membaca narasi siswa dengan menggunakan teknik Learning Cell, dapat dilihat dari perkembangan skor rata-rata pada pre-test, post-test I, post-test 2 dan post -test 3. Skor pre-test 40 pada post-test I adalah 64 di post II adalah 72 dan di post-test III menjadi 80. Kesimpulan dari penelitian ini adalah penggunaan teknik Learning Cell sebagai teknik terutama dalam mata pelajaran bahasa Inggris sangat efektif untuk meningkatkan pemahaman membaca siswa dalam teks naratif di delapan siswa kelas SMP TMI Roudhlatul Qur'an Metro.

Kata Kunci : *Learning Cell, Pemahaman Membaca Naratif, Penelitian Tindakan Kelas*

APPROVAL PAGE

Title	:	IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP TMI ROUDHLATUL QUR'AN METRO BY USING LEARNING CELL TECHNIQUE IN THE ACADEMIC YEAR OF 2019/2020
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Kepada Yth.,
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di-

Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul   : **IMPROVING READING COMPREHENSION OF THE EIGHT**
Skripsi   **GRADERS OF SMP TMI ROUDHLATUL QUR'AN METRO BY**
             USING LEARNING CELL TECHNIQUE IN
             THE ACADEMIC YEAR OF 2019/2020

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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NOTIFICATION LETTER

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To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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                  EIGHT GRADERS OF SMP TMI ROUDHLATUL
                  QUR'AN METRO BY USING LEARNING CELL
                  TECHNIQUE IN THE ACADEMIC YEAR OF 2019/2020

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE
No.B-4196/In-28.1/D/PP-00.9/12/2019

An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP TMI ROUDHLATUL QUR'AN METRO BY USING LEARNING CELL TECHNIQUE IN THE ACADEMIC YEAR 2019/2020, written by Vicka Merciana Rancasasi, student number 1501070318, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 20th November 2019 at 14.00 – 16.00 pm.

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Chairperson	: Ahmad Subhan Roza, M.Pd	)
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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 20 November 2019

The Writer,

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Vicka Merciana Rancasasi
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 November 2019
Penulis,

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NPM. 1501070318

MOTTO

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۞ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۞ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۞ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۞ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۞

"Read, In the name of your Lord, Who has created (all that exist). Has created man from a clot (a piece of thich coagulated blood), read and your Lord is the most Generous, who has thought (the writing) by the pen (the first person to write was prophet Idress (Enoch). Has taught man that which he know not"

(QS: Al-Alaq 1-5)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

my beloved family
who always show patience, support, and love to me
and
my best friends
who have supported me throughout the process of thesis writing.
I will always appreciate all they have done.

ACKNOWLEDGEMENT

In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis entitled "Improving Reading Comprehension of The Eight Graders of SMP TMI Roudhlatul Qur'an Metro by Using Learning Cell Technique in the Academic Year 2019/2020".

The writer would like to express her sincere gratitude to her sponsor and co-sponsor, Mr. Ahmad Subhan Roza, M. Pd and Mr. Andianto M.Pd that have guided in the process of completing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).

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The researcher feels thàt it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, 20 November 2019
The Researcher

VICKA MERCIANA RANCASASI
Student Number 1501070318

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CHAPTER I

INTRODUCTION

A. Backround of Study

English Language Teaching (ELT) is an effective effort that has purpose not only to transfer the English knowledge but also to habituate the language learners to be able to communicate using English in daily life both written and oral. This means that teaching English has a very important role in guiding the language learners to master English as an international language. In Indonesia English is a foreign language that has not been obtained since the beginning of birth. Teaching English includes of four language consisting of listening, speaking, reading and writing.

As a part of English learning process, teaching reading is very useful as a way to gain meaningful information from the text. Reading is an action of decoding and comprehension of the printed materials. It is a highly composite cognitive task, which relies on brain systems that are originally devoted to other functions. Therefore, reading is an important language that all people need to have in order to be successful in accessing information.

In the reading process, people do not only need to recognize and to read the printed-words on the page but also need to comprehend what those words mean as a whole. Reading itself holds very important role to get in touch with English devices are written in English. Therefore, people can feel that how important to read English in this communication era.

In addition, the comprehension to read in English is influenced by various aspects that can be categorized classified into linguistic aspects and non-linguistic aspects. Aspects of linguistic aspects that affect reading include vocabulary mastery, grammar mastery, determining ideas and supporting ideas, inference / summarizing, comprehension of context. The comprehension to deduce the contents of a reading will strengthen the comprehension of the reader to find the main message of a reading. The comprehension to understand reading will strengthen the quality of the results of the reading process.

Reading in English is also influenced by non-linguistic aspects including learning media, teaching strategies, reading habits, environmental support, and psychological aspects. The use of interesting media in the reading process will increase the motivation and interest of the reader. The right teaching strategy in the process of improving reading comprehension create an effective learning process.

However, reading is not an easy language to be mastered in a short period of time. The problems in reading are also caused by various non-linguistic aspects which include the lack of suitable strategies for teaching reading, less interesting learning media used in reading, lack of support from the environment, weak motivation and interest in reading. The strategy of teaching reading that is not right with the aim will cause the reading learning process to be ineffective and boring so that students become less motivated in reading.

Related to reading problems, the researcher had found the problem of reading experienced by eighth grade students of SMP TMI Roudlotul Qur'an Metro. Presurvey was conducted on Wednesday February 27, 2019 to find out at the eight grade students' reading comprehension.

The reading comprehension of eighth grades of SMP TMI Roudlotul Qur'an Metro Students is classified into two criteria, namely complete and incomplete based on minimum mastery criteria (MMC) of English subject in that class, which is 74.

Table 1.1
The pre-survey result of reading comprehension at VIII
in SMP TMI Roudhlatul Qur'an Metro

No	Grade	Frequency	Percentage	Criteria
1	≥ 74	3 Students	10%	Complete
2	< 74	27 Students	90%	Incomplete

Based on the pre-survey results above, it is known that the number of students who did not reach MMC were 27 students (90%). While the number of students who can reach MMC is only 3 students (10%). It means that the percentage of students who can reach MMC is less than the number of students who cannot reach MMC. Thus it can be concluded that the students' reading comprehension at SMP TMI Roudhlatul Qur'an Metro is low.

The reading problem of the eighth graders at SMP TMI Roudlotul Qur'an Metro is caused by the limited vocabulary of English they have, poor grammar mastery, difficulties in determining the main ideas and supporting

ideas for reading, difficulties in determining the context of the situation to be read. Besides the weak reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro also caused by their low motivation and interest in reading in English, the limited interesting learning media used in the learning process of reading.

In line with reading problems experienced by the eighth graders at SMP TMI Roudlotul Qur'an Metro classes, efforts need to be made to improve their reading comprehension. One effort to read reading is to apply the right techniques. One adhesive technique that is suitable for improving reading comprehension. Learning cell technique is an activity learning technique for training students to generate thought provoking questions enhances learning. According to Svinivki and McKeachie, the learning cell, or student dyad, refers to a cooperative form of learning in pairs, in which students alternate asking and answering questions on commonly read materials[1].

Learning cell technique contributes great benefits in reading learning process beacause it facilitates the dynamics of teamwork by increasing face to face interaction beyond cyberspace. This technique provides an opportunity for students to think analytically, to make them material into their own words, and to begin to use the language of discipline. Learning cell helps pair learners learn more effectively, where the students ask and answer questions in turn based on the readings of the same material.

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[1] Svinivki and McKeachie, *Teaching Tips*, (USE: Wadsworth, Cengage Learning, 2011), p.194.

Furthermore, a beneficial effort to improve the students' reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro is carry out by implementing a classroom action research using Leaning Cell Techinque. It is expected that the Learning Cell Technique is very effective to improve the comprehension or reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro. Therefore, the researcher conduct a study entitled: "Improving Reading Comprehension of The Eight Graders of SMP TMI Roudhlatul Qur'an Metro in the Academic Year 2019/2020"

B. Identification of Problems

Based on the presurvey results listed on the background of the problem, research problems identified as follows:

a. The students of SMP TMI Roudlotul Qur'an Metro have limited vocabulary.

b. The students of SMP TMI Roudlotul Qur'an Metro have inadequate grammar mastery.

c. The students of SMP TMI Roudlotul Qur'an Metro have low motivation in learning English.

d. The students of SMP TMI Roudlotul Qur'an Metro have insufficient reading comprehension.

e. The students of SMP TMI Roudlotul Qur'an Metro get difficulties in comprehending the context of reading text.

f. Teaching materials for SMP TMI Roudhlatul Qur'an Metro are very limited.

C. Limitation of The Problem

Based on the problems that have been identified, the researcher limited the research problem by focusing on the low reading comprehension of students. This research in the form of classroom action research by implementing Learning Cell in improving students' reading comprehension. Therefore, the title of this research is "Improving Reading Comprehension of the Eight Grades of SMP TMI Roudlotul Qur'an Metro by Using Learning Cell Technique in the Academic Year 2019/2020"

D. Problem Formulation

After limiting the research problem, the researcher formulated the research problems as follows:

1. "Can the implementation of Learning Cell technique improve students' reading comprehension among the eighth graders at SMP TMI Roudlotul Qur'an Metro in the academic year of 2019/2020?"

2. "Can the implementation of Learning Cell technique improve students' Learning Activities among the eight grades at SMP TMI Roudhlatul Qur'an Metro in the academic year 2018/2019?"

E. Objective and Benefits of Study

1. Objective of the study

   a. This study aims to determine whether the use of learning cell technique can improve students' reading comprehension of eight grades at SMP TMI Roudhlatul Qur'an Metro.

   b. This study aim to investigate wheter the use of Learning Cell technique can improve students' learning activities of eight grades at SMP TMI Roudhlatul Qur'an Metro.

2. Benefits of the study

   This study has various benefits not only for researchers, but also for students, English teachers, and school parties.

   a. For the students

      This research is expected to contribute significantly to improving students' reading comprehension. Through the implementation of Learning Cell Technique students hopefully helped in the process of learning to read effectively. In addition, the students' motivation and interest in learning to read is expected to increase through this research.

   b. For the English teachers

      This research is expected to be an inspiration for teachers in choosing and applying appropriate strategies in teaching reading. The implementation of the Learning Cell Technique is expected to help English teachers in guiding students in the learning process to

read effectively. In addition, the teacher will be more creative in creating a learning environment that is not monotonous.

c. For the school

The application of this research is expected to be one of the considerations for school administrators in appealing for the use of appropriate and creative teaching strategies in the process of teaching English, especially reading. In addition, this study direct the school to provide a suitable medium of English language teaching. Therefore, this research one of the references for the school in developing English learning.

F. Prior Research

This research conducted by considering several previous studies related to the use of the Learning Cell Technique technique in teaching reading.

The first prior research entitled Learning Cell Technique Towards Reading Comprehension of Narrative Text conducted by Dian Rakhmawati, the first prior research uses Learning Cell technique in teaching reading. The first prior research study sample was students of class XI IPA 1 and XI IPA 2 Yogyakarta Muhammadiyah 3 High School The research method used by the first prior research is quantitative. The results of the first prior research prove that it is effective.[2]

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[2] Dian Rahmawati,"*learning cell technique toward reading comprehension of narrative text*", Smart journal volume 1 no. 2, august 2015 hlm. 42-56.

The first prior research has similarities and differences with this research. The similarities between the first prior research and this research include of the language studied, and the teaching technique. The language studied are reading; while the teaching strategy used in the teaching strategy is Learning Cell. The differences between the first prior research and this research are, among others, research samples and research methods. The sample of the first prior research is a class XI student of Muhammadiyah High School in Yogyakarta while the sample of this study is the 8th grade of the TMI Roudlotul Qur'an Metro Middle School. The first prior research method is research quantitative research; while this research method is Classroom Action Research.

In addition, the second prior research entitled "Enhanching Student's Reading Comprehension through Learning Cell Technique" was conducted by Aisyah and Nunung Nurjanah. The second prior research uses a Learning Cell Technique in teaching reading. Sample second-prior research research is the first year students of English Departement of Unswagati Cirebon. The research method used by the second prior research is Classroom Action Research. The results of the second prior research prove that it is increasing.[3]

The second prior research has similarities and differences with this research. The similarities between the second prior research and this research include of the language studied, the teaching technique and the method used. The language studied are reading; while the teaching strategy used in the

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[3] Aisyah and Nunung Nurjanah,"*enhanching students reading comprehension through learning cell technique*",ELT Perspective 4(1), May 2016.

teaching strategy is Learning Cell; while the method used is Classroom Action Research. The differences between the second prior research and this research are among others the research sample. The sample of the first prior research is the first year students of English Departement of Unswagati Cirebon while the sample of this study is the eighth grade of TMI Roudlotul Qur'an Metro Middle School. The results of the second prior research prove that it is increasing.

In addition the third prior research entitled Improving Students' Reading Comprehension by Using Learning cell, the third prior research uses Learning Cell technique in teaching reading. The third prior research study sample was students of second grade of SMA N 6 Surakarta. The research method used by the third prior research is class action research. The results of the third prior research prove that it is effective.

The third prior research has similarities and differences with this research. The similarities between the third research and this research include of the language studied, the teaching technique and the method used. The language studied are reading; while the teaching strategy used in the teaching strategy is Learning Cell; while the method used is Classroom Action Research, The differences between the third prior research and this research is in the research sample. The sample of the third prior research is a second

grade of SMA N 6 Surakarta while the sample of this study is the 8th grade of the TMI Roudhlatul Qur'an Metro Middle School.[4]

In addition the fourth prior research entitled the implementation of learning cell technique to improve students' reading comprehension by kartini, the fourth prior research uses Learning Cell strategies in teaching reading. The fourth prior research study sample was students of class VIIA SMPN 2 Tangerang. The research method used by the fourth prior research is quantitative. The results of the fourth prior research prove that it is effective.

The fourth prior research has similarities and differences with this research. The similarities between the fourth prior research and this research include of the language studied, the teaching technique and the method used. The language studied are reading; while the teaching strategy used in the teaching strategy is Learning Cell. The differences between the fourth prior research and this research are among others the research sample. The sample of the fourth prior research is the class VIIA SMPN 2 Tangerang while the sample of this study is the eighth grade of TMI Roudlotul Qur'an Metro Middle School. The fourth prior research method is research quantitative research; while this research method is Classroom Action Research.[5]

Based on the content of each prior research, it is known that there are significant differences regarding previous research studies with this study. The researcher conduct some lessons from several previous studies, namely

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[4] Ana Arfiani Hidayah, Ngadiso, Dahlan Rais, "*Improving students' reading by using learning cell*", ENGLISH EDUCATION Journal Vol 2, No 2 (2014).
[5] Kartini, "*The implementation of learning cell technique to improve students' reading comprehension*", Jurnal Muara Pendidikan Vol. 3 No. 2 (2018).

researchers applied CAR with a sample of eighth grades of SMP TMI Roudhlatul Qur'an Metro. This research hoped that by considering several studies above the researcher get clear guidelines on what did in an effort to improved students reading comprehension using a Learning Cell technique.

CHAPTER II

THEORETICAL REVIEW

A. Reading Comprehension

1. The Concept of Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.[6] Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs). The main thing in reading is a way to deal with everyday problems where printed language is a feasible or requisite solution.[7] It means that students can solve problems easily and can search information through reading books, magazines or other print media.

Furthermore, reading is a language. Children need to develop the vocabulary and other language upon which reading comprehension depends.[8] Sometimes children who struggle with literacy acquisition come to believe that reading is about saying the words quickly and accurately and that writing is about accurately spelling and neatly writing the words.

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[6] Nunam David.*Practical English Language Teaching*.The MC GROW HILL Companis.2003. p, 68

[7] Sadoski Mark. *Conceptual Foundations of Teaching Reading*.The Guilford Press (New York London, 2004). p, 52

[8] Scanlon M. Donna, Anderson L. Kimberly and Sweeney M. Joan. *Early Intervention for Reading Difficulties*. The Guilford Press New York London.2010. p, 18

According to Jennifer Serravallo, reading is thinking and understanding and getting at the meaning behind a text.[9] Reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. Therefore, reading can be said as the process of comprehending the text and finding the meaning. It help the students to study by themselves.

In addition comprehension is a goal directed, and the readers goal determines the standard that readers adopt.[10] Because the readers who are identified as struggling readers in the early primary grades are generally labeled thusly on the basis of their difficulties with the alphabetic coding and word-learning aspects of reading, then the reader can find what is sought through his understanding of the text being read. From the statement, it is clearly understood that comprehension is the most important in reading.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[11] It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

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[9] Serravallo Jennifer. *Teaching Reading in Small Groups*. Heinemann Portsmouth, NH. p, 43

[10] Millis keith , L.Long, Magliano. P Joseph and Wiemer Katja. *Deep Comprehension*. Routlrdge new york 2019, p. 7

[11] Graham Steve and Harris R. Karen. *Teaching Reading Comprehension to students with learning difficulties*. The Guilford Press (New york London,2007). p, 8

Furthermore, reading comprehension is learning from text.[12] It means that a reader must be able to interpret what the meaning of the text well.

According to David Nunan (2003), reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.[13] It means that reading comprehension improved if backround knowledgeis active.

2. **The Importance of Reading comprehension**

Reading can transfer people life because the more people read, the more people know. The more people read, the more people can imagine. The more people read, the better people understand other people and this can help enhance people relationships and consequently improve people life.[14] It means that reading can be understand and can be improve the people life. It is because reading gives information to the people.

Reading can make people a more interesting individual. Those who are well read are likely to be quite knowledge able and interesting. If people read a great deal, people have a conversation piece on many topics wherever people find yourself. Another benefit of reading which is probably quite

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[12] Guthrie T. John, Allan Wigfield and kathleen C. Perecevich. *Motivating Reading Comprehension*.LEA London 2004. p, 12

[13] Nunam David.*Practical English Language Teaching*.The MC GROW HILL Companis.2003.
p, 84

[14] Akinpelu Yomi. *Read and Soar*.Pneuma Springs Publishing UK,2008.p, 11

obvious is that people become a better scholar or writer when people read.[15]

In addition reading makes people become a better scholar write that have a conversation piece on many topics when people read enrich the information.

Real readers do something with what they read. Therefore, students think reading is important when Students use reading to achieve a goal important to students, to achieve a purpose of students, or to answer questions students want answered.[16] In shorth, students can achieved a goal important when students use reading to do something, and students are motivated to read when reading empowers or enrich them.

3. The Reading Process

Guiding the reading process is a nonsense exploration of the lasts and most successful technique to teaching reading. In reading process, there should be techniques that support junior high school students on their journey towards becoming independent readers.[17] The researcher used Learning Cell technique to guide to improve the students reading comprehension.

Among the tools that help teachers plan, modify and add to their reading instruction, this innovative book include:

a. Descriptions of young readers with different abilities.

b. Stages of reading and corresponding indicators.

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[15] *Ibid, p13*
[16] Duffy. G Gerald, *Explaining Reading*,The Guilford Press (New York London 2009) p, 5
[17] Booth David, *Guiding the reading process*. Stenhouse publishers Porland, maine, 1998),
p 88

c. Mini lessons on reading techniques from phonics to literature discussion.

d. Outline and checklists to help assess, monitor, and report reading progress.

e. Booklists and computer programs that promote reading success.

Guiding the reading process is a valuable resource for both new and experienced teacher.

4. **Indicator of Reading**

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2004), the followings strategies which can be applied in the teaching reading comprehension in the classroom are as follows.[18]

a. Main idea (topic)

Main idea of the reading is what the passage is mostly about. Main idea usually has the detail information that explains more about the details. The sentence which states the main idea is called topic sentence or topic statement and it can be located in the first, in the middle or last few sentences of the paragraph.

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[18] Brown Douglas. *Language Assessment Principles and Classroom Practices*. San Francisco: Pearson education, 2004, p.188

b. Expressions/idiom/phrases in context

Use the definitions to help you understand the text while learning new idioms. You'll find idiom definitions and a short quiz on some of the expressions at the end of the story.

c. Inference

Inference is about guessing something from the information which have we read or know and Inference is the output of the interaction between the readers knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is no directly stated in the text based on clues.

d. Grammatical features

Grammatical feature is a property of items within the grammar of a language. Within each category there are two or more possible values (sometimes called grammemes), which are normally mutually exclusive

e. Excluding facts not written (stated and unstated details)

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same.

f.   Supporting idea

Supporting details are the ideas that explain or prove the topic sentence or main idea

g.   Vocabulary in context

Vocabulary from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who intends to develop or to produce utterances for reading. If they cannot understand the meaning of words in the text, so they will not catch the information of that text. Reader usually needs to understand some questions which test the part of speech available in the text. If readers, for example, do not know the meaning of that word, they will find difficulty in comprehending the text.

5. **Reading Narrative Text**

Tara (1998) states that narrative is kind of text which tells about story.[19] It means that the content or message of narrative text is about past event in which is delivered from the writer to the readers. In conclusion, narrative is text which tells about fiction story in the sequences of events that purposed to seek the readers' attention and interest.

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[19] Tara Mccarty, *Narrative* (New York: Scholastic Professional Books, 1998), p.5

Narrative Text is a story that is told in language that is it is converted into language signs.[20] On the basis of what has been said above, it should now be possible to formulate more precisely those characteristics that can be instrumental in specifying the corpus of narrative texts, the corpus for which this theory should be valid. However, this presents problem. Ideally, the characteristics of narrative texts should be as follows :

a. Two type spokesmen are to be found in a narrative text; one does not play a role in the fabula whereas the other does.

b. It is possible to distinguish three layers in a narrative text: the text, the story, and the fabula.each of these layers is describe.

c. That which the narrative text is concerned, the 'contents', is a series of connected events caused or experienced by actor.

These characteristics should produce a definition: a narrative text is a text in which the above three characteristics may be found.

6. Kinds of Narrative Text

Narrative is a kind of literary text. Therefore, there are some kinds of narratives writing which can be discussed as follows:[21]

a. Fairytale

Fairytale is story about imaginary beings possessing magical powers. The examples of fairytale are Cinderella, Snow White, Pinocchio, and Beauty and The Beast.

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[20] Mcquillan Martin, *The Narrative Reader*, Routledge London and New York 2000, p, 85
[21] *Ibid*

b. Science fiction

Science fiction is a kind of narrative writing that explores unexpected possibilities of the past or the future by using scientific theories or data and imagination. The example of science fiction is To the Moon from the Earth by Jules Verne.

c. Fable

A fable is a story making a moral point, traditionally by means of animal characters which speak and act like human beings. The examples of fable in narrative text are The Ants and The Grasshopper, The Story of Monkey and Crocodile, and The Bear and The Rabbit.

d. Legend

A legend is a story of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are The Legend of Surabaya, Sangkuriang, and Malin Kundang.

In conclusion, there are some kinds of narrative writing which should be known by the students. Therefore, they can identify the characteristics of each kind of narrative writing.

B. Learning Cell Technique

1. **The Concept of Learning Cell Technique**

The learning cell technique aims to develop interactions positive in group learning in pairs. It makes the students easier to learning in group with pairs way. According to Svinivki and McKeachie, the learning cell, or student dyad, refers to a cooperative form of learning in pairs, in which students alternate asking and answering questions on commonly read materials.[22] Two groups of students gave questions and answered questions by alternating ahead of the class guided by the teacher

A learning cell is a small team that is composed of a group of students, instructors, and facilitators. In the class, each learning cell consists of 3-4 students who have similar interests, and each learning cell members share their ideas and create learning materials together.[23] It means that the students is given the reading text and then the students make questions and answers together with each group based on the text that has been given.

Moreover, a learning cell is a process of learning where two students alternate asking and answering questions on commonly read materials.[24] Students can easily understand a reading text because students work in groups alternately, because a work done in parallel will be easier. Moreover, a Learning cell is an effective way for a pair of students to study and learn

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[22] Svinivki and McKeachie, *Teaching Tips*, (USE: Wadsworth, Cengage Learning, 2011), p.194.

[23] Kristin Klinger .*Web-based education; Concepts, Methodologies, Tools and Applications*. Information Resources Management Association (USA) 2010. p, 561

[24] Mcmanmon P. Michael.*Autism and learning differences; an active learning teaching toolkit.*Jessica Kingsley Publishers 2016, p, 40

together.[25] This technique can make it easier for students to learn because it is done in groups so students can ask friends in groups about the reading text

From those opinion above it can be concluded that learning cell is learning in pairs, in which asking and answering questions on commonly read materials.

2. The Benefits of Learning Cell Technique

In order to make learning more effective and efficient, offline supports such as learning cells, learning facilitators, and learning spaces should be supplemented.[26] The learning cell technique can develop to think power, be responsible for themselves and their partners and assignments given, develop students in making questions and encourage students to be more active in expressing opinions and asking questions so that participants' learning outcomes will increase than before.

Learning cell is an effective way for a pair of student to study and learn together.[27] It means that learning together causes fun and convenience for students, so students have more desire to find new ideas in the text, so learning becomes more active and make student easier to do the task beacuse they are work in group with pairs way.

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[25] Schargel P. Franklin. *Dropout Prevention Fieldbook; Best Practices from the field*. Routledge taylor & Francis Group New York London, 2012 p, 94

[26] Kristin Klinger.*WebBased Education*. InformatIon scIence reference Hershey New York, 2010. p,553

[27] Shore M. Stephen. *Autism and Learning Differences*. Jessica Kingsley Publishers london and Philadelphia, 2016. P,40

Learning Cell technique is an effective technique in engage students actively in thinking about content of the text that they read and encourage the students to generate thought provoking questions.[28] Learning Cell technique helps the students learn how to produce their own questions, improve them, and strategize on how to use them. When students know how to generate their own questions, they take greater ownership of their learning, deepen comprehension, and make new connections and discoveries on their own. Asking students to create their own questions about a reading passage encourage them to read more actively and helps them to focus their attention on key ideas.

3. **The Implementation of Learning Cell Technique in Improving Reading**

To Prepare for the task, there are five steps of learning cell technique:[29]

a. The students should read the assigment individually.

b. The students write down any questions that they might have about what they just read. And the teacher or facilitator will randomly put the students in pairs.

c. The process begins by designating one student from each group to begin by asking one of their questions to the other.

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[28] Dian Rahmawati,"*learning cell technique toward reading comprehension of narrative text*", Smart journal volume 1 no. 2, august 2015 hlm. 42-56.

[29] Mcmanmon P. Michael.*Autism and learning differences; an active learning teaching toolkit.*Jessica Kingsley Publishers 2016, p, 40

d. Once the two students discuss this chosen questions, the other student will ask a questions they have prepared and they will alternate accordingly.

e. During this time, the teacher or facilitator is going around the class from pair to pair giving feedback and answering any question students may have about what they are doing. This system is also referred to as a student dyad.

According to Barkley F Elizabeth, Major Howell Claire and Cross Patricia K Step of Learning Cell Technique :[30]

a. Ask students to individually develop a list of questions and answers dealing with major points raised in a reading or other learning assignment.

b. From the student pair or simply ask students to partner with a student sitting nearby.

c. Explain process by which you want partner to alternate asking and answering each other's questions.

d. Students A begins by asking the first question and student B answer the question student A offers corrections and additional infornaton until a satisfactory answer is achieved.

e. Student B ask the next question and student A answer, and the process repeats until all question have been asked and answered.

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[30] Barkley F Elizabeth, Major Howel Claire and Cross Patricia K. *Collaborative Learning Techniques*.jossey-bass A wile Brand.San Francisco 2014. P.8

In implement learning cell technique the researcher use the step from Barkley F Elizabeth, Major Howell Claire and Cross Patricia K to improved students reading comprehension.

C. Action Hypothesis

This action hypothesis of this research is stated, as follow:

"By implementing of Learning Cell technique can improve reading comprehension and their learning activity among the eighth graders at SMP TMI Roudhlatul Qur'an Metro in the academic year of 2019/2020".

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of The Research

This research consists of two variables; they are independent and dependent variables. The independent variable of this research is Learning Cell Technique that is implemented to improve the students' Reading comprehension. This strategy is useful to make their reading comprehension is excellent in forming words and building English sentences. The dependent variable of this research is reading as a kind of sentence that has to be mastered by the students in order to be able to easier in learning English.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that is defined, and it is observed or measured. Meanwhile, variable is defined as an attribute of a person or a subject which varies from object to object.[31] According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.[32]

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[31] John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications, 2002), 24.

[32] Allen Rubin & Earl R Babie, *Esential research Method for Social Work* (Boston: Wadsworth Cengage Learning, 2010), 70.

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to Evelyn Hatch, dependent variable is the major variable that is measured in the research. Dependent variable is a variable that can improve by an independent variable.[33] The dependent variable of this research is students' reading comprehension.

To know the student's mastery in reading comprehension, the writer decides some indicators in this variable; as follows:

1) The students are able to understand the main idea, topic of the passage and answering the question well.

2) The students should identify the communicative purpose of the text.

3) The students are able to predict and prove their prediction with their own word.

4) The students should be gotten included in the text.

b. The Independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable in a sense, the dependent variable "depends" on the dependent

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[33] Ibid, 63.

variable[34]. The independent variable of this research is Learning Cell technique

To know students participant in this technique they are some indicators as follows:

1) The students are able to understand to learn reading using Learning Cell Technique

2) The students are able to improve their knowledge when use opinion.

B. Research Location

The researcher conducted the research at SMP TMI Roudlatul Qur'an which is located in Jl. Pratama Praja 16c, Mulyojati, Metro Barat, Kota Metro, Lampung. Total of students from the seventh up to ninth graders were 541 students. This research is about improving reading comprehensionof the eight graders of SMP TMI Roudhlatul Qur'an Metro by using Learning Cell Technique.

C. Research Subject

The subjects of this research are the students of eighth grade of SMP TMI Roudlatul Qur'an especially class VIII B. The students consists of 16 boys and 14 girls, so the total is 30 students.In this research the researcher improve the students' reading comprehension as an object of this research.

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[34] Evelyn Hach and Anne Lazaraton, The Research Design and Statistics For Applied Statistic, (Unites states of America: Heinle Publisher,1991), p.64

D. Research Procedures

The method of this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.[35] Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting. The first cycle may be continued to the next cycle until the research achieve increasing outcome. Accordingly, the cycle of this research will become a spiral process. The cyclical classroom action research is presented as follow:[36]
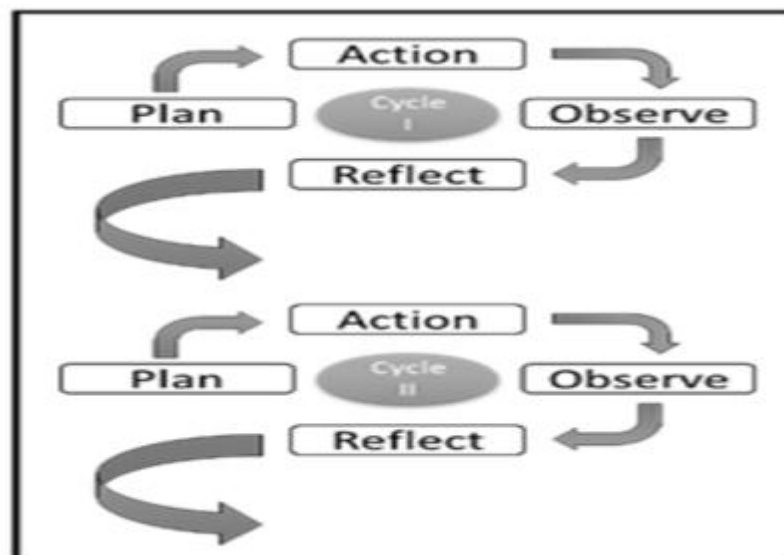
Figure 3.1 Cyclical Classroom Action Research by Kemmis and McTaggart

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[35] Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

[36] Ibid, p. 8-9

From the design above, here are the explanations about procedures that conducted by the researcher in classroom action research.

1. **Cycle I**

    a. Planning

    Planning is the first steps in each activity. Without planning, the learning activity not active the main goal. Here are the steps that the researcher does in planning:

    1) Preparing the material, source, and media of learning.

    2) Preparing the type of the learning.

    3) Preparing the instrument of observation.

    b. Acting

    The second step in the action research is acting. It is the implementation of the planning. The general steps that conducted by the researcher are pointed as follows:

    1) Pre Teaching Activities

        a) Greeting the students and asking them to pray.

        b) Checking the attendance list.

        c) Choosing the appropriate material taught.

    2) While Teaching Activities

        a) Applying the lesson plan.

        b) Asking the students to read the narrative text individually.

        c) Instructing the students to write down any questions that they might have about what they just read the narrative text.

d) Putting randomly the students in pairs.

e) Designating one student from each group to begin by asking one of their questions to the other.

f) Once the two students discuss the chosen questions, the other student will ask a question they have prepared and they will alternate accordingly.

g) Giving feedback and answering any question students may have about what they are doing. This system is also referred to as a student dyad.

3) Post Teaching Activities

a) Asking the students to ask the question related to unclear material comprehension.

b) Answering the students' question.

c) Giving Feedback.

c. Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process will be noted by the observer.

d. Reflecting

Reflecting is the last step in this process. The researcher analyze the observation result during the teaching process. The researcher use data from the evaluation to make improvement for the second

cycle. The researcher decide that the next cycle will focus to solve the problems and weakness in previous cycle.

2. Cycle II

a. Planning

Planning is the first steps in each activity. In cycle II, the researcher focuses on repair the weakness in the cycle 1. Here are the steps that the researcher does in planning:

1) Preparing the lesson plan based on the reflection of cycle I.

2) Preparing the material, source, and type of learning.

3) Preparing the instrument of observation.

4) Determining the evaluation instrument of the test (pre-test and post-test).

b. Acting

This is like in the first cycle, where there are three activities in teaching and learning process, pre teaching, while teaching and post teaching as follows:

1) Pre Teaching Activities

a) Greeting the students and asking the student to pray.

b) Checking the attendance list.

c) Choosing the appropriate material taught.

2) While Teaching process

a) Applying the lesson plan.

b) Asking the students to read the narrative text individually.

c) Instructing the students to write down any questions that they might have about what they just read the narrative text.

d) Putting randomly the students in pairs.

e) Designating one student from each group to begin by asking one of their questions to the other.

f) Once the two students discuss the chosen questions, the other student will ask a question they have prepared and they will alternate accordingly.

g) Giving feedback and answering any question students may have about what they are doing. This system is also referred to as a student dyad.

3) Post Teaching activities

a) Asking the students to ask the question related to unclear material comprehension.

b) Answering the students' question.

c) Giving Feedback

c. Observing

In this step, the researcher observed the process of teaching learning by using instrument of observation. The researcher conducted the activities in this step, such as: the students' activities, vocabulary, grammar, and content of the students' narrative text result.

d.   Reflecting

  The researcher corrected and analyzed the result of the action. The researcher knew the weakness and strength of the action by reflecting. In the step the researcher compared the score distribution of pre-test and post-test. The researcher reviewed and reflected on the students' attitude whether it is going to positive or negative. This research will be conducted in multiple cycles, it means that this research stopped if indicator of success can be achieved.

E. Data Collecting Technique

  The researcher used many techniques to collect the data in this research. They are observation, test, documentation, and field note. Each technique is explained below, as follows:

1. Test

  The writer use multiple choice test, with the number of questions 20 students are asked to choose the most appropriate answer by giving a cross (x), based on the content of narrative text one text consists of four narrative texts. The highest number of values is 100 and the lowest number of values is 0, which means that the point of each test item is 5. To knew the students in understanding the material given by teacher. After observing the activity, the writer give post-test to knew how far the students to read narrative text by using Learning Cell Technique.

a. Pre-test

The pre-test was conducted before implementing *Learning Cell* in preparations study. Pre-test of this research is multiple choice that asked the students to cross the right answer of narrative text.

b. Post-test

Post-test was given in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' reading comprehension at the eighth grades of SMP TMI Roudhlatul Qur'an Metro. The improvement is known if the score of post-test is higher than pre-test and the score achieve the minimum passing grade.

2. Observation

This observation using observation sheet for teacher and observation sheet for students. The researcher used this technique to get the data about students activities such as students' reading comprehension and students' participation in learning process. The learning activities is observed and noted by the observer.

a. Observation sheet for teacher

This observation done in learning process to measure teacher quality in learning process. Therefore, the result deficits and excesses the teacher to implement in learning process. Observation sheet for teacher to increase students' motivation in learning English subject by using Learning Cell Technique.

b. Observation sheet for students

Observation sheet is used to get information how students'
activity in learning process. The writer observe the students, whether
they get bored or not with activity given. The students' activities
observed and noticed by the observer. In order to observe the learning
activity and each cycle, the researcher used the observation sheet such
as :

1) Paying attention of the teacher's explanation
2) Asking / answearing the teachers' question
3) Being active in the group
4) Doing the task given by the teacher

3. Documentation

Documentation is needed to get the information from writing source
or documents such as book, regulation, notes or meeting and daily report.
The researcher use this technique to get data about students' reading
daily score, history of the school, the sum of the teachers, official
employed and the students of SMP TMI Roudhlatul Qur'an Metro.

4. Field Note

In this research, the researcher used field note to focus on a particular
issue or teaching behavior over a period of time. Moreover, the researcher
take field note related to the classroom situation, classroom management,
classroom interaction between teacher and students or students with
students.

F. **Data Collecting Instrument**

1. Reading Test

    To measure students' reading comprehension of the eighth graders of SMP TMI Roudhlatul Qur'an Metro, the researcher gives multiple choice test that consist of pre-test, post-test I, pots-test II and post-test III. The tests are some reading sources in the form of narrative text.

2. Observation Sheet

    Observation sheet is used to observe all of the aspects that can improve and support the students' reading comprehension in the process of learning such as the facilities in that school. Observation sheet is also used to observe the conditions that occurred during teaching learning process that was filled by the English teacher as the observer to provide evaluation to the researcher students' activity during the teaching learning process.

3. Documentation Chek List

    It refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as students' name list and teacher's name.

4. Field Note Table

    Field notes is also applied during treatment in cycle. Field notes means transcribing notes or the written description that have been gained from data gathered during observation. In this case, field notes helps the researcher to gain more information that could not be recorded by video

or voice note. This instrument is used for supporting the data gained from observation sheet of feedback implementation.

In other word, field notes is used to help answering the second research question. The main instrument that used for field notes taking is paper and pencil.

The format of the paper used for the field notes uses two columns. The column on the right side contained the numbering of field notes, and the left column contained notes consisting of the reflection and comments concerning to the specific parts in the content part. Moreover, before beginning to write notes in the columns provided, the researcher attempted to enclose the short information dealing with the observation conducted. That information was the name of observer, location of observation, date, and time, object, and short title for helping to identify the aim of the observation process.

G. Data Analysis Technique

The data analysis in classroom action research can be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I, cycle II and cycle III. Furthermore, the researcher compare the score of pre-test and post-test after giving implementation treatment. Then, the result match by the minimum standard in this semester that is 74. In cycle I, there are many

students who are not successful, so the researcher conduct the next cycle, cycle II

In this research, students are categorized successful if the result of test achieves the indicator of success is 70% of the students get minimal score 74 and 70% of the students active in learning activities.

Furthermore, Donald Ary states that the average score or mean of pre-test and post-test are calculated by using the following formula:[37]

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = Mean of average score

$\sum X$ = The total number of students' scores

N = The total number of students

To calculate the percentage of the students' score, the researcher uses the formula as follows:

$$P = \frac{F}{N} x100$$

Note: **P** = Class percentage

F = Frequency

N = Number of student

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[37] Donald Ary, *Introduction to Research in Education,* (Boston: Wadsworth Cengage Learning,. 2006), 108-109.

H. Indicators of Success

The indicator of success is needed to know the success of the process and learning result. This research is categorized successful if 70% of the students get minimum mastery criteria (MMC) that is 74 and 70% of the students are active in learning activities.

CHAPTER IV

RESULT OF THE RESEARCH RESULT AND DISCUSSION

A. **Research Result**

1. **Description of Research Location**

   a. **History of SMP TMI Roudhlatul Qur'an Metro**

   SMP TMI Roudhlatul Qur'an Metro one of the private junior high schools under the auspices of the Roudhatul Qur'an Islamic Boarding School in Metro Lampung City, Indonesia. In contrast to junior high schools in general, there is a fusion of two curricula, namely the curriculum of the Department of Education and Tarbiyyatul Muallimin al-Islamiyyah (TMI) which was adopted from the education system in the AL-Amien Islamic Boarding School Preduan and Darusalam Gontor. the period of school education at SMP TMI Roudhatul Quran Metro is taken within six years of study, starting from Class VII to Class XII High School. TMI Roudhatul Quran Metro Middle School was established on July 1, 2004, which was the first boarding school based in Lampung and was located on Jl. Pratama Praja,16 c Mulyojati Metro west of Metro City. Furthermore, in 2016 the TMI Roudhatul Quran Metro Middle School had 16 class formations and the number of teaching staff was 56 people assisted by 5 education staff (Administrative and administrative staff).

b.   **Teacher and Official at SMP TMI Roudhlatul Qur'an Metro**

Condition of the Teacher and Official at SMP TMI Roudhlatul

Qur'an Metro, the numbers of teacher and official employers in SMP

TMI Roudhlatul Qur'an Metro in the academic year of 2019/2020

are that can be identified as follows:

Table 4.1
Condition of the Teacher and Official at SMP TMI Roudhlatul Qur'an
Metro in the academic year of 2019/2020

No	Nama	Status	Pendidikan Terakhir	Mata Pelajaran yang Diampu
1	M.Iqbal Beny Saputra, M.Pd.I	GTY	S1	Kepala Sekolah
2	Laila Rismadiati,S.Pd,I	PNS	S1	PAI
3	Siti Jubaidah, S.Pd.I	GTY	S1	PAI
4	Ahmad Surahman, S.Pd.I	GTY	S1	PAI
5	Syamsuri, S.Pd	GTT	S1	PKn
6	Millatun Yuniati S.Ag	GTY	S1	PKn
7	Sukirno S.Pd	GTY	S1	B. Indonesia
8	Sudarmi S.Pd	PNS	S1	B. Indonesia
9	Leny Widyastuti, S.Pd	GTY	S1	B. Indonesia
10	Auliarti Rahmawati SS	GTT	S1	B. Inggris
11	Lena Hendiyana S.Pd	GTY	S1	B. Inggris
12	Arlina Septilia, S.Pd	GTT	S1	B. Inggris
13	Deni Endri Saputra, S.Pd	GTY	S1	Penjaskes
14	Restu Kumalasari S.Pd	GTY	S1	Matematika
15	Dra Irmi Hasni	PNS	S1	Matematika
16	Sutarno S.Pd	PNS	S1	IPA
17	Samadi, S.Pd	PNS	S1	IPA
18	Heni Lidiyanti S.Pd	GTY	S1	IPA
19	Eka Oktaviana, S.Pd	GTY	S1	IPA
20	Winda Pratiwi S.Pd	GTY	S1	IPS
21	Ujang Kartono, M.Pd	GTT	S2	IPS
22	Dra. Indi rahayu	PNS	S1	IPS
23	Nurhayati, S.Pd	PNS	S1	IPS
24	Ali Yusuf, S.Pd	GTY	S1	Seni Budaya
25	Eddy Priyatno Z	PNS	S1	Penjaskes

26	Juariyah , M.Ti	GTY	S2	TIK
27	Mohamad Komarudin S.Pd.I	GTY	S1	Bahasa Arab
28	Anailil Fasikhah, M.Pd	GTY	S2	Bahasa Arab
29	Dra. Evi Hariyanti	GTY	S1	Bahasa Lampung
30	Aji Mubarok, S.Pd	GTY	S1	BK
31	Willy Perdana Putri, S.Pd	GTY	S1	Bk
32	Siti Anjarwati, S.Pd.I	GTY	S1	Mutholaah
33	Fajar Lutfi, S.Pd	GTT	S1	Conversation
34	Sulaiman	GTT		Fiqih

c. **The Quantity of The Students of SMP TMI Roudhlatul Qur'an Metro**

There are 541 students of SMP TMI Roudhlatul Qur'an Metro. The sevent graders consist of eight classes with 262 students. The eight graders consist of seven classes with 138 students, and the ninth graders consist of seven classes with 141 students. The quantities of the students at SMP TMI Roudhlatul Qur'an Metro that could be identified as follows:

Table 4.2
Students Quantity of SMP TMI Roudhlatul Qur'an Metro
In The Academic Year 2019/2020

Class VII	Class VIII	Class IX	Total Class
262	138	141	541

d. **The Building of SMP TMI Roudhlatul Qur'an Metro**

The condition of facilities in SMP TMI Roudhlatul Qur'an Metro are 1 Headmaster Room located in first floor and 2 teacher room located in first floor and second floor and 18 classrooms, 13

located on the first floor and 5 located in second floor and the ect,

can be seen on the table below:

Table 4.3
Building of SMP TMI Roudhlatul Qur'an Metro
in The Academic Year 2019/2020

No	Names of Building	Total
L	Headmaster Room	1
2	Teacher Room	2
3	Classroom	18
4	Administration Room	1
5	Students Council	2
6	Laboratory	1
7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	3
11	Kitchen	1
12	Toilet	6
13	Garage	3

e. **The Organization Structure of SMP TMI Roudhlatul Qur'an**

Metro

The Organization Structure of SMP TMI Roudhlatul Qur'an Metro in The Academic Year 2019/2020:

```
┌─────────────────────────────────────┐
│   Organization Structure of SMP TMI  │
│       Roudhlatul Qur'an Metro        │
└─────────────────────────────────────┘

┌──────────────────────────┐    ┌──────────────────────────┐
│        Principal         │    │      Vice Principal      │
│ M. Iqbal Beny Saputra,   │    │  Anailil Fasikhah, M.Pd. │
│         M.Pd             │    │                          │
└──────────────────────────┘    └──────────────────────────┘

┌──────────────────────────┐    ┌──────────────────────────┐
│ Vice Principal of        │    │        Councelor         │
│ Curriculum               │    │    Deny Endri Saputra    │
│ Dra. Nurhayati.          │    │                          │
└──────────────────────────┘    └──────────────────────────┘

┌─────────────────┐  ┌─────────────────┐  ┌─────────────────────┐
│ Library officer │  │ Administration  │  │ Laboratory Officer  │
│ Abdurrahman,    │  │ Rahmat Hidayat  │  │    Juriyah M.Ti     │
│ S.Pd.i          │  │                 │  │                     │
└─────────────────┘  └─────────────────┘  └─────────────────────┘

                     ┌─────────────────┐
                     │    Teachers     │
                     └─────────────────┘

                     ┌─────────────────┐
                     │    Students     │
                     └─────────────────┘
```
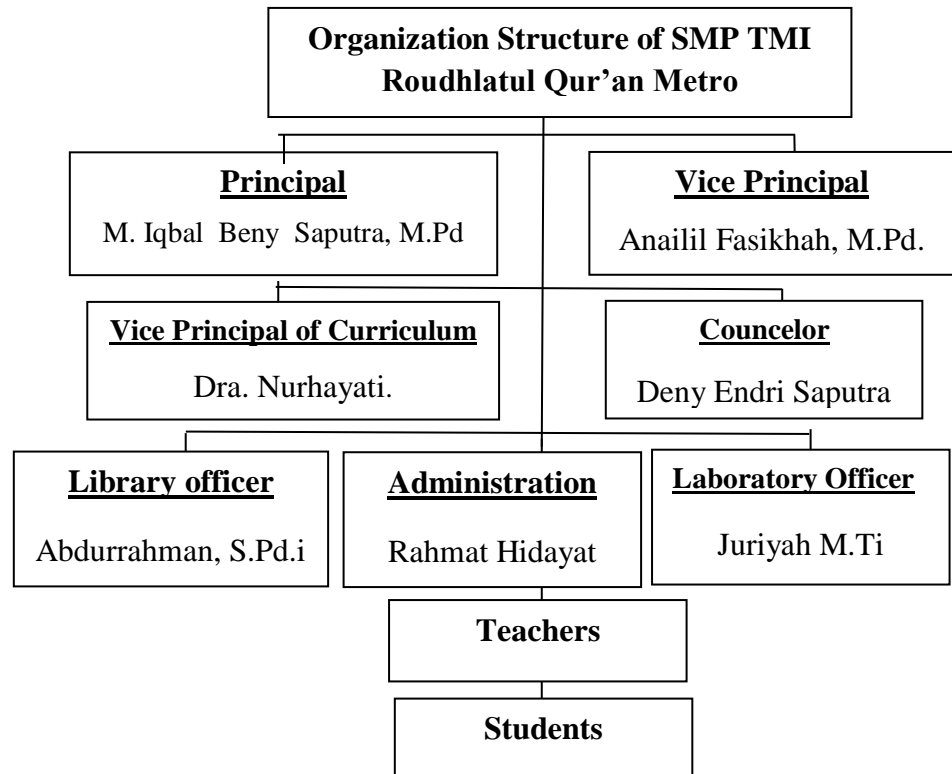
Figure 4.1 Organization Structure of SMP TMI Roudhlatul Qur'an
Metro

f. Location Sketch of SMP TMI Roudhlatul Qur'an Metro

The Location Sketch of SMP TMI Roudhlatul Qur'an Metro in the academic year 2019/2020 that can be seen on the figure below:
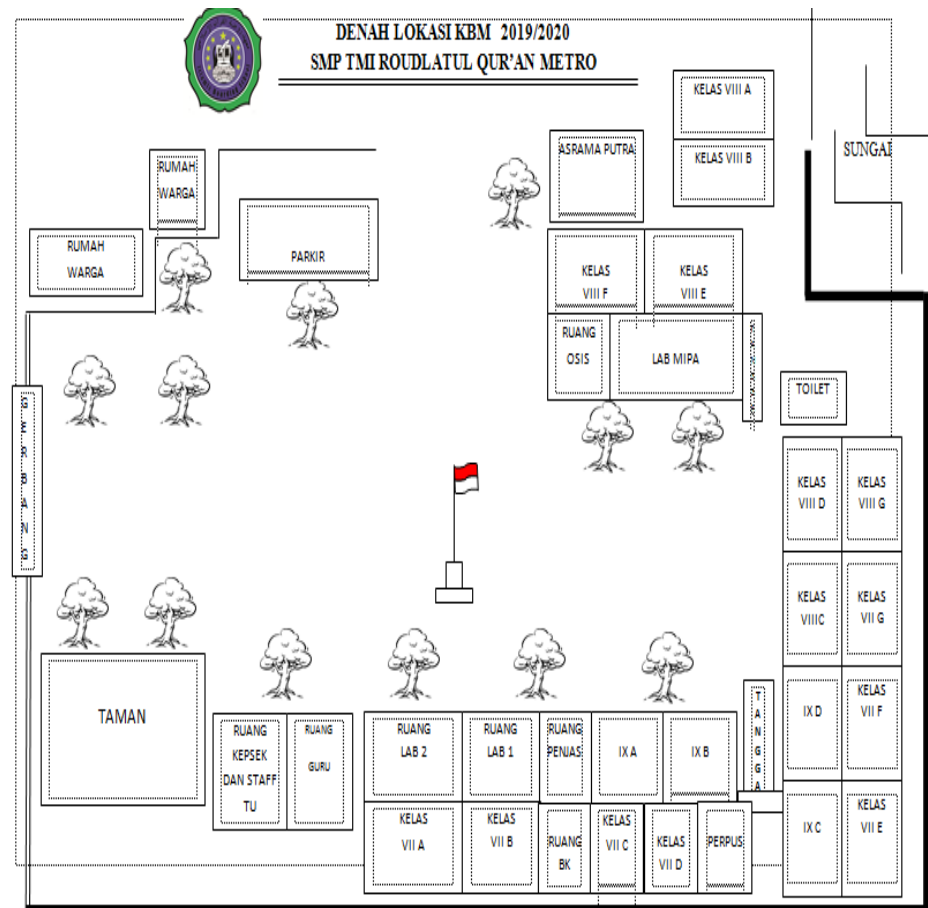
Figure 4.2 Location Sketch of SMP TMI Roudhlatul Qur'an Metro in The Academic Year 2019/2020

2. The Description of Research Data

This research used classroom action research. It was conducted in three cycles: cycle I, cycle II and cycle III. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the

class the researcher made lesson plan. The action of this research was using Learning Cell Technique to improve the students' reading comprehension.

a. Pre-test

The researcher conducted pre-test on Wednesday, august 7th, 2019. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choice consisted 20 items. Then, the students' pre-test result can be seen on the table below:

Table 4.4

The Result Score of Studens' Reading Comprehension Pre Test

No	Name	Score	Criteria
1	AMS	75	Complete
2	AA	40	Incomplete
3	AAF	50	Incomplete
4	AS	25	Incomplete
5	ALN	30	Incomplete
6	AWR	25	Incomplete
7	BS	35	Incomplete
8	CDAA	35	Incomplete
9	DDI	25	Incomplete
10	DDS	25	Incomplete
11	FH	65	Incomplete
12	FAK	30	Incomplete
13	FHR	30	Incomplete
14	HAAR	30	Incomplete
15	HMS	50	Incomplete
16	HAS	30	Incomplete
17	INR	75	Complete
18	KN	40	Incomplete
19	LWY	35	Incomplete
20	MAS	75	Complete
21	MYZ	35	Incomplete
22	MFNF	40	Incomplete
23	NTA	25	Incomplete
24	NA	40	Incomplete
25	NS	40	Incomplete
26	RAPG	75	Complete
27	RA	25	Incomplete
28	RAZ	30	Incomplete
29	RH	40	Incomplete
30	SAZ	25	Incomplete
TOTAL		**1200**	
AVERAGE		**40**	
HIGH SCORE		**70**	
LOWEST SCORE		**25**	

Source: The pre-test result of reading comprehension eight graders of SMP TMI Roudhlatul Qur'an august 7th, 2019.

Table 4.5
The Frequency of Students' Grade in Pre-Test

No	Grade	Frequency	Percentages	Explanation
1	≥74	4	13,3 %	Complete
2	<74	26	86,7 %	Incomplete
Total		30	100%	

Source: The pre-test result of reading comprehension eight graders
of SMP TMI Roudhlatul Qur'an august 7th, 2019
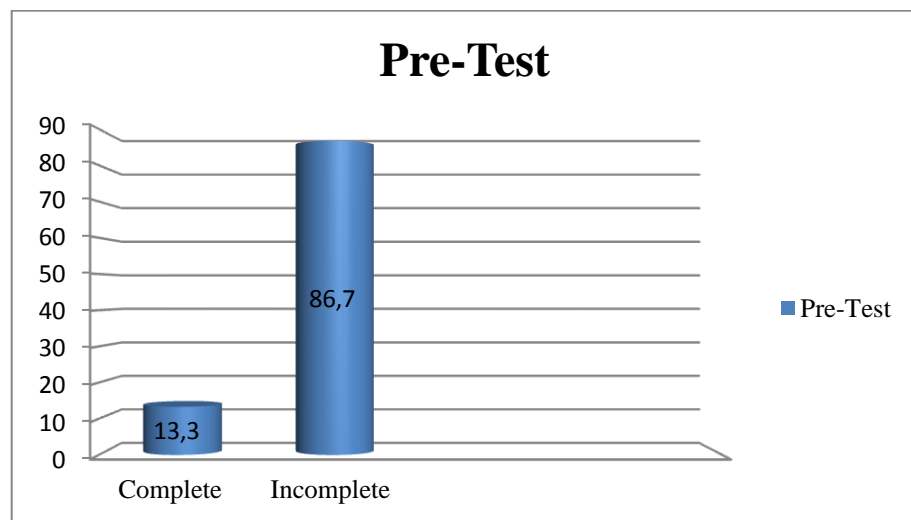
Figure 4.3 The Percentage of the Students' Grade Pre-test

Based on the table, it could be inferred that there were 4 students (13,3%) who passed the pre-test and 26 students (86,7%) who failed the pre-test. The highest score was 75 and the lowest score was 25. It means that the students did not achieve the Minimum mastery criteria of subject English at SMP TMI Roudhlatul Qur'an Metro and the student's reading comprehension was low. Beside the researcher got the average score 40 in the pre-test. So that, it was the reason the researcher used Learning Cell Technique to improve student's reading comprehension.

b. Cycle 1

After analyzing and identifying the data from pre-test, the researcher knew the students difficulties and problem in learning of reading comprehension. Hence the reserarcher determine to apply Learning Cell Technique in teaching reading comprehension to overcome those problems. There were 30 students followed this implementation. In this cycle consist of planning, acting, observing, and reflecting.

1) Planning

Based on the result pretest score, the researcher has identified and found the problems after taking student's pre-test score. After that, the researcher prepared several things related to teaching and learning process at classroom such as English subject lesson plan, the material and observation sheet that contains about list of students' name and their learning activities and evaluation.

2) Acting

a) The first meeting

The first meeting was conducted on Wednesday, August 14st 2019 and followed by 30 students. The meeting was started by praying, greeting, checking student's attendance list, giving motivation and asking student's condition. The researcher explained about generic structure of narrative text such as orientation, complication, resolution. There for, the

researcher also explained about the purpose of narrative text. The researcher told students "today, we are going to learn about narrative text". The teacher asked students "do you know about narrative text?" could you give an example about narrative? One of students answer the question. His name is Azwa he say that the example of narrative text is malin kundang. Yeah! Good! And what is narrative text? Narrative is kind of text which tells about story. It means that the content or message of narrative text is about past event in which is delivered from the writer to the readers, and narrative text have four kind there are Legend, Fable, Fairy tale and Science fiction.

Then, a student asked "Miss, what kind of cinderella?" the teacher answer kind of Cinderella is fairy tale, because Cinderella is a story about even full of fantasy and something that not really happen.

In this stage, the students were actively following the teaching learning process, because they worked it on one by one, so they would think when found the difficulties. However, there still trouble faced to the students. Such as, some of the students were not confidence to make a question because they are confused that their result true or false.

b) The second meeting

The second meeting was conducted on Wednesday, August 21th 2019 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity is continued by giving some explanation more about Narrative text, how to apply Learning Cell Technique. Next, the researcher asked students to make a group. Every group consists of 2 students. Then, the researcher gave text narrative. The researcher asked students to read the text and make question and answer from the text. The researcher randomly chooses two groups to come forward. The researcher asked group A to read a question and group B answer the question, group A offers corrections and additional information until a satisfactory answer is achieved. There for group B ask the next question and student A answer, and the process repeats until all question have been asked and answered. After finish, the students submitted the paper. Then, the researcher giving feedback and answering any question students may have about what they are doing.

c) Post-Test I

Post-Test I was conducted on Wednesday, August 21th, 2019. The researcher gave post-test I with similar task

on pre-test before. The post-test I was administrated to the students to be finished individually. The researcher gave written test for students. There were 20 multiple choice. The students' post-test I result can be seen on the table below :

Table 4.6
The Result Score of Studens' Reading Comprehension Post-Test I

No	Name	Score	Category
1	AMS	75	Complete
2	AA	55	Incomplete
3	AAF	60	Incomplete
4	AS	75	Complete
5	ALN	75	Complete
6	AWR	55	Incomplete
7	BS	60	Incomplete
8	CDAA	70	Incomplete
9	DDI	70	Incomplete
10	DDS	70	Incomplete
11	FH	65	Incomplete
12	FAK	60	Incomplete
13	FHR	65	Incomplete
14	HAAR	50	Incomplete
15	HMS	60	Incomplete
16	HAS	70	Incomplete
17	INR	70	Incomplete
18	KN	55	Incomplete
19	LWY	75	Complete
20	MAS	70	Incomplete
21	MYZ	60	Incomplete
22	MFNF	60	Incomplete
23	NTA	70	Incomplete
24	NA	60	Incomplete
25	NS	55	Incomplete
26	RAPG	75	Complete
27	RA	60	Incomplete
28	RAZ	70	Incomplete
29	RH	50	Incomplete
30	SAZ	55	Incomplete
TOTAL		1920	
AVERAGE		64	
HIGH SCORE		75	
LOWEST SCORE		55	

Table 4.7
The Frequency of Students' Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥70	5	16,7 %	Complete
2	< 70	25	83,3 %	Incomplete
	Total	30	100 %	

Source: The result of post-test I at SMP TMI Roudhlatur Qur'an Metro on August 21th, 2019.
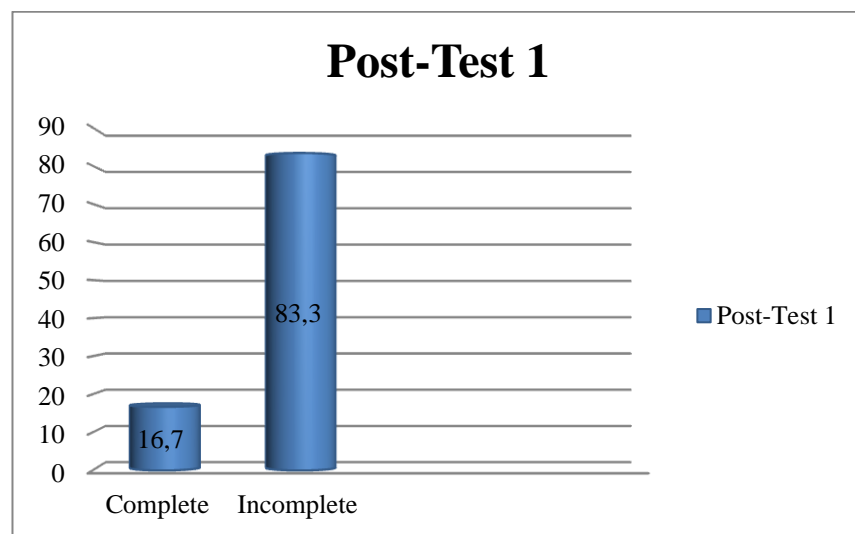
Figure 4.4 The Percentage of the Students' Grade Completeness on Post-test I

Based on the table, it could be inferred that there were 5 students (16,7%) who passed the post-test 1 and 25 students (83,3%) who failed the post-test. The highest score was 75 and the lowest score was 55. The criterion of students who successful in mastering the material was students who got minimum mastery criteria of subject English is 74. Then, 70 % students could achieve the improvement score above 74.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.8

Table of Result Students' Activities Cycle I

No	Student's Activities	Active	Not Active	Total Students	Percentages Active	Percentage Not Active	Total Percentages
1	Paying attention of the teacher's explanation	25	5	30	83%	17%	100%
2	Asking / answering the teacher's question	11	19	30	37%	63%	100%
3	Being active in the group	18	12	30	60%	40%	100%
4	Doing the task giving by the teacher	17	13	30	57%	43%	100%

Source: the result of student's activities Cycle 1

on Wednesday, august 14th 2019.
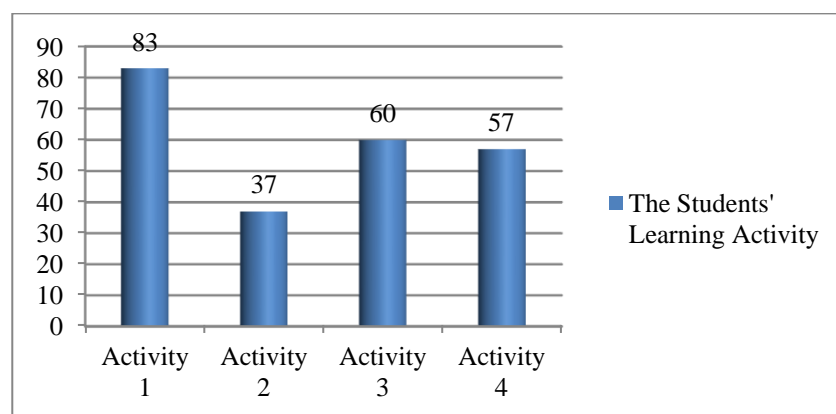
Figure 4.5 The Percentage of Students'

Learning Activities in Cycle I

Based on table student's activities, it could be concluded that

there were 25 students (83%) paying attention of the teacher's

explanation. 11 students (37%) asking / answering the teacher's question. 18 students (60 %) students are active in group and 17 students (57%) are student are doing the task giving by the teacher.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 4.9
The Comparison between Pre-Test and Post-Test I Grade

No	Name	Student' Result		Improving	Category
		Pre-Test	Post Test 1		
1	AMS	75	75	0	Constant
2	AA	40	55	15	Improve
3	AAF	50	60	10	Improve
4	AS	25	75	50	Improve
5	ALN	30	75	45	Improve
6	AWR	25	55	30	Improve
7	BS	35	60	25	Improve
8	CDAP	35	70	35	Improve
9	DDI	25	70	45	Improve
10	DDS	25	70	45	Improve
11	FH	65	65	0	Constant
12	FAK	30	60	30	Improve

13	FHR	30	65	35	Improve
14	HAAR	30	50	20	Improve
15	HMS	50	60	10	Improve
16	HAS	30	70	40	Improve
17	INR	75	70	-5	Decrease
18	KN	40	55	15	Improve
19	LWY	35	75	40	Improve
20	MAS	75	70	-5	Decrease
21	MYZ	35	60	25	Improve
22	MFNF	40	60	20	Improve
23	NTA	25	70	45	Improve
24	NA	40	60	20	Improve
25	NS	40	55	15	Improve
26	RAP	75	75	0	Constant
27	RA	25	60	35	Improve
28	RAZ	30	70	40	Improve
29	RH	40	50	10	Improve
30	SAZ	25	55	30	Improve
TOTAL		1200	1920		
AVERAGE		40	64		
HIGH SCORE		75	75		
LOWEST SCORE		25	50		

Table 4.10

The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No	Description	Test	
		Pre-Test	Post-Test I
1	Complete	4	5
2	Incomplete	26	25
Total		30	30

Then, the graph of comparison students' Reading
Comprehension based on the result of pre-test and post-test I in
cycle I could be seen as follow:
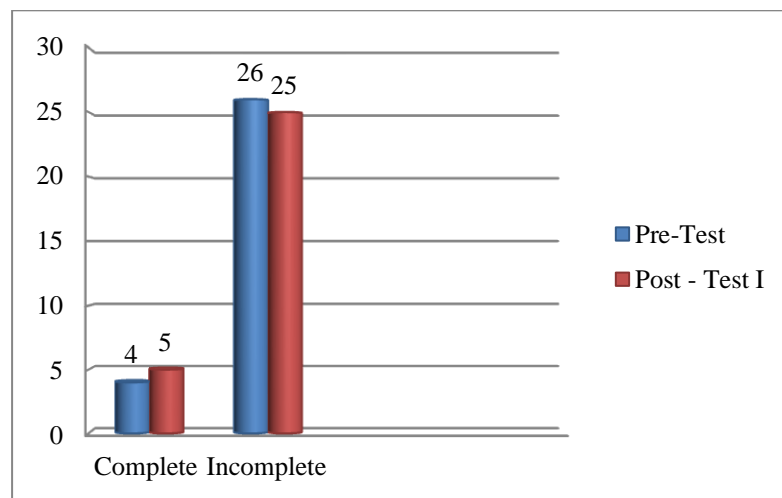
Figure 4.6 The Comparison of Percentage of the Students'
Grade Completeness based on Pre-test and post-test I

The table and the graphic above, in pre-test it could be seen
that total from 30 students, it could be concluded that 4 students
or 12 % students were able to achieve the minimum mastery
criteria that is ≥ 74. Then the students who did not achieve the
minimum mastery criteria were 26 students or 87% among
interval < 74. In post-test I, it could be concluded that 5 students
or 17% among the interval ≥ 74 students, was complete the
minimum mastery criteria. Then those who were not able to
achieve the minimum mastery criteria were 25 students or 83%
among interval < 74. The average grade of pre-test was 40 and
average grade of post-test I was 64. There was improvement
between pre-test and post-test I but did not fulfill the indicator of

success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 74% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting

c. **Cycle II**

After finfing the result from the cycle I, the result showed that the research should be continued in the next cycle that was cycle II.

1) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, student's attandance list, narrative text.

2) Acting

a) The first meeting

The first meeting in cycle II was conducted on Saturday, august 24th 2019. The researcher began the lesson by praying,

greeting students, checking attendance list and asking student's condition. The researcher reviewed material in the last meeting cycle 1 about narrative. The researcher told the students about generic structure of narrative. Then, the researcher gave an example about narrative text. There for, the researcher gave an example narrative text. The purpose of the study is the students can understand about meaning in narrative text. So that, the students easier to answer the question from the text.

b) The second meeting

The second meeting in cycle II was conducted on Wednesday, August 28th 2019. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher reviewed material in the last meeting about narrative text. After the researcher gave explanation about narrative text, the researcher asked students to make a group. Every group consists of 2 students. Then, the researcher gave text narrative. The researcher asked students to read the text and make question and answer from the text. The researcher randomly chooses two groups to come forward. The researcher asked group A to read a question and group B answer the question, group A offers corrections and

additional information until a satisfactory answer is achieved. There for group B ask the next question and student A answer, and the process repeats until all question have been asked and answered. After finish, the students submitted the paper. Then, the researcher giving feedback and answering any question students may have about what they are doing.

c) Post-Test 2

Post-Test II was conducted on Wednesday august 31th, 2019 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post-test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. There were only 5 of 30 students achieved the grade under the minimum mastery criteria (MMC) in SMP TMI Roudhlatul Qur'an Metro is 74.

Table 4.11
The Result Score of Studens'
Reading Comprehension Post-Test II

No	Name	Score	Criteria
1	AMS	80	Complete
2	AA	65	Incomplete
3	AAF	75	Complete
4	AS	80	Complete
5	ALN	85	Complete
6	AWR	65	Incomplete
7	BS	70	Incomplete
8	CDAA	75	Complete
9	DDI	75	Complete
10	DDS	75	Complete
11	FH	70	Incomplete
12	FAK	70	Incomplete
13	FHR	70	Incomplete
14	HAAR	60	Incomplete
15	HMS	75	Complete
16	HAS	75	Complete
17	INR	75	Complete
18	KN	60	Incomplete
19	LWY	80	Complete
20	MAS	75	Complete
21	MYZ	70	Incomplete
22	MFNF	75	Complete
23	NTA	75	Complete
24	NA	75	Complete
25	NS	70	Incomplete
26	RAPG	80	Complete
27	RA	70	Incomplete
28	RAZ	75	Complete
29	RH	60	Incomplete
30	SAZ	75	Complete
TOTAL		2180	
AVERAGE		72,6	
HIGH SCORE		80	
LOWEST SCORE		60	

Source: The result of post-test II of SMP TMI Roudhlatul Qur'an Metro on August 31th 2019

Table 4.12
The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥74	18	60 %	Complete
2	< 74	12	40 %	Incomplete
	Total	32	100 %	

Source: The result of post-test II at VIII of SMP TMI Roudhlatul Qur'an Metro on August 31th 2019.
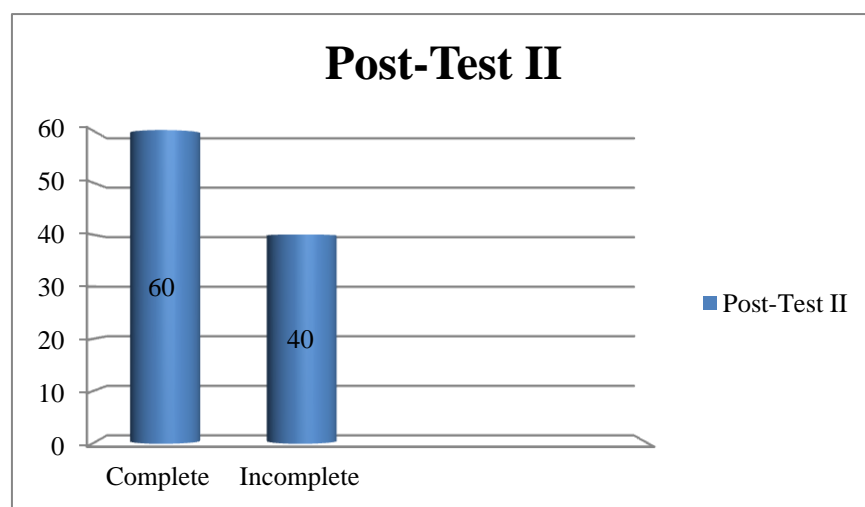
Figure 4.7 The Percentage of the Students' Grade
Completeness on Post-test II

Based on the result above, it could be inferred that 18 students (60%) were successful and 12 other students (40%) were not successful. Based on the post-test 2 results, the researcher calculated the average grade that is 72,6. It was higher than post-test I in cycle I.

3) Observation

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.13
Table of result students' activities cycle II

No	Students' Activities	Active	Not Active	Total Students	Percentages Active	Percentage Not Active	Total Percentages
1	Paying attention of the teacher's explanation	25	5	30	83%	17%	100%
2	Asking / answering the teacher's question	11	19	30	37%	63%	100%
3	Being active in the group	18	12	30	60%	40%	100%
4	Doing the task giving by the teacher	17	13	30	57%	43%	100%

Source: the result of student's activities Cycle II on Wednesday, August 28th 2019.
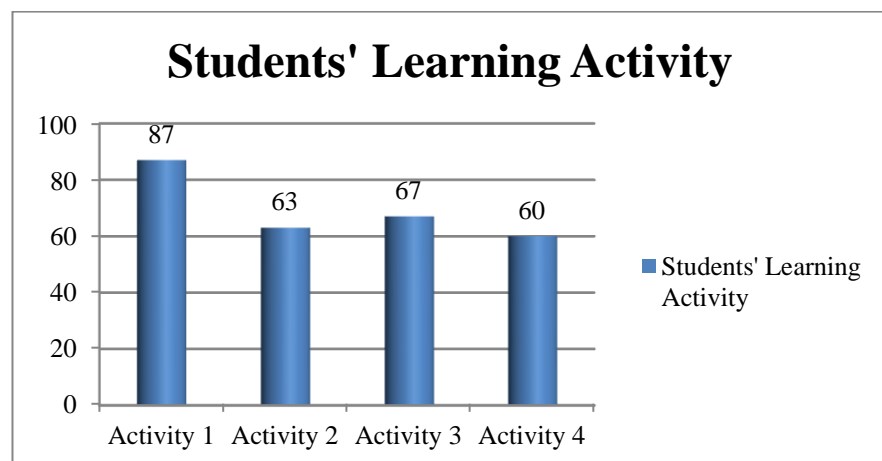
Figure 4.8 The Percentage of Students' Activities in Cycle II

The graphic above showed that the students' learning activity in cycle II was improved. it could be concluded that there were 26 students (87%) paying attention of the teacher explanation. 19 students (63%) asking / answering the teacher's question. 20 students (67%) students active in group and 18 (60%) are student doing the task giving by the teacher.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Learning Cell, in reading comprehension was improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post- test I grade and post-test II grade could be compared on the following table.

Table 4.14
The Comparison between Post-Test I Grade and Post-Test II Grade

No	Name	Student' Result		Improve	Category
		Post Test 1	Post Test 2		
1	AMS	75	80	5	Improve
2	AA	55	65	10	Improve
3	AAF	60	75	15	Improve
4	AS	75	80	5	Improve
5	ALN	75	85	10	Improve
6	AWR	55	65	10	Improve
7	BS	60	70	10	Improve
8	CDAP	70	75	5	Improve
9	DDI	70	75	5	Improve
10	DDS	70	75	5	Improve
11	FH	65	70	5	Improve
12	FAK	60	70	10	Improve
13	FHR	65	70	5	Improve
14	HAAR	50	60	10	Improve
15	HMS	60	75	15	Improve
16	HAS	70	75	5	Improve
17	INR	70	75	5	Improve
18	KN	55	60	5	Improve
19	LWY	75	80	5	Improve

20	MAS	70	75	5	Improve
21	MYZ	60	70	10	Improve
22	MFNF	60	75	15	Improve
23	NTA	70	75	5	Improve
24	NA	60	75	15	Improve
25	NS	55	70	15	Improve
26	RAP	75	80	5	Improve
27	RA	60	70	10	Improve
28	RAZ	70	75	5	Improve
29	RH	50	60	10	Improve
30	SAZ	55	75	20	Improve
TOTAL		1920	2180		
AVERAGE		64	7.266.667		
HIGH SCORE		75	80		
LOWEST SCORE		50	60		

Table 4.15
The Comparison of Students' Post-Test I
and Post-Test II in Cycle II

No	Description	Test	
		Post - Test I	Post - Test II
1	Complete	5	18
2	Incomplete	25	12
	Total	30	30

Then, the graph of comparison students' reading comprehension post-test I grade and post-test II grade in cycle II could be seen as follow:
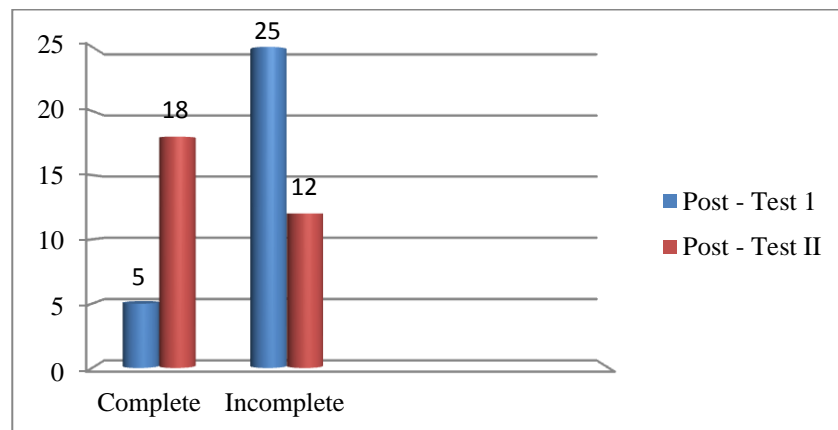
Figure 4.9 The Percentage of Comparison of Students' Grade on Post-test I and Post-test II

Based on the graphic above, it could be seen that the grade of the students in post-test II was various. The highest grade was 85 and the lowest grade is 60. The average grade of post-test II was 72,6. Besides, the percentage of students' success of post-test II grade was 60% or 18 students. 40% or 12 students did not pass the minimum mastery criteria. There was improvement between Post-Test I and post-test II but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Regarding to the result of student's post-test II grade and the observation of student's learning activities in cycle II it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some

students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle II. Therefore, the researcher had to continue in cycle III which consists of planning, acting, observing, and reflecting.

d. Cycle III

After finfing the result from the cycle II, the result showed that the research should be continue in the next cycle that was cycle III.

1) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, student's attendance list, narrative text.

2) Acting

a) The first meeting

The first meeting in cycle 3 was conducted on Wednesday, September 4th 2019. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher reviewed material in the last meeting cycle 2 about narrative. The researcher told the students about generic structure of narrative. Then, the researcher gave an example about narrative text. There for, the researcher gave an example

narrative text. The purpose of the study is the students can understand about meaning in narrative text. So that, the students easier to answer the question from the text.

b) The second meeting

The second meeting in cycle 3 was conducted on Saturday, September 7th 2019. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher reviewed material in the last meeting about narrative text. After the researcher gave explanation about narrative text, the researcher asked students to make a group. Every group consists of 2 students. Then, the researcher gave text narrative. The researcher asked students to read the text and make question and answer from the text. The researcher randomly chooses two groups to come forward. The researcher asked group A to read a question and group B answer the question, group A offers corrections and additional information until a satisfactory answer is achieved. There for group B ask the next question and student A answer, and the process repeats until all question have been asked and answered. After finish, the students submitted the paper. Then, the researcher giving feedback and answering any question students may have about what they are doing.

c) Post-Test III

Post-Test III was conducted on Wednesday, September 11th, 2019 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post-test III to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test III. There were only 18 of 30 students achieved the grade under the minimum mastery criteria (MMC) in SMP TMI Roudhlatul Qur'an Metro that is 74.

Table 4.16
The Result Score of Studens' Reading Comprehension Post-Test III

No	Name	Score	Category
1	AMS	90	Complete
2	AA	70	Incomplete
3	AAF	80	Complete
4	AS	85	Complete
5	ALN	90	Complete
6	AWR	85	Complete
7	BS	75	Complete
8	CDAA	85	Complete
9	DDI	80	Complete
10	DDS	80	Complete
11	FH	80	Complete
12	FAK	75	Complete
13	FHR	75	Complete
14	HAAR	70	Incomplete
15	HMS	80	Complete
16	HAS	80	Complete
17	INR	80	Complete
18	KN	70	Incomplete
19	LWY	90	Complete
20	MAS	90	Complete

21	MYZ	80	Complete
22	MFNF	85	Complete
23	NTA	80	Complete
24	NA	85	Complete
25	NS	75	Complete
26	RAPG	90	Complete
27	RA	75	Complete
28	RAZ	85	Complete
29	RH	70	Incomplete
30	SAZ	80	Complete
TOTAL		2415	
AVERAGE		80,5	
HIGH SCORE		90	
LOWEST SCORE		70	

Source: The result of post-test III at VIII of SMP TMI Roudhlatul Qur'an Metro on September 11th 2019.

Table 4.17
The Frequency of students' Grade in Post-test III

No	Grade	Frequencies	Percentage	Explanation
1	≥ 74	26	87 %	Complete
2	< 74	4	13 %	Incomplete
	Total	30	100 %	

Source: The result of post-test III at VIII of SMP TMI Roudhlatul Qur'an Metro on September 11th 2019.
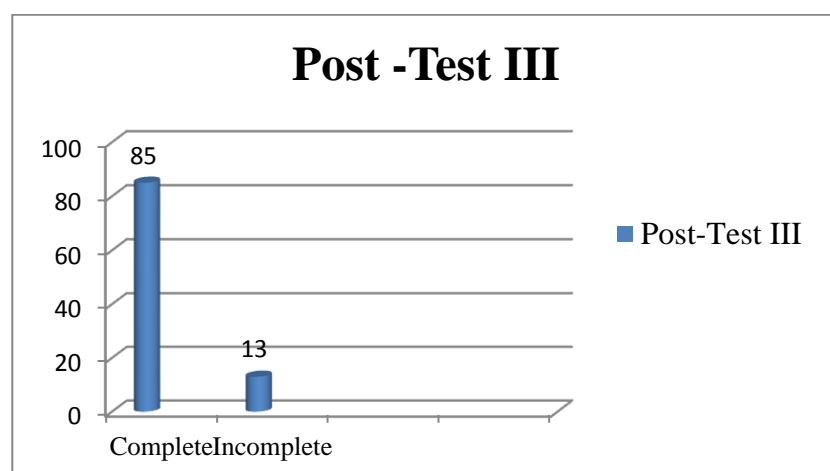
Figure 4.10 The Percentage of the Students' Grade
Completeness on Post-test III

Based on the result above, it could be inferred that 26 students (85%) were successful and 4 other students (13%) were not successful. Based on the post-test III results, the researcher calculated the average grade that is 80,5. It was higher than post-test II in cycle II.

3) Observation

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.18
Table of result students' activities cycle III

No	Student's Activities	Active	Not Active	Total Students	Percentages Active	Percentage Not Active	Total Percentages
1	Paying attention of the teacher's explanation	25	5	30	83%	17%	100%
2	Asking / answering the teacher's question	11	19	30	37%	63%	100%
3	Being active in the group	18	12	30	60%	40%	100%
4	Doing the task giving by the teacher	17	13	30	57%	43%	100%

Source: the result of student's activities Cycle III on Saturday, September 7th 2019.
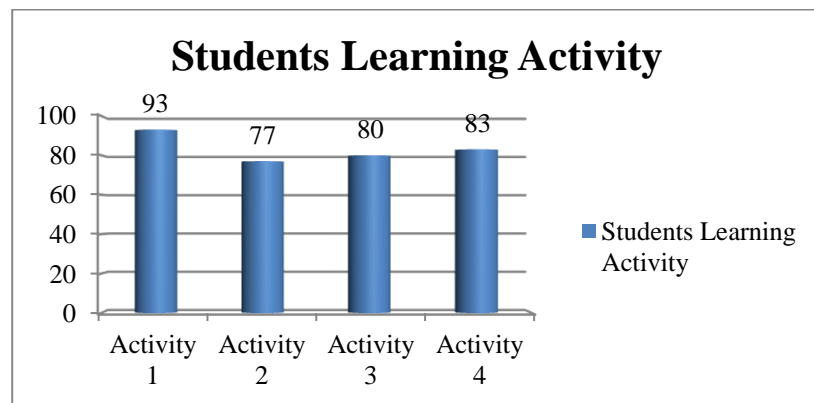
Figure 4.11 The Percentage of Students' Activities in Cycle III

The graphic above showed that the students' learning activity in cycle III was improved. The students' learning activity that had high percentage were that 28 students (93,3%) paying attention of the teacher's explanation. 23 students (76,6%) asking / answering the teacher's question. 24 students (80%) students active in group and 25 (83,3%) are student doing the task giving by the teacher.

4) Reflecting

From the result of learning process in cycle III the researcher analyzed that generally by using Learning Cell Technique, in reading comprehension was improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test III grade and observation of students' learning activities. The comparison between students' post- test II grade and post-test III grade could be compared on the following table.

Table 4.19
The Comparison between Post-Test II Grade
and Post-Test III Grade

No	Name	Student' Result		Improve	Category
		Post Test II	Post Test III		
1	AMS	80	90	10	Improve
2	AA	65	70	5	Improve
3	AAF	75	80	5	Improve
4	AS	80	85	5	Improve
5	ALN	85	90	5	Improve
6	AWR	65	85	20	Improve
7	BS	70	75	5	Improve
8	CDAP	75	85	10	Improve
9	DDI	75	80	5	Improve
10	DDS	75	80	5	Improve
11	FH	70	80	10	Improve
12	FAK	70	75	5	Improve
13	FHR	70	75	5	Improve
14	HAAR	60	70	10	Improve
15	HMS	75	80	5	Improve
16	HAS	75	80	5	Improve
17	INR	75	80	5	Improve
18	KN	60	70	10	Improve
19	LWY	80	90	10	Improve
20	MAS	75	90	15	Improve
21	MYZ	70	80	10	Improve
22	MFNF	75	85	10	Improve
23	NTA	75	80	5	Improve
24	NA	75	85	10	Improve
25	NS	70	75	5	Improve
26	RAP	80	90	10	Improve
27	RA	70	75	5	Improve
28	RAZ	75	85	10	Improve
29	RH	60	70	10	Improve
30	SAZ	75	80	5	Improve

	2180	2415		
TOTAL	2180	2415		
AVERAGE	72.66667	80.5		
HIGH SCORE	80	90		
LOWEST SCORE	60	70		

Table 4.20
The Comparison of Students' Grade in Post-Test II
and Post-Test III

No	Description	Test	
		Post - Test II	Post - Test III
1	Complete	18	26
2	Incomplete	12	4
	Total	30	30

Then, the graph of comparison students' reading comprehension post-test II grade and post-test III grade in cycle III could be seen as follow:
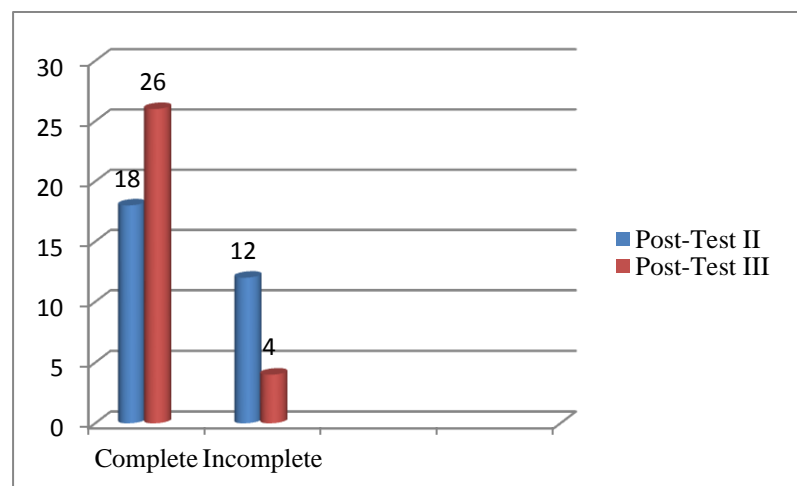
Figure 4.12 The Percentage of Comparison of Students' Grade on Post-test II and Post-test III

Based on the graphic above, it could be seen that the grade of the students in post-test III was various it could be inferred that were 26 students (87%) who passed the post-test 3 and 4 students

(13%) who failed the post-test 3. The highest score was 90 and the lowest score was 70. The table above is the result student's in post-test 3. It can be seen that there was an improving from post-test 2 and post-test 3. The average score in post-test 2 is 72,6. and the average score in post-test 3 is 80,5. It mean that there was improving average score 7,9 from post-test 2 and post-test 3.

It means that the indicator of success of this research had been achieved because there was 70% students were able to achieve grade 74. It indicated that the students' reading comprehension was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Learning Cell Technique improve students' reading comprehension.

B. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of learning cell technique could improve the students' reading comprehension. There was progress average score from pre-test is 40, post-test 1 is 64, post-test 2 is 72 and become 80 in post-test 3. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test 1, post-test 2 and post-test 3.

In this case, students of SMP TMI Roudhaltul Qur'an Metro have low in reading comprehension. Therefore, the researcher has to be more creative to make students more active in learning process especially in reading comprehension. It was the reason why the researcher chooses learning cell technique to improve the students' reading comprehension in narrative text. Learning cell technique contained some steps that made the students more active in learning. Then, it could improve the students' reading comprehension in narrative text after it was trained continuously.

Moreover, the researcher used learning cell technique contained of some steps in order to improve the students' reading comprehension. The researcher asked students to individually develop a list of questions and answers dealing with major points raised in a reading or other learning assignment, From the student pair or simply ask students to partner with a student sitting nearby, Explain process by which you want partner to alternate asking and answering each other's questions, Students A begins by asking the first question and student B answer the question student A offers corrections and additional infornaton until a satisfactory answer is achieved, Student B ask the next question and student A answer, and the process repeats until all question have been asked and answered. After did the cycle I and cycle II, the students reading comprehension in narrative text improved because the researcher used learning cell technique as the technique in the learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions, implications, and also some suggestions of the research. Those items above are discussed below.

A. **Conclusions**

Based on the result of the learning process on three cycles, the researcher would like to describe the conclusion that the reading comprehension that was improved through Learning Cell technique at the eight graders of SMP TMI Roudhlatul Qur'an Metro, as follows:

1. Leaning Cell technique can improve reading comprehension at the eight graders of SMP TMI Roudhlatul Qur'an Metro. It can be seen based on the progress from pre-test to cycle I, cycle II and cycle III. The average grade from pre test 40 to post test 64 and 72 in post test II become 80 in cycle III. In cycle I, there were 5 students passed the test and cycle II there were 18 students. Moreover in cycle III there were 26 students who get grade $\geq$ 74. It means that result of cycle III had already achieved the indicator of success that was 70 % students fulfill the minimum mastery criteria (MMC).

2. Learning Cell technique can improve learning activity at the eight graders of SMP TMI Roudhlatul Qur'an Metro. The student's learning activity in the implementation of cycle I, cycle II and cycle III is very active. It means that Learning Cell technique can improve the student's

learning activity. The student's activity in cycle I, cycle II and cycle III was improved significantly.

B. Suggestions

In connection with the conclusions above, some suggestions are directed to the English teacher, the students and other researchers.

1. To English teachers

   English teachers should be more creative in choosing the activities. The teachers should know what students need to improve students' weakness. If they want to use the Learning Cell Technique, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that influences students' enthusiasm in reading.

2. To the students

   The students should manage themselves to always have positive attitude toward English lesson. They should know what is really important for them to comprehend the text. Always practicing and equipping the right reading technique are useful to comprehend the text better and improve their vocabulary. Furthermore, they should participate more active in the process of teaching and learning. They should also manage themselves to work in pairs, in groups, or individually.

3. To other researchers

This research only deals with the use of Learning Cell Technique to improve students' reading comprehension. Therefore, it is suggested that the other researchers may explore this technique using different type of research such as experimental or correlational ones.-

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APPENDIXES

Nomor   : B-0218/In.28.1/J/TL.00/01/2019
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMP TMI ROUDHLATUL QUR`AN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **VICKA MERCIANA RANCASASI**
NPM   : 1501070318
Semester   : 8 (Delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : IMPROVING READING COMPREHENSION OF THE EIGHT GRADES OF SMP TMI ROUDHLATUL QUR`AN METRO BY USING LEARNING CELL STRATEGY IN THE ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMP TMI ROUDHLATUL QUR`AN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Januari 2019
Ketua Jurusan
Tadris Bahasa Inggris

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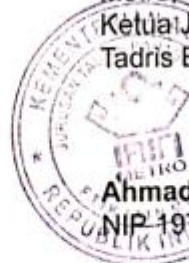
تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

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Nomor   : 101/SMP-TMI RQ/II/2019.

Lampiran   : -

Prihal   : Izin Pra-Survey

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro Menerangkan Bahwa :

Nama   : Vicka Merciana Rancasasi

NPM   : 1501070318

Jurusan   : Pendidikan Bahasa Inggris

Telah kami setujui untuk melaksanakan Pra-Survey pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai syarat penyelesaian Skripsi dengan judul :

" IMPROVING READING COMPREHENSION OF THE EIGHT GRADES OF SMP TMI ROUDLATUL QUR'AN METRO BY USING LEARNING CELL STRATEGY IN THE ACADEMIC YEAR 2018/2019"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 27 September 2019
Mengetahui,
Pejabat Setempat,

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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Nama : Vicka Merciana Rancasasi   Jurusan : TBI
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No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, 29 April 2019	✓		- Revise cover - Revise chapter I, II, III	
2	Selasa, 30 April 2019	✓		- Revise chapter II, III	
3					

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No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	15 April 2019		✓	Revise Chapter I and II	
2.	26/9/2019			Revise action hypothesis, Chapter one, Seminar	

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	29/19/7	✓		Au Instruments	

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No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	15 April 2019		✓	Revise Chapter I and II	
2.	26/9/2019			Revise Action hyp... Re, Chapter one Seminal	
3.	02 Juli 2019			Prepare blueprint	
4	03 Juli 2019			Revise Soal	
5	25 Juli 2019			tambah Soal Post-test.	

Mengetahui,

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Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	29/7			Renise Ace Research	

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Lampiran : -
Perihal   : **IZIN RESEARCH**

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QURAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2556/In.28/D.1/TL.01/07/2019, tanggal 30 Juli 2019 atas nama saudara:

Nama   : **VICKA MERCIANA RANCASASI**
NPM   : 1501070318
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDHLATUL QURAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP TMI ROUDHLATUL QURAN METRO BY USING LEARNING CELL TECHNIQUE IN THE ACADEMIC YEAR 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Juli 2019
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Nama   : Vicka Merciana Rancasasi

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Prodi   : Pendidikan Bahasa Inggris

Telah kami setujui untuk melaksanakan Penelitian pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai syarat penyelesaian Skripsi dengan judul :
" IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP TMI ROUDLATUL QUR'AN METRO BY USING LEARNING CELL TECHNIQUE IN THE ACADEMIC YEAR 2019/2020".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 12 September 2019
Mengetahui,
Pejabat Setempat

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Vicka Merciana Rancasasi   Jurusan : TBI
NPM : 1501070318   Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	30/10 /19	✓		- Revise Abstract - Revise Chapter I-IV	
2	01/11 /19	✓		- Revise all errors	
3	05/11 /19	✓		*(handwritten signature)*	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vicka Merciana Rancasasi   Jurusan : TBI
NPM : 1501070318   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	29/7		✓	Revise Ace Research	
	30/9		✓	Revise Chapter IV	
	4/10 2019		✓	Revise Chapter IV	
	11/10		✓	- Revise all of math/error - look at guidance book	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 021503 1 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Vicka Merciana Rancasasi   Jurusan : TBI
NPM : 1501070318   Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	21/10/19		✓	Revise all errors.	
	25/10/19		✓	Revise ACC	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 0215503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA[98]
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-768/In.28/S/OT.01/09/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: VICKA MERCIANA RANCASASI
NPM	: 1501070318
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070318.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 September 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Vicka Merciana Rancasasi

NPM   : 1501070318

Fakultas   : FTIK

Angkatan   : 2015

Telah menyerahkan buku berjudul : Beginnings, middles & Ends

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Vicka Merciana Rancasasi

NPM   : 1501070318

Fakultas   : FTIK

Angkatan   : 2015

Telah menyerahkan buku berjudul : Beginnings, Middles & Ends

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

KURIKULUM 2013 REVISI

SILABUS PEMBELAJARAN

Sekolah Menengah Pertama (SMP)/

Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan   : SMP TMI Roudhlatul Qur'an Metro

Kelas   : VIII

Nama Guru   : Feri Anggi Irawan, S.Pd.

NIP/NIK   :

3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
 	
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya
	Teks naratif, berbentuk fabel pendek dan sederhana
	
	- *Fungsi sosial*
	  Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.
	
	- *Struktur text*
	  (gagasan utama dan informasi rinci)
	  a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
	  b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
	  c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
	  d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
	  e. Memberikan alasan atau komentar umum (reorientasi), opsional.
	
	- *Unsur kebahasaan*
	  (1) Tata bahasa: Simple Past tense, Past Continuous Tense
	  (2) Kalimat langung dan tidak langsung
	  (3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
	  (4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
		Mengamati
		
		• Menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
		
		• Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya.
		
		• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.
		
		Menanya
		
		Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..
		
		Mengumpulkan Informasi
		
		• Secara kolaboratif, mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
		
		• Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.
		
		• Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
		  - fungsi sosial setiap teks
		  - tokoh, tempat, waktu, terjadinya cerita
		  - krisis yang terjadi terhadap tokoh
		  - akhir cerita di mana krisis berakhir
		  - komentar atau penilaian umum tentang fabel
			• Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana.
			
			• Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel.
			
			• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.
			
			• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel.
			
			Sikap:
			
			• Observasi
			• Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana.
			• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
			
			• Penilaian diri:
			Pernyataan siswa secara

	(5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day*, *immediately*, dsb. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan *Topik* Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	(opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. Mengomunikasikan • Menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. • Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya. • Tes tertulis - Membaca teks yang menuntut pemahaman tentang fabel - Menganalisis isi pesan fabel sesuai fungsi sosialnya. KETERAMPILAN • Unjuk kerja Membacakan fabel sederhana secara lancar dengan ucapan, tekanan kata, intonasi yang benar • Portofolio a. Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. b. Lembar soal dan hasil tes

Collabolator   Researcher

Feri Anggi Irawan, S.Pd   **Vicka Merciana Rancasasi**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

(Cycle 1 Pertemuan 1&2)

Satuan Pendidikan : SMP TMI Roudhlatul Qur'an

Kelas : VIII

Mata Pelajaran : Bahasa Inggris

Jenis Teks : Narrative Text

Keterampilan : Membaca

Alokasi Waktu : 4x40 menit (2x pertemuan)

A. STANDAR KOMPETENSI

KI.1 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.2 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

B. KOMPETENSI DASAR

KD.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya

KD.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR

Peserta didik dapat :

1. Mengidentifikasi ide pokok atau topik suatu teks narrative
2. Mengidentifikasi tujuan pembelajaran teks narrative
3. Mengidentifikasi generic structure teks narrative
4. Mengidentfikasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (stated details) maupun yang tidak (unstated details)
5. Mengidentifikasi reference
6. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
7. Mengidentifikasi nilai moral yang terkandung dalam teks

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik dapat memahami teks narrative dengan tepat.

E. MATERI AJAR

1. Input text
   Text 1

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm… it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha : he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr.Croco," replied the mouse deer fright tenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr.Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

2. Generic Structure of the text
   a. Orientation (Beginning or introduction)
      The opening paragraph introduces characters/ participants of the story and sets the scene (it answers the question of who, when, what and where)
   b. Complication
      It is about the problems which involve the main characters in the story developed.
   c. Resolution
      It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

F. MEDIA PEMBELAJARAN

1. Handout (narrative text)
2. White board
3. Markers

G. METODE PEMBELAJARAN

Technique   : Leaning Cell
Method   : Discussion

H. KEGIATAN PEMBELAJARAN

Kegiatan Strategi
1. **Pendahuluan**
   a. Mengucapkan salam dan berdoa.
   b. Memberikan motivasi dan apersepsi.
   c. Menginformasikan tujuan pembelajaran dan focus keterampilan
   d. Menginformasikan tentang Leaning Cell Technique secara umum.
2. **Kegiatan Inti**
   a. **Pre-Reading**
      1. Siswa dibagikan handout narrative text.
      2. Siswa ditanya apakah mereka sering membaca buku cerita atau sering dibacakan dongeng sebelum mereka tidur sewaktu kecil.

3. Siswa diperkenalkan teks narrative dan dijelaskan bahwa dongeng termasuk teks narrative.
4. Siswa di diberikan pertanyaan tentang contoh teks narrative apa saja yang mereka ketahui seperti fable, legend, fairtale, dan lainnya.
5. Siswa memperhatikan teks narrative yang berjudul "Mouse Deer and Mr. Crocodile" dan menganalisis generic structure dan language feature dari teks tersebut.
6. Siswa ditanya ide-ide apa yang mereka pikirkan setelah membaca cerita tersebut.
7. Setiap siswa diminta untuk membuat soal dan jawaban dari teks tersebut.
8. Semua soal yang sudah di buat oleh siswa dituliskan di buku latihan.
9. Guru membuat grub secara acak yang terdiri dari dua orang murid
10. Guru memanggil dua grup secara acak maju kedepan untuk saling memberikan pertanyaan dan menjawabnya secara bergantian

b. **Whilst-Reading**
1. Siswa diberi teks Mouse Deer and Mr. Crocodile
2. Siswa membaca teks dalam hati dan ditanya apakah mereka bisa memahami isi teks.
3. Siswa secara bersama-sama memahami teks dan mencoba membuat pertanyaan beserta jawaban di buku latihan.
4. Dengan bimbingan guru, siswa membuat pertannyan dan jawaban berdasarkan teks narrative yang diberikan

c. **Post-Reading**
1. Siswa membuat pertanyaan dan jawaban besertakan teks narrative yang diberikan.
2. Siswa dibagi menjadi beberapa kelompok yang terdiri dari dua siswa.
3. Beberapa kelompok maju kedepan dan saling Tanya jawab membacakan soal yang sudah di buat.

3. **Penutup**
1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
5. Berdoa dan mengucapkan salam.

I. PENILAIAN

1. Indikator Penilaian

$$\frac{skor}{Jumlah\ Soal} \times 100 = skor\ akhir$$

Contoh :

Skor diperoleh 14, jumlah soal 20 pertanyaan , maka skor akhir :

$$\frac{14}{20}\ x\ 100 = 70$$

Collaborator   Researcher

Feri Anggi Irawan, S.Pd   Vicka Merciana

Rancasasi

Attendance List

(Pre-Test)

Day/Date : Wednesday, August 7th 2019

Class : VIIIF

No	Name	Signature
1	Alfany Muthia Salsa	
2	Andika Albukhori	
3	Andin Anggun Febriana	
4	Anisa Selviani	
5	Astried Luthfia Nurfadilah	
6	Azura Wardha Rania	
7	Bima Sanjaya	
8	Cindy Dewi Ayu Aprilia	
9	Dafa Descia Imansyah	
10	Denis Destria Saputra	
11	Fahmi Hamid	
12	Farid Al Khifari	
13	Fiki Hidayatur Robbi	
14	Hafiz Abdurrahman Ar-Rafi	
15	Havid Maulana Sidik	
16	Helena Alkeysa Syaharani	
17	Inzaki Nakula Reksa	
18	Kurniatun Nafi'ah	
19	Luluk Widi Yanti	
20	M.Arif Syafrudin	
21	Maulana Yusuf Zainudin	
22	Muhammad Farhan Nuuron Fi	
23	Nadiyah Tilawati Afina	
24	Najwa Aqilah	
25	Novita Sari	
26	Rahadma Azwa Praja Gimbar	
27	Rahma Alfiani	
28	Redita Aura Zazwina	
29	Risky Hidayat	
30	Syifa Aulia Zahra	

ANSWER SHEET

Reading Comprehension Test

(Pre-Test)

Name : Novito Sari

Class : VIII f

Date : 7- agustus. 2019

Cross the right answerA,B,C or D!

1	'A	B	C	~~D~~		11	A	B́	~~C~~	D
2	A	B	C.	~~D~~		12	A	B	C	~~D~~
3	~~A~~	B	C	D		13	A	~~B~~	C	D
4	.A	~~B~~	C	D		14	~~A~~	B	C	D
5	A	B	~~C~~	.D		15·	A	~~B~~	C	D
6	A	B	~~C~~	D		16	A	B	~~C~~	D
7	A	B	~~C~~	D		17	A	B	C	~~D~~
8	A	B	C	~~D~~		18	~~A~~	B	C	D
9	A	B	C	~~D~~		19	A	~~B~~	C	D
10	~~A~~	B	C	D		20	A	~~B~~	C	D

B: 8

40

115

ANSWER SHEET

Reading Comprehension Test

(Pre-Test)

Name : inzaki nakula riksa

Class : VIII⁻

Date : 07 - agustus - 2019

Cross the right answerA,B,C or D!

1	A	B	C	☒		11	☒	B	C	D
2	☒	B	C	D		12	A	B	C	☒
3	☒	B	C	D		13	A	B	☒	D
4	☒	B	C	D		14	A	B	C	☒
5	☒	B	C	D		15	A	☒	C	D
6	☒	B	C	D		16	A	B	C	☒
7	A	B	C	☒		17	☒	B	C	D
8	☒	B	C	D		18	☒	B	C	D
9	☒	B	C	D		19	A	B	☒	D
10	A	☒	C	D		20	A	☒	C	D

B:15

75

Attendance List

Day/Date : Wednesday, August 21 2019   Cycle   : Cycle 1

Class : VIIIF   Meeting   : Second meeting

No	Name	Signature
1	Alfany Muthia Salsa	1
2	Andika Albukhori	2
3	Andin Anggun Febriana	3
4	Anisa Selviani	4
5	Astried Luthfia Nurfadilah	5
6	Azura Wardha Rania	6
7	Bima Sanjaya	7
8	Cindy Dewi Ayu Aprilia	8
9	Dafa Descia Imansyah	9
10	Denis Destria Saputra	10
11	Fahmi Hamid	11
12	Farid Al Khifari	12
13	Fiki Hidayatur Robbi	13
14	Hafiz Abdurrahman Ar-Rafi	14
15	Havid Maulana Sidik	15
16	Helena Alkeysa Syaharani	16
17	Inzaki Nakula Reksa	17
18	Kurniatun Nafi'ah	18
19	Luluk Widi Yanti	19
20	M.Arif Syafrudin	20
21	Maulana Yusuf Zainudin	21
22	Muhammad Farhan Nuuron Fi	22
23	Nadiyah Tilawati Afina	23
24	Najwa Aqilah	24
25	Novita Sari	25
26	Rahadma Azwa Praja Gimbar	26
27	Rahma Alfiani	27
28	Redita Aûra Zazwina	28
29	Risky Hidayat	29
30	Syifa Aulia Zahra	30

ANSWER SHEET

Reading Comprehension Test

(Cycle 1)

Name : inzakinakula rpkra

Class : VIII F

Date : Tabu-28 8 2019

Cross the right answer A,B,C or D!

B : 唰

70

1	A	B	⊠C	D		11	⊠A	B	C	D
2	A	⊠B	C	D		12	A	B	⊠C	D
3	A	B	⊠C	D		13	A	B	⊠C	D
4	A	B	C	⊠D		14	⊠A	B	C	D
5	⊠A	B	C	D		15	A	⊠B	C	D
6	A	B	C	⊠D		16	A	B	⊠C	D
7	A	B	C	D		17	⊠A	B	C	D
8	⊠A	B	C	D		18	A	B	C	⊠D
9	A	B	⊠C	D		19	⊠A	B	C	D
10	A	⊠B	C	⊠D		20	A	B	⊠C	D

ANSWER SHEET

Reading Comprehension Test

(Cycle 1)

Name : Novita Sari

Class : VIIᶠ

Date : 28-08-2019 - rabu

Cross the right answer A,B,C or D!

1	☒	B	C	D		11	☒	B	C	D
2	A	☒	C	D		12	A	B	☒	D
3	A	B	☒	D		13	☒	B	C	D
4	A	B	C	☒		14	A	☒	C	D
5	A	B	C	D		15	A	B	☒	D
6	A	B	C	☒		16	A	B	☒	D
7	A	B	C	D		17	A	B	C	D
8	☒	B	C	D		18	A	☒	C	D
9	☒	B	C	D		19	☒	B	C	D
10	A	B	C	☒		20	A	B	☒	D

B : 11

55

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Observation Sheet of Student's Activities

Class : VIIIF
Day/Date : Wednesday, August 19

Cycle : 1
Meeting : Second meeting

No	Name	Indicators			
		Paying Attention of the Teacher's Explanation	Asking / Answearing The Teacher Question	Being Active In The Group	Doing The Task Given by The Teacher
1	Alfany Muthia Salsa	✓	✓	✓	✓
2	Andika Albukhori	✓	—	—	✓
3	Andin Anggun F	✓	—	—	✓
4	Anisa Selviani	—	✓	✓	—
5	Astried Luthfia N	—	—	✓	—
6	Azura Wardha Rania	—	—	✓	—
7	Bima Sanjaya	—	—	✓	✓
8	Cindy Dewi Ayu A	✓	—	✓	✓
9	Dafa Descia I	✓	—	—	—
10	Denis Destria Saputra	✓	✓	✓	✓
11	Fahmi Hamid	—	—	✓	—
12	Farid Al Khifari	✓	✓	—	✓
13	Fiki Hidayatur Robbi	✓	—	—	✓
14	Hafiz Abdurrahman	✓	✓	✓	✓
15	Havid Maulana Sidik	✓	—	—	✓
16	Helena Alkeysa S	—	—	✓	✓
17	Inzaki Nakula Reksa	—	—	✓	—
18	Kurniatun Nafi'ah	✓	—	—	✓
19	Luluk Widi Yanti	—	—	✓	✓
20	M.Arif Syafrudin	✓	—	—	✓
21	Maulana Yusuf Z	✓	✓	✓	✓
22	Muhammad Farhan N	✓	—	—	✓
23	Nadiyah Tilawati A	✓	✓	✓	✓
24	Najwa Aqilah	✓	—	—	✓

25	Novita Sari	~	✓	✓	~
26	Rahadma Azwa Praja	✓	—	✓	~
27	Rahma Alfiani	~	✓	✓	~
28	Redita Aura Zazwina	✓	✓	—	✓
29	Risky Hidayat	—	—	✓	—
30	Syifa Aulia Zahra	✓	✓	—	✓
	Total	19	11	18	17
	Percentage (%)	63 %	37 %	60 %	56 %

1. Give a tick (√) for the active students
2. Give a tick (-) for unactive students

Note :

Percentage of Student Activities :

$$P = \frac{I}{N} \; x \; 100\%$$

P = Percentage
I = Indicator
N= Total of Students

Collaborator

Feri Anggi Irawan, S.Pd

Metro, 19 Agustus 2019
Researcher

Vicka Merciana Rancasasi

Observation Sheet of Teacher Activities

Day/Date : Wednesday, August 14 2019

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the leasson plan b. Prepare the material that will be given c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Explain the material cronological c. Guide the student follow the leasson d. Motivate the students e. Guide the students to practice the material	✓		
3. Post teaching a. Conclude the result learning b. Close the learning activity	✓		

1. Give a tick (√) for the active students

2. Give a tick (-) for unactive students

Metro,   Agustus 2019

Collaborator

Researcher

Feri Anggi Irawan, S.Pd

Vicka Merciana Rancasasi

Attendance List

Day/Date	: Saturday, August 31 2019	Cycle	: Cycle 2
Class	: VIIIF	Meeting	: post - test II

No	Name	Signature
1	Alfany Muthia Salsa	1
2	Andika Albukhori	2
3	Andin Anggun Febriana	3
4	Anisa Selviani	4
5	Astried Luthfia Nurfadilah	5
6	Azura Wardha Rania	6
7	Bima Sanjaya	7
8	Cindy Dewi Ayu Aprilia	8
9	Dafa Descia Imansyah	9
10	Denis Destria Saputra	10
11	Fahmi Hamid	11
12	Farid Al Khifari	12
13	Fiki Hidayatur Robbi	13
14	Hafiz Abdurrahman Ar-Rafi	14
15	Havid Maulana Sidik	15
16	Helena Alkeysa Syaharani	16
17	Inzaki Nakula Reksa	17
18	Kurniatun Nafi'ah	18
19	Luluk Widi Yanti	19
20	M.Arif Syafrudin	20
21	Maulana Yusuf Zainudin	21
22	Muhammad Farhan Nuuron Fi	22
23	Nadiyah Tilawati Afina	23
24	Najwa Aqilah	24
25	Novita Sari	25
26	Rahadma Azwa Praja Gimbar	26
27	Rahma Alfiani	27
28	Redita Aura Zazwina	28
29	Risky Hidayat	29
30	Syifa Aulia Zahra	30

ANSWER SHEET

Reading Comprehension Test

(Cycle 2)

Name : inzaki nakula rpKsa

Class : VIIIF

Date : 31 - agustus - 2019

Cross the right answer A,B,C or D!

1	A	B	C	~~D~~		11	A	B	C	~~D~~
2	A	~~B~~	C	D		12	~~A~~	B	C	D
3	A	B	C	~~D~~		13	A	~~B~~	C	D
4	~~A~~	B	C	D		14	A	~~B~~	C	D
5	A	B	~~C~~	D		15	A	~~B~~	C	D
6	A	B	~~C~~	D		16	A	B	~~C~~	D
7	A	B	~~C~~	D		17	A	~~B~~	C	D
8	A	B	C	~~D~~		18	A	~~B~~	C	D
9	A	~~B~~	C	D		19	A	~~B~~	C	D
10	A	B	~~C~~	D		20	~~A~~	B	C	D

B:15

75

ANSWER SHEET

Reading Comprehension Test

(Cycle 2)

Name : Novita Sari♥

Class : VIII f.

Date : 31. Agustus. 2019.

Cross the right answer A,B,C or D!

1	A	B	✗	D		11	A	B	C	✗
2	A	✗	C	D		12	✗	B	C	D
3	A	B	C	✗		13	A	✗	C	D
4	A	B	✗	D		14	✗	B	C	D
5	A	B	C	✗		15	A	✗	C	D
6	A	B	C	✗		16	A	B	C	✗
7	A	B	C	✗		17	A	B	✗	D
8	A	B	C	✗		18	A	✗	C	D
9	A	✗	C	D		19	A	✗	C	D
10	A	B	✗	D		20	✗	B	C	D

B.17

70

Observation Sheet of Student's Activities

Class : VIIIF
Day/Date : Wednesday, August 28

Cycle : 2
Meeting : Second Meeting

No	Name	Paying Attention of the Teacher's Explanation	Asking / Answearing The Teacher Question	Being Active In The Group	Doing The Task Given by The Teacher
		Indicators			
1	Alfany Muthia Salsa	✓	✓	✓	✓
2	Andika Albukhori	✓	✓	—	✓
3	Andin Anggun F	✓	—	✓	✓
4	Anisa Selviani	—	✓	✓	—
5	Astried Luthfia N	✓	—	✓	✓
6	Azura Wardha Rania	—	✓	✓	—
7	Bima Sanjaya	—	—	✓	—
8	Cindy Dewi Ayu A	✓	✓	✓	✓
9	Dafa Descia I	✓	✓	—	—
10	Denis Destria Saputra	✓	✓	✓	✓
11	Fahmi Hamid	✓	—	✓	✓
12	Farid Al Khifari	✓	✓	—	✓
13	Fiki Hidayatur Robbi	✓	✓	—	✓
14	Hafiz Abdurrahman	✓	✓	✓	✓
15	Havid Maulana Sidik	✓	—	—	✓
16	Helena Alkeysa S	✓	—	✓	✓
17	Inzaki Nakula Reksa	✓	✓	✓	✓
18	Kurniatun Nafi'ah	✓	✓	—	✓
19	Luluk Widi Yanti	✓	✓	✓	✓
20	M.Arif Syafrudin	✓	—	✓	✓
21	Maulana Yusuf Z	✓	✓	✓	✓
22	Muhammad Farhan N	✓	—	✓	✓
23	Nadiyah Tilawati A	✓	✓	✓	✓
24	Najwa Aqilah	✓	✓	—	✓

25	Novita Sari	✓	✓	✓	✓
26	Rahadma Azwa Praja	✓	–	✓	✓
27	Rahma Alfiani	✓	✓	✓	✓
28	Redita Aura Zazwina	✓	✓	–	✓
29	Risky Hidayat	✓	–	✓	–
30	Syifa Aulia Zahra	✓	✓	–	✓
	Total	27	19	20	25
	Percentage (%)	90%	63%	67%	83%

1. Give a tick (√) for the active students
2. Give a tick (-) for unactive students

Note :

Percentage of Student Activities :

$$P = \frac{I}{N} \ x \ 100\%$$

P = Percentage
I = Indicator
N= Total of Students

Metro, 28 Agustus 2019

Collaborator

Researcher

Feri Anggi Irawan, S.Pd

Vicka Merciana Rancasasi

Observation Sheet of Teacher Activities

Day/Date :Wednesday, Agust 28 2019

Teacher Activity	Good	Enough	Less
1. **Pre teaching** a. Prepare the leasson plan b. Prepare the material that will be given c. Ability in opening the learning process	✓		
2. **While teaching** a. Inform the objective of learning b. Explain the material cronological c. Guide the student follow the leasson d. Motivate the students e. Guide the students to practice the material	✓		
3. **Post teaching** a. Conclude the result learning b. Close the learning activity	✓		

1. Give a tick (√) for the active students

2. Give a tick (-) for unactive students

Metro,   Agustus 2019

Collaborator   Researcher

Feri Anggi Irawan, S.Pd   Vicka Merciana Rancasasi

Attendance List

Day/Date : Wednesday, September 11 2019   **Cycle** : Cycle 3

Class : VIII F   **Meeting** : Post - test II

No	Name	Signature
1	Alfany Muthia Salsa	1
2	Andika Albukhori	2
3	Andin Anggun Febriana	3
4	Anisa Selviani	4
5	Astried Luthfia Nurfadilah	5
6	Azura Wardha Rania	6
7	Bima Sanjaya	7
8	Cindy Dewi Ayu Aprilia	8
9	Dafa Descia Imansyah	9
10	Denis Destria Saputra	10
11	Fahmi Hamid	11
12	Farid Al Khifari	12
13	Fiki Hidayatur Robbi	13
14	Hafiz Abdurrahman Ar-Rafi	14
15	Havid Maulana Sidik	15
16	Helena Alkeysa Syaharani	16
17	Inzaki Nakula Reksa	17
18	Kurniatun Nafi'ah	18
19	Luluk Widi Yanti	19
20	M.Arif Syafrudin	20
21	Maulana Yusuf Zainudin	21
22	Muhammad Farhan Nuuron Fi	22
23	Nadiyah Tilawati Afina	23
24	Najwa Aqilah	24
25	Novita Sari	25
26	Rahadma Azwa Praja Gimbar	26
27	Rahma Alfiani	27
28	Redita Aura Zazwina	28
29	Risky Hidayat	29
30	Syifa Aulia Zahra	30

Attendance List

Day/Date : Wednesday, September 11 2019   **Cycle** : Cycle 3

Class : VIII F   **Meeting** : Post - test II

No	Name	Signature
1	Alfany Muthia Salsa	1
2	Andika Albukhori	2
3	Andin Anggun Febriana	3
4	Anisa Selviani	4
5	Astried Luthfia Nurfadilah	5
6	Azura Wardha Rania	6
7	Bima Sanjaya	7
8	Cindy Dewi Ayu Aprilia	8
9	Dafa Descia Imansyah	9
10	Denis Destria Saputra	10
11	Fahmi Hamid	11
12	Farid Al Khifari	12
13	Fiki Hidayatur Robbi	13
14	Hafiz Abdurrahman Ar-Rafi	14
15	Havid Maulana Sidik	15
16	Helena Alkeysa Syaharani	16
17	Inzaki Nakula Reksa	17
18	Kurniatun Nafi'ah	18
19	Luluk Widi Yanti	19
20	M.Arif Syafrudin	20
21	Maulana Yusuf Zainudin	21
22	Muhammad Farhan Nuuron Fi	22
23	Nadiyah Tilawati Afina	23
24	Najwa Aqilah	24
25	Novita Sari	25
26	Rahadma Azwa Praja Gimbar	26
27	Rahma Alfiani	27
28	Redita Aura Zazwina	28
29	Risky Hidayat	29
30	Syifa Aulia Zahra	30

ANSWER SHEET

Reading Comprehension Test

(Cycle 3)

Name : Novita Sari ♥

Class : VIII f

Date : 11· September -2019

Cross the right answer A,B,C or D!

1	A	B	C	⊠D		11	A	⊠B	C	D
2	A	⊠B	C	D		12	⊠A	B	C	D
3	A	B	C	⊠D		13	A	B	C	⊠D
4	A	B	⊠C	D		14	A	B	C	⊠D
5	A	B	⊠C	D		15	A	B	⊠C	D
6	A	B	C	⊠D		16	⊠A	B	C	D
7	A	⊠B	C	D		17	⊠A	B	C	D
8	A	⊠B	C	D		18	A	B	C	⊠D
9	⊠A	B	C	D		19	A	B	⊠C	D
10	A	B	C	⊠D		20	⊠A	B	C	D

B : 15

75

ANSWER SHEET

Reading Comprehension Test

(Cycle 3)

Name : inzaki nakula RekSa

Class : VIIIF

Date : 11 - september - 2019

Cross the right answer A,B,C or D!

1	A	B(×)	C	D		11	A	B	C(×)	D
2	A	B(×)	C	D		12	A(×)	B	C	D
3	A	B	C	D(×)		13	A	B	C	D(×)
4	A	B	C(×)	D		14	A	B	C(×)	D
5	A	B	C	D(×)		15	A	B	C	D(×)
6	A	B	C(×)	D		16	A(×)	B	C	D
7	A	B(×)	C	D		17	A(×)	B	C	D
8	A	B(×)	C	D		18	A	B	C	D(×)
9	A(×)	B	C	D		19	A	B(×)	C	D
10	A	B	C	D(×)		20	A	B	C(×)	D

B : 16

80

Observation Sheet of Student's Activities

Class : VIII F
Day/Date : Saturday, September 07

Cycle : 3
Meeting : Second meeting

No	Name	Indicators			
		Paying Attention of the Teacher's Explanation	Asking / Answearing The Teacher Question	Being Active In The Group	Doing The Task Given by The Teacher
1	Alfany Muthia Salsa	✓	✓	✓	✓
2	Andika Albukhori	✓	✓	✓	✓
3	Andin Anggun F	✓	—	✓	✓
4	Anisa Selviani	—	✓	✓	—
5	Astried Luthfia N	✓	—	✓	✓
6	Azura Wardha Rania	✓	✓	✓	✓
7	Bima Sanjaya	—	—	✓	—
8	Cindy Dewi Ayu A	✓	✓	✓	✓
9	Dafa Descia I	✓	✓	✓	✓
10	Denis Destria Saputra	✓	✓	✓	✓
11	Fahmi Hamid	✓	—	✓	✓
12	Farid Al Khifari	✓	✓	—	✓
13	Fiki Hidayatur Robbi	✓	✓	—	✓
14	Hafiz Abdurrahman	✓	✓	✓	✓
15	Havid Maulana Sidik	✓	✓	—	✓
16	Helena Alkeysa S	✓	✓	✓	✓
17	Inzaki Nakula Reksa	✓	✓	✓	✓
18	Kurniatun Nafi'ah	✓	✓	—	✓
19	Luluk Widi Yanti	✓	✓	✓	✓
20	M.Arif Syafrudin	✓	—	✓	✓
21	Maulana Yusuf Z	✓	✓	✓	✓
22	Muhammad Farhan N	✓	✓	✓	✓
23	Nadiyah Tilawati A	✓	✓	✓	✓
24	Najwa Aqilah	✓	✓	✓	✓

25	Novita Sari	✓	✓	✓	✓
26	Rahadma Azwa Praja	✓	–	✓	✓
27	Rahma Alfiani	✓	✓	✓	✓
28	Redita Aura Zazwina	✓	✓	–	✓
29	Risky Hidayat	✓	✓	✓	✓
30	Syifa Aulia Zahra	✓	✓	✓	✓
	Total	28	24	25	28
	Percentage (%)	93%	80%	83%	93%

1. Give a tick (√) for the active students
2. Give a tick (-) for unactive students

Note :

Percentage of Student Activities :

$$P = \frac{I}{N} \times 100\%$$

P = Percentage
I = Indicator
N= Total of Students

Metro, 07 Agustus 2019

Collaborator

Researcher

Feri Anggi Irawan, S.Pd

Vicka Merciana Rancasasi

Observation Sheet of Teacher Activities

Day/Date : Saturday, September 07 2019

Teacher Activity	Good	Enough	Less

1. Pre teaching
   a. Prepare the leasson plan
   b. Prepare the material that will be given
   c. Ability in opening the learning process
	✓		

2. While teaching
   a. Inform the objective of learning
   b. Explain the material cronological
   c. Guide the student follow the leasson
   d. Motivate the students
   e. Guide the students to practice the material
	✓		

3. Post teaching
   a. Conclude the result learning
   b. Close the learning activity
	✓		

1. Give a tick (√) for the active students

2. Give a tick (-) for unactive students

Metro,   September 2019

Collaborator   Researcher

Feri Anggi Irawan, S.Pd   Vicka Merciana Rancasasi

FIELD NOTE

Cycle/Meeting : 1 /1 (First meeting)

Class : VIII.

Date :

NO	NOTES
1.	Some Students pay attention on teachers explanation.
2.	Students looked so interested and motivated with the new technique in teaching Reading Comprehension
3.	Students need to explore their reading comprehension Some Students feel hard to find out meaning in a narrative text.
4.	Teacher should give the way how to get know meaning from the text.

FIELD NOTE

Cycle/Meeting : 1 / 2 (second meeting)

Class : VIII

Date :

NO	NOTES
1.	Students looks cooperative
2.	Students are enthusiastic in Reading Comprehension and their life.
3.	The teacher give activity to get the goal of teaching
4.	The teacher reminded the students that they should pay attention to the content materi
5.	In general

FIELD NOTE

Cycle/Meeting : 1 / 1 (First meeting).

Class : VIII

Date :

NO	NOTES
1.	More Students pay attention on a new topic
2	Some Students feel interesting of the learning Cell technique
3.	My notification of the class still noisy
4	The teacher should have effort to make the students keep silent.
5.	In general. the ~~program~~ to students still feel difficult in comprehending the technique, so the teacher give explanation more clearly

FIELD NOTE

Cycle/Meeting : I / II (Second meeting)

Class : VIII

Date :

NO	NOTES
1.	More Students pay good attention on a new topic
2.	The students they should pay attention to the material.
3.	the student Some student of the class still noisy
4.	the teacher should make her voice louder.
5.	In general. The program is running well.

FIELD NOTE

Cycle/Meeting : II / I (First meeting)

Class : VIII

Date :

No	NOTES
1.	More Students excited to study with learning Cell technique
2.	More Students pay good attention the teacher explanation on a new topic
3.	the class still calm and the student do they task with herself
4	In general, the program is running very well.

FIELD NOTE

Cycle/Meeting : I / II (second meeting)

Class : VIII

Date :

NO	NOTES
1.	The teacher gave enought explanation and guidance to the students in the stage of reading
2.	All of students did every aspect of learning process
3.	The teacher cheked the students to make sure the students understand about the instruction
4.	Most of students felt interested in learning Narrative text reading Comprehension using learnig Cell technique
5.	Teacher checked the students work by
6.	The teacher should make sure if the students are ready to listen his explanation. Dont forget to give the rewards.
7.	The program is running very well

DOCUMENTATION

Picture 1. Pre-Test

Picture 2. Teaching I in Cycle I

Picture 3. Teaching II in Cycle I

Picture 4. Post-Test I

Picture 5. Teaching I in Cycle II

Picture 6. Teaching II in Cycle II

Picture 7. Post-Test II

Picture 8. Teaching I in Cycle III

Picture 9. Teaching II in Cycle III

Picture 10. Post-Test III.

CURRICULUM VITAE

The name of writer is Vicka Merciana Rancasasi. She was born on February 7th 1997, Metro, Central Lampung. She is the first child from Mr Sapuan and Mrs Sri Witarsih.

She was enrolled her study in Kindergarten at TK Aisyiah B.A Margorejo, Metro Selatan on 2002-2004. Then, she continued her study at SDN 3 Metro Barat, on 2004- 2009. After that, she continued her study at SMP Kartikatama Metro, on 2009-2012. Next, she continued her study at MAS Darul A'mal Metro, Central Lampung, on 2012-2015. It was long journey to find out her dream. Finally, she was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro,on 2015.

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