

# The Implementation of Learning Cell Method in Reading Comprehension of Literature in Junior High School

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**Keywords:** method learning cell, reading comprehension, literary reading.

**Abstract:** This research aimed to know the implementation of learning cell method in reading comprehension learning of literature in junior high school. This research include case study research. The population of the research is the seventh grade students of SMP N 14 Semarang, it contains of six classes. VII F class is determined as sample of the research by random, this research uses quantitative approach. Data source of the research is reading comprehension learning literature of VII F class in SMP N 14 Semarang. Technique which is used in collecting the data test and non-test. Data has collected is analyzed by quantitative technique. The result of the research reading comprehension learning literature using learning cell is effective seen by test and on-test given to students toward reading comprehension literature and it proved can increasing the result of reading comprehension literature. Average value by using the implementation of learning cell method in reading comprehension learning of literature get 79. Average value which get 79 better than KKM.

## 1 INTRODUCTION

Learning is deliberate efforts to create learning process for students in achieving the goals that have been targetted (Alma, 2010, p. 11-12). Learning is a system whose elements interact with each other. The success of learning is determined by the teachers' skill in choosing and applying the right methods and learning strategies used for learners in the learning method used and the learners interact in the learning activities through various techniques based on the nature of the task and the preferred way of learning. However, the selection and mastery of appropriate learning methods is still an obstacle for some teachers. The inability of students in mastering the objectives of learning is one cause of low learning outcomes, one of them in the ability to read comprehension (Laila, 2009, p. 238-239); the thing that was conveyed by the researcher found that during this time the learning in school is still passive. This is due to the learning that is still teacher center instead of the student center, teachers still play an important role in the learning seen from the activity of teachers in the class with material delivery through the lecture, while the students are more passive.

The learning material of Javanese contained in the curriculum is divided into two, namely learning of Javanese language and literature. Language learning makes students have a lot of language understanding and language using or language skills. There are four language skills, they are listening skills, speaking skills, writing skills and reading skills. Reading is the activity of seeking information through written symbols, explaining that reading is one of the processes undertaken and used by the reader in order to gain knowledge to be written by the author through written words or language (Hodgson in Turahmat, 2010, p. 4). Reading is a process of interaction between the author and the reader through written text which is able to broaden the reader's knowledge to interpret the text into the precise meaning distinguishing it from this research, the previous research emphasizes development while the research focus on application (Rachmawati, 2014, p. 84).

Reading comprehension belongs to the category of silent reading. Reading is one of the skills students must possess from four language skills: listening, speaking, reading, and writing. Reading is a learning activity that requires an active interaction of the reader to the reading so as to gain meaning and understand what is being read. Reading has

three basic components, (1) recording, referring to the sentence into the sounds; (2) decoding, interpreting graphics into words; (3) the last is meaning, the process of understanding the meaning that usually begins in high grade of elementary school. Comprehension is defined as the use of prior knowledge to guess, ask, paint a mental state, clarify confusion, summarize the reading, and reflect on what has been read (Blanchowicz and Ogle in Strickland, et al, 2007, p. 275). Principles of reading that will help teachers in reading lesson planning. The principles are as follows.

- 1) The teacher should diagnose the reading ability of each student and use the diagnosis as the basis of the lesson plan.
- 2) Reading and art of other languages are closely interconnected.
- 3) Reading is a unity of all learning content in educational programs.
- 4) The urgency of students' understanding about the importance of reading.
- 5) The pleasure of reading should be considered as the main interest.
- 6) Readiness should be considered at all levels of learning.
- 7) Reading should be taught by allowing each student to experience success.

Based on the principles of reading above, the role of teachers is enormous in achieving successful learning for junior high school students tailored to their characteristics.

## 2 LITERATURE REVIEW

Reading comprehension is the highest level of reading skill. Reading comprehension is reading cognitively in a sense (reading to understand). The reader should understand the contents of the reading so that after reading the text, the reader is able to find and explain the results of his understanding by making a summary of the content of the reading using his own language and explained by oral or written. Reading comprehension is the continuity of reading for beginner. Reading comprehension is one of the activities undertaken by the reader to connect new information with the old information in order to get the latest knowledge while according to Sumadayo (2011, p. 10) reading comprehension is the process of getting meaning actively by involving mastery and experience owned by the reader and linked to the content of the reading.

Reading comprehension is an important skill in school because it is the key to student success in reading learning. The ability to read is one of the keys to the success of students in achieving progress (Suyatinah, 2006, p. 243) but the research is to reading for the beginner while this study is slightly different because this research is on reading comprehension.

Mostly in reading comprehension, teachers tend to use conventional approaches. Teachers deliver the subject verbally meaning teachers tend to talk or known as "chalk and talk". Learning material is a ready subject material such as data or facts, as well as certain concepts that must be memorized so it is less demanding for students to rethink. In addition, the main purpose of learning is the mastery of the subject material itself. That is, after the learning process ends students are expected to understand it properly and redescribe material that has been described (Sanjaya, 2008, p. 179).

One of the problems in learning Javanese language, especially in reading *wayang* is the lack of interest of students in reading *wayang* literature because learning reading comprehension in junior high school is not considered because of a misconception about reading which is reading is over when students are already able to read and write. Currently there are still many teachers who teach local content of Javanese language with common methods, such as lectures, assignments; it is the same as conventional methods. So that in reading comprehension material is presented in VII grade first semester material. Students are expected to understand the contents of the literature text of Ramayana stories. This study will discuss "Implementation of Learning cell method in reading literature comprehension of Junior High School". The problem statement in this research is how the result of learning cell method approach application to learning to reading comprehension of Junior High School.

## 3 RESEARCH METHOD

This research uses the type of one-shot case study research design. This research used one class only; the method used in this study is the experimental method because this study was conducted to test the application of a variable to other variables. This research is included in quantitative research because the data produced are statistically analyzed figures. The design of this study is a one-shot design study using one class as an experimental class. The

population in this study was all students of class VIIF SMP N 14 Semarang. The sample in this research was only VIIF class which amounted to 32 students. Variable X (independent) in this study is learning with learning cell method, while the variable (Y) is the result of reading Ramayana story comprehension of the students of class VII SMP N 14 Semarang. Sampling was done by random sampling technique in which the experimental class was randomly selected regardless of the strata within population. Data collection technique was done by test and non test. Test in the form of post test and non test in the form of questionnaire.

Learning cell method chosen in this study, learning cell is an active learning with the syntax to give the task for students to read one of the reading then the students are asked to make a question that has to do with the content of reading (Zaini et al, 2008, p. 86) , while Suprijono (2009, p. 122) states that learning cell is a form of cooperative learning with partner, students ask questions and also answer questions in turn based on the same reading material.

The procedure of learning cell implementation method in *wayang* reading comprehension as follows;

- 1) Teacher assigns the students to read one of the Ramayana literature work after the students finish reading the literature text of the Ramayana story.
- 2) Then students are asked to make a question related to the problem of the text of *Ramayana* story they have read
- 3) Beforehand, students are formed into groups consist of two persons or called in pairs in random or with tablemate,
- 4) After learner form groups in pairs and have read the Ramayana literature student A gives questions to his/her partner that is student B,

After students A gets the answer from student B then student B gives questions to students A and continuously in turn question and answer by the group of pairs until questions and answers of each student are answered.

#### 4 RESULTS AND DISCUSSION

This study was conducted with a sample of VIIF class as an experimental class, there were 32 students consisted 16 men and 16 women. To measure the skills of students in literature reading comprehension, teacher gave a written test in the form of a description which contained aspects of main idea, translating words, content of the reading,

the summary of stories and reading sources, each aspect had its own value criteria that had been determined by the teacher then students' answer was assessed in accordance with the scoring guidelines that had been determined, after doing research, researchers collected data related to student skills in reading literature reading, data collected i.e. tests in the form of post-test and non-tests in the form of questionnaires.

The data of the test was used to measure the students after applying the method of learning cell, questions for post-test were five, post-test was administered so that teachers know students' reading literature comprehension after the treatment. The treatment here is the method of learning cell after the test, the results of students then was analyzed and calculated based on the average score, this data was assessed by observing the provisions in the reading scoring rubric of reading literature.

Table 1: Comprehension Level Category.

No	Category	Score Range
1.	Very Good	85-100
2.	Good	75-84
3.	Fair	60-74
4.	Poor	40-59
5.	Very Poor	0-39

The result from post-test of reading literature comprehension using learning cell method can be explained by frequency distribution below:

Table 2: Distribution of Frequency Reading Understanding Literary Reading Method the Learning Cell Student Class VII SMP N 14 Semarang.

N o	Score Range	Category	Freq	Percentage
1	85-100	Very Good	8	25%
2	75-84	Good	16	50%
3	60-74	Fair	7	21,875%
4	40-59	Poor	1	3,125%
5	0-39	Very Poor	0	0%
Total			30	100%

Based on the distribution of frequency above, it shows that the students who in very good category score (85-100) were 8 students or 25%, good category (75-84) were 16 students or 50%, fair category (60- 74) consisted 7 students or 21,875%, poor (40-59) with 1 student or 3,125%, very poor category (0-39) was 0%.

Based on the above information can be made histogram as follows:

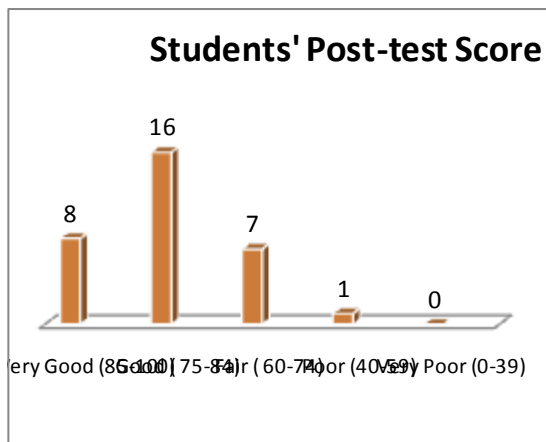


Figure 1: Histogram of Post-test Result of Reading Literature Comprehension in Reading Class VII SMP N 14 Semarang.

Table 3: Comparison of Minimum Criteria of Mastery Learning (MCML) scores with post-test mean.

Category	Score
Post-test mean	79
MCML	75

From the table above, histogram for comparison of MCML with average score of post-test as follows:

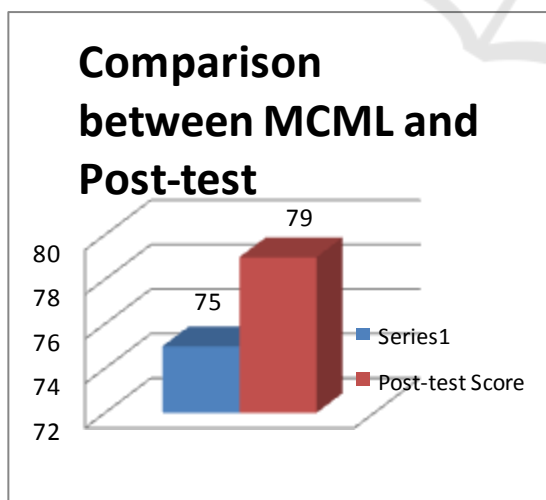


Figure 2: Histogram for Comparison of MCML with average score of post-test.

From histogram above can be concluded that learning cell method can be used in reading literature

comprehension based on students' familiarity with learning cell method.

The result of the observation before the application of learning cell method is students' reading comprehension ability in reading Ramayana script in junior high school is still very poor as shown from the 75 MCML. The result of reading comprehension of each school at senior high school level in Surabaya has different ability to comprehend different content in accordance with the purpose of reading learners to understand the content of reading (Kurniawati, 2012). What distinguishes this research is that this research examines the level of understanding at the junior high school level while previous research on the level of understanding of high school level basically the level of understanding of text reading in junior and senior high school almost equal so the previous research can strengthen the results of this study.

In this study, it is known that in improving the ability in reading comprehension can be done by method or technique. The ability to read students' understanding in learning difficulties after being given intervention through idea-setting techniques can increase, although using different techniques but from previous research conducted both increased and differentiated and what makes this research new thing is this study uses learning cell method (Sari et al., 2014: 398). The act of improving learning which in result enhance reading comprehension ability on Indonesian language subjects of grade 3 SDN Nyantong was very high and the process of improving learning by applying the game method of sentence cards and picture cards in terms of student activities, teacher activities and interaction led to the effectiveness of learning in grade 3 SDN Nyantong high (Rokhayati, 2010, p. 87).

The study was conducted at SMP N 14 Semarang in first semester. The results of this research can be seen from the data analysis of the average score of class VII-F post-test that is 79 and MCML of Javanese set by SMP N 14 Semarang is 75. The difference between the average score of the post-test and MCML is 4,00 or 12%. The result of the post-test score of 32 students consisted 28 students or 86,7% whose whose score was complete and there were 4 students or 13,3%.

Table 4: Mastery.

Category	Total of Students	Percentage
Pass	28	86,7%
Fail	4	13,3%
Total	32	100%

The fail score shows that reading comprehension of wayangby using learning cell method is suitable.

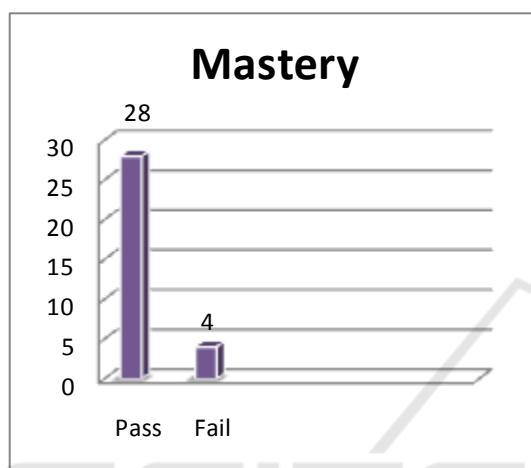


Figure 3: Mastery.

Students' questionnaire data was taken after the application of learning cell and post-test method implemented in learning process. The purpose of questionnaire held to students was to measure whether the use of learning cell methods could make students pleasure and understand when learning reading literature comprehension. Questionnaires which had been already filled then calculated to complete reserach data. The results of the calculation of questionnaire data can be seen in the following table:

Table 5: Calculation of Students' Questionnaire.

No	Questions	Answers	Number of students	Percentage
1	Kados pundi miturut pamanggih panjenengan pamucalan maos pemahaman waosan	a. Wigati sanget	8	25%
		b. Wigati	20	62,5%
		c. Boten wigati	-	0%
		d. Biasa mawon	4	12,5%

2	Kados pundi raos panjenengan anggenipun nemtokaken ide pokok ing salebeting waosan?	a. Gampil sanget	10	31,25%
		b. Biasa mawon	5	15,625%
		c. Gampil	11	34,375%
		d. Angel	6	18,75%
3	Kados pundi andharan saking panaliti nalika mucal materi maos pemahaman waosan sastra?	a. Cetha sanget	16	50%
		b. Boten cetha	-	0%
		c. Kirang cetha	-	0%
		d. Cekap	16	50%
4	Punapa panjenengan remen nalika pamucalan maos pemahaman waosan sastra ngginakaken metodhe the learning cell?	a. Remen	16	50%
		b. Remen sanget	11	34,375%
		c. Boten remen	-	0%
		d. Biasa mawon	5	15,625%
5	Punapa panjenengan langkung paham sasampun un ngginakaken metodhe the learning cell ing pamucalan maos pemahaman waosan sastra?	a. Paham sanget	24	75%
		b. Boten paham	-	0%
		c. Kirang paham	-	0%
		d. Biasa mawon	8	25%

From the results of the calculation analysis, it shows that students who liked the learning cell method were 53.33% and the students who felt more understand after using the learning cell method were 80%. In that way, this learning cell method was considered as a suitable method included in reading comprehension especially reading Ramayana story. Previous research with learning cell method had been done by (Riyani, 2013, p. 5) the result had

increased with learning cell method although still low by articulation method because of its different subject of research. (Mainizar et al, 2014, p. 253) examined the learning cell and also improved the learning of the students but the things that were thoroughly different was in learning in Arabic. (Rakhmawati, 2015, p. 55) strengthened this study with its research that learning cell was more effective in learning reading comprehension but their research was on narrative texts.

## 5 CONCLUSION

The final product was a reading comprehension learning method for seventh grade SMP N 14 Semarang. The learning cell method can facilitate students in reading comprehension through new, different, and authentic activities in accordance with the purpose of learning Javanese as regional languages submitted by the government. Based on the findings and discussion above, the result of this research can be concluded that the application of learning cell learning method can increase the ability to read comprehension on grade VI students of SMP N 14 Semarang. This can be seen from a more efficient learning process that requires students to read over and over so that students are mastery reading material to understand it, and the test results got an average score of 79 and MCML score of 75 from that result of the application of learning cell method can be used since the average score is higher than MCML score.

## ACKNOWLEDGEMENT

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