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# The Effect of Learning Cell Strategy on Students' Reading Comprehension of Narrative Text ( a study at the Eleventh Grade SMA Negeri 8 Padangsidimpuan in 2022/2023 Academic Year)"

Asriani Hasibuan <sup>1</sup>, Rahmaini Paasaribu <sup>2</sup>, Mawaddah Murni Gulo <sup>3</sup>

English Language Education Study Program, Social Sciences and Language Education Faculty, Institut Pendidikan Tapanuli Selatan, Padangsidimpuan, Indonesia

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### Corresponding Author:

Asriani Hasibuan

Institut Pendidikan Tapanuli Selatan

asrianihasibuan@gmail.com

## Abstract

*The purposes of this research are to know: 1) the application of learning cell strategy in teaching reading comprehension of narrative text, 2) the students' reading comprehension before and after using learning cell strategy, 3) whether there is any significant effect of learning cell strategy on teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan. This research used quantitative method with the pre-experimental research design by using one-group pretest and posttest design. The population of this research was all of the eleventh grade of SMA Negeri 8 Padangsidimpuan which consist of 83 students. the sample were XI MIA 2 which consist of 20 students which taken by purposive sampling. In collecting data the researcher used observation sheet and test and as instruments. The result of this research: 1) the application of learning cell strategy was 3.75, it was categorized "very good". 2) the mean score of the students' reading comprehension of narrative text was 49,5 and it was categorized "fail". Meanwhile, after using learning cell strategy was 75,5, it is categorized "good". 3) the result of data analysis showed that  $t\text{-count} > t\text{-table}$  ( $8.998 > 2.09$ ). futhermore, the hypothesis was accepted. It means that there is a significant effect of learning cell strategy on students reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan.*

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## INTRODUCTION

### Background of the Problem

Reading is basic competences that language learners must master. It contributes to the success of learning a language. Reading is defined as an activity of how to understand the text. The purpose of the reading activity itself is that students can acquire a lot of new vocabulary, increase knowledge, insight, and also to improve the quality of the students themselves.

Comprehension is one of abilities to understand the content that has been read. In this addition, the research focusses discussed reading comprehension. Reading comprehension is the ability to process text, understanding its meaning and and integrate the reader knows.

There are several texts that can be use as material in reading comprehension, such as: narrative text, descriptive text, report text, recount text, and so on. In this research, the researcher chooses narrative text. Narrative text is one type of text, in which the text used to entertain and interest readers.

Narrative text presents a story or event that has a problem in the past. These problems can lead to conflict and at the end of the story there is a resolution and have a sad or happy ending.

Based on information from the teacher at SMA Negeri 8 Padangsidimpuan, there is a phenomenon that can be seen based on observation and the result of pretest. Where the researcher gives test to the students in the form of multiple choices consist of 20 questions. The researcher found the average score is 49.5. It turns out that after the pretest it can be concluded that students' reading comprehension is out of standard. In this case, the researcher expects students to get a score of at least 75. The minimum score is determined based on Kemendikbud (2013:131) which stated that "students are said to have completed learning if they obtain a minimum score of 75 from the ideal score".

The researcher found not all students are successful in reading comprehension of narrative text. Where there are still many students who have difficulty in determining the factual information, main idea, vocabulary and reference of the text. This is because students don't really understand what they read. If this problem not solved, it will difficult for students to understand whatever text they read and they will have difficulty in answering the exam questions, then the score they get is not optimal.

Many efforts have been made by the teacher to make reading comprehension of narrative text understandable and masterable by students such as making certain learning methods for optimal learning. Basically many solutions have been implemented by the teacher such as; the teacher provides views and motivate them by discussing the importance of mastering english, , the teacher usually use the group teaching method and give quiz with prizes about english material that has been taught and provide new vocabulary that may be difficult for students. But these solutions are still not optimal and have less effect on students.

To overcome the problem found above, the researcher plans to apply a new learning strategy that allows students to learn actively and it is hoped that with this strategy students will be able to master the material they are reading. The strategy is learning cell strategy. Learning cell strategy is an active learning strategy that is carried out in pairs. Each pair will be asked to read 1 of the same reading topic. After that they will be given the opportunity to ask each other about the content of the reading that has been read. This strategy can stimulate students to carefully understand what they read.

The researcher hope that through learning cell strategy, reading comprehension of narrative text of students will get better. Besides that, the implementation of strategy a can improve students' understanding and knowledge It can be estimated that learning cell strategy can helps students to understand the text easily, therefore researcher use learning cell strategy to do research "The Effect of Learning Cell Strategy on Students' Reading Comprehension of Narrative Text ( a study at the Eleventh Grade SMA Negeri 8 Padangsidimpuan in 2022/2023 Academic Year)".

### **Identification of the Problem**

Based on the background of the problem, it has identified that the eleventh students of SMA Negeri 8 Padangsidimpuan has poor achievement of reading comprehension of narrative text. It is influenced by several factors, namely internal factors and external factors.

Internal factors are factors that come from the students themselves, such as; low students learning motivation, students are not interested in learning english, and students assume learning english very difficult. Meanwhile external factors are factors found outside of the students such as; lack of motivation and support from those closest to students and inappropriate teaching and learning strategies in class.

### **Formulation of the Problem**

Based on explanation above, the researcher formulated the problem as follows:

1. To what extent is the application of learning cell in teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan in 2022/2023 Academic Year?

2. To what extent is the students' reading comprehension of narrative text before and after using learning cell strategy at the eleventh grade of SMA Negeri 8 Padangsidempuan in 2022/2023 Academic Year?
3. Is there any significant effect of learning cell strategy on students' reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan in 2022/2023 Academic Year?

## **Theoretical Description**

### ***Definition of Reading Comprehension***

Reading is an activity and process carried out by the reader in understanding the contents of the text and obtaining reading information. If the reader already understands the meaning of the reading then they have mastered the reading comprehension.

According to Mudra (2018:158), reading is a skill that enables reader to gain various information from texts. While, according to Nurdiana et al., (2017:1), reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. Nur and Ahmad (2017:47) say that reading is a passive skill which requires interactive process in comprehending the meaning in order to get information or ideas from written text.

According to Snow in Rosari and Mujiyanto (2016:35), reading comprehension is a process where a reader concurrently extracts and constructs meaning through interaction and involvement with written language. Veeravagu et al., in Abbas (2021:584) say that reading comprehension is defined as a thinking process by which the reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learners' own objectives. While, according to Nurdiana et al., (2017:8), reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.

Based on explanation above, the researcher concluded that reading comprehension is ability to read and comprehend the message from the text read. The comprehension in question is the comprehension in which the reader understands the meaning of the text

### ***Indicators of Reading Comprehension***

Indicator is a guide, instruction, or measurement estimate that represent something in a process of achieving goals. Fundamentally, King and Stanley in Nurdiana *et al.*, (2017:8), the indicators of reading comprehension are as follows:

- 1) Factual information.  
Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event, and time
- 2) Main Idea  
Mikulecky (2005:89), the main idea of a paragraph is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic. Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.
- 3) Vocabulary

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

4) Reference

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

5) Inference

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

From explanation above, the researcher can conclude that the indicators of reading comprehension are main idea, vocabulary, references, inferences, and factual information.

### ***The Nature of Narrative Text***

Narrative text is Narrative text is one type of text that is learned by students in English lesson that must be mastered by students. Narrative text itself tell stories about the past that aim to entertain the reader.

According to Prayudha (2022:19), narrative text is a text that aims to entertain readers about a story. Narrative text is the form of folk tales or legends. While, Sinaga (2020:28) say that narrative text is the text which tells about story or past event from the beginning to the end.

Pricilia and Rahmansyah (2019) say that narrative text is a type of text which is an imaginary story, it can also be an engineered true story, folk tales or fairy tales in which there are problems after problems that will be resolved in the end.

### ***Social Function of Narrative Text***

Social function is the purpose of writing a narrative text for the reader. Sailendra (2017:138) says, social function of narrative text aims to entertain readers. While, according to Parasian (2020:211), narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Based on Pricilia and Rahmasyah (2019), narrative text purpose is to entertain the reader with the story it presents such as fairy tales, folk tales, fables and others.

Moreover, Suherdi in Mitra (2017:90) states that the social function of narrative text is to entertain or amuse the readers with actual or imaginary experience with some problems which lead to the climax and then turn into a solution to the problem.

From the explanation above, the researcher can conclude that social function of narrative text is to entertain readers about stories that existed in the past.

### ***Generic Structure of Narrative Text***

In reading the text, the reader must know about the generic structure of the text. The generic structure itself is the parts or body of the text that contains information for each part. The parts discussed here are the structure of the narrative text.

According to Sailendra (2017:138), generic structure of narrative text are: 1) Orientation: this section introduce the setting and characters in the story 2) Complication: this section contains the problems contained in the story. 3) Resolution: this section tells how the problem was resolved. 4) Re-orientation: this section is the closing of the story which also contains the author's comments.

## ***Language Features of Narrative Text***

Language features is linguistic elements of a text related to grammar. According to Sailendra (2017:138), language features of Narrative text are : 1) using simple past tense, using adverbs of time, 2) using nouns and noun phrases, and 3) using conjunctions of time. Prayudha (2022:19) added that the sentence pattern used in this text is using the simple past tense.

Siahaan (2020:112) states that there are some language feature of narrative text, those are: 1) using past tense, 2) using conjunction to put the event, 3) focus on specific and usually individualized participants, 4) use of material processes (and in text behaviour and verbal processes), 5) use of relational processes and mental processes, and 6) use of temporal circumstances.

From the explanation above, the researcher can conclude that the language feature of narrative text are using simple past tense, using conjunction to put the event, and using specific noun.

## ***Definition of Learning Strategy***

Learning strategy is the way chosen to convey subject matter in the learning process, which consist of a sequence of activities that can provide learning experience for students. According to Herlina et al., (2019:4), learning strategy is an activity to achieve learning objectives by teachers or educators to students.

According to Hardini and Puspitasari (2015:11), learning strategy is actions in an effort to achieve the goals that have been set. Relating to teaching and learning, strategy can be interpreted as general patterns of teacher and students activities in the embodiment of learning activities to achieve the expected goals. While, according to Arsa (2015:3), learning strategy is a learning system in the form of general guidelines and a framework of activities to achieve learning objectives.

## ***Definition of Leaning Cell***

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

Directorate of PSMA Directorate General of the Ministry of Education and Culture in Astuti (2021:7) define that:

Learning Cell is one way of small group social group learning. In this learning, students are arranged in pairs, one of whom acts as a tutor, facilitator/trainer or consultant for someone else. this second person acts as a student participating in the exercise or someone who needs help. After finishing, it is the second participant's turn to act as a tutor, facilitator or trainer and the first participant becomes a student or training participant and so on.

## **METHOD**

### **Location and Time of the Research**

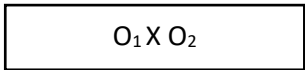
The location of the research at SMA Negeri 8 Padangsidempuan. It is on Jl. Perkebunan Pijorkoling, Kecamatan Padangsidempuan Tenggara, Kota Padangsidempuan. The headmaster of the school is Manaor Baharuddin Tampubolon, S.Pd and the english teacher's name is Riska Juliati Sihombing, S.Pd. The Process of the research will be conducted from March-June 2023.

The reason of the researcher to choose the school as the location the research due to consideration that there is a problem that the students at the school especially the eleventh grade because they don't master reading comprehension. In this research the researcher chooses pre-experimental research as the research design, because pre-experimental research can be used to evaluate students' initial knowledge

and students' knowledge after being tested. This research method and research design are suitable for the research to be carried out.

To make this research effective, it needed to make research design that Sugiyono's opinion (2014: 75) as follow:

### Research Design One-Group Pretest-Posttest Design



The pattern shows :

- $O_1$  : Pre-test Experimental Group
- X : Treatment
- $O_2$  : Post-test Experimental Group

The population of this research is the eleventh grade students of SMA Negeri 8 Padangsidempuan. There are 4 classes such, class XI MIA 1, XI MIA 2, XI IIS 1, and XI IIS 2. The total number of the eleventh grade students of SMA Negeri 8 Padangsidempuan is 83 students. The population above is large enough to be all taken as sample of the research. And The researcher has to chose a class as the sample and the selected class is XI MIA 2 consist 20 students. The total of population can be seen as follow:

Table 1 Population of the XI grade of SMA Negeri 8 Padangsidempuan

NO.	CLASS	TOTAL
1.	XI MIA 1	21
2.	XI MIA 2	20
3.	XI IIS 1	21
4.	XI IIS 2	21
Total		83

Instrument in this research, researcher concluded that the instrument is a tool that helps researcher in conducting research. Researcher use observation sheets and multiple choice tests to measure variables at the eleventh grade of SMA N 8 Padangsidempuan in implementing using reading narrative texts. The researcher will give multiple choices to students about reading narrative texts after the teaching and learning process has been carried out and finished.

Data analysis techniques in this research use descriptive analysis and inferential analysis. Descriptive analysis used to describe the variables for instance: mean, median, modus histogram, and so forth. Syah (2019:151), to analyze data the researcher used the criteria of values with can be seen in table:

Table 2 The evaluation criterion of learning cell strategy

No.	Interval	Criteria
1.	3.1 – 4	Very Good
2.	2.1 – 3	Good
3.	1.1 – 2	Enough
4.	1	Poor

Table 3 The Criteria of the Score Reading Comprehension of Narrative Text

No.	Interval	Predicate
1.	80-100	Very Good
2.	70-79	Good

3.	60-69	Enough
4.	50-59	Poor
5.	0-49	Fail

While in experimental analysis is using the statistical to test the hypothesis. It means that all collected data would analysis by using statistic, Actually, in this research, to analyze the data the researcher uses descriptive statistic and inferential statistic. Rangkuti (2014 : 85 ) states that the formula can be seen as follows :

$$t = \frac{Md}{\frac{\sqrt{\sum x d^2}}{n(n-1)}}$$

Where :

T : test

Md : Mean of deviation (d) between post-test and pre-test

Xd : The Differences of deviation with mean deviation

$\sum X^{2d}$  : Number of squares of deviation

N : Total sample

Df : N-1/d

## RESULTS AND DISCUSSION

### Application of Learning Cell Strategy in Teaching Reading Comprehension of Narrative Text

Based on the result obtained from the analysis of observation sheet about the application of learning cell strategy on students' reading comprehension of narrative text at the eleventh grade students for 4 meetings which contains 8 statements about the steps. The mean of the score is 3.75 which is included in the criteria "very good".

Table 7 Result of Observation Sheet of Learning Cell Strategy on Students' Reading Comprehension of Narrative Text

No.	Indicators	Mean
1.	Pre-activity	3.75
2.	Teaching activity	3.5
3.	After teaching activity	4
<b>Score Total</b>		<b>11.25</b>
<b>Score Mean</b>		<b>3.75</b>

### Students' Reading Comprehension of Narrative Text

#### *Students' Reading Comprehension of Narrative Text Before Using Learning Cell Strategy*

The researcher gave pretest to the students formed multiple choices consists of 20 questions. It was found that the highest score was 65 and the lowest score was 20. From the whole of data pretest the researcher found the mean score was 49.5 which categorize fail, the median score was 52.5 and mode score was 45 Below the researcher

#### *Students' Reading Comprehension of Narrative Text After Using Learning Cell Strategy*

The researcher has done the treatment which is learning cell strategy. After doing the treatments the researcher gave posttest formed multiple choices consists of 20 questions. It was found that the

highest score was 90 and the lowest score was 60. Furthermore the researcher found the the mean score was 75.5, the median score was 75, and the mode score was 75. Below the researcher shows the specification of calculation.

## Hypothesis Testing

The hypothesis was tested by using SPSS to know weather the hypothesis accepted or not. The data that has collected by the researcher from the students used to answer the hypothesis. Below the researcher shows the calculation of using normality test and paired sample t test..

Table 14 Normality Test of Using Learning Cell Strategy in Teaching Reading Comprehension of Narrative Text

No.	Test Execution	Sig.	$\alpha$ (alpha)	Conclusion
1.	Pretest	0.27	0.05	Normal
2.	Posttest	0.522	0.05	Normal

From the table above, it can be seen that the pretest and posttest are normal, because the data is said to be normal if the significant value obtained is geater than alpha. Then because the result is normal, it can be continued with the t test using t test pairs below.

Table 15 T Test of Using Learning Cell Strategy in Teaching Reading Comprehension of Narrative Text

Pair Sample T Test	Sig.	$\alpha$ (alpha)	t-count	t-table	Conclusion
	0.000	0.05	8.988	2.09	Ha

Based on explanation above, it is known that significant score is 0.000. If the significant score is less than 0.05 ( $\alpha$ ) then it is declared there is a significant effect and if the significant score obtained is greater than 0,05 ( $\alpha$ ) then it is declared there is no significant effect. Because the score obtained  $0.000 < 0.05$  it can be concluded that there is a significant effect or hypothesis is accepted. Besides that from the table above it can also be seen that the t-count is 8.988 and the t-table is 2.09. If the t-count is greater than the t-table then there is a significant effect and if the t-count is smaller than the t-table then there is no significant effect. Then it can be concluded that  $t\text{-count} > t\text{-table}$  or  $8.988 > 2.09$ . It means there is a significant effect of using learning cell strategy on students' reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan in 2022/2023 academic year.

## DISCUSSION

Based on description of the data above, the researcher got mean score was 3.75 which categorized very good in observation sheet in applying learning cell strategy in teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan. Furthermore the students' mean score before applying learning cell strategy was 49.5, median score was 52.5, and mode score was 45. Meanwhile students' mean score after applying learning cell strategy was 75.5, median score was 75, and mode score was 75. It means that there is an effect on students' reading comprehension after taught by using learning cell strategy.

## CONCLUSION

Based on the result of the research in chapter 4, the researcher concludes:

1. The application of learning cell strategy in teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan was "very good". It can be seen from the observation sheet that have given to the teacher of English with the mean score was 3.75.



2. The students reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan before applying learning cell strategy got the mean score was 49.5 and it categorized “fail”. After applying learning cell strategy the students got the mean score was 75.5 and categorized “good”
3. Based on the data analyzed by using t test pair it is known that  $t\text{-count} > t\text{-table}$  or  $8.988 > 2.09$ . It means there is a significant effect of learning cell strategy on students’ reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan.

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