I. INTRODUCTION

This chapter deals with certain points; background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of key terms.

1.1. Background of the Problems

English is the first foreign language in Indonesia. It will be considered important for students to understand English because textbooks and other publications are mostly written in the form of English. Furthermore, the guideline of School Based Curriculum (KTSP) states that SMA/MA students should be able to use language in informal level that is expected to access knowledge by the language skills (Depdiknas, 2006: 307). There are four skills of language to be mastered in learning English, that is: listening, speaking, reading, and writing.

Furthermore, mastering those four language skills of English is the key to access all kinds of information because English is applied in almost every aspect of our life such as social, politic, cultural, and so on. In other words, English is the key to

success. And one important way to get information is by reading. Of course reading can stimulate our thoughts. By reading we can understand information given by other people in a media of communication, whether it's through electronic or written news. Besides that, the students who read more, have longer vocabularies, do better on test of grammar, and write better. It means that, reading is very important for the learner's especially English learners to make their English better. So, it cannot be denied that reading is the most important skill of all for the most students of English through the world.

Reading is a process of learning that is inseparable from any other kinds of learning. In this activity, students are in the process of comprehending the content of the text given by teacher. In the process, the students perform some task given, such as finding main ideas and supporting details of the content of the texts being read. In relation with that, if the students cannot get something from what they read, they will not get the knowledge that is a part of learning. In order to gather the knowledge from the text, it is important for the students to have a good reading comprehension because without comprehension, reading is not only would be empty and meaningless but also it would be no reading take place. It suggests that comprehension determines the essence of reading process. So, comprehension is the level that should be achieved by students that determines whether or not they are doing reading.

There are many ways to be good at reading such as the readers should know the purpose of reading, they should also have awareness of type of material which they read, and the last they are also hoped to have learning strategies in reading which help them to comprehend the written text. It means that, reading comprehension requires a lot of things such as; motivation, mental frameworks for holding the main ideas, concentration, and appropriate learning strategies.

As a matter of fact, many people in Indonesia do not have reading habit, and it also happens to the students in our school. When the researcher conducted the pre-observation in SMA N 15 Bandar Lampung, she found that students had difficulty in comprehending reading texts. It can be seen from their score of reading test that was given by the researcher which shows that their average score is less than 65 which is the standard of teaching criteria (KKM). And some factors that cause that problems are; interest in the material (the text), schemata, and ignoring reading material. This situation make the reading comprehension ability of the students in every level of the school was low because most of the students feel bored when the teacher teaches them on reading skill and for this problem, teacher must to do their function as an educator, as facilitator and motivator for their students in the class.

So, as a candidate of English teacher, the researcher must realize that there are at list upper students and lower students in every school. How is the way to make lower students have some capability with upper students? Since we know that in

classroom, teacher cannot give so much attention to the every student. So it becomes the greatest duty for the teacher to find out the appropriate ways to help the lower students better.

Considering those explanations above, the researcher thinks that there are many ways that can be used to finish this problem; one of them is by using group work because group work provides a context in which individuals help each other; it is a technique of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems.

In addition, group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders. It is also found that group work techniques makes the students interact one another to solve the problem assigned although the individual brings his/her own personality, the students have a single purpose in group in pursuit of which they need each other's help. And the time which is use in group work will be efficient because students can help one another. So, it means that there is a helping from the upper students to lower students in overcoming their problem during teaching and learning process. And by using this way the students can share their knowledge and they can help each other in how to apply their reading skill.

In other hand, individual work is a good idea precisely because students can relax from outside pressure (provided there is no time limit or competitive element) and because they can rely on themselves rather than on the other people. It means the students can enjoy their work given without the limited time and they can do their assignment freely.

Considering those reasons, the writer is interested in carrying out a research on the differences in reading comprehension achievement through the student who are thought through group work and the student who are thought through individual work. In relation with that, the writer wants to find which one is better techniques in teaching reading comprehension and also to know is there any significant different of student's achievement between the two techniques. Therefore the researcher titled the research "Comparative Study of Student's Reading Comprehension Achievement between Group Work and Individual Work at the First Grade of SMA Negeri 15 Bandar Lampung".

1.2. Identification of the Problems

Based on the previous research that had been studied by the researcher, there were many problems that happened at school generally. The writer identified some of the following problems:

1. Students get difficulties in identifying a main idea because the students' lack of understanding the content of the text. The reader must not only comprehend the text but also make connections within the content and find overarching ideas.

2. Students get difficulties in getting the information from written text. Because Student's lack of vocabulary knowledge. It's a truth universally acknowledged that students with lower vocabularies are also much lower at reading.

3. Students get difficulties in identifying the references because the students are difficult in interpreting and determining one linguistic expression to another.

4. Students get difficulties in identifying the inferences the students is difficult in implying the sentence or passage understand and concluding it logically.

5. Students have difficulty to understand vocabulary because understanding a written passage is so much more than just reading the words; understanding, or comprehension, is directly linked to a student's vocabulary knowledge.

6. The use of inappropriate of teaching techniques in reading makes the students' reading comprehension achievement was low because teaching techniques is quiet important in teaching learning process.

1.3. Limitation of the Problems

Based on the identification of the problems above, the researcher limits the problem about techniques that was used by teacher; the researcher was very interested in investigating whether there was any difference of reading comprehension achievement of students if they were taught in different

techniques. Group work and individual work are the two teaching techniques that were used to teach reading. The researcher also wants to identify which one was better in terms of achieving the students' comprehension.

1.4. Formulation of the Research Questions

Based on the background mentioned above, this research tried to investigate two problems. Those problems are formulated in the following research questions:

1. Is there any significant difference of student's reading comprehension achievement between those who are thought through group work and those who are thought through individual work?

2. Which one of the two teaching techniques is better for the student's reading comprehension achievement?

1.5. Objectives of the Research

In line with formulation of research questions, the objectives of this research are as follows:

1. To investigate whether there is a significant difference between group work and individual work on student's the reading comprehension achievement.

2. To determine which one of the two teaching techniques is better for the student's reading comprehension achievement.

1.6. Uses of the Research

The uses of the research are:

1. Theoretically, the result of this research is expected to support the existing theory of reading comprehension and to use as a reference for further research.
2. Practically, the result of the research hopefully will give information to the English teachers that one of the two techniques above is more effective for teaching reading comprehension.

1.7. The Scope of the Research

This research was conducted through a quantitative research, which is a systematic scientific investigation involving analysis of data collection in the form of numbers and statistic. The source of the data was conducted to the first grade of SMAN 15 Bandar Lampung. The researcher was chose two classes consisting experimental class 1 and experimental class 2, where those two classes is in the same stratum. The reading texts will take from the English textbook for Senior High School Based Curriculum Development. Besides that, the researcher also was searched and added the materials from network or other sources. This research carried in five meetings for each class, that is, one meeting of try out, one meeting of pretest, three meetings of treatments, and one meeting of posttest.

1.8. Definition of Key Terms

In this research, the writer uses some definitions of key term as stated below:

1. *Reading comprehension* is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.

2. *Group work* is the work of a small group of any subjects in the learning process in which the students try to learn from one to another doing and discussing something.

3. *Individual work* is the students work on their own rate at their own pace and they can think the idea freely.

4. *Achievement* in this research is the change or improvement of students' reading comprehension after being taught.