

I. INTRODUCTION

This chapter introduces the beginning of this research was conducted. In the background of the problem, the writer states how students' reading comprehension skill is still low. The writer also identifies the problems, limits the problem, formulates the problem and gives the objective and the uses of this research. She also explains the scopes of this research and definitions of related terms.

1.1. Background of the Problem

In Indonesia, English is an important subject that students must learn at school. Students learn English from elementary school through university. The students are expected to have language skills in English. One of the important skills is reading. Students must improve their ability in reading comprehension, so they can get information from the text. As a matter of fact, the students' ability in reading comprehension is far from the goal being expected, as stated in the syllabus of KTSP that students must be able to understand the meaning of functional text and simple short essay in form of narrative related to their environment. Based on the teacher's information in the school when the writer observed the school for her research, many students have difficulties in comprehending the reading text. Most of the students still get difficulty in getting

the information from the text. Besides that, finding the details, finding the main ideas, the answer to questions based on the text and making inferences from the text are some other obstacles they face. And as the results the students got difficulties in retelling or in transferring the information from the text.

Standard and basic competence of KTSP indicates that there are many kinds of text in reading comprehension, such as descriptive, narrative, recount, spoof, report, review, etc. In this research, the writer focused on narrative text of reading comprehension, because narrative text is one of reading texts that is mostly used in the reading test. The text is simple but many students in the first year of senior high school do not really understand this sort of text. They have difficulty in finding the main idea and specific information of narrative text.

The students' failure in comprehending the reading text may be influenced by many factors, such as: lack of vocabularies, the use of media, the technique being used by the teacher, and the facilities. Due to this, the writer wants underlined one of those factors that is technique. Based on the teacher's information of the writer's observation, in fact teachers in school do not teach reading comprehension using an effective technique in helping students understand reading comprehension easier.

According to the teacher of SMAN 1 Bandar Lampung in class X3, X4, X5, X6, the writer found that the students got difficulties in comprehending passages in reading comprehension, only 78 students from 192 students; it means 40,63%

students who can answer the question in reading to the passages correctly. The minimum standard score of that school is 70.

Table 1.1 Student's reading score

Number of students	Score	Percentage
114	70	59.36%
78	70	40.63%

Considering that more than 50% students passed the minimum standard score, the writer concluded that the teacher must apply a technique that can improve the students' reading ability. Because of that, the writer tried to apply Contextual Teaching and Learning (CTL) in the classroom by the reason that CTL is a technique of teaching and learning that helps teachers relate subject matter to real world situation and motivate students to relate what they know already and its application to their lives as family members, citizens, and workers. It means that CTL is suitable technique to motivate students to be active in teaching learning process.

Based on the paragraph above, the writer assumes that by CTL teacher creates a natural environment, so that students' experience not just know the knowledge but also know how to implement their knowledge in the real world. And also with teacher's role as a facilitator and motivator make the students feel relax and engaged in active learning. In doing so the students are hoped to increase their ability in understanding English subject in school.

Considering the background above, the writer focused the research on the classroom activities in order to prove the effectiveness of CTL in teaching reading

comprehension of narrative text. This research also used control class which was used to prove whether the increase of the pre test to post test scores in experimental class were really caused by the treatments applied by the researcher. This research conducted at the first year of SMAN 1 Bandar Lampung by reason that this research had never been done in this school. And also the writer assumes that the students of the first year of SMA need to introduce an easy way in improving their achievement in reading comprehension.

1.2 Identification of Problems

In reference to background of the problem, the following problems can be found:

- Students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the details, finding the main ideas, the answer to the questions based on the text and making inference from the text. As the results the students got difficulties in retelling or in transferring the information from the text.
- Students get difficulties in comprehending English materials because there might be some misunderstandings from students and their English teacher in the teaching learning interaction.
- Students' motivations in learning English are still low. So it is difficult to improve their English ability well.
- Students have negative attitude in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.

- Teachers use inappropriate materials in teaching English. So it is difficult for students to improve their English ability well.
- Teachers use inappropriate technique in teaching English. So it is difficult in helping students understand reading comprehension easier.

1.3 Limitation of the Problem

The writer realises her capability in doing her research. Therefore, the writer only focuses on the students' difficulties in comprehending the reading text because of inappropriate teaching technique used by teachers. As the solution to overcome their difficulties, the writer is interested in discussing teaching technique which is regarded to be effective way in helping students understand reading comprehension easier.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the research question is: Is there any significant difference in reading comprehension of narrative text achievement between students taught through Contextual Teaching and Learning (CTL) and students taught through Translation Method?

1.5 Objective

In relation to the research question, the writer's objective is to find out whether there is significant difference in reading comprehension of narrative text

achievement between students taught through Contextual Teaching and Learning (CTL) and students taught through Translation Method.

1.6 Uses

The uses of the research are:

1. Theoretically, it may support theories that Contextual Teaching and Learning (CTL) can be applied in teaching English, especially in reading comprehension of narrative text.
2. Practically, it may inform English teachers that Contextual Teaching and Learning (CTL) can give some benefit as to develop the students' achievement particularly in reading comprehension of narrative text.

1.7 Scope

The research was conducted at the first year of SMAN 1 Bandar Lampung. The writer chose SMAN 1 Bandar Lampung because the students' comprehension in reading narrative was still low. The variables of the research are Contextual Teaching and Learning as the independent variable and the reading comprehension of narrative text as the dependent variable. The research focused on the activities of reading comprehension of narrative text taught through Contextual Teaching and Learning. The students were expected to be able to comprehend some reading aspects: main idea, vocabulary, specific information, reference and inference. The materials were taken from English Book based on the School Based Curriculum (KTSP) of SMA. To find out the improvement of

students' reading comprehension of narrative text, the writer measured the score of a set of pre-test and post-test.

1.8 Definition of Terms

The definition of every term in this research as follows:

1. *Reading Comprehension* is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Silberstine, 1987; Simanjuntak, 1988:15).
2. *Narrative text* is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.
3. *A Technique* is a way of presenting that actually takes place in language teaching or learning in the classroom (Setiyadi, 2006:14).
4. *Contextual Teaching and Learning (CTL)* is a technique in teaching and learning that relates subject matter content to the real world situation and motivates students to make connection between knowledge and its application to their lives.