

I. INTRODUCTION

This chapter describes the background of the study. It includes the process of how reading comprehension was taught; identifies the problems; limits the problem; formulates the problem; determines the objectives, the significances, and the scope of this research.

1.1 Background of the Problem

In Indonesia, English has become a compulsory subject that is taught and learnt at some elementary schools up to university level. School Based Curriculum/ *Kurikulum Tingkat Satuan Pendidikan* (Depdiknas: 2006), which is applied by the government for all schools in Indonesia, leads the students to have real-life skills. Referring to the goal of teaching English stated in KTSP for English subject, there are four skills to be mastered: listening, reading, speaking, and writing. To be able to use English well, reading is one of the important skills. The students must improve their ability to read and comprehend, so they can get information from the text. It is one aspect that will be presented in the classroom during the process of language teaching. In 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 result of students' final test of SMAN 1 Bandar Lampung in class X3, X4, X5, X6, the researcher found that the students got difficulties in comprehending passages in reading comprehension, only 60 students from 195 students; it means 31,63% students who can answer the question in reading to the passages correctly. The minimum standard score of that school is 70.

Table 1. Student's reading score

Number of students	Score	Percentage
135	70	69.36%
60	70	31.63%

Considering that more than 60 % students at SMAN 1 Bandar Lampung had not passed the minimum standard score yet, the researcher assumed that in general the students still have difficulties in comprehending the reading text.

From the researcher observation in the class, the researcher saw that the teaching learning process had not run well yet. During reading process, the teachers only applied one limited strategy for all types of reading texts. The result is that students do not have any ideas in their minds of their reading. Senior high school students are still difficult to get the information in the text i.e. the main idea or the specific information. For example, the students have to identify the specific information in a text quickly. They always read the whole passage words by words. As the results, the students got difficulties in retelling or in transferring the information from the text. It might because the teachers (especially the first year

of senior high school) do not realize some strategies which deals with active learning in teaching reading which are needed to be applied in various types of text the students interact.

Based the researcher's interview with the students in the class, it seems that the students got bored while learning. There were many students which felt sleepy when the teacher explained the materials. It may be because the teachers do not use the authentic materials and only adopt the course book. Inappropriate materials in teaching English cause the students were difficult in improving their ability well.

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

The students get difficulties in comprehending English text because there might be some misunderstandings from students and their English teacher in the teaching learning interaction. It can be seen from the teacher's information of the researcher's observation, in fact some misunderstandings from the students like misinterpretation when they created their minds in hearing some information about lesson from the teachers. The teachers often do not aware of this situation,

so they only continued the teaching learning process to the next section without knowing how far the students really understood about the materials.

The students' failure in comprehending the reading text may be influenced by many factors, such as: lack of vocabulary, the use of media, the strategy being used by the teacher, and the facilities. Those factors are dependent on each other and affect the process of reading. Due to this, the researcher focused on one of those factors i.e., the strategy. Based on the information from the teacher and the researcher's observation in the class, in fact the teachers in the school do not comprehend about an appropriate strategy especially which deals with the active learning in helping students understand reading comprehension easier. The teachers had used Contextual Teaching and Learning Strategy in the teaching learning process. It is a combination between school based teaching and learning and community based teaching and learning. It is connecting educational theoretical knowledge to community practical application. In fact, more than 60% students still had not pass the minimum standard score yet. It means that CTL Strategy was not too effective in improving the students' reading comprehension.

By considering the fact above, the researcher concluded that the teacher must apply another strategy that can improve the students' reading ability. Because of that, the researcher tried to apply Jigsaw Learning Strategy in the classroom by the reason that Jigsaw learning strategy is a strategy which is applied globally seems like group-to-group exchange technique with a difference that every student teaches something to their friends. It implies that jigsaw learning strategy applies the delivery of information which is done by students by working in group

then they do a group exchange in the teaching learning activity. The researcher assumes that by Jigsaw Learning Strategy teacher creates a natural environment in group discussion, so that the students can share the information they got to another student in their group exchange. The teacher's role as a facilitator and motivator also 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.

From the problems above, the researcher tried to solve the problems by having a comparative study between two techniques, that is Jigsaw Learning Strategy and CTL Strategy in reading. The researcher used these strategies to find out whether one or both of them are effective or not for increasing students' reading comprehension achievement. These strategies are chosen since the Senior High School students have monologue/essay e.g. descriptive, recount, procedure, narrative, report texts, and functional texts e.g. advertisement, brochure, schedule, message, notice, personal letters, invitation, as their reading material stated in curriculum 2006. Based on the information from the teacher, CTL Strategy had ever been applied by the teacher of SMA N 1 Bandar Lampung. On the contrary, Jigsaw Learning Strategy had not yet.

SMAN 1 Bandar Lampung are chosen as the population of the research, based on consideration that the students at this school still have difficulties in comprehending the reading text. Another reason is SMAN 1 Bandar Lampung had not ever applied jigsaw learning strategy as the strategy in the teaching learning

process. Furthermore, the researcher wanted to compare the implication of both the strategies.

1.2 Identification of the Problems

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

1. The students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the main idea, finding the details, 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.
2. The teachers are not aware of the appropriate strategy of teaching reading especially which deals with active learning which is needed to be applied in various types of text the students interact. During learning process, the teachers only apply same technique for all types of reading texts. The result is that the students do not have any ideas in their mind of their reading.
3. The students get difficulties in comprehending English text because there may be some misunderstandings from students and their English teacher in the teaching learning interaction.
4. The teachers use inappropriate materials in teaching English. So it is difficult for students to improve their English ability well.
5. The students get bored while learning. It may be because the teachers do not use the authentic materials and only adopt the course book. It cause

the students do not realize and understand the emphasis of reading in a real knowledge.

6. The students are lazy to memorize the words and practice English in their daily life. So they cannot use English well.

1.3 Limitation of the Problem

In line with the identification of the problems, the researcher realizes her capability in doing her research. Therefore, she focused her study on the students' difficulties in comprehending the reading text because of inappropriate teaching strategy used by teachers.

1.4 Formulation of the Problems

Based on the limitation of the problem above, the researcher formulates the problems as follows:

1. Is there any difference of reading comprehension achievement between students who are taught through Jigsaw Learning Strategy and those who are taught through CTL Strategy at the first year of SMAN 1 Bandar Lampung?
2. Which strategy is more effective to help students improve their reading comprehension?

1.5 Objectives of the Research

In relation to the research problem above, the objectives of this research are:

1. It is expected to investigate whether there is a difference of reading comprehension achievement between students who are taught through Jigsaw Learning Strategy and those who are taught through CTL Strategy at the first year of SMAN 1 Bandar Lampung.
2. It is also expected to determine which strategy is more effective to help students improve their reading comprehension between the two of the strategies.

1.6 Significances of the Research

The results of this study are expected to be beneficial both theoretically and practically as follows:

1. Theoretically

The results of the research are expected to support previous theories dealing with active learning which covers Jigsaw Learning Strategy and CTL Strategy.

2. Practically

- The results of this research are expected to give information to the English teachers, especially of SMA in order to select the most suitable strategy in teaching reading comprehension.

- It is also expected to encourage students' awareness of identifying the specific information in various types of reading texts through Jigsaw Learning Strategy and CTL Strategy.

1.7 Scope of the Research

This research was conducted to increase the reading's comprehension of first grade of senior high school students. The strategies that were applied in this research are active learning which cover Jigsaw Learning Strategy in experimental class and CTL Strategy in control class. There would be taken two classes as a sample, which would be selected using simple random sampling. The class would be selected randomly by using lottery, since the first year students in SMAN 1 Bandar Lampung is not stratified class. The researcher focused on narrative text (imaginative experiences) because the students' comprehension in reading narrative is still low. The students are expected to be able to comprehend some reading aspects: main idea, vocabulary, specific information, reference and inference. The materials would be taken from English Book based on the School Based Curriculum (KTSP) of SMA. To find out the improvement of students' reading comprehension, the researcher will measure the score of a set of pre-test and post-test.