

CHAPTER 1 INTRODUCTION

1.1 The Background of the Study

In the 2006 English Curriculum for Senior High School, reading is regarded as the backbone of other language skills. It is stated that through reading students are able to develop the other language skills such as writing and speaking. Through reading a lot, the reader gets more knowledge and various information, which, those can be idea to be written. Similarly, the reader gets more idea to be spoken due to the information that he/she gets from reading. Precisely, through reading, the skill in either writing or speaking can be increased.

In reading, the students are really required to be able to comprehend what they read because the comprehension is the essence of reading. Through comprehension, the students can get the message or the meaning conveyed in the text by a writer. Without comprehension, the students can not be said having successful reading although she/he may have read the text carefully. It can be concluded that reading comprehension is very important especially for the Senior High School students. According to 2007/2008 The Competency Standard for Senior High School (Depdiknas, 2007: 2) the students should be able to comprehend short functional text, dialogue, monologue text in form of narrative, recount, news item, descriptive, report, exposition, explanation, and discussion and answer some questions related to the text.

However, this expectation can not be fulfilled yet. In general, many students can not read comprehensively yet all the materials given to them. It is proven particularly from the students of MAN at Kisaran. The researcher got the students' reading comprehension average scores. It can be seen in the following table:

Table 1
Students' Reading Comprehension Average Scores

Science Class	X1 ₁	X1 ₂	X1 ₃	X1 ₄
School Year	2010/2011	2010/2011	2010/2011	2010/2011
Semester				
1	70	64	62	66
11	68	65	63	62

Based on the data taken from students of MAN at Kisaran, most of them still failed in reading comprehension because the standard score for reading comprehension is 70. While, most of them got lower than 70.

There are many factors causing the low reading comprehension. They can be from students' internal factors and students' external ones. The students' internal factors are motivation, intelligence, interest, attitudes, personality, habits, and including syntactic mastery. Meanwhile, the students' external factors are the reading material, the total program of reading instruction, the environment outside their school, and including teaching methods.

When the researcher observed and asked the English teachers of MAN Kisaran, the method which is already being used is direct instruction. But, its' application has not been satisfying especially in reading skill. It is so since the students still failed to understand the reading text comprehensively.

Therefore, to overcome the situation and problems explained previously, the researcher is interested in recommending a teaching method namely, jigsaw. That is why this study is conducted to know whether the students' reading comprehension achievement taught by jigsaw will be higher than that taught by direct instruction for those who have high and low syntactic mastery.

1.2 The Problems of the Study

The problems of the study are presented as the following:

1. Is the students' achievement in reading comprehension taught by using jigsaw significantly higher than that taught by using direct instruction?
2. Is the students' achievement in reading comprehension with high syntactic mastery significantly higher than that with low syntactic mastery?
3. Is there any interaction between teaching methods and syntactic mastery on students' achievement in reading comprehension?

1.3 The Objectives of the Study

The objectives of the study can be described as follows:

1. to investigate whether the students' achievement in reading comprehension taught by using jigsaw significantly higher than that taught by using direct instruction.
2. to investigate whether the students' achievement in reading comprehension with high syntactic mastery significantly higher than that with low syntactic mastery.
3. to investigate whether there is a significant interaction between teaching methods and syntactic mastery on students' achievement in reading comprehension .

1.4 The Scope of the Study

Jigsaw and direct instruction are the scope of the study as part of teaching methods. The syntactic mastery is divided into two levels: high and low to the students' achievement of MAN Kisaran in reading comprehension. There are some reading texts in English. They are report, narrative, analytical exposition, spoof, hortatory exposition and so on. The researcher gives the reading test in the form of narrative which focusen on testing the two

students' comprehension levels, namely literal comprehension and inferential one. The narrative text is chosen because based on the curriculum it is learned in the eleventh grade and this kind of text is always used as items of the questions for National Examination test (UN).

1.5 The Significances of the Study

The significance of the study can be theoretically and practically, namely:

Theoretically:

- The result of this study will enrich the theory of teaching how to comprehend the reading through jigsaw and direct instruction.
- The teachers will get the input which can make the students' reading comprehension improved.
- The result of this research can be used as the references for those who want to conduct a research in improving the reading comprehension.

Practically:

- Through the application of jigsaw and direct instruction, the students can use those methods in developing their reading comprehension.
- These can also help teachers teach reading because by using jigsaw and direct instruction, it will be easy to motivate the students in solving their problems in reading tasks.