

**THE IMPLEMENTATION OF COMBINING TEA PARTY WITH READ
AROUND STRATEGY TO IMPROVE THE STUDENTS'
ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

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ABSTRACT

Fauziah Hanum Lubis. 1302050142. “ The Implementation of Combining Tea Party with Read Around Strategy to Improve the Students’ Achievement in Reading Comprehension”. Skripsi: English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2017.

The objectives of this research were to find out the improvement students’ achievement in reading comprehension by using Combining Tea Party with Read Around Strategy. This research had been conducted by applying Classroom Action Research. The subject of this research was the eight grade students in SMP Muhammadiyah 48 Medan academic year 2016/2017 which consist 30 students. This research was analyzed by using quantitative and qualitative data. The instruments in collecting data were test item, observation sheet, and interview sheet. In conducting this research, the researcher used two cycles namely cycle I and cycle II. Before gave test in cycle I, the researcher gave pre-test. In pre-test the mean score was 46.17. In the first cycle test the mean score was 60.67 and the second cycle test the mean score was 80.67. In the first test there were one student who got points up 70 with the percentage 3.33%. The second test in cycle I there were seven students who got points up 70 with the percentage 23.33%. The third test in cycle II there were thirty students who got points up 70 with the percentage 100% which means all the students passed standard minimum score. The researcher used observation sheet and interview sheet. The teacher was activated in teaching learning process and the students was interested and not bored. It meant that there was effectiveness improvement of applying Combining Tea Party with Read Around Strategy on the students’ achievement in reading comprehension.

Keyword :Combining Tea Party with Read Around Strategy, Reading Comprehension

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CHAPTER I

INTRODUCTION

A. Background of The Study

Students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Reading comprehension will be understood as a process that involves not only recalling fact but also inferencing and evaluating the author's point of views. Alfassi (2004) Reading comprehension has revealed that reading is complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction

Reading is one of language skill which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before.

There are some problems the researcher found based on the experience in PPL at SMP Muhammadiyah 48 Medan, the researcher found a problem in the English teaching and learning process. When the teacher asked the students to answer some questions based on the orally text, most of the students could not give the correct answer. The condition indicated that the students have low proficiency in understanding a text. The students are difficult to get information and knowledge when they read about text because they felt confused and do not understand about the text which they read. This situation makes the students feel bored and lazy to reading about text.

So, based on the problem above, researcher should had tried the best or effective technique to teach English in reading comprehension. Researcher will used some strategy are needed to help the students to comprehend when they read about text. It also stimulates the students to their motivated to have an interested to the lesson for learning.

There are some strategies that we can used for teaching reading. One of them is Combining Tea Party with Read Around strategy. Teaching reading by using Combining Tea Party with Read Around strategy is a strategy that make students understood more and developed their knowledge to got information on texts that the researcher teaches to the students. So, in this issue researchers want to know how the effectively **The Implementation of Combining Tea Party with Read Around Strategy to Improve The Students' Achievement in Reading Comprehension.**

B. Identification of The Problem

The problem of this research were identified as follows :

1. The students' achievement in understanding text is low
2. The students feel confused about the text and do not understand about the text

C. Scope and Limitation

Scope of the study focus into reading comprehension. Limitations in this learning focus in combining tea party with read around strategy to improve the

students' achievement of the Eight Grade students at SMP Muhammadiyah 48 Medan.

D. Formulation of The Problem

The formulation of the problems was given as follows :

1. How does the effectiveness implementation of combining tea party with read around strategy to improve the students' achievement in reading comprehension?

E. The Objective of The Study

The objective of the study was stated as follow :

1. To know how the effectiveness of implementation of combining Tea Party with Read Around Strategy in reading comprehension.

F. The Significance of The Study

The result of the study was contribution some benefits to students and teachers. Here are the significance of study :

1. Theoritically

Theoritically this research will help the student and teacher in teaching learning process, so that improve students' achievement in reading comprehension.

2. Practically

- a. Students

For the students to improve their achievement in comprehending the English reading text and to be more active in learning English.

b. Teachers

For the teacher in helping their students in comprehending the English reading text after the teacher find out the factors that cause students problem in comprehend the reading text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theories are required to resolve some concepts of terms applied in this research concern. In the following part, theoretical elaboration on the terms will be explained.

1. Teaching Reading

1.1 Definition of Reading

Reading is one of the basic skill of language learning. It can not be separated from other skills of language learning besides writing, speaking, and listening. Those skills must be learned all by English language learners. Reading skill can help improve other language skill. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary. Reading as with other skill is more enjoy able to do.

According to Booth (1998:8) reading is an interactive process in which the reader uses a variety of strategies for ensuring that comprehension occurs. In order to make meaning with print, all readers blend four cueing systems: pragmatic, semantic, syntethic, and phonograph (phonics). It means that reading is a process of interaction activity between reader and text. The rider tries to activate cognitive and comprehend the meaning of reading text.

Based on Patel and Jain (2008: 113-114) states as reading is an important activity in life with which one can update his/her knowledge. Reading skill is an

important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture.

1.2 Reading skills

Reading skills should be taught functionally. Therefore, as you as a middle or secondary school teacher must teach reading skill in your regular contents courses. Besides, learning to use these skills while reading material they must study anyway gives students a reason for trying them. (Clark and Starr, 1981:271)

According to Cochran (1993: 12) Reading skills contents of :

1. Vocabulary

- a. Learning terms to English (e.g., apostrophe, adjective)
- b. Learning English (literary or grammatical) meaning for common words (e.g., romantic, subject, act).
- c. Understanding words change in meaning and pronunciation (e.g., edelweiss, croissant).
- d. Understanding how new words are coined or how they enter our language (e.g., snafu, morpheme).

2. Comprehension

- a. Selecting significance details, classifying convergently, formulating main ideas.

- b. Following directions.
- c. Recognizing sequence.
- d. Inferring time, place, mood, motive of characters.
- e. Making comparisons.
- f. Responding to imagery.
- g. Recognizing semantic and literary devices.
- h. Distinguishing between fact and literary device.
- i. Detecting fallacies of reasoning.

1.3 Types of Reading

- 1. Perceptive.* In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniquenesses of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.
- 2. Selective.* This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraph, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. *Interactive.* Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaire, memos, announcements, directions, recipes, and the like. The focus of interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

4. *Extensive.* Extensive reading, as discussed in this book, applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

According to Inmon and Lenier(1992:156-157) There are four basic types of reading: study reading, rapid reading, skimming, and scanning. Each type suited to a particular type of reading material and reading purpose, and each should be practiced at different speeds.

1. *Study reading* on difficult textbook or technical material when your purpose is thorough understanding and/or memorization. study reading rates usually do not exceed 250 words per minute.

2. **Rapid reading** should be used when your purpose is to get a general idea of what you read and when the material is not extremely complicated. types. types of material suitable for rapid reading include newspapers, magazines, novels, and light nonfiction.

3. **Skimming** is quickly looking over a selection to get the general idea rather than reading every word. it is used (1) when surveying a chapter or article, (2) when all you need is a general overview, and (3) when reviewing something you once read to refresh your memory. to give you an example of skimming, we have emphasized some words, in the following article.

4. **Scanning** is locating specific information, such as a name, a place, or a date. For example, when you look up something in the dictionary or in the telephone book, you are scanning. you run your eyes over the page and read only the information surrounding what you are looking for. You may also use scanning in textbooks-for example, when you particular name or date in a chapter.

According to Patel and Jain (2008: 117-123) the types of reading :

1. **Intensive Reading** is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis

for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

2. **Extensive Reading** is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

3. **Aloud Reading** is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth (2004: 286 - 288) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

4. **Silent Reading** is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent

reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

1.4 Genres of Reading

1. Academic reading
2. Job-related reading
3. Personal reading

1.5 The Purpose of Reading

Grabe and Stoller (2002:13) stated that the purpose of reading as follows :

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability thought some from researchers see it as relatively independent cognitive process. In reading to search we typically scan the text specific piece of information or specific word. Reading to skim is common part of many reading tasks and useful skill in its own right. It involves a combination of strategies for guessing where important information might be in the text.

2. Reading to skim quickly

Reading to skim is common part of many reading task and a useful skill its own right. It involves, in essence, a combination a strategies for guessing where important information might be in the text and

than using basic reading comprehension skill on those segments of text until general ideas formed.

3. *Reading to learn from the text*

Reading to learn typically occurs in academic an professional context in which a person needs to learn a considerable amount of information from text.

4. *Reading to integrate the information, write and critique text*

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a theoretically frame to accommodate information from multiple sources. Both reading to write and reading critique text may be tasks variants of reading integrate information.

5. *Reading for general comprehension*

Based on the purpose of the reading above, reading can enhance comprehension, to obtain knowledge, or receive the experience, insight, or imagination of others.

1.6 Process of Reading

Reading is an astoundingly complex cognitive process. While we often think of reading as one singular act, our brains are actually engaging in a number of tasks simultaneously each time we sit down with a book. There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the

reading experience. As children learn to read they must develop skills in all five of these areas in order to become successful readers.

1. *Phonic.* Phonics is the connection between sounds and letter symbols.

It is also the combination of these sound-symbol connections to create words. Without phonics, words are simply a bunch of squiggles and lines on a page. If you think about it, letters are arbitrary. There is nothing innately bed-like about the written word “bed”. It is simply the collection of letters and corresponding sounds that we agree constitute the word “bed”. Learning to make that connection between the individual sounds that each letter represents and then putting those together is essential to understanding what that funny squiggle means.

There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their corresponding phonemes and then to blend those together to create a word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these

approaches can be taught and used independently or in combination to help young readers learn to identify new words.

2. ***Phonemic Awareness.*** Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes. These may seem like the same thing, but there is a subtle difference in the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words.

Just like phonics, phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the reader's general knowledge of phonemes to identify sound patterns in words. For example a reader would identify the phoneme /d/ he knows from the words "dog" and "dad" to help him learn how to read a new word "doctor". Finally, phoneme

blending requires the reader to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

- 3. Vocabulary.** In order to read words we must first know them. Imagine how frustrating and fruitless it would be to read this article if all of the words were unfamiliar to you. As children become stronger, more advanced readers they not only learn to connect their oral vocabularies they also strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that continues throughout one's "reading life".

There are two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves someone telling you how a word is pronounced and what its meaning is. That "someone" might be a teacher, a dictionary, a vocabulary guide or any other resource offering definitions and pronunciations. Context clues provide another method for discovering new words. Context clues are the "hints" contained in a text that help a reader figure out the meaning of an unfamiliar word. They include other words in a sentence or paragraph, text features, illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word.

- 4. Fluency.** Fluency is a reader's ability to read with speed, accuracy and expression. Thus it requires him to combine and use multiple reading

skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. Think about the way a book “sounds” in your mind when you are reading silently. You “hear” the characters “speak” with expression. Even passages that are not written in dialogue “sound” as if the words fit the meaning. A particularly suspenseful action sequence moves quickly through your mind creating a palpable sense of tension. Your ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates your fluency.

Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he is bogged down reading each individual word, he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost.

5. *Reading Comprehension.* Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. It is the aspect of reading that all of the others serve to create. Reading comprehension is understanding what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.

Reading comprehension is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw upon general thinking skills. When a reader is actively engaged with a text, she is asking and answering questions about the story and summarizing what she has read. Like vocabulary, reading comprehension skills develop and improve over time through instruction and practice.

2. Definition of Reading Comprehension

Reading can be defined as one of the important skills in learning English. It is said to be an essential skill, because we get some factual and valuable information from reading and it has become a part of human life.

In Harrison and Dolan as cited in Mackay (1979: 21), the other way to develop reading comprehension is through organized small group discussion of texts. The aim of the activities is to give support to the students to do close reading in a noncompetitive atmosphere. Usually the group discussion contains six or eight students. The number of the students is enough to give the members opportunity to participate.

Reading with comprehension means understanding what they read. So, it means in reading comprehension hoped students are able to create their own interpretation actively as an effort to get meaning from the text they read. In reading comprehension, the reader will interact with the text to get the main idea from the

text. One of kind the text who need students to find out the main is narrative text.

Reader should have the method of reading to make the reader be a good reader.

2.1 The Basic Skill Comprehension

David (2005:241) defines the basic skills of comprehension as follows:

1. Reading word meaning (vocabulary knowledge).
2. Drawing inferences from content.
3. Following the structure of a passage.
4. Recognizing a writer's purpose, attitude, tone, mood.
5. Finding answer to questions answered explicitly or in paraphrase.

2.2 Levels of Comprehension

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency readers, it means that how far the students understand information gotten from the text and which level that has been achieved.

There are four level of comprehension :

1. Literal
2. Inferential
3. Evaluative
4. Applied

2.3 Principal Strategies for Reading Comprehension

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.

3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of words, idioms, etc) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationship.

Comprehension is understanding the meaning of what is read from the print, illustrations, layout and design (Elizabeth, 2008:190). Stop think for a moment. You are probably a very proficient reader, and proficient readers take comprehension for granted. As you read this book the written symbols create meaning. When you comprehend the words, does this mean that you are making that you are making a mental image of the information in the words? Does comprehension depend on decoding and pronouncing the words on the pages? Comprehension is both of these things.

According to Elizabeth (2008:190) is the act *simultaneously* and *constructing* meaning from the text. Students have to extract meaning from the printed words on the page by working out how print operates to represent words. They also need to build new meanings by integrating new ideas with old information. In doing this , they are constructing meanings.

According to Hornby in Lusiana (2007:10) reading comprehension means reading with the power of understanding of the printed symbols.

According to Richards ,et al in Jaya(2005:9) states that reader's purposes in reading and the types of reading used referred to:

1. ***Literal comprehension***, where reading in order to understand, remembers, or recall the information explicitly contained contained in a passage.
2. ***Inferential comprehension***, where reading in order to find information, which is not explicitly stated in a passage, using the readers' experience and institution, and by inferring.
3. ***Critical or evaluation comprehension***, where in order to compare information in a passage with the readers' own knowledge and values.
4. ***Appreciative comprehension***, where reading in order to gain an emotional or other kind of valued response from a passage.

3. Description of Approach, Method and Strategy

3.1. Approach

According to Harmer (2001:78) "approach describes how people require their knowledge about conditions which will promote successfull learning and approach is a way of doing something". Then, Setiady (2000:8) states that an approach is a set of correlative assumptions dealing with the nature of language learning and teaching.

3.2. Method

According to Sudjana (2001:4) method relates to kinds of they students as learning service. Method is the practical realization to an approach. The originators of a method have arrived at decisions about types of activities, role of teachers and learners. The kind of material which will be helpful and some model of language competence. Methods are includes various procedures and technique.

3.3. Strategies

Nunan, (1999:17) states that strategy is the mental and communicative procedures learners use in order to learn and language. Underlying every learning task is a least one strategy. Strategies are important for two reasons. In the first place, strategies are tools for active, self-directed involvement. Secondly, learners who have developed learning strategies have grater self confidence and learn more affective.

4. Definition of Tea Party Strategy

Tompkins (1998:84), Tea Party is a strategy to encourage students to read or reread pre-selected excerpts and discussing the story will improve students' fluency and comprehension skill. It means that Tea Party strategy is a strategy that improve students understanding of story before they reads.

4.1. Procedure of Tea Party Strategy

Shoob (2008:34) state that there are several steps in implementing the Tea Party Strategy, the are:

- a. Select eight to ten statements from the text.

- b. Write this statements on index cards, repeating statements to match of number students in the class.
- c. Distribut one card to each students, her or she is then given a chance to read the statement silently.
- d. Students move about the classroom and read the statement on their index cards to as many other classmate as possible.
- e. Students meet in small group of their own chossing to discusse what they surmise about the text from the statement.
- f. In their groups, they make predictions and list questions.
- g. The student then read in the text to check accuracy of their prediction and answer their questions.

4.2. Advantages of Tea Party Strategy

Tea Party strategy is a good strategy that teachers can apply in learning reading process. This strategy will give advantages for students and help understand more about their lesson. According to Jensen (2000:100) the advantages of Tea Party Strategy is to allow students to predict what they think will happen in the text as they make inference, see causal relationships, compare and contrast, practice sequencing and draw on prior knowledge.

5. Definition of Read Around Strategy

Sanderson (2001:153) say that Read Around is a strategy give students appportunity to read and respond to each other writing at several stage in the process of any assigment. It means that, this strategy make students active in

learning process when they read a text and give respond to each other about what information on the text. Then this strategy improve student knowledge in reading text.

5.1. Procedure of Read Around Strategy

Monroe (2010:1) state that there are several steps in implementing the Read Around Strategy, there are:

- a. Ask students to look throught something they have already read to find a favorite sentence or paragraph.
- b. Have students mark the passege with a sticky note. Allow students enough time to practice reading their passage silently or aloud.
- c. Ask students to read their passage while others listen. Continue until every student has had a chance to read.
- d. Ask students to seat on the circle form and read a text.
- e. After the read around, have students share why they chose their passage.

5.2 Advantages of Read Around Strategy

Read around strategy gives advantages for teacher and students. Teacher will easier to manage the students in learning reading process and students will add their comprehending more. According to Jacobs (2010:1) says the advantages of Read Around Strategy to preview a content area text in order to better comprehension non-function material. It means that the student can improve they comprehension about content of text.

6. Teaching Reading by Using Combining Tea Party with Read Around Strategy

1. Pre- Teaching Activities

This is the beginning activities which consists of:

- a. Teacher greets the students.
- b. The teacher checks the students' attendance.
- c. Teacher prepares student physically to learn and give brainstorming to the students.

2. Whilst- Teaching Activities

Whilst-teaching activity is done after doing pre-teaching activity. In this activity, the teacher and the students discuss about the material.

a. Exploration

In this part, the teacher uses the tea party strategy that has some procedure.

- 1) The teacher explains about activities in the class.
- 2) The teacher explains to the students what they will do in the text.
- 3) The teacher ask the student to decide on phrase and sentence or words directly from the text to copy into strips or index card.
- 4) Students do paraphrase the text to a sort sentence.
- 5) Teacher asks the students to discuss and sharing their card what the text about.

b. Elaboration

In this part, the teacher uses read around strategy that has some procedures.

- 1) The teacher explains to the students about their activity in the classroom
- 2) The teacher asks the students to read the text, but before reading the passage or paragraph, the teacher arranges the student's seat on the circle form.
- 3) The teacher asks the students to read their passage or paragraph while others listen and continue until every student has a chance to read.
- 4) Teacher and students discuss about the contents of the text together.

c. Confirmation

After the students read the text, the teacher gives explanation to the students and discuss together about narrative text.

3. Post-Teaching Activities

There are last activities that should be done by teacher in the classroom. In this activity, the teacher checks the students' understanding about the lesson and then after discussing the teacher give homework to the students and discuss the answer together.

- a. The teacher and students conclude the lesson.
- b. The teacher gives instruction about the homework.
- c. The teacher asks the difficulty as long as teaching learning process.
- d. The teacher closes the teaching learning process.

Based on the discussion above, in teaching reading there are three steps in preparation; select the topic, select the media and allocation time. And there are three points for the procedures; Pre-teaching activities, Whilst-teaching activities, and Post-teaching activities. Those activities are important for teaching learning process. Then, all the steps are really useful for the teacher to manage students in the classroom and make the students stay focus during the lesson.

B. Previous Related Research

1. Rita Prima Sari, with the title “The Implementation Of Tea Party Strategy In Teaching Reading Of Analytical Exposition To The Eleventh Graders “ English Department, Languages and Arts Faculty, State University of Surabaya 2014. The purpose of this research is to showed that the teacher implemented Tea Party strategy successfully.
2. Yulia Rilani, with the title “The Effect of Using Tea Party Strategy Towards Reading Narrative Text Ability of The First Year Students at SMAN 12 Pekanbaru” Faculty of Education And Teacher Training, State Islamic University of Sultan Syarif Kasim Riau 2013. This research is examine to find out students’ reading narrative text ability after being taught by using Tea Party strategy.

C. Conceptual Framework

Reading is an important process for the students in all fields and also reading is one of the most important subjects in English. Many kinds of the way to

increase the students' achievement in reading comprehension. Through reading, the students can obtain some information they need everyday. In order to get best outcome in the process of reading, the students should have a good ability to comprehend the text they read. In reading comprehension from the lower into higher.

This research will be conducted to determine wheter Combining Tea Party with Read Around strategy can influnce in teaching narrative text. Combining Tea Party with Read Around strategy is suitable to be apply in teaching process. It can improve students' achievement in reading narrative text because this strategy help the students to explore their knowledge.

English teacher should try to find out good method in other to make better result. Reading is one of the important skills which have to be learned by the students in order to master English well.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Muhammadiyah 48 Medan. The reason for chosen this school because there are some problem the researcher found when PPL in this school, the students low achievement in reading comprehension.

B. Subject of Research

The subject of this research was conducted students at Eight Grade of SMP Muhammadiyah 48 Medan academic year 2016/2017. The subject of the research was taken one class, that is students of VIII-B. The number of students is consist of 30 students.

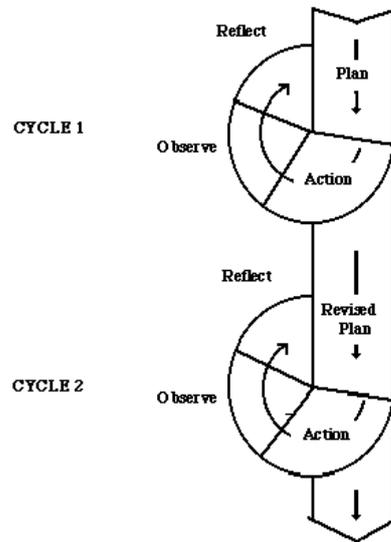
C. Research Design

The research was conducted by applying Classroom Action Research. It means that classroom action research is a kind of research has quality with do specific action so it can repair or increase the learning practices in classroom with more professional.

The researcher was conducted by two cycles namely, cycle I and cycle II. Action research was continously in some cycles that consist of planning, action, observation and reflection. It was dynmic process which was done in two or more cycle depending on the result of the action in the cycle conducted.

Chart 3.1

Action Classroom Research Model



1. Cycle 1

a) Planning

There are some plans that was carried items, namely :

1. Preparing the lesson plan (See Appendix 1)
2. Preparing the material about narrative text
3. Preparing sheet for classroom observation (See Appendix 4)
4. Preparing sheet for classroom interview (See Appendix 5)
5. Preparing test (including pre-test and post-test) (See Appendix 2)

b) Action

Table 3.1

Procedure of the Research: Teacher and Students Activities

Teacher	Students
Teacher open the class by greeting the students	The students answer greeting from their teacher as response to the teacher
The teacher checks the students attendance and then give brainstorming to the students	The students listen and answer the teacher check attendance and brainstorming
First, the teacher uses the tea party strategy and then explains about activities in the class	The students listen explanation about activities in the class
Second, the teacher uses read around strategy and then explains about activities in the class	The students listen explanation about activities in the class
The teacher gives explanation to the students and discuss together about narrative text	The students listen explanation and discuss together about narrative text
The teacher conclude the lesson and gives instruction about homework	The students also conclude the lesson and listen instruction about homework
The teacher closes the teaching learning process	The students answer the teacher for closes the teaching learning process

c) Observation

The observation was done to know the real condition of the students when teaching learning process. This step is observing the students' attention for the material, the teacher instructions and for their own groups. The researcher is a teacher and the English teacher namely Rismawati Sirait, S.Pd is an observer and the students of the class that consist of 30 students. The observer using the observation sheet.

d) Reflection

Reflection is the feedback process. It is evaluation of the action that has been before. It can showed the strategy that using whether it is given improved or not. Each cycle is carried out in three meetings. Reflection used to help the teacher make decession for what to do or to revise. From the result of observation, the problem that existed and causes of the problem was analyze.

D. Instrument of The Research

1. Instrument of Quantitative Data

To get the data, the researcher has been some of the test. The researcher used multiple choice which consist of 20 questions.

2. Instrument of Qualitative Data

a. Interview

Interview was conducted to got information about students' interested in reading before and after given treatment. So, interview is only conducted in analyzing situation the English teacher and some of students are interviews.

b. Observation Sheet

Observation sheet was used to observed all conditions that happened during the teaching learning process.

E. Technique for Collecting Data

There are some procedures in collecting data :

1. Pre- Test

Pre-test has been given before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

2. Treatment

The treatment has been given to the students by using combining tea party with read around strategy in teaching narrative text.

3. Post- Test

After the treatment, the students has been given post-test to find out their score in reading comprehension.

F. Scoring of The Test

The type of the test is multiple choices. There are 20 questions for each cycle. In scoring the test of the text, it is determined that ranging from 0-100 by accounting the correct answer. The correct answer is given 5 points while the wrong answer is given 0 point. By applying this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S : Score of the test

R : Number of the correct answer

N : Number of the question

G. Technique of Analyzing Data

This study was applied quantitative and qualitative data. The quantitative data is used to analyze the score of students. The qualitative data was taken to describing the situation during the teaching-learning process. The qualitative data was used to analyze from the observation sheet and interview sheet to describing the improved of the students' achievement in reading comprehension narrative text.

According to Suharsimi Arikunto (2010:284-285) to know the mean of the students score of assesment give in each treatment, to researcher applied the following formula:

$$X = \frac{\sum X}{N} \times 100 \%$$

Where :

X : The mean of the students

$\sum X$: The total score

N : The number of the students who do the best

Next, to categorize the number of the students who are competent on reading comprehension, the following formula is applied:

$$P = \frac{f}{T} \times 100 \%$$

Where :

P : The percentage of the students

R : The number of those who get the point

T : The total number of the students

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research consisted of two kinds. They were quantitative data that got from students' score in multiple choice test and qualitative data that got from observation and interview sheets. This research applied quantitative and qualitative data. The quantitative data were taken from the mean of the students' achievement in reading comprehension.

1. The Quantitative Data

The quantitative data was taken from the result of the students' achievement in reading narrative text. The students' score in Pre- Test, Cycle I and Cycle II can be shown from the table below :

Table 4.1
The Score Result of the First until Last Meeting

No.	Student's Initial	Pre- Test	Cycle I	Cycle II
1	AF	35	50	75
2	ASR	65	80	100
3	Ap	30	45	70
4	AF	50	65	85
5	ASN	55	65	80
6	CN	50	60	75
7	DP	45	55	70
8	FP	55	65	85
9	IL	40	50	75
10	IKD	60	75	90

11	LA	55	65	85
12	MTH	30	45	75
13	MS	45	60	80
14	MW	60	75	85
15	MA	55	65	85
16	MS	70	80	100
17	Ne	50	65	90
18	RM	45	55	70
19	RD	25	40	70
20	RR	35	50	75
21	RK	25	45	70
22	RS	20	50	75
23	SR	55	70	95
24	SA	30	55	70
25	SF	45	65	90
26	SQI	65	80	95
27	TFA	45	55	70
28	WA	30	50	70
29	YK	60	75	85
30	Zu	55	65	80
Total Number		1385	1820	2420
Mean		46.17	60.67	80.67

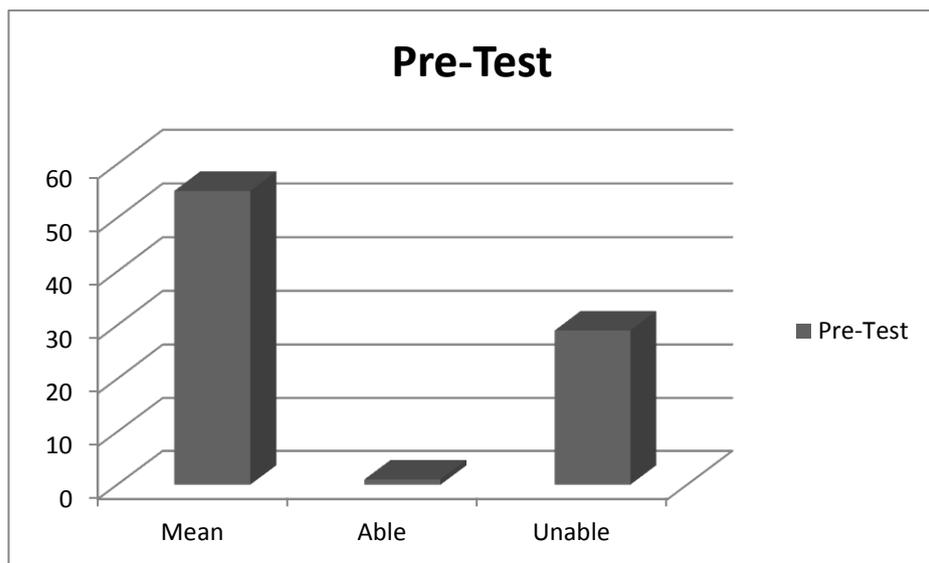
Table 4.2
The Students Score for First until Last Meeting

Test	Students' Score Got 70 Points	Percentage
Pre- Test	1	3.33%
Cycle I	7	23.33%
Cycle II	30	100%

The first test was given before the treatment, it is called Pre-Test. Based on the result in the Pre-Test, the total score of the students was 1385 and the number of students 30, so the mean was $X = \frac{1385}{30} = 46.17$

The students who got score 70 was 1 students or 3.33%. So, the students' frequency in pre-test was 3.33. From the pre-test also proved that students could not understand the passage well so they could not present their achievement in reading comprehension.

Chart 4.1
Students' Score in Pre- Test



The table and chart above showed that the students who were able 1 students or 3.33% and the students who were unable 29 students. From the data above, it can be concluded that the students in the eight grade at SMP Muhammadiyah 48 Medan in academic year 2016/2017 had a low ability in reading comprehension.

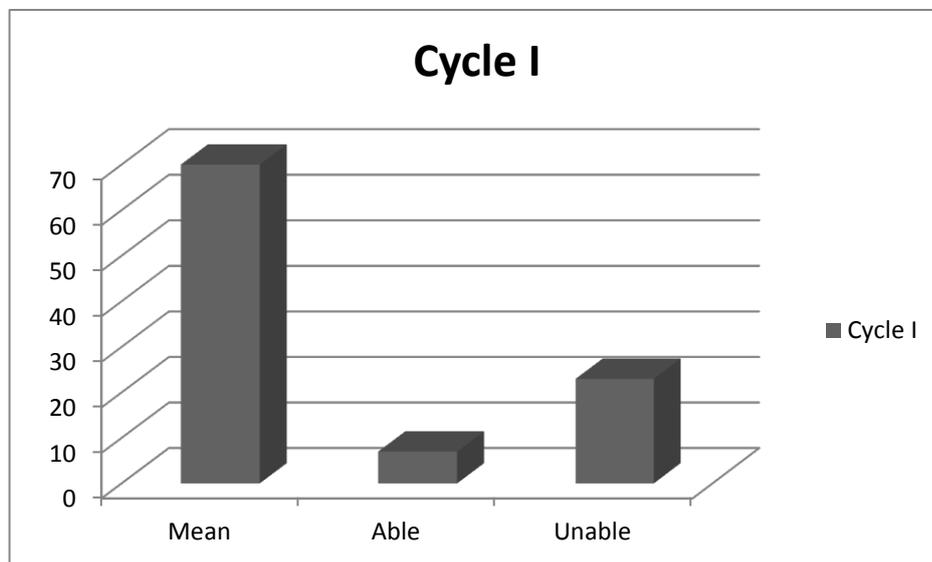
So, to improve the students' achievement in reading comprehension, the researcher as the teacher gave a strategy in teaching reading. In that time, the former teacher was an observer. After the researcher had applied the strategy in the Cycle I, the researcher then gave them a test.

Based on the result from the test in Cycle I, the total score of the students was 1820 and the number of students was 30. So, the mean score was

$$X = \frac{1820}{30} = 60.67 .$$
 The students who got score 70 was 7 students or 23.33% and

the students who got score less than 70 was 23 students or 76.67%. So, the students' frequency in the Cycle I was 76.67% and it can be shown from the chart below :

Chart 4.2
Students' Score in Cycle I



The chart above showed that the students who were able to 7 students or 23.33% and the students who were unable 23 students or 76.67%. Based on the data above, the researcher and the observer concluded that cycle I was still improvement. So, the teacher and the researcher revised all the activities in the

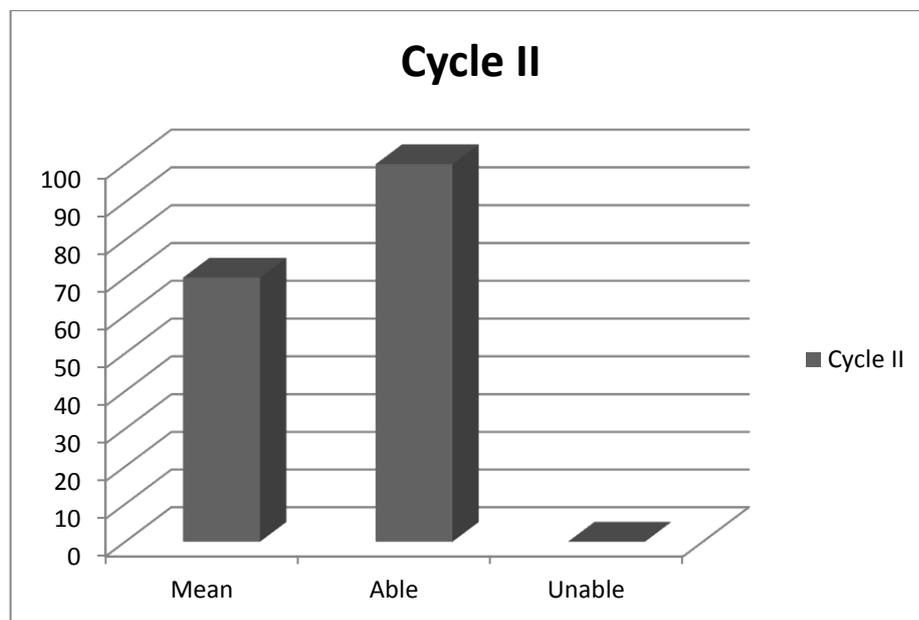
cycle II. Then, the teacher applied reading narrative text in cycle II. After finished, the researcher gave them a test.

Based on the result from the test in cycle II, the total score of the students was 2420 and the number of students was 30, so the mean score was

$$X = \frac{2420}{30} = 80.67. \text{ The students who got score 70 was 100\% or 30 students and}$$

the students who got scores less than 70 was 0% or 0 students. So, the students' frequency in the cycle II was 100% and it could be shown from the chart below :

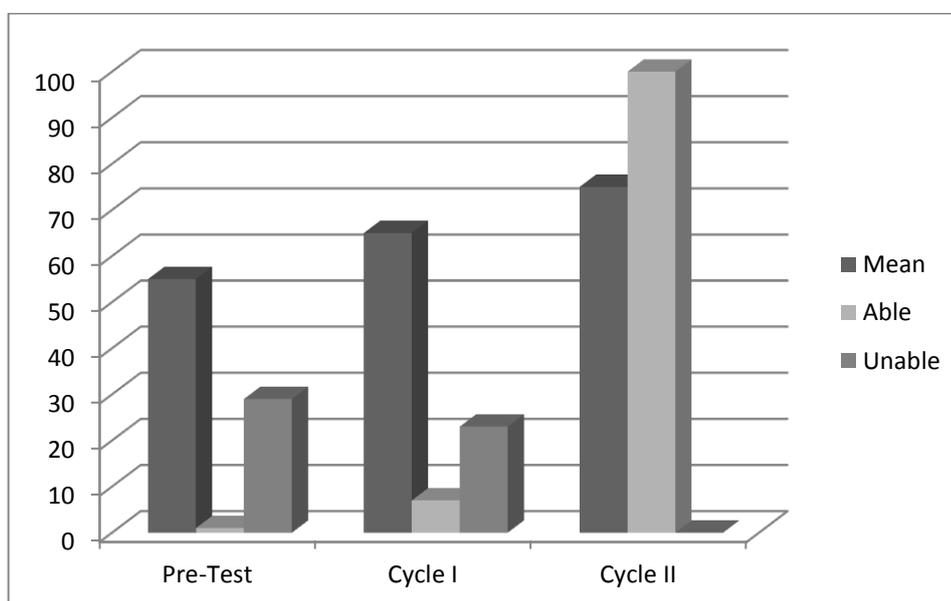
Chart 4.3
Students' Score in Cycle II



Showed that the students who were able to 30 students or 100% and the students who were unable 0 students or 0%. From the data above, it could be concluded that the students score in cycle II had improved. All of students were already reading comprehension in narrative text. It is meant that the students'

achievement in reading comprehension narrative text at SMP Muhammadiyah 48 Medan in academic year 2016/2017 had been improved by reading narrative text. The improvement of students' score in Pre-Test, Cycle I and Cycle II can be seen from the chart below :

Chart 4.4
The Improvement of Students' Score and Students' Frequency in
Pre-Test, Cycle I and Cycle II



2. The Qualitative Data

The qualitative data were taken from the result of observation sheets and interview sheets. The observation sheets were to the teacher to analyze how far the teachers' way in teaching reading and the students' improvement in learning English. The interview sheets was to know the teacher and students' opinion after Combining Tea Party with Read Around Strategy was applied.

The test showed the behaviours of student while the researcher was conducted. It showed how the researcher prepared the material that needed along

the researcher and students' respond when they taken their role along teaching learning process. Based on description, the qualitative data was taken from interview sheets. The test was obtained from two cycles.

B. Data Analysis

1. The Analysis of the Quantitative Data

Six meeting were conducted in this research and one of them was Pre-Test to know the students' score before applying the treatment. The researcher gave reading narrative text with Combining Tea Party with Read Around Strategy in each meeting. It was decided to take the result of test in the six meeting. From the Pre-Test until the end of the cycle of this research, students achievement in reading comprehension scored improved. After knew the score, the researcher applied the Combining Tea Party with Read Around Strategy in the second and third meeting (Cycle I), and fourth and fifth meeting (Cycle II). After every cycle had finished, the researcher gave the test in the last meeting to know students' score after applying the Combining Tea Party with Read Around Strategy in teaching reading comprehension.

To know the mean score, the researcher was using this formula :

$$X = \frac{\sum X}{N} \times 100 \%$$

Where :

X : The mean of the students

$\sum X$: The total score

N : The number of the students who do the best

To categorize the number of the students who are competent on reading comprehension was using formula :

$$P = \frac{r}{T} \times 100 \%$$

Where :

P : The percentage of the students

R : The number of those who get the point

T : The total number of the students

In the Pre-Test, the total score of students was 1385, the students who got score 70 was 1 student and the number of students who taking the test were 30. So, the mean score was and the percentage of the students who getting score was

$$X = \frac{1385}{30} = 46.17 \text{ and the percentage of students who getting score was}$$

$$P = \frac{1}{30} \times 100\% = 3.33 \%$$

In the cycle I, the total score of the students was 1820, the students who got score 70 was 7 student and the number of students who taking the test were 30. So, the mean score was and the percentage of the students who getting score

$$\text{was } X = \frac{1820}{30} = 60.67 \text{ and the percentage of students who getting score was}$$

$$P = \frac{7}{30} \times 100\% = 23.33\%$$

In the cycle II, the total of the students was 2420, the students who got score 70 was 30 student and the number of students who taking the test were 30. So, the mean score was and the percentage of the students who getting score was

$$X = \frac{2420}{30} = 80.67 \text{ and the percentage of students who getting score was}$$

$$P = \frac{30}{30} \times 100\% = 100\%$$

From the data above, we could see that there was an improvement in students' achievement in reading comprehension.

Table 4.3
Students' Score during Conducting the Research

No.	Student's Initial	Pre-Test	Cycle I	Cycle II	The Improvement Students' Score
1	AF	35	50	75	25
2	ASR	65	80	100	20
3	Ap	30	45	70	25
4	AF	50	65	85	20
5	ASN	55	65	80	15
6	CN	50	60	75	15
7	DP	45	55	70	15
8	FP	55	65	85	20
9	IL	40	50	75	25
10	IKD	60	75	90	15
11	LA	55	65	85	15
12	MTH	30	45	75	30
13	MS	45	60	80	20
14	MW	60	75	85	10
15	MA	55	65	85	15
16	MS	70	80	100	20
17	Ne	50	65	90	30
18	RM	45	55	70	15
19	RD	25	40	70	30
20	RR	35	50	75	25
21	RK	25	45	70	25
22	RS	20	50	75	25
23	SR	55	70	95	20

24	SA	30	55	70	15
25	SF	45	65	90	25
26	SQI	65	80	95	15
27	TFA	45	55	70	15
28	WA	30	50	70	20
29	YK	60	75	85	10
30	Zu	55	65	80	15

2. The Analysis of the Qualitative Data

2.1 Observation Sheet

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The teacher was an observer for the researcher and the students of the class that consisted of 30 students. The teacher did not give their attention intensively in cycle I but the teacher more be actived and had much idea to motivated students and the students interested and not bored it was increased in cycle II.

From the data above, it was found that there was improvement from the second and third meeting (Cycle I) to fourth and fifth meeting (Cycle II) and the last meeting.

2.2 Interview Sheet

Interview sheet had function to know the teacher and students' opinion in teaching learning process. The observed found that the students gave their attention and their work in group discussion. The class was very actived and

the students interested with the strategy. It showed that there was an improvement in teaching learning process by Combining Tea Party with Read Around Strategy.

C. The Research Finding

The result of the research indicated that there was an improvement on the students' achievement in reading comprehension of narrative text using Combining Tea Party with Read Around Strategy. After collecting data, the mean of Pre- Test was still low (20) and then it was done cycle I. After doing the action through Combining Tea Party with Read Around Strategy in cycle I, the result of the first had increased from the Pre- Test (60.67). Then, after giving action in cycle II, the result of the second competence test had increased significantly from cycle I (80.67). It implied that Combining Tea Party with Read Around Strategy in teaching reading comprehension was effective as it could improve students' achievement and also helped teacher to teach reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing data, conclusions are drawn as the following:

1. It showed in pre-test the mean score was 46.17 one student got point up 70, in the first cycle was 60.67 seven students got point up 70, and the second cycle was 80.67 thirty students got point up 70. The implementation of Combining Tea Party with Read Around Strategy was effectiveness in improving the students' achievement in reading comprehension.
2. In observation sheet and interview sheet, it could be seen that the teacher was very active in teaching learning process and the students was interested and not bored. It meant that there was effectiveness improvement of applying Combining Tea Party with Read Around Strategy on the students' achievement in reading comprehension.

B. Suggestions

Related to the conclusions above, some suggestions were pointed out as follows:

1. For the English teacher, it is better to use Combining Tea Party with Read Around Strategy as the first stage in reading to improve the students' achievement in reading comprehension, because it could make the teaching learning process active, especially when teaching reading.

2. For the students, to use Combining Tea Party with Read Around Strategy, especially reading because this strategy can improve their reading skill and also their English achievement.
3. For the researcher, this researcher can contribute a good understanding of how to improve their achievement in reading comprehension through Combining Tea Party with Read Around Strategy and the researcher can be apply this strategy in teaching other subject.

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APPENDIX I

LESSON PLAN

(CYCLE I)

School : SMP Muhammadiyah 48 Medan

Subject : English

Class/Semester : VIII/2

Time : 2 x 40 Minutes

Skill : Reading

A. Standard Competence

Reading understanding the narrative text by reading correctly

B. Basic Competence

Responding reading and knowing that mean in the narrative text

C. Indicator

1. To read the text
2. To get specific information from a text related the topic
3. To identify the meaning of new words in the text

D. Learning Objectives

At the end of the lesson students are expected to be able to :

1. Students are able to read the narrative text
2. Students are able to get specific information from a text related the topic
3. Students are able to identify the meaning of new words in the text

	<p>text by using combining tea party with read around strategy</p> <ul style="list-style-type: none"> • Explaining the task for each students to make their homework <p>Closing :</p> <ul style="list-style-type: none"> • Concluding the learning material • Closes the teaching learning process 	35 minutes
	<p>Third Meeting</p> <p>Opening :</p> <ul style="list-style-type: none"> • Greeting • Checking the students attendance list <p>Main Activity :</p> <ul style="list-style-type: none"> • Giving the post- test to the students in order to know the students evaluation 	5 minutes 35 minutes

H. Learning Sources

Source : English Text Book, Dictionaries

Tools : Whiteboard and Marker

I. Evaluation

Give the multiple choice test

J. Assessment

No	Aspect	Score
1	True Answer	1
2	Wrong Answer	0

- Every correct answer score = 1
- Amount of maximum score 1 X 20 = 20
- Maximum mark = 20
- Students mark

$$S = \frac{R}{N} \times 100$$

Where :

S : Score of the test

R : Number of the correct answer

N : Number of the question

Medan,

2017

Known by
English Teacher

The Researcher

(Rismawati Sirait, S.Pd)

(Fauziah Hanum Lubis)

Headmaster of SMP Muhammadiyah 48 Medan

(Drs. Syukur)

LESSON PLAN

(CYCLE II)

School : SMP Muhammadiyah 48 Medan

Subject : English

Class/Semester : VIII/2

Time : 2 x 40 Minutes

Skill : Reading

A. Standard Competence

Reading understanding the narrative text by reading correctly

B. Basic Competence

Responding reading and knowing that mean in the narrative text

C. Indicator

1. To read the text
2. To get specific information from a text related the topic
3. To identify the meaning of new words in the text

D. Learning Objectives

At the end of the lesson students are expected to be able to :

1. Students are able to read the narrative text
2. Students are able to get specific information from a text related the topic

	<ul style="list-style-type: none"> • Explaining how to comprehend the text by using combining tea party with read around strategy • Explaining the task for each students to make their homework <p>Closing :</p> <ul style="list-style-type: none"> • Concluding the learning material • Closes the teaching learning process 	35 minutes
	<p>Third Meeting</p> <p>Opening :</p> <ul style="list-style-type: none"> • Greeting • Checking the students attendance list <p>Main Activity :</p> <ul style="list-style-type: none"> • Giving the post- test to the students in order to know the students evaluation 	5 minutes 35 minutes

H. Learning Sources

Source : English Text Book, Dictionaries

Tools : Whiteboard and Marker

I. Evaluation

Give the multiple choice test

J. Assessment

No	Aspect	Score
1	True Answer	1
2	Wrong Answer	0

- Every correct answer score = 1
- Amount of maximum score 1 X 20 = 20
- Maximum mark = 20
- Students mark

$$S = \frac{R}{N} \times 100$$

Where :

S : Score of the test

R : Number of the correct answer

N : Number of the question

Medan,

2017

Known by
English Teacher

The Researcher

(Rismawati Sirait, S.Pd)

(Fauziah Hanum Lubis)

Headmaster of SMP Muhammadiyah 48 Medan

(Drs. Syukur)

APPENDIX 2

Choose the correct answer !

Test for number 1-7

SNOW WHITE AND THE SEVEN DWARFS

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White".

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh could I? Thank you". Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. Why Snow White ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away

2. Snow White ran from house. . .
 - a. At night
 - b. In the morning
 - c. At midnight
 - d. In the evening

3. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarf's cottage

4. The third paragraph describes in detail. . .

- a. Where Snow White's aunt and uncle had breakfast
 - b. What Snow White did after hearing her uncle's plan
 - c. How Snow White went into the cottage
 - d. Whom Snow White met in the woods
5. The dwarf said, "if you wish, you may live here with us." What did the dwarf mean with the words underlined?
- a. He asked Snow White for a permission to stay with her
 - b. He offered Snow White to stay with them
 - c. He showed his interest in Snow White
 - d. He agreed to stay with Snow White
6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
- a. Because she loved them very much
 - b. As a result of forcing attitude from them
 - c. Because her parents were dead
 - d. Because she were afraid of the dwarfs
7. What is the type used by the writer?
- a. Report
 - b. Recount
 - c. Narrative
 - d. Descriptive

Test for number 8-10

CINDERELLA

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the homework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

8. Which of the following is NOT TRUE according to the text?

- a. Cinderella lived with her stepsister
 - b. Cinderella felt annoyed with her stepsister
 - c. Cinderella was helped by a fairy to get to the ball
 - d. Cinderella was helped by her stepsister to do all the housework
9. The communicative purpose of the text is to . . .
- a. Entertain the readers with a fairy tale
 - b. Describe how Cinderella went to the ball
 - c. Persuade the readers to read the story
 - d. Explain to the readers why Cinderella's stepsister hated her so much
10. "They were very bossy." (Paragraph 1)
The word 'bossy' means . . .
- | | |
|-------------|----------------|
| a. Furious | c. Sensitive |
| b. Arrogant | d. Domineering |

Test for number 11-17

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. His name was Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the

dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(taken from All Around Bandung – Gottfrid Roelcke, Gary Crabb)

11. Who was Dayang Sumbi's husband ?

- | | |
|----------------|----------------|
| a. The King | c. Tumang |
| b. Sangkuriang | d. Her fiancée |

12. Why did she marry her dog, Tumang ? because...
 - a. She exclaimed to marry one who gave it back her shuttle
 - b. It was a companion Sangkuriang
 - c. She fell in love with it
 - d. It was a demigod possessing magic powers

13. Why did Sangkuriang kill his dog ? because....
 - a. It had married his mother
 - b. He wanted to take Tumang's powers
 - c. Sangkuriang loved Dayang Sumbi
 - d. He took an arrow and shot the dog

14. What did Dayang Sumbi do after she knew about Tumang ?
 - a. She married Sangkuriang
 - b. She struck her son so hard
 - c. She asked Sangkuriang to make a lake
 - d. She kicked the half-finished boat back into the forest

15. Why did Dayang Sumbi avoid to marry Sangkuriang ? because
 - a. Sangkuriang had shot her dog
 - b. She didn't love him
 - c. Sangkuriang was not a king
 - d. Sangkuriang didn't have magic powers

16. What did Sangkuriang have to do to marry Dayang Sumbi ?
 - a. He had to make a lake and built a boat before dawn
 - b. He had to make a lake and built a temple after dawn
 - c. He had to make a palace and built a boat before dawn
 - d. He had to make a lake and built a boat before evening

17. What did Sangkuriang do after he realized that he had been deceived ?
 - a. He took an arrow and shot Dayang Sumbi
 - b. He struck Dayang Sumbi
 - c. He Chopped down a huge tree in the forest
 - d. He Cursed Dayang Sumbi and kicked the half-finished boat back into the forest.

Test for number 18-20

The Story Of The Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

18. Where does the story take place?
- | | |
|----------------|-----------------|
| a. London | c. Jakarta |
| b. Puerto Rico | d. Buenos Aires |
19. What is the word that the parrot cannot say?
- | | |
|-----------|-----------|
| a. Catano | c. Canato |
| b. Tacano | d. Nacato |
20. What is the story about?
- | | |
|---------------------------|--------------------------------------|
| a. A parrot and a cat | c. A parrot and the owner |
| b. A parrot and a chicken | d. A parrot, the owner, and chickens |

APPENDIX 4

Answer Key :

1. C
2. B
3. D
4. C
5. B
6. C
7. C
8. D
9. A
10. D
11. C
12. A
13. D
14. B
15. A
16. A
17. D
18. B
19. A
20. C

APPENDIX V

The Observation Sheet in the Cycle I to Cycle II

No	Indicators for Teacher	Cycle I		Cycle II	
		Yes	No	Yes	No
1	The teacher comes to class on time				
2	The teacher greet the students				
3	The teacher talks the students what the material				
4	The teacher asks students about narrative text				
5	The teacher give example of narrative text				
6	The teacher explain about narrative text by combining tea party with read around strategy				
7	The teacher give a homework for students				
8	The teacher asks the conclusion about narrative text with students				
9	The teacher ended class by closing				

No	Indicators for Students	Cycle I		Cycle II	
		Yes	No	Yes	No
1	The students come to class on time				
2	The students answer greeting from teacher				
3	The students give their attention when the teacher told what the material				
4	The students answer and give their opinion about narrative text				
5	The students pay attention the example of narrative				
6	The students pay attention about narrative text by using tea party with read around strategy				
7	The students respond the instruction				
8	The students give the conclusion about the mterial				
9	The students respond the closing				

APPENDIX VI

INTERVIEW SHEET

Interviewing with the teacher before conducting combining Tea Party with Read
Around Strategy

R : Do the students eight grade like with English subject ?

T : Most of them don't like with English and the others like with English

R : How the students behaviour in learning English subject ?

T : They are active, but because most of them don't like with the English, so
they make the class be noisy

R : Do you find the difficulties in teaching reading ?

T : Yes I do. Many students difficult to read a text and understand the text.

R : How did you teaching reading to the students in the classroom ?

T : I ask the students read a text and find the difficulties in dictionary, translate
the text and answer the question.

Interviewing with the students before conducting combining Tea Party with Read
Around Strategy

R : Do you like reading in English subject?

S : 1. No Miss, because i'm confused with the text

2. I don't like English Miss

3. Yes Miss, I like English because I wanna be a English teacher

R : What are difficulties that you are always facing when you was studying
English?

S : 1. I don't understand the meaning Miss

2. I'm boring Miss, because the text is very long

3. I just confused to comprehend the text from one sentences to other
sentences

R : How did you improve your reading comprehension?

S : 1. I don't have way Miss

2. I don't know Miss, because I don't like English

3. I just read a book, magazine etc

R : Have your teacher ever try to studying by using combining tea party with
read around strategy in the class?

S : 1. No

2. No

3. Never

