ABSTRACT

Bangun, Yulia Fishca,“ Improving the Students' Achievement in Reading Comprehension of Narrative Text by Using Tea Party Strategy at Eighth Grade of MTsN Bahorok in 2016/2017 Academic Years”. English Department of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara Medan 2016.

This study deals with improving student's achievement in reading comprehension of narrative text by using Tea Party Strategy. This study was conducted by using classroom action research. The population of the research was class VIII-2 MTsN Bahorok. It was conducted in one class which consisting of 30 students. This research was conducted in two cycles and each cycles consisted of three meeting. The research designs are quantitative and qualitative. The instrument of research are multiple choice which consisting 20 items. Based on the multiple choice test scores, the student's score keep improving in every test. In the pre-test the mean score was 43.66. In the first cycle test the mean score was 69.00 and in the second cycle test the mean score was 94.00. The improvement also can bee seen from the presentage of students' achievement in reading comprehension. In pre-test only 3 students got 70 points (10%). In first competence test 22 students got 70 points (73.33%). It means there was an improvement about 63.33 %. In the second competence test 30 students got 70 points (100%). The improvement was 26.67%. There was also improvement of students' behaviour and participation in the class. In first cycle, some students could not pay attention and focus on teacher's presentation.

Neverthless, in the second cycle, they were able to focus and participated on the teacher's command. The students looked interesting and focused when answering the questions. It could be concluded that Tea Party strategy could improve students' achievement in reading comprehension of narrative text.

Keyword: Reading, Comprehension, Tea Party strategy, and Students' achievement

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CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is so prevalent in language use and the primary means of language learning for students. Because of' the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. Danny and Timothy (2008: 7) statement that reading is not just saying the words on a page. It is not merely a matter of decoding smoothly and with expression. It is not simply the ability to respond to low-level questions about the content of a text selection. But, reading is a thoughtful process that involves deep comprehension. It is this deep comprehension that empowers, transforms, and liberates readers. Reading must be comprehended by the students, it is mentioned that the student must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.

Sharon Vaughn & Silvia Linan (2004:98) state that "Comprehension is the active process of constructing meaning from the text''. Through reading, students can learn not only the new information but also the vocabulary, grammar, and punctuation. Reading texts provide opportunities to study

language vocabulary, grammar, punctuation, and then the way weconstruct sentences, paragraphs and text.Moreover, reading skill is also an important tool for students' academic achievement. An achievement is a developing skill or knowledge process. The most common type of achievement is a standardized progress in developing of the measurable skills and knowledge learned in a given grade level, usually through planned instructions.

In Educational Unit Oriented Curriculum (KTSP), it is expected that students must be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily life. Furthermore, the studentshave to master reading comprehension in order to enable them to get success in reading learning process.The students' ability in comprehending the texts determines the success of their learning. If the students do not understand about the text in a test, it will be difficult for them to fulfill the passing grade.

But in fact, Many students failed in reading because they were not taught reading well. Most of teachers focus on teaching "reading" not "understanding". Besides, the students did not comprehend the passage well. They have lack of vocabulary so that it made them difficult to comprehend the passage in lateral comprehension, interpretative comprehension and critical comprehension. It made them have low motivation in reading activity because the students had low capability in comprehending reading passage and the results of reading were not good. In addition, the students still have less

confident if they are asked to read in front of their friend. They feel shy if they make mistake in reading the text. Sometime their friends laugh if there is a unique sound.

Many strategies can be used by English teacher inteaching reading, especially narrative text. Theyare Think-Pair Share, Directed Reading/ThinkingActivity, Graphic Organizers, Survival Words, K-W-LCharts, Request, Essay Question, SQ3R, Tea Party, andso on. Those are reading strategy that can be used eitherin independence reading or in group. In this case,activating background knowledge seems to be the mostimportant purpose. The ESL teacher must provide thestudent with appropriate schemata s/he is lacking, andmust also teach the student how to build bridges betweenexisting knowledge and new knowledge. The building ofbridges between a student's existing knowledge and newknowledge needed for text comprehension (Richard, 2002:273). In this study, the researcheronly focuses on one of the strategies, which is Tea Party.

Tea party is a social activity mostly used as prereadingstrategy, although it can be modified as an after reading activity as a way to celebrate the conclusion of a thematic unit or literature focused unit (Francisca, 2010:86). This strategy helps the students comprehend the text through interactive way, by discussing limited information they get from the text they will read. Furthermore, it frontloads students' knowledge of text information and also allows them to become familiar with phrasing and content words. Tea Party is a

strategy that makes the students involved in an interactive activity. They talk each other about the clue they got and then make a prediction about what text they will read. The more the students talk, the more clues they will get. Besides, the students are alsogot into a sharing activity whereas they have to discussabout their prediction. After they finish reading the text, they will get the correct information which they can use it to revise their prediction. Tea Party can help the students in comprehending the text they will read by making predictions. Beers (2002) stated that the more we frontload students'knowledge of a text and help them become actively involved in constructing meaning prior to reading, the more engaged they are likely to be as they read the text. Thus, Tea Party can give the students' prior knowledge of the text. It makes them easier to comprehend the text.

Based on the problems above, the researcher wants to conduct a research by the title **"*Improving the Students' Achievement in Reading Comprehension of Narrative Text by Using Tea Party Strategy at Eighth Grade of MTsNBahorok*"**

B. The Identification of Study

Based on the above explanation, there are many problems that will be identified by researcher in the first observation, they are:

1. The students have less interest in learning English, especially for reading.

2. The students' achievement in reading comprehension is low in the class.

3. The students have less motivation in learning English.

4. The teachers teaching strategies still use the traditional way.

5. The Teacher seldom used various interesting strategy.

C. The Problem of Study

Based on the background of the study, the problem of this study will be formulated as the following:

1. How is the students' achievement in reading comprehension?

2. Is the students' achievement in reading comprehension of narrative text significantly improved when they are taught by using Tea Party strategy?

D. The Objective of Study

Based on the formulation of study, the aims of study according to the writer is to discover:

1. To know the students' achievement in reading comprehension of narrative text.

2. To know whether the students' achievement in reading comprehension of narrative text improved when they are taught by using Tea Party strategy.

E. The Scope and Limitation of the Study

The scope of the study is about reading comprehension and is limited on narrative text at eight grades of MTsNBahorokJln. Karya No. 81 Kec. BahorokKab. Langkat.

F. The Significance of Study

    a.   Theoretical Significance

The findings of the study are theoretically expected to be significant for improving the theories about reading comprehension by using Tea Party strategy.

    b.   Practical Significances

The findings of this study are expected to contribute for:

1. The English teachers, it can be used as one of the way strategies which suitable for teaching reading process.

2. The Students' improving their knowledge for reading comprehension by using Tea Party strategy.

3. Other researchers, Institutions, University, English Department who are interested in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. Actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey. According to Keren Tankersley (2003:2) states that "Reading is a complex process made up of several interlocking skills and processes." It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, vocabulary and word recognition, comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read.

But sometimes, the real fact is many of students feel reading instead of nothing. In their mind, reading is only saying words either orally or silently. They do not know what they have to read. So, all the teachers have responsibility to demand make interesting by using strategy when teaching reading process goes on. In order words, the students are interested in know what they have read. According to Mclntyre et. Al (2011:113) states reading is comprehending, if children can read the words of the text, but do not understand what they are reading, they are not really

reading. So, basically reading is a crucial goal that children must master in order to be successful in school. As professional educators, the teachers are constantly pushing the students to increase the reading levels in their classrooms.

Moreover, Harvey and Gouduis in Pamela, et. al (2004:320) states that like writing, reading is an act of composition. When we write, we compose, thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer. Based on the above explanation, the researcher concludes that reading is getting meaning from print. It is not only confined to print in text or book, but also this happen for communication between the reader and the writer. Therefore, the reader should interpret what is written by the writer.

2. Reading Comprehension

Yudy Willis (2008: 128) said that to comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories. Beginning comprehension instruction builds on children's linguistic, conceptual knowledge and includes explicit instruction on strategies such as summarizing, predicting, and self-monitoring for understanding. Additional comprehension skills that must be taught and practiced include assessing and connecting with students' background knowledge, pre-teaching

of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher-guided and student-centered discussions about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.

According to RAND Reading Study Group (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. The Elements of Comprehension:

a. The reader who is doing the comprehending

b. The text that is to be comprehended

c. The activity in which comprehension is a part

Based on the above quotation, the readers have to have capabilities, abilities, knowledge, and experiences to comprehend the text. Text is broadly constructed to include any printed text or electronic text. In considering activity, include the purposes, processes, and consequences associated with the act of reading.

a) The Reader

To comprehend a text, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, intervening, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of

knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension that depend on the texts in use and the specific activity in which one is engaged. Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency-quick and efficient recognition of words and at least some aspects of syntactic parsing-appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

b) The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include the surface code (the exact wording of the text), the

text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce

some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

c) The Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During reading, the reader processes the text with regard to the purpose. Processing the text involves,

beyond decoding, higher-level linguistic, semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. For example, reading the historical novel Andersonville may increase the reader's knowledge about the U.S. Civil War, even though the reader's initial purpose may have been enjoyment. The American history major who reads an assigned text about the Civil War may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading.

2. Level of Comprehension

According to Thomas Barret in Brassell and Rasinski (2008: 17) state there are three types of action with his three-level taxonomy of reading comprehension:

a. Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

b. Inferential Comprehension

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purposes for reading and teacher's questions which demand thinking and imagination that goes beyond the printed page. In this level the student uses the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

c. Critical Comprehension

Critical comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

3. Students' Achievement in Reading Comprehension

Achievement in reading comprehension concerned with the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text and constructing an approximate understanding of the writer's message. An achievement test is treated directly to classroom lessons, units, or even a total curriculum.

Achievement tests are limited to particular addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in questions. The primarily role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction. Reading comprehension achievement is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to the text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time.

4. Genres of Reading

I Wayan (2014) that genre approach to writing is also influenced and determined significantly by features and situational environmental such as subject matter, relationship between writer and reader and text organization. Texts are classified into several types. They are narrative, recount, descriptive, report, explanation, hortatory exposition, procedure, review, news item, anecdote, and spoof. This research decided to the text genre focused in narrative text.

5.1 Definition of Narrative Text

In this research, the researcher focused in a narrative text. So, narrative text is a story that is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or theatre) that describes a sequence of

fictional or non-fictional events. The word derives from the Latin verb *narrare. "*to recount*",* and is related to the adjective *gnarus*, "knowing" or "skilled". Ultimately its origin is found in the Proto-Indo-European root gno-, "to know".

I Wayan (2014: 19) that the basic purpose of narrative text is to entertain the readers and to tell a story. Narrative texts usually contain a predictable set of elements. They are the setting which includes the time and place. The different characters are involved in the text. A problem that occurs, the attempts that are made to solve the problem, and also the theme or message that follows the story.

5.2 Generic Structure of Narrative Text

Actually, every genre has its own characteristic in terms of rethorical structure and textual elemnts; the narrative text also has its own rhetorical structure and textual element. The rhetorical structure and textual element of narrative text consists of 1) orientation, 2) Complication, and 3) resolution.

1) Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

2) Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor Complication. The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

3) Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor Resolution. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

Another Example of Narrative Text

Orientation

Once upon a time, a rabbit wanted to cross a river, but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here."

Complication	**"Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.**
Complication	**"All of you are good, nice, gentle and kind, so I want to make a line in order. Later, I will know how kind you are," said the rabbit.**
Resolution	**Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one… two… three… four… until twenty, and finally he thanked all crocodiles because he had crossed the river.**

5. Description of Tea Party

Tea Party is a strategy that makes the students involved in an interactive activity. They talk each other about the clue they got and then make a prediction about what text they will read. The more the students talk, the more clues they will get. Besides, the students are also got into a sharing activity whereas they have to discuss about their prediction. After they finish reading the text, they will get the correct information which they can use it to revise their prediction. In addition, participants a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and

move around the classroom. It allows participants to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge (Protocol, 2013:34).

According to Francisca (2010: 87) state that tea party can build inclusion and structure brainstorming or review in using language to create good communication activity. Tea party is a social activity mostly used as prereading strategy, although it can be modified as an after reading activity as a way to celebrate the conclusion of a thematic unit or literature focused unit. This strategy helps the students comprehend the text through interactive way, by discussing limited information they get from the text they will read. Furthermore, it frontloads students' knowledge of text information and also allows them to become familiar with phrasing and content words. Tea Party can help the students in comprehending the text they will read by making predictions. Beers (2002) stated that the more we frontload students' knowledge of a text and help them become actively involved in constructing meaning prior to reading, the more engaged they are likely to be as they read the text. Thus, Tea Party can give the students' prior knowledge of the text. It makes them easier to comprehend the text.

6.1 Procedures of Tea Party

Francisca (2010) gives some procedures about tea party in reading comprehension, as follows:

a. Teacher prepares a set of theme-related questions or topics that will allow students to explore what they already know about the theme.

b. The questions should be open-ended and can take the form of "what if," "what might," "what do you imagine." For example, if the theme to be explored is "immigration," then one question might be: "Why do you think someone might leave their home and move to a new country?"

c. Students form two lines so that each person is facing a partner. One of the lines is named as the "moving line." (For younger students, two concentric circles might be more manageable.)

d. Teacher indicates that students will have two minutes to discuss each of a number of questions/topics. After the time is up for each item, the moving line moves down one person and the person at the end moves to the front so that everyone now has a new partner.

e. Students are asked to greet their new partner and to introduce themselves before the topic/question is revealed by the teacher.

f. The teacher's job is to keep time, monitor the interaction, and check for understanding at the end of the activity.

g. Once the topics have all been addressed, a content review can be carried out so that misinformation or gaps in information are taken care of.

6.2 Advantages of Tea Party Strategy

Students are reading, writing, listening, and speaking. In addition, students are making connections, sequencing events, and considering causes of actions and the

effects of those actions. Furthermore, students take an active role in meaning making well before even reading the selection.

B. Conceptual Framework

Reading is not a passive skill, but reading is an incredibly active occupation. The reader has to understand what the words means according to author in the text. Therefore, the students as readers not only pay attention to translate the word from the text to establish meaning, but also comprehend the meaning of the text they read. So, it means that the students have to active in reading. However in fact, most of students cannot comprehend the text. They do not understand about what they have read. Sometimes, they feel that reading activity is not interesting, so they feel bored.

There are so many strategies will be used by teacher. Tea Party is one of strategies which is suitable to help the students to improve about their reading comprehension. By applying Tea Party, the students can set their prediction about the text develop their thinking as they are reading a text. This strategy is also help students to focus their attention on the purpose of reading. It can be used in fiction or non-fiction text, especially in narrative text. So, it is very helpful to create a comfortable condition in studying since the students have more opportunity to interact with others. In conclusion, by applying Tea Party strategy in teaching reading comprehension will have a significant improvement on the students' achievement in reading comprehension of narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location Research

This research was conducted at MTsN Bahorok. It was located on Jln. Karya No. 81 Kec. Bahorok Kab. Langkat. The reason of choosing this school as the location of the research was this research at this material has never done before.

B. The Subject of the Study

The subject of this research were the students of MTsN Bahorok, class VIII-2. The class consists of 30 students. They were 16 girls and 14 boys. It found that many students faced difficulty to got main idea from the text in reading comprehension and based on the researcher observed to the teacher, so that the students needed improvement in reading comprehension.

C. Research Design

The Classroom Action Research (CAR) used in this research design. CAR is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. The researcher's reason of choosing this research design by using action research, because it is one of ways suitable for learning process, exactly not only for the teachers, but also the students have more deep understanding about the material.

Rawlinson and Little state the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning. According to Ralph and Mary state that action research is a process in which teachers systematically investigate instructional practices and techniques in order to improve their teaching.

Action research is one process in the training of pre-service teachers that is often omitted and that might significantly help capture the above benefits gained from being a reflective practitioner. It is not the purpose of this study to measure the levels of reflectivity. The purpose of this study was to:

a) Analyzed the effectiveness of using a two day field experience project to teach pre-service teachers the process of conducting classroom research as a means of problem solving and developing their reflective abilities

b) Analyzed how this experience impacted students' view about classroom research as a tool for improving reflectivity and classroom decision making and

c) Assessed ways in which undergraduate faculty can improve projects to enhance student experiences and skills in using action research as a tool for instruction and assessment.

Usually in an undergraduate introductory course, students learn a cross section of teaching concepts. This study focused on assessing and improving achievement of the following goal: exposing pre-service students to action research

before they enter into the field. It also addressed the following question: How can action research assignments benefit all students?

Based on the above explanation, action research is one of the ways of research which has a role important in learning teaching process. This, in turn result in increasing utility and effectiveness for their practitioner the basic process of conducting. There are many possible reasons for conducting action research, they are:

1. To know more about our learners and what was found motivating and challenging.

2. To learn more about ourselves as teachers-how effective we were, how we looked to our students, we were looked ourselves of we were observing our own teaching.

3. To gauge the interest generated by certain topics or judge the effectiveness of certain activity types.

The Classroom Action Research consists of four steps, the first is *Planning,* the second is *Action,* the third is *Observation,* and the last one is *Reflection.* Four these steps were applied to each cycle, because action research is cyclical process. If the result of the first cycle was fail, it should be continued to the next cycle. If there was any alteration significantly or it means that the students' achievement in reading comprehension improved, the cycle has been stopped. If it did not to show up the improvement students' achievement in reading comprehension, the cycle should continue on and on to next cycles until the result was achieved.

D. The Instrument of Collecting Data

In collecting the data, an instrument used multiple choice tests. Students were given the multiple choice test about narrative text by the teacher by using Tea Party strategy. The test consisted of 20 items. In scoring the students' answer, correct answer got 5 and the wrong answer got 0. The range of score from 0-100.

E. The Procedure of Collecting Data

The techniques for collecting data was conducted by administrating 2 cycles. Each cycle have four stage, they are: Planning, Action, Observation, and Reflection.

Plan

Cycle 1 — Reflection

Observation/ Action

Revised

Plan

Reflection

Cycle 2 —

Observation/ Action

Revised
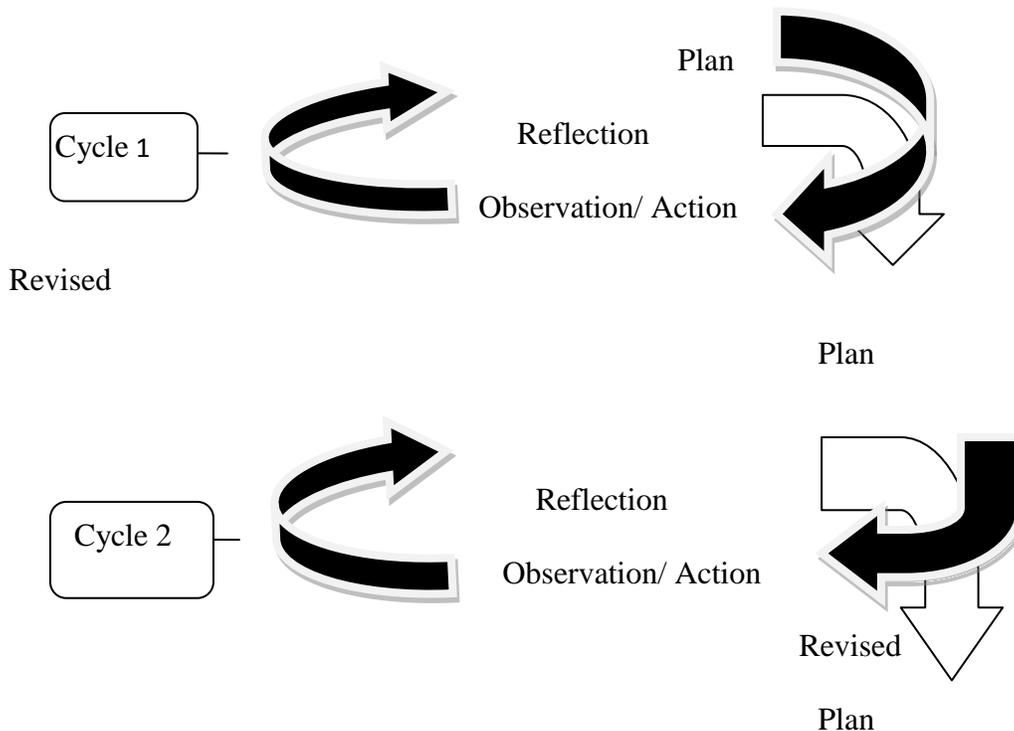
Plan

Figure 1. The Process of Action Research (Adapted from Zainal, 2008: 150)

Cycle 1

The procedure of research was conducted within two cycles that consisted of three meeting. Each of cycles has four steps; the steps are called planning, action, observation, and reflection. But, if it does not increase students' reading comprehension, the cycle should continue on and on to the next cycle until the result has found.

Planning

Planning is arrangement for doing something. In planning, it is considered everything that is related to the action that is done and prepared everything that is needed teaching and learning process. The researcher prepare lesson plans which use Tea Party strategy and reading materials in the English text book for class VIII-2 from use and prepare the test to measure the result of the study. In the observation sheet the researcher chooses the English teacher in that school.

Action

Action is the process of doing. Action stage is the implementation of planning. The researcher does everything plans before. Firstly, the researcher review the student whether they learn about narrative text or not. The researcher is motivated the students by teaching them the importance of learning narrative text. Next, they are explained about the meaning of Tea Party and what it was.

After giving the students' brief instruction the researcher read the story out loud to the students and the students is divided into some groups, the groups consist of five

students then the researcher ask the students to read a text and how to got the main idea of the text by using Tea Party strategy. The researcher explains the Tea Party strategy.

A comprehension strategy by using Tea Party is used. The students are asked to listen carefully to a story of the researcher's choice that was being read orally.

After having discussion, each group presented their answer in front of the class. The researcher and the students summarized the lesson together. The last the students is asked questions of multiple choice tests individually.

Observation

The function of observation is to find out the information in the classroom when the teaching and learning process goes on in the class. As the observer, the teacher and researcher observe the learning process. It means that, all activities, students' behavior.

Reflection

Reflection is the feedback process from all of the steps has been conducted. The researcher and observer discuss about the act of implementation and decide to conduct the next cycle if it is necessary to get better result.

Cycle II

Based on reflection in cycle one, the researcher decided to apply this strategy in teaching and learning process for the next cycle, exactly in cycle II. The cycle focused in solving the problem that is found in cycle one.

Planning

After knowing and analyzing the students' score of the first cycle. It could be concluded that the second cycle is applied in order to improve students' achievement. The researcher made some revise plan. According to students' needed such as:

1. Preparing and designing the text is used during this cycle.

2. Giving more motivation to the students, the researcher motivate the students in other to their interest in reading comprehension.

3. Preparing research instrument, such as multiple choice test to observe the teaching and learning process.

4. Having seen in first cycle that many students are inactive in teaching and learning process. The researcher is control every group by asking. Everything they do not understand about the process.

5. Redesigning the procedure of teaching reading by using Tea Party Strategy.

6. Preparing the test to measure the result of the study.

Action

Action in the second cycle is the implementation of revise plan of the first cycle. The procedure in Cycle is changed in order to improve students' reading comprehension.

1. The researcher reviews students' achievement in cycle I and gave some comments, opinion and to do the best in second cycle.

2. The researcher reviews the importance of reading comprehension and Tea Party strategy.

3. The researcher asks the students to share everything about the text that given by the researcher.

4. The researcher gives multiple choice tests for them as the first cycle.

Observation

From the observation, the observer observed when the teaching and learning process go on in the class. So, all activities were noticed in the diary note.

Reflection

After the second cycle had been done, the researcher gave the test to know the progress of the students and interview to know their comment about the teaching and learning process.

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 was given 5 points while the wrong answer was given 0 point. By applying this formula (Ngalim, 2000:177):

$$S = \frac{R}{N} \text{ x } 100$$

Where:

S = Score of the test

R= Number of the correct answer

N= Number of the question

G. Technique of Data Analysis

The research applies quantitative and qualitative data. The qualitative data are obtained and analyzed to see the progress of the students' ability in reading comprehension of narrative text by using Tea Party strategy.

In order to know the mean of the students' score of each cycle, the researcher applied the formula (Ary, 2010: 167):

$$X = \frac{\Sigma n}{n}$$

Notes:

X   = the mean of the students' score

Σn   = the total score

n   = the number of the students

Moreover, the following formula below used to classify the number of the students who were competent to read a narrative text (Anas, 2000:150):

$$P = \frac{R}{T} x 100\%$$

Notes:

P = the percentage of those who get the point 70

R = the number of those who get the point 70 or above

T = the total number of the students

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

Before conducting the first cycle, the pre test was given in the first meeting. The pre test was multiple choice tests while doing the pre test, there were few students who were sighing because she found it difficult to answer the questions although they didn't ask the researcher. They were very busy to look for the meaning of unfamiliar word in dictionary when they read the text. Most of them cheated it difficult to comprehend the text. The total number of students in that class was 30 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test and post test I were conducted in three meetings. The second cycle including post test II was conducted in three meetings.

B. Data Analysis

1. Data Analysis in Pre Test

Pre-test was given before running to the treatment in Cycle I. The researcher gave the test to all students and the students answered the test. And the point of pre-test can be seen bellow :

Table 4.1
The Result of Students' Score for Pre-test

No	The Students' Name	PRE-TEST Score
1	Apri Hidayat	30
2	Ari Alfa Riza	20
3	Ariya Wiguna Tarigan	40
4	Bagus Torodipo	30
5	Candra Hidayat	20
6	Dewi Syukrilla	20
7	Eki Aulia	60
8	Farhan Abid Ginting	20
9	Gusti Maisarah	30
10	Halkiyyah Sitepu	40
11	Ilma Syahfitri	30
12	Indra	40
13	Liza Vania	50
14	Muhammad Leo	40
15	Nabawi Alabin Ginting	50
16	Nurul Hasanah	40
17	Ridho Muari Sembiring	50
18	Rizki Wulandari	60
19	Risma marfirah	70
20	Salbiah Fitriani Ginting	50
21	Seli	50
22	Siti Mardhani	30
23	Sofi Mardiah	50
24	Sri Wahyuni	60
25	Syahputra	70
26	Salwa Fahreza	30
27	Wahyu	50
28	Wika Aulia	50
29	Wulandari	70
30	Ditha Ananda Bangun	60
Total		$\sum x = 1310$
The Mean Score		$\bar{x} = 43.66$

From the table of pre-test, the total score of students was 1310 and the number of students who took the test was 30 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$X = \frac{1310}{30} = 43.66$

From the analysis above, students' achievement in reading comprehension of narrative text was low. The mean of students was 43.66 and to look the number of students' who were competent in reading comprehension stest was calculated by applying the following formula:

Formula, $P = \frac{R}{T} \times 100\%$

$P_1 = \frac{3}{30}$ x 100% = 10%

Table 4.2
Distribution of Students' Achievement in Reading Comprehension
For Pre-Test

	Criteria	Total Students	Percentage
P_1	Passed	3	10 %

From the table analysis, the students' achievement in reading comprehension was low. The mean of students was 43.66. Just 3 students passed in pre-test session (10%). It can be concluded that the students' achievement in reading comprehension is still low.

From the explanation above, students' achievement in reading comprehension was classified low when conducting action research in pre-test. The result of Pre-test can be follow below:
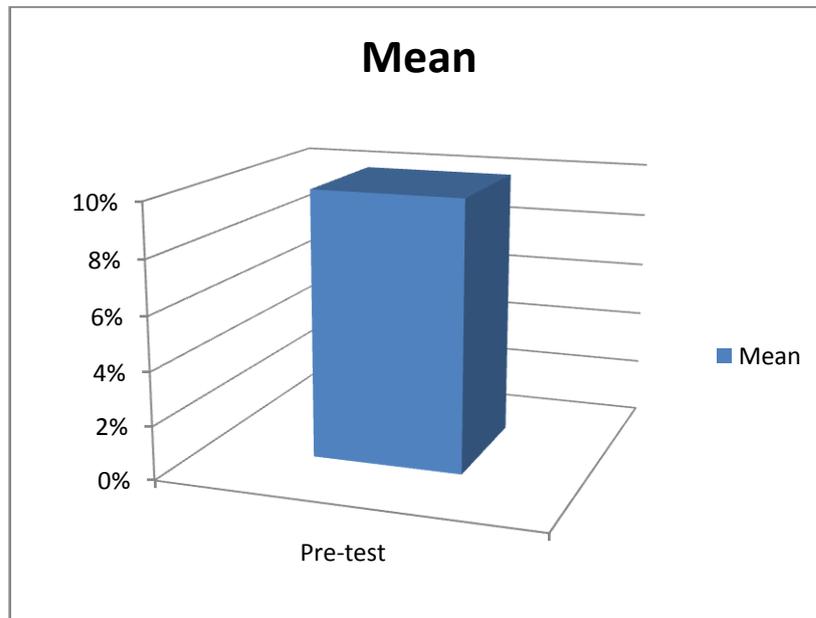
Figure I. Diagram of Pre-Test

2. Data Analysis in Cycle I

First cycle was done in three meetings as follows:

a. Planning

Planning was arrangement for doing something. In planning, it was considered everything that was related to the action that was done and prepared everything that was needed teaching and learning process.

1) The researcher prepared lesson plans which used Tea Party strategy.

2) The researcher prepared reading materials in the English text book for class VIII-2.

3) The researcher made the test to measure the result of the study. In the observation sheet the researcher chooses the English teacher in that school

b. Action

In Cycle I, the result wasn't suitable based on planning. It was caused:

1) Some of students weren't accustomed to the condition studying in groups.

2) Some of students didn't understand steps in learning through Tea Party Strategy .

To solve the problem the teacher applied the strategies:

1) Teacher gave definition to the students intensively about condition of group, working together and activeness of students in group.

2) Teacher helped the group who didn't know steps in learning through Tea Party Strategy.

c. Observation

In the Cycle I, there were three meetings. The students' score can be seen below:

Table 4.3
The Result of Students' Score for Cycle I

No	Students' Name	Cycle I		
		1	2	3
1	Apri Hidayat	40	50	70
2	Ari Alfa Riza	30	40	50
3	Ariya Wiguna Tarigan	50	60	70
4	Bagus Torodipo	40	50	70
5	Candra Hidayat	30	50	50
6	Dewi Syukrilla	40	50	70
7	Eki Aulia	60	70	80
8	Farhan Abid Ginting	40	50	60
9	Gusti Maisarah	40	50	60
10	Halkiyyah Sitepu	50	60	70
11	Ilma Syahfitri	50	60	60
12	Indra	50	60	70
13	Liza Vania	60	60	70

14	Muhammad Leo	50	70	80
15	Nabawi Alabin Ginting	60	70	80
16	Nurul Hasanah	50	60	60
17	Ridho Muari Sembiring	50	70	70
18	Rizki Wulandari	60	70	80
19	Risma marfirah	70	80	80
20	Salbiah Fitriani Ginting	60	70	70
21	Seli	50	60	70
22	Siti Mardhani	40	50	50
23	Sofi Mardiah	60	60	70
24	Sri Wahyuni	60	70	80
25	Syahputra	70	80	80
26	Salwa Fahreza	40	50	70
27	Wahyu	60	60	70
28	Wika Aulia	50	60	70
29	Wulandari	30	50	60
30	Ditha Ananda Bangun	70	70	80
	Total	**1510**	**1810**	**2070**
	Mean	**50.33**	**60.33**	**69.00**

From table above, the first meeting the mean of students' score was 50. 33 (three students who got 70). The second meeting, the mean of students was 60.33 (ten students who got 70). There was improvement from the second meeting. And third meeting, the mean of students was 69. 00 (twenty two students who got 70). There was improvement from the second meeting to the third meeting. From the analysis above, the number of students' who were competent in reading comprehension stest was calculated by applying the following formula:

Formula, $P = \dfrac{R}{T} \times 100\%$

$P_1 = \dfrac{3}{30}$ x 100% = 10%

$P_2 = \dfrac{10}{30}$ x 100% = 33.33%

$P_3 = \dfrac{22}{30}$ x 100% = 73.33%

Table 4.4
Distribution of Students' Achievement in Reading Comprehension
For Post-Test 1

	Criteria	Total Students	Percentage
P_1	Passed	3	10 %
P_2	Passed	10	33.33%
P_3	Passed	22	73.33%

The result showed the improvement of the students score from the pre test to the first cycle. The pre test was only 10% (three students) who got 70 points. The first cycle was 73.33% (twenty two students) who got 70 points. There was an improvement 63. 33%. Percentage of the first meeting to third meeting could see in diagram:
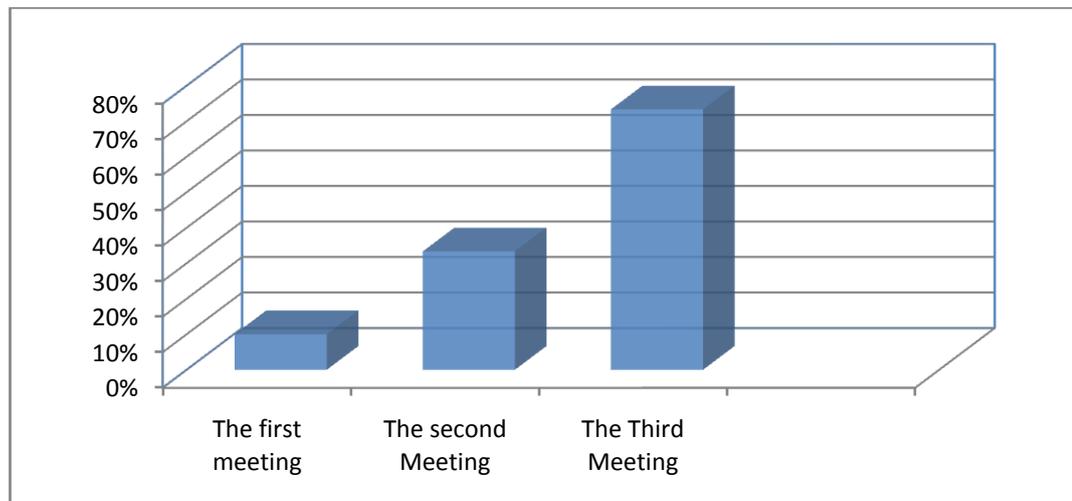

Figure 2. The Score of Students in Cycle 1

During the teaching learning process, most of the student's still applied conventional method in reading comprehension by translating word by word. Some of the students were active and other disturbing their friend by making noisy because they didn't like reading. Most of them cheated their friend's work.

Some students just guessed the answer because they found it difficult to comprehend the text.

d. Reflection

In this stage, the researcher reflected on everything that she had done and Made conclusion. The result of the first cycle did not reach the goal determined.

1) Some of the students wasn't accustome to Tea Party Strategy in comprehend the next. It could see from the result of the students' observation.

2) The mean students' score in cycle I was 69.00.

3) Some of group couldn't in presentation the result of discussion

To solve disadvantages on Cycle I, so that on Cycle II could make Planning:

1) The researcher gave motivation to the group who found difficult in learning.

2) The researcher was more intensive in guiding the group who found difficult.

3) The researcher gave the reward to the student.

3. Data Analysis in Cycle II

a. Planning

Planning in Cycle II based on Cycle I:

1) The researcher gave motivation to thr group to be more active in learning.

2) The researcher was more intensive in guiding group who found difficult in learning.

3) The researcher gave reaward to the students.

4) The researcher tried to explain more detail about Tea Party Strategy so that the students were easier to understand the material.

    b. Action

1) Condition of learning after using Tea Party Strategy, The student could do the test better than before. The student in a group worked together in understanding the material And the students were more interested in learning process

2) All of students had motivation to ask and to respond a presentation of the other group.

3) Condition of learning process was more effective and more interesting.

    c. Observation and Evaluation

        The mean of the students' score in the Cycle II was the highest, so it could said that the students' achievement in reading comprehension through Tea Party Strategy increased. The result of students' score could be seen below:

Table 4.5
The Students' Score in Cycle II

No	Students' Name	Cycle II		
		6	7	8
1	Apri Hidayat	70	90	90
2	Ari Alfa Riza	70	80	90
3	Ariya Wiguna Tarigan	70	80	100
4	Bagus Torodipo	80	80	90
5	Candra Hidayat	70	80	90
6	Dewi Syukrilla	70	80	80
7	Eki Aulia	90	100	100
8	Farhan Abid Ginting	60	70	80
9	Gusti Maisarah	70	80	90
10	Halkiyyah Sitepu	80	80	100
11	Ilma Syahfitri	80	90	90
12	Indra	80	90	100
13	Liza Vania	80	90	100

14	Muhammad Leo	80	80	90
15	Nabawi Alabin Ginting	90	90	100
16	Nurul Hasanah	70	80	90
17	Ridho Muari Sembiring	80	90	90
18	Rizki Wulandari	90	90	100
19	Risma marfirah	90	100	100
20	Salbiah Fitriani Ginting	80	90	100
21	Seli	80	90	90
22	Siti Mardhani	60	80	90
23	Sofi Mardiah	80	80	90
24	Sri Wahyuni	80	100	100
25	Syahputra	90	100	100
26	Salwa Fahreza	80	80	90
27	Wahyu	80	90	100
28	Wika Aulia	70	60	100
29	Wulandari	70	90	90
30	Ditha Ananda Bangun	80	90	100
	Total	**2320**	**2570**	**2820**
	Mean	**77.33**	**85.66**	**94.00**

From explanation above that improvement students' achievement in reading comprehension were increased from 69.00 in cycle I to 94.00 in cycle II. In the Cycle II, there were three meeting. The fourth meeting, the mean of score 77.33 (twenty eight students who got 70) with percentage 93.33%. The fifth meeting, the mean of score was 85.66 (twenty nine students who got 70) with percentage 96.66%. In the sixth meeting, the mean of score was 94.00 (thirty students who got 70) with percentage 100%. So, the total score of the second cycle was higher than the first cycle. In the second cycle, there was 100% (thirty one students) who got 70 points which the improvement was 26.67%. It can be conclude that Tea Party Strategy could improve students' achievement in reading comprehension. From the analysis above, the number of students' who were

competent in reading comprehension stest was calculated by applying the

following formula: $P = \dfrac{R}{T} \times 100\%$

$$P_1 = \dfrac{28}{30} \text{ x } 100\% = 93.33\%$$

$$P_2 = \dfrac{29}{30} \text{ x } 100\% = 96.66\%$$

$$P_3 = \dfrac{30}{30} \text{ x } 100\% = 100\%$$

Table 4.6
Distribution of Students' Achievement in Reading Comprehension
For Post-Test 1I

|	Criteria	Total Students	Percentage
P_1	Passed	28	93.33 %
P_2	Passed	29	96.66%
P_3	Passed	30	100%
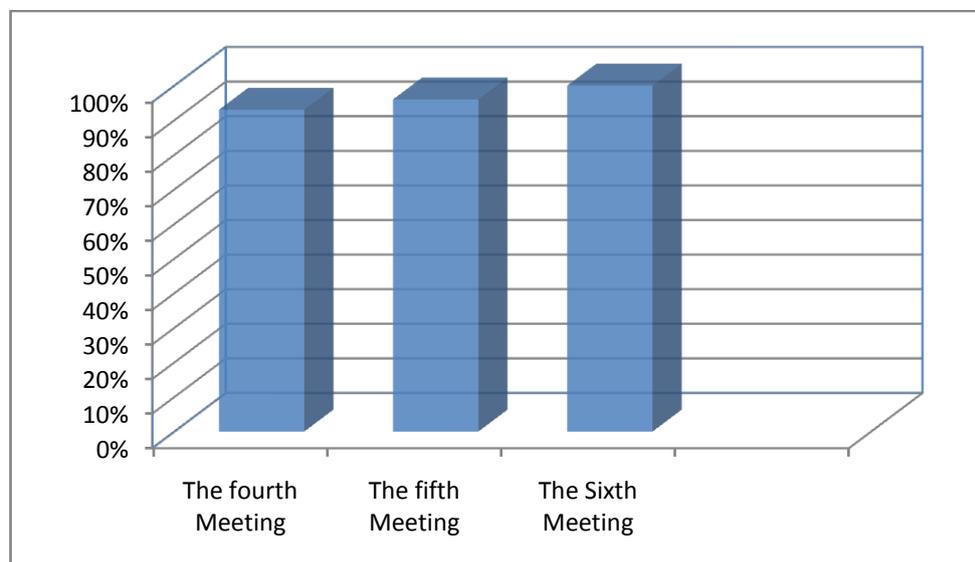
Figure 3: The Score of Students in Cycle II

The Students score from the first meeting until seven meeting could see in the table bellow:

Table 4.7
The students Score Result From The first Meeting Until Seventh Meeting

N o	Students' Name	Pre-test	Cycle I			Cycle II		
			1	2	3	6	7	8
1	Apri Hidayat	30	40	50	70	70	90	90
2	Ari Alfa Riza	20	30	40	50	70	80	90
3	Ariya Wiguna Tarigan	40	50	60	70	70	80	100
4	Bagus Torodipo	30	40	50	70	80	80	90
5	Candra Hidayat	20	30	50	50	70	80	90
6	Dewi Syukrilla	20	40	50	70	70	80	80
7	Eki Aulia	60	60	70	80	90	100	100
8	Farhan Abid Ginting	20	40	50	60	60	70	80
9	Gusti Maisarah	30	40	50	60	70	80	90
10	Halkiyyah Sitepu	40	50	60	70	80	80	100
11	Ilma Syahfitri	30	50	60	60	80	90	90
12	Indra	40	50	60	70	80	90	100
13	Liza Vania	50	60	60	70	80	90	100
14	Muhammad Leo	40	50	70	80	80	80	90
15	Nabawi Alabin Ginting	50	60	70	80	90	90	100
16	Nurul Hasanah	40	50	60	60	70	80	90
17	Ridho Muari Sembiring	50	50	70	70	80	90	90
18	Rizki Wulandari	60	60	70	80	90	90	100
19	Risma marfirah	70	70	80	80	90	100	100
20	Salbiah Fitriani Ginting	50	60	70	70	80	90	100
21	Seli	50	50	60	70	80	90	90
22	Siti Mardhani	30	40	50	50	60	80	90
23	Sofi Mardiah	50	60	60	70	80	80	90
24	Sri Wahyuni	60	60	70	80	80	100	100
25	Syahputra	70	70	80	80	90	100	100
26	Salwa Fahreza	30	40	50	70	80	80	90
27	Wahyu	50	60	60	70	80	90	100
28	Wika Aulia	50	50	60	70	70	90	100
29	Wulandari	20	30	50	60	70	90	90
30	Ditha Ananda Bangun	60	70	70	80	80	90	100
	Total	**1310**	**1510**	**1810**	**2070**	**2320**	**2570**	**2820**
	Mean	**43.66**	**50.33**	**60.33**	**69.00**	**77.33**	**85.66**	**94.00**

During teaching learning process through Tea Party Strategy, The observation was still done for the last time, the activity of the students was observed and it showed that most of the students were more interest in reading a text and they did not have problem to comprehend the narrative texts through Tea Party Strategy. They did not use much time to translate word by word.

d. Reflection

Having evaluated the student's multiple choice test, the researcher found that students' score showed the improvement:

a. The mean of the pre-test was still low (43.66) and then it was done cycle I. After doing the action through Tea Party Strategy in cycle I, The result of the first had increased from the pre-test (69.00).Then, after giving action in cycle II, the result of the second competence test had increased significantly (94.00). It implied that Tea Party Strategy was effective improving students' achievement in reading comprehension in narrative text.

b. Activity of student in learning process was increase. It also showed that the students' interest in reading comprehension because they could share their knowledge and their opinion each other and also find the definition of difficult words together.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Having analyzed the data, it was found that Tea Party Strategy significantly improved the students' achievement in reading comprehension of narrative text. The following are description of conclusion can be drawn as follows:

1. There was improvement of students' achievement in reading comprehension of narrative text by using Tea Party Strategy

2. There was improvement of students' achievement in reading comprehension having analyzed the data that have presented in the previous chapter. It is showed by the mean of the students. In the pre test showed 43.66 with 10% (three students) who got 70 and the first cycle showed 69.00 with 73.33% (twenty two students) who got 70. It means there was an improvement about 29.67%. The second cycle showed 94.00 with 100% (thirty students) who got 70. The improvement was 26.67%. There was improvement from pre test to second cycle.

B. Suggestion

The result of this study showed that using Tea Party Strategy could improve student's achievement in reading comperhension of narrative text. In relation to the conclusions, suggestion are staged as follows:

1. The English teachers are suggested to use Tea Party Strategy as teaching strategy to stimulate the students' learning reading spirit in the teaching reading process.

2. The students should use Tea Party Strategy to comprehed a text, because it can stimulate students' critical thinking in reading comprehension.

3. The other researchers, it is suggested to conduct futher research related to the topic of the study.

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