The Effect of Using Tea Party Strategy on Students'Achievement *in* Teaching Reading Comprehension

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Abstract

The purpose of this study is to know the effect of Tea Party Strategy on Students'Achievement In Teaching Reading Comprehension.This research conducted by using quantitative research. The subject of this research is class of XII TITIL-I and XII TPM-I SMKNegeri 5Medan which consists of 48students. Each class consist 24 and 24 students; the classes were divided in two groups, namely experimental group which had been taught by Tea Party Strategy and control groupwhich had been taught by conventional teaching.The instrument for collecting the data was multiple choice test. To obtain the reliability of the test, Kuder Richardson Formula (KR-21) was used. The calculation showed that the reliability of the test was 0.94. The data were analyzed by using t-test formula in order to see whether Tea Party Strategysignificantly affect on students' reading comprehension or not. The finding indicates that the value of t-test exceeds the value of t-table (3.13 >1.67866), at the level of significant p = 0,05 and the degree freedom *df*= 46. The finding implies that the alternative hyphothesis is accepted. In other words, there is a significant effect of Tea Party Strategy Strategy on Students'Achievement In Teaching Reading Comprehension**.**

Keywords: Reading Comprehension, Tea Party strategy

1.The Background of the Study

English is one of languages in the world that used by human in many countries. English is the special languange because almost people in the world know and undestand it. It is one of languages in the world that mentioned internasional language. As an international language, English is famous and interesting language for all of people. They are reason why we must learn and understand it. For simple example, if we understand English, it will help us to interact and communicate with others that come from different country easily.

In many countries, English is the second language but in Indonesia, English is a foreign language. English is used in the school as one of important subjects. Although in Indonesia, English is only as foreign language but many people learn English out of school. They know the importance of mastering English. In study English, there are four language skills. They are listening, speaking, writing, and reading. The fourth skills are always important for students for applying English in daily life. But the writer wants to discuss about reading because students got difficulties in teaching. The fact is strengthened when the writer did teaching practice (PPL) at one of high schools in Medan namely SMK N 5 MEDAN where the students faced difficulties when I thaught reading for them. Reading is a receptive skill for success in English teaching and learning process. On the other hand, reading is also one way to get the pleasure because when we read something, our mind will be opened and give us the refreshing of our problem. People can know something quickly if they are diligent

to read the book, newspaper,journal,etc. Reading is one of four basic language skill. Generally, Reading is skill of someone to understand about what they read and to find the message from the text. Reading is the activity which give the good advantage. It can add knowledge of language for reader. Reading is complex process. It means, reading is not just about identifying the words but it is also identifying text and information from the text.

Reading is active process of comprehending where the students need strategies to read more efficiently. In reading, students need to understand a text or to increase their comprehension. Comprehension is a complex process in reading. Comprehension requires making meaning from words when listening, speaking, reading and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Creates connection is the key of comprehension. It is difficult to comprehend what we read if we are not able to process the words at the thinking level and if we don't have connections.

Reading comprehension is very important that should be processed by students in order to understand the meaning of the text. Reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. It means that students more than understand what we called comprehend. They have to comprehend the text in order to grab some ideas from the text. Ability or skill of comprehending a message in the text is the goal of reading in language instruction. However, comprehending a message of the text is difficult, especially in English. It can be seen from the students' reading comprehension is still far from what is being expected.

To be good students in English, students have to enrich their vocabulary because vocabulary will help the students to understand the forth language skill easily. And it will be easy for students to have the good vocabulary if they are diligent to read book, novel, comic in English. In fact, many students get the difficultiess when the students done it. They got difficulties how to understand the whole of the text. To solve the problem, the writer tries to give alternative strategy in improving students' reading. The strategy that the writer wants to apply is tea party strategy.

A tea party is a social gathering at which everyone tries to talk with as many people as possible. For a literary tea party, each student receives an excerpt from the text and is told to share that excerpt with as many class- mates as possible within some allotted amount of time—maybe twenty minutes.Based on the reason above, the researcher would like to conduct a research entitled " The Effect of Using Tea Party Strategy on Students'Achievement In Teaching Reading Comprehension."

The objective of the study is to find out whether Tea Party Strategy affect students'Achievement in reading comprehension at SMK N 5 Medan

In teaching reading, there are many strategies that can be used to increase students' reading comprehension. They are Directed Reading Thinking Activity strategy,Bumper Stickers strategy, Semantic mapping strategy, Quick Writes strategy, Rule Based Summary strategyand so on. But in this research, the writer limits the strategy. The writer only use Tea Party Strategy in teaching reading comprehension.

Significances of the Study

The significances of the study are expected to be useful for:

The result of applying The Party Strategy specifically:

1) To enrich learning knowledge about reading comprehension in narrative text.
2) To enhance teaching knowledge about teaching reading strategy

Practical Significanses,

The result of applying The Party Strategy significances for :

1) English teachers can apply The Party Strategy for teaching reading comprehension in the classroom.
2) This research can be applied by the next researcher as a reference to help her/him to think a new strategy in teaching reading through The Party Strategy.

Hypothesis

According to problem above, the writer describes the hypothesis as follow:

Ha: There is significant effect of using Tea Party Strategy on students'Achievement in reading comprehension at the twelfthgrade students of SMK N 5 Medan.

Ho: There is no significant effect of using Tea Party Strategy on students' Achievement in reading comprehension at the twelfthgrade students of SMK N 5 Medan.

Theoretical Framework

In a research, there are some important theories of expert to support our research in order to avoid misinterpretation. Theories are needed to explain some terms. In this part theoretical on terms will be present. This chapter presents a review of related literature and explanation of the related materials. The researcher presents the discussion in some theories related to this study in order to strengthen this study.

Reading

Reading is one of the communication processes that should be acquired by students.By reading, they will get more information, knowledge, and science. Students should be motivated by books as much as possible with good comprehension. Grabe & Stoller (2002:13) define reading as the ability to draw meaning from the printed and interpret thus information appropriately. They mention seven purposes of reading:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from text
4. Reading to integrate the information
5. Reading to write (search information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

Reading is the one of the four basic skills of English language learning, reading has much contribution to the students for improving their English as well as enriching their

experience and intelectual ability. By reading the students are able to gain information and to improve their knowledge. According to Burns (1984:10) says that reading is a thinking process. The act of recognizing words requires interpretation of graphic symbols. In order to comprehend a reading text, students must able to use informatiom, to make inferences and to read critically and creatively to understand figurative language, to determine the autor's purpose, to evaluate the ideas to actual situation.

The goal of learning English is to enable the students in undestanding the ideas and meaning of passage. Nunan (2003:68) stated that reading is fluent process of readers combin information from a text their own background knowledge and to building meaning.

The Models of Reading

According to Vacca, et all (2010:26) point out that there are three models of reading, namely :

1. Bottom-up models

Botom-up models of reading assume that the process of translating print to meaning begins with the print. he process is initiated by decoding graphic symbols into sounds. he reader irst identiies features of leters; links these features together to recognize leters; combines leters to recognize spelling paterns; links spelling paterns to recognize words; and then proceeds to sentence-, paragraph-, and text-level processing.

2. Top down models

Top-down models of reading assume that the process of translating print to meaning begins with the reader's prior knowledge. The process is initiated by making predictions or "educated guesses" about the meaning of some unit of print. Readers decode graphic symbols into sounds to "check out" hypotheses about meaning.

3. Interactive model

Interactive models of reading assume that the process of translating print to meaning involves making use of both prior knowledge and print. he process is initiated by making predictions about meaning and/or decoding graphic symbols. he reader formulates hypotheses based on the interaction of information from semantic, syntactic, and graphophonemic sources of information.

The Purpose of Reading

The general according to Grabe and Stollerin Simanjuntak (2014:6-9) the purposes of reading are classified into:

1) Reading to search for simple information

Reading to search for simple information is a common reading ability though some researchers see it as a relatively independent cognitive process. It is used to so often in reading task that it is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading task and a useful skill in its own right. It involves, in

essence, a combination of strategies for guessing where important information might be in text until a general idea is formed.

2) Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information of a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection) strategies to help remember information.

3) Reading to integrate information, write and critique text.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique text require abilities to compose, select and critique information from a text.

4) Reading for general comprehension

Reading foe general comprehension is the most basic purpose for reading. Reading for general comprehension is also found as the most complex than it commonly assumed. Reading for general comprehension when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in confirm a general meaning representation of main ideas, and efficient coordination of many processes under very limited. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

Reading Comprehension

Reading Comprehension is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning. Harrington and Koppenhaver (2010:3) stated that comprehension is the ability to process the written of printed material from what has been read and to improve a construct if ideas in mind depend on the experience or prior knowledge of the reader and understand ofthe text idea.

According to Klingner, *et al* (2007:8), "Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)".

Level of Comprehension

According to Burns (1984:177), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

1. Literal comprehension involves acquiring information that is directly stated. The basic of literal comprehension is recognizing stated main idea, detailed cause effect and sequence. It is also prerequisite for higher level understanding. Recognizing stated main ideas, details, causes and effect and sequences is the basic of literal comprehension, and through understanding of vocabulary, sentence meaning and paragraph meaning is important.

2. Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level includes inferring main ideas of passages in which the main ideas are not directly stated. Cause and effect relationship when they are not directed stated, referents of pronouns, referent of adverd, omitted words, detecting mood, detecting the author's purpuse in writing, and drawing conclusions.
3. Critical comprehension involves evaluating written material, comparing the material with known standards and drawing conclusions about their accurately, appropriateness and timeless. Critical comprehension refers to the ability to make judgment about ideas information a writer offers. Competent reader will measure them againts what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.
4. Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read just as critical reading does, and it also requires them to use their imagination.

Strategy

Strategy is an important factor for teacher in presenting a reading material in order to raise the interest of students to improve their ability in comprehend a text. Richards and Schmidt (2010:485) define strategy as the way of accessing meanings in the texts which can be employed selectively the course of reading and which are often under the conscious control of the reader.The teacher needs to find an appropriate strategy in order to help their students become a competitive readers.

Kinds of Teaching Strategy

There are some familiar strategies that are usually used by the teachers namely:

1. Directed Reading Thinking Activity

According Kathleen Feeney Jonson (2007:42) Directed Reading Thinking Activity, also known as DRTA, is an ongoing process in which students draw on their own experience to make predic- tions about the text they are reading. It was first developed in 1969 by Russell G. Stauffer to encourage readers to actively engage in a three-step comprehension process: sampling the text, making predictions, and then sampling the text again to confirm or correct previous predictions. Teachers lead DRTA discussions through active questioning. The strategy works with picture books as well as with text.

2. Bumper Stickers

According to Kathleen Feeney Jonson (2007:18) A"bumper sticker" is a slip of paper on which is written a slogan or a say- ing that a student creates to summarise a character or a theme in a piece of literature. The saying may instead be a quotation taken directly from the reading to summarise a key idea about a character or concept.

3. Semantic Mapping Strategy

Duffy (2009:77) defines it as one way to explain how to categorize words meanings. In addition, According to Bouchard (2005:69) Semantic Mapping serves as a means to give students a partial and visual venue in which to organize ideas, show relationships and retain important information. Therefore, Semantic Mapping Strategy (SMS) allows

students explore their knowledge of a new word by creating map using other related words or phrases similar in meaning to the new word. It can be done before, during and after reading by using whole class instruction or by using co-operative learning classes or by individual students.

4.　Quick Write Strategy

According to Meier (2011:139) state that the goal of Quick Write Strategy is to facilitate students' understanding of informational text through the use of a set integrated language activities. Before students read, they briefly write all they know about the topic.

5.　Tea Party Strategy

According Kathleen Feeney Jonson (2007:194) A tea party is a social gathering at which everyone tries to talk with as many people as possible. For a literary tea party, each student receives an excerpt from the text and is told to share that excerpt with as many class- mates as possible within some allotted amount of time—maybe twenty minutes.

Tompkins (1998:84), Tea Party is a strategy to encourage students to read or reread pre-selected excerpt from the story. This practice of reading the 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.

According to Beers in Yulia Rilani(2012:17-18), Tea Party strategy is strategy gets students to consider parts of a text reading.This strategy can be used before, during and after reading. This strategy can helps students activates background knowledge, anticipate what they will read, make predictions before they read, and make connections to information they already know.It can be used to draw on prior knowledge and experience, help supportconcept development, introduce new vocabulary, or increase motivation throughidentifying personal areas of interest or learning.The activity is designed so thatall students, struggling and skilled readers can meaningfully participate.

The Nature of Tea Party Strategy

Tea Party strategy is one of the reading strategies. According to Beers, Tea Party strategy is strategy gets students to consider parts of a text reading.This strategy can be used before, during and after reading. The strategyit can helps students activates background knowledge, anticipate what they will read, make predictions before they read, and make connections to information they already know. It can be used to draw on prior knowledge and experience, help supportconcept development, introduce new vocabulary, or increase motivation through identifying personal areas of interest or learning.The activity is designed so thatall students, struggling and skilled readers can meaningfully participate.

The Purposes of Tea Party Strategy

According Kylene Beers in Yulia Rilani (2012:17-18)tea party strategy is offers students 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 students 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.

The tea party is a powerful strategy to help all readers connect with a textreading. The tea party can help readers:

1) Make connections between ideas in the text and what they already know.
2) Interact with portions of the text prior to reading.
3) Practice sequencing, find cause and effect relationships, draw comparisons, make inferences, make predictions.
4) Identify vocabulary that might be a problem.
5) Construct meaning before they begin reading a text.

Procedure of Tea Party Strategy

Tea Party strategy gets students to consider parts of a text reading it.Theteacher takes actual phrases from the text about what will be read, and writes one on each index card to hand out to each student. Several students can have the same phrases. When students receive their cards, they walk around the classroom, share their cards, listen to others, and discuss how the cards might be connected and make inferences as to what the text might be about. After this, they get into smaller groups to discuss what they've learned from the cards and what they think are possibilities for setting, characters, and problems in the text.

According Beers,this strategy in reading by following these steps:

1) Photocopy the text (such a Cinderella story for educational purposes), and cut the chapter into segments, one segment for each class member. If teacher have a large class, she/ he may wish to have the class members' work in pairs in order to keep the segments from being too short.
2) After mixing the segments, distribute the segments to the students.
3) Give the students a few minutes to read silently their given segments.
4) Distribute the "To Discover" sheets.
5) Next, tell the students that they have 10 minutes to "meet and greet" as many "guests" in the room as possible. The idea is to create an open house atmosphere in which the students spend a minute or two with other students and share the information from the chapter as revealed in their given segment. Have the students record on their sheets what they discover from others.
6) After the open house, ask the students to return to their seats and take a few minutes to record additional questions, predictions, inferences, and generalizations related to the chapter. Ask for volunteers to share their discoveries, predictions, and questions. Teacher may wish to compile anddisplay the shared information on a chart, on an overhead transparency, or on the board.
7) Now, hand out the text and ask the students to read the text.
8) After the students are finished, ask them to write down the differences between their predicted information and the actual information.
9) Follow up with a class discussion.

Shoob in Ade Maiyuhendri and Armilia Riza(2014:3-4) stated that there are several steps in implementing the Tea PartyStrategy, They are:
1. Select eight to ten statements from the text.
2. Write this statements on index cards, repeating stetements to match of number students in the class.
3. Distribute one card to each student, he or she is then given a chance to read the statement silently.
4. Students move about the classroom and read the statement on their index cards to as many other classmate as possible.
5. Students meet in small group of their own chossing to discusse what they surmise about the text from the statement.
6. In their groups, they make predictions and list questions.
7. The student then read in the text to check accuracy of their prediction and answer their questions.

Tea Party Strategy on Students' Achievement InReading Comprehension

According Kathleen Feeney Jonson (2007:194)works well before reading begins (to help students activate background knowledge and practice prediction skills) or after reading is done (to invite sharing of different perspectives).Through this activity, students gain different perspectives on sections of text. Tea parties allow students to think, move about, and inter- act simultaneously.Before beginning this activity, the teacher copies one excerpt of text for each student and pastes the excerpts on individual note cards; the cards. may then be laminated. Either before or after reading the text, each student draws one card and reads the selection several times.

Students first think about the meaning of the excerpt and then practise reading aloud to attain fluency. Next, the teacher leads a discussion about tea parties, explaining that people at a tea party want to talk to everyone in the room. Students are told to roam the room and find a partner with whom to discuss their quo- tation; they may discuss only the quotations at this party. When they find someone to meet with, one partner reads a quote, and the two students discuss it. Then the other partner reads a quote, and the students discuss that one. Afterward, the partners separate and roam the room to find someone else to share with. After about twenty minutes, the teacher instructs all students to take their seats. The teacher invites volunteers to share their quotes with the class and discuss what they learned from someone they met at the tea.

Predictions or Impressions: Students read their quotations to partners at the tea party but separate to find new partners without discussing the text. Then, after sharing quotations with as many people as possible, all take their seats. If the activity precedes reading, students in a large group share their predictions about what will happen. If the activity follows reading, students share their impressions.

Question and Answer: Instead of handing out text excerpts, the teacher asks a single question about the reading and then signals students to begin the party. Students discuss their answers to the question in pairs with as many other students as possible.

According to Kylene Beers in Yulia Rilani (2012:17-18)this strategy offers students 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 students 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.

Using Tea Party Strategy Towards Students' Reading Narrative Text

In preparing for a tea party strategy, the teacher must consider the genre and purpose of reading. The teacher considers what she or he already knows about how students might interact with the text and what might be challenging, interesting, and thought-provoking about it. Prepare index cards by choosing sentences, phrases, or single words from the text to write on index cards. Select about half as many phrases (or sentences or words). Carefully consider the following:

1. Choose phrases that help serve your (and your students') purposes for reading. If thetext is a novel, for example, choose phrases that give in sight into characters, setting,and conflict.
2. Choose some phrases that might be interpreted in multiple ways.
3. If the text is a book, choose words from the first chapter or first section.
4. Don't paraphrase the text. You (teacher) can omit words to shorten a phrase, but use the same vocabulary.
5. In teaching of narrative text, teacher must consider with parts of narrative text itself. Such as orientation (character, setting), complication (problem) and resolution (solve of problem).

Advantages of Tea Party Strategy

Advantages of Tea Party StrategyTea Party strategy is a good strategy thatteachers can apply in learning reading process.This strategy will give advantages for studentsand help understand more about their lesson. According to Jensen (2000:100)there are some advantagesof Tea Party Strategy,namely: 1. to allow students topredict what they think will happen in the textas they make inference, 2. see causal relationships, 3. compare and contrast, 4. practice sequencing and 5. draw on prior knowladge.

2.6 Conceptual Framework

Reading is active process of comprehending where the students need strategies to read more efficiently. When reading, students need to understand a text or to increase their comprehension. Creates connection is the key of comprehension. It is difficult to comprehend what we read if we are not able to process the words at the thinking level and if we don't have connections.

The problems are caused by some causes. They are lack of background knowledge, lack of vocabulary, memory weaknesses in holding information when they read so they are difficult to perceive how paragraphs build upon ideas or how ideas are linked together, lack of active processing to process the material they read, and lack of strategy in teaching reading comprehension. In order to produce good reading comprehension especially in narrative text, students need to use appropriate strategy in learning reading skill namely why the researcher

is interested in applying one of the teaching English especially reading strategy which is called Tea Party Strategy.

Tea Party is a strategy to encourage students to read or reread pre-selected excerpt from the story. This practice of reading the 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. This strategy offers students 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 students 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.
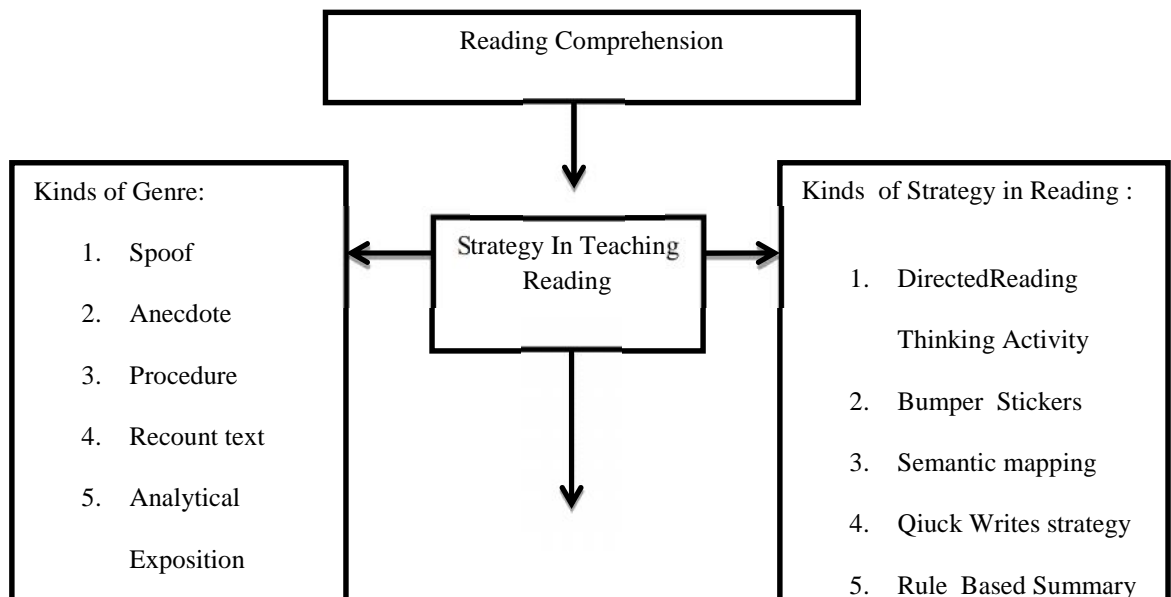
Reading Comprehension

Kinds of Genre:	Strategy In Teaching Reading	Kinds of Strategy in Reading :
1. Spoof		1. DirectedReading Thinking Activity
2. Anecdote		2. Bumper Stickers
3. Procedure		3. Semantic mapping
4. Recount text		4. Qiuck Writes strategy
5. Analytical Exposition		5. Rule Based Summary

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                          │    Using Tea Party Strategy  │
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              ▼                                                      ▼
┌─────────────────────────────┐              ┌─────────────────────────────┐
│     Experimental Group      │              │        Control Group        │
│                             │              │                             │
│   Applying Tea Party Strategy│             │  Using Conventional Teaching │
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┌───┐
│   The Effect of Using Tea Party Strategy on students' Achievement in │
│   reading comprehension   │
└───┘
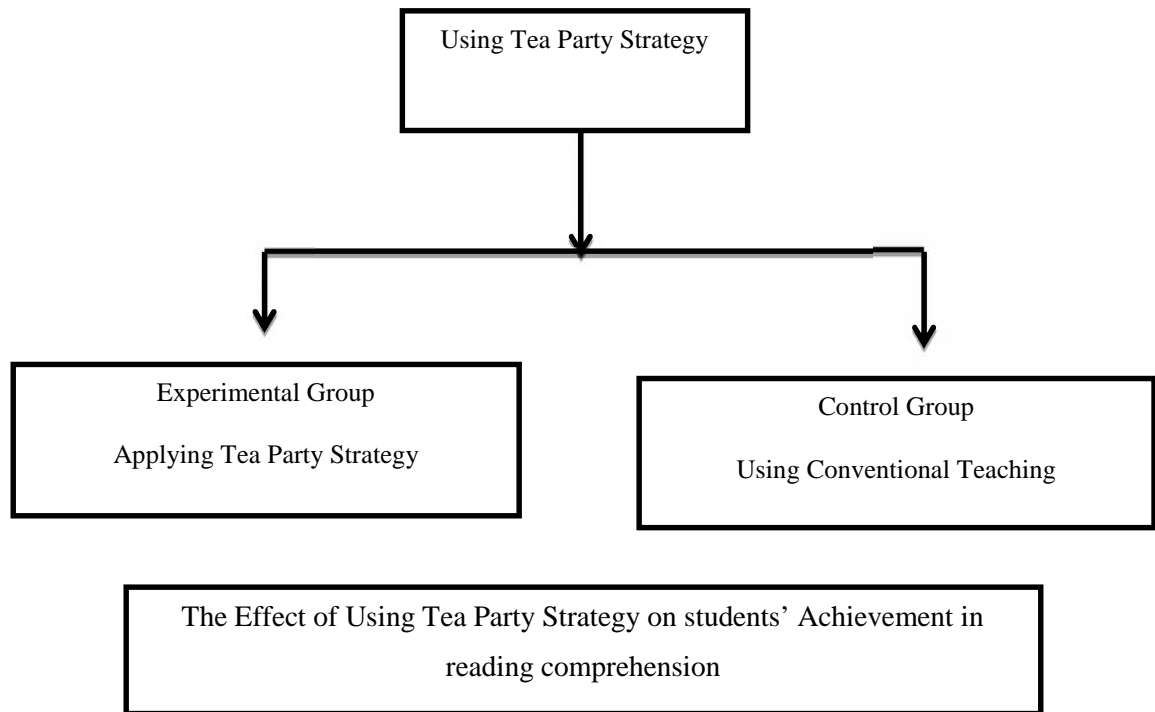
Figure 2.7.1 Conceptual Framework of The Effect Of Using Tea Party Strategy (RL Ningrum Sarumpaet, 2017)

2. Research Design

Research design can be devided into two types namely quantitative research and qualitative research. According to C.R. Kothari (2004:3) Quantitative research is based on the measurementof quantity or amount. It is applicable to phenomenon that can be expressed in terms of quantity. According C.R. Kothari (2004:3) Qualitative reasearch, on the other, is concerned with qualitative phenomenon, i.e.,phenomenon relating to or involving quality or kind.

In conducting the experimental research, the sample wasdivided into two classes, such as: experimental class and control class. The experimental class which is given the treatment by using Tea Party Strategy on students' achievement in reading comprehension, while the control class which is given the treatment by using conventional strategy. In research activity, the function of design is useful for identifying students' reading

comprehension in narrative text. The students' comprehension is determined by percentage of students score.

Population and Sample

According to C. R. Kothari (2004:55) population is known as a census inquiry. C.R.Kothari stated that sample is a the selected respondents constitute what is technically.

Population

According to Best and Kahn (2006:13) population is any group of individual that has one or more characteristics in common and that are of interest to the researcher. The population of the study was the third year students of SMK NEGERI N 5 Medan in the academic year 2016/2017 namely XII TGB1, XII TGB2, XII TGB3, XII TGB4, XII TOKR1, XII TOKR2, XII TOKR3, XII TOKR4, XII TITL1, XII TITL2, XII TITL3, XII TITL4, XII TPM1, XII TPM2, XII TPM3, X TPM4. The population of this research was the twelfth grade students of SMK N 5 Medan in the academic year 2016/2017 which consists of twelve classes. They consist 288 students. The average number of students in each class was 24 students.

Sample

For the purposes of efficiency and practically of this research, the writer usedcluster random sampling to take two classesof twelve classes of thetwelfth gradestudents of SMK N 5 Medan in the academic year 2016/2017.According to Best and Kahn (2006:13) sample is a small proportion of population that is selected for observation and analysis. The sample of this research was the third year electricity and machine students of SMK NEGERI 5 Medan in the academic year 2016/2017. They was XII TITL1 and XII TPM1. They consisted of 48 students.

The Technique for Collecting Data

This study was given pre-test and post-test to the experimental and control group. The pre-test was gave to measure the homogeneity of the students. After having the treatment, the students had the post- test. This test found out the result of teaching presentation both groups. Both test, pre-test and post-test usedmultiple choicetest that consist of 25 items.

The Teaching Procedure

The procedure in collecting the data was divided into three steps, namely: pre-test, treatment, and post-test.

Pre-test

Before starting the experimental process, both groups of experimental and control had the same pre-test. The aim of giving the pre-test was to figure out the students' ability on answering questions of reading text in the first time before having the treatment. The pre-test was a reading test in form of 25 questions of multiple choice.

Treatment

Treatment was given to the experimental group for some periods of time. The experimental group wastaught by usingTea Party Strategy while the control group was taught by using conventional teaching.

Teaching Presentationfor Experimental Group and Control Group

The treatment was given to the experimental group for three meetings after conducting pre-test. The process of teaching reading comprehension by Using Tea Party Strategy was designed as follow.

Table 3.2 Teaching Procedure for the Experimental and Control Groups

No	Experimental Group	Control Group

1	**First meeting**
	Opening phase
	  1. Teacher greeted the students to open the class (introduction)
	  2. .Teacher motivated the students and gave instruction to the students before the test
	Main activities
	Pre-Test
	  3. Teachergave pre-test to the students by giving reading test and asked the students to answer the questions with total of the questions are 25 items multiple. Time was given 40 minutes.
	  4. Teacher collected the students' answer sheet.
	Closing activity
	  5. Teacher gave conclusion about the lesson.
		First meeting
		Opening phase
		  1. Teacher greeted the students to open the class (introduction)
		  2. Teacher motivated the students and gives instruction to the students before the test
		Main activities
		Pre-Test
		  3. Teacher gave pre-test to the students by giving reading test and asked the students to answer the questions with total of the questions are 25 items multiplechoice. Times wasgiven 40 minutes.
		  4. Teacher collected the students' answer sheet.
		Closing activity
		  5. Teacher gave conclusion about the lesson.

2	**Second meeting**
	Opening phase
	  1. Teacher greeted the students to open the class (introduction)
	  2. Teacher motivated the students
	Main Activities
	Treatment
	  3. Teacher selected eigth to ten statement from the text.
	  4. Teacher wrote the statements on index cards, repeating statements to match of number students in the class.
	  5. Teacher distributed one card to each student. Then, students was given
		Second Meeting
		Opening phase
		  1. Teacher greeted the students to open the class (introduction)
		  2. Teacher motivated the students
		Main Activities
		  3. Teacher gave reading test with 25 questionnaires sheet to the students
		  4. Teacher asked the students to read the text before they answer the questions.
		  5. Teacher gave time to the students what they want to ask about the reading English text.

		chance to read text silently. 6. Teacher asked students to move about the classrooom and read the statement on their indext card to as many other classmate as possible. 7. Teacher asked students meet in small group of their own choosing to discuss what they surmise about the text from the statement. 8. Teacher asked students to make predictions and list questions in their group. 9. Teacher asked student read the text and then check accuracy of their prediction and answer their question. *Closing activity* 1. Teacher asked the students to collect their answer sheet. 2. Teacher madeconclusion about the material, then teacher closed the class	6. Teacher asked the students to answer the questions. Time was given about 30 minutes *Closing activity* 7. Teacher collected the students' answers sheet.
3	**Third Meeting** 1. Teacher greeted the students and motivates them in facing post-test 2. Teacher gave the direction related to the test 3. Teacher gave post-test		**Third Meeting** 1. Teacher greeted the students and motivates them in facing post-test 2. Teacher gave the direction related to the test 3. Teacher gave post-test

Post-Test

After having the treatment, the post-test was given to the students. The post-test wasthe same as the pre-test.Thepost-test wasthe final reading test in this research, especially in measuring the treatment, whether it wassignificant or not. The test items werethe same with the items of the pre-test.

Validity and Reliability of the Test

The validity and reliability of a test was very important in a research. They purposed to know both the accuracy of measurement and the consistency of the test. It was better to know whether the test was valid and reliable or not to be tested to the sample. In this below, the researcher would explain the validity and reliability.

Validity of the Test

Best (2002:28)stated that validity is the quality of a data-gathering instrument or procedure that enables it to determine what it was design to determine. Validity is the qualify of a data gathering instrument that enables it to measure what is supposed to measure.This research uses content validity that concerns with how well the test measures the subject matter and learning outcomes cover during instructional period.

Reliability of the Test

Arikunto (2010:221) states that reliability is the qualify of consistency that instrument or procedure demonstrates over a period of time. If the test is administered to the same candidates on different occasions, then to the exam that it procedures differing result, it is not reliable. The test in this study use reading form.

Reliability is another characteristic of a well-constructed achievement. The reliabilty of the test is calculated by using Kurder Richardson (KR-21)(Arikunto 2006 : 187).

The formula as follow:

$$KR21 = \left(\frac{k}{K-1}\right)\left(1 - \frac{M(k-M)}{k.SD^2}\right)$$

Where:
KR21 = Reliability of the test
K = Number of test item
M = Mean of the score
SD² = The square of standard deviation of the score.

The value of coefficient correlation will be categorized in the following criteria by Arikunto (2010:187).

Where:
0.0 – 0.20 = The reliability is very low
0.21 – 0.40 = The reliability is low
0.41 – 0.60 = The reliability is fair
0.61 – 0.80 = The reliability is high
0.81 – above = The reliability is very high

Scoring the Test

In the scoring the test, this study used score ranging from 0-100 by counting the correct answer and applying this formula:

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

Where, S: Score of the test
R: Number of correct answer
N: Number of question

Technique for Analyzing Data

The techniques of analyzing the data will be done as the following:

1) Calculating the data from the scoring the pre-test and post-test of experimental and control group.
2) Tabulating the score of the students in pre-test and post-test of experimental and control group.
3) Comparing the mean of the two groups.
4) Testing hypothesis by using the formula of T-test.
5) Concluding the research finding.

Arikunto (2010:354) stated that to test the hypothesis, the T-testformula will be used. This formula is to know the effect of this research, the writer uses test,this test is also used to know whether yes or not teaching reading comprehension through Tea Party Strategy. It can be drawn as following:

$$ t = \frac{Mx - My}{\sqrt{\left\{ \dfrac{Dx^2 + Dy^2}{Nx + Ny - 2} \right\} \left\{ \dfrac{1}{Nx} + \dfrac{1}{Ny} \right\}}} $$

Where:

Mx : The mean of the experimental group

My : The mean of the control group

dx : The standard deviation of experimental group

dy : The standard deviation of control group

Nx : The total number of the experimental group

Ny : The total number of the control group

Data

The data were taken from the result of scores of the two groups that were given reading comprehension test. The data were divided into two groups, they were control group and experimental group. The number of the students for control group was 24 and the number of students for experimental group was 24. The experimental group was the group taught by using Tea party strategy while the control group was the group taught without Tea party strategy. The two groups were given tests that were divide into two tests, they were pre-test and post-test. These two groups were given the same test in pre and post test. The number of the items was 25, tested for 48 students (24 for control group and 24 for experimental group) at the grade XII of SMK NEGERI 5 MEDAN. The data of this research were from the scores of both control and experimental group.

Table 4.1
The Score of Pre – test and Post – test by of Experimental Group

NO	Students' Initial	Pre-Test	Post-Test
1	AMT	24	60
2	AP	60	88

3	AS	28	88
4	BAS	32	60
5	DN	56	80
6	EM	52	84
7	EWP	36	72
8	FKN	72	92
9	GAS	28	72
10	LPM	60	80
11	MA	40	80
12	MAF	36	80
13	MBF	56	80
14	MBS	60	88
15	MFR	52	80
16	MFR	72	84
17	MIA	28	68
18	NPS	32	68
19	PPS	32	72
20	RPS	24	88
21	SSN	28	68
22	T	56	76
23	TAH	32	68
24	W	80	92
Total		1076	1868
Mean		44.83	77.83

From table above, the total score of pre-test experimental group was 1076 and the mean score was 44.83 and the total scores of post-test of experimental group was 1860 and the mean was 77.83 in this research, the writer saw that the score of the students was rising. It is caused by using tea party strategy in teaching reading comprehension.

Table 4.2
The Scores of Pre - test and Post - test of Control Group

NO	Students' Initial	Pre-Test	Post-Test
1	AH	16	20
2	AP	32	36
3	APS	32	40
4	AH	32	36
5	AZH	32	52
6	D	28	32
7	DW	36	40
8	F	20	32
9	I	56	60
10	KR	24	28
11	MAH	28	36
12	MA	32	36
13	MF	32	32
14	MG	24	32
15	MIN	56	56
16	NS	32	40
17	NS	56	60
18	P	28	32
19	PN	56	56

20	R	28	32
21	RA	60	72
22	RA	44	48
23	RAFH	60	72
24	SB	56	60
	Total	**900**	**1040**
	Mean	**37.5**	**43.3**

In pre-test of control group, it is obtained that the total score is 900 and the mean score is 37.5. The highest score is 60 and the lowest one is 16 . In the post- test of control group, the total score is 1040and the mean score is 43.3. The highest score is 72 and the lowest one is 28 . From the data above, it is concluded that there is improvement from pre – test to post – test of control group, but it does not significantly improve because there are some students that get the same score.

Data Analysis by Using t-Test

To know the difference between the students in the experimental group and control group, whether the use ofTea party Strategy has significant effect on students' reading comprehension, the result of the test is calculated by using t-Test formula as in the following

Table 4.3
The Calculation of Experimental Group

No	Initial Name	Pre-Test	Post-Test	Deviation	Square of deviation	dx = d-mx	dx^2
		x_1	x_2	$d=x_2-x_1$	d^2		
1	AMT	24	60	36	1296	2.88	8.29
2	AP	60	88	28	784	-5.12	26.21
3	AS	28	88	60	3600	26.88	722.5
4	BAS	32	60	28	784	-5.12	26.21
5	DN	56	80	24	784	-9.12	83.17
6	EM	52	84	32	1024	-1.12	1.25
7	EWP	36	72	36	1296	2.88	8.29
8	FKN	72	92	20	400	-13.12	172.13
9	GAS	28	72	44	1936	10.88	118.37
10	LPM	60	80	20	400	-13.12	172.13
11	MA	40	80	40	1600	6.66	44.35
12	MAF	36	80	44	1936	10.88	118.37
13	MBF	56	80	24	576	-9.12	83.17
14	MBS	60	88	28	784	-5.12	26.21
15	MFR	52	80	28	784	-5.12	26.21
16	MFR	72	84	12	144	-21.12	446.05
17	MIA	28	68	40	1600	6.66	44.35
18	NPS	32	68	36	1296	2.88	8.29
19	PPS	32	72	40	1600	6.66	44.35
20	RPS	28	88	60	3600	26.88	722.53

21	SSN	28	68	40	1600	6.66	44.35
22	T	56	76	20	400	-13.12	172.13
23	TAH	32	68	36	1296	2.88	8.29
24	W	80	92	12	144	-21.12	446.05
	Total	1076	1868	795	29664		3573.25
	Mean	44.83	77.83	33.12	1236		

$$M_{X=\frac{\sum X}{N}}$$

$$=\frac{795}{24}$$

$$=33,12$$

Table 4.4.
The Calculation of Control Group

No	Initial Name	Pre-Test	Post-Test	Deviation	Square of deviation	dy = d-my	dy^2
		y_1	y_2	$d=y_2-y_1$	d^2		
1	AH	16	20	8	64	1.84	3.38
2	AP	32	36	4	16	-2.16	4.6
3	APS	32	40	8	64	1.84	3.38
4	AH	32	36	4	16	-2.16	4.6
5	AZIH	32	52	20	400	13.84	191.5
6	D	28	32	4	16	-2.16	4.6
7	DW	36	40	4	16	-2.16	4.6
8	F	20	32	12	144	5.84	34.1
9	I	56	60	4	16	-2.16	4.6
10	KR	24	28	4	16	-2.16	4.6
11	MAH	28	36	8	64	1.84	3.38
12	MA	32	36	4	16	-2.16	4.6
13	MF	32	32	0	0	-6.16	37.9
14	MG	24	32	8	64	1.84	3.38
15	MIN	56	56	0	0	-6.16	37.9
16	NS	32	40	8	64	1.84	3.38
17	NS	56	60	4	16	-2.16	4.6
18	P	28	32	4	16	-2.16	4.6
19	PN	56	56	0	0	-6.16	37.9
20	R	28	32	4	16	-2.16	4.6
21	RA	56	72	16	256	9.84	96.8
22	RA	44	48	4	16	-2.16	4.6
23	RAFH	60	72	12	144	5.84	34.1
24	SB	56	60	4	16	-2.16	4.6
	Total	900	1040	148	1456		542.3
	Mean	37.5	43.3	6.16	60.6		

$$M_{Y=\frac{\sum Y}{N}}$$

$$=\frac{148}{24}$$

$$= 6.16$$

Thus, from the data, it can know that:

Mx = 33.12

My = 6.16

$Dx^2 = 3573.25$

$Dy^2 = 542.3$

$Nx = 24$

$Ny = 24$

$Df = (Nx + Ny - 2 = 46)$

Further, the writer applied that t-test formula as :

$$t = \frac{Ma - Mb}{\sqrt{\frac{dx + dy}{nx + ny - 2}\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$t = \frac{33.12 - 6.16}{\sqrt{\frac{3573.25 + 542.3}{24 + 24 - 2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$t = \frac{26.96}{\sqrt{\frac{4115.5}{46}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$t = \frac{26.96}{\sqrt{\frac{4115.5}{46}\left(\frac{2}{24}\right)}}$$

$$t = \frac{26.96}{\sqrt{89.46 \, (0.83)}}$$

$$t = \frac{26.96}{\sqrt{74.25}}$$

$$t = \frac{26.96}{8.61}$$

$$t = 3.13$$

After calculating the data into t-test formula above, it is obtained that $t_{observed}$ is 3.13 and the t-table is 1.67866. The t-observe is bigger than the t-table (1.67866; p= 0.05; df: Nx+Ny-2= 46). It means that using Tea Party Strategy significantly affect on the students' reading comprehension.

Table 4.5
The Table of Distribution (dk= 41-70)

Pr Df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	**0.67986**	**1.30023**	**1.67866**	**2.01290**	**2.41019**	**2.68701**	**3.27710**
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291

48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079

Validity of the Test

To ensure the validity of the test is administrated in this study, a content validity is used, in which the items of the test are representative both two content of the curriculum and behavioral objectives. Content validity refers to extent to which a test measures a representative sample of the subject matter or the behavioral changes under consideration. From the data, the mean of pre – test for control group is 37,5 and mean score of post – test is 43.3. While the mean score of pre – test in experimental group is 44.83 and mean score of post – test is 77.83.

Reliability of the Test

The data obtained from tryout are analyzed to find out the reliability of the test. To get the reliability of the test the Kuder-Richardson, formula 21 (KR 21) was applied. The formula is applied on the tryout test. It is tested on the group, which is out of control and experimental group, but they have a same number formula was:

$$r = \left(\frac{K}{K-1}\right)\left(1 - \frac{M(K-M)}{KS_2}\right)$$

where:

r = the reliability of the instrument

K = number of the test item

M = the mean of the score

S = the total of Variant

Table 4.6
The Reliability of the test (tryout)

No	Initial Name	Score (X_1)	Squared Score (X_2)
1	AC	20	400
2	AF	19	361
3	AM	24	576
4	AO	24	576
5	AP	21	441
6	BP	18	324
7	CF	18	324
8	DS	23	529
9	DI	20	400
10	DIR	22	484
11	ES	24	576
12	FM	18	324
13	FS	24	576
14	HS	23	529
15	IKP	21	441
16	IS	23	529
17	K	18	324
18	LRM	20	400
19	M	19	361
20	NS	25	625
21	MS	18	324
22	M	17	289
23	ST	18	324
24	WP	18	324
	Total	**495**	**10361**
	Mean	**20.62**	

The calculation of reliability of the test:

$$M = \frac{\sum X}{N}$$

$$= \frac{495}{24}$$

$$= 20.62$$

The standard deviation can be concluded as the following:

$$S = \frac{\sum x^2}{N} - \frac{(\sum x)^2}{N}$$

$$S = \frac{10361 - \frac{495^2}{24}}{24}$$

$$S = \frac{10361 - 10209.375}{24}$$

$$S = \frac{151.625}{24}$$

$$S = 6.3$$

To obtaining the Reliability :

$$r = \left(\frac{K}{K-1}\right)\left(1 - \frac{M(K-M)}{KS2}\right)$$

$$r = \left(\frac{25}{25-1}\right)\left(1 - \frac{20.62(25-20.62)}{25(6.3^2)}\right)$$

$$r = \left(\frac{25}{24}\right)\left(1 - \frac{20.62(4.38)}{992.25}\right)$$

r = 1.04 (1- (0.091)

r = 1.04 (0.909)

r = 0.94

The following classsification of reliability is also applied:

0.0-0.20	= the reliability is very low
0.20-0.40	= the reliability is low
0.40-0.60	= the reliability is fair
0.60-0.80	= the reliability is high
0.80-1.01	= the reliability is very high

Based on calculation, it can be said that the test is reliability. So, it can be use in the research. From the calculation, it was found that the reliability of the test was 0.94. the reliability was very high. So, the test was reliable.

Testing Hypothesis

Testing hyphothesis should be done in order to know whether the hypothesis is accepted or rejected.

Ha (alternative hypothesis) is accepted if t- observed > t-table. The calculation of the score by using t-test for the degree of freedom 46 (df=N_x+ N_y– 2) at the level significance 0.05 that the t-observed is 3.13 and the t-table is 1.67866.

The result of the t-test calculation showed that t-observe is higher than the t-table or can be seen as follows:

t-obs > t-table ($\alpha = 0.05$) with df = 46

$3.13 > 1.67866$ ($\alpha = 0.05$) with df $= 46$

So, based on the calculation, it can be concluded that there is a significant effect of using tea party strategy on the students'reading comprehension. It means the alternative hypothesis (Ha) is accepted.

3. **Research Finding**

Based on the data analysis, the two score of both experimental and control group are different. The mean score of the post-test of experimental group is higher than control group ($77.83 > 43.3$).

However, the differences is tested by using t-test. The result of the t-test calculation showed that t-observed value (3.13) is higher than t-table value (1.67866) at $\alpha = 0.05$, df=46. The differences indicate that tea party strategy significantly affects reading comprehension.

Research Discussion

Reading is active process of comprehending where the students need strategies to read more efficiently. When reading, students need to understand a text or to increase their comprehension. Comprehension is a complex process in reading. Comprehension requires making meaning from words when listening, speaking, reading and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Creates connection is the key of comprehension.

However, most of students are difficult to comprehending a message of the text, especially in narrative text. It can be seen from the students' reading comprehension is still far from what is being expected. In order to produce good reading comprehension especially in narrative text, students need to use appropriate strategy in learning reading skill namely Tea Party strategy. By using Tea Party strategy in teaching reading,the students who get problems in comprehending narrative text will be able to comprehend the text.Using Tea Party strategycan help students activates background knowledge, anticipate what they will read, make predictions before they read, and make connections to information they already know.

There are some advantages of tea party strategy namely: 1. to allow students topredict what they think will happen in the textas they make inference, 2. see causal relationships, 3. compare and contrast, 4. practice sequencing and 5. draw on prior knowladge. In this research, the writer also found the same advantages in using tea party strategy in experimental group. But, the writer found the other advantages while using tea party. Namely students are brave to ask the other students about material of text and they can be easily to make group of discussion.

4. **Conclusions**

After analyzing the data, it is found that tea party strategy significantly affects the students' reading comprehension. The description of concusion can be seen as follows:
1. There is significant difference of mean score obtained from both of the experimental (77.83) and control group (43.3)
2. The t – observed > t – table (p = 0.05 with df 46), or 3.13 > 1.667

(p =0.05). It means that Ha is accepted. Thus, it can be concleded that there is significant effect of tea party strategy in teaching reading comprehension.

3. The students who were taught by using tea party strategy have higher improvement than the students who are taught without using tea party strategy

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