CHAPTER 1

INTRODUCTION

This chapter presents background of study, formulation of research questions, the objective of the research, the significance of study, scope and limitation of the study, definition of key term and organization of the study.

A. Background of the Study

Reading is one of the four basic skills in learning language, but what is reading? Reading is construction of meaning from written text include active, cognitive and affective process (Biddulph, 2002:3). It means that reading can be used to build a concept, develop vocabulary and help to understand the content or problem. In addition, according Nunan (2003:68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. From the definition above, Biddulph and Nunan are intended to clarify that without comprehension, reading is nothing. It means that the students not only read for answering what is the text about. They should comprehend the text well.

According Kruidenier (2000:77) stated that comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It means that in reading comprehension, the students should active with knowing the meaning of the text that they read. The meaning that exist in the text is there are two, explicit meaning and implicit meaning. To know the

explicit meaning the students do not need to be confused since it is stated explicitly in the text. But when they want to know about implicit meaning, they must read the text until they are really understood and comprehend the text well. It means that to know the implicit meaning of the text the students should comprehend the text that they read. When the students can't comprehend and understand the text well, they will not be able to comprehend the implicit meaning of the text.

Knowing that reading is the most important one of four English skills, it becomes a challenge for the English teacher to arouse student's motivation to read. According to Richards (2007:120) teaching reading is difficult works, teacher should be aware with the progress that students are making and organize the information of the text. The students need a lot of time to understand the text, because the students only had a limited vocabulary. It gives impact when they do exercise, most of them failed in answering questions related to the topic. Their failed in doing exercise and their low motivation to read give impact for their achievement. So, it can the factor of the failure in teaching and learning process.

According Nunan (1999:249) stated that success in teaching depends on many factors, one of them is teaching strategy. In fact, it is probably true to say that more time is spent teaching reading that other skills. In this case, the teacher should make the students feel happy and interest during teaching learning process. In order to make the students feel happy when they are studies in the classroom, it needs a good method, strategy or technique which

can be apply by students. In order to make the teaching process interesting and the purpose of the teaching learning process achieved, the teacher needs a special strategy. The purpose is to make the students easy to learn and understand the lesson. Besides making the student easier to comprehend, using a strategy in comprehending a text can make the teaching learning process more effective and make the students more active.

There are many strategies that can be used to teach reading comprehension. Tea Party is one of many strategies that used to teach reading. According 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. From the definition above, Tompkins argue that Tea Party strategy can improve students understanding of story before they read. This strategy will benefit both faster learners and slower learners. Faster learners will consolidate their understanding of materials when they explain what they know to their teammates. Slower learners will benefit from their friends' tutoring in group.

Referring to the overall discussion above, the researcher is motived to conduct the research by using Tea Party strategy on the reading comprehension in recount text. This research also has been conducted by Lahope (2012). The result stated that tea party strategy could be one of factors on the students' reading achievement in narrative text. Her research findings reveal that in pre-test, the total score of students is 306, while students' total score in post-test is

384. Also, students' mean score in pre-test was 10.16 and the mean score of in post-test or after the treatment were 12.76. The result indicated that students' score after giving the treatment was higher than students' score before giving the treatment.

The differences between this research and the previous research are the design of the research and kinds of text that be chose. In this research, the researcher used Quasi Experimental design and chose Recount Text. In previous research the researcher used Pre-Experimental design and chose Narrative Text. So, in this research, the researcher tries to test that Tea Party strategy has significant effect on the students' ability in reading comprehension in recount text or not, under the title the effectiveness of using Tea Party strategy on the students' achievement in reading comprehension in recount text.

B. Formulation of Research Question

Based on the background above, the research problem is formulated as follows:

1. How is the students' achievement in reading comprehension taught by using Tea Party strategy?

2. How is the students' achievement in reading comprehension taught without using Tea Party strategy?

3. Is there any significant difference of the students' achievement taught by using Tea Party strategy and without by using Tea Party strategy?

C. The Objective of the Research

Based on the research problem above, the objectives of the research are as follows:

1. To investigate the students' achievement in reading comprehension taught by using Tea Party strategy.

2. To investigate the students' achievement in reading comprehension taught without by using Tea Party strategy.

3. To find out the significant differences of the students' achievement taught by using Tea Party strategy and without by using Tea Party strategy.

D. Research Hypothesis

The hypotheses of this research will be stated as follows:

1. Null hypothesis (Ho), the subjects who were taught by using tea party strategy did not improve students' achievement in reading comprehension significantly.

2. Alternative hypothesis (H1), the subjects who were taught by using tea party strategy improved students' achievement in reading comprehension significantly than those who were taught without tea party strategy.

E. The Significance of the Study

1. For the Teacher

The writer hopes that this research will increase the teacher's ability in the teaching – learning process, especially in teaching reading. The teacher can use Tea Party strategy in teaching reading.

2. **For the English Students**

   The researcher hopes that this research useful for the English students when they teach their students to have a mutual cooperation with another. The teacher can stimulate the students to increase their reading ability in reading comprehension. And it can also train and guiding students to speak and express their idea.

3. **For the next Researcher**

   The result of this research can be used as a reference for those who want to conduct a research in English teaching – learning process.

F. **Scope and Limitation of the Study**

   The scope this study conducted at MTs Sultan Agung Jabalsari of eight grades. The limitation of the study focused on the effectiveness of using Tea Party strategy on the students reading comprehension of Recount Text. There are many strategies used to teach reading, such us skimming, outlining, phrasing, questioning, predicting etc. Tea Party is a strategy in reading by making prediction, In MTs Sultan Agung Jabalsari are covers many text. They are descriptive, narrative, recount etc. But, in this study the writer will focus only on recount text. In this research it will be found whether a teacher can make her students' achievement increase and their activity better in teaching learning process in the class.

G. Definition of Key Terms

1. Tea Party is a pre-reading activity in which to allow students to predict what they think will happen in the text, so it will be improve students understanding of story before they read.

2. Reading comprehension is a process of interaction between background knowledge of the reader with the idea from the. In this study, reading comprehension achievement defined as the students' scores in comprehending the text on the reading comprehension tests.