

**THE EFFECT OF USING TEA PARTY STRATEGY TOWARDS  
READING NARRATIVE TEXT ABILITY  
OF THE FIRST YEAR STUDENTS  
AT SMAN 12 PEKANBARU**



**BY**

**YULIA RILANI  
NIM. 10814001791**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H / 2013 M**

## ABSTRAK

**Yulia Rilani (2012). “Pengaruh Penggunaan Strategi Tea Party terhadap Kemampuan Membaca Teks Narasi pada Siswa Kelas Satu di SMAN Pekanbaru”.**

Berdasarkan penyelidikan di SMAN 12 Pekanbaru, peneliti menemukan permasalahan seperti berikut: beberapa siswa kesulitan untuk memahami arti, tidak mampu membaca teks narasi dan tidak mampu menunjukkan karakteristik teks dalam membaca seperti pengenalan, permasalahan, dan penyelesaian dalam teks narasi. Tujuan Penelitian adalah menemukan kemampuan siswa dalam membaca teks narasi sebelum diajarkan dengan strategi Tea Party, menemukan kemampuan siswa dalam membaca teks narasi sesudah diajarkan dengan strategi Tea Party, dan pengaruh strategi Tea Party terhadap kemampuan membaca teks narasi pada siswa kelas satu di SMAN 12 Pekanbaru.

Jenis penelitian adalah penelitian kuasi- experimental yang menggunakan rancangan kelompok kontrol non-equivalent. Rancangan ini berdasarkan pada pra-tes, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian. Subyek dalam penelitian adalah siswa kelas satu SMAN 12 Pekanbaru. Dalam penelitian ini, peneliti mengambil dua kelas yaitu kelas eksperimen dan kontrol dari sembilan kelas. Ini berarti bahwa ada 70 siswa sebagai sampel dari sejumlah populasi 338 siswa secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes. Dalam menganalisis data, peneliti menggunakan T-test dengan menggunakan rumus SPSS Versi 16.

Berdasarkan analisis data, penulis menemukan bahwa untuk t-hitung lebih tinggi dari t-tabel  $2.00 < 4.647 > 2.65$ . Hal ini dapat disimpulkan bahwa  $H_a$  diterima dan  $H_0$  ditolak. Ini berarti bahwa ada pengaruh yang signifikan dalam penggunaan strategi Tea Party terhadap kemampuan membaca teks narasi pada siswa kelas satu di SMAN 12 Pekanbaru

Berdasarkan hasil penelitian dapat disimpulkan bahwa strategi Tea Party adalah strategi yang baik, kemampuan membaca teks narasi siswa dikategorikan ke dalam tingkat yang baik dan ada pengaruh strategi Tea Party terhadap kemampuan membaca teks narasi pada siswa kelas satu di SMAN 12 Pekanbaru

## ABSTRACT

**Yulia Rilani (2012). “The Effect of Using Tea Party Strategy towards Reading Narrative Text Ability of the First Year Students at SMAN 12 Pekanbaru”.**

Based on preliminary study at SMAN 12 Pekanbaru, the researcher found the problem as follows some of the students' difficulties to understand the meaning, not able read narrative text and not able indicates the characteristic of text in reading such as orientation, complication, and resolution in narrative text. The objectives of research that find out students' reading narrative text ability before being taught by using Tea Party strategy, find out students' reading narrative text ability after being taught by using Tea Party strategy, and is there any significant effect of Tea Party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

The type research was quasi-experimental research used by using non-equivalent control group design. The design based on pretests, posttests, and the use of a control group was employed in this research. The subject of this research was the first year students of SMAN 12 Pekanbaru. In this research, the researcher took two classes; experimental and control classes from the nine classes. It means that 70 students were the sample from 338 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test. In analyzing the data, the researcher used T-test formula by using SPSS 16 Version.

Based on the data analysis, the writer found that  $t_{hitung}$  is higher than  $t_{table}$   $2.00 < 4.647 > 2.65$ . It can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a significant effect of using tea party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

Based on research findings, it can be concluded that: the Tea Party strategy is a good strategy, the students' reading narrative text ability is categorized into good level and there is the effect of using tea party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

يوليا ريلاني (2012): تأثير استراتيجية Tea Party  
القضية لدي طلاب الصف الأول بالمدرسة المتوسطة العالية 12

تتم الدراسة على ثلاث صيغ المشكلة فهي كيف قدرة الطلاب على قراءة النصوص  
اقضية الذين يدرسون بأستراتيجية Tea Party و كيف قدرة الطلاب على قراءة النصوص  
اقضية الذين يدرسون بغير أستراتيجية Tea Party و هل هناك الفرق بينهما.  
إن هذا البحث على نوع شبح التجربة بحيث استخدم فيه عرض فرقة الضبط غير  
. تأسس عرض هذه الدراسة على الاختبار القبلي و الاختبار البعدي و استخدام فرقة  
. الموضوع في هذه الدراسة طلاب الصف الأول بالمدرسة المتوسطة العالية 12  
فصلي التجربة و الضبط و تكون العينات في هذه الدراسة 70  
338 طالبا بطريقة عشوائية. في جمع البيانات استخدمت الباحثة

قائم على تحليل البيانات كشفت الباحثة أن T-hitung T-letab  
2 00 <4 647 2> 65. استنبطت الباحثة أن الفرضية البديلة مقبولة و الفرضية الصفرية  
مرفوضة و أن هناك الفرق عن ترقية قدرة الطلاب على قراءة النصوص القضية بين  
الطلاب الذين يدرسون بأستراتيجية حفلة الشاي و الطلاب الذين يدرسون بغيرها لدي طلاب  
لمتوسطة العالية 12

قائم على حصول البحث استنبطت الباحثة كما يأتي: أستراتيجية حفلة الشاي من أحسن  
الأستراتيجية و كانت قدرة الطلاب على المستوى جيد و هناك ثير أستراتيجية حفلة الشاي  
إلى القدرة على قراءة النصوص القضية لدي طلاب الصف الأول بالمدرسة المت  
العالية 12

يوليا ريلاني (2012): يُ

نُ

نُ

12 .

## ACKNOWLEDGEMENT

الله الرحمن الرحيم

In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through his guidance and his blessing, the writer has completed academic requirement for the award of bachelor degree at the department of English education, Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

The title of this thesis is the effect of using tea party strategy towards reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

In this occasion, the writer would like to express the great thanks to :

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau .
2. Drs. H. Promadi, MA., Ph.D, the Caretaker Dean of Education and Teacher Training Faculty and all staff.
3. Dr. Hj. Zulhidah, M.Pd, as the Chairperson for her kindness and encouragement.
4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department for his kindness and encouragement.
5. Drs. H. Promadi, MA, Ph.D, as the writer's supervisor for his invaluable assistance, guidance, encouragement, persistence, helpful and valuable suggestions and advice that has encouraged and motivated the writer to complete this project paper.

6. All Lecturers who have given me their knowledge and information through the meeting in the class or personally.
7. The Headmaster of SMAN 12 Pekanbaru Hermillius, MM and also all of the teachers, especially for English teacher, Ayu Dwi Puspita S.Pd who has helped the writer in the process of collecting data.
8. My beloved parents, Drs. H .Syahril and Dra. Hj. Ida Suryani, MM who have given meaningful and useful pray, advices, supports, both material and spiritual, give me everything what I need. You always make me be stronger in this life. Thanks a lot of your love. I always love you forever.
9. My beloved brothers, Faizul Rilani and Irham Rilani. Thanks for your supports and motivation.
10. My best friends, Retno Wulandari and Novianti Sri Rejeki who have given me support in all condition, motivation and encourage to finish this thesis. Thank you so much.
11. My best friends all members of F Akil, Anggi, Dona, Elisa, Elfi, Enita, Khairizam, Unas, Iwan, Novri, Rais, Rahmat, Anik, Sareening, Sepri, Hawa, Jumi, Supriadi, Sari, Vebyo, Widtri, Widnov, Winda, Yeni, Tika, Bby, Yusparizal, and Zahirin. Thanks for your supports and motivation. We always be a classmates and friends forever.
12. For all people who have given me the great supports in conducting and finishing this thesis, this cannot be written one by one.

Finally, the writer really realizes that there are many weakness on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin...

Pekanbaru, September 24, 2012

The Writer,

**Yulia Rilani**  
NIM. 10814001791



## LIST OF CONTENT

<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>LIST OF CONTENT</b> .....	<b>ix</b>
<b>LIST OF TABLE</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>

### CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. The Definition of the Term.....	4
C. The Problem .....	5
D. The Objective and the Significance of the Research.....	6

### CHAPTER II REVIEW OF RELATED LITERATURE

A. The Theoretical Framework .....	8
1. The Nature of Reading.....	8
2. Reading Ability.....	10
3. Students' Reading Narrative Text Ability.....	12
4. The Factors Influencing Students' Reading Narrative Text Ability .....	15
5. The Concept of Tea Party Strategy.....	17
6. Using Tea Party Strategy towards Students' Reading Narrative Text Ability.....	20
B. The Relevant Research .....	23
C. The Operational Concept.....	24
D. The Assumption and the Hypotheses .....	25

### **CHAPTER III RESEARCH METHOD**

A. The Research Design .....	26
B. The Location and the Time of the Research.....	27
C. The Subject and the Object of the Research.....	27
D. The Population and the Sample of the Research .....	28
E. 1.The Validity.....	29
2.The Reliability.....	31
F. The Technique of Collecting Data.....	33
G. The Technique of Data Analysis .....	34

### **CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS**

A. The Description of Research Procedure .....	36
B. The Data Presentation.....	37
C. The Data Analysis .....	45

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	54
B. Suggestion .....	55

### **BIBLIOGRAPHY**

### **APPENDICES**

## LIST OF TABLE

Table III.1 The Population of the First Year Students at SMAN 12 Pekanbaru.....	28
Table III. 2 The Data of Try Out.....	30
Table III. 3 The Classification of Students' Score.....	34
Table IV.1 The Students' Reading Narrative Text Ability Scores on Pre-Test .....	38
Table IV.2 The Frequency Distribution of Students' Pre-Test Experimental .	39
Table IV.3 The Frequency Distribution of Students' Pre-Test Control .....	40
Table IV.4 Statistics of Pre-Test Experimental and Control Class.....	40
Table IV.5 Students' Reading Narrative Text Ability Scores on Post-test.....	41
Table IV.6 The Frequency Distribution of Students' Post-Test Experimental .	42
Table IV.7 The Frequency Distribution of Students' Post-Test Control .....	43
Table IV.8 Statistics of Pre-Test Experimental and Control Class.....	43
Table IV.9 The Mean and Standard Deviation of Pre-test in Experimental and Control Class .....	44
Table IV.10 The Students' Reading Narrative Text Ability Score at Pre-Test to Post-Test of Control Class .....	46
Table IV.11 Mean, Median, and Standard Deviation of Post-test in Control Class .....	47
Table IV.12 The Classification of Students' Score Post-test in Control Class..	48
Table IV.13 The Students' Reading Narrative Text Ability Score at Pre-Test to Post-Test of Experimental Class .....	49
Table IV.14 Mean, Median, and Standard Deviation of Post-test in Experimental Class .....	50
Table IV.15 The Classification of Students' Score Post-test in Experimental Class .....	51
Table IV.16 Group Statistics.....	52
Table IV.17 Independent Samples Test .....	52

## **LIST OF APPENDIX**

Appendix I	Syllabus
Appendix II	Lesson Plan
Appendix III	Difficulty of Items
Appendix IV	Instrument of the Research
Appendix V	Table of “ T ” and Table of “ r”
Appendix VI	Score of Test
Appendix VII	Letters of Recommendations and References

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Reading is a receptive skill for success in English teaching and learning process. According to Harmer, reading is included one of the receptive skills.<sup>1</sup> Receptive skill is the way in which people extract meaning from the discourse they see or hear. Therefore, the main process of reading is to construct the meaning of the written text. The ability to read has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in reading such as to gain information from the text, to understand and know meaning of the text, to answer questions from the text, and to make the result of the text as comprehending form in reading. In short, students require an ability or skill to understand and comprehend text in reading.

Based on KTSP, the purposes of teaching English are developing communicative competence in oral and written form to achieve information level, having awareness about the sense and the significance of English in order to increase national competence in global society, and developing understanding of students about the relationship between language and culture.<sup>2</sup>

SMAN 12 Pekanbaru is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In SMAN 12

---

<sup>1</sup> Jeremy Harmer. *How to Teach English: An Introduction the Practice Language Teaching*. (London: Longman, 1998).p.199

<sup>2</sup>Depdinas 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)* 2006. (Jakarta: Unpublished, 2006). p.307

Pekanbaru, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes. According to syllabus 2011/2012, there are two basic competences that should be achieved by students at the first year of senior high school.<sup>3</sup> First, students are able to understand and respond the meaning of short functional text accurately and fluently. Second, students are able to understand and respond the meaning and the rhetorical step of the monologue/essay in the form of narrative, descriptive and news item text accurately and fluently. So, one of genres that should be learned by students is the narrative text.

The kinds of reading texts have been taught by the teacher. One of reading text is narrative. Alice and Ann Hogue states that narration is story writing.<sup>4</sup> The writer tells what happen first, what happed next, what happen after, and so on. The purpose of narrative text is to amuse or to entertain the reader such as folk tales, fable, legend and etc. And the generic structure/text organization of narrative text consists of three parts: orientation, complication, and resolution.

Based on the writer preliminary study at SMAN 12 Pekanbaru, English has been taught by using some strategies at this school that include teaching narrative text. Generally, Teacher reviewed the characteristic of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, teacher asked students to read and indicate the characteristic of text they read based on the time given. After reading,

---

<sup>3</sup> Tim Penyusun. *Kurikulum Tingkat Satuan Pendidikan SMAN 12 Pekanbaru*. (Pekanbaru: Unpublished, 2011/2012). p.15

<sup>4</sup> Alice Oshima and Ann Hogue. *Introduction to Academic Writing: Third Edition*. (Longman: Pearson Education, 2007). p.24

teacher would give feedback toward students' reading. In order to increase students' reading ability, students had been given by teacher through interesting text, giving daily reading assignment for homework. And also teacher used various ways in teaching process to increase students' reading ability like brainstorming, discussion, studying in a group or in pairs by using media effectively in teaching.

Based on the description above, students have been taught reading maximally. Ideally, the first students at SMAN 12 Pekanbaru could develop their competence in reading narrative text that students are able to read and indicate the characteristic of text in reading. In fact, they still find out difficulties to understand the meaning and indicate the characteristic of text in reading.

However, based on the teacher's experience to the first students of SMAN 12 Pekanbaru, She found that some of the students are not able to read narrative text. It can be seen from the following phenomena:

1. Some of the students are not able to identify orientation in reading narrative text.
2. Some of the students are not able to identify complication in reading narrative text.
3. Some of the students are not able to identify resolution in reading narrative text.
4. Some of the students are not able to identify meaning of word in reading narrative text.

To improve the students' reading narrative text ability needs an appropriate strategy and technique helping them as solution for their problems. There is actually a strategy that can help students in reading narrative text ability, called 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.<sup>5</sup> This strategy that helps students activates background knowledge, anticipate what they will read, make predictions before they read, and make connections to information they already know.<sup>6</sup> Tea Party strategy can be tailored to a variety of heterogeneous groups of readers across grade levels and genre of text (novels, poems, short stories, primary documents, scientific text, biographies, plays, pictures books).<sup>7</sup> In short, Tea Party is a powerful strategy to help students as readers to connect with a text reading in narrative text.

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled "The Effect of Using Tea Party Strategy towards Reading Narrative Text Ability of the First Year Students at SMAN 12 Pekanbaru".

## **B. The Definition of the Term**

### **1. Tea Party Strategy**

Tea Party strategy is strategy gets students to consider parts of a text reading, to helps students activates background knowledge, anticipate what they

---

<sup>5</sup>Kylene Beers. *When Kids Can't Read : What Teachers Can Do*. The Main Idea Current Education Book Summaries 2009. (New York: Heineman, 2003). p.5

<sup>6</sup>Sara Shoob and Cynthia Stout. *Teaching Social Studies Today*. (Huntington Beach: Shell Education, 2008). p.34

<sup>7</sup>The ball Foundation. *Literacy Practices*. 2008.p.1 (Retrieved on April 20, 2011) ([http://www.ballfoundation.org/ei/resources/Tea\\_party.pdf](http://www.ballfoundation.org/ei/resources/Tea_party.pdf))



will read, make predictions before they read, and make connections to information they already know.<sup>8</sup>

Tea party strategy meant in this research is a strategy used by researcher to know its effect toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

## 2. Reading

Reading is an interactive process that goes on between the reader and text, resulting incomprehension.<sup>9</sup>

In this research, it refers to students' ability in comprehension narrative text of the first year at SMAN 12 Pekanbaru.

## 3. Narrative text

Narrative text is the text that explains the series of events and actions that are organized by using the time order pattern<sup>10</sup>.

In this research, narrative text meant is the text of passages used for delivering about reading narrative text ability to the students.

## C. The Problem

### 1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follows:

- a. How is strategies used by teacher in teaching reading narrative text?

---

<sup>8</sup> Sara Shoob and Cynthia Stout, *Loc. Cit.*

<sup>9</sup>KalayoHasibuan and Muhammad FauzanAnshari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 115.

<sup>10</sup> Kathleen T.McWhorter. *Efficient and Flexible Reading.3 rd ED.* (New York: Harper Collins Publisher,1992). p.262

- b. How is strategies used by students in reading narrative text?
- c. What are the factors of students' difficulties in reading narrative text?
- d. What are the factors to increase of students' reading ability in narrative text?

## **2. The Limitation of the problem**

Based on the identification of the problem above, the researcher limits the problems discussed in this study on the strategy used by the teacher was not effective. Therefore, the researcher applied one of the strategies was Tea Party strategy in teaching reading narrative text.

## **3. The Formulation of the Research**

The problems of this research can be formulated in the following questions:

- a. How is students' reading narrative text ability before beingtaught by using Tea Party strategy?
- b. How is students' reading narrative text ability after beingtaught by using Tea Party strategy?
- c. Is there any significant effect of using tea party strategy towards reading narrative text ability of the first year students at SMAN 12 Pekanbaru?

## **D. The Objectives and the Significance of the Research**

### **1. The Objectives of the Research**

- a. To find out students' reading narrative text abilitybefore being taught by using Tea Party strategy.
- b. To find out students' reading narrative text ability after being taught by using Tea Party strategy.

.c.To find out the effect of using Tea Party strategy towards reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

## **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research are as follows:

- a. To give some information to the teacher and the school about the effect of using tea party strategy towards students' reading narrative text ability.
- b. To give some contribution to the students in order to improve students' reading narrative text ability.
- c. To enhance the researcher's knowledge about teaching reading by using Tea Party strategy.
- d. To fulfill one of the requirements to finish the researcher' study in English Education Department of State Islamic University SUSKA Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is very crucial skill that must be mastered by the reader. In reading, there are many strategies that can be used in improving our reading skill. Celcia-Murcia states that reading is to learn unique thinking skills in which ESL/EFL learners must have ability to comprehend the material from a text by using their own thought activities which help them to analyze texts, determine main idea and contrast or cause and effect example, following an argument in the text, choose relevant topic under discussion.<sup>11</sup>

Reading is a receptive skill for success in English teaching and learning process. In reading, students are taught how to read and understand a text well. According to Harmer, reading is included one of the receptive skills.<sup>12</sup> Receptive skill is the way in which people extract meaning from the discourse, they see or hear. Therefore, the main process of reading is to construct the meaning of the written text. Reading is a way to get information and knowledge. It can be easier done if it done as a pleasure activity. It is supported by Beatrice, she explained that reading for pleasure can improve vocabulary, increase reading speed, improve

---

<sup>11</sup>MarrienneCelcia-Murcia.*Teaching English as a Second or Foreign language*. (California: Heinlein Publishers,1991). p.200

<sup>12</sup>Jeremy Harmer.*How to Teach English: An Introduction the Practice Language Teaching*.(London:Longman,1998).p.199

reading comprehension, and give us a chance to gain more knowledge<sup>13</sup>. To get information from the written language, we need to find the meaning of it well.

Background knowledge is needed in finding meaning of the written language. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>14</sup>. It requires students to know or what information can be got from the texts. Meaning does not rest in the students nor does it rest in the text. The student's background knowledge integrates with the text to create the meaning.

Reading is an activity with purpose. The purpose of reading is to connect the ideas on the page to what we already know. According to Nunan, the students can get pleasure when they are reading; they may be able to make connection that reading in general can provide pleasure.<sup>15</sup> The purposes are such as for pleasure, getting the information, for enjoyment or excitement. All of these purposes will make students read as much as possible.

In short, reading is a way or a receptive skill requires students to get information from text in which students should have background experience in order to make sense out of the written text, students are taught how to read and understand a text well to construct the meaning of the written text, and to enable the students to understand what they have read.

---

<sup>3</sup>Beatrice S Mikulecky and Linda Jeffries. *More Reading Power*. (London: Wesley Publishing Company, 1996). p.7

<sup>4</sup>David Nunan. *Practical English Language Teaching*. (New York: McGraw Hill, 2003). p.68

<sup>5</sup>Caroline T. Linse and David Nunan. *Practical English Language Teaching Young Learners*. (New York: McGraw Hill, 2005). p.72

## 2. Reading Narrative Text Ability

In reading, students are taught how to read and understand a text well. They can make reading easily by requiring a powerful way, ability or skill. Horby states that ability is the mental or physical capacity, power or skill required to do something.<sup>16</sup> Meanwhile, reading is an interactive process that goes on between the reader and the text, resulting in comprehension<sup>17</sup>. In reading process, the students should be able to interactive with the text well. Good interaction between the students and the text is one way to find out the meaning of the text. Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). Hesham Suleiman Alyousef said that in reading process, the reader interacts dynamically with the text as he/she tries to elicit the meaning of the text<sup>18</sup>.

Narrative text is the text that explains the series of events and actions that are organized using the time order pattern<sup>19</sup>. Moreover, narrative is storytelling<sup>20</sup>. Narrative is used in both essays and short stories. The purpose of narrative text is that to amuse or to entertain the reader, to gain, and hold a readers' interest. According to Clouse<sup>21</sup>, there are six purposes of narrative as follows: to entertain, to express feelings, to relate experience, to inform (to

---

<sup>6</sup>A S HornbEdOxford Advanced Learner's Dictionary.4<sup>th</sup> Ed.(New York:University Press, 1995). p.2

<sup>7</sup>Christine Nuttal.*Teaching Reading Skills in a Foreign Language*. (London:Heinemann Educational Books,1982). p.6

<sup>8</sup>Hesham Suleiman Alyousef.*Teaching Reading Comprehension to ESL/EFL Learners*.(Retrieved on January 17, 2012).<http://www.readingmatrix.com/articles/alyousef/article.pdf>.

<sup>9</sup>Kathleen T.McWhorter.*Lot. Cit.*

<sup>10</sup>M.Syafi'i S,M.FauzanAnsyari, JonriKasdi.*The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007). p.53

<sup>11</sup>Barbara Fine Clouse.*The Student Writer*.(New York :McGraw Hill, 1996). p.171

explain what happens when a person is arrested), to inform (to teach a lesson), and persuade (to convince the reader that community service should be required in high school).

The generic structure/text organization of narrative text is consists of three parts: orientation, complication, and resolution<sup>22</sup>.

- a. Orientation. To describes scene and introduces the characters, setting, and time or the story are established. Usually answer who? When? Where?
- b. Complication. To begin where there is a problem encountered by the character.
- c. Resolution is the character find the solution of the problem. The complication may be resolved for better or worse/ happily or unhappily.

The language features of narrative text as follows:

- a. nouns that identify the specific characters and places in the story.
- b. adjectives that provide accurate description of the characters and setting.
- c. Time words are that connect events to tell when they occur.
- d. Verbs to show the action that occur in the story.
- e. The use of noun phrase such as *a beautiful princess*
- f. The use connectives such as *first, before, that, then, finally*.
- g. The use of saying verbs such as *say, tell, ask*.
- h. The use of the simple past tense

There are many types of narrative. They can be imaginary – factual or a combination of both. They may includes fairy stories, mysteries, science fiction,

---

<sup>22</sup>Sudarwati and Grace. *Look Ahead: An English Course for Senior High School Students Year X*. (Jakarta: Erlangga, 2007). p.62

romance, horror stories, adventure stories, fables, myths and legend, historical narrative, ballads, slice of life, and personal experience. According to Whorter<sup>23</sup>, these steps when reading narrative as follows:

- a. Determine when and where the events are taking place.
- b. Notice the sequence of events.
- c. Notice how the story is told and who is telling it.
- d. Look beyond the specific events to the overall meaning. Ask your-self why the writer is telling the story. What is the point the author is trying to make?
- e. Watch for the writer's commentary as he or she tells the story.

In short, reading narrative text ability is defined as a text which functions to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event that leads to a crisis or turning point of some kinds in turn finding a resolution.

### **3. Students' Reading Narrative Text Ability**

According to Danny Brassell and Timothy Rasinski, reading refers to the ability to comprehend or make meaning from a written text<sup>24</sup>. In addition, reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print. The text presents letters, words, sentences, and paragraphs that encode meaning. The students use knowledge,

---

<sup>13</sup> Kathleen McWhorter. *Op. Cit.*, p, 128

<sup>14</sup> Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. (Huntington Beach: Shell education, 2008). p. 15-16



skills, and strategies to determine what the meaning is. According to Kalayo, reader's knowledge, skills, and strategies include:<sup>25</sup>

- a. Linguistic competence: ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentence.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom up-up strategy).

To support it, the students must be able to read material by mastering components of reading. The components of reading are able to give and help the students of reading. According to King and Stanley in Lisnawati, There are some components of reading that be understood by students, they are as follows:<sup>26</sup>

- a. Finding the factual information

To obtain the factual information of the English reading text, a reader requires scanning for specific details of information in order to make sense of it. Scanning can be done by reading questions that give and find the content words-synonyms or the same words. Factual information is generally prepared for Senior

---

<sup>15</sup>Kalayo Hasibuan, and Muhammad FausanAnsyari, *Lot. Cit.*

<sup>16</sup>DewiLisnawati.The Application of Fire –up Instructonal Strategy to Improve the Students' Reading Skill at the Second Year of SMPN 1 Seberida.(Pekanbaru, Unpublished, 2009).p.23

High School students and the following questions of the reading are started with WH-Question word in multiple choice options.

b. Getting main idea

Main idea of paragraph is what the author wants to know about the topic. Getting the main ideas of reading passages or textbook is very crucial. Because of reading is concerned with meaning a greater extent.

c. Reference

Reference is a word or phrase to which pronoun refers to. Recognizing references and identifies the words or phrases to which they refer will help the reader to understand the reading passages or textbook. References are generally symbolized by possessive adjectives (my, your, our, their, his, her, its) and subject and object pronoun (I-me, you, we-us, they-hem, he-him, she-her, it-it).

d. Inference

Inference is an educated quest or prediction about something unknown based on available facts and information. It is the logical connection that you draw between what you observe or know and what you don't know. According to Worthier, understanding is one of the most important aspects in reading, although writers do not write out everything they expect to readers' understanding.<sup>27</sup> Sometime, it is not necessary and desirable from the writers' point of view. The writers use language efficiently and recognize what can be inferred from their sentences. In other words, an efficient reader is a reader that is able to understand those implication-inferences.

---

<sup>17</sup>Kathleen McWhorter. *Guide to College Reading*. (Canada: Brown et al, 1986).p.208

e. Restatement (conclusion)

The last view questions of the reading comprehension are to ask the reader to recognize in which one of the four possibilities is best restated for the meaning of a given sentence.

In short, reading ability is skill required to do an interactive process that goes on between students as readers and the text, resulting in comprehension. To get of good comprehension, the students have to use knowledge, skills, strategies, and the components of readingsuch as finding the factual information,getting main idea,reference,inference, and restatement (conclusion) to understand a text wellto construct the meaning of the written text, and to enable the students to understand what they have read.In reading narrative text ability, students should use knowledge, skills, and strategies to determine the main idea of the text, characters, setting, events, and the generic structure of narrative itself.

#### **4.The Factors Influencing Students' Reading Narrative Text Ability**

There are several factors that influence reading ability. They are:<sup>28</sup>

a. Prior knowledge.

Prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful and unsuccessful comprehending. Teachers must begin by assessing whether or not this is true, by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

---

<sup>18</sup> Judith Westphal Irwin.*Teaching Reading Comprehension Processes*.(New jersey: Prentice-Hall, 1986). p. 102-112

b. Motivation and interest.

Comprehension is also improved when students are motivated and interest. To some extent, teachers facilitate motivation each time they make the task easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c.Cultural differences.

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers must be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d.Decoding fluency.

Finally, students cannot be expected to comprehend passages when they are devoting large amounts of attention to identifying individual words. They must be given material they can decode fluently if they are to develop their comprehension skills.

## **5. The Concept of Tea Party Strategy**

### **a. 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.<sup>29</sup>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.<sup>30</sup>It can be used to draw on prior knowledge and experience, help support concept development, introduce new vocabulary, or increase motivation through identifying personal areas of interest or learning.<sup>31</sup>The activity is designed so that all students, struggling and skilled readers can meaningfully participate.

### **b.The Purposes of Tea Party Strategy**

The tea party is a powerful strategy to help all readers connect with a text reading. The tea party can help readers<sup>32</sup>:

- 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;

---

<sup>19</sup>Kylene Beers, Loc. Cit.

<sup>20</sup> Sara Shoob and Cynthia Stout.*Teaching Social Studies Today*.(Huntington Beach: Shell Education, 2008). p.34

<sup>21</sup>The ball Foundation. *Loc. Cit.*

<sup>22</sup>*Ibid.* p.2

- 6) Establish a purpose for reading; and
- 7) Begin to make inter-textual connections.

### **c. The Procedure of Tea Party Strategy**

Tea Party strategy gets students to consider parts of a text reading it.<sup>33</sup> The teacher 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 to Beers, this strategy in reading is by following these steps<sup>34</sup>:

- 1) Photocopy the text (such as a Cinderella story for educational purposes), and cut the chapter into segments, one segment for each class member. If the teacher has 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

---

<sup>23</sup>Kylene Beers. *When Kids Can't Read: What Teachers Can Do*. The Main Idea current education book summaries 2009. (New York: Heineman, 2003), p.5

<sup>24</sup>Kylene Beers. *All America Reads Secondary Reading Strategies Applied to David Baldacci's the Novel Wish You Well*. (New York: Warner Books, Inc, 2000), p.15

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 and display 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.

Collins and Gunning stated that the strategy begins for ten to 15 phrases or sentences extracted from the text are placed on sentence strips.<sup>35</sup> One sentence is distributed to every student in the class. Students circulate the room for several minutes, interacting with one another as if they were at a tea party, reading the sentence or phrase that has been written on their sentence strip and listening to others read their sentences. Back in cooperative groups the students use the limited pieces of information that they have acquired during the socializing activity to attempt to construct a meaning for the text through discussion. Predictions are written either on an overhead transparency or interactive

---

<sup>25</sup>James L. Collin and Thomas G. Gunning. *Building Struggling Students' Higher Level Literacy: Practical Ideas, Powerful Solutions*. (New York: International Reading Association, 2010), p. 245

whiteboard and shared with the class before the teacher provides access to the text.

## **6. Using Tea Party Strategy towards Students' Reading Narrative Text Ability**

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<sup>36</sup>:

- a. Chose phrases that help serve your (and your students') purposes for reading. If the text is a novel, for example, choose phrases that give insight into characters, setting, and conflict.
- b. Choose some phrases that might be interpreted in multiple ways.
- c. If the text is a book, choose words from the first chapter or first section.
- d. Don't paraphrase the text. You (teacher) can omit words to shorten a phrase, but use the same vocabulary.

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).

---

<sup>26</sup> The ball Foundation. *Loc.Cit.*



There are some steps in conducting Tea Party strategy in the classroom, they are:

- a. Teacher explains the material of narrative text.
- b. Teacher distributes the students the cards content of narrative text in form sentence.
- c. Teacher asks the students a few minutes to read silently their given segments and distributes “To Discover” sheets.
- d. Teacher ask the students 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.
- e. Teacher asks the students get into smaller groups to fill the “to Discover” sheet, then discuss what they’ve learned from the cards and what they think are possibilities for setting, characters, and problems in the text.
- f. Teacher asks the students to write and present their prediction
- g. Teacher hands out the text and ask the students to read the text.
- h. After the students are finished, teacher asks them to write down the differences between their predicted information and the actual information.
- i. Follow up with a class discussion.

**Blackline Master**

**Tea Party Strategy-To Discover**

Title

Orientation

Setting

Characters

Complication

Resolution

I predict

## **B. The Relevant Research**

This research has relevance with order research; Alex T. Coughlin in 2011.<sup>37</sup> His research focused on “An Analysis of Tea Party Structuring Narratives”. His findings indicated that the Tea Party was significantly positive effect on structuring narrative such as plot and characteristics narrative. In this research, the researcher tried effect to find the significant effect of tea party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru. The difference of his research with the writer’s lies on students’ reading ability in narrative text. Where, in his research, he used an analysis of Tea Party in indicated effect on structuring narrative and the writer used Tea Party strategy to find out effect on students’ reading ability in narrative text.

In 2011, Benjamin Thomas Grant Schrader<sup>38</sup>. He conducted a research entitled “Develop: The Tea Party Literacy Strategy in Reading”. His findings indicated that the Tea Party was significantly positive effect on reading literacy and many variety of activity reading can developed by using tea party. The difference of his research with the writer’s lies on students’ reading ability in narrative text. Where, in his research, he used an analysis of Tea Party in indicated effect on reading literacy and the writer used Tea Party strategy to find out effect on students’ reading ability in narrative text.

---

<sup>37</sup> Alex T. Coughlin. *The Challenges of Populism: An Analysis of Tea Party Structuring Narratives*. (Colorado :State University Fort Collins, 2011). p.i

<sup>38</sup> Benjamin Thomas Grant Schrader. *Develop: The Tea Party Literacy Strategy in Reading*. (Colorado: State University Fort Collins, 2011).p.i

### **C.The Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. There are two variables used. The first is using tea party strategy is an independent variable (X) and the second is reading narrative text ability of the first year students at SMAN 12 Pekanbaru is a dependent variable (Y). To operate the investigation on the variables, the researcher works based on the following indicators:

1. The indicators of using tea party strategy are as follows:
  - a. Teacher explains the material of narrative text.
  - b. Teacher distributes the students the cards content of narrative text in form sentence.
  - c. Teacher asks the students a few minutes to read silently their given segments and distributes “To Discover” sheets.
  - d. Teacher ask the students 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.
  - e. Teacher asks the students get into smaller groups to fill the “to Discover” sheet, then discuss what they’ve learned from the cards and what they think are possibilities for setting, characters, and problems in the text.
  - f. Teacher asks the students to write and present their prediction
  - g. Teacherhands out the text and ask the students to read the text.
  - h. After the students are finished, teacher asks them to write down the differences between their predicted information and the actual information.

- i. Follow up with a class discussion.

2. The indicators of reading narrative text ability are as follows:

- a. The students are able to identify orientation in reading narrative text.
- b. The students are able to identify complication in reading narrative text.
- c. The students are able to identify resolution in reading narrative text.
- d. The students are able to identify meaning of word in reading narrative text.

#### **D. The Assumption and the Hypothesis**

##### **1. The Assumption**

In teaching reading narrative text, the researcher assumes that the better using tea party strategy, the better reading narrative text ability of the first year students at SMAN 12 Pekanbaru will be.

##### **2. The Hypothesis**

- a.  $H_a$ : There is significant effect of using tea party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.
- b.  $H_o$ : There is no significant effect of using tea party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

This research was an experimental research. The experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship<sup>39</sup>. Since the students at the school have been grouped into some classes, then the researcher could not create new participant groups for this experiment. So, the researcher used quasi-experiment. Creswell states that quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment<sup>40</sup>.

Moreover, there were two variables in this research. The first was independent variable and the second one was dependent variable. The use of Tea Party strategy was independent variable symbolized by “X” and the students’ reading narrative text ability was dependent variable symbolized by “Y”. Then, in conducting this research, there were two classes involved. The first was an experimental class. The second one was a control class.

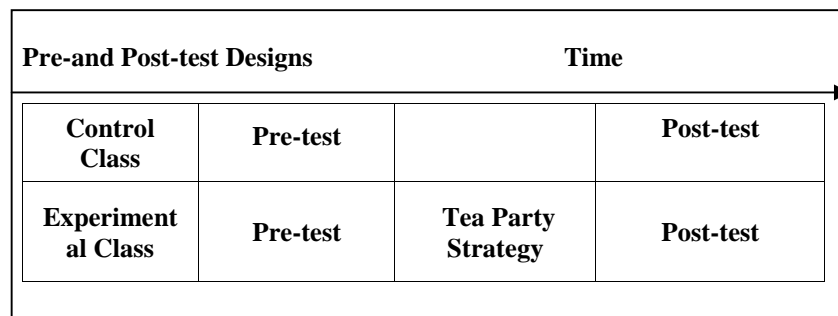
Furthermore, the researcher applied pre-test and post-test to this quasi-experimental design. Creswell explains that a pre-test provides a measure on some attribute or characteristic that would be assessed for participants in an experiment

---

<sup>1</sup>LR.Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition*. (New Jersey: Prentice Hall Inc., 2000). p.36

<sup>2</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education Ltd, 2008). p.313

before they receive a treatment. Meanwhile, a post-test is a measure on some attribute or characteristic that would be assessed for participants in an experiment after a treatment. Thus, in the beginning the students of two classes were given pre-test. In the middle, they were treated but by giving different treatment. For experimental class, the students were treated with Tea Party strategy. In other hand, the students of control class were treated with Conventional Strategy. At the end, they were given post-test. In short, the research design can be illustrated as follows <sup>41</sup>:



### **B. The Location and the Time of the Research**

The research was conducted of the first year students at SMAN 12 Pekanbaru at Garuda Sakti KM 3, Pekanbaru. The research was conducted from April to May 2012.

### **C. The Subject and the Object of the Research**

The subject of this research was the first year students at SMAN 12 Pekanbaru. The object of the research was the effect tea party strategy toward students' reading narrative text ability.

---

<sup>3</sup>*Ibid*, p.314

### D. The Population and the Sample of the Research

The population of this research was the first year students at SMAN 12 Pekanbaru. The total of the first year students was 338 students. They were divided into nine classes. The population above was large enough to be taken as sample of the research. Arikunto states that the amount subject is then less 100, it is better to take sample about 10-15% or 20-25% of the population.<sup>42</sup> Based on the limitation of the research, the researcher took only two classes of X.6 as experimental class and X.7 as control class. This sample of research was included in cluster sampling. It should be a group, not individual. Based on Gay and Airasian, all the members of selected group have similar characteristics.<sup>43</sup> In this research, the similar characteristics means both of classes were taught by the same teacher, English subject was both taught in the morning, the number of students was the same, and the students' average score of reading skill was not much different.

**Table.III 1**  
**The Population of the First Year Students at SMAN 12 Pekanbaru**

	Male	Female	Total
X.RSBI.1	15	21	36
X.RSBI.2	15	21	36
X.1	16	22	38
X.2	14	24	38
X.3	15	23	38
X.4	14	24	38
X.5	16	22	38
<b>X.6</b>	<b>15</b>	<b>23</b>	<b>38</b>
<b>X.7</b>	<b>15</b>	<b>23</b>	<b>38</b>
Total	135	203	338

(Source : Document of SMAN 12 PEKANBARU academic year 2011/2012)

### E. The Validity and the Reliability of the Test

<sup>4</sup>Suharsimi Arikunto. *Prosedur Penelitian suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006). p.134.

<sup>5</sup>L.R. Gay and Peter Airasian, *Op. Cit.* p. 129



## 1. Validity

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill in which it is intended to measure.

Before getting the data, the reseaecher used all of the items in try out. Arikunto says that try out is intended to know the value of the test.<sup>44</sup> The value itself was used to find out the level of difficulties of each item. The standard of value used was  $\geq 0.30$  and  $\leq 0.70$ . The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{B}{JS}$$

Where: P = Difficulty level

B = the number of correct answer

JS = the number of student

After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”

### Table III.3

---

<sup>44</sup>Arikunto, Suharsimi. *Op.Cit.* p. 76.

**The Data of Try Out**

No.	Indicators	Try Out				Category
		Items no.	Correct	P	Q	
1	Identify orientation in reading narrative text	1	22	0.61	0.39	Accepted
		8	22	0.61	0.39	Accepted
		15	23	0.64	0.36	Accepted
		17	20	0.56	0.44	Accepted
		21	23	0.64	0.36	Accepted
2	Identify complication in reading narrative text	2	21	0.58	0.42	Accepted
		3	22	0.61	0.39	Accepted
		6	22	0.61	0.39	Accepted
		7	18	0.5	0.5	Accepted
		13	18	0.5	0.5	Accepted
		14	19	0.53	0.47	Accepted
		18	21	0.58	0.42	Accepted
		19	20	0.56	0.44	Accepted
		22	20	0.56	0.44	Accepted
		23	21	0.58	0.42	Accepted
3	Identify resolution in reading narrative text	4	20	0.56	0.44	Accepted
		9	21	0.58	0.42	Accepted
		11	23	0.64	0.36	Accepted
		20	18	0.5	0.5	Accepted
		24	22	0.61	0.39	Accepted
4	Identify meaning of word in reading narrative text	5	17	0.47	0.53	Accepted
		10	20	0.56	0.44	Accepted
		12	20	0.56	0.44	Accepted
		16	19	0.53	0.47	Accepted
		25	22	0.61	0.39	Accepted
N		25				

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

### 1. Identify orientation in reading narrative text

Based on the table III.3, it shows the item numbers of the first indicator for identify orientation in reading narrative text that are number 1,8,15,17,and 21. The proportion of correct answer for item numbers 1 and 8 are 0.61,item numbers 15 and 21 are 0.64,and item number 17 is 0,56. Meaning that, all item tests for the first indicator are **accepted**.

### 2. Identify complication in reading narrative text

Based on the table III.3, it shows the item numbers of the second indicator for identify complication in reading narrative text that are number 2,3,6,7,13,14,18,19,22,and 23. The proportion of correct answer for item numbers 2,18, and 23 are 0.58, item numbers 3 and 6 are 0.61, item numbers 7 and 13 are 0.5, item numbers 18 and 19 are 0.56, and item number 14 is 0.53. Meaning that, all item tests for the second indicator are **accepted**.

### 3. Identify resolution in reading narrative text

Based on the table III.3, it shows the item numbers of the third indicator for identify resolution in reading narrative text that are number 4,9,11,20,and 24. The proportion of correct answer for item number 4 is 0.56, item number 9 is 0.58, item number 11 is 0.64, item number 20 is 0.5, and item number 24 is 0.61. Meaning that, all item tests for the third indicator are **accepted**.

### 4. Identify the meaning of word in reading narrative text

Based on the table III.3, it shows the item numbers of the fourth indicator for identify meaning of word in reading narrative text that are number 5,10,12,16, and 25. The proportion of correct answer for item number 5 is 0.47, item numbers 10 and 12 are 0.56, item number 16 is 0.53, and item number 25 is 0.61. Meaning that, all item tests for the fourth indicator are **accepted**.

## 2. Reliability

Reliability is a criterion that can judge the quality of the test. Shoham says that Reliability refers to the extent to which the test is consistent in its score and

its gives us an indication of how accurate the test scores are.<sup>45</sup> It is clear that reliability is used to measure the quality of the test scores, and a test is consistent.

There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selecting for testing.
- b. The administration of the test, clearly this is an important factor in deciding reliability.

There are some formulas used in finding the reliability of instrument, they are including Spearman- Brown formula, Flanagan formula, Rulon formula, Hoyt formula, K- R 20 formula, and K- R 21 formula.<sup>46</sup> From all of these formula, the writer used K- R 20 formula as follow:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \Sigma pq}{V_t} \right)$$

Where:

$r_{11}$  = Reliability of instrument

$k$  = Total of question

$V_t$  = Variance total ( the square of standard deviation )

$p$  = the proportion of the students who are correct in answering item divided with the total number of the students

$q$  = the proportion of the students who are incorrect in answering item divided with the total number of the students

Based on the data, the writer got;

$K$  : 25

---

<sup>45</sup>ElanaShohamy.*Practice Handbook in Language Testing for Second Language Teacher.*(New York: Tel-Aviv University, 1985), p. 70

<sup>46</sup>Suharsimi Arikunto.*Op.Cit*, p.180

$$V_t : 88.66$$

$$pq : 4$$

$$\begin{aligned} r_{11} &= \frac{k}{k-1} \frac{V_t - pq}{V_t} \\ &= \frac{25}{25-1} \frac{88.66-4}{88.66} \\ &= \frac{25}{24} \frac{84.66}{88.66} \\ &= 0.954 \end{aligned}$$

To know whether the test is reliable or not, the value of  $r_{11}$  must be compared with  $r$  product moment. The value of  $r_{11}$  must be higher than  $r$  table. From the calculation above the value of  $r_{11}$  is 0,954. Then the  $r_t$  at 5% grade of significance is 0.329. While  $r_t$  at 1% grade of significance is 0,424. So, it can be concluded that  $0.329 < 0.954 > 0.424$ . On the other word, the instrument is reliable because the value of  $r_{11}$  is higher than  $r_t$ .

## **F.The Technique of Collecting Data**

In the research, the researchers used test to collect data. It was divided into two kinds of test; pre-test and post-test. Pre-test was given before treatment and post test was given in the last of treatment. Assessing reading is not easy to do it accurately. KalayoHasibuan stated that reading ability is very difficult to assess accurately<sup>47</sup>. But, based on teaching reading our curriculum (KTSP), if the students are able to achieve to goal, it means that assessment of reading ability needs to be correlated with purposes of reading. While, Hughes said there are many techniques that can assess the students' ability but the researcher would use

---

<sup>6</sup>KalayoHasibuan and Muhammad Fauzan, *Op.Cit.* p. 123

one technique, it is multiple choices.<sup>48</sup> Multiple choices technique is a technique that would be designed by using four choices and the respondent would choose one, it is based on the question. This technique can assess the student's reading narrative text ability. Then, the writer took the total score from the result of the reading test. The classification of the students' score would be shown below.<sup>49</sup>

**Tabel. III 2**  
**The Classification of Students' Score**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

### G. The Technique of Data Analysis

The technique of data analysis that was used in this research was T-test formula. The different mean was analyzed by using independent sample T-Test from SPSS 16 version. The significant level chosen in analyzing the score  $t_o$  ( $t$ -observed) was 5% or 0.05.<sup>50</sup> The writer will use formula in Hartono as follows:<sup>56</sup>

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

Where:

$t_o$  : The value of  $t$  – obtained

$M_x$  : Means score of experimental sample

<sup>7</sup>Arthur Hughes. *Testing for Language Teachers, Second Edition*. (Cambridge: Cambridge University Press, 2003). p.143, 144 & 148

<sup>8</sup>Suhaimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009). p.245

<sup>9</sup>Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p.159

$M_y$  : Mean score of control sample

$SD_x$ : Standard deviation of experimental class

$SD_y$ : Standard deviation of control class

$N$  : Number of students

The t-table is employed to see whether there is a significant difference between the mean score of both experimental and control or not. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) =  $(N_1+N_2) - 2$ .

$H_a = t_o > t\text{-table}$  or if probabilities  $< 0.05$

$H_o = t_o < t\text{-table}$  or if probabilities  $> 0.05$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant effect of using tea party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect of using tea party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

#### CHAPTER IV

## DATA PRESENTATION AND DATA ANALYSIS

### A. The Description of Research Procedures

The data were obtained from students' pre-test and post-test scores of experimental and control class. The writer used the same format of questions to test students' reading narrative text ability for pre-test of experimental class and control class. The writer gave pre-test to experimental class (X.6) and control class (X.7). The writer asked the students to answer some questions based on the text given; the test was about narrative text. Then, the writer gave treatment to experimental class for eight meetings.

After giving treatments to the experimental class, the writer used the same format of questions to test students' reading narrative text ability for posttest of experimental class and control class. The result of reading test was evaluated by concerning four components, such as the students are able to identify orientation, complication, resolution, and meaning of word in reading narrative text. The test was composed 25 items, and each item was given score 4. The final score was analyzed by using the following formula<sup>51</sup>:

$$\text{Final score} = \frac{\text{TotalCorrectAnswer}}{\text{TotalQuestioner}} \times 100$$

The total of pre-test and posttest for both classes were different. The total score of pre-test in experimental class was 2184, while the highest score was 72 and the lowest was 44. The total score of pre-test in control class was 2088, while the highest score was 76 and the lowest score was 44. The total score of post-test

---

<sup>1</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. RajafindoPersada, 2008). p. 32



in experimental class was 2628, while the highest score was 88 and the lowest score was 52. The total score of post-test in control class was 2232, while the highest score was 84 and the lowest score was 48.

## **B. The Data Presentation**

The data of this research were obtained from the score of student's pre-test and post-test. All data were taken through the following procedures:

1. In both classes (experimental and control class), the students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices and the test was made based on several aspects such as orientation, complication, resolution, and meaning of word in reading narrative text ability.
3. The researcher together with the observer gave a score of the students' reading narrative text ability that was collected from their score of post-test.

Actually, the number of students either experimental or control class had 38 each, but here there were only 35 students for experimental class and 35 students for control class who always came and followed learning activities. It was caused by many reasons, they were sick, absent, unmotivated; going outside when studying English began, and stopped studying. So, the data were only taken from the students who always came to school and followed the treatment given.

### **1. Students' Reading Narrative Text Ability Scores on Pre-test**

**Table IV.1**  
**The Students' Reading Narrative Text Ability Scores on Pre-Test**

No	Student	Scores in experimental class	Scores in control class
1	Student 1	60	48
2	Student 2	64	72
3	Student 3	60	48
4	Student 4	60	48
5	Student 5	60	52
6	Student 6	56	68
7	Student 7	60	52
8	Student 8	64	72
9	Student 9	60	44
10	Student 10	56	76
11	Student 11	60	52
12	Student 12	60	48
13	Student 13	60	64
14	Student 14	60	72
15	Student 15	60	44
16	Student 16	72	60
17	Student 17	72	44
18	Student 18	64	60
19	Student 19	48	48
20	Student 20	64	72
21	Student 21	60	72
22	Student 22	44	64
23	Student 23	72	68
24	Student 24	72	72
25	Student 25	72	60
26	Student 26	64	48
27	Student 27	68	72
28	Student 28	64	68
29	Student 29	64	68
30	Student 30	60	60
31	Student 31	64	48
32	Student 32	64	64
33	Student 33	64	72
34	Student 34	68	60
35	Student 35	64	48
	Total	<b>=2184</b>	<b>=2088</b>

**a. Pre-test in Experimental Class**

Pre-test was given when first meeting before being taught by Tea Party strategy. From pre-test of experimental class, the highest score was 72 and the lowest score was 44. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in experimental class are as follows:

**Table IV.2**  
**The Frequency Distribution of Students' Pre-Test Experimental**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 44	1	2.9	2.9	2.9
48	1	2.9	2.9	5.7
56	2	5.7	5.7	11.4
60	13	37.1	37.1	48.6
64	11	31.4	31.4	80.0
68	2	5.7	5.7	85.7
72	5	14.3	14.3	100.0
Total	35	100.0	100.0	

Based on the table IV.2, it can be seen that there were 35 respondents. The highest scores were 72 and the lowest score was 44. The highest frequency was 13 at the score 60. The highest frequency was 5 at scores 72 and the lowest frequency was 1 at scores 44.

#### **b. Pre-test in Control Class**

There were 25 items of reading narrative text ability test given to the respondents in this research. From pre-test of control class, the highest score was 76 and the lowest score was 44. The data were obtained from the research by using SPSS 16 software. The data descriptions of pre-test of reading comprehension in control class are as follow:

**Table IV.3**  
**The Frequency Distribution of Students' Pre-Test Control**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	3	8.6	8.6	8.6
	48	8	22.9	22.9	31.4
	52	3	8.6	8.6	40.0
	60	5	14.3	14.3	54.3
	64	3	8.6	8.6	62.9
	68	4	11.4	11.4	74.3
	72	8	22.9	22.9	97.1
	76	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table IV.3, it can be seen that there were 35 respondents. The highest scores were 76 and the lowest score was 44. The highest frequency was 8 at the scores 48 and 72. The highest frequency was 1 at scores 76 and the lowest frequency was 3 at score 44.

**Table IV.4**  
**Statistics of Pre-Test Experimental and Control Class**

		preexp	precont
N	Valid	35	35
	Missing	0	0
Mean		62.40	59.66
Std. Error of Mean		1.027	1.792
Median		64.00	60.00
Mode		60	48 <sup>a</sup>
Std. Deviation		6.074	10.600
Variance		36.894	112.350
Range		28	32
Minimum		44	44
Maximum		72	76
Sum		2184	2088

Based on the table IV.4 above, it can be seen that the mean of Pre-test of experimental class is 62.40, the median is 64.00, and the standard deviation is

6.074. Then, the mean of pre-test of control class is 59.66, the median is 60.00, and the standard deviation is 10.600.

## 2. Students' Reading Narrative Text Ability Scores on Post-test

**Table IV.5**  
**Students' Reading Narrative Text Ability Scores on Post-test**

No	Student	Scores in experimental class	Scores in control class
1	Student 1	72	60
2	Student 2	80	72
3	Student 3	72	48
4	Student 4	68	56
5	Student 5	80	48
6	Student 6	68	72
7	Student 7	80	64
8	Student 8	72	68
9	Student 9	64	56
10	Student 10	72	76
11	Student 11	72	60
12	Student 12	80	48
13	Student 13	72	60
14	Student 14	72	68
15	Student 15	76	56
16	Student 16	88	72
17	Student 17	76	52
18	Student 18	88	60
19	Student 19	76	52
20	Student 20	72	64
21	Student 21	80	64
22	Student 22	68	68
23	Student 23	80	72
24	Student 24	80	72
25	Student 25	76	60
26	Student 26	68	64
27	Student 27	72	72
28	Student 28	80	80
29	Student 29	72	84
30	Student 30	84	60
31	Student 31	76	48
32	Student 32	80	64
33	Student 33	80	72
34	Student 34	80	68
35	Student 35	52	72
	Total	<b>=2628</b>	<b>=2232</b>

### a. Post-test in Experimental Class

Post-test was given to the students in the last meeting after being taught by Tea Party strategy. From the post-test, the highest score of experimental class was 88 and the lowest score was 52. The data were obtained by using the SPSS 16 Software. The data description of post-test of reading narrative text ability in experimental class is as follows:

**Table IV.6**  
**The Frequency Distribution of Students' Post-Test Experimental**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52	1	2.9	2.9	2.9
64	1	2.9	2.9	5.7
68	4	11.4	11.4	17.1
72	10	28.6	28.6	45.7
76	5	14.3	14.3	60.0
80	11	31.4	31.4	91.4
84	1	2.9	2.9	94.3
88	2	5.7	5.7	100.0
Total	35	100.0	100.0	

Based on the table IV.6, it can be seen that there were 35 respondents. The highest scores were 88 and the lowest score was 52. The highest frequency was 11 at the score 80 and the lowest frequency was 1 at scores 52,64, and 84.

### b. Post-test in Control Class

Then for the post-test of the control group, there were also 25 items of reading narrative text ability. From the post-test, the highest score of control group was 84 and the lowest score was 48. The data were obtained by using the SPSS 16 Software. The data descriptions of post-test of reading narrative text ability in control class are as follows:

**Table IV.7**  
**The Frequency Distribution of Students' Post-Test Control**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	4	11.4	11.4	11.4
	52	2	5.7	5.7	17.1
	56	3	8.6	8.6	25.7
	60	6	17.1	17.1	42.9
	64	5	14.3	14.3	57.1
	68	4	11.4	11.4	68.6
	72	8	22.9	22.9	91.4
	76	1	2.9	2.9	94.3
	80	1	2.9	2.9	97.1
	84	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table IV.7, it can be seen that there were 35 respondents. The highest scores were 84 and the lowest score was 48. The highest frequency was 8 at the score 72 and the lowest frequency was 1 at scores 76, 80, and 84.

**Table IV.8**  
**Statistics of Post-Test Experimental and Control Class**

		postexp	postcont
N	Valid	35	35
	Missing	0	0
Mean		75.09	63.77
Std. Error of Mean		1.172	1.581
Median		76.00	64.00
Mode		80	72
Std. Deviation		6.934	9.353
Variance		48.081	87.476
Range		36	36
Minimum		52	48
Maximum		88	84
Sum		2628	2232

Based on the table IV.8 above, it can be seen that the mean of post-test of experimental class is 75.09, the median is 76.00, and the standard deviation is

6.934. Then, the mean of post-test of control class is 63.77, the median is 64.00, and the standard deviation is 9.353.

### 3. The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes were obtained by using SPSS 16 Software. The Mean and Standard deviation of both classes can be seen as follows:

**Table IV.9**  
**The Mean and Standard Deviation of Pre-test in**  
**Experimental and Control Class**

	Mean	Standard Deviation
Pre-test of Experiment	62.4	6.074
Pre-test of Control	59.66	10.6

Then, the writer input the square value of standard deviation ( $SD^2$ ) into the formula as follows:<sup>52</sup>

$$F_o = \frac{S_b^2}{S_u^2}$$

$$F_o = \frac{6.074}{10.600} = \frac{36.89}{112.36} = 0.3283$$

Based on the statistic above, it can be seen that F obtained is 0.3283. Then, determining homogeneity of the test,  $F_o < F_t$ . F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$Df = (N_1 + N_2) - 2$$

---

<sup>2</sup>Mubarok. Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan at Taqwa. (Pekanbaru: Unpublished, 2009). p. 38



$$= (35 + 35) - 2$$

$$= 68$$

The degree of freedom is 68, to know the degree of significant 1% and 5%. The degree significant 1% is 2.65 and the degree of significant 5% is 2.00. In conclusion, the test is homogeny because  $F_o < F_t$ , it can be analyzed that  $2.00 > 0.3283 < 2.65$ .

### **C. The Data Analysis**

The data analysis presents the statistical result followed by the discussion about the effect of Tea Party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru. The data are divided into two classes; experimental and control scores. The researcher used independent sample T-Test from SPSS.16 version to analyze the effect of Tea Party strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

#### **1. The Analysis Students' Reading Narrative Text Ability before being Taught by Using Tea Party Strategy**

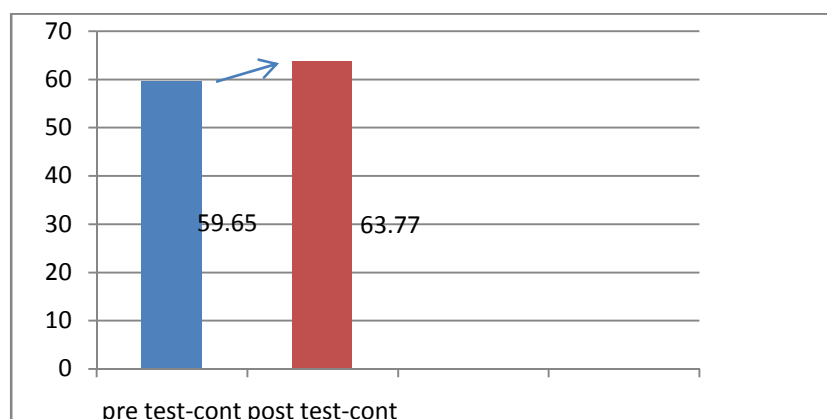
The following table is the description of the data students' pre-test and post-test score of control class. It was obtained from the result of students' test reading narrative text. The data can be described as follows:

**Table IV.10**  
**The Students' Reading Narrative Text Ability Score**  
**at Pre-Test to Post-Test of Control Class**

No	Student	Control Class		Gain	Percentage
		Pre-Test	Post-Test		
1	Student 1	48	60	12	25%
2	Student 2	72	72	0	0%
3	Student 3	48	48	0	0%
4	Student 4	48	56	8	17%
5	Student 5	52	48	4	8%
6	Student 6	68	72	4	6%
7	Student 7	52	64	12	23%
8	Student 8	72	68	-4	-6%
9	Student 9	44	56	12	27%
10	Student 10	76	76	0	0%
11	Student 11	52	60	8	15%
12	Student 12	48	48	0	0%
13	Student 13	64	60	-4	-6%
14	Student 14	72	68	4	6%
15	Student 15	44	56	12	27%
16	Student 16	60	72	12	20%
17	Student 17	44	52	8	18%
18	Student 18	60	60	0	0%
19	Student 19	48	52	4	8%
20	Student 20	72	64	-8	-11%
21	Student 21	72	64	-8	-11%
22	Student 22	64	68	-4	-6%
23	Student 23	68	72	4	6%
24	Student 24	72	72	0	0%
25	Student 25	60	60	0	0%
26	Student 26	48	64	16	33%
27	Student 27	72	72	0	0%
28	Student 28	68	80	12	18%
29	Student 29	68	84	16	24%
30	Student 30	60	60	0	0%
31	Student 31	48	48	0	0%
32	Student 32	64	64	0	0%
33	Student 33	72	72	0	0%
34	Student 34	60	68	8	13%
35	Student 35	48	72	24	50%
	Total	=2088	=2232	=152	304%
	Mean	59.65	63.77	4.32	9%

From the table above, the calculation of total score of control class in pre-test is 2088 and the score of control class in post-test is 2232. The gain of experimental class is 152. The table above describes about the differences between

students' reading narrative text score before and after research at control class. Firstly, the students' reading narrative text mean score were about 59.65, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading narrative text ability was 63.77. The improvement of each student was various, but there was not drastically improved. The students' reading narrative text ability at the pre-test to post-test improved 9%.



To determine the students' reading narrative text ability who were not taught by using Tea Party strategy, the writer took the data from the result of post test. The data were obtained by using SPSS 16. The data mean, median, and standard deviation from the post test of the control class can be seen from the following table:

**Table IV.11**  
**Mean, Median, and Standard Deviation of Post-test in Control Class**

	Mean	Median	Std. Deviation
Post test of control class	63.77	64.00	9.353

Then, the mean of post test from control class is classified in order to determine the category of students' reading score. The classification table can be seen as follows:

**Table IV.12**  
**The Classification of Students' Score Post-test in Control Class**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the mean of post test of control class is 63.77. It means that the student's reading narrative text ability before being by using Tea Party strategy is categorized into enough level.

## **2.The Analysis Students' Reading Narrative Text Ability after beingTaught by Using Tea Party Strategy**

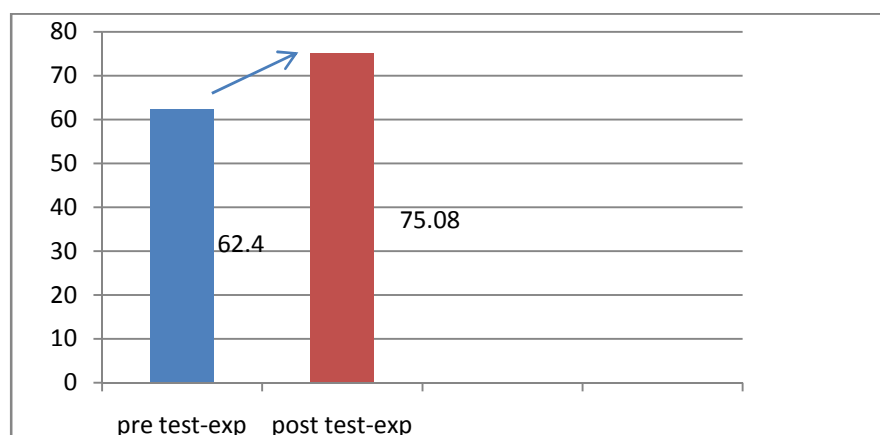
The following table is the description of the data students' pre-test and post-test score of experimental class. It was obtained from the result of students' test reading narrative text. The data can be described as follows:

**Table IV.13**  
**The Students' Reading Narrative Text Ability Score**  
**at Pre-Test to Post-Test of Experimental Class**

No	Student	Experimental Class		Gain	Percentage
		Pre-Test	Post-Test		
1	Student 1	60	72	12	20%
2	Student 2	64	80	16	25%
3	Student 3	60	72	12	20%
4	Student 4	60	68	8	13%
5	Student 5	60	80	20	33%
6	Student 6	56	68	12	21%
7	Student 7	60	80	20	33%
8	Student 8	64	72	8	13%
9	Student 9	60	64	4	7%
10	Student 10	56	72	16	29%
11	Student 11	60	72	12	20%
12	Student 12	60	80	20	33%
13	Student 13	60	72	12	20%
14	Student 14	60	72	12	20%
15	Student 15	60	76	16	27%
16	Student 16	72	88	16	22%
17	Student 17	72	76	4	6%
18	Student 18	64	88	24	38%
19	Student 19	48	76	28	58%
20	Student 20	64	72	8	13%
21	Student 21	60	80	20	33%
22	Student 22	44	68	24	55%
23	Student 23	72	80	8	11%
24	Student 24	72	80	8	11%
25	Student 25	72	76	4	6%
26	Student 26	64	68	4	6%
27	Student 27	68	72	4	6%
28	Student 28	64	80	16	25%
29	Student 29	64	72	8	13%
30	Student 30	60	84	24	40%
31	Student 31	64	76	12	19%
32	Student 32	64	80	16	25%
33	Student 33	64	80	16	25%
34	Student 34	68	80	12	18%
35	Student 35	64	52	-12	-19%
	Total	=2184	=2628	=444	=743%
	Mean	62.4	75.08	12.68	21%

From the table above, the calculation of total score of experimental class in pre-test is 2184 and the total score of experimental class in post-test is 2628. The gain of experimental class is 444. The table describes about the differences between students' reading narrative text ability score before and after giving

treatment at experimental class. Before giving a treatment, the students' reading narrative text ability mean score were about 62.4, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' reading narrative text ability improved. It was 75.08. The improvement of each student was various, there were drastically improved. The students' reading narrative text ability at the pre-test to post-test improved 21 %.



To determine the students' reading narrative text ability who were taught by using Tea Party strategy, the writer took the data from the result of post test. The data were obtained by using SPSS 16. The data mean, median, and standard deviation from the post test of the experimental class can be seen from the following table:

**Table IV.14**  
**Mean, Median, and Standard Deviation of Post-test in Experimental Class**

	Mean	Median	Std. Deviation
Post test of experimental class	75.09	76.00	6.934

Then, the mean of post test from experimental class is classified in order to determine the category of students' reading score. The classification table can be seen as follows:

**Table IV.15**  
**The Classification of Students' Score Post-test in Experimental Class**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the mean of post-test of experimental class is 75.09. It means that the student's reading narrative text ability after being by using Tea Party strategy is categorized into good level.

### **3. The Significant Effect of Tea Party Strategy toward Students' Reading Narrative Text Ability**

From the analysis at table 10 and 13 above, it can be seen that there is a difference improvement of students' reading narrative text ability at Experimental and Control Class. It saw that the different mean of scores improvement at the experimental class was 12.68 by percentage 21 % while at control class was 4.32 by percentage 9 %. It is clear that of difference improvement of Tea Party strategy on students' reading narrative text ability is higher than control class.

Based on the percentage of both classes, it means that the strategy that was used by the teacher in teaching reading that gave the effect toward students' reading narrative text.

To know clearly the significant different mean scores from both of the classes, then the researcher analyzed by using independent sample T- Test.

**Table IV.16**  
**Group Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Experiment 1	35	12.69	7.730	1.307
Control 2	35	4.34	7.284	1.231

Based on the table above, it can be seen that the total students' from each class, the experimental class consisted of 35 students; while for the control class consisted of 35 students. The mean of Experimental class improvement was 12.69, and mean of control class improvement was 4.34. Standard deviation from experimental class was 7.730, while standard deviation from control class was 7.284. Standard error mean from experimental class was 1.307, and control class was 1.231.

**Table IV.17**  
**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.009	.924	4.647	68	.000	8.343	1.795	11.925	4.760
	Equal variances not assumed			4.647	67.761	.000	8.343	1.795	11.925	4.760



Based on the output SPSS above, independent-Sample T-test shows Levene's Test to know the same variance.

Significant value > Significant (0.05)

Significant value < Significant (0.05)

Based on the output SPSS above, it can be seen that Significant value (0.000) < Significant (0.05).

From the output above, it also can be seen that  $t_o$  (4.647) with  $df=68$ , because of  $df=68$  was not found from the T-table, so the researcher took  $df=70$ , mean difference 8.343 and standard error difference is 1.795. Lower interval of the difference is 11.925 and upper confidence difference is 4.760

If  $t_o$  4.647 compares with  $t_i$  with  $df$  70, the  $t$  critic point is:

Significance 5% = 2.00

Significance 1% = 2.65

It can be seen that the  $t_o$  is higher than  $t_i$  in significance 5% and 1%. In other words, it can be read  $2.00 < 4.647 > 2.65$ . Its mean  $H_o$  is rejected and  $H_a$  is accepted or there were significant effect of using Tea Party strategy towards reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the researcher concludes that the answer of the formulation of the problem as follows:

1. The students' reading narrative text ability before being taught by using Tea Party of the first year students at SMAN 12 Pekanbaru is categorized into Enough level
2. The students' reading narrative text ability after being taught by using Tea Party of the first year students at SMAN 12 Pekanbaru is categorized into Good level.
3. From analysis of t-test formula by using SPSS 16 found that  $t_{hitung}$  is higher than  $t_{table}$ . It can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was significant effect of using tea party strategy towards reading narrative text ability of the first year students at SMAN 12 Pekanbaru.

#### B. Suggestion

Considering the effectiveness of using Tea Party Strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru, the writer would like to give some suggestion as follows:

**1. Suggestion for the English Teacher:**

- a. It is recommended to teacher to use Tea Party in teaching and learning process.
- b. It is hoped that the teacher teaches the reading narrative text ability from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material taught.

**2. Suggestion for the Students:**

- a. The students should try to understand about using Tea Party Strategy in reading text.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic as this study.

## BIBLIOGRAPHY

- Alice Oshima and Ann Hogue. 2007. *Introduction to Academic Writing: Third Edition*. Longman: Pearson Education, Inc.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta
- . 2009. *Dasar-dasar Evaluasi Pendidikan (edisi Revisi)*. Jakarta: PT. Bumi Aksara.
- Beers, Kylene. 2000. *All America Reads Secondary Reading Strategies Applied to David Baldacci's the Novel Wish You Well*. New York: Warner Books, Inc
- . 2003. *When Kids Can't Read: What Teachers Can Do*. The Main Idea Current Education Book Summaries 2009. New York: Heinemann.
- Brassell, Danny and Timothy Rasinski. 2008. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching. Fourth Ed.* New York: Pearson Education, Inc,
- . 1994. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. California: San Francisco University.
- Celcia-Murcia, Marrienne. 1991. *Teaching English as a Second or Foreign language*. California: Heinlein Publishers.
- Collin, James L. and Thomas G. Gunning. 2010. *Building Struggling Students' Higher Level Literacy: Practical Ideas, Powerful Solutions*. New York: International Reading Association, Inc.
- Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education Ltd.
- Fine Clouse, Barbara. 1996. *The Student Writer*. New York: McGraw Hill.

- Gay, L. R., and Peter Airasian. 2000. *Educational Research*. New Jersey: Prentice Hall.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. 3<sup>rd</sup> Ed. London: Pearson Education Limited.
- Hartono. 2008. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar.
- Hasibuan, Kalayo, and Muhammad Fauzan Anshari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.
- Hornby, A.S. 2005. *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, New York: University Press.
- Lisnawati, Dewi. 2009. *The Application of Fire –up Instructional Strategy to Improve the Students' Reading Skill at the Second Year of SMPN 1 Seberida*. Pekanbaru, Unpublished.
- McWhorter, Kathleen. 1986. *Guide to College Reading*. Canada: Brown et al.
- . 1992. *Efficient and Flexible Reading*. 3<sup>rd</sup> Ed. United States America: Harper Collins Publisher.
- Mikulecky, Beatrice S and Linda Jeffries. 1996. *More Reading Power*. London: Wesley Publishing Company.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- Nuttall, Christine. 1983. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Shoob, Sara and Cynthia Stout. 2008. *Teaching Social Studies Today*. Huntington Beach: Shell Education.
- Sudarwati and Grace. 2007. *Look Ahead: An English Course for Senior High School Students Year X*. Jakarta: Erlangga.
- The Ball Foundation. *Literacy Practices*. 2008. (Retrieved on April 20, 2011) [http://www.ballfoundation.org/ei/resources/Tea\\_party.pdf](http://www.ballfoundation.org/ei/resources/Tea_party.pdf).

## BIBLIOGRAPHY

- Alice Oshima and Ann Hogue. 2007. *Introduction to Academic Writing: Third Edition*. Longman: Pearson Education, Inc.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta
- . 2009. *Dasar - dasar Evaluasi Pendidikan (edisi Revisi)*. Jakarta: PT. Bumi Aksara.
- Beers, Kylene. 2000. *All America Reads Secondary Reading Strategies Applied to David Baldacci's the Novel Wish You Well*. New York: Warner Books, Inc
- . 2003. *When Kids Can't Read: What Teachers Can Do*. The Main Idea Current Education Book Summaries 2009. New York: Heinemann.
- Brassell, Danny and Timothy Rasinski. 2008. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching. Fourth Ed*. New York: Pearson Education, Inc,
- . 1994. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. California: San Francisco University.
- Celcia-Murcia, Marrienne. 1991. *Teaching English as a Second or Foreign language*. California: Heinlein Publishers.
- Collin, James L. and Thomas G. Gunning. 2010. *Building Struggling Students' Higher Level Literacy: Practical Ideas, Powerful Solutions*. New York: International Reading Association, Inc.
- Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education Ltd.
- Fine Clouse, Barbara. 1996. *The Student Writer*. New York: McGraw Hill.

- Gay, L. R., and Peter Airasian. 2000. *Educational Research*. New Jersey: Prentice Hall.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. 3<sup>rd</sup> Ed. London: Pearson Education Limited.
- Hartono. 2008. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar.
- Hasibuan, Kalayo, and Muhammad Fauzan Anshari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.
- Hornby, A.S. 2005. *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, New York: University Press.
- Lisnawati, Dewi. 2009. *The Application of Fire –up Instructional Strategy to Improve the Students' Reading Skill at the Second Year of SMPN 1 Seberida*. Pekanbaru, Unpublished.
- McWhorter, Kathleen. 1986. *Guide to College Reading*. Canada: Brown et al.
- . 1992. *Efficient and Flexible Reading*. 3<sup>rd</sup> ED. United States America: Harper Collins Publisher.
- Mikulecky, Beatrice S and Linda Jeffries. 1996. *More Reading Power*. London: Wesley Publishing Company.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- Nuttall, Christine. 1983. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Shoob, Sara and Cynthia Stout. 2008. *Teaching Social Studies Today*. Huntington Beach: Shell Education.
- Sudarwati and Grace. 2007. *Look Ahead: An English Course for Senior High School Students Year X*. Jakarta: Erlangga.
- The Ball Foundation. *Literacy Practices*. 2008. (Retrieved on April 20, 2011) [http://www.ballfoundation.org/ei/resources/Tea\\_party.pdf](http://www.ballfoundation.org/ei/resources/Tea_party.pdf)