

CHAPTER I

INTRODUCTION

This chapter describes basic consideration, problem statement, reason for choosing the topic, limitation of research, objectives of research and significance of research.

1.1 Basic Consideration

Reading is one way of communication and getting information. By reading, a reader can find what he wants to know. Reading is an important activity in human's life. Most people do this activity in their daily life. For students, reading is the learning activity that they must do in order to expand their knowledge. The reading activity is an activity of getting information and knowledge from written text. To read a written text, the students must have some general knowledge to get the point of reading itself. According to Tankersley (2003:2) Reading is a process that cannot stand alone. It means that reading made up of several skills and processes. Reading cannot be taught as independent skills to students. Therefore, a teacher has to make sure that the students should have an understanding skill.

The students who have learned about reading should know how to comprehend reading well. Comprehension is a process of making meaning from words when reading or listening. In reading, students must use their experiences and general knowledge to make sense of the text. Making connection is the key to comprehension. Reading comprehension is the ability to understand or comprehend written text. Tankersley (2003:90) said that comprehension is the

center of reading. It means that Comprehension is important for the reader including students in order to understand what the purposes of reading that they read. In comprehending reading, a reader should have background knowledge about reading that he read language knowledge, good cognitive ability, and culture values and beliefs. If the students do not have some things above, it means that the students' ability in reading comprehension is still low. So, the students will be difficult in finding the purposes of reading itself.

In fact that I found in SMP N 10 Gorontalo, most of the students were difficult to comprehend reading text. In other words, students' ability in reading comprehension was low. They would not understand what the text meant and most of them just read the text without understand and comprehend the meaning. As the result the students could not answer the questions that given by the teacher that related to reading that they have read. This can happen because of lack of students' desire in reading. Some students consider that reading activity is a bore activity. Another problem in teaching reading is the lack of strategies used by teacher. Most teachers just give reading to students and ask students to read. It makes students get difficulties in understanding reading that they read. The teacher has one important role in reading activity. Hedge (2003: 205) said that a teacher occupied a big responsibility to help students to learn. So, the first step that has to be done by a teacher is how to stimulate the students' desire of reading. One way to solve the problem is by using a strategy in teaching reading itself. Teacher should use a good strategy in teaching English in order to make students enjoy learn English especially reading. By using a strategy a teacher can help

students in understanding reading. Strategy is an action that taken to achieve a goal. Reading strategies will also help you remember what you read. There are many strategies that can use in teaching reading. Teacher can apply the strategy whether it is before reading, during reading or after reading.

In this research I choose a strategy that can apply before the reading activity. Strategy that conducts before reading activity will help teacher to stimulate students' desire of reading. So the teaching reading activity will be effective. There are many strategies that teacher can apply before the reading activity. One of them is tea party strategy. Tea party strategy is a new strategy that can be use in teaching reading process, in this case before they begin to read text. According to Shoob (2008:34) Tea party is a strategy that can help students to making prediction before they read the written text. According to Beers, the steps of tea party strategy are organize students into small groups, distribute cards to each students, ask students to move around and share what is on their card, return to small group for discussion, and make prediction based on the card. Based on the step of tea party strategy I can conclude that by using this strategy students activate their background knowledge, anticipate what they will read, make prediction before they read, and make connections to information they already know. This strategy is unique because the use of this strategy will make the students like being in a tea party. It means that students are not just sitting on their desks, but they have to talk from on friend to another friend

Based on the explanation above I can conclude that by using this strategy the students not only improve their ability in reading comprehension but also can

practice their ability in speaking, thinking, listening, and writing that intends to predict reading itself. Tea party strategy allows students to become familiar with phrasing and content words. This strategy also makes students to be more active. Therefore, I would like to formulate the title of research **“the application of “tea party” strategy to improve students’ ability in reading comprehension”** (The research conducted on the second grade of SMP N 10 Gorontalo)

1.2 Problem Statement

Refers to the explanation above, I formulate the problem statement as follow **“Can tea party strategy improve students’ ability in reading comprehension?”**

1.3 Reason for Choosing the Topic

I have some reasons in conducting this research. They are as follows:

1. Students still find difficulties in reading
2. Teacher need a strategy to make teaching reading easier and interesting
3. Tea party is one of teaching reading strategy that can used by teacher

1.4 The Limitation of Research

In this research, I would like to limit on students’ ability in reading comprehension by using tea party strategy in narrative text.

1.5 The Objective of Research

The objective of this research is to find out whether tea party strategy can increase significantly students’ ability in reading or not.

1.6 The Significance of Research

The significances of this research are following:

- a. This research can help students especially at SMP N 10 to practice their ability in reading
- b. This research hopefully can give contribution to English teacher; especially reading teacher and students by applying tea party strategy in learning process
- c. This research can be used by the next researcher as the reference of research