

TEACHING READING BY USING TEA PARTY STRATEGY TO THE EIGHTH GRADE STUDENTS

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Abstract

The aims of this quasi experimental study were to investigate whether or not there was (1) a significant improvement of students' reading comprehension achievement after being taught by using Tea Party strategy, and (2) the significant difference of reading comprehension achievement between the students who were taught by using Tea Party strategy and those who were not. The population of this study was 282 eighth graders of one state junior high school in Palembang. The sample chosen was 60 students who were divided equally to the experimental and control groups. In collecting the data, pretest and posttest that consisted of 40 items were given to both groups. The result showed that there was a significant improvement in students' reading comprehension achievement after getting the treatment and there was a significant difference of the students' reading comprehension achievement in both groups.

Keywords: *reading comprehension, Tea Party strategy*

1. Introduction

Language is one of the important things in human's life. It is used every day in our communication. Without language, we cannot communicate and understand each other. Clark (2013) states that language is an extremely important way of interacting with the people around us. But, in this world, almost every country has its own language. For making the communication easier, people can use English as the international language which has the different position in every country. Like in Indonesia, Nordquist (2012) states, English has no special administrative status but is recognized as a lingua franca.

In Indonesian school, English nowadays is taught from the elementary to the university level. Depdiknas (2004) states that there are four skills which

must be mastered by the students. But, reading skill gets the most attention in English teaching. In the Graduation Competency Standard of English (Depdiknas, 2004), where English is in the National Examination, the students are required to understand the text or non-text by determining the implicit information, overview and main idea and interpreting the meaning of words, phrases and sentences.

However, reading skill is still difficult for many people. Based on the research, Hamra and Syatriana (2010, p. 34) state that some difficulties in reading skill appear because of some different reasons, they are: the lack of vocabulary, learning support, language knowledge, the pronunciation difficulties, the lack of the application of reading strategies, the lack of reading skill and interest, reading amount and reading motivation. One of the ways for solving these difficulties is by choosing the appropriate strategy in teaching English.

From the informal interview to the English teacher of a state junior high school in Palembang, it was found that some difficulties above are also gotten by the students. Reading was taught by using the method which is very commonly used in every school, where the teacher only asks the students to read aloud, translate into Bahasa Indonesia individually and the last is doing the exercises. It is not interesting and the students often get some difficulties in understanding the text. So that, the writer tries to apply Tea Party strategy in teaching reading.

Tea Party strategy is the fun and interactive strategy for teaching reading which has found by Beers. From the book description, Beers (2003) states that this strategy is transparent and accessible to adolescents. Some English teachers have used this reading strategy for helping the students to be more motivated in learning and it was successful. One of them is Fitriani (2013). The result of the study showed that, the students who were taught by using the Tea Party strategy got higher scores than who were not taught by using the Tea Party strategy. It is because the strategy varies the classroom activities and movement to keep the students from getting bored or disengaged. By applying

this strategy, the students will not only be motivated, but they also will be helped in understanding the text which they will learn by doing the prediction in interactive way.

2. Theoretical Background

Tea Party Strategy

According to Colorado (2007), tea party strategy is one of the cooperative learning strategies which promotes learning and fosters respect and friendships among students. Then, Camp (2012) states that, tea party strategy is a wonderful reading strategy that she used often with her struggling readers to help them practice the critical skill of making and confirming predictions. It worked well because students were then already exposed to the style of the text before they went into it, and read with interest to see if their predictions were correct or not. In brief, it is the strategy which is able to make students to encourage their reading comprehension which is done before going to the text and done in active way.

The reason of choosing the Tea Party strategy in teaching reading is because this strategy has many benefits which will affect the teaching and learning process. Julie (2012) and Colorado (2007) state that there are some benefits of using the Tea Party strategy, they are: Tea Party gets adolescents up and moving around the classroom, which they are often anxious to do. It will vary the classroom activities and movement to keep them from getting bored or disengaged; by using this strategy the dependent readers are able to work with their peers to make predictions and connections that will give them something to look for when they read. The dependent readers who are not always able to make inference on their own, will be helped by their classmates; this strategy will also establish classroom norms and protocols that guide students to contribute, stay on task, help each other, encourage each other, share, solve problems, give and accept feedback from peers.

Teaching Procedure by Using the Tea Party Strategy

According to Beers (2003), these are the steps in applying the tea party strategy in teaching reading to the adolescent students in the classroom:

Creating Cards

The teacher uses index cards or small sheets of paper to write the phrases, sentences, or words from the text that the students will read without paraphrasing the text. The teacher must choose the phrases that offer insight into characters, plot, setting, and conflicts.

Having Students “Socialize”

The teacher passes out cards and let students roaming around the room, talking and chatting individually about the information on the cards and what they think the text will be about between ten-to-twelve minutes. As students study the phrases on their cards, they begin to develop an outline in their minds about the story and text elements. They gain insight into possible settings, characters, cause and effect relationships, the sequencing of the material, and gain insight into what the story will be about.

Returning to Small Groups

The teacher lets students to meet in small groups (four-to-five students per group is ideal) to discuss their predictions and what they think is happening in the story or text.

Recording Predictions

The teacher asks the students to write a collaborative “We Think” statement. The paragraph can begin with, “We think that this selection is about...”.

Sharing “We Think” Statements

The teacher asks the groups of students to share their “We Think” statements and asks them to explain how they reached their prediction.

Reading the Selection

The teacher lets the students to read the text which is used for the Tea Party. The teacher can use literature circles or allow for a specific time for students to read the text. If the students used large pieces of chart paper for

their predictions, let them post it around the room for others to reflect on as they read and review the text.

Doing Reflection and Discussion

The teacher lets the group of students discuss how they differed from the actual text and let the students review the words and phrases chosen during the initial Tea Party and converse with how they created relationships in their mind during that activity and how the relationship changed during the actual reading of the text.

3. Method

Research Design

This study was conducted by using quasi experimental research method and non-equivalent control group design of research. The pretest and posttest in the form of reading test was administered to both experimental and control groups. The treatment was only given to the experimental group by teaching them by using Tea Party strategy for 12 meetings.

Population and Sample

The population of this research was all of the eighth grade students of SMP Negeri 52 Perumnas Talang Kelapa Palembang. There are 282 students from seven classes of the eighth grade students. Then, the sample of this research was taken by using purposive technique sampling by determining the similarities of two classes. In this study, based on the informal interview to the English teacher, the samples which were chosen were the students of VIII₄ and VIII₆ class. The total samples were 80 students, 40 students from each class. After matching the pretest score, there were only 30 pairs of students who got the same scores. Thus, there were 60 students used as the samples, 30 students in control group and 30 students in experimental group.

Data Collection

To collect the data, a reading test was administered to both groups before and after the treatment given. The reading comprehension test consisted of ten short recount texts followed by forty items.

Validity and Reliability Test

The content validity of the reading comprehension test was checked by giving the test instrument to three raters to make sure that the test content is relevant with the purpose of the study and the syllabus. Based on the expert judgments, it was known that the reading comprehension test instrument was appropriate and could be used as the test instrument of this study. After that, try out test was administered to 36 eighth grade students of SMP Negeri 54 Palembang by giving the 60 items of the test. The results of try out test were used to analyze the validity of each item. The result of *Cronbach Alpha* showed that only forty items were valid. After getting the valid items, reliability was also analyzed by using *Guttman Split-Half*, since the coefficient of the reading test was 0.760, higher than 0.70, the instrument was considered reliable

Data Analyses

Two kinds of analysis were used to answer the hypotheses in this study. First, to know whether there was a significant difference in students' score before and after getting the treatment, paired sample t-test was applied. Then, independent sample t-test was used to see the difference of pretest and posttest in both groups. SPSS 20 was used in analyzing all the data obtained.

4. Result and Discussion

Descriptive Statistics

Table 1
The Score Distribution of Reading Comprehension Test (N=60)

Score Interval	Level of Achievements	Experimental				Control			
		pre		post		pre		post	
		N	%	N	%	N	%	N	%
86-100	Very good	1	3	2	7	1	3	0	0
71-85	Good	15	50	26	87	15	50	22	73
56-70	Average	9	30	2	7	10	33	8	27
41-55	Poor	4	13	0	0	3	10	0	0
≥40	Very poor	1	3	0	0	1	3	0	0
	mean	68.26		78.70		68.26		73.10	

As shown in table above, the result of posttest showed satisfying result made by the students in experimental group. All of the students could reach the level above Average after getting the treatment. Meanwhile, students in control group also had an improvement, but it was not as good as the experimental one.

Paired Sample T-Test

To know whether or not the Tea Party strategy gives significant improvement on students' reading comprehension achievement at SMP Negeri 52 Palembang, the result of students' pretest and posttest scores in experimental group are compared by using paired sample t-test. Based on the analysis, it was found that the *p*-output is 0.000 and *t*-value is 6.249. It means that there is a significant improvement since the *p*-output is lower than 0.05 and *t*-value is higher than the *t*-table, 2.045.

Table 2
The Result of Paired Sample t-Test

Experimental				Control			
Mean Pre	Mean Post	Mean diff	t / Sig.	Mean Pre	Mean Post	Mean diff	t / Sig.
68.27	78.70	10.43	6.249 0.000	68.27	73.10	04.83	2.763 0.010

Independent Sample T-Test

To know whether or not there was a significant difference between the students who were taught by using the Tea Party strategy and those who were not, the result of students' posttest scores in both groups were compared by using independent sample *t*-test. Based on the analysis, it was found that the *p*-output was 0.000. Since it was lower than 0.05, it can be concluded that there was a significant difference of students' reading comprehension achievements who were taught by using the Tea Party strategy and those who were not.

Table 3
The Result of Independent Sample *t*-Test

Group	Mean	Mean difference	t / Sig.
Experimental	78.70	5.600	4.750
Control	73.10		0.000

5. Conclusions

In this study, the writer concluded two things. First, from the result of paired sample *t*-test, it was found that there was a significant improvement in the students' reading comprehension after being taught by using Tea Party strategy. It was because of the use of Tea Party strategy which can help the students' to get the better reading comprehension result. It is in line with what Camp (2012) states that, tea party strategy is a wonderful reading strategy that is used often with the struggling readers to help them practice the critical skill of making and confirming predictions. It worked well because students were then already exposed to the style of the text before they went into it, and read with interest to see if their predictions were correct or not. In brief, it is the strategy which is able to make students to encourage their reading comprehension which is done before going to the text and done in active way.

Second, from the result of independent sample *t*-test, it was found that there was a significant difference between the students who were taught by using Tea Party strategy and those who were not. It was also because of Tea Party strategy that has many advantages in teaching reading comprehension.

According to Julie (2012) and Colorado (2007), Tea Party gets adolescents up and moving around the classroom, which they are often anxious to do. It will vary the classroom activities and movement to keep them from getting bored or disengaged. Then, by using this strategy the dependent readers are able to work with their peers to make predictions and connections that will give them something to look for when they read. The dependent readers who are not always able to make inference on their own, will be helped by their classmates, so that this strategy also establishes classroom norms and protocols that guide students to contribute and help each other.

To sum up, because of its advantages, the use of Tea Party strategy was effective to help the students in improving their reading comprehension. Through the use of Tea Party strategy, the students can practice the critical skill of making and confirming predictions, stay on task, help each other, encourage each other, share, solve problems, give and accept feedback from peers.

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