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THE EFFECT OF TEA PARTY STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT GRADE X OF SMAN 12 PEKANBARU

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Abstract

Teaching strategy is one of some important aspects in teaching reading process. Therefore, teacher needs some appropriate strategies to achieve the teaching reading's goal. Tea Party is good to teach reading comprehension. This strategy helps students to comprehend the text through interactive way and discussing about limited information that they get from the text. The aim of this quasi experimental study was to investigate whether Tea Party strategy is effective than Small-Group Discussion strategy in teaching reading comprehension. The population of this study was students of the grade X of senior high school 12 Pekanbaru in 2016/2017 academic year which consist of four classes. Two classes were randomly selected as the sample of this study, namely X 2 as the experimental class and X 4 as the control class. In collecting the data, the researcher uses reading comprehension test that consisted of 40 items. The data were analyzed by using t- test. The result shows that Tea Party strategy gives better result than Small- Group Discussionin teaching reading comprehension.

Keywords: *Reading Comprehension, Tea Party Strategy, and Small Group Discussion*

1. INTRODUCTION

Reading is a thinking process that enables readers to combine the information they read from a text with their background knowledge. The combination of the information from a text and reader's background knowledge construct the meaning that leads to readers' comprehension. When readers have understood and comprehended of what they read, it can be said that the purpose of reading has been achieved successfully.

Reading comprehension should be mastered by the students, especially by those who are in the senior high school. They are demanded to comprehend more complex reading text and to apply appropriate background knowledge in a variety of contexts. In addition, they are expected to obtain meaningful information from what they read in order to expand their knowledge. Due to the importance of reading comprehension above, the students in senior high school are expected to have a high level of reading comprehension.

Based on the preliminary observation and interview done on October 2016 with some English teachers at SMAN 12 Pekanbaru, the researcher found that many students were having trouble with reading comprehension. Most of the students had difficulty in comprehending the text because they had insufficient vocabulary. This difficulty made them confused to identify main ideas, supporting ideas, and detailed information. They also found difficulty analyze the generic structure, social function and grammatical features of the text. As the results, when the teacher asked them to answer the questions associated with the text, they could not answer them well.

The English teachers in SMAN 12 Pekanbaru tend to use Small-Group Discussion as their strategy in teaching reading. The teachers explained the type of text first, gave the text to students, divided students in some small groups and then asked them to answer several questions related to text by discussing it in their groups. The last step was the teacher and the students discussed it together. In this process, the students got confused since they did not get specific instruction in reading. They would read the text once or twice, and then tried to answer the question. If they could not find the answer explicitly in the text, they think that the text was difficult to be comprehended. As the result, they would give up and gave it over to the rest of the group members. They had no interest to continue reading activity and doing other activities. Because of the problems above, the teachers need to train their students to comprehend the texts by using an appropriate strategy

The researcher is interested to apply and find out the effect of a strategy in teaching reading comprehension. Beers (2003), an expert who pays much attention to developing strategy instruction in reading, proposes an appropriate strategy that can be used for comprehension of the text. The strategy is called Tea Party Strategy (TPS). It is one of the strategies that can be used by teacher to enhance the students' reading comprehension. This strategy can help students to make a prediction before they read the written text.

Many researchers have proved the effectiveness of using Tea Party Strategy in educational field. Maiyuhend (2014) and Sari (2014) in their researcher have shown that Tea Party Strategy (TPS) can be a good strategy in teaching reading. Maiyuhend (2014) states using TPS increases the process of building meaning and information. It makes the students understand and develop their knowledge to get information on texts. Meanwhile, Sari (2014) finds out the effectiveness of TPS in teaching reading of analytical exposition. In her research, TPS could make the students more active to comprehend text. The students who have a broad knowledge and active students will help the other students who have low ability in understanding the text.

Then, TPS can be adopted to a variety of heterogeneous groups of readers across grade levels and genre of the text, such as novels, poems, short story /narrative, primary documents, scientific text, biographies, plays, pictures books. In short, TPS is a powerful strategy to help students as readers to connect with a text reading including narrative

1.2. Tea Party Strategy

There are many strategies that can be used by the teacher in teaching and learning process especially in teaching reading. One of the effective strategies is Tea Party Strategy. According to Tompkins (1998:84), Tea Party is a strategy to encourage students to read or reread pre-selected excerpts from the story. This practice of reading the excerpts and discussing the story will improve students' fluency and comprehension skill. It means that Tea Party strategy is a strategy that improve students understanding of the story before they reads.

Meanwhile, according to Shoob and Stout (2008:34), Tea Party Strategy is an engaging reading strategy that helps students activate background knowledge, anticipate what they will read, make predictions before they read, and make connections to information they already know. It means that the activity is designed so that all students, struggling and skilled readers can meaningfully participate.

According to Jensen (2000:100), the advantages of Tea Party Strategy are to allow students to predict what they think will happen in the text as they make an inference, see causal relationships, compare and contrast, practice sequencing and draw on prior knowledge.

Then, this strategy makes the students involved in an interactive activity. They talk each other about the clue they got and then make a prediction about what text they will read. The more the students talk, the more clues they will get. Besides, the students also get into a sharing activity, whereas they have to discuss about their prediction. After they finish reading the text, they will get the correct information which they can use it to revise their prediction.

1.2. Small Group Discussion Strategy

Small Group Discussion is one of the strategies that is commonly used by the teacher, especially in teaching reading comprehension at SMAN 12 Pekanbaru. Small Group Discussion can be defined as a strategy of language teaching in which the teacher divides students in the class into several small groups. Ur (1996:232) states that a Small Groups Discussion consists of three to five students in studying, practicing or discussing a material or a subject in order to get the goal. The students can interact, asks and answer, discussing questions or solve the problems also debate each other to get the goal of reading comprehension activity. Clearly, in the group discussion, the students perform a learning task through small group interaction.

In Small Group Discussion, students take a role as the center of the learning activities. Small Group Discussion is strategically that giving several advantages to the students. According to Dmin (1998:74), there are several advantages of small group discussion. First, it is a good devise to develop social skills. Second, it can meet different needs of students based on their different types of learning. Third, it can help students to hold their attention, focus on the task and also a great way to form students' attitudes and helps them to develop important academic skills in the process of learning that usually results in better academic achievements. In brief, Small Group Discussion can be an effective

learning situation in which students learn both through instructions from their teachers and from interaction with each other.

Moreover, Exley and Dennick (2004:32) state that in Small Group Discussion students can be encouraged to talk, think and share more rapidly in the larger group. This activity allows both active and passive students participate actively during teaching and learning process. Through This strategy, introvert students who often shy to express their ideas in a big class are encouraged and have a bigger opportunity to participate in classroom.

Small Group Discussion can be an effective strategy to encourage active learning and develop key critical thinking, communication and decision making skills. But without careful planning and facilitation, group work can frustrate students and a teacher and feel like a waste of time. In This research, Small Group Discussion is a way for students to share their ideas and exchange the information in the learning process. The teacher divides a class into small group consist of 3 up to 4 students. In selecting the group members, students were determined based on their previous score of English subject. Therefore, the group members consist of mixed-ability students.

2 .RESEARCH METHOD

This research is a quasi experimental research. The population of the research was the grade X students of senior high school located in Riau province. The population consisted of 147 students who divided into 4 classes. Cluster random sampling technique was used to take the sample X 2 was choosen as the experimental class which was taught by using Tea Party Strategy and X 4 as the control class which was taught by using Small-Group Discussion .

In data collection was the reading comprehension test. The teacher used reading comprehension test to measure students' reading comprehension. Reading comprehension test were tested by using contruct and content validity and inter-rater reliability. The data were analyzed by using Liliefors test for normality and Variance test for homogeneity. Furthermore, hypothesis testing was used t-test formula .

3. RESULT

The data of students' reading comprehension were taken from the final test of the research. Reading test was administered in experimental and control class. The format of the test given was the same. The test was done at the end of the meeting, after treatment. Both classes were given different treatments. The experimental class was taught by using Tea Party strategy, while the control class was taught by using Small-Group Discussion. The summary of data of both classes can be seen in the following table.

Table 1. Descriptive Statistic of Students' Reading comprehension in Experimental Class and Control Class

Class	N	Mean	Max	Min	S D	Var	Sum
Experimental	3 7	79,10	93,6	61,4	7,59	57,75	2927
Control	3 7	70,05	86,4	5 4	8,42	70,98	2592

The table above shows that the maximum score of students' reading comprehension in experimental class is 93,6 and the minimum score is 61,4. The mean score is 79,10, the standard deviation is 7,59, and the variance is 57,75. While, the maximum score of students' reading comprehension in control class is 86,4 and the minimum score is 61,4. The mean score is 70,05, the standard deviation is 8,42, and the variance is 70,98. The result of reading comprehension' statistical analysis by using t-test in both of experimental class and control class can be seen in the table below.

Table 2 . Summary of t-test Analysis of Students' Reading Comprehension

Reading Strategy	$t_{observed}$	t_{table}	Note
Tea Party Strategy	5 , 1 2	1 , 6 6	$t_{observed} > t_{table}$ H_0: rejected

The table above shows that the value of $t_{observed}$ was 5,12, while the value of t_{table} with level of significance 0.05 was 1,66. Since the value of the $t_{observed}$ was bigger than the value of $t_{table,}$ it meant that

Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted. It could be concluded that teaching reading comprehension by using Tea Party strategy gave better result than teaching reading comprehension by using Small-Group Discussion strategy.

4. DISCUSSION

Based on the result, it is known that the mean score of students' reading comprehension in the experimental class taught by Tea Party Strategy higher than the mean score of students' reading comprehension in control class taught by Small-Group Discussion Strategy. It is obtained from see significant difference on the student's average score in experimental and control class. The Tea Party strategy that used some cards with keyword, phrases or short sentences related to the topic helped the students to comprehend better with the narrative text. Kinniburgh (2010) said that this strategy gives contribution to the student in processing information, communicating, developing thinking review of material and checking prior knowledge. Furthermore, Coughlin (2011) believed that when students are given the opportunity to brainstorm ideas without criticism, to discuss opinions, to debate controversial issues, and to answer questions wonderful things can happen that naturally improve comprehension and higher order thinking.

This finding was in line with the findings of the research which was conducted by Maiyuhend (2014) and Sari (2014), They found that the mean score of students who were taught by the Tea Party strategy was higher than those who were taught by Small-Group Discussion Strategy.

The general purposes of Tea Party Strategy that is to activate prior knowledge of or review what they have learned by thinking about the topic that force students to become actively involved in reading activity (Beers:2003). Tea Party Strategy invited students to organize prior knowledge in their own mind. Students discussed what they already knew about the topic given and wrote their prediction on Tea Party sheet. This helped students to understand and remember easily what they had written such as main idea, characters, complication, resolution, setting and vocabulary of a narrative text. This strategy encouraged critical thinking of students about a topic. The students rotated around the classroom and meet friends, their cards, listen to others, and then discuss how the cards might be connected and made inferences as to what the text might be about. They talk each other about their clue got and made a prediction. They also got into a sharing activity, discuss about their prediction and will get the correct information which they can use it to revise their prediction. It made students easily to understand the ideas because they already discussed all the subtopics given.

On the other hand, the students who were taught by using Small Group Discussion strategy did not get better result in reading comprehension. This happened because many students tended to be passive so that they did not actively involved in the class participation. The discussion activity is just dominated by dominant students. Most of dominant students were the active students with high ability in reading among them. They actively involved in discussing; getting understanding of the text, helping the other members in getting understanding to answer the question given by sharing their ideas. Other students with low ability in reading tend to be passive since they need clear steps, guidance and more references in comprehending the text and answering the questions given. As the result, the students felt bored and they were not interested with the learning process so that the goal in reading comprehension cannot be achieved.

This situation is contrasted to Exley and Dennick (2004:32) who say that both active and passive students participate actively during teaching and learning process by using small group discussion strategy. However, in reality, it was only active students who were involved actively in class participation. Unlike the active students, the passive students who are need more clear instruction felt bored and found it difficult to understanding the text and answering the questions related to the text. In short, the activities in small group discussion strategy did not help students in comprehend the narrative text.

5. CONCLUSION

Tea Party strategy produces better result than Small-Group Discussion strategy in teaching reading narrative text. It can be seen from the mean score of reading comprehension test in experimental class which is higher than the mean score of reading test in the control class. The use Tea Party Strategy guides students to activate prior knowledge of a topic reading.

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