THE EFFECT OF TEA PARTY STRATEGY TOWARDS STUDENTS' READING COMPREHENSION

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Abstract: The objective of the study was to find out whether tea party strategy gave a significant effect towards students' reading comprehension at the tenth grade of SMA Negeri 23 Batam in academic year 2019/2020. This research used a quantitative approach. In this research, experimental method was used as the method. The researcher focused on quasi experimental. The population was the students at the tenth grade students that consisted 0f 288 students that selected by using cluster sampling technique. The sample was two classes as experimental and control class. The researcher used quantitative data by giving pre-test and post-test to measure the students' reading comprehension. The result of this research was the data gotten by giving pre-test and post-test. The result of calculating t-test was $t_{count} < t_{table}$ (0.895 < 1.997), it means that Ho was accepted and Ha was rejected. Therefore, there was no significant effect of tea party strategy towards students' reading comprehension at the tenth grade of SMA Negeri 23 Batam. However, Tea Party strategy could encourage the student more active in the learning process and it could create an enjoyable learning atmosphere. The tea party strategy could increase teamwork between students, could improve the students' critical thinking, and could improve the students' confidence and students' interest in learning reading comprehension. Therefore, the teacher could carry out the tea party strategy in reading comprehension to improve the students' reading comprehension.

Keywords: *Tea Party, Strategy, Reading Comprehension*

INTRODUCTION

The language was the important thing that needs by people to communicate with other people in every aspect of life. People were learning a language since their early stage that aims as peoples' requirements to interact with other people by using language. Besides that, people used language to deliver a message, to give an idea, to develop a science, to get knowledge and information, etc. Therefore, without language, it was impossible for every people could interact with other people in every activity and every aspect of life.

English was an international language that people used around the world to interact and to communicate with other people. Besides that, English used in every aspect of life such as education, economic, business, etc. Meanwhile, in education, English presents in some mass media that facilities the students in the learning process and as a way the teacher in teaching the students. The examples of English mass media were digital text (articles, eBooks, journals, etc.); print text (newspapers, magazines, tabloids, etc.). English mass media used as the source and reference for the students to gain the information and knowledge. Therefore, students could develop their skills and ability in the education field.

The Indonesian government included reading skill in English subject for the students was learning from elementary school to senior high school and vocational high school. It could see when the students encounter a national examination. They did the reading comprehension test. As stated in Curriculum 2013, the purpose of reading skills in the curriculum made the students could comprehend the content of written language in English subjects. The students invited to understand the many kinds of texts in English subjects such as procedure, recount, descriptive, report, and narrative. The purpose of learning reading comprehension was the students expected to understand and to comprehend the text. Therefore, the students got the information, they could find the structure of a text, and they did know the purpose of a text.

Most the students did not know how to comprehend the text and they felt difficult to understand the meaning of difficult word in a text. Therefore, the students wasted time to find out the meaning of the difficult word in a text.

Therefore, they did difficult to comprehend and to find out the structure of a text. These problems made the students felt uninteresting and unconfident in the reading comprehension-learning process. They felt boring and passive when learning the process of reading comprehension. Therefore, when the teacher gave the students' reading comprehension task, they did not understand to comprehend a text.

According to Jonson (2006: 194), A Tea Party is a social gathering at which everyone tries to talk with as many people as possible. Tea Party strategy helped the students to comprehend the text by using a card. Therefore, the students could comprehend a text by using keyword in a card before they did to read the whole text. Moreover, the students invited for discussing and sharing the information about the text with different perspectives that would improve the students' fluency and comprehension skills. Meanwhile, the tea Party strategy was also inviting the students to more active in the learning process. Therefore, the students interested and they felt more confident in reading comprehension-learning process.

The researcher tried to find out whether the tea party strategy gave a significant effect towards students' reading comprehension at the tenth grade of SMA Negeri 23 Batam in the academic year 2019/2020.

Reading Comprehension

Reading was one of the basic skill in English language skills that students should to acquire and to achieve. According to Grabe (2009: 15), Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize, and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals. According to Shih, 1992 in Zhang & Seepho (2013: 54), Comprehension defined as one of the skills specifically in academic reading, through comprehension takes the essential part in reading because it was often as associated with the requirement to perform in identifiable cognitive and procedural task such taking a test, and writing a paper or giving a speech

According to Hans & Hans (2015: 63), Reading Comprehension defined as the stage of understanding of a text or message. This understanding comes from the interaction between the words with the readers and they did way to get knowledge outside the text or message of a text. By having reading comprehension skill, the readers did not only read the text but they could to interact with the text. Meanwhile, according to Woolley (2011: 15), Reading Comprehension can defined as a process to create a meaning or from the text. It was also means as interaction between the readers with the text. Therefore the readers' goals was to gain an overall understanding of what was described in the text rather than to gain the meaning of the difficult word or sentences. According to Brown (2004: 4), Assessment is the process to measure the test by the teacher whenever the students practice in language skills. The teacher could to assess the students during the learning process and after the learning process. Based on Brown (2004: 206), classified there were eight aspects in measurement of reading comprehension as follows:

1). Main idea (topic)
2). Expressions/idioms/phrase in context
3). Inferences (implied detail)
4). Grammatical features
5). Detail (scanning for a specifically stated detail)
6). Excluding facts not written (unstated details)
7). Supporting idea(s)
8). Vocabulary in context

Tea Party Strategy

Tea Party strategy is the pre-reading strategy that allows the students to predict what they did think would happen in a text as they did make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on their prior experiences (Beers, 2003: 94). According to Beers (2003: 94), the purpose of tea party strategy as follows:

1). Interacted with parts of the text before they did ever actually read;
2). It was encourage the students' active participation in read the text and it made the students a chance to get up and move around the classroom.

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3). It was helping the students to predict what they were thought about the text that they did to make the inferences, to find cause and effect relationships, to draw comparisons, to practice sequencing, and to make the predictions;

According to Beers (2003: 98) the steps of tea party strategy that used in teaching reading, as follows:

1. First, decided what phrase, sentences, or single words you wanted to place in index cards that it made appropriate with a number of student in the classroom. Made sure you have chosen the phrases that gave insight into characters, setting, and conflicts. Moreover, you chose some phrases that might construed multiple ways.

2. Second, did not paraphrase the text only quotation from the whole text.

3. Third, as the students moved from student to student, made sure they did not only sharing their cards but also to begin discussing what the text might be about.

4. Next, asked the students returned to small groups (five was a good number for this activity) to discuss what they did presume was happening in the text.

5. Then, asked the students to record their predictions by writing a "We think" statement that made into a paragraph that began by "We think this is about…"

6. Finally, as the students to share their "We think" statements, made sure you asked them to explain how they reached that prediction. While you might easily to see the inferences they have made, others might not understand what they were thinking.

7. Now, read the whole text. If you have finished this to introduce a whole text, you gave the whole text to the students. Therefore, the students read a whole text and them comparing their prediction to a whole text.

METHOD

In this research, the researcher used quantitative approach based on the experimental research. It was used to identify cause-effect between two variables, where Tea Party strategy was independent variable (X) and Students'

Reading Comprehension was dependent variable (Y). According to Emzir (2012: 64), the experimental research is the research deliberate to manipulate variables. It used minimal one independent variable, to control a relevant variables, and to observed effect-cause towards one or more dependent variable in the research. The design of the research was used Quasi Experimental Design. According to Emzir (2012: 102), the Quasi Experimental design is a design of experimental that purpose to compare between two classes (experimental and control class) in the research.

The Population in this research was the students at the tenth grade students of SMA Negeri 23 Batam that consisted of 288 students. the researcher was selected the sample in this research that used two classes were X IPS 2 as experimental class and X IPS 1 as control class. The students total as the sample that consisted of 67 students. The researcher conducted the research at the tenth grade students of SMA Negeri 23 that consisted of eight classes. Then, the researcher was selected randomly all class in the tenth grade IPS students and only selected two classes as the experimental and control class by using cluster sampling technique.

In this research, the test that used multiple-choice question that consisted of 40 items reading comprehension about narrative text. The test was given to the students before they were given treatment (pre-test) and after they were given treatment (post-test). In measurement the validity test, the researcher used the Product Moment Correlation formula by Karl Pearson formula for calculating the accuracy between the data that occurs in the object of the research and the researcher was used K-R.20 (Kuder Richardson) as a formula to find out the reliable result.

To analyze the data, it was used t-test. According to Riduwan (2018: 213), t-test used to compare of two independent sample whether both of independent sample is similar or different (the result of significant research). It means that the researcher used T-test to find out the result of the text to decide whether Tea Party strategy gave a significant effect or not through comparison the result of the scores in two samples.

RESULT AND DISCUSSIONS

As the result of experimental and control class, data for pre-test and post-test were normally distributed because the result of data calculation were $X^2_{count} < X^2_{table}$ (-15.0164 and -18.9049 < 11.0705) in pre-test data. Meanwhile in post-test data were $X^2_{count} < X^2_{table}$ (5.2551 and 6.6288 < 11.0705). The summary can be seen to the table below.

Table 1. Summary of Normality Pre-test.

Sample	Experimental Class	Control
Average	56.75	59.71
	11.182	14.997
Chi-Square Value	-15.0164	-18.9049
Chi-Square Table	11.0705	11.0705
Summary	Normal Distributed	Normal Distributed

Table 2. The Summary of Normality Post-test.

Sample	Experimental Class	Control
Average	69.41	71.14
Standard Deviation	7.237	8.513
Chi-Square Value	5.2551	6.6288
Chi-Square Table	11.0705	11.0705
Summary	Normal Distributed	Normal Distributed

While the summary of homogeneity testing can be seen as follow:

Table 3. The Summary of Homogeneity Testing

Variable	F_{count}	F_{table}
Reading Comprehension in Pretest	1.799	1.805
Reading Comprehension in Postest	1.176	1.805

As the result, the data calculation in pre-test and post-test were $F_{count} < F_{table}$ (1.799 and 1.176 < 1.805). It means that both of variances were homogeneous.

The calculation result of the hypothesis test was $t_{count} < t_{table}$ (0.895 < 1.997). It means that Ho was accepted and Ha was rejected. Therefore, there was no a significant effect of tea party strategy towards students' reading comprehension at the tenth grade of SMA Negeri 23 Batam.

The implements of tea party strategy on students in the experimental class, tea party strategy invited the students to more active in reading activity. The students divided into groups to share the information and to discuss a card to other students that it can improve teamwork between students and they can help one another. So, they felt confident and passionate to follow learning activities in reading comprehension. The students had critical thinking when they made their prediction into a paragraph from their statement about a text and they could compare their prediction to the actual text.

The students could comprehend the text through a card and they could connect to their prior knowledge. So, the students could comprehend the text before they began to read the actual text. Hence, the tea party strategy was one of the pre-readings that made the students easy to comprehend the text before they began reading the actual text. Meanwhile, the result of students' scores in the experimental class increased from pre-test to post-test scores. Therefore, the tea party strategy has an effect on students' reading comprehension in the experimental class that showed in the post-test score improved than the pre-test score

Some problems that made the tea party strategy did not give a significant effect on students' reading comprehension based on the result of the t-test in this research. The problems came from the researcher. First, the researcher did not precisely choose the equal samples in this research. Therefore, the students in the experimental and control classes have different abilities. Second, the test given to the students was too much. The multiple-choice test that consisted of 30 items about the narrative text was not difficult for students but the number of the test was too much.

Therefore, the students bored and did not focus to do the test.

Third, the environment in the experimental class had many of the students' did not interest when they were learning English subject than the students in the control class. Therefore, some students in the experimental class did not serious to follow the learning process. Besides that, some students in the experimental class were still lacking in English than students in the control class.

Therefore, the result of the t-test was $t_{count} < t_{table}$ (0.0895 < 1.997). So, the result was Ho accepted and Ha rejected. It means that the students' reading comprehension showed at enough level, not at a good level. Hence, in this research, there was no significant effect of tea party strategy towards students' reading comprehension at the tenth grade of SMA Negeri 23 Batam.

CONCLUSION

The researcher made the conclusion of this research in. the researcher concluded the following things:

1. The result of calculation normality testing by using Chi-square (X^2) formula in pre-test data showed that the experimental and control class data were normally distributed because of $X^2_{count} < X^2_{table}$ (-15.0164 and -18.9049 < 11.0705). Meanwhile, in post-test data of the experimental and control class was also normally distributed because of $X^2_{count} < X^2_{table}$ (5.2551 and 6.6288 < 11.0705).

2. The result of calculation homogeneity testing by using Variances test (F-test) formula was $F_{count} < F_{table}$ (1.799 < 1.805) in pre-test data. Meanwhile, in post-test data was $F_{count} < F_{table}$ (1.176 < 1.805). It means that both of variances were homogeneous.

3. The result hypothesis testing by using the t-test formula was $t_{count} < t_{table}$ (0.895 < 1.997). It means that Ho accepted and Ha rejected. Therefore, tea party strategy did not a significant effect on students' reading comprehension at the tenth grade of SMA Negeri 23 Batam based on Ho descriptions of hypothesis in this research.

However, the data result of the students' scores improved from pre-

test to post-test scores in the experimental class. Therefore, tea party strategy gave an effect on students' reading comprehension in the experimental class but did not give a significant effect in this research because the students' reading comprehension scores in the experimental class was lower than in the control class. Therefore, tea party strategy did not give a significant effect on students' reading comprehension at tenth grade of SMA Negeri 23 Batam.

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