

The Use of Tea Party Technique in Teaching Reading Comprehension

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Abstract

This study aims to find out whether there is a significant different improvement on students' scores of reading descriptive text between the students who are taught through Tea Party technique and those who are taught through Drill and Repetition technique in teaching and learning process. Tea Party technique which is promoted by Beers (2003) is a team work that is formed by dividing students into groups. Moreover, Tea Party focuses on guiding the students to activate their schemata and be able to use their prior knowledge in reading text. The population of this study was the tenth grade students of SMAN 07 Banda Aceh. The sample was the students of class XIPA4 (as an experimental class) and XIPS2 (as a control class). In this study, the writers used a True Experimental Design. The writers conducted a pre-test, treatments and a post-test to collect data, and used gain score calculation. The mean score of the pre-test in experimental class was 62 and the post-test was 78.4. Meanwhile the mean score of the pre-test in control class was 52.4 and the post-test was 68.8. The gain score in experimental class was 9.18, while in control class was 7.92. In addition, the analysis of t-test shows that $t \text{ score} > t \text{ table}$ or $1.932 > 1.71$ at the level of significance 0.05 with the degree of freedom (df) 48. It is clear that the alternative hypothesis (H_a) is accepted, that is there is a significant different improvement on the students' reading comprehension between in the experimental class and in the control class. The improvement of students' scores in the experimental class is higher than in the control class. In other words, Tea Party technique can improve the students' achievement in learning reading comprehension skills because it can create enjoyable learning atmosphere.

Keywords: Tea Party Technique, reading skill, descriptive text.

Introduction

Reading skill is one of the skills to be tested in National Examination (UN) in Indonesia. Students will be given reading comprehension questions during UN. Therefore, the students must have a high complexity of reading comprehension in order to pass the examination. Furthermore, regarding to 2013 curriculum (Kemendikbud, 2016), teaching English at senior high school level focuses on developing students' competence to be able to use the language in any context whether it is spoken or written through genre based approach. In other words, students at senior high school level are taught English through genres of text. In addition, according to core competence 4.4.1, students at tenth grade should be able to comprehend the contextual meaning of written descriptive text about tourist destinations.

Unfortunately, the writers found that most students still faced difficulties in comprehending the meaning of English text, especially in mastering reading skills. It is contrary with the government's expectation in the core competence of curriculum 2013. This is based on a preliminary study conducted by the writers at one of senior high schools in Banda Aceh. To find out the students' weaknesses in reading, the writers conducted a preliminary study on September 22nd, 2017 at SMAN 07 Banda Aceh. The writers gave the students a reading test about descriptive text which represented all aspects of reading. From the result of the test, the writers found that the students' ability in reading is still low especially in predicting main idea, identifying supporting detail and making inference. From 23 sample students, the writers found that 9 students were unable to answer identifying main idea questions, 11 students were unable to solve the making inference questions, and 10 students were unable to complete identifying supporting detail questions. Therefore, the writers are interested in solving these problems.

Regarding the problems above, the writers chose Tea Party as a technique to engage students in learning process in order to create more enjoyable environment in learning English. Colorado (2007) mentioned that Tea Party is one of the techniques in cooperative learning method. The framework of Tea Party technique is promoted by Beers (2003). This technique is believed may help students in predicting their ideas related to the text in group work, in assisting them to find inferring information of the text and in creating the classroom more enjoyable in learning reading.

Moreover, Beers (2003) defined Tea Party as a technique because it has several steps of procedure in teaching language and it can be used to increase students' reading comprehension. This technique can guide the students to form a lot of movements and can engage the students to be more active and motivated in learning process.

Considering the implementation of Tea Party technique in teaching reading comprehension, there were some previous studies conducted by researchers. A study conducted by Fulco (2011) to her adolescent students in teaching reading by using this technique showed a significant improvement especially in apprehending the text. Another study conducted by Sani and Saputra (2016) about teaching recount text to the eight grade students showed that the activities during the Tea Party technique have significant improvement on students' reading comprehension.

Based on the explanation above, the writers formulated the research question as follow: "Is there any significant different improvement on the students' reading comprehension in descriptive text between the students who are taught through Tea Party technique and those who are taught through Drill and Repetition technique?"

Literature Review

Reading Comprehension

Snow (2002, p. 11) stated that reading comprehension is a process of converting and transforming meaning through interaction with written text. For Armbruster (2000, p. 41), the exact goal of reading is comprehension. In other words, students' comprehension determines their ability in translating words into ideas of a text. Therefore, students' achievement in reading comprehension can measure whether the students can be successful or not in learning English. Moreover, according to Nunan and Richard (2015, p. 70), to be a successful reader in comprehending the text, students should do a lot of comprehension tactics in order to transform them into skills in reading.

Aspects of Reading Comprehension

There are five aspects that influence reading comprehension, namely; vocabulary, reference, main idea, detail information, and inference.

Vocabulary

Readers can expand the information from a text by knowing the meaning of vocabulary listed in the text. In other words vocabulary has an important role in reading skill (Mikulecky and Jefferies, 1996, p.1). It influences the readers' understanding of the text.

Reference

Nordquist (2018) defined that reference can create a relationship between a grammatical unit such as pronoun that belongs to another grammatical unit such as noun or noun phrase.

Main Idea

A main idea is the first key to get idea from a paragraph, generally it is found at the first sentence, the last sentence, and can be both of the sentence in the paragraph. A main idea is the statement about the topic (Mikulecky and Jefferies, 1996, p.14).

Detail Information

Detail information or mostly known as supporting detail information is one of the easiest things of reading aspects that the readers can directly identify the written information in the text. It may contain facts, comparisons, cause and effect of the topic. Djiwandono (2002, p.99) stated that the questions of detail information questions are marked by WH question such as who, where, when, what, why, and how.

Inference

According to Hancock, Fisk and Rogers (2005), inferences are ideas, facts, or information you receive when you go beyond the surface to sense relationships, put facts and ideas together to draw conclusions and make generalizations, and identify the mood and tone of the object in the text.

Teaching Reading Comprehension Based on Curriculum 2013

Alyousef (2005, p.143) stated that teaching reading comprehension has contemporary tasks that involve three phase procedures, namely: pre-, while-, and last- reading stages. Moreover, in curriculum 2013, teachers have to teach three types of text, namely: interpersonal, transactional, and functional. Teachers have to teach the students on how to grasp the meaning of all those types of text in order to achieve the core competence of cognitive aspects and psychometric aspects.

Descriptive Text

According to Curriculum 2013, descriptive text is one of genres of text that should be mastered by the tenth grade students of senior high school. The text is about describing tourist destination. Knapp, Peter and Watkins (2005) said that identifying a place can include physical, emotional description, and objects or people that may be related with the place.

Tea Party Technique

Beers (2003) mentioned that Tea Party is a technique which can be used in teaching reading comprehension. Moreover, Tea Party technique is a collaborative group of students that is formed by dividing students into two groups. Being in the group offers students to have opportunity to move, discuss, share, and talk with their partners about the text which later on will be given by the teacher.

Definition of Tea Party Technique

According to Colorado (2007) and Beers (2003), the process of forming two concentric circles or two lines facing each other in teaching reading is defined as Tea Party

technique. It is named as Tea Party because it resembles a Tea Party situation where many people stand and talk to other people. Moreover, Tea Party is claimed as a technique because it has several procedures and steps in implementing it in the classroom. Generally, Tea Party is used in teaching reading comprehension because it leads the students to get information from the text before the students given the real text by the teacher.

Steps of Tea Party Technique

The steps and procedures of implementing Tea Party technique is promoted by Beers (2003). He offered the following steps:

1. Designing Index Cards
2. Instructing the students to socialize
3. Returning to small groups
4. Asking and giving opinion
5. Reading the text
6. Doing reflection and discussion

Research Method

In this research, the writers used quantitative method with true experimental design. Hatch and Larazaton (1991, p. 95) defined true experimental research as a kind of research which exactly had a control group. As a result, to obtain the significant different improvement of students' reading comprehension, both groups (experimental and control) were given pretest and post-test, but they admitted dissimilar treatment.

The population of this study was the students of 10th grade in SMAN 07 Banda Aceh. From nine classes, three classes had been chosen to be the sample. The writers used random sampling technique by drawing a lottery number, since each class in the population had the same chance to be the sample. The classes were separated into experimental group (XIPA4), control group (XIPS2), and try-out class (XBB1).

The writers accumulated the data through three crucial activities, namely pretest, experiment, and posttest. The pretest was given to the students before the treatments and the post-test was conducted after the treatments. These tests were given to find out the students' reading ability before the students received different treatments. In pretest and posttest, the writers delivered 10 test items of multiple choices with five options. The questions were about all reading aspects including identifying main idea, identifying supporting detail and making inference. The questions given in the pretest and posttest were different.

The writers gave two days of treatment to the students in experimental class. The students were taught in the experimental class by implementing Tea Party technique, while the students in the control class were taught by their English teacher by using Drill and Repetition technique. On the first day of treatment in the experimental class, the writers gave the pretest. Then, the writers taught descriptive text about famous tourist destination through Tea Party technique. On the second meeting, the writers gave the second treatment to the students and reviewed the previous material. Finally, the writers conducted the posttest in the last meeting. The questions were about the reading aspects including identifying main idea, identifying supporting detail and making inference. The post-test was given to obtain the students' reading comprehension scores after giving treatments.

To analyze the data, the writers used a statistical formula in order to prove the hypotheses. The components of the formula namely mean score, the range, the amount of interval class, the length of interval class, table of score distribution frequency, mean score, standard deviation, homogeneity and hypothesis testing.

Results and Discussion

The Result of Average Score of Pretest and Posttest in Experimental Class and Control Class

The writers began the research from March 26th to April 4th 2018. On March 26th, the writers did a try-out test for pretest and posttest to students at XB1 class in order to determine the validity and reliability of the test. On March 27th, the writer gave a pretest and treatment by implementing Tea Party technique to students XIPA4 as the experimental class. On the same day, in class XIPS2 as the control class the writers gave the pretest and observed the teacher's way in teaching. In the control class, the teacher used Drill and Repetition technique. On April 3rd, the writer conducted the second treatment by using Tea Party technique in experimental class and observed the control class. On April 4th, the writers delivered the posttest to both experimental class and control class. The result of students' pretest and posttest score could be seen as follow:

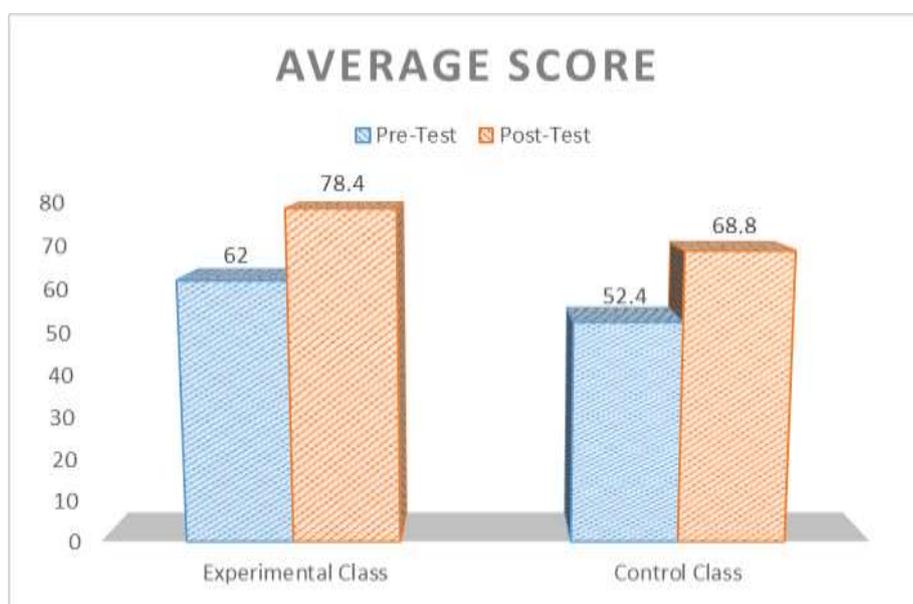


Figure 1. The Students' Average Scores of the EC and CC

In this study, the experimental class students learned descriptive text by using Tea Party technique while the control class students were taught by using Drill and Repetition technique. The writers found that students' ability improved after getting treatment by using Tea Party. It was proven by the control class' average score in posttest (68.8) which was lower than the experimental class (78.4). Therefore, teaching descriptive text by using Tea Party technique is more effective compared to the Drill and Repetition technique.

The Improvement of Students' Score from Pre-test and Post-test in Experimental Class and Control Class

The writers calculated the standard deviation, gain score, t-score, and t-table of each test after getting the mean score from both classes. The following table displays the improvement of students' score in both classes.

Table 1. The Improvement of Students' Pretest and Posttest in EC and CC

Classes	Mean Score of Pretest	Mean Score of Posttest	Variance	SD	Mean Score of Gain	Gain	T-Score	T-Table
Experimental	62	78.4	0.126	0.356	0.37	9.18	1.932	1.71
Control	52.4	68.8	0.059	0.242	0.32	7.92		

The table shows the gain score of experimental class was 9.18 which was higher than the gain score of control class which was 7.92. As a result, the writers concluded that the students' reading ability was increased after they were taught by using Tea Party technique.

Discussion

In a nutshell, after the writers had done two days of treatment in the experimental class, it was found that the students' scores were improved. In addition, the students' responses toward Tea Party technique were really good and satisfied. In other words, the technique implemented by the writers could achieve the learning goals in which the teacher had to make the students able to comprehend descriptive text about tourism spots and answer the reading comprehension questions. Moreover, this technique could create comfortable, innovative, and enjoyable classroom atmosphere for the students in order to make them interested in reading lesson.

After analyzing the collected data from both of experimental class and control class by using statistical formula, the writers found that there was a significant different improvement from both classes in terms of their reading ability achievement. In other words, the experimental class got a better achievement than the control class after they had learned descriptive text by using Tea Party technique.

The result of the study is proven by the values of the mean, variance, standard deviation, and combined variance which helped the writers to test the hypothesis. By using t-test on the level of significant $\alpha = 0.05$, the degree of freedom = 48, and the formula $t\text{-score} > t\text{-table}$ which is $1.932 > 1.71$, it can be concluded that the H_a is accepted. As a result, there is a significant difference of achievement of the students who were taught by using Tea Party technique in teaching reading comprehension and those who were not taught by using Tea Party technique.

In addition, the result of this study is resemble to the study conducted by Sani and Saputra (2016), Fulco (2009), and Sari (2014) that stated Tea Party technique gave significant different improvement on students' reading comprehension, and it helped students' in solving the problems of reading comprehension. However, the writers found some weaknesses in using Tea Party technique in the learning process. Firstly, Tea Party is a technique which keeps forming the students into group whether to be in a large group or then return to a small group, so the process of forming groups takes much time for the teachers. Secondly, while the students in the circle or line discussing the index card, the students not only discuss but also talk about other things with the partner.

On the other hand, the students' score in the control class was better too on the second day of treatment, it was because the modifying of the technique implemented by the teacher could guide the students to discuss with their pair. The discussions among the students were given contagious chances to the students in discussing and sharing the text. Therefore, some students were able to solve the reading comprehension questions. However, the learning goals were not achieved because the

teacher concentrated in instructing the students to repeat the vocabularies rather than elucidating the text in order to solve reading comprehension questions.

As the explanation stated above, the implementation of Tea Party technique can increase the students' reading comprehension in learning descriptive text. Moreover, it was proven by the treatments activities and the result of the students' score. The learning process went well and the technique could motivate the students during the teaching and learning process.

Conclusion

To conclude, implementing Tea Party as a technique is really innovative and attractive both for the students and the teachers. Likewise, Tea Party technique can improve XIPA4 students' reading comprehension skill at SMAN 07 Banda Aceh. The evidence can be seen from the findings of this study. In the experimental class, the students' mean score raised after they had been taught by using Tea Party technique. Their score increased from 62.4 to 78.4. However, it is contrary to the students' mean score in the control class where they were taught by using Drill and Repetition technique. Their score increased from 52.4 to 68.8. Referring to the research question of this study, it can be summarized that the students who were taught by using Tea Party technique in teaching reading descriptive text had better achievement compared to the students who were taught by using Drill and Repetition technique. It is proven by the gain score in the experimental class (9.18) which is higher than the gain score in the control class (7.92).

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