THE IMPLEMENTATION OF TEA PARTY STRATEGY IN TEACHING READING OF ANALYTICAL EXPOSITION TO THE ELEVENTH GRADERS

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Abstrak

Membaca adalah salah satu skil yang wajib dikuasai oleh siswa. Akan tetapi, di dalam kelas membaca, teruatama membaca teks *analytical exposition*, siswa kurang motivasi dan merasa jenuh. Akibatnya, mereka kesulitan memahami teks yang mereka baca. Untuk mengatasi masalah tersebut, guru perlu menggunakan teknik mengajar yang dapat memotivasi siswa dalam membaca sekaligus mengaktifkan *background knowledge* mereka. Dalam hal ini, guru dapat menggunakan sebuah strategi *pre-reading* yang dikenal dengan *Tea Party*. Penelitian ini dirancang untuk mendeskripsikan penerapan strategi *Tea Party* dalam pengajaran membaca teks *analytical exposition* kepada siswa kelas sebelas. Pokok permasalahan dari penelitian ini antara lain: (1) Bagaimana penerapan strategi *Tea Party* dalam pengajaran membaca teks *analytical exposition* kepada siswa kelas sebelas? (2) Bagaimana respon siswa terhadap penerapan strategi *Tea Party* tersebut?

Penelitian ini merupakan penelitian *descriptive qualitative*. Data-data disajikan secara deskriptif. Data pertama yakni tentang penerapan strategi *Tea Party,* diperoleh dari observasi sebanyak dua kali. Instrumen yang digunakan adalah *unstructured field notes* yang mendeskripsikan keseluruhan proses belajar mengajar. Data kedua, respon siswa terhadap penerapan strategi *Tea Party,* diperoleh dari hasil *open-ended questionnaire.*

Hasil dari penelitian ini menunjukkan bahwa guru yang bersangkutan telah berhasil menerapkan strategi *Tea Party.* Motivasi siswa dalam membaca meningkat dan mereka dapat memahami teks *analytical exposition* yang mereka baca. Lebih lagi, hasil kuesioner menunjukkan bahwa siswa tertarik untuk membaca teks *analytical exposition* dan strategi *Tea Party* sangat membantu mereka dalam memahami teks tersebut. Maka, penerapan penerapan strategi *Tea Party* memberi banyak keuntungan yang positif bagi pengajaran membaca khususnya membaca teks *analytical exposition.*

Kata Kunci*:* Membaca, teks *analytical exposition*, strategi *Tea Party*

Abstract

Reading is one of four main skills that students have to master. However, in reading class, especially reading of analytical exposition, the students lack of motivation and get bored. As a result, they feel difficult to comprehend the text they read. To solve this problem, teacher needs to use a reading strategy which can motivate the students to read as well as activate their background knowledge. Due to the need, the teacher can use a pre-reading strategy named Tea Party. This research is designed to describe the implementation of Tea Party strategy in teaching reading of analytical exposition to the eleventh graders. The points of this research are on (1) How is the implementation of Tea Party strategy in teaching reading of analytical exposition to the eleventh graders of SMAN 1 Karangbinangun? (2) How are the students' responses toward the implementation of Tea Party strategy?

This research is descriptive qualitative research. The data were served in descriptive details. The first data which was about the implementation of Tea Party strategy obtained through two-time observations. The instrument used was unstructured field notes which describe the whole teaching and learning process done by the teacher in the class. The second data, the students' responses toward the implementation of Tea Party strategy, was obtained using open-ended questionnaire.

This research showed that the teacher implemented Tea Party strategy successfully. The students' motivation on reading increased and they could comprehend the analytical exposition text they had read. Furthermore, the result of questionnaire showed that the students felt interested in reading the text. It also showed that Tea Party was helpful to students in comprehending the text. Therefore, the implementation of Tea Party strategy gives positive benefits to teaching reading especially reading of analytical exposition.

Keywords*:* Reading, analytical exposition, Tea Party strategy

INTRODUCTION

English is an international language that is used by people all over the world to communicate and to make a relationship with other people from different places and languages (Rahmawati, 2010). English has also been used as the second language by some countries in the world. However, in Indonesia, English is still included in the curriculum of foreign language. The curriculum of English in Indonesia education began to exist in 1945 (Lie, 2007).

During its development, learning English requires mastering the four skills such as listening, speaking, reading, and writing. Therefore, reading is very important to be learned. As Jerolimek (1977) stated that reading is a major point to satisfactory achievement in study because a high percentage of all instruction relies on the students' ability to read. When readers understand what they read, they are able to form opinions, exchange others' ideas in conversation, ask and answer questions related to the reading passages, and develop ideas that can be further explored in other skill (Ratnaningtyas, 2011). Through reading, students can learn not only the new information but also the vocabulary, grammar, and punctuation. Reading texts provide opportunities to study language vocabulary, grammar, punctuation, and then the way we construct sentences, paragraphs and text (Hammer, 1998).

There are many kinds of text which are taught to students especially in high school level. They are descriptive, recount, narrative, procedure, and so on. Those kinds of text are tailored to the students' grade. In learning reading, the students are expected to have skills on reading to comprehend various kinds of text (Ningsih, 2012). Reading comprehension is a "construction process" because it involves all of the elements of the reading process; understanding and constructing meaning of the text. Working together as a text is to create a representation of the text in the reader's mind (Zimmerman, 1997:135; Maysa', 2011). In addition, Smith and Robinson (1980) also stated that reading comprehension is the understanding, evaluating, and utilizing and ideas gained through an interaction between reader and author. Thus, to comprehend reading, the students have to be able to use their concentration to absorb the information through those series of process.

Among the stages of reading, pre-reading seems to play big role in reading comprehension. According to Chastain (1988), the purpose of pre-reading activities is to motivate the students to want to read the assignment and to prepare them to be able to read it. When the students are motivated to read, they absolutely want to read the given text by the teacher. It is in line with Ringler and Weber (1984) who stated that pre-reading activities enabling activities, because they provide a reader with necessary background to organize activity and to comprehend the material.

The students' ability in comprehending the texts determines the success of their learning. If the students do not understand about the text in a test, it will be difficult for them to fulfill the passing grade. In the eleventh grade, for instance, based on the national standard curriculum 2013, students at this grade have to deal with several kinds of text. One of them is analytical exposition.

However, in reality, the students get bored in reading class. They find it difficult to comprehend reading especially analytical exposition. Because in reading analytical exposition texts, the students find range of arguments which can be pro or contra. Analytical exposition contains about the issues which is usually controversial and needs logical and critical thinking about it (Simbolon, 2013).

Many strategies can be used by English teacher in teaching reading, especially analytical exposition. They are Think-Pair Share, Directed Reading/Thinking Activity, Graphic Organizers, Survival Words, K-W-L Charts, Request, Essay Question, SQ3R, Tea Party, and so on. Those are reading strategy that can be used either in independence reading or in group. In this case, activating background knowledge seems to be the most important purpose. The ESL teacher must provide the student with appropriate schemata s/he is lacking, and must also teach the student how to build bridges between existing knowledge and new knowledge. The building of bridges between a student's existing knowledge and new knowledge needed for text comprehension (Carrell and Floyd, 1987); (Ajideh, 2003). In this study, the researcher only focuses on one of the strategies, which is Tea Party. since Tea Party offers more activities to the students.

Tea party is a social activity mostly used as pre-reading strategy, although it can be modified as an after reading activity as a way to celebrate the conclusion of a thematic unit or literature focused unit (Tompkins, 1998). This strategy helps the students comprehend the text through interactive way, by discussing limited information they get from the text they will read. Furthermore, it frontloads students' knowledge of text information and also allows them to become familiar with phrasing and content words.

Tea Party is a strategy that 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 are also got 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.

Tea Party can help the students in comprehending the text they will read by making predictions. Beers (2002) stated that the more we frontload students' knowledge of a text and help them become actively involved in constructing meaning prior to reading, the more engaged they are likely to be as they read the text. Thus, Tea Party can give the students' prior knowledge of the text. It makes them easier to comprehend the text.

Based on the explanation above, the researcher would like to conduct this study which focuses on the implementation of Tea Party in reading class, especially reading of analytical exposition. The researcher also would like to study the students' responses toward the implementation of the strategy.

METHODOLOGY

This study used descriptive qualitative research design which described the implementation of Tea Party strategy for teaching reading comprehension of analytical exposition to the eleventh graders. In conducting this study, the researcher became an observer who observed the teacher and the students' activity during the teaching learning process. The subjects of this study were the English teacher and the eleventh graders of SMAN 1 Karangbinangun Lamongan. The students which were chosen by the researcher came from Science Department which was the class of XI IA 3. There were 28 students in which twenty two of them were female, and the rests were male.

In conducting this study, the researcher used two instruments to get the data. They were unstructured field notes and open-ended questionnaire.

The observations were done in two meetings. The first observation was done on August 7th while the second observation was done on August 9th, 2014. The data were collected using field notes and questionnaire. The researcher used unstructured field notes to get the data about the implementation of Tea Party strategy in teaching reading of analytical exposition. Then the researcher administered the questionnaire to get the data about the students' responses toward the implementation of Tea Party strategy in the class. The data collected were analyzed descriptively. According to Creswell (2007) cited in Ary (2010), the approaches to analysis of qualitative data can be described in three stages: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

RESULT

The Implementation of Tea Party Strategy in Teaching Reading of Analytical Exposition to the Eleventh Graders

Based on the observations, the researcher noted that Tea Party strategy was implemented by the teacher for teaching analytical exposition text in two meetings. The analytical texts given to the students are different for each meeting. However, both the first and the second texts are chosen based on the current events and average age of the students.

In the first observation, after conditioning the class, the teacher showed some cards that had been created before to the students. She told that the cards were clues for them to get to know the text they were about to read. She then told the students what they had to do with the cards. It was done in order to make clear understanding of the students on the instruction of doing Tea Party.

Then the teacher gave an example to the students by asking the four-students to be models. The teacher then distributed the cards. She told the students that they had 8 minutes to mingle with each of their friends.

The activity begins. All of students rose up and looked for partner to share their card. They seemed enthusiastic in reading and listening to the content of their friends' card. This activity was done to activate the students' background knowledge. By sharing cards, they could add new information which could be used to predict the text they would read.

Then student number 1 moved to student number 10, while student number 2 moved to student number 3.The information got by the students through mingling was varied. They even found new words that they had not known the meaning yet. Thus, this activity allowed them to add some new vocabularies to their knowledge. The students then linked the new vocabulary to their background knowledge.

After ten minutes, the teacher instructed the students to go back to their seat. The teacher had been sure that all of students had discussed with enough friends, so they might have got enough information to predict the reading. Then the teacher asked the students to make group of four. So there were seven small groups. The grouping was done so that the students could work cooperatively. Besides, through group work, the students could share their background knowledge and new information that were needed to comprehend the text they would read.

Next, the teacher gave instructions to the students. She told the students that they had to discuss with their group about the prediction they could make on the upcoming reading. The researcher noted that the teacher gave the instruction and made sure that all of the students had understood what they had to do next.

The prediction could be written down on a blank paper given by the teacher. It should begin with "We think the text will be about..." or "We think the text will tell about…". The teacher then distributed a blank paper for each group. She gave the students 5 minutes to write their prediction. At that time, the teacher limited time to encourage the students to think actively. In addition, the timing also made the students become more enthusiastic in doing the task.

At this session, the researcher noted that all of members of each group shared their ideas based on the information they had got from the cards. During the discussion, the class sounded very noisy. The researcher got closer to look at the discussion done by each group.

Being sure that all of groups had written their prediction, the teacher asked them to share their prediction. The teacher began to call group 7 to read the prediction. After that, the teacher continued asking the other groups to read their prediction. The activity to read the prediction allowed the whole class to reflect each other on their own group's prediction.

In this session, the teacher also asked the students to state their reason why they predict so. It was done in order to encourage them to get involved in the sharing activity. Besides, the teacher could also know how far the students' understanding on the discussion and on the prediction they had made.

After knowing that all of groups had had their own prediction, the teacher then distributed the text (see appendix) to each student. She gave the students 15 minutes to read the text independently though they were still in grouping seat arrangement.

When the teacher noticed that the students had finished reading the text, the teacher asked them to make the revision of their prediction. She asked the students to write down the revision under their previous prediction. Then the revised prediction had to be read by all of the groups. The activity to revise prediction allowed the students to reflect on their understanding toward the text. Furthermore, the teacher could know if the students had comprehended the text.

The next activity was doing exercises. The teacher asked the students to go back to their own seat. Then she asked the students to answer some questions related to the text. There were five questions that the students had to answer individually. By doing this, the teacher could make sure that all of students had comprehended the text individually.

Before ending the class, the teacher checked the students' answers randomly. She called some students' names randomly. Each student whose name was called had to answer one number of the five questions orally. This was done by the teacher to review the materials. After all the questions answered, the teacher closed the teaching and learning process.

The Students' Response towards the Implementation of Tea Party Strategy in Teaching Reading of Analytical Exposition to the Eleventh Graders

Through the first question of the questionnaire, the researcher found that the students were feeling happy with the whole process of teaching and learning. It could be seen on the students' answers, such as "Menurut saya pembelajaran Bahasa Inggris ini sangat menyenangkan, lebih santai, dan otak saya dapat cepat menangkap pelajaran yang diajarkan"; "Menyenangkan, karena di sini saya dapat memahami strategi pembelajaran baru"; "Seru dan asyik, karena serius tapi nyantai".

The next questions of the questionnaire, which were question number two, three and four would show how the students' feelings about the Tea Party strategy used by the teacher. From the students' answers on the question number two and three, the researcher noted that the students felt that the strategy was worthy and helpful for their learning. There was an answer like "Strategi yang digunakan dalam pengajaran ini sangat efektif". Besides, there were also some answers such as "Cukup baik"; "Boleh juga"; "Tidak membosankan, dapat membuat belajar Bahasa Inggris lebih semangat". While there were some students who answered the question number three as follows: "Iya, membuat saya lebih tahu tentang teks yang akan saya baca"; "Iya, karena lebih terarah"; "Ya, karena membuat saya lebih mudah memahami teks"; "Yes, karena kita membuat prediksi terlebih dahulu".

From the question number four and five, the researcher could know how the students' response toward the strategy, whether it could increase their interest in reading or not, and whether it made them interested in attending such teaching and learning process or not. Based on the students' answers, it could be seen that Tea Party strategy was interesting to use. The answers include "Iya, karena menyenangkan"; "Ya, karena lebih mudah."; "Iya, karena cara belajarnya santai"; "Iya, karena pembelajarannya jadi lebih mudah untuk dipahami"; "Iya, agar bisa membaca Bahasa Inggris yang tidak jenuh"; "Ya, sangat tertarik". However, there were also some students whose answers showed that the strategy did not interest them that much. They were "Sedikit,

karena tidak terlalu suka Bahasa Inggris sebenarnya"; "Lumayan"; "Bisa jadi". Nevertheless, the researcher noted that most of students' answers tend to show that Tea Party was an interesting strategy.

Discussion

The result of the observations showed that the teacher had implemented Tea Party strategy in teaching reading of analytical exposition. In both the first and second observations, the teacher chose the reading material which told about current issues that interested the students. Besides, the clue in the form of cards created by the teacher had successfully given background knowledge to the students. It is because the teacher wrote down the words which were exactly included in the text. It is in line with Beer (2003) who stated that "Using index cards or small sheets of paper, write phrases, sentences, or words from the text that the students will be reading. Remember to not paraphrase the text; the students should have the exact material provided in the text". Thus, it made the students got enough background knowledge to join Tea Party. It could be seen when the Tea Party activity began, the students talked and discussed the card they got with friends seriously.

Furthermore, before beginning Tea Party activity, the teacher had considered the principles of reading comprehension instruction. As Raphael et. al. stated that there are three principles of reading comprehension instruction. First, it is imperative that comprehension instruction is explicit. Second, the strategies must be modeled by skillful readers including teachers and peers. Last, the strategies must be scaffolded by teachers until the students are able to use the strategies successfully while independently reading.

The students still tried to use English during the card discussion although they sometimes found difficulties in expressing their idea in English. The students also tried to get themselves involved into deeper discussion. It was shown during the "share the prediction" activity, the students tried to answer every question given by the teacher. It seemed that Tea Party that had been conducted in the class showed how pre-reading could successfully get the students involved with constructing meaning prior to reading a text, which made them be more actively engaged in the text (Beer, 2003).

In addition, the students' responses through questionnaire showed that most of them enjoyed the teaching and learning process. The students felt that it was fun and easy to learn reading analytical exposition text using Tea Party strategy. They also argued that the use of such strategy could increase their interest in reading especially analytical exposition. This proved what is stated by Colorado (2008) in which pre-reading

activities can engage students' interest, activate prior knowledge, or pre-teach potentially difficult concepts and vocabulary.

Based on the analysis above, it seemed that Tea Party strategy can be implemented in teaching analytical exposition in order to engage the students in an active learning process through mingling and sharing. It can help the students familiar with the text they will be reading by giving background knowledge, so that the students will be easier to comprehend the text. It can also increase the students' interest in reading class especially reading of analytical exposition.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result and discussion, the researcher concludes that Tea Party strategy which had been implemented by the teacher in teaching analytical exposition could make the students more active. The students could get actively involved in teaching and learning process.

In addition, based on the result of the questionnaire, it is shown that Tea Party could be beneficial and helpful for the students in comprehending analytical exposition texts. Besides, it was also shown that Tea Party was an interesting strategy that could increase the students' interest in reading especially in reading analytical exposition texts. It could motivate them to learn reading of analytical exposition.

Suggestions

In conducting reading class using Tea Party, teachers need to consider about the words/ phrases/ sentences that are chosen from the text. The words/ phrases/ sentences have to be able to give enough background knowledge to the students.

The teachers who want to use Tea Party in teaching reading especially analytical exposition should consider the timing. They have to make sure that all of students have mingled with enough friends, so that the students have got enough information to comprehend the text they will read.

To the future researcher, it is possible to make some modification when conducting the same study. It is also possible to conduct the study in the class with low proficient students.

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