

## Improving Students' Writing Ability Through Tea Party Technique Using English Song

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### Abstract

Writing might be a complex skill for the students rather than other three skills because there are many aspects that have to understand. Thus, to help students' difficulty on writing, it needs the effective and efficient technique in teaching and learning process. This study aims to find out whether there is a significant improvement on students' scores on writing ability through Tea Party Technique using English song. The population of this research was the eleventh grade students of SMA Negeri 8 Malang, and the sample was eleventh grade students of Science 1. Classroom Action Research was used as a research design. The technique included of planning, action, observing, and reflecting phases, and the research was applied in three cycles. The result of this study shows that there is significant improvement of students' writing skill. It can be seen on students' score in pre-test, middle test, and post-test. The average score of the students grew by 4.27 between the pre-test and middle test, and by 15.24 between the middle test and post-test. In short, the integration of the Tea Party Technique with English song can enhance students' writing skills, especially in writing descriptive text.

**Keywords:** Writing skill, English song, Tea Party Technique, descriptive text

### 1. Introduction

The four skills of listening, speaking, reading, and writing are those that learners of English must acquire in order to succeed in learning process. Writing is identified as a complex skill in English compared to speaking, reading, and listening. According to Khulel (2022) stated that most of Indonesian learners face difficulties in studying writing because it has complex aspects such as vocabulary mastery, grammatical error, writing mechanics, organization. This is also related to the research site, where the data revealed a number of issues affecting students writing abilities at eleventh grade of SMA Negeri 8 Malang. It can be seen on the students' score in writing descriptive text for pre-test. On the pre-test, the students are instructed to fill a form supported by Google Form about the description of them. All of the students had low score in writing descriptive text. The cause of the score is due to several reasons based on students' response to researcher's interview and the result of pre-test; first, English is not the first language for the students, so they are struggling to compose descriptive text in English language. Second, at the first meeting of English subject, students do not have many vocabularies to be written to help writing descriptive text in English. Third, students do not have any idea of what to write in descriptive text although they have known the generic structure of descriptive text. Fourth, the majority of the students have difficulty clarifying what they are thinking while working individually. Fifth, most of the students are distracted by their friends in the class.

Thus, to respond that condition, the researcher as an English teacher looks for the right way of teaching to solve the problem. The researcher uses one of teaching and learning techniques, Tea Party Technique, to be applied in the class. The Tea Party Technique is a learning model that is oriented towards group. In addition, the material theme for the meeting is "Song". In line with Ratnawati and Angraeni (2021), in English learning, the material of song is believed can help the students to develop their English skill, especially in pronunciation and vocabulary mastery. Most of the students feel happier and enjoy joining the class when they get material about song. Widyastuti and Kurniati (2020) also stated in their study that song is more effective to develop students' vocabulary than storytelling.

Being a teacher must be able to modify their teaching and learning methods in order not to get boredom atmosphere in the class, and it is also beneficial for the teacher to match style and strategies in teaching English. It is in line with Kevin (2021) who stated that the English teachers ought to vary their class activity to overcome some problems. Colorado (as cited in Ulfa, Komariah and Ahmad, 2018) mentioned that of the various techniques in teaching, Tea Party Technique becomes one of the cooperative learning techniques, and it is promoted by Beers in 2003. This technique is believed can help students to find and share their idea through group discussion. In the other side, Tea Party Technique can ease the students to do their task because it emphasizes integrating teamwork and group projects to reach the learning objectives. This technique is known as the "Tea Party Technique" because the students pretend to be at a tea party, as British people did, while using this technique; engaging in conversation, listening, and socializing (Kevin, 2021).

Concentrating of using the Tea Party Technique to teach in the class, there were some researchers who have previously undertaken some studies. A study conducted by Kencana (2020) entitled "The Use of The Tea Party Technique to Increase the Students' Speaking Skill at The Tenth Graders of The MA Mathla'ul Anwar Gisting" showed that the implementation of Tea Party Technique can improve students speaking ability significantly. The other study is conducted by S. Jumriana (2017) by the title "Using Tea Party Strategy to Improve Students' Vocabulary Mastery at The Second Grade of SMPN 31 Makassar". The data showed that Tea Party Technique becomes an effective ways to improve students' vocabulary mastery. The last is the study conducted by Ulfa, Komariah and Ahmad (2018), "The Use of Tea Party Technique in Teaching Reading Comprehension". The result of the study showed that Tea Party Technique brought students reading comprehension a significant enhancement and assisted them in resolving their reading comprehension problems.

Based on the description above, the researcher developed the following research question: "How can Tea Party Technique be used as an effective strategy to increase students' writing ability in English song material?"

## **2. Research Method**

### **2.1. Research Design**

This research used Classroom Action Research as known as CAR to be the research method. According to Latief (2019) stated that by developing an effective strategy, Classroom Action Research aims to solve an issues in English learning. There are several unpredictable cycles in Classroom Action Research, and it can be done if the repeated cycle is successfully solving the problem. Kemmis and McTaggart (as cited in Latief, 2019) stated that until problems are resolved by the strategy, the results of one cycle are utilized to determine the necessity for the following one. According to Kemmis and McTaggart theory

(1988), there are four phases that can be done during Classroom Action Research, such as planning, action, observing and reflecting. Planning is the stage for the researcher as an English teacher to prepare all the things needed in the class, including teaching material, teaching method, media used, and what activities that will be conducted. After planning, the next stage is action. In this stage, teacher started to implement the plan in the class. The researcher conducted learning activity in three meetings; first meeting as pre-test activity, second meeting for giving treatment and checking the improvement of the students' writing skill, and the last meeting as post-test activity. The next stage is observation. Observation was conducted by the researcher to check and see the progress existing during learning activity. The researcher observed what problem occurred of using the strategy, and what the impacts of using Tea Party Technique. The last stage is reflecting, this stage was used to reflect and identify the problem that want to improve in the next meeting.

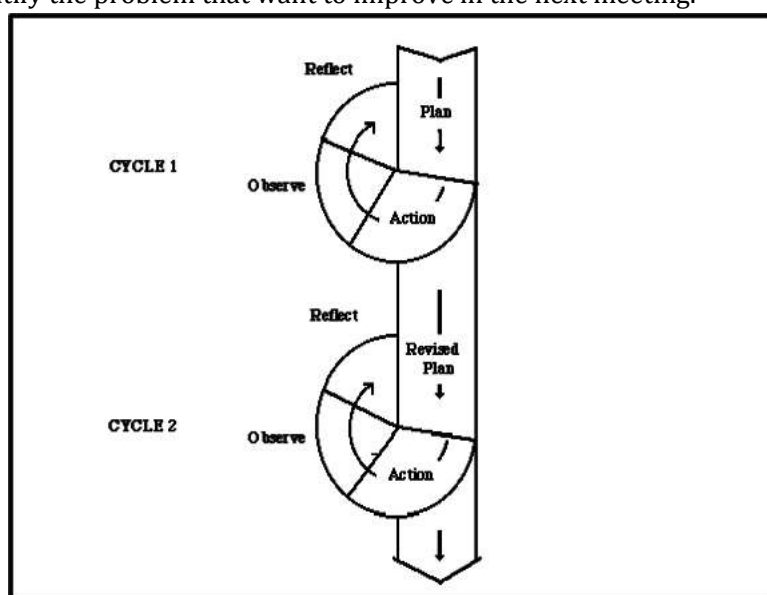


Figure 1: Cyclical Action Research by Kemmis and McTaggart (1988)

## 2.2. Population and Sample

This research was held in SMA Negeri 8 Malang that is located in Jl. Veteran No.37, Sumbersari, Kec. Lowokwaru, Kota Malang, Jawa Timur. The population of this study was the eleventh grade science students of SMA Negeri 8 Malang. From five science classes, the researcher chose the eleventh grade of MIPA (science) 1, SMA Negeri 8 Malang, as the subject of research which consists of 33 students. According to the observation in the class, researcher found that there are several problems that were faced by the students as written on the first chapter. To respond the problem, the researcher formulated a research problem about "How can Tea Party Technique be used as an effective strategy to increase students' writing ability in English song material?"

## 2.3. Data Collection Procedure

The researcher collected the data from the three different activities; pre-test, middle test, and post-test. Before receiving a treatment, the students had to take a pre-test to collect the score. The middle and post-test score was taken after the students got a treatment from the teacher in applying Tea Party Technique strategy.

Because of the material theme for English subject in XI MIPA 1 was "song", so for the pre-test, the students had to listen and take a note of the vocabularies found on the song as

much as they can. Moreover, they also had to fill the form, supported by Google, about the description of self, and it was an individually task for them. In the next meeting, the researcher gave a treatment or strategy to the students to work in a group as tea party activity. After giving the students a treatment, the researcher then administered a middle test to gauge how much better the students' writing had gotten. The last activity was a post-test. The post-test was given in order to obtain the students' writing score after giving a treatment whether it could improve their writing skill or not.

#### 2.4. Data Analysis Technique

To analyze the data, the researcher described the score of pre-test, middle test and post-test. To determine if the Tea Party Technique can be implemented to improve students' writing ability, the researcher also specified the criteria of success in this research. The research will be success if:

No.	Criteria of Success	Instrument
1	The students can pass the minimum passing grade at the school (78).	Writing test
2	The students develop their writing using more vocabularies.	Writing test
3	The students can compose longer sentences in their descriptive text.	Writing test
4	The students can be more creative in writing both manually and digitally.	Writing test and info graphic

Table 1: Criteria of Success

### 3. Finding and Discussion

#### 3.1. Finding

SMA Negeri 8 Malang served as the research site. There were 33 students in the Science 1 taught by an English teacher collaborated with the researcher. Before the use of action research, the researcher recognized the issue with the process. The methods used in this study, which was carried out in three cycles, are as follows:

##### 3.1.1. Research Implementation

###### 1. Cycle 1

###### a. Planning

Before conducting the first cycle, the researcher and supervising teacher of SMA Negeri 8 Malang discussed about lesson plan, classroom situation, students' characteristics, and students' learning style. The goal is to understand the condition of the class before carrying out learning process. Moreover, the lesson plan was made according to class atmosphere. The researcher had to get everything ready to facilitate the learning process before moving on to the action stage.

###### b. Action

On the first cycle which was held on March 16<sup>th</sup>, 2023, the researcher conducted several learning process as followed:

- Greeting and checking students' condition
- Checking the cleanliness of surrounding area
- Delivering learning objectives and making classroom rules
- Giving stimulation to the students with playing two songs
- Giving understanding about song and descriptive text
- Conducting pre-test of descriptive text about self

- Reflecting lesson learned

c. Observing

After bringing the lesson plan into practice and conducting a pre-test, the researcher discovered that students had trouble creating descriptive texts when working independently. Through pre-test scores and interviews with students, the researcher concluded the answer that majority of students struggled to come up with topics for their essays; some struggled to construct complete sentences; and others found it difficult to concentrate on their work due to numerous distractions from their peers.

d. Reflecting

Based on that issue, the researcher and the supervising teacher chose to carry out the subsequent cycle and delivered the Tea Party Technique to the students. According to Latif (2019), reflection reveals the elements that contribute to a strategy's success or any potential issues that can arise during the implementation. On the first cycle, all of the students did not pass the criteria of success. It is visible on student work that has been turned in via Google Form. While the school's passing grade is 78, they only received the maximum score of 75.

Average Score of Pre-test	
Mean	73,73
Minimum	70
Maximum	75

Table 2: Students' Average Score on Pre-test

## 2. Cycle 2

a. Planning

Researcher began to revise the lesson plan that was adapted to class conditions to solve problems that occurred in class. Furthermore, the researcher also prepared the stuffs needed in the class, such as speaker, LCD or Projector, and internet connection.

b. Action

The second cycle was conducted on April 6<sup>th</sup>, 2023. The research welcomed the students and instructed them to maintain the classroom tidy at the start of this cycle. The researcher then reviewed the previous meeting and inspired the students to write more effective descriptive texts using songs. There are several learning activities that have done by the researcher in the class:

- Stimulating the students by playing a song
- Giving some questions using Mentimeter
- Playing a game called “guess the song”
- Divide the students into six groups to implement Tea Party Technique
- Giving song theme for each group
- Giving instruction to find out 10 vocabularies and its meaning from song lyrics
- Giving instruction to utilize vocabularies found into descriptive text about its song or singer
- Presenting the group work to other groups
- Giving feedback for today’s meeting



Figure 2: Students Activity during Implementing Tea Party Technique

c. Observing

Based on the activity above, the researcher conducted middle test from students' work and presentation. Through observation and interview made by researcher, it can be seen that students prefer to work in groups rather than individually. They were more active in discussion, giving opinion and sharing the ideas with group member. Based on the middle test score, there were some students who have exceeded the school's passing grade, getting score of 84, but the rest still get scores below the average. Below is the middle test's average score.

Average Score of Middle Test	
Mean	78,00
Minimum	70
Maximum	84

Table 3: Students' Average Score on Middle Test

d. Reflecting

Students' writing of descriptive texts improved in the second cycle, but they still need more guidance in the Tea Party Technique to meet the standards for success for all of the students. The researcher concluded that she had to give more attention to each group in order to monitor every group work, not only focused on one or two groups.

**3. Cycle 3**

In the third cycle, April 13<sup>th</sup>, 2023, the researcher planned a new learning activity, and it was fully for post-test, so researcher could see the improvement of the students during implementing Tea Party Technique. Students' group work on creating descriptive texts about songs or singers based on the provided song theme was used to determine the post-test score. The researcher reported that the students were significantly improving their skill in writing descriptive text using song. The results of adopting the Tea Party Technique for teaching songs and descriptive texts were getting better significantly. The loop ended, and the researcher did not consider the next procedure in considering the outcome.

### 3.1.1. The result of average pre-test, middle test, and post-test score

The average score of pre-test, middle test and post-test can be seen as follow:

	pre_test	middle_test	post_test
Mean	73,73	78,00	93,24
Minimum	70	70	92
Maximum	75	84	95

Table 4: Students' Average Score

Knowing the students' background knowledge and their skill in writing are the goal of the pre-test. The researcher conducted pre-test for XI MIPA 1 students at March 16<sup>th</sup>, 2023 which is the first cycle of this research. Each student was required to compose their descriptive text, which they then submitted using Google Form. Based on the table 2 above, the average score for pre-test is 73.73. All of the students, 33 students, got lower score than school's passing grade (78) on the first cycle. A student scored 70, six students scored 72, nine students scored 73, and the rest scored 74 and 75. Most of the students got a lower score because they faced difficulties in writing when they work individually. On the other side, grammatical error and lack of vocabularies were also the cause of students' lower score.

The following meeting, April 6<sup>th</sup> 2023, the researcher started to implement Tea Party Technique strategy to the students, and the material theme was still about "Song". There were several technologies that were used by the researcher. Those technologies were Mentimeter, Canva Presentation, and Google Form. As researcher planned, she made groups in the class, as tea party, and the groups were formed based on the count of students' seat. The implementation of Tea Party Technique in the second meeting was emphasized in the class. Students had to work in a group, and they were given the freedom to discuss, express their opinion, and offer some suggestions to their group mate.

### 3.1.2. The improvement of students' score from post-test to middle test

The middle test score was taken from group assignment on the second meeting. The students were given the task of collecting new vocabulary from song lyrics and writing it down before compiling it into the best writing or paragraph they could. The students were encouraged to use high order thinking skills, especially in writing, during this project. There were two aspects to be assessed in this second test: Attitude score through observation and peer-assessment (per group). The average score of the middle test started to develop, as seen in table 2. The minimum score was still 70, but the highest score was 84 which exceeded the required minimum score. Hence, the researcher continued to use Tea Party Technique in the class to improve more the students' writing ability.

After receiving treatment from the researcher, some students significantly improved. They are more active in group work than individual work. The researcher also had conversations with students in informal interviews to find out the reason why they are more active in group work. Some students claimed that they preferred to work in groups rather than individually because they can discuss ideas and got assistance from their peers when they ran into problems. Additionally, other students indicated that because they could divide the work among their group mates, working in a group could be more productive.

### 3.1.3. The final score on the post-test and students' improvement



On the post-test, the researcher took a students' final score. Table 4 shows an average post-test score. After acquiring Tea Party Technique, students significantly improved their writing skill, with an average post-test score of 93.24. For the minimal grade, a number of students received 92, and for the highest grade, they received 95. Post-test was conducted on the third meeting which was in cycle 3, on April, 13<sup>th</sup> 2023. Because of the model of learning used by the researcher was Project-Based Learning, so the students were assigned to make a project with their group. Students have the option of submitting info graphic, presentation or poster as the final task.

There were additional factors that might be used to determine how students' post-test results were scored. A few of these factors are listed below:

1. The content's scope matches the requirements of the task.
2. Students make an understandable content.
3. The use of illustrations supports the understanding of the material presented.
4. Students create a high quality product to be presented.
5. Students perform a good presentation.
6. Students have a skill to answer the question and give feedback to the audience.

The researcher provided different song themes for each group depending on the necessity for the post-test; these themes included happiness, sadness, disappointment, friendship, love stories, and self-love. Each group had to find a song based on the theme given then they had to make a descriptive text based on the song. Additionally, they could provide a description of the song and its singer. The last action in the activity was publishing to Google Drive, Instagram or other social media. According to Ahmed as cited in Khulel (2022), social media can be a perfect medium to share students' project because it has an engaging design that makes learning more enjoyable, and the students have been familiar with social media now on. Below are the examples of students' project for the post-test:



Figure 3: Students' Projects Submission



### **3.2. Discussion**

Based on the result of the study in the previous section, it can be said that the Tea Party Technique is an innovative technique for enhancing students' writing skills. It can be checked by the improvement of their score from pre-test to middle test, and middle test to post-test. The score is significantly increased during the implementation of Tea Party Technique using song in the class. Table 4 shows that the average score of the students grew by 4.27 between the pre-test and middle test, and by 15.24 between the middle test and post-test.

After giving a treatment to students in three cycles, the students can pass the minimum grade from the school (78), develop their writing using various vocabularies, compose longer sentences, and be more creative in writing. In short, all of the students of XI MIPA 1 in SMA Negeri 8 Malang passed the criteria of success that created by the researcher. Other side, the students more enjoy to follow learning activity with song because it is related to their daily life. Furthermore, because the researcher gave students flexibility in group throughout class, they can be more active in discussion, giving opinion, asking for the suggestion than usual.

The result of this study was consistent with those of the other investigations by Kencana (2020), S. Jumriana (2017) and Ulfa et al. (2018). It demonstrated how using the Tea Party Technique might help students' English skill, particularly in writing.

### **4. Conclusion**

To sum up, using a Tea Party Technique to teach is a perfectly engaging method that inspires and helps students to write better. Students can be more active in group work than individually. The results from the preceding chapter serve as the proof. Overall, the researcher can advise other English teachers or other researchers to employ the Tea Party Technique. It is advised that other teachers implement it with certain modifications made to fit the content and subject. On the other hand, implementing Tea Party Technique will be more effective and interactive if it is supported by good internet connection, good seating arrangement, and good ambience in the class. The implementation of Tea Party Technique can be accompanied by the use of technology so that the learning process is in accordance with the digital era.

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