Improving Students' Writing Ability through Tea Party Technique Using English Song

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Abstract

Writing might be a more complex skill for the students rather than the other three skills because there are many aspects that they have to understand. Thus, to help students' difficulty in writing, teachers need effective and efficient techniques in the teaching and learning process. This study aims to determine how the tea party technique (TPT) using English songs can upgrade students' writing abilities. 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 covering planning, action, observing, and reflecting phases, and the research was applied in three cycles. The result of this study shows that TPT can improve students' writing ability, as seen in students' scores after the intervention of the technique by the end of Cycle 3. In short, integrating the TPT with English songs can enhance students' writing abilities. This finding implies that teachers need to empower students with possible integration of activities in writing classes.

Keywords: writing skill; english song; tea party technique; descriptive text

1. Introduction

The four skills of listening, speaking, reading, and writing are those that English learners must acquire to succeed in the learning process. Writing is a complex English skill compared to speaking, reading, and listening. Khulel (2022) stated that most Indonesian learners face difficulties studying writing because it has complex aspects such as vocabulary mastery, grammatical errors, writing mechanics, and organization. This fact is also related to the research site, where the data revealed several issues affecting students writing abilities in the eleventh grade of SMA Negeri 8 Malang. It can be seen in the student's scores in writing the descriptive texts. In the preliminary test, the students were instructed to fill out a form supported by Google Forms about their descriptions of them. All of the students had low scores in writing a descriptive text.

The cause of the score was probably due to several reasons based on students' responses to the researcher's interview and the test; first, English is not the first language for the students, so they are struggling to compose descriptive text in the English language. Second, at the first meeting on English subjects, students did not have many vocabularies to be written to help write descriptive text in English. Third, students do not know what to write in descriptive text, although they know the generic structure of descriptive text. Fourth, most students have difficulty clarifying their thoughts while working individually. Fifth, most of the students are distracted by their friends in the class.

In response to that condition, the researchers tried to apply the right way of teaching to solve the problem. The researchers used one of the teaching and learning techniques, namely the Tea Party Technique (TPT), in the writing class. The Tea Party Technique is a learning

model oriented towards the group. In addition, the material theme for the meeting is "Song". In line with Ratnawati and Angraeni (2021), in English learning, the material song is believed to help the students develop their English skills, especially in pronunciation and vocabulary mastery. Most students feel happier and enjoy joining the class when they get material about the song. Widyastuti and Kurniati (2020) also stated that song is more effective in developing students' vocabulary than storytelling.

A teacher must be able to modify their teaching and learning methods to avoid boredom in the class, and it is also beneficial for the teacher to match style and strategies in teaching English. It aligns with Kevin's (2021) statement that English teachers should vary their class activity to overcome some problems. Colorado (as cited in Ulfa et al., 2018) mentioned that of the various techniques in teaching, Tea Party Technique became one of the cooperative learning techniques, and it was promoted by Beers in 2003. This technique can help students to find and share their idea through group discussion. Conversely, Tea Party Technique can ease the students' tasks by emphasizing 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 on using the Tea Party Technique to teach in the class, some researchers 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 the Tea Party Technique could improve students speaking ability significantly. The other study was conducted by S. Jumriana (2017), titled "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 way 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 study result showed that Tea Party Technique brought students' reading comprehension significant enhancement and assisted them in resolving their reading comprehension problems.

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

2. Method

2.1. Research Design

This research used Classroom Action Research, known as CAR, as the research method. According to Latief (2019), Classroom Action Research aims to solve issues in English learning by developing an effective strategy. There are several unpredictable cycles in Classroom Action Research, which can be done if the repeated cycle successfully solves the problem. Kemmis and McTaggart (as cited in Latief, 2019) stated that until the strategy resolves problems, the results of one cycle are utilized to determine the necessity for the following one. According to Kemmis and McTaggart's theory (1988), four phases can be done during Classroom Action Research: planning, action, observing and reflecting. Planning is the stage for the researcher as an English

teacher to prepare everything needed in the class, including teaching material, teaching method, media used, and what activities will be conducted. After planning, the next stage is action. In this stage, the teacher started implementing the plan in the class. The researcher conducted a learning activity in three meetings; the first was a preliminary test activity, the second was for giving treatment and checking the improvement of the student's writing skills, and the last was post-test activity. The next stage is observation. The researcher conducted the observation to see the progress during the learning activity. The researcher observed what problems occurred with using the strategy and the impacts of using the Tea Party Technique. The last stage is reflecting; this stage was used to identify the problem we want to improve in the next meeting.

2.2. Population and Sample

This research was held in SMA Negeri 8 Malang, 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 research subject, consisting of 33 students. According to the observation in the class, the researcher found that several problems were faced by the students, as written in the first chapter. To respond to the problem, the researcher formulated a research question: "How can Tea Party Technique be used as an effective strategy to increase students' writing ability in English song materials?"

2.3. Data Collection Procedure

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

Because the material theme for the English subject in XI MIPA 1 was "song", so for the pre-test, the students had to listen and take note of the vocabulary found in the song as much as they could. Moreover, they also had to fill out the form, supported by Google, about the self-description, which was an individual task for them. In the next meeting, the researcher gave a treatment or strategy to the students to work in a group as a tea party activity. After giving the students a treatment, the researcher 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 to obtain the students' writing scores after treatment, whether it could improve their writing skills or not.

2.4. Data Analysis Technique

To analyze the data, the researcher described the score of the preliminary 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, as illustrated in Table 1:

Table 1: Criteria of Success

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

3. Results and Discussion

3.1. Results

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

3.1.1. Research Implementation

3.1.1.1. Cycle 1

3.1.1.1.1. Planning

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

3.1.1.1.2. Action

On the first cycle which was held on March 16th, 2023, the researcher conducted several learning process as followed: (1) Greeting and checking students' condition, (2) Checking the cleanliness of surrounding area, (3) Delivering learning objectives and making classroom rules, (4) Giving stimulation to the students with playing two songs, (5) Giving understanding about song and descriptive text, (6) Conducting pre-test of descriptive text about self, (7) Reflecting lesson learned.

3.1.1.1.3. 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 preliminary test scores and interviews with students, the researcher concluded that most students struggled to develop 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.

3.1.1.1.4. 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. All students still needed to pass the success criteria in the first cycle. It is visible on student work that has been turned in via Google Forms. While the school's passing grade is 78, they only received the maximum score of 75, as indicated in Table 2.

Table 2: Students' Average Score on Pre-test

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

Due to the fact that the criteria of success had not been achieved yet, the researchers conducted Cycle 2 by making some possible revisions on the implementation of TPT.

3.1.1.2. Cycle 2

3.1.1.2.1. Planning

Researchers began to revise the lesson plan adapted to class conditions to solve problems in class. Furthermore, the researcher also prepared the kinds of stuff needed in the class, such as a loudspeaker, LCD or Projector, and internet connection.

3.1.1.2.2. Action

The second cycle was conducted on April 6th, 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: (1) Stimulating the students by playing a song, (2) Giving some questions using Mentimeter, (3) Playing a game called "guess the song", (4) Divide the students into six groups to implement Tea Party Technique, (5) Giving song theme for each group, (6) Giving instruction to find out 10 vocabularies and its meaning from song lyrics, (7) Giving instruction to utilize vocabularies found into descriptive text about its song or singer, (8) Presenting the group work to other groups, (9) Giving feedback for today's meeting

Figure 1. Students Activity during Implementing Tea Party Technique

3.1.1.2.3. Observing

Based on the activity above, the researchers conducted a middle test on students' work and presentations. Through observation and interviews made by the researcher, it can be seen that students prefer to work in groups rather than individually. They were more active in discussion, giving opinions and sharing their ideas with group members. Based on the middle test score, some students exceeded the school's passing grade, getting a score of 84, but the rest still got scores, as seen in Table 3.

Table 3. Students' Average Score on Middle Test

Average Score of Middle Test	
Mean	78
Minimum	70
Maximum	84

3.1.1.2.4. Reflecting

Students' writing of descriptive texts improved in Cycle 2, but they still needed more guidance in the Tea Party Technique to meet the students' success standards. The researcher concluded that she had to give more attention to each group to monitor every group work in the next cycle, not only focusing on one or two groups.

3.1.1.3. Cycle 3

In Cycle 3, April 13th, 2023, the researchers planned a new learning activity, which was entirely for post-test, so the researchers could see the improvement of the students while implementing the 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 skills in writing descriptive text using songs. 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 following procedure in considering the learning outcomes.

3.1.2. The Result of Average Pre-Test, Middle Test, and Post-Test Score

The average score of preliminary test, middle test, and post-test can be seen in Table 4.

Table 4: Students' Average Score

	Pre test	Middle test	Post test
Mean	73.73	78	93.24
Minimum	70	70	92
Maximum	75	84	95

The preliminary test aims to know the students' background knowledge and writing skills. The researcher conducted an initial examination for XI MIPA 1 students on March 16th, 2023, which is the first cycle of this research. Each student was required to compose their descriptive text, which they then submitted using Google Forms. Based on Table 2 above, the average score for the preliminary test is 73.73. All of the students, 33 students, got lower scores than the school's passing grade (78) on the first cycle. One student scored 70, six scored 72, nine 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 worked individually. Conversely, grammatical errors and lack of vocabulary were also the cause of students' lower scores.

In the following meeting, on April 6th, 2023, the researcher started implementing Tea Party Technique strategy with the students, and the material theme was still "Song." The researcher used several technologies. Those technologies were Mentimeter, Canva Presentation, and Google Form. As the researcher planned, she made groups in the class, such as tea parties, and the groups were formed based on the count of students' seats. The implementation of the 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 mates.

3.1.3. The Improvement of Students' Score from Post-Test to Middle Test

The middle test score was taken from the 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. During this project, the students were encouraged to use high-order thinking skills, especially in writing. 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 the students' writing abilities.

After receiving the treatment from the teacher-researcher, some students significantly improved their writing skills. They are more active in group work than individual work. The researcher also conversed with students in informal interviews to determine why they were more active in group work. Some students claimed that they preferred to work in groups rather than individually because they could discuss ideas and get assistance from their peers when

they ran into problems. Other students indicated that working in a group could be more productive because they could divide the work among their group mates.

3.1.4. The Final Score on the Post-Test and Students' Improvement

On the post-test, the teacher-researcher took a student's final score. Table 4 shows an average post-test score. After acquiring Tea Party Technique, students significantly improved their writing skills, with an average post-test score of 93.24. For the minimal grade, several students received 92; for the highest grade, they received 95. The post-test was conducted on the third meeting, cycle 3, on April 13th, 2023. Because the model of learning used by the researcher was Project-Based Learning, the students were assigned to do a project with their group. Students can submit an infographic, 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 teacher-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 and then make a descriptive text based on the song. Additionally, they could describe 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' projects because it has an engaging design that makes learning more enjoyable, and the students have been familiar with social media from now on. Figure 2 is an example of a student's project for the post-test:

Figure 2: 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 preliminary test and middle test, and by 15.24 between the middle test and post-test.
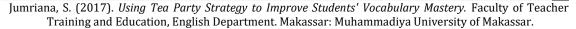
After giving a treatment to students in three cycles, the students can pass the minimum grade from the school (78), develop their writing using various vocabularies, compose longer sentences, and be more creative. In short, all of the students of XI MIPA 1 in SMA Negeri 8 Malang passed the criteria of success created by the researcher. Another side, the students enjoy following learning activities with the song because it is related to their daily life. Furthermore, because the researcher gave students flexibility in groups throughout the class, they can be more active in discussion, giving opinions, and asking for suggestions 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 the Tea Party Technique might help students' English skills, mainly writing.

4. Conclusion

To sum up, using the 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 proof. The researcher can advise other English teachers or researchers to employ the Tea Party Technique. Other teachers are advised to 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 a good internet connection, good seating arrangement, and good ambiance in the class support it. The implementation of the Tea Party Technique can be accompanied by the use of technology so that the learning process is in the digital era. This finding implies that teachers need to empower students with possible integration of activities in writing classes.

Due to the fact that this study still has some limitations, more thorough studies should be conducted better by involving some other variables such as students' perceptions and expectations on Tea Party Technique.

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