

**ENHANCING THE EIGHTH GRADE STUDENTS' SPEAKING SKILL  
USING TEA PARTY TECHNIQUE AT SMP TRI DHARMA  
PALEMBANG**

**A Thesis by**

**JOE KEVIN**

**Student's Number 1704410501**

**English Education Study Program**



**FACULTY OF TEACHING TRAINING AND EDUCATION  
TRIDINANTI UNIVERSITY  
PALEMBANG  
2021**

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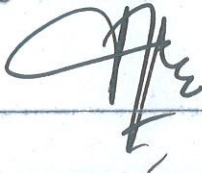
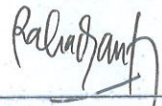

  
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## DEDICATIONS

This thesis, I will present to:

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*MOTTO*

*Huo Dao Lao Xue Dao Lao*

*(Bai Shui Sheng Di)*

*Study without desire spoils the memory, and it retains  
nothing that it takes in*

*(Leonardo da Vinci)*

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahannya dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

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Palembang, September 29<sup>th</sup>, 2021  
The researcher



JK

## ABSTRACT

The research was concerned with the application of Tea Party Technique to enhance the eighth grade students' speaking skill. Tea Party Technique is one of cooperative techniques which allow the students to practice their speaking skill. The research was aimed at finding out the effectiveness of Tea Party Technique in enhancing the eighth grade students' speaking skill using Tea Party Technique at SMP Tri Dharma Palembang and finding out the difference on the students' speaking skill between those who were taught by using Tea Party Technique and those who were not. The researcher used quasi experimental design. The research's population was the eighth grade students of SMP Tri Dharma Palembang in the academic year of 2020-2021 which were 168 students. The researcher used cluster random sampling to choose the sample. The sample was 42 students divided into experimental group and control group. Each group consisted of 21 students. The data were collected by giving a spoken test which was about descriptive text. The test was given twice. The data were administered by using Paired Sample T-Test and Independent Sample T-Test. The result of Paired Sample T-Test indicated that Tea Party Technique was effective to enhance the eighth grade students' speaking skill at SMP Tri Dharma Palembang meanwhile the result of Independent Sample T-Test indicated that there was a significant difference on the students' speaking skill to the eighth grade students of SMP Tri Dharma Palembang between those who were taught by using Tea Party Technique and those who were not.

***Key Words: Tea Party Technique, Descriptive Text, and Speaking Skill***



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# **CHAPTER I**

## **INTRODUCTION**

In this chapter the researcher presents: (1) background, (2) problems of the research, (3) objectives of the research, and (4) significances of the research.

### **1.1. Background**

Speaking English becomes one of necessary requirements of today's society. Speaking skill which is considered as one of the most influencing factors is important beside other skills and knowledge. Such as, in applying for a job or sustaining in a particular work position under the condition of advancing the language level. All people need to know English in order to study some subjects and have to master English because English is as a communication tool in many developed countries. If they know English, they never feel tongue tie in front of others whether they make small talk, have a long conversation, or give and follow the instructions at home, in the shop, or in the workplace.

Unfortunately, speaking achievement of English as a foreign language is still low. Most EFL learners receive large amount of theoretical information about the target language. Basically, they have satisfactory level of grammar and vocabulary knowledge but they do not know how to apply it in real life situations because of too little opportunity to practice and use that knowledge (Thornbury, 2005). For example, National exam in Indonesia, it does not have speaking test. Most of English tests are on the written form and it is believed that speaking skill is rarely exposed in language learning (Flowerdew and Lindsay, 2005). As the



result, it causes students shy and not confident to speak when the audiences listen to their speaking. Consequently, EFL learners will see English as the difficult subject to be learnt.

Meanwhile in Indonesia, English is still as a foreign language. Widiati and Cahyono (2006) mention students feel shy in speaking class due to their lack self confidence, lack of prior knowledge about the topic, and the poor teacher-learner relationship. They point out that Indonesian learners generally have not obtained a good level of English's speaking skill. According to Maulana, Daud, and Heriansyah (2016) state that students do not feel confident to speak and they are afraid of making errors while speaking besides other problems like they have the limitation of vocabulary and their pronunciation is poor. Moreover, Pratiwi and Prihatini (2021) state there are seven problems in practicing speaking in Covid pandemic namely (1) comprehending the conversation; (2) lack of vocabulary stock; (3) pronunciation; (4) shy; (5) afraid of making grammatical errors; (6) lack of technology, and (7) lack of motivation.

Huda (2000) says that oral communication ability is important required by English learners but it is difficult to be enhanced. Besides, students are not properly exposed in English classes. Based on his research involving 6056 respondents of eight provinces, it was found that the majority (75.5%) stated that English and Bahasa Indonesia's combination was applied by their teachers. 48% used English meanwhile 19.6% used Bahasa Indonesia. It means that mostly teachers of English in Indonesia still use Bahasa Indonesia more often during the class instruction. One more crucial fact hindering students' speaking achievement

is lacking vocabulary stock.

The researcher has met one of the English teachers at SMP Tri Dharma Palembang and discussed what problems happened in the English teaching and learning process. In short, it can be known that, when speaking English, students are still confused and nervous. They can not speak English fluently and accurately because they do not know how to speak their mind up. Their pronunciation and grammar are not sometimes correct. As the result, the English students' motivation is low. In short, the researcher can confirm that students' speaking skill should be enhanced and the other problem is the teacher of English uses the direct teaching in teaching speaking skill.

As the response to that condition, the English teachers should vary their teaching. Tea Party Technique is one of teaching variety to overcome problems which belongs to Cooperative Learning Method. Beers (2003) promoted Tea Party technique's framework. This technique is called as Tea Party Technique because students pretend like they are doing a tea party such as socializing, listening, and talking each other. Tea Party Technique is able to be applied in order to develop cognitive and social skill of students. Tea Party Technique emphasizes on the group work to achieve learning goals and applies a team work so that students' partners will always change. One of Tea Party Technique's advantages is that students spend the majority time for sitting and working together in groups which consist of different level skill so that this technique is suitable for faster learners and slower learners. Faster learners can be the tutor in sharing what they know to slower learners. Slower learners will profit from faster learners.

This technique has been deployed by many researchers. A research conducted by Rilani in 2013 entitled “The Effect of Using Tea Party Strategy towards Reading Narrative Text Ability of The First Year Students at SMAN 12 Pekanbaru.” Her research has the result that there is a significant effect of using Tea Party Strategy toward reading narrative text ability of the first year students at SMAN 12 Pekanbaru. The second one conducted by Jumriana S in 2017 entitled Using Tea Party Strategy to Improve Students’ Vocabulary Mastery at The Second Grade of SMPN 31 Makassar. Her research has the result that Tea Party Technique has significant effect on teaching vocabulary. The third one conducted by Kurnia Satya Kencana in 2020. Her research has the result that the implementation of the Tea Party technique could increase students’ speaking skill at the Tenth Graders of MA Mathla’ul Anwar Gisting. Based on the background above, the researcher is interested in conducting a research entitled “Enhancing the Eighth Grade Students’ Speaking Skill Using Tea Party Technique at SMP Tri Dharma Palembang.”

## **1.2. Problems of the Research**

### **1.2.1. Limitation of the Problems**

This research was conducted to enhance the eighth grade students’ speaking skill using Tea Party Technique at SMP Tri Dharma Palembang and to measure the different progress between the experimental group and the control group. There were two problems found in the classroom. Firstly, most students were not able to speak English well. Secondly, the teacher of English used the

direct teaching in teaching speaking skill.

### **1.2.2. Formulation of the Problems**

In the light of the limitation of the problems above, this research posed the following research questions:

- a. Was it effective to enhance the eighth grade students' speaking skill of SMP Tri Dharma Palembang using Tea Party Technique?
- b. Was there any significant difference in students' speaking skill of the eighth grade students of SMP Tri Dharma Palembang between those who were taught by using Tea Party Technique and those who were not?

### **1.3. Objectives of the Research**

In accordance with the problems formulated above, the objectives addressed to the following state:

- a. To find out whether or not it was effective to enhance the eighth grade students' speaking skill of SMP Tri Dharma Palembang using Tea Party Technique.
- b. To find out whether or not there was any significant difference in students' speaking skill of the eighth grade students of SMP Tri Dharma Palembang between those who were taught by using Tea Party Technique and those who were not.

#### **1.4. Significances of the Research**

The results of this research are expected to contribute positive feedback to the following groups:

a. For the students

This research is expected to improve students' speaking skill due to Tea Party Technique and they can speak English fluently, correctly, and accurately based on its grammar and vocabulary.

b. For the teachers of English

This research gives new information, knowledge, and reference to the teachers of English in teaching speaking skill. The teachers are able to use Tea Party Technique to vary their teaching practice and create a supportive learning atmosphere for speaking class.

c. For the other researchers

This research is expected to help the other researchers who investigate the other skills by using Tea Party Technique as a reference and the information to conduct a further research.

d. For the researcher himself

By doing this research, the researcher can get some information, knowledge, experience, and motivation in teaching speaking skill and conducting an educational and scientific research.

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