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THE EFFECT OF TEA PARTY LEARNING MODEL ON ENGLISH SPEAKING SKILLS AT FOURTH GRADE STUDENTS OF MI DARUL ULUM

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ABSTRACT

This study aims to determine the effect of the Tea Party learning model on English speaking skills. This study uses a quantitative approach, and the type of research used is experimental research. This research instrument used speaking skill test (pretest and posttest). The population of this study was the fourth-grade students of MI Darul Ulum, totalling 54 students, while the sampling technique was carried out with a saturated sample, that is, all of the population were used as samples of research. Based on the results of research and data analysis, students who were taught by applying the Tea Party learning model had an effect on the speaking skills. This can be proven by the significant level of $\alpha = 0.05$. From this value, it is obtained that $t\text{-count} > t\text{-table}$ is $3,492 > 2,007$, so H_0 is rejected and H_1 is accepted, so it can be concluded that through the application of the Tea Party learning model, students can improve speaking skills at the fourth-grade students of MI Darul Ulum.

Keywords: Tea Party, Speaking Skills, English Language Learning

INTRODUCTION

Foreign language learning has developed in Indonesia along with the community's need for the importance of English language skills in the current era of globalization. The foreign language that is often used both orally and in writing throughout the world is English. Learning English needs to be developed from an early age. Therefore, learning English is applied in elementary schools, secondary school up to university level. Based on the policy regarding the inclusion of English lessons in primary schools that is *Permendiknas* No. 22-23/2006 concerning Content Standards and Graduate Competency Standards, states that learning English at the SD/MI level is directed at developing listening, speaking, reading, and writing skills.

One of the important skills in learning English is speaking skills. Ratminingsih (2017:113) explains that speaking skills are the most important skill among the four language skills (Rosnaningsih, 2019:52). Tarigan defines speaking as "The ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings" (Haryadi, 1996: 54). Speaking is often considered the most important human tool for social control because it is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. According to Fadhillah (2019), "Speaking is a process of communicating because in it there is a transfer of messages from one source to another" (p. 34). According to Maidar G. Arsjad & Mukti (1993: 26-30) in (Isnani, 2013), the following are the steps of speaking,

namely: choose a topic of conversation, define goals, gather materials, and draw up the framework.

According to Tarigan (1991), the purpose of speaking is divided into five groups, namely entertaining, informing, stimulating, convincing, and moving. Speaking to entertain is speaking with the aim of entertaining the listeners, such as telling a funny story. Informing is giving information to the other person about important information. Stimulating is speaking that is done to make the other person talk. Convincing is talking to the other person to be interested in doing something. To speak is to invite the listener to act in accordance with what the speaker wants (Fadhillah, 2019: 38). According to Ahmad Rofi'uddin & Darmiyati Zuhdi (1998 & 1999), the English-speaking skills can be assessed by several aspects, they are linguistic and non-linguistic aspects. The linguistic aspects include: (1) stress, (2) speech, (3) tone and rhythm, (4) joints, (5) vocabulary and expressions or diction, and (6) sentence structure used. Meanwhile, non-linguistic aspects include: (1) fluency, (2) disclosure of speech material, (3) courage, (4) friendliness, (5) orderliness, (6) spirit, (7) attitude, and (8) attention (Isnani, 2013: 28).

Therefore, speaking skills are very crucial to be mastered by elementary school students and need to be introduced as early as possible. Talking is essentially a communication process because in it there is a transfer of messages from one source to another by saying an articulation sound that aims to express an idea, thought, or feeling to the other person. Talking provides the benefits of exchanging information, ideas, opinions, as well as experiences gained. Ideally, speaking activities are carried out with the aim of informing something in good and correct language.

However, in the school reality, many students are not fluent in speaking skills, as shown in the results of observations with initial observation at fourth grade students of MI Darul Ulum. They are showing some serious problems. The problems that most often occur are: (1) students are often not fluent in speaking English, which is due to a lack of habit of speaking English; (2) students often seem to think in advance about what to talk about; (3) students are lack of vocabulary; (4) students are not confident in expressing what they think; and (5) students feel bored with the lecture method, so that there is

a lack of attention in the teaching and learning process.

To overcome the problems above, teachers need to find alternatives or learning solutions in the form of models that design student participation, one of which is a tea party cooperative learning model. The tea party type cooperative learning model is a learning model carried out by students by sitting opposite each other with their friends, discussing the answers to the questions that have been given by the teacher. This model is expected to be able to make students more active, improve their ability to speak, and make students think more effectively. The tea party learning model is believed to be effective in improving students' speaking skills. Ngalimun (2013) defined, the tea party type cooperative learning model is a learning model to improve students' quick-thinking skills through questions asked by the teacher, realize dynamic collaboration between students, create a fun learning atmosphere, increase student activity, and improve student learning outcomes (Pebriani, 2016). According to Creswell and Clark (2011) and Fitriani (2012), a tea party is a type of cooperative learning model where students form two lines facing each other, the teacher asks questions, and students discuss with friends in front of them (Rahmawati, 2015:10).

Fathurrohman (in Mista, 2018) classified the steps of the tea party learning model, they are: 1) The teacher explains the learning material., 2) Students should form two concentric circles or rows facing each other, 3) The teacher gives a question, 4) Students discuss the answers to these questions with friends who are in front of them. 5) The teacher asks the answer to the question, then clarifies it. 6) The outermost row or circle then moves clockwise to face a new pair. 7) The teacher then asks a second question for them to discuss. 8) The stages are continued until the teacher finishes reading five questions for discussion. 9) The teacher and students work together to complete the learning material. The application of the tea party type cooperative learning model is in line with the needs of students for the importance of communication and collaboration in the teaching and learning process so that students can learn to talk to one another in accordance with learning objectives.



According to Fitriani (Anggraini, 2019), there are several advantages and disadvantages to the tea party learning model. The advantages are: 1) the existence of a clear structure that allows students to share information briefly and regularly and provides opportunities for each student to process information and improve communication skills, 2) Improve students' understanding, quick thinking, reading interest, and information about the material, 3) The learning model is not monotonous because it is interspersed with entertainment, so that the learning atmosphere is fun. 4) This model increases students' enthusiasm for learning because the learning environment is enjoyable; 5) Cooperation skills among students who are becoming more trained. In other hand, there are several disadvantages, they are: 1) It requires high reading comprehension and interest so that students are less interested in it, 2) It requires practice in doing learning using tea parties so that students will get used to using tea parties, (3) Guidance is needed from the teacher to carry out learning.

Based on the explanation above, the researchers are interested in researching the fourth-grade students of MI Darul Ulum regarding the use of cooperative learning models in the English learning process effectively and with fun gaining students to be more fluent in English-speaking skills. It is hoped that by conducting this research, it will become a consideration for educators in improving students' speaking skills as well as overcoming the problems found in learning English.

METHODOLOGY

This study uses a quantitative approach because the data processing is in the form of statistical figures. The method used is an experimental method in the form of a quasi-experimental type of non-equivalent control group design. This design is the same as the pretest-posttest control group design, except that the sample is not chosen randomly. The implementation of this design uses two classes as a comparison; one class as an experimental class and the other as a control class (a class without using the tea party learning model). According to Sugiyono (2012: 61), population is a generalization area consisting of objects or subjects with specific qualities and characteristics that researchers have determined to be studied and

then drawn conclusions about (Mawardi, 2019:113).

The population used in this research were students of classes IV A and IV B at MI Darul Ulum. The samples are class A with a total of 27 students as the experimental class and class B with 27 students as the control class totaling of 54 students. The sampling technique in this research was a saturated sampling technique. According to Sugiyono (2012), saturation sampling is a sampling technique when all members of the population are used as samples (Mawardi, 2019:113). The instrument used in this study was an oral test consisting of ten questions. The test was conducted twice, namely pre-test and post-test. The pre-test was carried out before the treatment, which aims to determine the students' initial speaking ability, while the post-test was carried out after the treatment or using the tea party type cooperative learning model.

RESULTS AND DISCUSSION

The results obtained in this study include scores of speaking skills assessments in the experimental class and the control class in English subjects for classes IV A and IV B at MI Darul Ulum, with 27 students in each class. So, the total sample size is 54 people. The results obtained in both classes after the pretest and posttest were applied can be seen in the following table:

Table 1. Descriptive Data of Pretest and Posttest

Scores	Pretest	Posttest
Lowest Score	50	65
Highest Score	75	95
Average	64,63	76,30

Based on the data above, the pretest score before being given treatment showed that the students' initial ability obtained an average of 64,63, with the lowest score being 50 and the highest being 75. While the highest score from the post-test was 95 and the lowest score was 65, the average obtained from the post-test is 76,30. Thus, the results show that the value of speaking skills has increased after being given treatment with the tea party type cooperative learning model. The data obtained was then used for normality tests, hypothesis testing, and t-tests to

test the research hypothesis of whether or not there was a significant difference in English speaking skills between the pre-test and post-test.

A normality test to determine whether the two samples studied were normally distributed or not. The results of the normality test show that in the experimental class it is 0.000 and in the control class it is 0.201. These results were then compared with (significant level 0.05), so the experimental class was $0.201 > 0.05$ and the control class was $0.110 > 0.05$. Based on this, the distribution of the two classes was declared normal, meaning that the tests given were in accordance with the students' abilities. use the homogeneity test to determine whether the two samples are homogeneous or not. The results of the homogeneity test showed that the pre-test score was 0.282 and the post-test score was 0.013. Then the results were compared with a significant level of 5%. So, the pretest score was $0.282 > 0.05$. The same thing was done to the posttest score, $0.013 > 0.05$. This means that the pretest and posttest data are declared homogeneous.

Furthermore, hypothesis testing was carried out using a t-test to determine the final result of this study. The results of calculations in the pretest obtained data that t-count was -1.138. After being compared with t-table at a significant level of 0.05 or t-table 2,007, it can be concluded that t-count (-1,183) is smaller than t-table (2,007). So, it was concluded that in the pretest, H_0 was accepted and H_1 was rejected, so that there was no significant effect on speaking skills between the control class and the experimental class. While the posttest assessment obtained a t-count of 3,492, when compared in the same way. It can be concluded that t-count is greater than t-table, namely t-count $3,492 > t$ -table 2,007. Thus, in the posttest, H_0 is rejected and H_1 is accepted. The Tea Party cooperative learning model affects the English-speaking skills of fourth grade students at MI Darul Ulum.

The application of this tea party type cooperative learning model is expected to increase students' learning motivation to speak in the English learning. Students can study or discuss with friends who are standing near with them. Learning English with this model will be able to eliminate students' boredom because in this classroom models, students can actively play a direct role in learning, for example when they move clockwise, they will eager to move around.

In addition, students can interact with fellow friends, when the teacher asks students to form two circles or rows, students will be able to interact more with friends who are in front of them, and when the outer row moves clockwise, students will return. They will face to face with their new partner, at this time students will be motivated to answer questions from the teacher, for example, a student who is not smart is paired with a smart student, vice versa. By providing interactive activities in the target language in the classroom that require students to use the language they are learning, learner-learner interaction can also aid in the development of language skills (Saeed, Khaksari, & Ghani, 2016).

CONCLUSION AND SUGGESTIONS

Learning models are very important to make it easier to realize learning goals for students and teachers. This study found a comparison of the two classes tested, namely the experimental class and the control class, at MI Darul Ulum. The populations are classes IVA and IVB, with a sample of 54 students. Then the two classes were given a pretest and posttest to test the treatment carried out using the tea party type cooperative learning model for class IVA as the experimental class and class IVB as the control class using conventional methods. Based on the results of data analysis, the pretest obtained an average value of 64.63 and the posttest of 76.30, and the similarity test of the two averages (t-test) at a significant level = 0.05 and dk 52 indicates that t-count $3.492 > t$ -table 2.007. Thus, in the posttest, H_0 is rejected and H_1 is accepted. The tea party type cooperative learning model affects the English-speaking skills of fourth grade students at MI Darul Ulum.

Further studies on the same field in different level of students are highly suggested to get better insights of teaching and learning process, especially in teaching English speaking skill.

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