

**AN UNDERGRADUATE THESIS**

**THE USE OF THE TEA PARTY TECHNIQUE TO INCREASE  
THE STUDENTS' SPEAKING SKILL AT THE TENTH  
GRADERS OF THE MA MATHLA'UL ANWAR GISTING**

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**STATE ISLAMIC INSTITUTE OF METRO**

**1441 H / 2020 M**

**THE USE OF THE TEA PARTY TECHNIQUE TO INCREASE  
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GRADERS OF THE MA MATHLA'UL ANWAR GISTING**

**Presented as a Partial Fulfillment of the Requirements for Degree of Sarjana  
Pendidikan (S.Pd) in English Department Program**

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**STATE ISLAMIC INSTITUTE OF METRO IN ACADEMIC YEAR**

**1441 H / 2020 M**

**THE USE OF THE TEA PARTY TECHNIQUE TO INCREASE THE  
STUDENTS SPEAKING SKILL AT THE TENTH GRADERS OF THE MA  
MATHLA'UL ANWAR GISTING**

**ABSTRACT**

**By:**

**KURNIA SATYA KENCANA**

The purpose of this research is to determine whether the use of the Tea Party technique can increase the students' speaking skill at the tenth graders of the MA Mathla'ul Anwar Gisting in the academic year 2019/2020. The kind of this research is classroom action research (CAR) which consists of two cycles. Each cycle consist of planing, acting, observing and reflecting. The object of this research is the students' speaking skill and the subject of this research is the students' of MA Mathla'ul Anwar Gisting especially grade 10 Mia 1. The researcher collects the data by using observation, interview, verbal reporting, test, and documentation.

The result of this research shows that the pre-test just 20.83% the students that can achieve the minimum mastery criteria (MMC). It can be said that the result of the pre-test is unsuccessful. Then, in the post-test of cycle 1 there are 54.17% the students that can achieve the minimum mastery criteria, meanwhile in the post test of cycle 2 there are 87.50% the students that can achieve the minimum mastery criteria. The mean increases from 57 to 68 to 76. Based on the data analysis of the research, the researcher concludes that the implementation of the Tea Party technique can increase the students' speaking skill at the Tenth Graders of MA Mathla'ul Anwar Gisting.

**Keywords:** *Speaking Skill, Tea Party Technique, Classroom Action Research*

**PENGUNAAN TEA PARTY TECHNIQUE UNTUK MENINGKATKAN  
KEMAMPUAN BERBICARA BAHASA INGGRIS SISWA KELAS  
SEPULUH MA MATHLA'UL ANWAR GISTING**

**ABSTRAK**

**Oleh:**

**KURNIA SATYA KENCANA**

Tujuan dari penelitian ini adalah untuk menentukan apakah penggunaan teknik *Tea Party* dapat meningkatkan kemampuan berbicara siswa kelas sepuluh MA Mathla'ul Anwar Gisting pada tahun akademik 2019/2020. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah kemampuan berbicara siswa dan subjek penelitian ini adalah siswa MA Mathla'ul Anwar khususnya kelas 10 Mia 1. Peneliti mengumpulkan data dengan menggunakan observasi, wawancara, laporan lisan, test, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa pre-test hanya 20.83% siswa yang mampu mencapai kriteria kelulusan minimal (KKM). Hal itu bisa dikatakan bahwa hasil pre-test tidak berhasil. Kemudian, hasil post-test pada siklus 1 terdapat 54.17% siswa yang mampu mencapai nilai KKM sedangkan pada post test siklus 2 terdapat 87.50% siswa yang mencapai nilai KKM. Rata-rata siswa meningkat dari 57 ke 68 ke 76. Berdasarkan data analisis dari penelitian ini, peneliti menyimpulkan bahwa penerapan teknik *Tea Party* dapat meningkatkan kemampuan berbicara siswa kelas sepuluh MA Mathla'ul Anwar Gisting.

**Kata Kunci** : *Kemampuan Berbicara Bahasa Inggris, Tea Party Technique, Penelitian Tindakan Kelas*



**RATIFICATION PAGE**

No. B-0305/11-28-1/D/PP-00.9/01/2020

An Undergraduate thesis 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 IN THE ACADEMIC YEAR 2019/2020, written by Kurnia Satya Kencana, student number 1501070072, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 20<sup>th</sup> January 2020 at 13.00 – 15.00 pm.

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THE STUDENTS' SPEAKING SKILL AT THE TENTH  
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the research which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

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The Researcher  
  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Yang Menyatakan,



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## MOTTO

“Speak from your heart and the world will listen. Lead from your heart and the world will follow. Follow your heart and know God’s purpose for your life”

(Randy Harvey)

..... وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ  
شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ { ٢١٦ }

(Al-Baqarah: 216)

“Perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you, And Allah knows while you know not”.

It means that positive thinking to Allah, because Allah knows which is best for you.

## **DEDICATION PAGE**

This an undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr. Kliwon Suwarso and Mrs. Kusriah) and my adoptive parents (Mr. Safruddin and Mrs. Yuni Sriharyani) who always support me in every condition.

## ACKNOWLEDGMENT

Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the researcher can finish the research. Realizing that this research would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the research proposal soon, and always pray for me to be a successful person someday (Amiin).

Next, The greatest gratitude would also be addressed to :

1. First, thanks for my beloved parents (Mr. Kliwon Suwarso and Mrs. Kusriah) and my adoptive parents ( Mr. Safruddin and Mrs. Yuni Sriharyani) who give me support spiritual and financial.
2. Second, thanks for Head of English education department of IAIN Metro Mr. Ahmad Subhan Roza M.Pd.
3. Third, thanks for both of my advisors, Dr. Mahrus As'ad, M.Ag and Andianto,M.Pd within their activities, they were still willing to read the research.
4. Fourth, thanks for all of my lecturer who always guide me.
5. Fifth, for all of teachers of MA Mathla'ul Anwar Gisting who give me opportunity to conducted the research.

- 
6. Last, thanks for all of my beloved friends in IAIN Metro who always give me supports, so I can finish this research.

With limitation of ability of the researcher, still many mistakes in writing and presentation items. Therefore, the researcher apologizes hopefully this research can be benefit to all of us properly.

Metro, January 2020

The researcher



**KURNIA SATYA KENCANA**  
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is the systematic, conventional use of sounds, signs or written symbols in a human society for communication and expression.<sup>1</sup> It means that Language can be a symbol of human communication. Language and human being cannot be separated. Language has a function as a tool to communicate with the others.<sup>2</sup> By using language people can share their thought, convey ideas, and negotiating with the others.

There are four skills of language that have to be mastered by the people, especially for the students. Those are: listening, speaking, reading, and writing.<sup>3</sup> All of those skills are very important to be learned by the students. On the other hand, speaking can be a basic of English skill that have to be mastered by the students.

Speaking is one of important skills that should be mastered by the students in learning English as a foreign language.<sup>4</sup> Speaking becomes an important tool to help people to communicate with the world community widely. However, speaking nowadays is assumed as a passive activity in teaching and learning process. This assumption appears because of some reasons: the first, English is

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<sup>1</sup> Crystal, D, *Linguistics*, (Harmondsworth: Penguin, 1971)

<sup>2</sup> Chase. S, *How Language Shapes Our Thoughts*, (New York: Harper and Row, 1969), P. 97-108.

<sup>3</sup> Sholahudin. M, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: DIVA Press, 2008)

<sup>4</sup> Ur. Penny, *A Course in Language Teaching*, (Cambridge: Cambridge University Press,1996), P.120.

not our first language. The second, students do not have self-confidence to speak English. The third, students' motivation in learning English is low.

One of the teaching techniques is Tea Party technique. This technique is called as Tea Party because students pretend like they are doing a tea party such as mingling, listening and talking each other. Tea Party technique can be applied in order to develop students' cognitive and students' social skill. Tea Party technique emphasizes on the group working to achieve learning goals and applies a team work so that students' partners will always change. In Tea Party technique, students spend the majority time for sitting and working together in groups which consist of different level skill so that this technique suitable for faster and slower learners.

The pre survey had been conducted on July 23, 2019 at the tenth graders of MA Mathla'ul Anwar Gisting. The researcher get the data of speaking skill, that is the students mostly have difficulties in speaking, many of the students feel unconfident, and they have low score in speaking. The table below is the students' speaking score.

**Table 1**  
**The Categorization of the Pre-survey**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Classification</b>
≥ 70	3	12,50%	Successful
< 70	21	87,50%	Unsuccessful
<b>Total</b>	24	100%	

Based on the data above, many students' that are able to get successful category is lower than the students who are able not to get unsuccessful category. This result is constructed by the Minimum Mastery Criteria of MA Mathla'ul

Anwar Gisting. The Minimum Mastery Criteria (MMC) in this school is 70. The researcher had categorized the students' achievement based on the result of the pre-survey above. There were 3 students who belonged to "successful" category or 12.50 %. Meanwhile, there were also 21 students who belonged to "unsuccessful" category or 87.50 %.

**Table 2**  
**The Students' Speaking Score in Pre-Survey**

<b>Total</b>	Fx	
	385	1283
<b>Mean</b>	16	53
<b>N</b>	24	

Based on the data in this pre-survey, students who followed this test were 24. The total of the students' score of the speaking skill is 1283. So, the researcher gets analyzing the data of the mean score is 53. It means that the students speaking score still low.

Based on the explanation above the researcher assumes that the students who are able to achieve the minimum mastery criteria is lower than the students who are able not to achieve the minimum mastery criteria. Tea Party is a good technique to solve this problem. Therefore, the researcher would like to conduct this research 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 in the Academic Year 2019/2020."



## **B. Problem Identification**

Based on the background of the study above, the problems can be identified as follows:

1. The students have lack of the vocabulary.
2. The students do not feel interest with English learning.
3. The students are shy and afraid to speak English in conversation.
4. The students have low motivation to speak English.
5. The students do not have more opportunity to practice English and use it communicatively inside and outside the language classroom.

## **C. Problem Limitation**

The technique that the teacher used is not appropriate to help the students in learning speaking. So, the researcher will focus on students' interest in English learning especially in speaking, students' bravery to speak in English, and students' opportunities to speak in English in the classroom. Therefore, the researcher uses Tea Party Technique to help the students to increase the students' speaking skill.

## **D. Problem Formulation**

The researcher uses Tea Party as a technique of teaching and learning and the problem formulation is "can the Tea Party Technique increase the Students' Speaking Skill at the Tenth Graders of the MA Mathla'ul Anwar Gisting?"

### **E. Objective of the Study**

Based on the formulation of the problem, so the objectives of the research as follows:

To increase students' speaking Skill by using Tea Party Technique at the tenth graders of MA Mathla'ul Anwar in academic year 2019/2020.

### **F. Benefit of the study**

The benefits of the study are:

#### 1. For the students

The students are able to increase their speaking Skill through the Tea Party Technique and the students become more active and interested in speaking classroom.

#### 2. For the Teacher

Teachers can apply the Tea Party Technique as an alternative technique in speaking classroom to create an active classroom climate so that students will be motivated in learning English.

#### 3. For the Headmaster

This research is hopefully be a positive contribution for the teaching of English in Indonesia and teaching of English speaking especially in the tenth grade of MA Mathla'ul Anwar Gisting.

#### 4. For the Other Researchers

The other researchers who are interested in the similar or related topic can choose this research as the reference and information for the future research.

## G. Prior Research

There have been a number of researchers concerned with the use of certain technique and method to teach speaking. The first, the research was conducted by Jumiati and Asrina. This research aims of the increasing students' speaking skill by using Participation Point System Method. The description of data collected technique shows the improvement on the students' speaking skill. In the cycle 1, Jumiati and Asrina still found some mistakes done by the students during the class but the students were enthusiastic and enjoy with the lesson. In the cycle 2, most of the students' score are improved. The percentages of the improvement of the students' score was 14 %. The percentages of the students' score in the cycle 1 was 57.8 % and the percentages of the students score in the cycle 2 was 71.8 %.<sup>5</sup>

The second research was conducted by savitri. This research aims to identified the use of Language Games to increase the Students' Speaking Skill. Savitri conducted methodical triangulation by comparing the data from the observation, interview, questioners, and test. The research shows the improvement of the students that is related to the learning process of speaking. The mean score of the students are improved. In the cycle 1 the mean score was 6.83 and in the cycle 2 the mean score was 7.11.<sup>6</sup>

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<sup>5</sup> Andri Asri Jumiati and A. Sri Asriana, *Exposure Jurnal: Increasing Students' Speaking Skill through Participation Point System Method*, English (Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makasar, Vol. 2, No. 1, 2013)

<sup>6</sup> Arini Siska Savitri, *the Use of Language Games to Increase the Students' Speaking Skill of the Class V2 A of SMP Ma'arif terpadu Muntilan in the academic year of 2012/2013*, Presented as Partial Fulfillment of the Requirements for the Attainment of the Degree of *Sarjana Pendidikan*, (English Language Education, January: 2013)

The third research was conducted by Naimah. This research aims to find out if there is an increasing Students' Speaking Performance through Storytelling Technique at MA Nurul Ulum Kotagajah Central Lampung. English learning in the cycle 1 was successful enough, although the students' average score is low. Nevertheless, there is an improvement 10 point of the students' score. The students' score in the cycle 2 was on climax situation. The students score was increase significantly.<sup>7</sup>

The fourth research was conducted by Puspitasari. This research aims to find the increasing Students' Speaking Performance through Tea Party Technique at SMP Kartikatama Metro in the academic year of 2018/2019. The research shows the increasing of the students' speaking score. There was a progress average score from pre-test was 53.84 %, the average score post-test 1 in the cycle 1 was 61.53 % and the increasing of the average in the cycle 2 was 73.07 %.<sup>8</sup>

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<sup>7</sup> Siti Naimah, *an Undergraduate Thesis: Increasing Students' Speaking Performance Through Storytelling Technique At Madrasah Aliyah Nurul Ulum Kotagajah Central Lampung*, (Tarbiyah Department, English Education Study Program, State Islamic College STAIN of Jurai Siwo Metro, 2016)

<sup>8</sup> Yulia Puspitasari, *an Undergraduate Thesis: increasing Students' Speaking Performance through Tea Party Technique at the eight graders of SMP Kartikatama Metro in the academic year of 2018/2019*, (Tarbiyah and Teacher Training Faculty, English Education Department, State Institute for Islamic Studies of Metro, 2019)

The differences of those researches with this research are in the technique and method used for teaching speaking and the research subject taken for the research. This research will apply Tea Party Technique to help the students increase their Speaking Skill and the research subject of this research will be the tenth graders students of MA Mathla'ul Anwar Gisting. The similarity between those researches and this research is in the area of research design of Classroom Action Research.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Conceptual of Speaking Skill

##### 1. Definition of Speaking Skill

Speaking skill consists of two words: speaking and skill. Before we summarized about speaking skill, it is better if we understand the meaning both of two words.

According to Green, Skill is one of those social science words in common parlance with many meanings, numerous synonyms such as “ability”, “competence”, “knack”, “aptitude” and “talent”, and varied imprecise translation in other language.<sup>9</sup> In other word, skill can be seen as the social ability of person that can be increase. Several source, mention the definition of skill such as Skill is the ability to do something well. <sup>10</sup> In other words, it is an ability that is aimed for an act that is useful and good. So, skill can be seen as the ability of person which acquire them in complex process for an act that is useful and good.

According to Goh and Burns, Speaking is a combinational language skill.<sup>11</sup> It requires the Skill to fulfill various communicative demands through efficient use of the spoken language. In other words, speaking is the way to help the people to communicate with the others. According to Chaney,

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<sup>9</sup> Francis Green, *What is Skill? An Inter-Disciplinary Synthesis*, (Institute of Education University of London, tt), P.4

<sup>10</sup> A S Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: ttp, tt), P.1255.

<sup>11</sup> Christine C.M. Goh and Anne Burns, *Teaching Speaking: a Hoistic Approach*, (New York: Cambridge University Press, 2012), P.67.

speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.<sup>12</sup> It means that speaking not only about the oral communication but also about the non-verbal communication such as words, gestures, and eyes contact. According to Sandra Cornbleet and Ronald Carter state speaking is combining sounds in recognized and systematic way, according to language-specific principles, to form meaningful utterances.<sup>13</sup> In other words, speaking is the combination of the speech production that has meaningful. Speaking can be tool to communicate with the others.

From the explanation above, it can be explained that Speaking Skill is a person's speaking ability and capacity which acquire them in complex process to create of good communication situation. In other words, speaking skill is the effective oral communication requires the ability to use the language appropriately in social interactions. In speaking activity always related with speaking skill and linguistic problem. Therefore, the teacher must be smart to solve.

## **2. Competence of Speaking Components**

Canale and Swain in Goh and Burns identify four components of speaking, those are: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.<sup>14</sup> The four

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<sup>12</sup>Munther Zyoud. *Theoretical Perspective on How to Develop Speaking Skill Among University Students*. Department of English Al-Quds Open University Jenin branch, West Bank, Palestine. volum: 2, february 2016, P.2.

<sup>13</sup> Sandra Cornbeelt and Ronald Carter, *The Language of Speech and Writing*, (London: Routledge, 2001), P. 18.

<sup>14</sup>*Ibid*, Christine C.M. Goh and Anne Burns, P.51.

components of Speaking are coherent each other. Components of speaking also have a lot of aspects that are able to help human to communicate with the other. Therefore, the components of speaking are very important to be mastered by the people.

First, Grammatical Competence refers to knowledge about grammar and vocabulary. Speaking is related to word structure, tenses, and grammatical rules that have to comprehend by the students. Moreover, vocabularies become a crucial aspect that is able to help the students speak with the other.

Second, Discourse Competence is seen as the Skill to produce a coherent whole. Discourse is related to produce a meaning from the communication between the speaker and the listener. The students will good in speaking learning if the students can get the meaning of the conversation.

Third, Sociolinguistic competence consists of the Skill to use language. The language that is used must be accurate and appropriate to sociocultural norms and consistent with the type of discourse produced in specific sociocultural contexts. The students have to know about the different cultures of people. One of the cultures is accent.

The fourth, Strategic Competence refers to verbal and nonverbal actions taken to prevent and address breakdowns in communication. Verbal actions consist of word or language that is produced by the students. Nonverbal actions consist of symbol, gesture, or eyes contact that is used in



communication of the students. Preventing address breakdowns can be seen from the fluently of the speaking.

Based on the explanations above, the researcher chooses these components to be implemented in MA Mathla'ul Anwar Gisting to help the students' learning of speaking Skill.

### **3. The Speaking Competences for the Students of MA Mathla'ul Anwar Gisting**

The researcher chooses four components of Speaking Competence. Those are, grammatical competence, discourse competence, sociolinguistics competence, and strategic competence. From those competences the researcher will choose some components, those are: Accent, Grammar, Vocabulary, Fluency, and Comprehension.<sup>15</sup>

The first is Accent, the researcher will help the students of MA Mathla'ul Anwar to learn about accent in the teaching and learning process because the students of MA Mathla'ul Anwar have some problems in accent. The researcher will help the students to solve the problem by giving sociolinguistics competence of accent.

The second is Grammar, the researcher will help the students of MA Mathla'ul Anwar to learn about grammar in the teaching and learning process because the students of MA Mathla'ul Anwar have some problems in grammatical rules. The students still difficult to change the sentence from one pattern of the tenses to other tenses. So, the researcher will help the students

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<sup>15</sup> *Ibid, Arthur Hughes, P. 131-132.*

to solve the problem by giving grammatical competence that focus on the grammar and vocabularies.

The second is Vocabularies, the researcher will help the students of MA Mathla'ul Anwar to memorize about some vocabularies in the teaching and learning process because the students of MA Mathla'ul Anwar have some problems in vocabularies. The students still have lack of vocabularies. The students just memorize about the daily conversation and the easy vocabularies about animals and color. So, the researcher will help the students to solve the problem by guiding the students on memorizing vocabularies.

The fourth is Fluency, the researcher will help the students of MA Mathla'ul Anwar to learn about fluency in the teaching and learning process because the students of MA Mathla'ul Anwar have some problems in when they speak in front of the class. The students do not have good fluency that make misunderstanding. So, the researcher will help the students to solve the problem by giving strategic competence that focus on the fuency.

The last is Comprehension, the researcher chooses this component for teaching Speaking at MA Mathla'ul Anwar because the researcher will create the good understanding for the students. Not only about produce words and sentences but also comprehend about the speaker says. The comprehension component can help the students to address miss-understanding and breakdown while doing a conversation. So, these components suitable to implemented in MA Mathla'ul Anwar.

#### 4. The Assessment of Speaking Skill

According to Brown Douglas, assessment is an important part of teaching and learning process to evaluate what progress they have made in learning process. Brown mentions two kinds of assessment, those are: informal assessment and formal assessment.<sup>16</sup> Informal assessment is creating the students' performance without recording results and making fixed judgments. In other words, in using informal assessment the teacher does not have appraisal result of the students, otherwise the teacher just assessing the students' speaking Skill by the oral test. Meanwhile, Formal assessment is systematic planned techniques constructed to give teacher and student an appraisal of student achievements. In other words, in using formal assessment, the teacher gives the appraisal result of the students that have to achieve by the students.

Moreover, Brown identifies two functions of assessment, those are formative assessment and summative assessment.<sup>17</sup> Formative assessment is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. It means that using forming assessment, the teacher has a plan to form the students to catch the target of their speaking. Meanwhile, summative assessment aims to measure, or summarize, what a student has gotten and typically occurs at the

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<sup>16</sup> H. Brown Douglas, *Language Assessment: Principle and Classroom Practices*, (San Francisco: Longman, 2004), P. 5-6.

<sup>17</sup> *Ibid*, H. Brown Douglas, P.6.

end of a course. It means that using summative assessment. The teacher looks at the students' achievement at the end of the learning process.

In this theory of assessing speaking, teacher assesses students' speaking performance and progress by using some tests to measure students' speaking competence. In assessing students' speaking skill, the teacher should consider several aspects of speaking skill.

Hughes mentions five aspects to assess speaking skill namely accent, grammar, vocabulary, fluency and comprehension.<sup>18</sup>

1) Accent

Accent is a combination of three elements of speaking Skill. Those are namely intonation, word connection and pronunciation. Three elements of accent have to be mastered by the students in English Speaking learning.

2) Grammar

Grammar is a set of rules in which a sentence is formed. In other words, grammar consist of word structure and grammatical structure that have to be considered by the students when the students want to make conversations.

3) Vocabulary

Vocabulary is a number of English words in which a person knows. The students have to memorize a lot of vocabularies to make a good

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<sup>18</sup> *Ibid, Arthur Hughes, P. 131-132.*

conversation. On the other hand, a lot of vocabularies that students have memorized so the students can create a good speaking in English.

#### 4) Fluency

Fluency is the Skill of a person to use a language. Fluency is related to smooth conversation that is able to create a good language. More and more the students create a smooth conversation so the students are able to speak like a native speaker.

#### 5) Comprehension

Comprehension is the Skill of a person in understanding a language. The good understanding is able to create a good communication. Otherwise, the breakdowns understandings are able to create a bad communication.

According to Hughes, the evaluating rubrics in assessing speaking are as follows:

**Table 3**  
**Proficiency Description<sup>19</sup>**

Component	Score	Descriptions
Accent	6	Native pronunciation, with no trace of “foreign accent”
	5	No mispronunciations, but would not be taken for a native speaker
	4	Marked “foreign accent” and seldom mispronunciations which do not contradiction with understanding
	3	“Foreign accent” requires concentrated listening, and mispronunciations lead and seldom misunderstanding and apparent errors in grammar or vocabulary
	2	Frequent clear errors and a very heavy accent make understanding difficult, require frequent repetition
	1	Pronunciation frequently unintelligible

<sup>19</sup> Arthur Hughes, *Testing for Language Teachers: Second Edition*, (New York: Cambridge University Press, 2003), P. 131-132.

Grammar	6	No more than two errors during the interview
	5	Few errors, with no patterns of failure
	4	Seldom errors showing imperfect control of some patterns but no weakness that causes misunderstanding
	3	Frequent errors showing some major patterns uncontrolled and causing irritation and misunderstanding
	2	Constant errors showing control of very few major patterns and frequently preventing communication
	1	Grammar almost inaccurate except in stock phrases
Vocabulary	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
	5	Professional vocabulary broad and exact; general vocabulary sufficient to overcome with complex practical problems and varied social situations
	4	Professional vocabulary sufficient to discuss special interests
	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
	1	Vocabulary insufficient for even the simplest conversation
Fluency	6	Speech on all professional and general topics as effortless and smooth as a native speaker's
	5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
	4	Speech is seldom hesitant, with some unevenness caused by rephrasing and groping for words
	3	Speech is seldom hesitant and jerky; sentences may be left uncompleted
	2	Speech is very slow and uneven except for short or routine sentences
	1	Speech is so halting and uncomplete that conversation is virtually impossible
Comprehension	6	Understands everything in both formal and daily conversation to be expected of an educated native speaker
	5	Understands everything in normal educated conversation except for very daily speech or low-frequency items
	4	Understands quite well normal educated speech when engaged in a dialogue, but requires repetition or rephrasing
	3	Understands careful, somewhat simplified speech when engaged in a dialogue
	2	Understands only slow, very simple speech on common social and touristic topic
	1	Understands too little for the simplest type of conversation

In this study, the researcher will use those components in assessing students' speaking Skill individually. Based on that table, it will get the maximum score 30. Then it will be accumulated with the formula:

$$\text{Total Score: } \frac{\sum Fx \times 100}{30}$$

Fx = the amount of score from each aspect

## **B. Tea Party Technique**

### **1. Definition of Tea Party Technique**

According to Cristina Niculescu Tea Party is the technique of teaching process that require students pretend like they are doing a tea party such as facing each other and discuss about the materials.<sup>20</sup> Tea Party Technique places student into two circles namely outside and inside circles that the students face each other. Inside-outside circle is almost the same as Mac hatter's tea party.<sup>21</sup> In addition, this technique places the students from two concentric circle or two lines facing each other. According to Fathurrohman, in the cooperative learning model type Tea Party, the students form two concentric circles or two lines where the students facing each other.<sup>22</sup> Based on the explanation Tea Party can be explained as the technique that requires the students to facing and talking each other. Tea Party is one of cooperative techniques that the teacher can be used in speaking skill to motivate students

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<sup>20</sup> Cristina Niculescu, *An Overview of Cooperative Learning Strategies and Categories*, (Romania: Partnership Lab, 2011), P.3

<sup>21</sup> Kagan, *Cooperative Learning*, (San Juan Capistrano, CA: Kagan, 1992)

<sup>22</sup> Fathurrohman, *Paradigma Pembelajaran Kurikulum 2013: Strategi Alternatif Pembelajaran di Era Global*, (Yogyakarta: Kalimedia, 2015), P. 375.

in speaking English.<sup>23</sup> Tea party technique includes intensive interaction.<sup>24</sup> With intensive interaction, from time to time students move away from the direct imitation and start to suggest linked variations and contributions, while staying within the shape of the exchange.

From the statement above, we can conclude that Tea party Technique is one technique in cooperative learning method which emphasizes on the group working to achieve learning goals. It applies a heterogeneous team in which students' partners will always change. It is called Tea Party technique because students pretend like they are doing a tea party mingling, listening, and talking each other. In Tea Party Technique, students have an active role in learning activities in the class for they are needed to be more active than simply talking quietly which means it is good for the development of students' Skill to interact successfully in English. Tea Party Technique is done in a group which consists of different students' level skill so it helps both of slower or faster learners.

## **2. The Principle of Using Tea Party Technique in Teaching Speaking**

In using Tea Party Technique of teaching speaking has some principles which should be considered by the teacher to achieve the learning goals. Goh and Burns mention some principles in teaching speaking as follows:

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<sup>23</sup> Henny Uswatun Hasanah, *OKARA: Journal of Bahasa dan Sastra, Teaching Speaking Using Tea Party*, vol.11 No. 2, (2017: November), P. 269.

<sup>24</sup> Barber, M. *Intensive Interaction: Imitation, Interaction, and Dialogue Using Intensive Interaction: Tea Party Rules*, (ttp.: tnp. 2007)



- a. Avoiding mistakes of learners' cognitive capacity with activities that require their conscious attention together with the conceptual preparation, formulation, and articulation.
- b. Providing learning experiences that focus on different cognitive demands in speaking activities so that learners get a chance to develop their oral language slowly and in a less stressful environment.
- c. Changing the level of challenge or difficulty of the speaking activities by providing support during one or more of the cognitive phases involved in speech production.
- d. Teaching learners to use communication and discourse strategies for processing time and negotiating meaning.
- e. Recognizing that learners' spoken-language performance will make differentiation with the type of demands required by each speaking task. Therefore, be clear about the learning objective for each activity, and assess your learners' performance realistically.
- f. Planning the activities where learners can be focus on the expression of meaning and the structuring of the language form, but find a way of solving these experiences into coherent whole.<sup>25</sup>

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<sup>25</sup> *Ibid*, Christine C.M. Goh and Anne Burns, P.46-47.

### 3. Steps of Implementing Tea Party Technique

There are some steps of Tea Party technique that the teacher implements in the classroom, those are:<sup>26</sup>

- a. The teacher opens the class by greeting and praying.
- b. The teacher checks the students' attendance list.
- c. Teacher asks the students' condition.
- d. The Teacher give the learning objectives.
- e. The teacher gives apperception before starting the teaching and learning process.
- f. Teacher forms the students into two circles, namely inside and outside circle, the inside face out and the outside face in, or they are formed into two lines that face each other.
- g. Teacher asks question or presents a topic.
- h. The teacher gives 5-10 minutes to the students to prepare themselves to speak in front of the class.
- i. Students discuss the answer or share their idea with their partner facing them in the circle. This can be done freely or can be directed by the teacher. For instance: "People in the left side, you have one minute to explain your answer or your idea about the topic. If you are in the right side, you may ask questions but not share your own ideas."
- j. After one minute, the outside circle or one line moves to the right so that students have new partners.

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<sup>26</sup> *Ibid, Henny Uswatun Hasanah, P. 270.*

- k. Teacher poses a second question or new topic to discuss or share each other between the partners in the circle.
- l. These activities repeated until four or more questions. The circle rotates the clockwise and share their idea or their answer based on the topic posed.
- m. The teacher gives feedback to the students
- n. The teacher summarizes the material.
- o. The teacher gives the opportunity to the students for asking when they find some difficulties during teaching and learning process.
- p. The teacher closes the meeting and leads pray.
- q. The teacher closes the meeting today and leads prayer
- r. The teacher says valediction before leaving the classroom

#### **4. The Advantages of Tea Party Technique**

There are some advantages of Tea Party technique in the classroom speaking activity, they are as follow:

- a. Tea Party is a suitable technique that can promote student's speaking skill.
- b. Student have an opportunity to move and to talk with many peers.
- c. Unlike with the other techniques which form students in pairs to speak up, the pairing students in this technique are determined by the movement of the circles or lines.
- d. This structure is primary good for sharing, review, or closure.
- e. As well as, the structure of this technique can encourage the students to be more active, interactive, and braver to speak up.<sup>27</sup>

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<sup>27</sup> *Ibid*, P. 271.

## 5. The Disadvantages of Tea Party Technique

Beside this technique provides advantages, there are several disadvantages implementing this technique as well, those are as follow:

- a. Need much more time implementing this technique.
- b. The students still get difficulty to speak English perfectly because they do not master some vocabularies as well as they cannot catch the idea of the topic given.
- c. The class may be noisy.
- d. The teacher has to make the students understand the steps of tea party activity, and it will make the teacher uneasy.
- e. The students have to listen to, answer, share and move in organized way, so that it can make students confused.<sup>28</sup>

### C. Hypotheses

Based on the theories and assumption above, the researcher formulates the hypothesis of the research as follows: “Using the Tea Party Technique can increase the students speaking skill of the tenth graders students of the MA Mathla’ul Anwar Gisting”.

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<sup>28</sup> *Ibid*, P. 271

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Variable and Operational Definition of Variables**

Operational definition of variable is described as variables that used in the research. The indicators contained in a variable are result of the synthesis theory which is used on the theoretical review. The object in this research contains of two variables; they were independent variable and dependent variable.

##### **1. Dependent Variable**

Dependent variable is a variable that can be increased by an independent variable. The dependent variable in this research is the students' speaking Skill. The increasing of students' speaking skill can be seen after using the suitable method or technique. This research used the Tea Party Technique to increase the students' speaking skill. Indicators of this variable are:

- a. The students feel interest to learn English especially speaking.
- b. The students can be brave to speak English as a foreign language.
- c. The students get a lot of opportunities to speak English.

##### **2. Independent Variable.**

Independent variable is the variable that can increase the dependent variable. Independent variable of this research is the use of the Tea Party Technique that can be explained as the technique that can make the students'

easier to learn speaking in the class. The Tea Party Technique is an activity with rules, a goal and element of fun.

Moreover, indicator of this variable is the student can speak English with many partners, so they can get different challenges in the class. In addition the students can increase their speaking skill well. The Tea Party Technique is the technique to make teaching and learning speaking skill more enjoy and fun. The indicators by using the Tea Party Technique are:

- a. Students can produce oral report.
- b. Could be scored on content or language components.
- c. Scored with rubric and rating scale.

## **B. Setting of the Research**

This research will be conducted at MA Mathla'ul Anwar Gisting. It is located in St. Mess Pemda, Gisting Bawah, Gisting, Tanggamus, Lampung. The researcher chooses to conduct the research at this school because of their speaking Skill in English is classified low. The researcher will apply Tea Party Technique to increase students' speaking Skill. The teaching and learning process in this school carries out 2 x 45 minutes in a week. The researcher do the research in this school on Tuesday.

## **C. Subject and Object of the Research**

The researcher will use Cluster Sampling as a sampling technique in this research. In Cluster sampling, the sample units contain groups of elements instead of individuals members or items in the population.<sup>29</sup> In addition, this technique is not about

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<sup>29</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (NewDelhi: New Age International (P) Limited Publisher, 2006), P.89.

personalities but about the group or class. In order that each member of the population in this research has an opportunity to become a sample.

The step to use Cluster Sampling:<sup>30</sup>

1. Choose the class that we can take as a subject of the research. In this research, the researcher chooses tenth graders of MA Mathla'ul Anwar Gisting.
2. After choose the tenth graders, the researcher have to choose one of the class as a subject research randomly. The researcher and the English teacher the collabolator write 10 Mia 1 and 10 Mia 2 in the roll paper. The researcher takes one paper and get 10 MIA 1 as the subject of the research. This class consist of 24 students.

#### **D. Action Plan**

The research method used in this study was classroom action research (CAR). Burns says part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action Research is a systematic process of diagnosing problems carried out by teachers, students, managers, administrators and parents.<sup>31</sup> Action Research is aimed at generating a better change and making increasing of a certain problem. Action research was a systematic process of solving educational problems and making increasing. Action research was different from quantitative and qualitative research, but has characteristics of both. An action researcher uses an appropriate intervention to collect and analyze

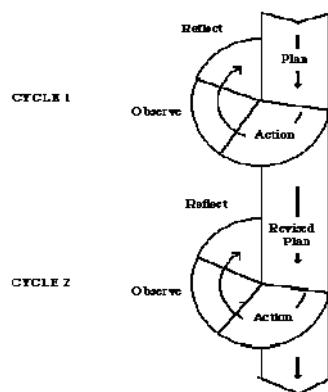
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<sup>30</sup> Juliansyah Noor, *Metodology Penelitian Skripsi, Tesis, Disertasi, and Karya Ilmiah*, (Jakarta: KENCANA, Agustus 2016), P. 154.

<sup>31</sup> Anne Burns, *Doing Action Research in English Language Teaching: a Guide for Practitioners*, (New York: Routledge, 2010), P. 2.

data and to implement actions to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis such as quantitative research, or lengthy narrative explanations such as qualitative research, but is more concerned with solving a problem in an efficient and probable manner.

In the Classroom Action Research, there are some procedures which must be done. The researcher will use Kemmis and Mc Taggart model that consists of cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, in this study, the researcher will conduct the research in two cycles. If the result is less unsatisfactory or unsuccessful, the researcher can carry out the cycle once again in order to achieve the criteria has been determined. The figure below is Kemmis and Mc. Taggart model of Action Research.



**Figure 1**  
**Cyclical AR Model Based on Kemmis and Mc. Taggart<sup>32</sup>**

Based on the figure above, we can see Kemmis and McTaggart model which consists of four phases in one cycle. They are planning, acting, observing,

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<sup>32</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (USA: The University of Cambridge, 1999), P.33.



and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unresolved problems. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

From the design above, here are the explanations about procedures that will be conducted by the researcher in the classroom action research of the tenth graders of MA Mathla'ul Anwar Gisting. The classroom action research design applied in this research was a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of MA Mathla'ul Anwar as a researcher and collaborator.

According to the Kurt Lewin's action research design, the researcher described a plan for Classroom Action Research (CAR) as follows:

## **1. Cycle 1**

### **a. Planning**

Planning is the first step in each activity. Without planning the activity that the researcher cannot be focus. The planning would be reference in doing action. This phase has some steps, those are:

- 1) The researcher prepared lesson plan based on curriculum 2013 and English syllabus.
- 2) The researcher prepared observation sheet.
- 3) The researcher prepared the test which would be used in pre-test and post-test.

**b. Acting**

The second step in the activity is acting. It was be implementation of the planning that researcher has made. In this action, the researcher will conduct pre-test, treatment and post-test to the students. This action will be conducted in some meetings. In this implementation, the researcher follows the schedule of English subject in the class.

**c. Observing**

While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator know the result of the students learning activities.

**d. Reflecting**

The last step is reflecting. By doing reflecting, the researcher knows the strength and weakness of the action. In this step the researcher compared the score before and after. The researcher compared their score in every cycle. It was aim to see whether the students' score increased or not.

**2. Cycle 2****a. Planning**

- 1) Studied the result of reflecting in cycle 1.
- 2) Prepared the lesson plan, syllabus, observation sheet, material and media of learning, and test for pre-test and post-test.

**b. Acting**

## 1) Pre-teaching

- a) The researcher leads praying and say greeting to the students.
- b) The researcher checks the attendant list.
- c) The researcher ask the students' condition
- d) The researcher points out the learning objectives
- e) The researcher gives appreception before starting the teaching and learning process.

## 2) While Teaching

- a) The researcher explains the teaching material clearly and sistematically.
- b) The researcher gives the instruction clearly.
- c) The teacher pay the attention to whole students and controls the classroom well.
- d) The researcher responses the questions from the students well.
- e) The researcher gives the correct pronunciation when the students do mistakes in pronouncing the word.
- f) The researcher motivates the students and make them to speak courageously.

## 3) Post Teaching Activities.

- a) The researcher gives feedback to the students.
- b) The researcher summarizes the material.

- c) The researcher gives the opportunity to the students for asking when they find some difficulties during teaching and learning process.
- d) The researcher closes the meeting and leads pray.
- e) The researcher says valediction before leaving the classroom.

**c. Observing**

In this step, the researcher observes the process of teaching learning by using observation sheet, there are:

- 1) The real teacher observed of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after treatment in cycle 2.
- 3) The researcher calculates students' increasing scores from test before treatment to test after treatment in cycle 1 to test after treatment in cycle 2.

**d. Reflecting**

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knows the insufficientness and strength of the action. In the step the researcher compared the score distribution of pre-test and post-test. The researcher reviews and reflects on the students' attitude whether it was positive or negative. So, the researcher cannot be stoped this research until cycle 2.

## **E. Data Collecting Technique**

Techniques of collecting data of the research are qualitative and quantitative data. The qualitative data consists of observation, verbal reporting, and interview guideline. Meanwhile, the quantitative data uses pre-test and post-test. The completely explanation as follows:

### **1. Giving Test**

The test is a means for knowing the students' skill in speaking. The researcher uses pre-test and post-test as the instrument of this research. Pre-test is conducted before giving the treatment meanwhile the pot-test is conducted after giving the treatment.

### **2. Conducting Interview**

Interview is used to obtain information by actually talking to the subjects of the research (students). The interview will be conducted before and after the action research. The interview has a purpose to get information by actually talking to the subject. The interviewer asks questions and the subjects responds either in a face-to-face situation. The interview can be differentiated by their degree of explicitness and structure, ranging from very open interviews to very structured one.<sup>33</sup>

### **3. Verbal Reporting**

Verbal reporting refers to set of data collection procedures in which research subjects report orally to the researcher on the processes of forming

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<sup>33</sup> Herbert, W. Seliger, Elana Shohamy, *Second Language Research Methods*, (Oxford: Oxford University Press: 2011), P.166-168.

cognitive or linguistic task.<sup>34</sup> The verbal reporting is able to help the researcher to report and to save the data of the students as well as possible. The researcher can measure easily by using verbal reporting. It is because verbal reporting not only give the written data but also the oral data.

#### **4. Doing Observation**

Observation is used to identify teaching and learning activities, and to reveal problems of the speaking activity classroom. The students of MA Mathla'ul Anwar Gisting are able to be observed by the teacher, to observe the learning process the researcher uses the instrument called observation checklist.

The main use of observation is for examining a behavior while it is going on. Observations can be made in many situations. The observation has the advantages of collecting the data, those are: allow the study of a phenomenon at close range with a lot of variables present and observation can be feature which is very important in studying language behavior. However, the disadvantage of the observation is the presence of the researcher in the research situation can change the behavior of the subjects observed.

#### **5. Collecting documentation**

Documentation is a data collecting method during the process of the action. The activities which are done by the teacher and the students in the

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<sup>34</sup> *Ibid*, P.169.

class during the learning process will be documented by the researcher. The data are obtained in the form of photograph such as pictures.

## **F. Data Collecting Instrument**

### **1. Test**

To measure students' speaking skill of the tenth graders students of the MA Mathla'ul Anwar, the researcher give the oral test to the students. The researcher will give an oral test which consists of five categories namely accent, grammar, vocabulary, fluency and comprehension. Each categories consist of 6 points. If the speaking test of the students are good so the researcher and the collabolorator will give a lot of points to the students.

### **2. Interview Transcript**

In this research, the researcher uses open interview to get the information about the subjects. The researcher give some questions to the students about English learning especially Speaking skill. The students have to answer the questions of the researcher directly while doing the interview.

### **3. Verbal reporting**

In this research, the researcher uses the verbal reporting by take a video. This instrument is used to report the activities of the students. Those are: while the students practice the Tea Party Technique in front of the class, while the students conduct the test, and while the students conduct the interview.

#### 4. Observation Sheet

This instrument has three kinds of measurement, those are: checklists, numerical scales, and rating scales.<sup>35</sup> In this research, the researcher uses checklists and rating scale to observe the students' behavior. The researcher give some statements in the paper as an observation paper. This instrument is measured by the researcher and the English teacher as the collabolator in this reseacrh.

#### 5. Documentation

The instrument of this activity is camera. This instrument will collect the data of the students activities in the form of photo. The researcher take a data of some activities of the students, such as the pre-test, post-test, the practice of the Tea Party Technique, and the learning process in the classroom.

#### G. Data Analysis Technique

Data analysis technique was conducted by taking the average score of the pre-test and post-test. It is to know comparison score between pre-test and post-test. So, to analyze the result of the research, the researcher will apply the formula as the follows:

##### a. Average Score

According to Sudijono, the mean score formula can be written as follows:<sup>36</sup>

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<sup>35</sup> *Ibid*, P.162-164.

<sup>36</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2010), P.85.



$$M = \frac{\Sigma fx}{N}$$

$M$  = the average score of the subject

$N$  = the number of the subject

$X$  = the total score

$F$  = frequency

b. According to Sudijono, the percentage formula can be written as follows:<sup>37</sup>

$$P = \frac{F}{N} \times 100\%$$

$P$  = percentage

$N$  = the number of the subject

$F$  = frequency

Furthermore, the researcher will compare between pre-test score and post-test score. Then, the result is matched by Minimum Mastery Criteria at the school at least 70.

#### **H. Indicator of Success**

In order to know whether the Tea Party Technique can be used to increase students speaking skill, the researcher will decide the indicator of success of the research. The research will be success if: this research is success if 70% of students get score  $\geq 70$ . Thus, if this research was success, this research was unnecessary to continue the next cycle.

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<sup>37</sup> *Ibid*, P. 43.

**CHAPTER IV**  
**RESEARCH RESULT AND DISCUSSION**

**A. Research Result**

**1. The Description of Research Location**

**a. The Identity of Madrasah Aliyah Mathla'ul Anwar**

The Name of the School : Madrasah Aliyah Mathla'ul Anwar

NSM : 131218060013

NPSN : 10816368

The Name of the Headmaster : Fahruri, S.Pd.

The Status of MAMA : Accredited of "A (92)"

Alamat : St. Mess Pemda Gisting bawah, Gisting, Tanggamus,  
Lampung

Phone Number : (0729) 347344

The Operational : 1989

The Total of Rombel : 13

**b. The Vision and the Mission of Madrasah Aliyah Mathla'ul Anwar**

The vision of MAMA is to become the school that is believed by the people and society in order to create the best alumni, the students that have the islamic moral, independent students, the students who have the good technnology, and the students who competence in the universal.

Madrasah Aliyah Mathla'ul Anwar has some mission, those are:

- 1) Create the culture of the islamic school that uphold the islamic morals.
- 2) Increase the holistic teachers and education toward the tasks and the responsibilities.
- 3) Prepare the graduate who are active, creative, innovative, and independent that are suitable with the development of the period.
- 4) Increase the education quality and dedicate with the society.
- 5) Create the academic students who have noble character and look after the islamic science.
- 6) Increase the quality and the infrastrucur with the guided management.
- 7) Keep the harmony of the stake holder, istitution, and other instutions.
- 8) Do the learning process with the creativity and the good skill of the students effectively.
- 9) Develop the education potential that is suitable with the talent and the interest of the students.

**c. The Purpose of Madrasah Aliyah Mathla'ul Anwar**

The purpose of MAMA is to create the students who have the islamic quality, the islamic morals, the clever students, the noble character, and the good knowledge. MAMA guide the students to become the students who have the good technology and good education to be competitive students.

**d. The Strategy of Madrasah Aliyah Mathla'ul Anwar**

Madrasah Aliyah Mathla'ul Anwar has some strategies to get the best achievements, those are:

- 1) Encourage the teachers to do equalization program.
- 2) Include the teachers into training program.
- 3) Create the optimal and the efficient potential and the good infrastructures.
- 4) Obligate the students to wear the islamic costume, recite the holy qur'an before study, and pray together in the mosque.
- 5) Guide the teachers to increase the islamic soul continuously.
- 6) Build the laboratory and the library.
- 7) Add the number of the computers and the audio visuals as the teaching and learning process.

**e. The Identity of the Pricipal of Madrasah Aliyah Mathla'ul Anwar**

Name : FAHRURI

Birthday : Lampung Selatan, November 1<sup>st</sup> 1967

Address : Purwodadi, Gisting, Tanggamus

The Date of appointment of the position : July 17<sup>th</sup>, 2000

The Previous Position : the Vice-principal

**f. The Identity of the Vice-pricipal of Madrasah Aliyah Mathla'ul Anwar**

Name : A. SAIFULLOH

Birthday : Purwodadi, January 12<sup>th</sup>, 1977

Address : Purwodadi, Gisting, Tanggamus

The Date of appointment of the position : July 17<sup>th</sup>, 2002

The Previous Position : the Teacher

**g. The Data of the Teachers of Madrasah Aliyah Mathla'ul Anwar**

The data of the teachers of Madrasah Aliyah Mathla'ul Anwar in the academic year 2019/2020 can be seen on the table below:

**Table 4**

**The Data of the Teacher of Madrasah Aliyah Mathla'ul Anwar**

No	Name	Position
1	Fahruri, S.Pd.	Civis Teacher
2	Ahmad Saifulloh, S.Pd.I	Fiqih Teacher
3	Totong Remawan, S.Pd.I	Moslem Cultures History Teacher
4	Sumiardi	English Teacher
5	Hi. Amiruddin Harun, M.Pd.I	ASWAJA Teacher
6	Hi. Wagiran, A.Ma.Pd	History Teacher
7	Drs. Bahrudin	ASWAJA Teacher
8	Sudarsono, S.Pd	Physical Education Teacher
9	Khusosi Affandi	Moslem Cultures History Teacher
10	Dra. Hj. Sumini, M.Pd	Biology Teacher
11	Trismairi, S.Pd	Art and Culture Teacher
12	Suyanti, S.Pd	Chemistry Teacher
13	Alhudri, SP.	Geography Teacher
14	Umi Farida, S.Pd	Treasurer
15	Munfarida, S.Pd	English Teacher
16	M. Fathoni, S.Pd.I	Al-Qur'an Hadits Teacher
17	Siti Hafifah, S.Sos	Sociology Teacher
18	Irvan Nawawi, S.Pd	Administrative Staff
19	Dian Risnely, ST	Information and Communication Technology Teacher
20	Dewi Septiana wati, S.Pd	Administrative Staff
21	Siti Rohamah, S.Pd.	Physics Teacher
22	Umi Hayati, S.HI.	Aqidah Akhlak Teacher
23	Sriyono, S.Pd.	Art and Culture Teacher
24	Marlinawati, S.Pd.	Mathematic Teacher

25	Khusni Isnaini, S.Pd	Physical Education Teacher
26	Pujiati, S.Pd.	Vocational Subject Teacher
27	Eko Sarjito, S.Pd.	Biology Teacher
28	Nurma Anggraini, S.Pd.	Physic Teacher
29	Eni Subaidah, S.Pd.	Indonesian Teacher
30	Yulianti, S.Pd.	Mathematic Teacher
31	Muhrodin Hudyah, S.Ag	Arabic Teacher
32	Jeki Purwanto, A.Md	Civics Teacher
33	Yuyun Oktafiyani, M.Pd	Economy Teacher
34	Indrayati, S.Pd	Conseling Guider
35	Setyoningsih, S.Pd	Sociology Teacher
36	Vini Alvia Alvin, S.Pd	ASWAJA Teacher
37	Fathuri	Art and Culture Teacher
38	Rini Septiyeni, A.Ma.Pust	Librarian
39	Eri Priadi, S.Kom	Administrative Staff
40	Sulasno	School Keeper
41	Asep Nugroho, S.Pd.	Chemistry Teacher
42	Septa Danu Wijaya, S.Pd	History Teacher
43	M. Izudin Lutfi, S.Pd.	Physical Education Teacher
44	Drs. Hi. Muntaha, M.Pd	Chemistry Teacher
45	Fiky Abdurrahman, S.Pd.I	Arabic Teacher
46	Aftalia Safitri, S.Pd	Indonesian Teacher
47	Alfiatun Nuraini, S.Pd	Economy Teacher
48	Aji Ismanto, S.Pd	School Keeper
49	Roisman, S.Pd	Conseling Guider
50	Esti	School Keeper
51	Mashudi	Security
52	Widi Hartanto	Administrative Staff
53	Sri Hertuti	Mathematic Teacher

#### h. The Data of the Students of Madrasah Aliyah Mathla'ul Anwar

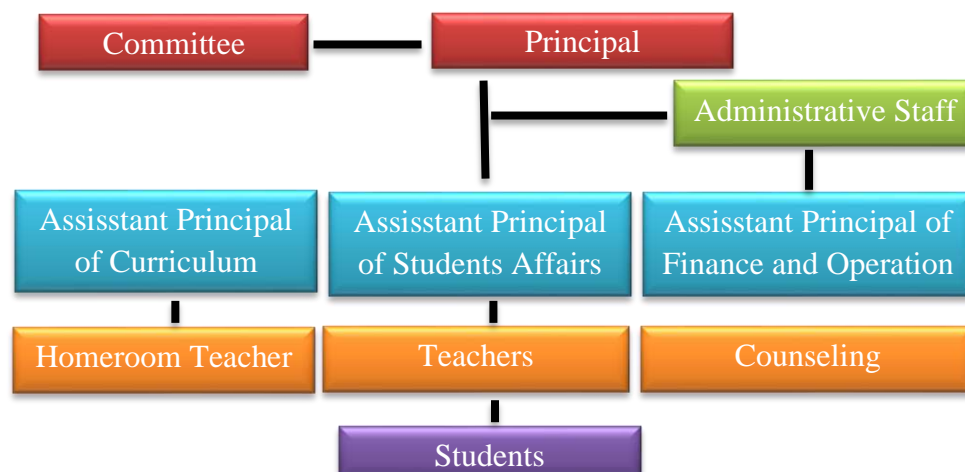
The data of the students of Madrasah Aliyah Mathla'ul Anwar in the academic year 2019/2020 can be seen on the table below:

**Table 5**  
**The Data of the Students of Madrasah Aliyah Mathla'ul Anwar**

X MIA		XI MIA		XII MIA	
Male	12	Male	20	Male	15
Female	39	Female	43	Female	54
<b>Total</b>	<b>51</b>	<b>Total</b>	<b>63</b>	<b>Total</b>	<b>69</b>
X IIS		XI IIS		XII IIS	
Male	36	Male	37	Male	31
Female	32	Female	59	Female	33
<b>Total</b>	<b>68</b>	<b>Total</b>	<b>96</b>	<b>Total</b>	<b>64</b>

#### i. The Organizational Structure of Madrasah Aliyah Mathla'ul Anwar

The organizational structure of Madrasah Aliyah Mathla'ul Anwar in the academic year 2019/2020 can be seen on the figure below:



**Figure 2**  
**The Organizational Structure of Madrasah Aliyah Mathla'ul Anwar**

**j. The Facilities of Madrasah Aliyah Mathla'ul Anwar**

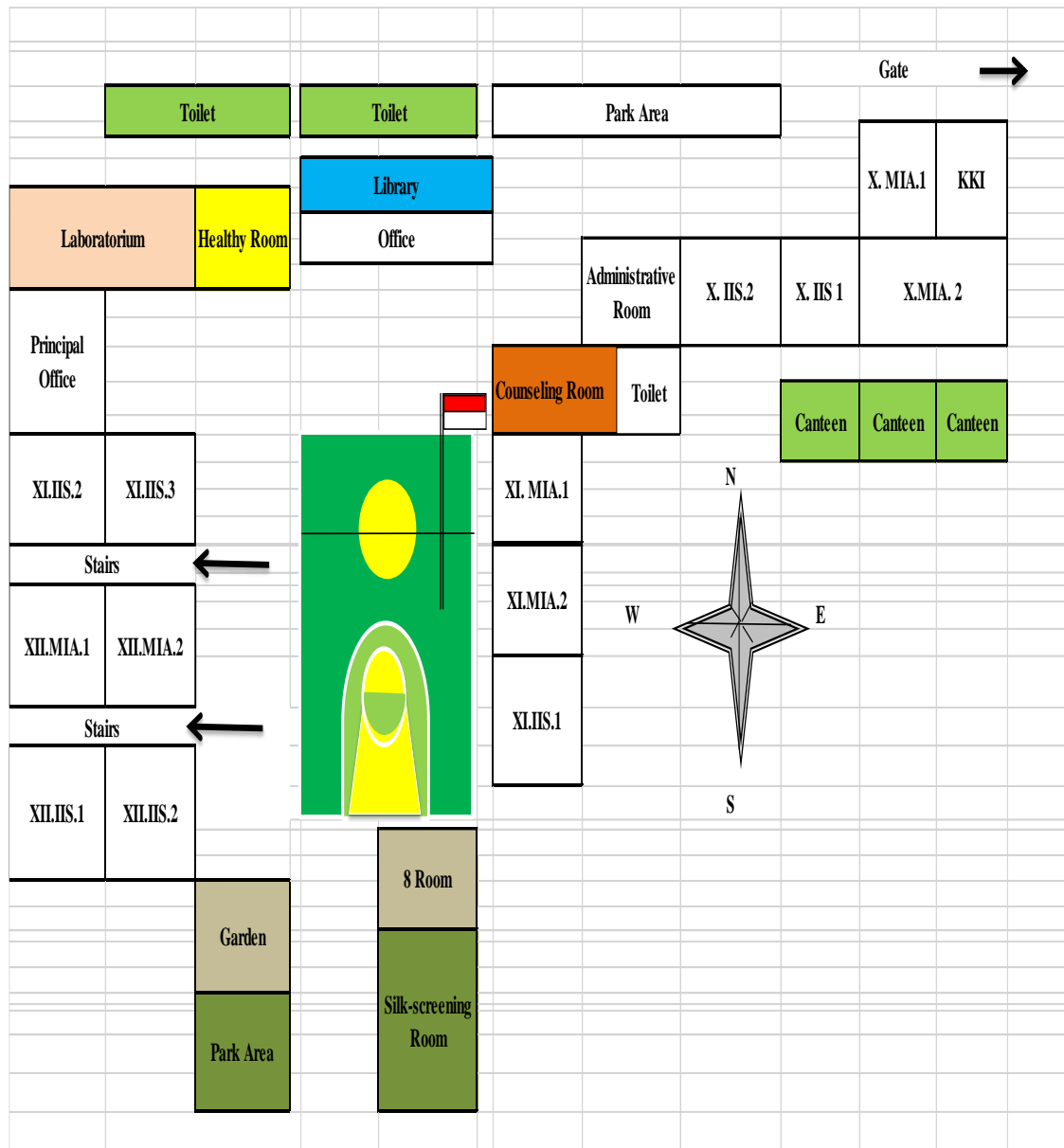
Madrasah Aliyah Mathla'ul Anwar has some facilities that can be appeal of this school, those are:

- 1) The classroom buildings
- 2) The representative classrooms
- 3) The library
- 4) The computer laboratory
- 5) The science laboratory
- 6) The language laboratory
- 7) The sport infrastrukurs
- 8) The scout infrastrukurs
- 9) The counseling building
- 10) The healthy room
- 11) The school-bus
- 12) The mosque
- 13) The canteen



**k. The Location Sketch of Madrasah Aliyah Mathla’ul Anwar**

The sketch of Madrasah Aliyah Mathla’ul Anwar in the academic year 2019/2020 can be seen on the Figure below:



St  
P  
E  
M  
D  
A

**St. RAYA GISTING**

**Figure 3**

**The Location Sketch of Madrasah Aliyah Mathla’ul Anwar**

## 2. The Description of Research Data

This research used classroom action research whose had purpose to increase the students' speaking skill and the result of the study in Madrasah Aliyah Mathla'ul Anwar Gisting, previously the researcher had been conducted the pre-test first. Action in cycle 1 and Cycle 2 had been conducted around two meeting. Each meeting of the cycle took 2 x 45 minutes. As it was mentioned before each cycle comprised planning, acting, observing, and reflecting.

In this research, before the process of the cycle 1, the researcher conducted the pre-test on Tuesday, October 15<sup>th</sup>, 2019. The students described about the national monument of Indonesia that is located in Jakarta (Monas). The result of the students' pre-test can be seen on the table as follow:

**Table 6**  
**The Students' Pre-test Score**

No	Name	Pre-test Score	Classification
1	AF	50	Unsuccessful
2	AN	47	Unsuccessful
3	AT	50	Unsuccessful
4	AU	50	Unsuccessful
5	DA	63	Unsuccessful
6	FA	53	Unsuccessful
7	FI	50	Unsuccessful
8	FM	50	Unsuccessful
9	HI	53	Unsuccessful
10	KH	47	Unsuccessful
11	KO	47	Unsuccessful
12	MF	60	Unsuccessful
13	MR	50	Unsuccessful
14	NA	50	Unsuccessful
15	NU	50	Unsuccessful
16	OY	70	Successful
17	RL	77	Successful

18	RV	53	Unsuccessful
19	SA	70	Successful
20	SI	63	Unsuccessful
21	SN	77	Successful
22	SR	77	Successful
23	SY	53	Unsuccessful
24	ZM	50	Unsuccessful
<b>Total</b>		<b>1360</b>	
<b>Mean</b>		<b>57</b>	

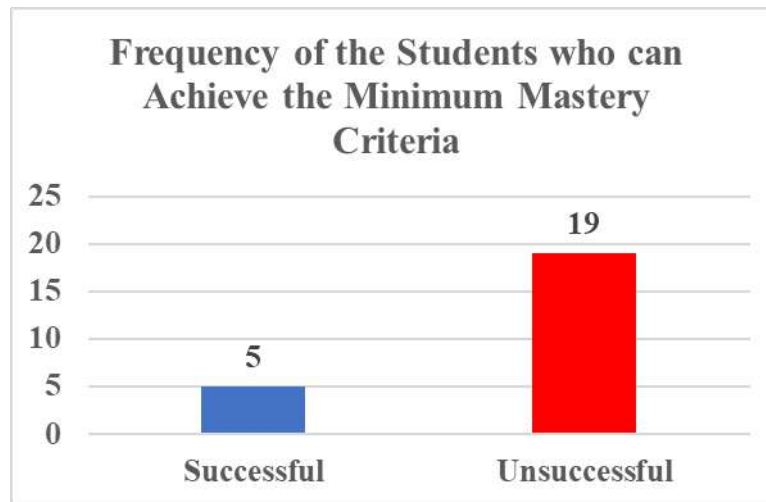
Based on the data above, the students mean score of Mia 1 is 57. The table shows the number of the students who are able to achieve the Minimum Mastery Criteria. The data of the table above can be represented as the table categorization bellow:

**Table 7**  
**The Categorization of the Pre-test**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Classification</b>
≥ 70	5	20.83%	Successful
< 70	19	79.17%	Unsuccessful
<b>Total</b>	24	100%	

The researcher had categorized the students' achievement based on the result of the pre-test above. There were 5 students who are able to achieve "successful" category or 20.83 %. Meanwhile, there were also 19 students who are able to achieve "unsuccessful" category or 79.17 %.

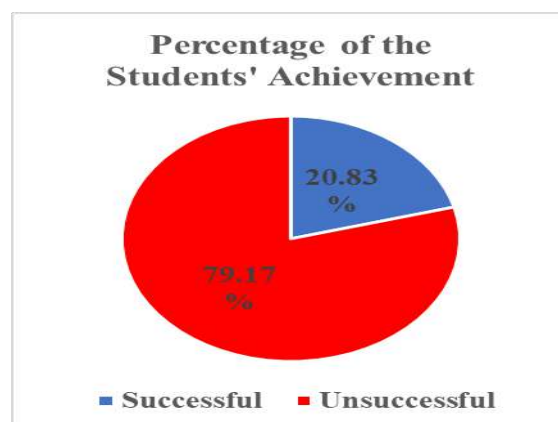
The data above can be represented in the figure bellow:



**Figure 4**

**Frequency of the Students who can Achieve the Minimum Mastery Criteria**

Based on the data above, it can be seen that the students who are able to achieve the successful category is lower than the students who are able to achieve unsuccessful category. Based on the figure above, the percentage of the students score can be represented as follows:



**Figure 5**

**Percentage of the Students Achievement**

Based on the data above, it can be seen that the students who are able to achieve the successful category is 20.83%. It means that the students' achievement does not achieve indicator of success in this research. The indicator of this research is 70%. So, the researcher needs 49.17% increasing of the students' score to get the indicator of success of this research.

#### **a. Cycle 1**

##### **1) The First Meeting**

###### **a) Planning**

The researcher made a planning before doing the first meeting. The researcher consulted to the English teacher for deciding what materials would be given for the students. Besides, the researcher also consulted to the teacher about the lesson plan based on the syllabus for the tenth grader students of the senior high school. Before giving the treatment, the researcher prepared anything related to the action as follows:

- (1) Preparing the materials and observation checklist
- (2) Making lesson plan and designing the steps of the action
- (3) Preparing the test
- (4) Preparing the students' attendance list

###### **b) Acting**

The first meeting was conducted on Tuesday, October 21<sup>st</sup>, 2019. The material used for the meeting of cycle 1 was descriptive text of ecotourism objects in Indonesia. For the first meeting is

descriptive text of Way Kambas in which it was about definition of descriptive, generic structure and language features. The object of the research was class 10 Mia 1. There were 24 students in this meeting. The researcher was observed by the English teacher named Munfarida, S.Pd.

The researcher entered the classroom with the English teacher. The teacher opened the class by greeting and praying. The students answered the teacher's greetings and started praying. The teacher checked the students' attendance list. The teacher explained to the students that would be conducted a treatment which would be given by the researcher, the teacher also gave information to the students that the researcher would teach English subject for 6 meetings. The teacher invited the researcher to give the treatment to the students. The researcher introduced self to the students. Before the treatment was conducted, the researcher explained about how to answer the questions of the material. The researcher gave 5-10 minutes for the students preparing self to go forward in front of the class. Around ten minutes, the researcher then called the students one by one to describe about Way Kambas in front of the class and the researcher evaluated the students' performance.

After that, the researcher gave information to the students that the students would learn English using Tea Party Technique. The students did not know about the Technique, so the researcher

explained about Tea Party Technique such as the definition of Tea Party Technique, the characteristics of Tea Party Technique and the procedures in doing Tea Party Technique. In this meeting the researcher only focused on the students' comprehension about Tea Party Technique, so that they could learn English by using it effectively. Besides, it was also aimed at ensuring that the students really understood the technique.

Before closing the class, the researcher reminded the students that the next 5 meetings and we would like to learn English through Tea Party Technique. After that, the researcher closed the lesson by greeting and saying thank you for the students.

### **c) Observing**

Based on the observation in the first meeting of cycle 1, the students were very noisy. They were busy with their own activities. The students were busy talking to their friends. They did not pay attention to the researcher's explanation because they wanted to break earlier. It made the researcher difficult to handle the class and kept focus. Besides, the students were still passive in the teaching and learning process. They constantly complained that English was a difficult subject to be learned.

**Table 8**  
**Students' Observation Checklist after Treatment in the First Meeting of Cycle 1**

No	Activities	Assessment				
		1	2	3	4	5
1.	Students pay attention to the teacher's explanation		√			
2.	Students participate actively in teaching and learning process	√				
3.	Students are enthusiastic about activities provided by the teacher		√			
4.	Students have a good attitude during teaching and learning process	√				
5.	Students are active working in group		√			
6.	Students are enjoying to learn speaking through Tea Party Technique		√			
7.	Students are active to speak English while doing Tea Party Technique	√				
8.	Students interact actively with other students while doing Tea Party Technique		√			
9.	The students' interest in learning speaking while doing Tea Party Technique	√				
10.	Students are able to answer the question given by the teacher and their friends while doing Tea Party Technique	√				

Besides, the English teacher also gave suggestion for the researcher's performance such as:

- (1) The researcher should use simple sentences
- (2) The researcher should invite the students to give opinion
- (3) The researcher needed to manage the class well



The students' interest in learning English was still low. It was proved by the result of interview that had been conducted by the researcher.

#### **d) Reflecting**

In the first meeting of the first cycle, most students showed bad attitude to the researcher. They were busy with their own activities. The researcher should be able to control the class even the researcher must be strict to them in order to make them paying attention to the researcher's explanation. Besides, the researcher also should motivate them constantly so that they wanted to speak in English and were not worried about grammar, pronunciation, etc. and in order that they did not complain that English was difficult to be learned.

### **2) The Second Meeting**

#### **a) Planning**

Considering to the reflection of the first meeting, there were still weaknesses. So, the researcher tried to solve the problems in the ways:

(1) The researcher provided an attractive technique called Tea Party in order that the students were not busy with friends in the classroom. Besides, the researcher also involved the students by giving questions related to the topic to make them active in the classroom.

(2) The researcher gave motivation to the students constantly in order they did not complain English was difficult subject to be learned. The researcher ensured the students that it was okay to speak English even though it was still wrong.

#### **b) Acting**

The second meeting in cycle 1 was conducted on Tuesday, October 29<sup>th</sup>, 2019. The object of the research was class 10 Mia 1. There were 24 students in this meeting. After greeting the students and praying together. Then, the researcher then pointed out about the material would be learned that is about descriptive text of Borobudur Temple. After that, the researcher explained about the definition, generic structure and language features of descriptive text and gave them an example of descriptive text of Borobudur Temple. The researcher also asked them if they had some questions related to the topic.

After they had understood about the material, the researcher then asked them to make a group discussion which consisted of 12 students and asked them to stand opposite where they were facing each other. The researcher asked the students to describe and told to a friend who was in front of them. The researcher also asked them to move and get a new partner if they heard a command from the researcher. The researcher also required each person in a group to share their idea and thought related their own knowledge of the

material. During 10 minutes, the researcher observed the students. Most of the students were not confident to share their idea or thought in a group. After 10 minutes, the researcher asked each student from each group to present the result discussion in front of the class. Most students felt shy to perform in front of the class so that they did not want to go forward and asked other students in their group to represent. The researcher corrected the students' performance after they performed the result of discussion.

After the students had presented the result of discussion in front of the class through Tea Party Technique, the researcher evaluated the lesson and asked them to conclude what they have learned. It is aimed at ensuring the students had understood the material. After that, the researcher told the students about the material for the next meeting and asked them to study it at home. Before closing the lesson, the researcher gave a chance for the students to ask questions if they had not understood or had difficulties.

### **c) Observing**

Based on the observation in the second meeting of cycle 1, it showed that most of the students were not confident to speak up in English. They were worried for making mistakes in grammar and pronunciation and they were afraid to be laughed by their friends. Besides, they also told that they did not want to speak because they

just had limited vocabularies. The researcher should give directions constantly so that they could understand it. However, they were enthusiastic enough to learn speaking through Tea Party Technique.

In this meeting, they did many mistakes in accent, grammar and pronunciation. They also spoke slowly. Besides, they just used common words for speaking. Sometimes, it was difficult for the researcher to understand what they were talking about.

**Table 9**  
**Students' Observation Checklist after Treatment in the Second Meeting of Cycle 1**

No	Activities	Assessment				
		1	2	3	4	5
1.	Students pay attention to the teacher's explanation			√		
2.	Students participate actively in teaching and learning process		√			
3.	Students are enthusiastic about activities provided by the teacher			√		
4.	Students have a good attitude during teaching and learning process		√			
5.	Students are active working in group			√		
6.	Students are enjoying to learn speaking through Tea Party Technique			√		
7.	Students are active to speak English while doing Tea Party Technique		√			
8.	Students interact actively with other students while doing Tea Party Technique			√		
9.	The students' interest in learning speaking while doing Tea Party Technique		√			

10.	Students are able to answer the question given by the teacher and their friends while doing Tea Party Technique		√			
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The English teacher also evaluated the researcher's performance such as:

- (1) The researcher needed to pay attention especially for the back seat.
- (2) The students' participation should be improved.
- (3) The researcher should give a warning to the students which were busy with their own activities.
- (4) The researcher should give examples on how to pronounce words then asked them to follow after.
- (5) Make sure that the students really understand the instruction.

Besides, the students were also difficult to learn English through Tea Party Technique because they had not implemented it yet.

#### **d) Reflecting**

Reflecting to the second meeting of the first cycle, there were some improvement and weakness in the teaching and learning process such as the students were enthusiastic in learning speaking, but they were still not confident and afraid to make some mistakes. The students still needed more motivation from the researcher to speak in English. If the researcher did not give more explanation

about the material or the instruction, they would be difficult to learn and they would become uninterested in the lesson. Besides, the students were also difficult to understand the instruction when they were given some questions, it may be because they were lack of vocabularies.

After reflecting in the second meeting of the cycle 1, the researcher conducted the Post-test 1 on November 5<sup>th</sup>, 2019. The test was aimed at knowing how far the students' increase in the speaking skill. The researcher gave explanation to the students about the instruction in the post-test. The students were given around ten minutes to prepare themselves before going forward in front of the class. There were 24 students who followed the post-test. There were several aspects in the speaking test. The first aspect was about accent. The second aspect was about grammar. The third aspect was about vocabulary. The fourth aspect was about fluency and the last aspect was about comprehension.

Based on the Post-Test I, the student' speaking skill was increased. The increase could be seen in the table below:

**Table 10**  
**The Students' Post-test Score of Cycle 1**

No	Name	Post-test Score of Cycle 1	Classification
1	AF	63	Unsuccessful
2	AN	63	Unsuccessful
3	AT	67	Unsuccessful
4	AU	70	Successful
5	DA	73	Successful

6	FA	70	Successful
7	FI	63	Unsuccessful
8	FM	70	Successful
9	HI	67	Unsuccessful
10	KH	60	Unsuccessful
11	KO	60	Unsuccessful
12	MF	70	Successful
13	MR	63	Unsuccessful
14	NA	70	Successful
15	NU	67	Unsuccessful
16	OY	73	Successful
17	RL	77	Successful
18	RV	70	Successful
19	SA	73	Successful
20	SI	70	Successful
21	SN	77	Successful
22	SR	77	Successful
23	SY	63	Unsuccessful
24	ZM	63	Unsuccessful
<b>Total</b>		<b>1640</b>	
<b>Mean</b>		<b>68</b>	

Based on the data above, the students' mean score of Mia 1 is 68. The table shows the number of the students who are able to achieve the Minimum Mastery Criteria. The categorization of the students' score in the table above can be represented as the table categorization bellow:

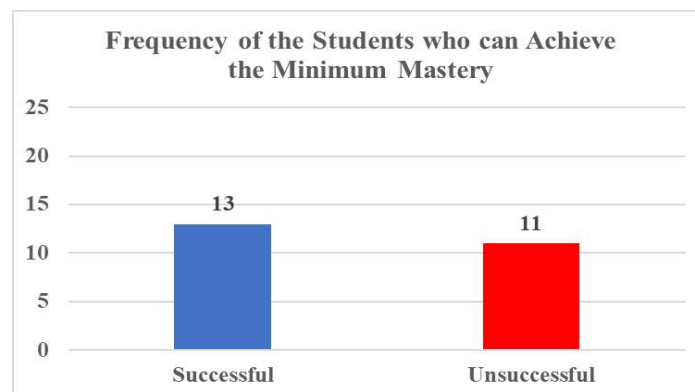
**Table 11**  
**The Categorization of the Post-Test 1**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Classification</b>
$\geq 70$	13	54.17%	Successful
$< 70$	11	45.83%	Unsuccessful
<b>Total</b>	<b>24</b>	<b>100%</b>	

The researcher had categorized the students' achievement based on the result of the post-test 1 above. There were 13 students who are able to achieve

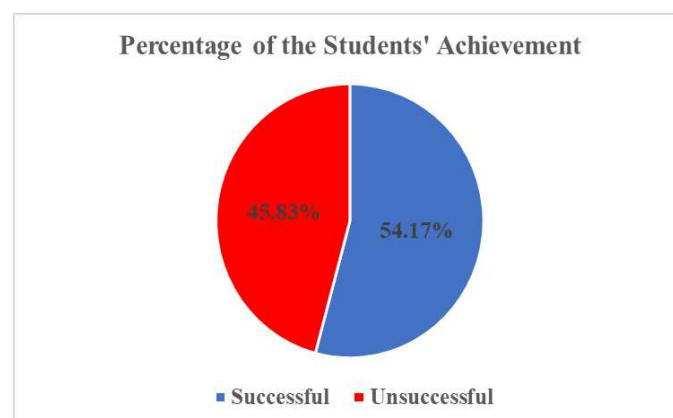
“successful” category or 54.17 %. Meanwhile, there were also 11 students who are able to achieve “unsuccessful” category or 45.83 %.

The data above can be represented in the figure bellow:



**Figure 6**  
**Frequency of the Students who can Achieve the Minimum Mastery Criteria**

Based on the data above, it can be seen that the students who are able to achieve the successful category is higher than the students who are able to achieve unsuccessful category. Based on the figure above, the percentage of the students score can be represented as follows:



**Figure 7**  
**Percentage of the Students Achievement**



Based on the data above, it can be seen that the students who are able to achieve the successful category is 54.17%. It means that the students' achievement does not achieve indicator of success in this research. The indicator of this research is 70%. So, the researcher needs 15.83% increasing of the students' score to achieve the indicator of success of this research. So, the researcher continues the research to the cycle 2.

## **b. Cycle 2**

### **1) The First Meeting**

#### **a) Planning**

The implementation of the research on the Cycle 2 was implemented to overcome the weaknesses in the cycle 1. Due to the reflection of the second meeting of the first cycle, there were improvement found by the researcher such as the students' participation in learning English, the students' motivation in learning English, the students' vocabulary mastery and the students' interaction during the teaching and learning process. However, the researcher still found weaknesses such as the students did not speak actively and the students did mistake in grammar especially in tenses. They could not differentiate present form and past form.

#### **b) Acting**

The first meeting of the cycle 2 was conducted on Tuesday, November 12<sup>th</sup>, 2019. The material used for the meeting of cycle 2 was descriptive text of famous tourism destination in the world. For

the first meeting is descriptive text of Merlion Park. The object of the research was 10 Mia 1. There were 24 students in this meeting. The researcher was accompanied and observed by the English teacher named Munfarida, S.Pd.

The researcher entered the classroom with the English teacher. The researcher opened the class by greeting and praying. The researcher checked the students' attendance list. The researcher then pointed out about the material would be learned that was about descriptive text of Merlion Park. The researcher explained the students about definition, generic structure and language features of recount text. The researcher then asked them if they had any question related to the material.

After the students had understood the material, the researcher asked them to make a group discussion which consisted of 12 students. After that, the researcher asked them to stand opposite where they were facing each other. The researcher ask them to describe about the material. After one minute, The researcher told them to change their position after heard the instruction from the researcher. The researcher observed the students while they were doing Tea Party technique. The researcher gave around ten minutes for the student to discuss and then asked them to go forward one by one to present the result of the discussion. The students were not shy

anymore to speak in front of the class. They were enthusiastic to perform.

After the students had presented the result of discussion in front of the class, the researcher evaluated the lesson and asked them to conclude what they have learned. It is aimed at ensuring the students had understood the material. After that, the researcher told the students about the material for the next meeting and asked them to study it at home. Before closing the lesson, the researcher gave a chance for the students to ask questions if they had not understood or had difficulties. The researcher closed the lesson by greeting and saying thank you.

### **c) Observing**

The researcher did the observation and found that there was good improvement of the students' motivation and enthusiastic in learning speaking. The students became more active and did not feel shy anymore to perform in front of the class. They also did not feel shy anymore to ask to the researcher. When the researcher asked them to speak up, they would speak and were not afraid to make mistakes. There were no students who complained if they were asked to speak up. It could be seen from the table below:

**Table 12**  
**The Students' Observation Checklist after the Treatment in the**  
**First Meeting of Cycle 2**

No	Activities	Assessment				
		1	2	3	4	5
1.	Students pay attention to the teacher's explanation				√	
2.	Students participate actively in teaching and learning process			√		
3.	Students are enthusiastic about activities provided by the teacher				√	
4.	Students have a good attitude during teaching and learning process			√		
5.	Students are active working in group				√	
6.	Students are enjoying to learn speaking through Tea Party Technique				√	
7.	Students are active to speak English while doing Tea Party Technique			√		
8.	Students interact actively with other students while doing Tea Party Technique				√	
9.	The students' interest in learning speaking while doing Tea Party Technique			√		
10.	Students are able to answer the question given by the teacher and their friends while doing Tea Party Technique			√		

The researcher was evaluated by the English teacher and got some suggestion as follows:

- (1) The researcher should give more examples to the students.

(2) The researcher should give more speaking practice for the students

#### **d) Reflecting**

There was improvement of the students' motivation and enthusiastic in learning speaking. It could be seen on the table of the students' observation sheet above. The students speaking ability improved and they became more active to speak in their own group discussion. They did not feel shy anymore to ask to the researcher. When the researcher asked them to speak up, they would speak and were not afraid to make mistakes. There were no students who complained if they were asked to speak up. Moreover, the student' response in learning speaking was good. They were not busy with their own activities anymore. However, the students still spoke using simple sentences.

### **2) The Second Meeting**

#### **a) Planning**

Considering to the reflecting in the first meeting of the cycle 2, the researcher found positive increase of the students in the teaching and learning process such as the students speaking skill increased. They had increase in the grammar, vocabulary, fluency and comprehension. The students' motivation and response in learning English also increased. Besides, they became more active to response the researcher's question or asked questions.

**b) Acting**

The second meeting of the cycle 2 was conducted on Tuesday, November, 19<sup>th</sup>, 2019. The researcher still used Tea Party Technique for teaching English in the class. The material used for the meeting was descriptive text of Eiffel Tower. The object of the research was 10 Mia 1. There were 24 students in this meeting. The researcher was accompanied and observed by the English teacher named Munfarida, S.Pd.

The researcher opened the class by greeting and praying. The researcher checked the students' attendance list. Before starting the lesson, the researcher gave an apperception to the students. It is aimed at motivating the students and building up the students' interest. The researcher then pointed out about the material would be learned that was about descriptive text of Eiffel Tower. The researcher then asked them some questions related to the material that the students still remembered the lesson last week. The students gave response actively with the researcher's questions. They could answer the questions correctly. Then the researcher gave them opportunity to ask questions related on the topic.

After the students had understood the material, the researcher asked them to make a group discussion which consisted of 12 students. After that, the researcher asked them to stand opposite where they were facing each other. The researcher then asked them

to describe about Eiffel Tower with their partner. After one minute, the researcher told them to change their position after heard the instruction from the researcher. The researcher observed the students while they were doing Tea Party technique. The researcher gave around 10 minutes for the students.

**c) Observing**

Based on the observation, the students showed more positive responses. The students still maintained their good attitude while the teaching and learning process. They were not busy with their own activities anymore. When the researcher explained the material, they listened to it seriously. When the researcher asked questions to them, they answered it seriously and correctly, besides they were more active to ask to the researcher if they did not understand something. They became more confident to share their thought in the classroom. They were also enthusiastic to pronounce words or sentences. When the researcher asked them to pronounce, they pronounced it correctly. When the researcher asked them to translate sentences, they translate it correctly. Their ability in grammar also had improvement. They could arrange sentences correctly. They were not confused anymore with the difference between present tense and past tense. Besides, they had understood singular and plural subject. Their ability in accent was also better than before and it made their

utterance can be understood easily. Besides, they had variation in vocabulary to arrange sentences.

**Table 13**  
**Students' Observation Checklist after Treatment in the Second Meeting of the Cycle 2**

No	Activities	Assessment				
		1	2	3	4	5
1.	Students pay attention to the teacher's explanation					√
2.	Students participate actively in teaching and learning process				√	
3.	Students are enthusiastic about activities provided by the teacher					√
4.	Students have a good attitude during teaching and learning process				√	
5.	Students are active working in group					√
6.	Students are enjoying to learn speaking through Tea Party Technique					√
7.	Students are active to speak English while doing Tea Party Technique				√	
8.	Students interact actively with other students while doing Tea Party Technique					√
9.	The students' interest in learning speaking while doing Tea Party Technique				√	
10.	Students are able to answer the question given by the teacher and their friends while doing Tea Party Technique				√	

#### **d) Reflecting**

After implementing the second cycle, the researcher compared the result of the first cycle and the second cycle. There were



differences in the class situation, the students' motivation, and the students' response toward speaking. The class situation in second cycle was better than the first cycle. The students were not busy with their own activities anymore because they were busy to speak in their own group discussion. The students paid attention to the researcher's explanation. Besides, the students answered the questions given by the researcher seriously and actively. The students were also active in asking questions to the researcher or friends and they were more confident to share their thought in the classroom. The students didn't also speak with simple sentences to avoid mistakes.

After reflecting in the second meeting of the cycle 2, the researcher conducted the Post-test 2 on November 26<sup>th</sup>, 2019. The test was aimed at knowing how far the students' increase in the speaking skill. The researcher gave explanation to the students about the instruction in the post-test. The students were given around ten minutes to prepare themselves before going forward in front of the class. There were 24 students who followed the post-test. There were several aspects in the speaking test. The first aspect was about accent. The second aspect was about grammar. The third aspect was about vocabulary. The fourth aspect was about fluency and the last aspect was about comprehension.

Based on the Post-Test 2, the student' speaking ability also improved. The improvement could be seen in the table below:

**Table 14**  
**The Students' Post-test Score of Cycle 2**

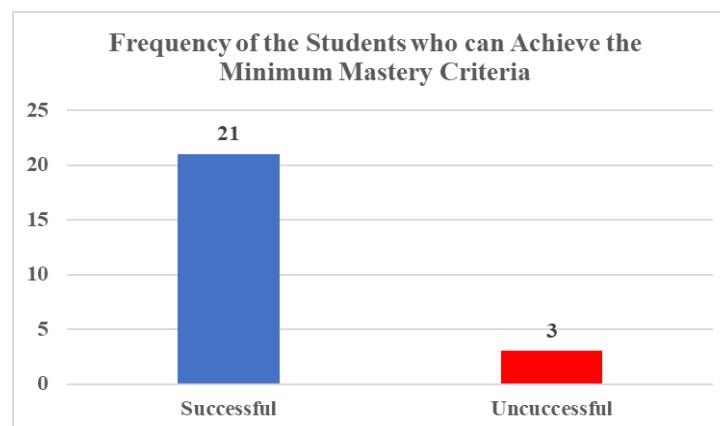
No	Name	Post-test Score of Cycle 1	Classification
1	AF	73	Successful
2	AN	70	Successful
3	AT	73	Successful
4	AU	77	Successful
5	DA	80	Successful
6	FA	77	Successful
7	FI	73	Successful
8	FM	73	Successful
9	HI	77	Successful
10	KH	63	Unsuccessful
11	KO	63	Unsuccessful
12	MF	80	Successful
13	MR	70	Successful
14	NA	80	Successful
15	NU	77	Successful
16	OY	83	Successful
17	RL	87	Successful
18	RV	80	Successful
19	SA	80	Successful
20	SI	77	Successful
21	SN	87	Successful
22	SR	87	Successful
23	SY	70	Successful
24	ZM	67	Unsuccessful
<b>Total</b>		<b>1823</b>	
<b>Mean</b>		<b>76</b>	

Based on the data above, the students mean score of Mia 1 is 76. The table shows the number of the students who are able to achieve the Minimum Mastery Criteria. The categorization of the students' scores in the table above can be represented as the table categorization bellow:

**Table 15**  
**The Categorization of the Post-Test 2**

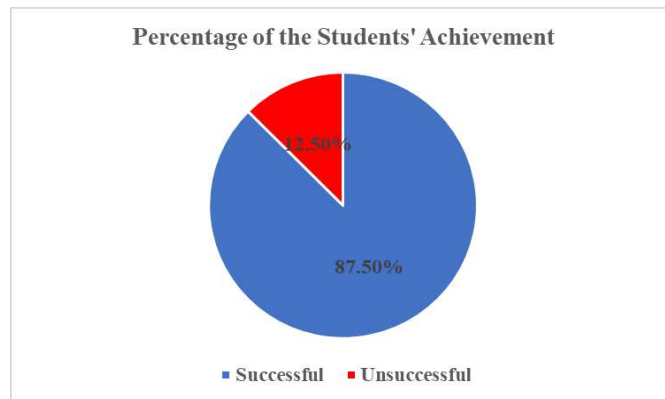
Score	Frequency	Percentage	Classification
$\geq 70$	21	87.50%	Successful
$< 70$	3	12.50%	Unsuccessful
Total	24	100%	

The researcher had categorized the students' achievement based on the result of the pre-test above. There were 21 students who are able to achieve "successful" category or 87.50 %. Meanwhile, there were also 3 students who are able to achieve "unsuccessful" category or 12.50 %. The data above can be represented in the figure bellow:



**Figure 8**  
**Frequency of the Students who can Achieve the Minimum Mastery Criteria**

Based on the data above, it can be seen that the students who are able to achieve the successful category is higher than the students who are able to achieve unsuccessful category. Based on the figure above, the percentage of the students score can be represented as follows:



**Figure 9**  
**Percentage of the Students Achievement**

Based on the data above, it can be seen that the students who are able to achieve the successful category is 87.50 %. It means that the students' scores achieve the indicator of success in this research. The indicator of this research is 70%. So, the research stops the research in the cycle 2.

## **B. Discussion**

Based on the data above, the students show the increasing of the speaking skill. Action in Cycle 1 and Cycle 2 are conducted 2 meetings for each cycle and each meeting consist of 90 minutes. In this cycle, the researcher taught English based on the lesson plan which had been made before. The English teacher came to the class to observe the researcher. First, the researcher asked the students about Tea Party technique. After that the researcher explained about the materials. Then the researcher divided students into some groups in which each group consisted of 12 students and asked them to stand opposite where they were facing each other. The researcher asked the students to describe about the material. After one minute, the researcher asked them to move and get

a new partner when the researcher gave a command for the students. The students' showed bad attitude during the teaching and learning process. They were not enthusiastic in learning English in the classroom. They were also not active to speak in the classroom. Besides, they had difficulties in grammar, pronunciation, and vocabulary. The Result of the increasing of the students' score at pre-test and post-test of the cycle 1 can be seen on the table below:

### 1. The Discussion of the Cycle 1

In this research, the pre-test and the post-test had been conducted directly. It is to know the skill of the students before and after the treatment.

**Table 16**  
**The Increasing of the Students' Score of Cycle 1**

Score	Frequency	
	Pre-test	Post-test 1
$\geq 70$	5	13
$< 70$	19	11
<b>Total</b>	<b>24</b>	

From the pre-test and the post-test of the cycle 1 score, it can be seen that there was increasing of the students' achievements. The data above can be represented in the categorization table below:

**Table 17**  
**The Percentage of the Students' Score of Cycle 1**

Score	Pre-test	Post-test 1
Percentage	20.83%	54.17%

Based on the data above, the percentage of the students' achievement increased. The percentage of the pretest is 20.83% and the percentage of the post-test 1 is 54.17%.

## 2. The Discussion of the Cycle 2

**Table 18**  
**The Increasing of the Students' Score of Cycle 2**

Score	Frequency	
	Post-test 1	Post-test 2
$\geq 70$	13	21
$< 70$	11	3
<b>Total</b>	<b>24</b>	

From post-test of the cycle 1 and post-test of the cycle 2 score, it can be seen that there was increasing of the students' achievements. The data above can be represented in the categorization table below:

**Table 19**  
**The Percentage of the Students' Score of Cycle 2**

Score	Post-test 1	Post-test 2
Percentage	54.17%	87.50%

From the post-test of the cycle 1 and the post-test of the cycle 2 score, it can be seen that there was increasing of the students' achievements. It means that the use of the Tea Party Technique can increase the Students Speaking Skill.

This research not only shows the increasing of the percentage of the students but also shows the increasing of the mean score of the students of MA Mathla'ul Anwar. It can be represented in the table below:

**Table 20**  
**The Mean Score of the Students**

	<b>Pre-test</b>	<b>Post-test 1</b>	<b>Post-test 2</b>
<b>Mean Score</b>	57	68	76

Based on the table above, there was an increasing on the mean score. In the pre-test, the mean score of the students is 57. In the post-test 1, the mean score of the students is 68. In the post-test 2, the mean score of the students is 76. The data above can be represented in the figure below:



**Figure 10**  
**The Mean Score of the Students**

Based on the figure above, the data shows that the mean score of the students increasing from the pre-test to post-test 1 and post-test 2. It means that the implementing of the Tea Party Technique helps the students to increase their score of English lesson especially in speaking skill.

Moreover, it can be concluded that Tea Party Technique can be used for teaching speaking. It means that Tea Party Technique is effective to teach speaking for the 10 Mia 1 class of MA Mathla'ul Anwar Gisting. Before the implementation of the research, the students' speaking skill was very low because they were lack of vocabulary, bravery, and self-confidence to speak English. They were also worried making mistakes. After implementing the research, the students' speaking skill increases. They do not read the script anymore and they do their own improvisation to avoid the stagnant conversation. The increasing of the students' speaking skill also can be seen from the result of their mean score increasing. It means that the students who got the successful category achieve 87.50 % of which the target are 70% students get score  $\geq 70$ . So, it can be concluded that the use of Tea Party Technique can increase the Students' Speaking Skill.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

After conducting the research for 10 Mia 1 of MA Mathla'ul Anwar Gisting which was observed by the English teacher, the data was obtained and processed. MA Mathla'ul Anwar has 53 teachers and 411 students. MA Mathla'ul Anwar also has thirteen classrooms, three toilets, one library, one mosque, one principle room, one teacher room, one laboratorium, one healthy room, one Counseling room, one garden, two park areas, and three canteens.

The students' response in learning speaking through Tea Party is better than before the implementation. It is proved by the students' motivation toward learning speaking after implementing Tea Party technique. Besides, the students' activeness, interest, and enthusiasm increases. They become more active in teaching and learning process. They are not shy to ask the teacher if they do not understand something. Besides, they show good attitude and participation in the teaching and learning process. They are not busy with their own activities like before the treatment. So, it can be said that the treatment given by the researcher gives increasingt to the teaching and learning speaking.

The students' speaking skill increases after the implementation of the Tea Party technique. It is proved by the score of the students' speaking skill from the pre-test, post-test of cycle 1, and post-test of cycle 2. The result of the pre-test shows that there are 5 students who passes the passing grade of the score. The result of the post-test of cycle 1 shows that there are only 13 students who passes the passing grade of the score. Meanwhile, The result of the post-test of cycle 2 shows that there are 21 students who passes the passing grade of the score. So, the researcher concludes that the implementation of Tea Party technique can increase the students' speaking skill.

## **B. The Suggestion**

Based on the research findings and conclusion of the research, the researcher gives several suggestions, those are:

### 1. For the English teacher

This research can give new reference for teaching speaking. The students need simple and interesting activities in learning speaking and Tea Party technique can be used as an alternative teaching speaking technique which can create a positive classroom climate so that the students will be motivated in learning speaking.

### 2. For the students

The successful of teaching and learning process depends on the students' attitude, motivation and engagement. By implementing Tea Party technique, the students get more motivation in learning English especially learning speaking. The students feel interest to involve actively in the

teaching and learning process. They feel more confident in speaking English in the class. So, they achieve the maximum result in any subject especially speaking skill.

3. For the headmaster

The successful teaching and learning process not only about the technique that is used by the teacher but also the good contribution between the principal and the teacher.

4. For the other researchers

The result of this research can be used as the reference and information for other researchers who were interested in the similar or related topic of the research.

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Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA MATHLA'UL ANWAR GISTING  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **KURNIA SATYA KENCANA**  
NPM : 1501070072  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE USE OF THE TEA PARTY TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING SKILL AT THE TENTH GRADERS OF THE MA MATHLA'UL ANWAR GISTING IN THE ACADEMIC YEAR 2019/2020

untuk melakukan *pra-survey* di MA MATHLA'UL ANWAR GISTING.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 September 2019

Ketua Jurusan  
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Di  
Metro

*Assalamu'alaikum Warohmatullohi Wabarokaatuh.*

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Mathla'ul Anwar Gistingbawah Kecamatan Gisting Kabupaten Tanggamus Lampung, dengan ini memberikan izin kepada :

Nama : KURNIA SATYA KENCANA  
NPM : 1501070072  
Semester : VIII  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan

Untuk melaksanakan Pra Survey di Madrasah Aliyah Mathla'ul Anwar Gisting Kabupaten Tanggamus dalam bentuk Survey sebagai syarat Penyusunan Proposal Skripsi.

Demikian Surat izin Pra Survey ini diberikan agar dilaksanakan semestinya.

*Wallahul Muwafiq Ilaa Aqmatih Thorieq*

*Wassalamu'alaikum Warohmatullohi Wabarokaatuh.*

Gisting, 24 September 2019  
Kepala Madrasah Aliyah  
  
**FAHRURI, S.Pd.**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-3066 /In.28.1/J/PP.00.9/9/2019  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

30 September 2019

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini.

Nama : Kurnia Satya Kencana  
NPM : 1501070072  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Use Of The Tea Party Technique To Increase The Students' Speaking Skill At The Tenth Graders Of The MA Mathla'ul Anwar Gisting In The Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI

  
A. Subhan Roza, M.Pd  
NIP. 19750610 2008011049





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT TUGAS**

Nomor: B-3176/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : KURNIA SATYA KENCANA  
NPM : 1501070072  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MATHLA'UL ANWAR GISTING, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF THE TEA PARTY TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING SKILL AT THE TENTH GRADERS OF THE MA MATHLA'UL ANWAR GISTING IN THE ACADEMIC YEAR 2019/2020".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 08 Oktober 2019

Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

FAHRURI, S.p.d



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-3177/In.28/D.1/TL.00/10/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MATHLA'UL ANWAR  
GISTING  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3176/In.28/D.1/TL.01/10/2019,  
tanggal 08 Oktober 2019 atas nama saudara:

Nama : **KURNIA SATYA KENCANA**  
NPM : 1501070072  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MATHLA'UL ANWAR GISTING, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF THE TEA PARTY TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING SKILL AT THE TENTH GRADERS OF THE MA MATHLA'UL ANWAR GISTING IN THE ACADEMIC YEAR 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 08 Oktober 2019  
Wakil Dekan I,

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



YAYASAN ISLAM MATHLA'UL ANWAR LANDBAW  
**MADRASAH ALIYAH MATHLA'UL ANWAR GISTING**

Terakreditasi (A)

Jln. Mess Pemda Landbaw - Gistingbawah Kec. Gisting Kab. Tanggamus 35378  
Telp. 0729 347344

Nomor : 421.3/121/MA.MA/N.1/2019  
Lampiran : -  
Prihal : IZIN RESEARCH

Kepada Yth :  
Wakil Ketua Dekan I IAIN Metro  
Di  
Metro

*Assalamu'alaikum Warohmatullohi Wabarokaatuh.*

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Mathla'ul Anwar Gistingbawah Kecamatan Gisting Kabupaten Tanggamus Lampung, dengan ini memberikan izin kepada :

Nama : KURNIA SATYA KENCANA  
NPM : 1501070072  
Semester : 9 (Sembilan)  
Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Telah melaksanakan Research pada tanggal 15 Oktober – 26 November 2019 dalam rangka pembuatan Skripsi dengan judul :

**"THE USE OF THE TEA PARTY TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING SKILL AT THE TENTH GRADERS OF THE MA MATHLA'UL ANWAR GISTING IN THE ACADEMIC YEAR 2019/2020"**

Demikian Surat Research ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

*Wallahul Muwafiq Ilaa Aqmatih Thorieq*

*Wassalamu'alaikum Warohmatullohi Wabarokaatuh.*

Gisting, 26 November 2019  
Kepala Madrasah Aliyah,  
  
**F. A. R. U. R. I., S.Pd.**  




KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah@metroniv.ac.id](mailto:tarbiyah@metroniv.ac.id) website: [www.tarbiyah.metroniv.ac.id](http://www.tarbiyah.metroniv.ac.id)

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : KURNIA SATYA KENCANA

Fakultas/Jurusan : TBI

NPM : 1501070072

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	07/19 /10	✓		<i>Revisi lagi; buat skripsi. apa yg akan di buatkan maning ong/siswa yang libat di pda- kapa Revisi skripsi: apa di opronka</i>	

Mengetahui :  
Ketua Jurusan/TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag  
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaun@metroiaun.ac.id website: www.tarbiyah.metroiaun.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : KURNIA SATYA KENCANA

Fakultas/Jurusan : TBI

NPM : 1501070072

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	24/10/19		✓	ⓐ Prepare three lesson plan. (RPP). With the real topic. ⓑ Make list of reference ⓓ Time schedule	Point
	4/10/19		✓	Review your instrument.	Point
	7/10/19		✓	Do Research.	Point

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd  
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : KURNIA SATYA KENCANA

Fakultas/Jurusan : TBI

NPM : 1501070072

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	08-01-2020	✓		Revise Chapter I : - Background of the study - Grammatical rules  Revise Chapter II : - The definition of skill - The definition of <del>speaking</del> speaking - The definition of speaking skill - Competence of speaking - Assessment of speaking skill	
	09-01-2020	✓		Revise Chapter II : - The definition of speaking skill - Competence of speaking - Tea Party Technique	

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag  
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah@iainmetro.ac.id](mailto:tarbiyah@iainmetro.ac.id) website: [www.tarbiyah.iainmetro.ac.id](http://www.tarbiyah.iainmetro.ac.id)

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : KURNIA SATYA KENCANA

Fakultas/Jurusan : TBI

NPM : 1501070072

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10-01-2020	✓		Revise chapter 1 dan 2: - Prior Research - Competence of Speaking Revise chapter 4: - Sketch location of MA Mathlul Anwar - Discussion	
	13-01-2020	✓		Revise Chapter V: - Conclusion  Pabahan skripsi: see manuscript	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah@iainmetro.ac.id](mailto:tarbiyah@iainmetro.ac.id) website: [www.tarbiyah.iainmetro.ac.id](http://www.tarbiyah.iainmetro.ac.id)

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : KURNIA SATYA KENCANA

Fakultas/Jurusan : TBI

NPM : 1501070072

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10/12/19		✓	Revisi chapter IV	Revisi
	13/12/19		✓	Revisi Chapter IV	Revisi
	18/12/19		✓	Revisi Chapter IV	Revisi
	26/12/19		✓	Revisi Abstrak Complet appendix etc.	Revisi
	10/1/20		✓	Ace Exam	Revisi

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd  
NIP. 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M. E. T. R. O Telp (0725) 41507; Faks (0725) 47298; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1103/In.28/S/U.1/OT.01/12/2019**

Yang bertandatangan di bawah ini Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : KURNIA SATYA KENCANA  
NPM : 1501070072  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070072

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Desember 2019  
Kepala Perpustakaan

Dr. Mokhtarul Sudin, M Pd  
NIP. 195808311981031001 7

### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : KURNIA SATYA KENCANA

NPM : 1501070072

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul: LITERARY THEORY : AN INTRODUCTION

Metro,  
Ketua Jurusan TBI  
  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

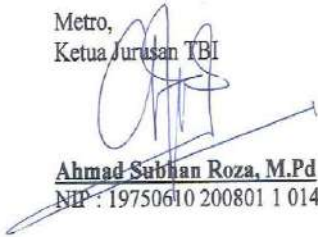
Nama : KURNIA SATYA KENCANA

NPM : 1501070072

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul: LITERARY THEORY : AN INTRODUCTION

Metro,  
Ketua Jurusan TBI  


**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

## SILABUS PEMBELAJARAN

**Satuan Pendidikan** : SMA/MA  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : X (Sepuluh)

### Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi dan gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (membaca, mengarang, menulis, dan berbicara) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
1.1 Mensyuk		Pembelajaran KI 1 dan KI 2	Penilaian KI 1 dan		

<p>uri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam</p>		<p>dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4</p>	<p>KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal</p>		
---	--	--	--	--	--

<p>melaks anakan komuni kasi interpe rsonal dengan guru dan teman.</p> <p>2.2.</p> <p>Men unjukk an perilak u jujur, disiplin, percay a diri, dan bertang gung jawab dalam melaks anakan komuni kasi transak sional dengan</p>					
--	--	--	--	--	--

<p>guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>				
---	--	--	--	--

<p>3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah</p>	<p>Teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal.</p> <ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i></li> </ul> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <ul style="list-style-type: none"> <li>• <i>Struktur text</i></li> </ul> <p>(gagasan utama dan informasi rinci)</p> <p>a. Mengetahui teks deskriptif sesuai</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia dengan menggunakan ejaan dan tanda baca yang benar.</li> <li>• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk</li> </ul>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</li> <li>• Tingkat</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>• Buku Teks wajib (LKS)</li> <li>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan ko</li> </ul>
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<p>terkena</p> <p>l.</p> <p>4.4</p> <p>Mena</p> <p>ngkap</p> <p>makn</p> <p>a</p> <p>secara</p> <p>konte</p> <p>kstual</p> <p>terkait</p> <p>fungsi</p> <p>sosial,</p> <p>strukt</p> <p>ur</p> <p>teks</p> <p>deskri</p> <p>ptif,</p> <p>lisan</p> <p>dan</p> <p>tulis,</p> <p>pende</p> <p>k dan</p> <p>sederh</p> <p>ana</p> <p>terkait</p> <p>tempa</p> <p>t</p> <p>wisata</p> <p>dan</p>	<p>dengan</p> <p>fungsi</p> <p>sosial dan</p> <p>struktur</p> <p>teks.</p> <p>b. Menyebut</p> <p>kan</p> <p>tempat</p> <p>wisata dan</p> <p>bangunan</p> <p>bersejarah</p> <p>terkenal di</p> <p>Indonesia</p> <p>dan di</p> <p>seluruh</p> <p>dunia.</p> <p>• <i>Unsur</i></p> <p><i>kebahasaa</i></p> <p><i>n</i></p> <p>(1) Penyebeb</p> <p>utan</p> <p>kata</p> <p>benda</p> <p>singular</p> <p>dengan</p> <p><i>a</i> dan</p> <p><i>the</i>, dan</p>	<p>gagasan utama</p> <p>dan informasi</p> <p>rinci), dan unsur</p> <p>kebahasaan dari</p> <p>setiap teks</p> <p>tersebut.</p> <p>Menanya</p> <p>Dengan</p> <p>bimbingan dan</p> <p>arahan guru,</p> <p>menanyakan dan</p> <p>mempertanyakan</p> <p>tentang fungsi</p> <p>sosial, struktur</p> <p>teks, dan unsur</p> <p>kebahasaan dari</p> <p>setiap teks</p> <p>tersebut.</p> <p>Mengumpulkan</p> <p>Informasi</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang terkait tempat wisata dan bangunan bersejarah</li> </ul>	<p>keleng</p> <p>kapan</p> <p>dan</p> <p>kerunt</p> <p>utan</p> <p>dalam</p> <p>menye</p> <p>butkan</p> <p>dan</p> <p>menan</p> <p>yakan</p> <p>terkait</p> <p>tempa</p> <p>t</p> <p>wisata</p> <p>dan</p> <p>bangu</p> <p>nan</p> <p>bersej</p> <p>arah</p> <p>terken</p> <p>al di</p> <p>Indone</p> <p>sia dan</p> <p>di</p> <p>seluru</p> <p>h</p> <p>dunia</p> <p>dalam</p> <p>teks</p>	<p>mu</p> <p>nik</p> <p>asi</p> <p>inte</p> <p>rper</p> <p>son</p> <p>al/tr</p> <p>ans</p> <p>aksi</p> <p>ona</p> <p>l</p> <p>den</p> <p>gan</p> <p>ben</p> <p>ar</p> <p>dan</p> <p>aku</p> <p>rat</p> <ul style="list-style-type: none"> <li>• Con toh teks dari sumber ote ntik</li> <li>• Su mb er dari</li> </ul>
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<p>4.5</p> <p>bangunan bersejarah terkenal.</p> <p>Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal,</p>	<p>plural (-s).</p> <p>(2) Kata ganti <i>I, you, we, they, she, he, it, dst.; my, your, our, their, her, his, dst.</i></p> <p>(3) Kata sifat terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>(4) Frasa nominal seperti <i>beautiful place,</i></p>	<p>terkenal di Indonesia dan di seluruh dunia dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>• Membaca rujukan dari berbagai sumber, termasuk buku, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</li> <li>• Membaca semua teks deskriptif</li> </ul>	<p>deskriptif.</p> <ul style="list-style-type: none"> <li>• Tingkatan ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>• Sikap tanggung jawab,</li> </ul>	<p>internet tentang deskriptif teks.</p>
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dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p><i>amazon place.</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan lampau dalam bentuk past tense: <i>build, got, took, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a</i>,</p>	<p>terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia, secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- struktur teks yang terdapat pada teks yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul>	<p>kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di</p>		
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	<p><i>the,</i> <i>this,</i> <i>that,</i> <i>these,</i> <i>those,</i> <i>dst.,</i> secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><i>Topik</i></p> <p>Tempat-tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di</p>	<ul style="list-style-type: none"> <li>• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Membandingkan fungsi sosial, struktur teks (termasuk</li> </ul>	<p>seluruh dunia, dalam teks deskriptif.</p> <p>CARA PENILAIAN:</p> <p>SIKAP</p> <ul style="list-style-type: none"> <li>• Observasi</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerjasama siswa dalam proses pembelajaran di</li> </ul>	
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	<p>seluruh dunia.</p>	<p>gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal. yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>• Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</li> </ul> <p>Mengomunikasikan</p>	<p>setiap tahapan.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> <li>• Penilaian diri: Pernyataan siswa secara tertulis</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Membuat beberapa teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>• Berupaya berbicara secara</li> </ul>	<p>dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di</p>		
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		<p>lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>• Membicarakan teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia secara kooperatif di depan kelas.</li> </ul>	<p>Indonesia dan di seluruh dunia termasuk kemudahan dan kesulitannya.</p> <p><b>PENGETAHUAN</b></p> <ul style="list-style-type: none"> <li>• Tes tertulis</li> </ul> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang</p>	
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			<p>deskripsi tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</p> <ul style="list-style-type: none"><li>• Portofolio</li></ul> <p>Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui teks</p>		
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			<p>deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia yang telah dibuat.</p> <p><b>KETERAMPILAN.</b></p> <ul style="list-style-type: none"><li>• Unjuk kerja Simulasi dan/atau</li></ul>		
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			<p>bermain game dalam bentuk interaksi dengan menyebutkan dan menanyakan terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</p> <ul style="list-style-type: none"><li>• Portofolio Penilaian melalui karya-karya peserta</li></ul>		
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			didik dalam bentuk teks deskrip tif sangat pendek dan sederha na terkait tempat wisata dan bangun an bersejar ah terkenal di Indones ia dan di seluruh dunia yang telah dibuat melalui tahap		
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			<p>draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialn ya.</p> <ul style="list-style-type: none"><li>• Observasi:  (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</li></ul> <p>Observasi terhada</p>		
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			<p>p tindaka n siswa menggu nakan bahasa Inggris untuk menyeb utkan dan menany akan deskrips i terkait tempat wisata dan bangun an bersejar ah terkenal di Indones ia dan di seluruh dunia baik di dalam</p>		
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			dan di luar kelas.		
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Gisting, Oktober 2019

Kolabolator,

Peneliti,

Munfarida, S.Pd

Kurnia Satya Kencana  
NPM.1501070072

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : MA MATHLA'UL ANWAR GISTING  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : X/1  
Materi Pokok : Ecotourism Objects in Indonesia  
Tahun Pelajaran : 2019/2020  
Alokasi Waktu : Pertemuan (4 JP)

### **A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (membaca, mengarang, menulis, dan berbicara) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### **B. Kompetensi Dasar dan Indikator**

<b>No</b>	<b>Kompetensi Dasar</b>	<b>Indikator</b>
1	3.5 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi	3.4.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.4.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat

	<p>dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>wisata dan bangunan bersejarah terkenal di Indonesia.</p> <p>3.4.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana</p> <p>3.4.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas) dengan konteks penggunaannya.</p> <p>3.4.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple) dengan konteks penggunaannya.</p>
2	<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>4.4.1 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective).</p> <p>4.4.2 Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas) dalam descriptive text.</p> <p>4.4.3 Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple) dalam descriptive text.</p>

3	4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.5.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.  4.5.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
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### C. Tujuan Pembelajaran

#### 1. Pertemuan Pertama

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.
- b. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Way Kambas) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### 2. Pertemuan Kedua

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia



(Borobudur Temple) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.

- b. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Borobudur Temple) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **D. Materi Pembelajaran**

##### **THE DESCRIPTIVE TEXT**

###### **The Definition of Descriptive Text:**

Descriptive Text is a text which says what a person or thing is like. The purpose of the descriptive text is to describe and reveal a particular person, place, thing, or the others.

###### **The Generic Structure of Descriptive Text:**

- Identification: identifying the particular person, place, thing, or the others to be described.
- Description: describing the particular person, place, thing, or the others in parts, qualities, and characteristics.

###### **The Example of Descriptive Text:**

“Kuta Beach”



Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

#### **E. Metode Pembelajaran**

Tea Party Technique

#### **F. Media, Alat, dan Sumber Pembelajaran**

##### **1. Media**

Gambar objek wisata Way Kambas dan Borobudur Temple

##### **2. Alat/Bahan**

Papan tulis, spidol, dan laptop

##### **3. Sumber belajar**

Buku LKS: Modul Pengayaan Bahasa Inggris untuk SMA/MA Semester 1

#### **G. Langkah-langkah Kegiatan Pembelajaran**

<b>1. Pertemuan Pertama ( 2x45 menit)</b>	<b>Waktu</b>
<p><b>A. Kegiatan Pendahuan</b></p> <ol style="list-style-type: none"> <li>1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</li> <li>2. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>3. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.</li> </ol>	<b>10 Menit</b>

4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

## **B. Kegiatan Inti**

### **1. Mengamati**

- a. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.
- b. Peserta didik menuliskan kata sifat yang telah dibaca dari buku pelajaran.

### **2. Menanya**

- a. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.
- b. Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat.
- c. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan sesuatu.

### **3. Mencoba/Mengumpulkan Data atau Informasi**

- a. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Way Kambas).
- b. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah di Indonesia (Way Kambas) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang dideskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.

**70 Menit**

<p><b>4. Mengasosiasi/Menganalisis Data atau Informasi</b></p> <p>a. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p><b>5. Mengomunikasikan</b></p> <p>a. Secara individu peserta didik membuat teks tentang descriptive text of Ecotourism Objects in Indonesia.</p> <p>b. Secara kelompok peserta didik berbicara tentang descriptive text of Ecotourism Objects in Indonesia yang telah dibuat di depan kelas menggunakan Tea Party Technique.</p> <p><b>C. Penutup</b></p> <p>1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>3) Guru menjelaskan rencana kegiatan pembelajaran selanjutnya</p>	<p><b>10 Menit</b></p>
<p><b>2. Pertemuan Kedua ( 2x45 menit)</b></p>	<p><b>Waktu</b></p>
<p><b>A. Kegiatan Pendahuan</b></p> <p>1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</p>	<p><b>10 Menit</b></p>

3. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

## **B. Kegiatan Inti**

**70 Menit**

### **1. Mengamati**

- a. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.
- b. Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan

### **2. Menanya**

- a. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.

### **3. Mencoba/Mengumpulkan Data atau Informasi**

- a. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple).
- b. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang di deskripsikan.

### **4. Mengasosiasi/Menganalisis Data atau Informasi**

- a. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang deskripsikan.

<p><b>5. Mengomunikasikan</b></p> <p>a. Secara individu peserta didik membuat teks tentang descriptive text of Ecotourism Objects in Indonesia.</p> <p>b. Secara kelompok peserta didik berbicara tentang descriptive text of Ecotourism Objects in Indonesia yang telah dibuat di depan kelas menggunakan Tea Party Technique.</p> <p><b>C. Penutup</b></p> <p>1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>3) Guru menjelaskan rencana kegiatan pembelajaran selanjutnya.</p>	<p><b>10 Menit</b></p>
---	------------------------

#### **H. Penilaian**

1. Jenis Penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

Kolabolator, Gisting, Oktober 2019  
Peneliti,

Munfarida, S.Pd

Kurnia Satya Kencana  
NPM.1501070072

**ATTENDANT LIST OF PRE-TEST  
10 MIA 1**

No.	Students' Number	Name	Ttd.	
1	0020	AF	1. <i>At</i>	2. <i>As</i>
2	0004	AN		
3	0001	AT	3. <i>Abut</i>	4. <i>Amib</i>
4	0013	AU		
5	0030	DA	5. <i>Aty</i>	6. <i>Am</i>
6	0039	FA		
7	0036	FI	7. <i>fatiq</i>	8. <i>Fuq</i>
8	0041	FM		
9	0122	HI	9. <i>M</i>	10. <i>F</i>
10	0053	KH		
11	0054	KO	11. <i>K</i>	12. <i>df</i>
12	0123	MF		
13	0061	MR	13. <i>P</i>	14. <i>Nau</i>
14	0067	NA		
15	0074	NU	15. <i>U</i>	16. <i>Am</i>
16	0076	OY		
17	0084	RL	17. <i>Suf</i>	18. <i>S</i>
18	0086	RV		
19	0100	SA	19. <i>Am</i>	20. <i>Am</i>
20	0105	SI		
21	0103	SN	21. <i>Suf</i>	22. <i>Suf</i>
22	0097	SR		
23	0099	SY	23. <i>Am</i>	24. <i>Am</i>
24	0114	ZM		

## **PRETEST**

In this part of the test, I will give you a picture:



Please describe about this picture based on yourself and then tell to others!





Assessment of Pre-test

10 Mia 1

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						Fx	ΣFx x 100 : 30
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	0020	AF			3					3						3						3					3					15	50	
2	0004	AN	2							3						3						3					3					14	47	
3	0001	AT			3					3						3						3					3					15	50	
4	0013	AU			3						4					2						3					3					15	50	
5	0030	DA			3						4						4					4					4					19	63	
6	0039	FA			3						4					3						3					3					16	53	
7	0036	FI			3						3					3						3					3					15	50	
8	0041	FM			3						4					3						2					3					15	50	
9	0122	HI			3						4					3						3					3					16	53	
10	0053	KH	2								3					3						3					3					14	47	
11	0054	KO	2								3					3						3					3					14	47	
12	0123	MF			3						4					3						4					4					18	60	
13	0061	MR	2								4					3						3					3					15	50	
14	0067	NA			3						3					3						3					3					15	50	
15	0074	NU			3						3					3						3					3					15	50	
16	0076	OY			3						4					4						5					5					21	70	
17	0084	RL			4						5					4						5					5					23	77	
18	0086	RV			3						4					3						3					3					16	53	
19	0100	SA			3						4					4						5					5					21	70	
20	0105	SI			3						4					4						4					4					19	63	
21	0103	SN			4						5					4						5					5					23	77	
22	0097	SR			4						5					4						5					5					23	77	
23	0099	SY			3						4					3						3					3					16	53	
24	0114	ZM			3						3					3						3					3					15	50	
<b>TOTAL</b>																											408	1360						
<b>MAX SCORE</b>																											23	77						
<b>MIN SCORE</b>																											14	47						
<b>MEAN</b>																											17	57						

The Assessment of Pre-test

(Teacher Assessment)

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						Fx	ΣFx x 100 : 30				
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6						
1	0020	AF			3						3						3																				16	53
2	0004	AN			3						3						3																			15	50	
3	0001	AT			3						3						3																			16	53	
4	0013	AU			3							4					3																			17	57	
5	0030	DA			3						4						4																			21	70	
6	0039	FA			3						4						4																			20	67	
7	0036	FI			3						3						3																			17	57	
8	0041	FM			3						4						4																			18	60	
9	0122	HI			3						4						3																			18	60	
10	0053	KH			3						3						3																			15	50	
11	0054	KO			3						3						3																			15	50	
12	0123	MF			3						4						4																			21	70	
13	0061	MR			3						4						3																			16	53	
14	0067	NA			3						4						4																			20	67	
15	0074	NU			3						3						3																			17	57	
16	0076	OY				4					4						5																			23	77	
17	0084	RL				4					5						4																			23	77	
18	0086	RV			3						4						3																			17	57	
19	0100	SA			3						4						3																			18	60	
20	0105	SI			3						4						4																			18	60	
21	0103	SN				4					3						3																			18	60	
22	0097	SR				4					5						4																			23	77	
23	0099	SY			3						4						3																			16	53	
24	0114	ZM			3						3						3																			16	53	
<b>TOTAL</b>																												434	1447									
<b>MAX SCORE</b>																												23	77									
<b>MIN SCORE</b>																												15	50									
<b>MEAN</b>																												18	60									

ATTENDANT LIST OF POST-TEST

CYCLE 1

10 MIA 1

No.	Students' Number	Name	Ttd.	
1	0020	AF	1.	2.
2	0004	AN		
3	0001	AT	3.	4.
4	0013	AU		
5	0030	DA	5.	6.
6	0039	FA		
7	0036	FI	7.	8.
8	0041	FM		
9	0122	HI	9.	10.
10	0053	KH		
11	0054	KO	11.	12.
12	0123	MF		
13	0061	MR	13.	14.
14	0067	NA		
15	0074	NU	15.	16.
16	0076	OY		
17	0084	RL	17.	18.
18	0086	RV		
19	0100	SA	19.	20.
20	0105	SI		
21	0103	SN	21.	22.
22	0097	SR		
23	0099	SY	23.	24.
24	0114	ZM		

## Post-Test of Cycle 1

You have learned about Ecotourism Object in Indonesia, those are Way Kambas and Borobudur Temple. In this part of the test, please describe about Ecotourism Objects that you have known as the beautiful Waterfall in Tanggamus that is called as Way Lalaan Waterfall of Tanggamus!



Please describe about this picture based on yourself and then tell to others!



Assessment of Post-test of Cycle 1

10 Mia 1

NO	STUDENTS' NUMBER	NAME	ACCENT					GRAMMAR					VOCABULARY					FLUENCY					COMPREHENSION					F <sub>x</sub>	ΣF <sub>x</sub> x 100 : 30	
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			
1	0020	AF			3						4					4					4					4			19	63
2	0004	AN			4					3						4					4					4			19	63
3	0001	AT			3						4					4					5					4			20	67
4	0013	AU			4						4					4					4					5			21	70
5	0030	DA			4						4					4					5					5			22	73
6	0039	FA			4						4					4					4					5			21	70
7	0036	FI			4					3						4					4					4			19	63
8	0041	FM			4						4					4					5					4			21	70
9	0122	HI			4						4					4					4					4			20	67
10	0053	KH			3					3						4					4					4			18	60
11	0054	KO			3					3						4					4					4			18	60
12	0123	MF			4						4					4					5					4			21	70
13	0061	MR			3						4					4					4					4			19	63
14	0067	NA			4						5					4					4					4			21	70
15	0074	NU			3						4					4					4					5			20	67
16	0076	OY			4						4					4					5					5			22	73
17	0084	RL			4						5					4					5					5			23	77
18	0086	RV			4						4					4					4					5			21	70
19	0100	SA			4						4					4					5					5			22	73
20	0105	SI			4						4					4					4					5			21	70
21	0103	SN			4						5					4					5					5			23	77
22	0097	SR			4						5					4					5					5			23	77
23	0099	SY			3						4					4					4					4			19	63
24	0114	ZM			4					3						4					4					4			19	63
TOTAL																											492	1640		
MAX SCORE																											23	77		
MIN SCORE																											18	60		
MEAN																											21	68		

The Assessment of Post-test of Cycle 1

(Teacher Assessment)

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						F <sub>x</sub>	ΣF <sub>x</sub> x 100 : 30
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	0020	AF			4					4					4					4						4				20	67			
2	0004	AN		3						4					4					4						4				19	63			
3	0001	AT			4					4					4					4						4				20	67			
4	0013	AU			4					4					5					4						4				21	70			
5	0030	DA			3					4					5					5						5				22	73			
6	0039	FA			4					4					4					5						4				21	70			
7	0036	FI			4					4					4					5						5				22	73			
8	0041	FM			4					4					4					4						4				20	67			
9	0122	HI			4					4					4					4						4				20	67			
10	0053	KH			3					3					4					4						4				18	60			
11	0054	KO			3					3					4					4						4				18	60			
12	0123	MF			4					4					4					5						5				22	73			
13	0061	MR			4					4					3					4						4				19	63			
14	0067	NA			4					4					4					4						5				21	70			
15	0074	NU			4					4					4					4						4				20	67			
16	0076	OY			4					4					5					5						5				23	77			
17	0084	RL			4					5					4					5						5				23	77			
18	0086	RV			4					4					5					4						4				21	70			
19	0100	SA			4					4					4					5						5				22	73			
20	0105	SI			4					4					5					4						5				22	73			
21	0103	SN			4					4					4					4						5				21	70			
22	0097	SR			4					5					4					5						5				23	77			
23	0099	SY			3					4					4					4						4				19	63			
24	0114	ZM			3					4					4					4						4				19	63			
<b>TOTAL</b>																											496	1653						
<b>MAX SCORE</b>																											23	77						
<b>MIN SCORE</b>																											18	60						
<b>MEAN</b>																											21	69						



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : MA MATHLA'UL ANWAR GISTING  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : X/1  
Materi Pokok : Famous Tourism Destinations in the World  
Tahun Pelajaran : 2019/2020  
Alokasi Waktu : 2 Pertemuan (4 JP)

### **A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (membaca, mengarang, menulis, dan berbicara) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### **B. Kompetensi Dasar dan Indikator**

<b>No</b>	<b>Kompetensi Dasar</b>	<b>Indikator</b>
1	3.6 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan	3.4.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.4.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat

	<p>tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>wisata dan bangunan bersejarah terkenal di Dunia.</p> <p>3.4.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana</p> <p>3.4.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Merlion Park) dengan konteks penggunaannya.</p> <p>3.4.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) dengan konteks penggunaannya.</p>
2	<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>4.4.1 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective).</p> <p>4.4.2 Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Merlion Park) dalam descriptive text.</p> <p>4.4.3 Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) dalam descriptive text.</p>

3	<p>4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.5.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Merlion Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.5.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
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### C. Tujuan Pembelajaran

#### 3. Pertemuan Pertama

- c. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Merlion Park) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.
- d. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Dunia (Merlion Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### 4. Pertemuan Kedua

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel

Tower) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.

- c. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Dunia (Eiffel Tower) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **D. Materi Pembelajaran**

##### **THE DESCRIPTIVE TEXT**

###### **The Definition of Descriptive Text:**

Descriptive Text is a text which says what a person or thing is like. The purpose of the descriptive text is to describe and reveal a particular person, place, thing, or the others.

###### **The Generic Structure of Descriptive Text:**

- Identification: identifying the particular person, place, thing, or the others to be described.
- Description: describing the particular person, place, thing, or the others in parts, qualities, and characteristics.

###### **The Example of Descriptive Text:**

“Kuta Beach”



Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

#### **E. Metode Pembelajaran**

Tea Party Technique

#### **F. Media, Alat, dan Sumber Pembelajaran**

##### **4. Media**

Gambar Merlion Park dan Eiffel Tower

##### **5. Alat/Bahan**

Papan tulis, spidol, dan laptop

##### **6. Sumber belajar**

Buku LKS: Modul Pengayaan Bahasa Inggris untuk SMA/MA Semester 1

#### **G. Langkah-langkah Kegiatan Pembelajaran**

<b>1. Pertemuan Pertama ( 2x45 menit)</b>	<b>Waktu</b>
<p><b>A. Kegiatan Pendahuan</b></p> <p>6. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>7. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p>8. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.</p>	<b>10 Menit</b>

9. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
10. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**70 Menit**

## **B. Kegiatan Inti**

### **6. Mengamati**

- c. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.
- d. Peserta didik menuliskan kata sifat yang telah dibaca dari buku pelajaran.

### **7. Menanya**

- d. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.
- e. Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat.
- f. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan sesuatu.

### **8. Mencoba/Mengumpulkan Data atau Informasi**

- c. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah di Dunia (Merlion Park).
- d. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah di Dunia (Merlion Park) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang di

<p>deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.</p> <p><b>9. Mengasosiasi/Menganalisis Data atau Informasi</b></p> <p>b. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p><b>10. Mengomunikasikan</b></p> <p>c. Secara individu peserta didik membuat teks tentang descriptive text of Famous Tourism Destinations in the world.</p> <p>d. Secara kelompok peserta didik berbicara tentang descriptive text of Famous Tourism Destinations in the world yang telah dibuat di depan kelas menggunakan Tea Party Technique.</p> <p><b>C. Penutup</b></p> <p>4) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>5) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>6) Guru menjelaskan rencana kegiatan pembelajaran selanjutnya</p>	<p><b>10 Menit</b></p>
<p><b>2. Pertemuan Kedua ( 2x45 menit)</b></p>	<p><b>Waktu</b></p>
<p><b>A. Kegiatan Pendahuluan</b></p> <p>6. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk</p>	<p><b>10 Menit</b></p>

mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

7. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
8. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
9. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
10. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

## **B. Kegiatan Inti**

### **6. Mengamati**

- c. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.
- d. Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan

### **7. Menanya**

- b. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.

### **8. Mencoba/Mengumpulkan Data atau Informasi**

- c. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower).
- d. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang di deskripsikan.

**70 Menit**



<p><b>9. Mengasosiasi/Menganalisis Data atau Informasi</b></p> <p>b. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p><b>10. Mengomunikasikan</b></p> <p>c. Secara individu peserta didik membuat teks tentang descriptive text of Famous Tourism Destinations in the world.</p> <p>d. Secara kelompok peserta didik berbicara tentang descriptive text of Famous Tourism Destinations in the world yang telah dibuat di depan kelas menggunakan Tea Party Technique.</p> <p><b>C. Penutup</b></p> <p>4) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>5) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>6) Guru menjelaskan rencana kegiatan pembelajaran selanjutnya.</p>	<p><b>10 Menit</b></p>
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**H. Penilaian**

1. Jenis Penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

Kolabolator, Gisting, November 2019  
Peneliti,

Munfarida, S.Pd

Kurnia Satya Kencana  
NPM.1501070072

ATTENDANT LIST OF POST-TEST

CYCLE 2

10 MIA 1

No.	Students' Number	Name	Ttd.	
1	0020	AF	1. CH	2. S
2	0004	AN		
3	0001	AT	3. Auro	4. Auro
4	0013	AU		
5	0030	DA	5. Digs	6. P.M.
6	0039	FA		
7	0036	FI	7. fatu <sup>th</sup>	8. Suroh
8	0041	FM		
9	0122	HI	9. H/A	10. Suroh
10	0053	KH		
11	0054	KO	11. H/A	12. H/A
12	0123	MF		
13	0061	MR	13. Digs	14. Nain
14	0067	NA		
15	0074	NU	15. Digs	16. Nain
16	0076	OY		
17	0084	RL	17. Suroh	18. Suroh
18	0086	RV		
19	0100	SA	19. Suroh	20. Suroh
20	0105	SI		
21	0103	SN	21. Suroh	22. Suroh
22	0097	SR		
23	0099	SY	23. Suroh	24. Suroh
24	0114	ZM		

## Post-test of Cycle 2

You have learned about Famous Tourism Destinations in the World, those are Merlion Park and Eiffel Tower. In this part of the test, please describe the famous place in Tanggamus that is known as the biggest dam of South Asia that is called as Bendungan Batutegi!



Please describe about this picture based on yourself and then tell to each other!



Assessment of Post-test of Cycle 2

10 Mia 1

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						Fx	ΣFx x 100 : 30
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	0020	AF			4					5				5				4					4				22	73						
2	0004	AN			4				4				5				4					4				21	70							
3	0001	AT			4				4				5				5					4				22	73							
4	0013	AU			4				5				5				4					5				23	77							
5	0030	DA			4				5				5				5					5				24	80							
6	0039	FA			4				4				5				5					5				23	77							
7	0036	FI			4				4				5				4					5				22	73							
8	0041	FM			4				4				5				5					4				22	73							
9	0122	HI			4				4				5				5					5				23	77							
10	0053	KH			3				4				4				4					4				19	63							
11	0054	KO			3				4				4				4					4				19	63							
12	0123	MF				5			4				5				5					5				24	80							
13	0061	MR			4				4				4				4					5				21	70							
14	0067	NA			4				5				5				5					5				24	80							
15	0074	NU			4				4				5				5					5				23	77							
16	0076	OY			4				5				5				5					6				25	83							
17	0084	RL			4				5				6				6					5				26	87							
18	0086	RV			4				5				5				5					5				24	80							
19	0100	SA			4				4				5				6					5				24	80							
20	0105	SI			4				4				5				5					5				23	77							
21	0103	SN			4				5				6				5					6				26	87							
22	0097	SR				5			5				5				5					6				26	87							
23	0099	SY			4				4				5				4					4				21	70							
24	0114	ZM			4				4				4				4					4				20	67							
TOTAL																											547	1823						
MAX SCORE																											26	87						
MIN SCORE																											19	63						
MEAN																											23	76						

The Assessment of Post-test of Cycle 2

(Teacher Assessment)

NO	STUDENTS' NUMBER	NAME	ACCENT					GRAMMAR					VOCABULARY					FLUENCY					COMPREHENSION					Fx	ΣFx x 100 : 30	
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1			2
1	0020	AF			4					4					5					4								5	22	73
2	0004	AN			4					4					5					4							4	21	70	
3	0001	AT			4					4					5					4							4	21	70	
4	0013	AU			4					4					5					5							5	23	77	
5	0030	DA			4					5					5					5							5	24	80	
6	0039	FA			4					4					5					5							5	23	77	
7	0036	FI			4					4					5					5							5	23	77	
8	0041	FM			4					4					5					4							5	22	73	
9	0122	HI			4					4					5					4							5	22	73	
10	0053	KH			3					3					4					4							4	18	60	
11	0054	KO			3					3					4					4							4	18	60	
12	0123	MF			4					5					5					5							5	24	80	
13	0061	MR			4					4					4					4							5	21	70	
14	0067	NA			4					4					5					5							5	23	77	
15	0074	NU			4					4					4					4							5	21	70	
16	0076	OY			4					4					5					5							6	24	80	
17	0084	RL			4					5					5					5							6	25	83	
18	0086	RV			4					5					5					5							5	24	80	
19	0100	SA			4					4					5					5							5	23	77	
20	0105	SI			4					5					5					5							5	24	80	
21	0103	SN			4					5					5					4							5	23	77	
22	0097	SR			4					5					5					5							6	25	83	
23	0099	SY			4					4					4					4							5	21	70	
24	0114	ZM			3					4					4					4							4	19	63	
TOTAL																											534	1780		
MAX SCORE																											25	83		
MIN SCORE																											18	60		
MEAN																											22	74		

## Interview Transcript

### A. Before Treatment

#### 1. For the Teacher

The Researcher : How is the students' interest in learning English?

The Teacher : Based on the initial data, the students' skill in English can be said above range, but when it has been classified to be listening, speaking, reading, and writing, the students have difficulty in speaking skill. They have no confident to convey their idea. Then they have anxiety to speak up. It may be because of the limitedness of vocabularies.

The Researcher : How is the students' interest in learning speaking?

The Teacher : They actually do not like learning grammar, they like game, etc. When they are asked to share opinion, they must be silent. Actually, they have eagerness to speak up, but they have no confidence to convey it. It is because they have anxiety to make mistakes so that when they are asked to speak, they speak in English, Indonesia and Javanese and when they are asked to perform they have to bring a note, if they are not, it will take a long time for them to memorize it.

The Researcher : How is the students' skill in learning speaking?

The Teacher : The students' skill in learning speaking can be said low.

The Researcher : What are the difficulties found by the teacher in learning process?

The Teacher : The teacher must give an example. When the teacher does not give an example, they will ask the example to the teacher. When the teacher gives them an example, they will imitate it so that they are not creative. Sometimes, I have told them to make in other ways, but they will make like the example. That is the difficulty for the teacher in teaching speaking.

The Researcher : What is the teaching technique applied by the teacher in the classroom?

The Teacher : it depends on the material. I don't know the name of the technique, but sometimes when I teach narrative text I will ask them to describe something in front of the class individually. May be, they can discuss it with pairs or may be group discussion.

The Researcher : Is the technique used by the teacher effective to increase the students' speaking skill?

The Teacher : No, there is no significant increasing.

The Researcher : What are the difficulties faced by the students in learning speaking through the use of that technique?

The Teacher : they always ask how to pronounce it. They are lack of vocabularies to convey their idea. Besides, we must give



expressions about how to convey expression for daily activities.

The Researcher : Have you ever heard about the teaching technique called Tea Party for teaching speaking?

The Teacher : Not yet.

## 2. For the Students

### a. Sinta Andriani

The Researcher : Are you happy to learn English? Why?

The Student : No, I'm not, because English is difficult and complicated.

The Researcher : What is your opinion about the English learning?

The Student : English learning is so boring and tiring.

The Researcher : Do you feel difficult to learn English?

The Student : Yes. Because the English language so difficult to understand.

The Researcher : What are your difficulties of learning English? Especially in speaking learning?

The Student : The difficulties of English is to speak up. Because English is the foreign language. I never hear about the word so it so difficult.

The Researcher : Have you ever try to speak English? If you ever try to speak English, What do you feel?

The Student : Yes, I have. But when I speak in English I feel not confidence because difficulties to speak.

The Researcher : What makes you afraid or avoid to speak in English?

The Student : The word of English so difficult, so when I speak in English in front of the class I feel shy when I do mistake in pronounce it.

The Researcher : How much time to speak English in a month?

The Student : Just one day in a month.

The Researcher : What is the technique or method used by the teacher in teaching speaking?

The Student : The teacher explain the material and the students just listen waht the teacher said.

The Researcher : Is the technique or method used by the teacher can help you increase your English Speaking Skill?

The Student : No, it is not. I feel bored and confused.

The Researcher : Do you know Tea Part Technique? Have you ever heard?

The Student : No, I don't know. No, I have not.

b. M. Farhan

The Researcher : Are you happy to learn English? Why?

The Student : No, I am not. Because English is so difficult and make dizzy.

The Researcher : What is your opinion about the English learning?

The Student : English is so boring, complicating, and difficult.

The Researcher : Do you feel difficult to learn English?

The Student : Yes I do. Because English is a foreign language.

The Researcher : What are your difficulties of learning English?  
Especially in speaking learning?

The Student : English word is different with conversation of daily activities. So, it makes difficult.

The Researcher : Have you ever try to speak English? If you ever try to speak English, What do you feel?

The Student : Yes, I have. But to speak in English is so difficult.

The Researcher : What makes you afraid or avoid to speak in English?

The Student : When I speak in English and I do mistake, I feel afraid my friends can be laugh.

The Researcher : How much time to speak English in a month?

The Student : Just one day in a month.

The Researcher : What is the technique or method used by the teacher in teaching speaking?

The Student : The technique seldom individually and sometimes in a group discussion.

The Researcher : Is the technique or method used by the teacher can help you increase your English Speaking Skill?

The Student : Yes, it is. But is so difficult.

The Researcher : Do you know Tea Part Technique? Have you ever heard?

The Student : No, I don't know. No, I have not.

## B. After Treatment

### 1. For the Teacher

The Researcher : How is the implementing of Tea Party Technique as a teaching speaking technique in the classroom?

The Teacher : In my opinion, from some meeting which was done, this technique can be used as a variation in teaching English because this technique can stimulate students' participation in learning English in order to increase their participation especially in speaking activities. The students are not only keep silent and doing worksheet but they can share their idea and thought.

The Researcher : Does Tea Part enable students for overcoming their learning speaking difficulties?

The Teacher : In my opinion, yes it does, because in the technique, the students are divided into groups in which in the group they are forced to work together, to share idea each other, and to help others.

The Researcher : By using Tea Party Technique, do the students become more active in learning speaking?

The Teacher : At least there is an increasing from silent to be active because they are forced in a group to share their idea so that there is increasing in the students' participation because they can't be only silent.

The Researcher : Is Tea Party Technique effective to increase the students' speaking skill?

The Teacher : Based on the observation, there is an increasing from silent to be active so it can be said that it is effective.

The Researcher : Is the implementation of Tea Party Technique successful enough for teaching speaking in the classroom?

The Teacher : If we say enough, it is enough like I have said before because the students are forced to speak up even though it is just a little bit because in the group they have to share idea so that they can't be just silent. It can be said that it is successful enough for teaching speaking in the class.

## 2. For the Students

### a. Sinta Andriani

The Researcher : How is your experience of learning English through Tea Party Technique?

The Student : So funny. Because I can speak in English with friends in the classroom.

The Researcher : What is your opinion about the implementation of Tea Party Technique?

The Student : This technique so good for teaching English because so easy and intensive to be implemented.

The Researcher : Does Tea Party Technique make you easier in understanding the material?

The Student : Yes, it does. Because this technique give more opportunity to speak in English.

The Researcher : By using Tea Party Technique, do you get more opportunities to speak English in the classroom?

The Student : Yes, I get. Because this technique give more time to speak in English.

The Researcher : Do you feel afraid or avoiding to speak English while using Tea Party Technique?

The Student : No, I don't. Because while using Tea Party Technique I can speak in English easier.

The Researcher : By using Tea Party Technique, do you get more time to speak English in the classroom?

The Student : Yes, I do.

The Researcher : By using Tea Party Technique, how much time to speak English in a month?

The Student : four day in a month.

The Researcher : Does Tea Party Technique can help you to learn English, especially speaking skill?

The Student : Yes, it does. Because without Tea Party Technique I feel difficult to learn English.

The Researcher : Is Tea Party Technique suitable to used by the teacher in learning English especially spaeking skill?

The Student : Yes, it is. Because by using Tea Party Tecnique my friens and I feel easier to learn English.

b. M. Farhan

The Researcher : How is your experience of learning English through Tea Party Technique?

The Student : So funny. Because this technique help the students to learn English.

The Researcher : What is your opinion about the implementation of Tea Party Technique?

The Student : Tea Party Technique is so easy to understand and intensive to be implemented.

The Researcher : Does Tea Party Technique make you easier in understanding the material?

The Student : Yes, it does. Because Tea Party Technique give a lot of time to speak in English.

The Researcher : By using Tea Party Technique, do you get more opportunities to speak English in the classroom?

The Student : Yes, I do. Because by using this technique I feel easy to speak in English.

The Researcher : Do you feel afraid or avoiding to speak English while using Tea Party Technique?

The Student : No, I don't. Because by using Tea Party I feel easy to speak in English and fast to speak.

The Researcher : By using Tea Party Technique, do you get more time to speak English in the classroom?

The Student : Yes, I do.

The Researcher : By using Tea Party Technique, how much time to speak English in a month?

The Student : Four day in a month.

The Researcher : Does Tea Party Technique can help you to learn English, especially speaking skill?

The Student : Yes, it does. Because speaking learning without Tea Party Technique is so difficult.

The Researcher : Is Tea Party Technique suitable to used by the teacher in learning English especially spaeaking skill?

The Student : Yes, it is. Because if the teacher uses this technique, the students feel easier to understand the material.



## The Documentation of the Research

### 1. The Documentation of Pre-Survey:



This picture show that the students prepare themselves before speak up in front of the class.

### 2. The Documentation of Pre-test:



The picture shows one of the students while doing a pre test of speaking assessment in front of the class.

### 3. The Documentation of Meeting 1 of Cycle 1:



The pictures show that the students implement Tea Party Technique in front of the class.

#### 4. The Documentation of Meeting 2 of Cycle 1:



The pictures show that the students implement Tea Party Technique in front of the class in the second meeting of the treatment.

5. The Documentation of Post-test of Cycle 1:



The picture shows that one of the students doing a post-test of the cycle 1.

6. The Documentation of Meeting 1 of Cycle 2:



The picture shows that the students implement Tea Party Technique in the third treatment.

7. The Documentation of Meeting 2 of Cycle 2:



The picture shows that the students implement Tea Party Technique in the fourth treatment.

8. The Documentation of Post-test of Cycle 2:



The picture shows that one of the students doing a post-test of the cycle 2.

## **CURRICULUM VITAE**



The name of the researcher is Kurnia Satya Kencana, she was born in Gisting, on December 14<sup>th</sup>, 1997. She is the last child of happy couple, Kliwon Suwarso and Kusriah.

In 2009, she graduated from SDN 1 Gisting Bawah. In 2012, she graduated from SMPN 1 Gisting, Tanggamus, Lampung. Then, she continued her study to MA Mathla'ul Anwar Gisting, Tanggamus, Lampung and graduated in 2015. In the same year, she entered S1 English Education Department of States Islamic Studies of Metro (IAIN Metro).