

# TEACHING SPEAKING USING TEA PARTY TECHNIQUE

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## **Abstract**

*Tea party is a technique that is suitable with classroom speaking performance. Since, it forms students into two centeric circles or two lines that face each other, then the teacher gives a question or a topic, the student discuss their answer or ideas concerning to the question or the topic given with the students facing them. After one minute, the outside circle or one line moves to the right side so that students have new partners. Then the teacher pose a second question or topic for them to discuss. Continue with five or more questions. This technique can engage students to speak up as well as keep the students brave to share their idea. Moreover, it lines students up in two lines facing each other. Pose a question to the class, and have students facing each other in the lines discuss the question or topic for a minute or two. Then move on to another question and new partner in the line by having one line move to the right. This activity can also be done in concentric circles, where one circle moves to the right when it is time to get new partners.*

## **Keywords:**

*Teaching Speaking, Tea Party Technique*

## **A. Introduction**

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand<sup>1</sup>. It means that the teacher helps the students to understand what they have learned thus the teacher must be creative because the teacher must attract their interest to study by involving them in classroom activities and teach

with various ways in order to avoid boredom.

The Teacher has important role in teaching and learning process because the succesful of it depends on how the teacher conduct the material to the students, what strategies and what media that will be used by the teacher. In addition, besides responsibility to teach the students the teacher must give support and motivation to the students. Furthermore, before the teacher enters to the classroom the teacher should know what he or she will be taught and what should be done in the classroom,

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<sup>1</sup> Douglas Brown, *Principles of Language Learning and Teaching* (USA: Pearson Education, 2007), 8.

Therefore, the teacher must make preparation or planning first in designing the instruction<sup>2</sup>.

The students have to master four skills in English, they are; speaking, writing, listening and speaking. In every school, many teachers applied kinds of teaching techniques for foreign language especially in teaching speaking. The teacher needs practice to increase their students speaking skill. Speaking is called by the most important aspect of learning a second language, because when people do spoken language, automatically she or he will be assumed that they master the language itself.

Speaking is one of the language skill that has important in daily life because it can make students communicate and interact with each other. Speaking is so much a part of daily life that we take it for granted<sup>3</sup>. However, learning to speak involves developing a number of complex skill and different types of knowledge about how and when to communicate with each other. One of the way to increase students speaking skill by using a technique called Tea Party Technique.

Tea Party technique is one of the techniques of cooperative learning that the teacher can be used to motivate

students in speaking skill. It can help students to enjoy the class, although, speaking is sometimes difficult for students. In addition, using Tea Party technique makes students more active in the class. This technique is also a suitable technique that the teacher applies in teaching speaking skill. Because it forces and makes the students speak up by forming them into two centric outside and inside circles or line students up in two lines facing each other, they speak up for a minute. Then the outside line moves on to new partners in the inside line by having one line move to the right and discuss their ideas with their new partner of inside line. This activity can also be done in concentric circles, where the outside circle moves to the right and inside circle move opposite to get new partner both of circles sharing their ideas toward the topic.

Tea Party technique is well-appropriate with speaking skill. Since this technique places students to brave speaking and sharing their ideas through fun and enjoyment activities namely they are formed into two circles that face each other so that they are motivated to share their ideas about the topic given. This technique also provides fun and interactive activities that can stimulate students to speak English up and share their ideas. Therefore, Tea Party is an advantageous technique used in speaking skill.

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<sup>2</sup> Ibratul Ummah, *The Implementation of Lesson Plan in Teaching Speaking at MAN 1 Pamekasan* (STAIN Pamekasan, 2015), 1.

<sup>3</sup> Anne Burns, *Focus on Speaking* (National Centre for English Language Teaching and Research: Macquarie University, 1997), 2.

## B. Speaking

In general, speaking is one way where people acquire the language from they were born. Speaking is the first mode in which children acquire language. Children learn language by listening to the speech around them and reproducing what they heard. So that, speaking is one of the first made that children acquire language. Since they were a baby, the children were taught to speak a language.

From those definitions, speaking is the ability to speak a foreign language. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. Here, people have the ability to speak a foreign language and they try to be involved.

Speaking is the most important skill for our students because it can make the students practice their skill in speaking English and make the students increase their confidence in their performance when they speak real-world situation and of course the teacher needs to get our practice for interaction in the classroom. Beside that in daily activity, people generally use speaking as a means of communication. Although people cannot ignore the significance of writing, as another form of communication, speaking is still more popular to the people. Most of structures of Cooperative Learning are developed by Dr. Spencer Kagan and those are associated by Kagan Publishing and

Professional Development. For resources and professional development information on Kagan Structures. The Kagan's structures of Cooperative Learning are<sup>4</sup>

### 1. Carousel Feedback

Teams rotate from project to project to leave feedback. Setup: Team spread out team projects around the room. Each project has feedback from attached.

Teams stand in front of their assigned projects. Then teams rotate clockwise to the next project for a specified time, teams discuss their reactions to the other team's project, with no writing. Student 1 records feedback on feedback form. Students are encouraged to include positive comments Teacher calls time. Teams rotate, observe, discuss, and give feedback on next project. A new recorder is selected each round. After that teams continue until each team rotates back to its own project, or until Teacher calls time. Teams review the feedback they received from the other teams.

### 2. Fan-And-Pick

Teammates play a card game to respond to questions. Roles rotate with each new question. Setup: Each team receives a set of question cards. Where the student 1 holds question

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<sup>4</sup> Spencer Kagan, *Kagan Cooperative Learning* (Kagan Publishing, 2009), page 2.25-6.38

cards in a fan and says, "Pick a card, any card!". Student 2 picks a card, reads the question aloud, and allows five seconds of think time. Student 3 answers the question. Student 4 responds to the answer: for right/wrong answers, Student 4 checks and then either praises or tutors. For questions that have no right or wrong answer, Student 4 does not check for correctness, but praises and then paraphrases the thinking that went into the answer. Students rotate roles, one person clockwise for each new round.

### **3. Flashcard Game**

Partners proceed through three rounds as they quiz each other with flashcards, mastering the content to win cards. Setup: Students each have their own set of flashcards.

In pairs, the Tutee gives his/her flashcards to the Tutor. In the round 1: Maximum Cues The Tutor shows the question on the first card, reads the question, and shows and reads the answer written on the back of the card. The Tutor then turns the card back over and again reads the question on the front of the card asking the Tutee to answer from memory. The Tutee answers. If correct, Tutee wins the card back and receives a surprising, delightful praise from the Tutor. If wrong, the Tutor shows the Tutee the answer side of the card and coaches. The card is

then returned to stack to try again later. When the Tutee wins all cards, partners switch roles. When the new Tutee wins all her/his cards, partners advance to Round 2. Then in round 2: Few Cues The process is repeated, except the Tutor shows only the question on the front of each card, and asks the Tutee to answer from memory, and in the round 3: No Cues the process is repeated, except the Tutor quizzes Tutee on each question without showing the Tutee the flashcards.

### **4. Inside Outside Circle**

Students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving. Setup: The teacher prepares questions, or provides a question card for each student. Where the students from pairs. One student from each pair moves to form one large circle in the class facing outward. Remaining students find and face their partners (class now stands in two concentric circles). Inside circle student ask a question from their question card; outside circle students' answer. Inside circle student praise or coach. (Alternative: The teacher asks a question and indicates inside or outside student to answer to their partner). Partners switch roles: Outside circle students ask, listen, then praise or coach. Partner trade question cards. Inside circle students rotate clockwise to a new partner.

(The teacher may call rotation numbers: "Rotate Three Ahead." The class may do a "choral count" as they rotate).

### **5. Mix- Freeze Group**

The classroom is bursting with energy as students rapidly "Mix" around the room, "Freeze" in their tracks, and frantically "Group" to avoid falling into the lost and found. Setup: Students stand. An area of the room is designated as the "lost and found". Where the students "mix" around the room. Teacher calls, "Freeze," and student freeze. Teacher ask a question to which the answer is a number or which corresponds to a key with a number. Teacher gives think time. (Examples: How many planets are there in our solar system? What direction is Washington, DC, from California? Key: North = 2, South = 3, East = 4, West = 5) Teacher calls, " Show Me," and student show their answer with fingers on their chests. Students group according to the number, and kneel down. Students in their groups discuss a question provided by the teacher. Can you name the planets in order How far do you think Washington, DC, is from Los Angeles. Students not in groups go to the "Lost and Found."

### **6. Mix Pair Share**

The class "mixes" until the teacher calls, "pair." Students find a new partner to discuss or answer the teacher's question. Setup: Teacher prepares questions to ask students.

Students mix around the room. Teacher calls "pair." Students pair up with the person closest to them and give a high five. Students who haven't found a partner raise their hands to find each other. Teacher asks a question and gives think time. Students share with their partner using: Timed Pair Share and Rally Robin.

### **7. Pair Compare**

Pairs generate a list of possible ideas or answers. Pairs pair and compare their answers with another pair. Finally pairs work as a team to create additional answer or ideas.

Teacher provides a question that has multiple possible responses and provides think time. Rally Table: Shoulder partners Rally Table answers. They "keep it a secret" from the other pair. Teacher calls time. Pairs Compare: pairs pai to Round Robin their answers. For each answer, the face partner in the other pair adds the answer to that pair's list, or checks it off if they already had it. Team Challenge: As a team, students generate new answers, taking turns within pairs recording answers on their pair lists.

### **8. Poem for Two Voice**

Partners create and present a poem they recite using one voice, the other voice, or both.

The teacher assigns each pair a poem topic. Partners work together to write their poem. Partners label each line of their poem, A, B, or AB, representing who will read each line. Pairs rehearse their poems. Pairs recite their poems to another pair or to the class.

### **9. Round Robin & Rally Robin**

Students take turns responding orally. In Round Robin, students take turns in their teams. In Rally Robin, partners take turns.

Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time. Students take turns stating responses or solution.

### **10. Showdown**

When the Showdown Captain calls, "Showdown!" teammates all display their own answer. Teammates either celebrate or tutor and then celebrate. Setup: Teams each have a set of question card stacked face down in the center of the table.

The teacher selects one student on each team to be the Showdown Captain for the first round. The Showdown Caption draws the top card, reads the question, and provides think time. Working alone, all

student, including the Showdown Captain, write their answers. When finished, teammates signal they're ready. The Showdown Captain calls, "Showdown." Teammates show and discuss their answer. The Showdown Captain leads the checking. If correct, the team celebrates; if not, teammates tutor, then celebrate. The person on the left of the Showdown Captain becomes the Showdown Captain for next round.

### **11. Spend-A-Buck**

To make a team decision, teammates use funny money and "spend a buck" to vote on their top picks. The option with the most bucks is deemed the team decision. Setup: Each person needs 10 play dollars. Options to be voted on are each written on separate cards or slips of paper.

Alternative option cards are laid out on team tables. Students put a dollar on each alternative. Students spend remaining dollars any way they want. Teams count the results to the team decision.

### **12. Stand Up- Hand Up- Pair Up**

Students stand up, put their hand up, and quickly find a partner with whom to share or discuss.

Teacher says, when I say go, you will "stand up, hand up, and pair up!" Teacher pauses, then says, "Go!" Student stand up and keep one hand

high in the air until they find the closest partner who's not a teammate. Students do a "high five" and put their hands down. Teacher may ask a question or give an assignment, and provides think time.

### **13. Talking Chips**

Teammates place talking chips in the center of the table to make sure everyone contributes to the team discussion. Setup: teams have talking chips (maximum two chips each other).

The teacher provides a discussion topic and provides think time. Any student begins the discussion, placing one of his/her chips in the center of the table. Any student with a chip continues discussion, using his/her chip. When all chips are used, teammates each collect their chips and continue the discussion using their talking chips.

### **14. Timed Pair Share**

In pairs, students share with a partner for a predetermined time while the partner listens. Then partner switches roles.

The teacher announces a topic, states how long each student will share, and provides think time. In pairs, then Partner A shares Partner B listens. Partner B responds with a positive gambit. Partners switch roles.

### **15. Tea Party**

It puts students speak up by forming them into two concentric outside and inside circles or line students up in two lines facing each other, they speak up for a minute. Then the outside line moves on to new partners in the inside line by having one line move to the right and discuss their ideas with their new partner of inside line. This activity can also be done in concentric circles, where the outside circle moves to the right and inside circle move opposite to get new partner both of circles sharing their ideas toward the topic.

### **C. Tea Party Technique**

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

Tea Party is one of cooperative techniques that the teacher can be used in speaking skill to motivate students in speaking English. It places students into two circles namely outside and inside circles that the students face each other, then the outside circle moves on to the right position finding new partner in the inside circle to share their ideas about topics given by the teacher. In addition, this technique places the students from two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right

so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. For a little variation, student can write questions on cards to review for a test through this “Tea Party” technique.<sup>5</sup>

From those definitions, it can be concluded that tea party is a technique that is suitable with classroom speaking performance. Since, it forms students into two centeric circles or two lines that face each other, then the teacher gives a question or a topic, the student discuss their answer or ideas concerning to the question or the topic given with the students facing them. After one minute, the outside circle or one line moves to the right side so that students have new partners. Then the teacher pose a second question or topic for them to discuss. Continue with five or move questions. This technique can engage students to speak up as well as keep the students brave to share their idea. Moreover, it lines students up in two lines facing each other. Pose a question to the class, and have students facing each other in the lines discuss the question ortopic for a minute or two. Then move on to another question and

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<sup>5</sup> Cristina Niculescu, *An Overview of Cooperative Learning Strategies and Categories* (Romania Partnership Lab, 2011), page 3

new partner in the line by having one line move to the right. This activity can also be done in concentric circles, where one circle moves to the right when it is time to get new partners.<sup>6</sup>

## **2. Steps of Implementing Tea Party Technique**

There are some steps of Tea Party technique that the teacher implements in the classroom.

- a. 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.
- b. Teacher asks question or presents a topic.
- c. 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 outside circle, you have one minute to explain your answer or your idea about the topic. If you are in the inside, you may ask questions but not share your own ideas.”
- d. After one minute, the outside circle or one line moves to the right so that students have new partners.

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<sup>6</sup> <http://schsinstructionalcoach.weebly.com/cooperative-learning.html>. Accessed on 2 January 2017



- e. Teacher poses a second question or new topic to discuss or share each other between the partners in the circle.
- f. These activities repeated until four or more questions. The circle rotates to the right and share their idea or their answer based on the topic posed.

### 3. 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 particularly 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 more brave to speak up.

### 4. 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 thoroughly 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 have to make the students understand the steps of tea party activity, and it will make the teacher uneasy.
- e. The student have to listen to, answer, share and move in organized way, so that it can make students confused.

### D. Teaching Speaking Using Tea Party Technique

One of some techniques in cooperative learning is tea party. In tea party<sup>7</sup>, the students form two concentric circles or two lines facing eachother. The teacher asks a question (on any content) and the students discuss the answer with their partners. After one minute, the outside circle or one line moves to the right so that students have new

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<sup>7</sup> Colorado (2007),

partners. Then the teacher poses a Second question for them to discuss, and it is continued with five or more questions. For a little variation, cards can be used in this technique. The tea party technique refers to heterogeneous group because students spend the majority of their time to sit and work together in groups consisting of students who have different levels of ability. Mixed team is another way to name heterogeneous team. Tea party itself applies the heterogeneous team because student's partner will always change.

Tea party technique includes intensive interaction<sup>8</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. Students do this by suggesting more of their own ideas, based on what the child is doing, but within the tea party game (e.g., echoes, similar sounds) and following the shape of the child's game (e.g., pauses and repetitions).

Inside-outside circle is almost the same as Mac hatter's tea party<sup>9</sup>. In inside-outside circle, students have an opportunity to move and talk with their partners. Unlike mix-freeze-pair, partners are determined by the movement of the circles or lines. This

may be preferable when students might feel anxious or left out or when free movement may be too chaotic. This structure is particularly good for sharing, review, or closure. Then, for interpersonal and small group learning skills, it can be used for sharing ideas, careful listening, asking clarifying and probing questions, paraphrasing, and moving in an organized way. In this technique, students form two circles, the inside circle faces out and the outside circle faces in. (If the classroom lacks floor space, two smaller concentric circles will work.) In mad hatter's tea party, students face each other in two lines. The teacher asks the question or presents a discussion topic. Students talk with their partners. This can be done freely or can be directed by the teacher. For example, in inside and outside circle, people in the outside circle have one minute to explain his/her position. If they are in the inside, they may ask questions but not share their own ideas. Students move to new partners, and it is easier for the outer circle to rotate. In mad hatter's tea party, either one line shifts or both lines shift but in opposite directions. When students move to a new partner, they might first paraphrase what their old partner said before beginning a new discussion.

From the definitions of tea party technique above, it can be concluded that tea party is one of

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<sup>8</sup> Barber (2007)

<sup>9</sup> Kagan (1992)

some techniques in cooperative learning in which students work and learn together in heterogeneous group to answer questions with their partners facing them.

The teacher can use the technique by giving explanation about the material that the teacher will be taught. The teacher gives instruction to the students to make two circles namely inside and outside circle. The teacher explained about the technique that the teacher will be used in the teaching and learning process. In this technique, the teacher gives instruction to the students, the teacher gets the students to make two circles namely inner and outer circles that face each other, the teacher gives a question or topic, the teacher gets the students in outer circle moves to the right, the students form partner between inner and outer circles, the teacher asked the partner to share and discuss the topic each other<sup>10</sup>. The teacher poses Second question or new topic to be discussed and share each other between partners in the circles, the teacher repeats the activities until four or more questions. There are some steps of Tea Party technique that the teacher uses in the classroom, they are:

1. Teacher forms the students into two circles, namely inside and outside circle, the inside face out and outside face in, or they are formed into two lines that face each other.
2. Teacher asks question or presents a topic.
3. 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 outside circle, you have one minute to explain your answer or your idea about the topic. If you are in the inside, you may ask questions but not share your own ideas."
4. After one minute, the outside circle or one line moves to the right so that students have new partners.
5. Teacher poses a second question or new topic to discuss or share each other between the partners in the circle.
6. These activities repeated until four or more questions. The circle rotates to the right and share their idea or their answer based on the topic posed.

The using of Tea Party technique in teaching speaking skill can be called success and run effectively if the students do it well. The benefit of this technique is the students have an opportunity to move and to talk with

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<sup>10</sup> Lee Ann Srogi Ana Linda Baloche, *Using Cooperative Learning to Teach Mineralogy (and other Course too)*, Pennsylvania: Department of childhood Study and reading

many peers.<sup>17</sup> But, sometimes there were some problems faced by the teacher and the students in the process of teaching and learning speaking skill. In the use of Tea Party Technique in teaching speaking skill, the teacher uses three steps, they are: pre-teaching, whilst-teaching, and post-teaching. So, it makes the teacher will teach easily. Tea Party Technique is used in teaching learning process of English in Speaking subject. Tea Party Technique make the students interest do speak English up and more active in the classroom activities. This technique can motivate the students in the teaching and learning process.

### E. Conclusion

There are three steps of the use of Tea Party technique. The steps are: pre teaching, whilst teaching, and post teaching. In pre teaching, the activities are: the teacher prepared lesson plan in teaching speaking by using Tea Party technique, greeting her or his students, praying together, checking the student's attendance and warming up the students by questioning them related to the topic taught. While on whilst teaching, Three are some parts that is applied by the teacher. Those are: The teacher provides the material taught, the teacher gets the students to make two circles, namely inner and outer circles that face each other, the teacher gives question or topic to the students in the circles, the teacher gets the students in

outer circle moves to the right, the students form partner between outer and inner circles, the teacher asked the partners to discuss the topic each other. In post teaching, the activities conducted arc: the teacher concluded the material had been taught, reflected and assessed the activities conducted, gave feedback, then closed the class by saying Salam. Actually, In the process of teaching, the teacher uses the technique well. Therefore, the technique makes the students are more active and more cooperative in teaching and learning process.

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