

**IMPROVING STUDENTS' SPEAKING SKILL BY
USING WORLD CAFE STRATEGY AT GRADE XI SOCIAL 3 OF
MAN 1 BENGKULU**



THESIS

Presented as a Partial Fulfillment for the Requirement of “Sarjana” Degree

By

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UNIVERSITY OF BENGKULU**

2014

APPROVAL

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MOTTO

- Everything goes through destiny.
- It is not about you, but it is about your duties,
your responsibilities, and your people.
- Never give up as easy.
- We are watched.
- Ikhlas.

DEDICATION

I have the deepest excitement of dedicating this final project to:

- **Allah SWT and his Messenger Muhammad SAW.**
- **My beloved mother, Arma Sunawani and My beloved father, Drs. Harpizi. I love you so much. Thanks for everything.**
- **My beloved sister, Zefy Arlinda. S.T, and my two beloved brothers, Maar Ardi Kasugi and Daurez Suyudi. Thanks for all your supports and prayers.**
- **My best friends in EDSA 2010, Nur, Beta, Ana, Tati, Laila, and Dita. Thanks for your help, support, kindness, and the great and wonderful friendship. Thank you for everything.**
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Alhamdulillah, First of all the researcher would like to honor Allah SWT for giving the strength and chance to complete this thesis entitled "*Improving Students' skill by Using World Cafe Strategy at Grade XI Social 3 of MAN 1 Bengkulu*". This thesis is a classroom action research which aimed to explain how world cafe strategy can improve students' speaking skill at grade XI Social 3 of MAN 1 Bengkulu in academic year 2013/2014. It is written to fulfill one of the requirements for "sarjana" degree in language teaching and learning at the English Education Study Program of Universitas Bengkulu.

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Finally, the researcher believes that this thesis is still far from perfect. Therefore, constructive suggestion to improve this thesis is always welcome. Hopefully, the result of this research may give a useful contribution to the development of the education in Bengkulu province.

Bengkulu, 2014

The researcher

ABSTRACT

Mustika, Nina. 2014. *Improving Students' Speaking Skill at Grade XI Social 3 of MAN 1 Bengkulu.* Thesis. English Education Study Program of Language and Art Education Department. Faculty of Teacher Training and Education of Universitas Bengkulu. Supervisors: (I) Kasmaini, S.S, M.Pd (II) Drs. Barnabas Sembiring, M.Si.

This research was a classroom action research which aimed to explain how World Cafe Strategy can improve students' speaking skill at grade XI Social 3 of Man 1 Bengkulu in academic year 2013/2014. The subject of this research was class XI Social 3 which consisted of 10 males and 17 females. The instrumentations of this research were speaking test, students' observation checklist and field notes, teacher's observation checklist and field notes, and interview. The result of this research indicated that there was an improvement of subjects who were able to pass the standard score. The improvement was 21% of total students. Also, the result of the study showed that the students became more enthusiasts in the teaching and learning process in the classroom. It could be concluded that there were significant improvements made by students after the implementation of World Cafe strategy in speaking class.

Key Words: Speaking, World Cafe strategy

ABSTRAK

Mustika, Nina. 2014. *Improving Students' Speaking Skill at Grade XI Social 3 of MAN 1 Bengkulu.* Thesis. English Education Study Program of Language and Art Education Department. Faculty of Teacher Training and Education of Universitas Bengkulu. Supervisors: (I) Kasmairi, S.S, M.Pd (II) Drs. Barnabas Sembiring M.Si.

Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk menjelaskan bagaimana strategi *World Cafe* dapat meningkatkan kemampuan berbicara siswa dalam bahasa Inggris di kelas XI IPS 3, MAN 1 Bengkulu tahun ajaran 2013/2014. Subjek dari penelitian ini adalah kelas XI IPS 3 yang terdiri dari 10 laki-laki dan 17 perempuan. Instrumen yang digunakan adalah tes berbicara, lembar observasi siswa dan catatan lapangan, lembar observasi guru dan catatan lapangan, dan wawancara. Hasil penelitian menunjukkan adanya peningkatan subjek penelitian yang bisa mencapai nilai standar minimum. Peningkatannya mencapai 21% dari total jumlah siswa. Juga, hasil penelitian menunjukkan bahwa siswa menjadi lebih aktif dalam proses belajar dan mengajar di dalam kelas. Dapat disimpulkan bahwa ada peningkatan-peningkatan yang signifikan oleh siswa setelah penerapan strategi *World Cafe* di dalam kelas berbicara.

Kata Kunci: Berbicara, strategi *World Cafe*

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CHAPTER I

INTRODUCTION

1. 1. Background

English teachers may experience the same situation in which the students do not want to speak. There are several factors causing this problem. First, the students feel that they lack of confidence to speak. Second, the students state that they have limited words to say in conversation. Third, the students tell the teacher that the topic of the conversation is not interesting (Nazarah, 2011).

In addition, Chamot (1993, cited in Madsa, 2012) argued that the students in class experienced the poorest condition of speaking. That was a result from lack of speaking practice. Moreover, the students, especially Asian students tend to be reluctant to speak English in class and after class. They need teacher to encourage and motivate them to speak.

Similarly, based on researcher observation, students of Grade XI social 3 of MAN 1 Bengkulu have difficulties to speak English. In speaking class, almost all of the students were categorized as poor speaker. They spent to much time to think what to say and how to start. Also, when teacher asks students to speak, almost all of them were lack in accuracy, fluency, and comprehension. They do not know how to pronounce the words correctly. It is also proven on the data that researcher got that they have low grade in speaking test. The number of students who got the score higher than minimum standard score (KKM) in that school that is 76 is only 41 %.

To solve this problem, it can be done by some techniques or strategies of learning speaking to improve students' speaking skill. In the research, a World Cafe strategy is assumed able to improve student's speaking skill. The researcher believes that the World Cafe strategy can improve the students' speaking skill because in this strategy, the students could speak about what they think in the group in informal situation. So, the students will be enjoying speaking. In addition, if the students practice more in speaking they will get better in their speaking skill.

World Cafe Strategy is a learning strategy that allows students to gather and share information from one group to another group. The information can be the new learning point, a review of previously learnt information or a reflection of understanding about the topic (Brown, 2001).

There are two previous researches that had been done by other researchers. First, Hornett (2007) conducted a research entitled "World café: simulating seminar dialogues in a large class" in Penn State, Great Valley. It found that the students in the larger class using World café reported in course evaluation and in conversational anecdotes that they enjoyed the learning experiences in the course. Second, Anderson (2012) conducted a research entitled "Use the World Café concept to create an interactive learning environment" in Cardiff University. It is found that the World Cafe idea is suitable for use during a full day or a half a day meeting if the topic relates to complex clinical experiences or encounters.

Beside that, the World café is a friendly way for creating meaningful and cooperative dialogue around question. It could gather for collaborative

thought. It build in small, intimate conversations link and build each other as people move between groups (Schieffer et al, 2004). Therefore, the researcher conducted research entitle “Improving Students’ Speaking Skill by Using World Cafe Strategy at Grade XI Social 3 of MAN 1 Bengkulu”.

1. 2. Identification of the problem

Based on the background above, identification of this research was student at MAN 1 Bengkulu at Grade Social 3 has difficulty in speaking skill.

1. 3. Limitation of the problem

This research only improves students’ speaking skill using World Cafe strategy.

1. 4. Research Question

1. To what extent can World Cafe strategy improve students’ speaking skill at Grade XI Social 3 of MAN 1 Bengkulu?

1. 5. The Purpose of the research

The purpose of this research was to explain whether discovery strategy can improve students’ speaking skill.

1. 6. The Significance of the research

1. For teacher
 - a. Hopefully could help teachers resolve the speaking skill problem in MAN 1 Bengkulu at Grade XI Social 3.
 - b. For students

The researcher expects that the students speaking skill will be better.

1. 7. Definition of Key Term

To avoid misunderstanding, the key term of this research are defined below:

Speaking : Speaking skill is active production skill. It is the capability of someone to communicate orally with others

World Cafe : World Cafe Strategy is a learning strategy that allows students to gather and share information in group. The information can be the new learning point, a review of previously learnt information or a reflection of understanding about the topic. Then, they move from one group to another group. The format consist of several round / movement from one group to another group in every several minutes

CHAPTER II

LITERATURE REVIEW

2. 1. Speaking skill

2.1. 1. Definition of speaking skill

Speaking is the capability of someone to communicate orally with others. It is the skill that use real life situation (Liao, 2009). Therefore, Nazarah (2011) argued that speaking is specific spoken discourses that entail the elements of language when also consider its function and social norm. It means to speak foreign language learners should use the culturally acceptable ways of interacting with others in different situations and relationship (Hanh, 2011).

Furthermore, speaking is verbal way of communication that has two purposes, transactional and intransactional (Nunan, 1999, cited in Nazarah, 2011). Transactional is the way for one direction communication while intransactional is the way for two direction communication. Then, making the intransactional is the most dominate speaking context for social purposes such as to inform, ask information, describe something, and give direction.

Moreover, speaking is a skill that required ability to process information and language (Madsa, 2012). It is human's brain that does process as complex process. It uses brain to process sound input to brain. Then, the input that have been received will be processed in brain. It will analyze information and then the language faculty in brain will produce some

words for responses. It is such something that human can master years since they were a baby then they can extend their ability with learning and studying.

Similarly, Ann (1999) said that speaking skill is active production skill and use as oral production. It is a complex term that needs multi-sensory speech event that topic could become unpredictable. The sensory is the sensitive area of human brain. Human uses sensors to interpret something. It is done by brain in speaking. It needs multi-sensory speech event. It needs ability to use linguistic and social linguistic as the consideration to communicate orally. It is mostly spontaneous, open-ended, and evolving.

In addition, Widiati and Cahyono (2006) said:

Spoken language involves paralinguistic features such as timbre (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. Thus, spoken language which employs variability and flexibility is in fact as complex as written language, meaning that each is complex in its own way.

Then, Somdee and Suppasetserree (2012) stated that speaking is oral production skill which entails requires the process of communicative competence, pronunciation, grammar, and vocabulary to improve for the way of communication. Also, Ur (1996, cited in Chi, 2011) said:

. . . of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

2.1.2 The component of Speaking skill

Each component of speaking is an essential component of a multidimensional definition of speaking. It provided guidance for understanding how the speaking process should be taught. Speaking process depend on the language of the speaker and the speaking system that encodes the language. According to Heaton (1999), three areas of elements to success in teaching speaking. They are:

1. Accuracy

Accuracy is the ability to produce correct pronunciation. Correct pronunciation means correct of sounds production and is not influenced by similar sounds in mother tongue language. The speaker with high level of accuracy will speak correctly with very few mistakes.

2. Fluency

Fluency is the ability to speak accurately and quickly. Fluent speakers decode automatically and therefore are able to concentrate their attention on the meaning of the speech. Fluent speakers recognize and comprehend words at the same time. Fluency in speaking are close relation to comprehension. That is, the students who were low in fluency showed difficult on comprehending what they heard.

3. Comprehension

The purpose of speaking is to make listener understand what is the speaker mean. Comprehension is the ability to take meaning from

speaker and to remember and communicate the meaning from the speaker. Good speakers are those who monitor their listener comprehension to make sure they understand the speaker and comprehension as the final goal of speaking.

2.2 Teaching Speaking skill

2.2.1 Successful speaking activity

Ur (1996) had argued about characteristic of successful speaking activity, they are:

1. Learners talk a lot

During the time have been allocated for speaking activity, students speak a lot as much as possible. This may be seen clearly even there are several pause by teacher.

2. Participation is even

The discussion does not take place only by a few dominant participants. All participants have the same chance to speak. Also, they have the opportunity to contribute.

3. Motivation is high

The students have motivation to speak because they are interested in the topic of conversation and they have the idea to be delivered. Or, they want to contribute to discussion activity.

4. Language is of an acceptable level

The students express themselves with relevant utterance in the discussions. They are easy to understand. They speak with acceptable pronunciation and accuracy in target language.

2.2.2 The problem of Speaking Activities

Speaking is different from listening, reading, and writing activities. It is primarily used in reality. In learning foreign language, there some problems appear when students want to speak. Ur (1996) explained there are some problems with speaking activities:

1. Inhibition

Speaking requires full attention of the listener while the students commonly embarrass when observed. They do not want to speak in foreign language. They avoid making any mistake. They fear of criticism.

2. Nothing to say

The students do not know what thing to say. They think that they do not have any reason to speak. They only fell that they have to speak.

3. Low or uneven participation

There is only one participant who speak on the occasion when the goal is to be heard. While in a large group means that each person only has a little time to talk, then, there will be only some participants who dominate in speaking. Because of that, the others will do little or even they do not speak at all.

4. Mother tongue use

If the students are large group of students with the same mother tongue, so they will tend to use their mother tongue because it is easier than having to continue to speak in a foreign language. Also they will be less embarrassed by their mother tongue. But it will be a little more difficult if they are in a small group because it could be any of them who do discipline and do motivate in using the target language.

2.2.3 The way to solve the problems

1. Use the group work

This increases the number of student speech solely occur within a limited period of time and also lowers barriers to learners who do not want to speak in front of a full class. The group work means teachers can not monitor all student speech, not all speech that would be true, and learners can sometimes slip into their native language, however, even with errors occasional consideration and use of the mother tongue, the amount of time remaining for positive, oral practice is likely to be far more useful than a full class set up.

2. Base the activity on easy language

The required of language level discussion should be lower than that used in intensive language learning activities in the same class. It should be easy to remember and produced by the participants, so that they can speak fluently with minimal hesitation. It is an idea that to teach or review important vocabulary well before the event.

3. Make a careful choice of topic and task to stimulate interest

The more increasingly apparent purpose of the discussion participants were the more motivated they will be.

4. Give some instruction or training in discussion skills

If the assignment is based on the discussion group and then include instructions about participation when introducing it.

5. Keep students speaking the target language

The best way to make students keep speak in the target language just to be there alone as much as possible, and remind them to use their own modeling language. There is no substitute for neglect.

2.3 Technique for teaching speaking

There are several techniques for teaching speaking, they are:

1. Dialogue

This is the traditional language-learning techniques that the learners are taught a brief dialogue (Ur, 1996). Then, they do it, personally in pairs, or publicly in front of the whole class.

2. Role play

Role play is a game that the players play the role of imaginary characters and collaborate to knit a story together (Ur, 1996). The players choose their actions significant figures based on the characteristics of the character, and the success of their action depends on the system of game rules that have been determined. Origin still follow the rule set, the players can improvise shaping the direction and final outcome of this game.

3. Jigsaw

Jigsaw is a group work for learning and participating in the group learning activities. Each group has responsibilities for taking the knowledge from one group and repeating it to new listeners in other groups. (Hakkarainen in Handayani, 2010)

4. World Cafe

World Cafe Strategy is a learning strategy that allows students to gather and share information from one group to another group. Topic can be the new learning point, a review of previously learnt information or a reflection of understanding about the topic. The movement generally consists of 3 rounds of 20 minutes to 30 minutes each. (Brown, 2001)

2.4. Active students

According to Nunan in Sakale (2012), active students are where students are provided enough opportunities to use the language and actively involved in producing it. Furthermore, Ur (1996) argued that active students means during the time have been allocated for speaking activity, students speak a lot as much as possible.

However active students could not be separate with students interest and motivation. Furthermore, Hurlock in Hamzah et al. (2011) said that interest is a source of motivation that drives people to do what they want when they are free to choose , if they see that something is going to be benefit , then they are interested in and then bring contentment and satisfaction decreases if the interest was reduced.

Hurlock then said that the interest is more permanent or direct (persistent) as interest in satisfying an important need in someone's life. The stronger the need, the more powerful and enduring interest to meet those needs. The more frequently expressed interest in activities, then the stronger that interest. Interests will be extinguished when not channeled in activities and even when it cannot provide satisfaction, then at some point will feel less interested even boring. Hurlock defines boredom as an opponent of interest consisting of feeling bored and discontent.

In addition, Guilford in Hamzah et al. (2011) defined that person's interest as a tendency to behave as a particular case. Furthermore, Semiawan in Hamzah et al. (2011) argues that interest is a mental state that produces a response directed to a specific situation or object that is fun and raises satisfaction. Thus the interest that arises from a person is caused more by external factors that are nearby. That is, when one is confronted with an object or an atmosphere, if an object or an atmosphere that appeals to a person, then there will be interest in the object or the atmosphere.

Other experts argued that the interest is part of the motivation. Motivation is generally known as internal motivation and external motivation, and then the interest is an encouragement for someone to like something that is internal. Taylor in Hamzah (2011) stated that interest as feelings of dislike towards something specific or particular situation. In the interest of such a position, it can be predicted that the interest effect on learning outcomes. In this case the interest is an aspect of the human psyche that can be pushed to

achieve the goal. A student or students, who have a greater interest towards certain subjects, tend to give greater attention to the lesson.

Furthermore, Gibson in Hamzah (2011) suggested that his view of interest include (a) viewed from the cognitive aspect, can be a boost interest in achieving the objectives or needs, so that everything he was doing to add value to him. While the aspect of attitude, something he does to give pleasure, happiness and does not cause boredom. Therefore , the interest becomes a source of energy to carry out activities in achieving objectives or needs , (b) interest in emphasizing the election in which the likes and dislikes of values , objects , understanding , skills / experience , pleasure , desire or volition , attention , and participation in an activity that one likes.

From those theories above it can be conclude that the interest and motivation influence students to be active while the interest in learning English is the tendency of a person motivation , interest , want to learn English in order to obtain satisfaction on learning objects English.

2.5 Strategy definition

In general, strategy can be interpreted as an outline act in order to achieve specific targets. Therefore, in teaching and learning, strategy is defined as a planning strategy that contains a series of activities designed to achieve specific educational goals (Sanjaya, 2007, cited in Jurodin, 2013). It is used by the teacher to convey the subject matter. It makes the learners easier in achieving learning goals expected at the end of learning activities.

In addition, Kemp (1995, cited in Siswoyo, 2012) explains that strategy is a learning activity that must be done so that the teacher and the student learning objectives can be achieved effectively and efficiently. Similarly, Dick and Carey (1985, cited in Siswoyo, 2012) argued that the learning strategy is a set of learning materials and procedures are used together to inflict on students' learning outcomes.

Learning strategies will be selected and used by teachers starting point of learning objectives established at the beginning , meaning that the direction of all decisions is the goal achievement strategy formulation , so that the preparation of the learning , the use of various facilities and learning resources all geared to support the achievement purpose.

2.6 World Cafe

2.6.1. World Cafe definition

World Cafe was found in by Brown and Isaac (1995). It is a way to increase the capacity of collaborative thinking by linking small group in network (Brown, 2001). It is a strategy where the groups given context and focus then they could use their creativity to support the conversation. They share idea and they access their knowledge. Then, they move from one group to another group. The format consist of several round / movement from one group to another group in every several minutes.

World Cafe is a way to help group discussion as make large people as part in small group conversation (Research Center for Leadership in Action, 2008). It is used in discussing about some topic that need to handle so many

people. It can be use for extra large number of people in discussion forum. Then, it shows people antuciasm in speaking in that discussion. Therefore, this strategy is said as friendly strategy that can be use from the little number of students in one class until the big number of people in disscussion forum.

The World Café is a user-friendly method for creating meaningful and cooperative dialogue around questions that count. As an organizational or social design process the World Café offers a practical way to enhance the human capacity for collaborative thought. Born out of the worldwide interest in dialogue methodologies and readily applicable to organizations and communities, it catalyzes dynamic conversations and opens new possibilities for action.

(Schieffer et al, 2004)

In addition, the World Cafe strategy allows students to gather and share information quickly. They share ideas, thoughts and experiences. The key idea is to move from conversations that keep us in the past into dialogue around ideas that matter. It is design for tackling one major issue (Lowe, 2012).

It best owns the participants assumption of their wisdom and creativity. They given appropriate context and focus (National Council of State Boards of Nursing, 2012). They could use their present knowledge to deeper knowledge. It is useful in making knowledge share fairly in students member. Because they share idea to their friend.

It can be said that World Cafe is the way to create environment which participants responses to problem (Aldred, 2009). It will group the whole number of students. Each group name their table as cafe name. Then they speak in informal situation. They speak about topic that teacher given. They

can speak what they want to speak but all in English. They can speak with their friend as enjoy. While this process happen. There is one student who record the flow of the conversation. Then after every several time that have been decide before. For example, every five minutes, the teacher command the student to move to other cafe. It is the way to make such network of conversation that talking about question as means sharing knowledge. (Apline, 2007). It is like speaking and discussing in cafe shop.

It is as a way to success do conversation like in large cafe. (Senge, 2005). It is for discussing about something. It makes the people divided in some group. The group may consist forum until five member each of it. The people do not stay in that group until the discussion over because it will come the time that some of them should move to the other cafe of table of disscussion.

Participate together in evolving rounds of dialogue at small cafe style tables while at the same time remaining part of a single, larger, connected conversation. Participants record key insights in words and pictures on paper table cloths (Steward, 2005).

2.6.2. Technique in World Café

Students form random groups of between of 4-5. Each group labels their café location with a name. Students are given a topic to discuss. Topics can be the new learning point, a review of previously learnt information or a reflection of understanding up to this point.

At table groups, the conversation flows as in a coffee shop with students sharing factual information, opinion, and personal experiences related to the topic. Every 5 minutes, students randomly move to a new coffee shop. New groups at coffee shops are formed with different members.

When the new coffee shop groups are formed, this new group continues with conversing about the topic. This process continued for several movements.

2.7. Previous Research

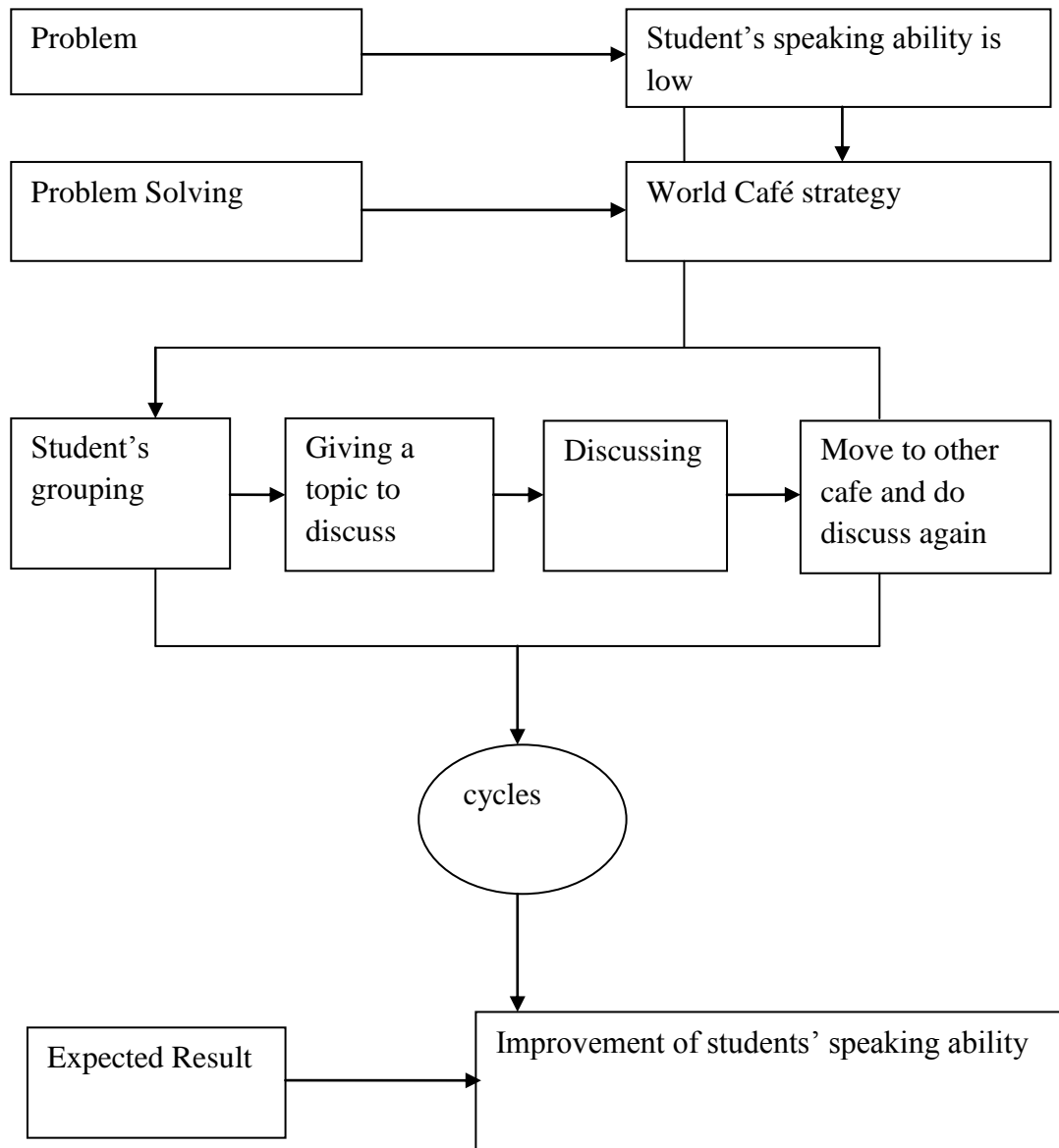
There are some previous researches that have been done by other researchers. First, Anderson (2012) conducted a research entitle “Use the World Café concept to create an interactive learning environment” in Cardiff University. Then, it is found that whilst the World café idea is not really suitable for teaching groups of fewer than 10, it is suitable for use during a full day or a half a day meeting if the topic relates to complex clinical experiences or encounters. This is an excellent addition to your teaching armamentarium if you want to introduce new or challenging ideas and if you want to encourage reflection among your learners. Enabling them to experience a variety of difficult view points and perspectives and providing a forum for debate can help to clarify understanding and boredom perspectives in a novel, but educationally sound setting.

Second, Hornet (2007) conducted a research entitle “World Cafe: simulating seminar dialogues in a large class” in Penn State, Great Valley. It found that the students in the larger class using World café reported in course

evaluation and in conversational anecdotes that they enjoyed the learning experiences in the course.

2.8. Conceptual Framework

Based on the background and the literature review above, the conceptual framework is:



In learning English, the students have difficulties on speaking. One of the strategies to solve this problem is World Cafe strategy. It will help students to improve their speaking skill by following the steps of this strategy. Students form random groups of between of 4-5. Each group labels their café location with a name. Then, students are given a topic to discuss. Topics can be the new learning point, a review of previously learnt information or a reflection of understanding up to this point. At table groups, the conversation flows as in a coffee shop with students sharing factual information, opinion, and personal experiences related to the topic. Every 5 minutes, students randomly move to a new coffee shop. New groups at coffee shops are formed with different members. When the new coffee shop groups are formed, this new group continues with conversing about the topic. This process will be continued for seven movements.

CHAPTER III

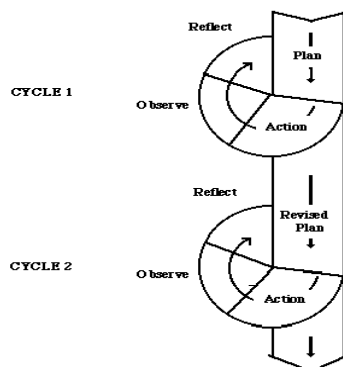
RESEARCH METHODOLOGY

3. 1 Research Design

The design of this research was classroom action research. It is a research by a teacher as a researcher in her class or collaborates with collaborator in planning, doing, and acting the research in order to improve the student's quality (Kunandar, 2011).

This research was conducted with English teacher of grade XI Social 3 MAN 1 Bengkulu, Mrs. Budiarni M.Pd as the collaborator. In this research, the researcher acted as the teacher who taught the students to improve speaking by using World Cafe strategy.

This research conducted by following cycles that describe in the following scheme of classroom action research by Sthephan and Kemmis in O'Brien (2001):



Picture 3.1 Action Research model

3. 2. Subject of the research

This research was conducted at Grade XI Social 3 of MAN 1 Bengkulu of 2013/2014 academic year. There were 27 students that consist of 10 male and 17 female.

3. 3. Location of the research

This research is located on Jln. Cimanuk Bengkulu

3. 4. Instrument of the research

There were three instruments of the research to collect data : test, observation checklist and field notes, and interview.

1. Test

Test is a way to know the students' skill and force by asking the students through some questions in order to measure the students' skill (Arikunto,1991). The using of instrument test in this research would find the students' speaking skill progress in each cycle. The test was done by asking the students to speak orally. They had to speak in good accuracy and fluency. To ensure the reliability of the score, there were two scorers, the researcher herself and the collaborator.

2. Observation checklist and field notes

There were two kinds of observation checklist and field notes in this research; teacher's observation checklist and field notes and students' observation checklist and field notes. The teacher's observation checklist and field notes were used to identify and collect the improvement of the researcher in applying the strategy. This instrument consist of questions items that covers all of the teaching

aspects such as; the way teacher explained the material, the teacher's classroom management and etc. While, the students' observation checklist and field notes also consist of questions items which used to identify and collect the improvement of the students in applying the strategy.

The researcher used Guttman scale in the teacher and students' observation sheet. Riduwan (2004:90) stated that Guttman scale is a cumulative scale which only has two answers, yes or no. This scale can be used to know the clear answer. Mrs. Budiarni M.Pd as the research collaborator in this research helped the researcher fulfill the observation checklist and field notes. The result of this observation checklist and field notes were used by the researcher to revise in the next cycle. (see appendix)

3. Interview

Interview is a way in collecting the qualitative data (Sukidin et al, 2002). In this research, the interview was used to know the effectiveness using the strategy in the classroom by the teacher and also to know the students' responses of using World Cafe strategy through some question. The researcher used the structure interview which the researcher written some questions that must be answered for the students. (see appendix)

3. 4. Procedure of The Research

The procedure of this research was based on Kemmis in O'Brien (2001) theory. There were four steps of the research; plan, action, observe and reflect.

3.4.1 Cycle 1

a. Plan

- The researcher wrote a lesson plan of World Cafe strategy for speaking activity.
- The researcher prepared some speaking exercise that was done by the students during World Cafe strategy.
- The researcher prepared observation checklist and field note form for checklist while implementing World Cafe strategy.
- The researcher prepared some interview questions for interview at the end of cycle.

b. Action

- The researcher taught the students about today's topic.
- The researcher facilitated the students form random groups of four.
- The researcher gave the students a topic to discuss.
- The researcher did monitoring the process that was continued for several movements. (5 minutes each movement)
- The researcher asked the students to perform individually in front of the class.

- The researcher facilitated the students concludes about today's topic.

c. Observe

An observation was about what were happening in the classroom activities were done in this stage. The instruments for observation activities were observation checklist and field note that were made base on lesson plan. It conductend in teaching and learning process. It was done by collaborator.

d. Reflect

For this step, students' improvement in speaking of the cycle 1 collected and analyzed to measure the success level of the implementation of cycle 1. Through this reflection researcher identified the causes that made this method was less successful, and researcher planned the way to repair the unsuccessful thing in cycle 1. The result of this reflection was taken as a consideration to plan the next cycle.

3.4.2 Cycle 2

a. Revised Plan

This step was based on the reflection of the cycle 1. The researcher made some revision in the cycle 2 which helped by the collaborator. The researcher prepared the lesson plan about spoof text to give some interesting topic to the students. The researcher also prepared the speaking test for the students after the strategy was implemented. Observation checklist and field notes were also

designed based on the learning strategy of this research. There were some revisions in the cycle 2; the researcher gave some interesting topic and would more paid attention to the effectiveness of the teaching and learning in the classroom.

b. Act

The action of this research was conducted by applying World café strategy based on the revised plan. This stage was consisted of three meetings. The action that the researcher did in this stage was more effective than the previous cycle. The researcher made sure the students gave attention to the researcher's explanation then helped the students as they learning. The researcher also gave some interesting topic and made sure that the students obey the teacher command in the learning process.

c. Observe

An observation was about what were happening in the classroom activities were done in this stage of the cycle 2. The instruments for observation activities were also teacher and students' observation checklist and field notes by a collaborator.

d. Reflect

In this step, students' speaking score improvement of the cycle 2 was collected and analyzed to measure the success level of the implementation of cycle 2. Through this reflect the researcher saw the improvement of the students' speaking score. In the cycle

2, the indicator of success in this research has achieved. Therefore, the research was ended in this cycle.

3. 5. Technique of Collecting Data

Data collection techniques in classroom action research is quantitative and qualitative data (Sukidin at al, 2002). Quantitative data is data collection techniques to calculate the test results . In the quantitative data , researchers collected data from students' speaking test . Student speaking test was given at the end of the cycle . This test showed improvement in students after they use the World Cafe strategy .

Qualitative data is the data collected using questionnaires , interviews and observation to interpret the results in explaining . In this research , researcher used teacher and student observation checklists and field notes and interviews . First, the researcher collected data from observations and checklists that had been filled in by the collaborators of things to do in the classroom , while applying the World Cafe every meeting learning strategies in the classroom . Then the researchers collected data from interviews at the end of cycle in order to know students' response of using the World Cafe.

3. 6. Technique of Analyzing the Data

1. Quantitative data

a. Test

The data that was gotten from the speaking tests were quantitative data, which were in form of scores or numbers. The scores calculated to find the percentage of the number of students who got score ≥ 76 . The

formula below was used to find the percentage of the number of students who got ≥ 76 (Sudijono, 2010).

$$P = \frac{x}{y} \times 100\%$$

P = percentage

x = the total of students who reach score ≥ 76

y = total number of students

Then, to see the improvement of the students, the researcher used formula as follow:

$$Y = X_2 - X_1$$

Y = the improvement of the students

X1 = the percentage of the number of students who get ≥ 76 in primary data

X2 = the percentage of the number of students who get ≥ 76 in final test

2. Qualitative data

The data from the observation checklist and field notes and interview were in words form. It was called by qualitative data. To analyze this kind of data, Gay (1990) explained the steps of analyzing the qualitative data are: *data managing, reading and memoing, describing, classifying, and interpreting.*

a. Data Managing

In this step, the researcher organized the data that got from observation checklist and field notes. These data will be put in order of the date taken and in folders according to its type.

b. Reading and Memoing

In this step of analyzing data, the researcher read the result of observation and analyzed the result while wrote notes or memo to make it easy to analyze the data

c. Describing

Here, the researcher wrote description about the data that wrote in memo as well as possible.

d. Classifying

In classifying step, the researcher classified the data. The observation checklist and field notes data will be put in the order of some categories.

e. Interpreting

In this step, the researcher interpreted the data from the result of the research into easy understand word.

3. Indicator of success

1. The percentage of students who reach ≥ 76 for speaking score is $\geq 60\%$ of total students.
2. Most of students ($\geq 75\%$) more active in speaking shown by the result of the observation checklist and field notes and interview.