

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter presents the data analysis of the condition before the research, result, finding, and discussion. The results of this research were gathered from some sources, such as speaking test, observation checklist and field notes, and interview. The discussion of this research was based on the result of the research findings and some theories in the research.

#### 4.1. Condition before the Research

The condition before the research was identified as preliminary study. The preliminary study was held to gain the baseline data of the research. The baseline data of the students' score in speaking can be seen on the appendix. The following was the students' score category in percentage before conducting the research.

Table 4.1. The percentage of students who passed and did not pass the standard score before conducting the research.

Category	Standard Score	Frequency	Percentage
Passed	$\geq 76$	11	41%
Did not pass	$< 76$	16	59%

The result of the baseline data showed that the students have low skill in speaking. There were only 11 (41%) students who passed the standard score. Therefore, the teacher needed a new strategy in teaching speaking for the students so that the students can improve their speaking skill. The implementation of

World Cafe strategy was expected to be able to improve the students' speaking skill.

## **4.2 Result**

### **4.2.1. Cycle 1**

Based on the data above, the researcher arranged the plan, act, observe and reflect for class XI Social 3 to improve the students' speaking skill in the first cycle. It was conducted on 26th March 2014.

#### **a. Plan**

In this step, the researcher prepared the syllabus that the researcher got from the English teacher (collaborator), the lesson plan about teaching speaking narrative by using World Cafe strategy, the learning material (about narrative text) that the researcher got from "Look A Head" book, kinds of World Cafe strategy that the researcher had designed before. The researcher arranged some questions that will be discuss by the students. Teacher's and students' observation checklist and field notes sheet were also developed based on the strategy in World Cafe. The researcher also prepared the speaking test for the students after the World Cafe strategy were implemented to see the result in cycle 1. This research had been planned on 26th March 2014. The learning material and lesson plan of this research was designed based on the syllabus and the curriculum of the school. Observation checklist and field notes were also designed based on the learning strategy of this research.

## **b. Act**

The act of this research consisted of three meetings. The researcher had already conducted the activities in the classroom based on the lesson plan that the researcher had prepared.

The first meeting was done on 26th March 2014 at class XI Social 3 of MAN 1 Bengkulu. The researcher taught the students about the narrative text, its generic structures and language features until the students understand then the teacher gave some examples. After the teacher gave the material and the example of narrative text, the researcher explained briefly about World Cafe strategy to the students and what the students had to do.

The second meeting, the researcher asked the students to make group of four. The researcher gave topic to discuss. Then, the students discuss in their group. Every five minute, researcher commanded the students to move to the other group. The movement continued until seven movements. After the students discussed the topic with their friends, the students summarized the topic orally.

The last meeting was done on 2nd April 2014. In this meeting the researcher recalled the students' knowledge about narrative text and their reflection in the World Cafe. Then the speaking test was given to them to see the result of cycle 1.

## **c. Observe**

In this step, the researcher was helped by the teacher as a collaborator while the researcher implemented the World Cafe strategy.

All the data was collected in this stage by using observation checklist and field notes. There were two observation checklists in this research. The first was teacher's observation checklist and field notes sheet (see appendix) and the second was students' observation checklist and field notes sheet (see appendix) that had been filled by the collaborator.

The result of the teacher observation was good in almost all aspect of the observation checklist which had been done by the researcher. But there was one that the researcher did not do fully in teaching the students. The researcher spent too much time in teaching and learning process. It made the teaching and learning process took time more than it had been planned.

The second observation was students' observation checklist and field notes. It showed that the students gave attention to the teacher explanation and took a note. Furthermore, in the group they contributed actively in discussion. They gave response to their friend's opinion. But, in very movement some students did not obey teacher command. Some students did not want to move. It made the movement was not effective.

Besides the observation checklist and field notes, there was the test at the end of cycle 1 on observe. The test was speaking test. This test was assessed based on the scoring guide from Heaton (1988). The result of the cycle 1 test could be seen on the appendix. To see the students who pass the standard score could be seen on the table below.

Table 4.2. The percentage of students who passed and did not pass the standard score in cycle 1

Category	Standard Score	Frequency	Percentage
Passed	$\geq 76$	14	51%
Did not pass	$< 76$	13	49%

Based on table 4.2, the students' score that pass the standard score were 14 students or 51 % and 13 students or 49% did not pass the standard score.

**d. Reflect**

The result of speaking test showed that there were 14 (51%) students who could pass the standard score. The researcher and the collaborator concluded that there was an improvement of the students' score in speaking. It could be happened because the students applied a World café strategy in the process of speaking class. Even though there was an improvement score of students who could pass the standard score, the indicator of success of this research has been not achieved yet. It meant that the study has not been successful yet.

Moreover based on the teacher and students observation checklist and field notes, the students were difficult to move. It took too much time to make sure they all had moved. Base on the observation above, it was needed to conduct the next cycle. From the reflection and discussion with the collaborator, the researcher would do some efforts to improve the students speaking skill in the next cycle. They are; 1) the researcher would

revise the lesson plan. 2) The researcher would really make sure that the students are effectively moved to other group. 3) Gave interesting topic to the students and a clear explanation to the students, and 4) reflecting and summarizing what students have done in the classroom.

#### **4.2.2. Cycle 2**

Cycle 2 was held on Tuesday 22nd April 2014. This cycle had been done based on the result of the reflection from cycle 1. The description of this cycle would be explained as below.

##### **a. Revised Plan**

This step was based on the reflection of the cycle 1. The researcher had made some revised in the cycle 2 which helped by the collaborator. This research was planned on 22nd April 2014. The learning material and lesson plan of this research had been designed based on the curriculum of the school, syllabus and reflection from the previous cycle. Then the speaking test had been designed to see the students' improvement. Observation checklist and field notes also had been designed based on the learning strategy of this research. Spoof text was chosen for the learning material. 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 Cafe strategy based on 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 gave some interesting topic. The researcher made sure the students obey to the researcher's instruction then helped the students as they learning.

The first meeting was done on Tuesday 22nd April 2014 at class XI Social 3 MAN 1 Bengkulu. In this meeting, the researcher taught the students about the spoof text, its generic structures and language features until the students understand then the teacher gave some examples. After the teacher gave the material and gave the example of spoof text. The researcher gave explanation about spoof text especially about part that the students still did not understand until the students understood about spoof text. Then the teacher explained briefly about World Cafe and what students had to do. The researcher asked the students what they had to do to make sure that the students understood about their learning process.

In the second meeting, the World Cafe was implemented. The different was the teacher made sure that the students move effectively. The teacher also made sure that all students obey the teacher to move to other group. The last meeting was done on 29th April 2014. In this meeting, the researcher recalled the students' knowledge about spoof text and World Cafe. Then the speaking test was taken to see the result of cycle 2.

**c. Observe**

In this stage, the researcher was helped by the collaborator in observing teaching and learning process. There were two observation sheets in this stage. The first was students' observation checklist and field notes sheet and the second was teacher's observation checklist and field

notes sheet. Through the students' observation checklist and field notes, the result showed that the students were more active in group discussion.

The second, the students had clearer understanding about World Cafe strategy than the previous cycle. In the cycle 2 the students understood what they had to do World Cafe. It proved on their behavior during the strategy implemented. They all obey the teacher command to move to other group. They moved more effective.

Besides the students' observation checklist and field notes, the researcher also used teacher's observation checklist and field notes. The result of the teacher's observation checklist and field notes were the researcher had done all aspects. For the first, the teacher made sure that the students understood about spoof text and knew example of spoof text. Then the teacher taught the generic structure of spoof text and the language features of the spoof text based on part that the students still did not understand.

The second, the teacher re explained of using World Cafe strategy in the classroom. It took for 5 minutes to explain of using World Cafe because almost all the students had understood what they had to do. After the students had clear understanding about World Cafe, the teacher directed the students to use World café strategy during the lesson. When the students discuss in World Cafe, the teacher controlled the students.

Furthermore besides the observation checklist and field notes, there was also the speaking test in the observe stage. The speaking test was held at the end of cycle 2. The result of the speaking test was scored by using

scoring guide that adapted from Heaton (1988). The result of students' speaking test in the cycle 2 showed that from 27 students, there were 17 students who could pass the standard score and 10 students who could not pass the standard score. It can be seen on the table below.

Table 4.3 the percentage of students who passed and did not pass the standard score in cycle 2

Category	Standard Score	Frequency	Percentage
Pass	$\geq 76$	17	62%
Not Pass	$< 76$	10	38%

After collecting and analyzing the students' speaking test, the researcher and the collaborator concluded that there was a significant improvement of the students' score between the cycle 1 and the cycle 2. The chart below illustrated the students' improvement from cycle 1 to cycle 2.

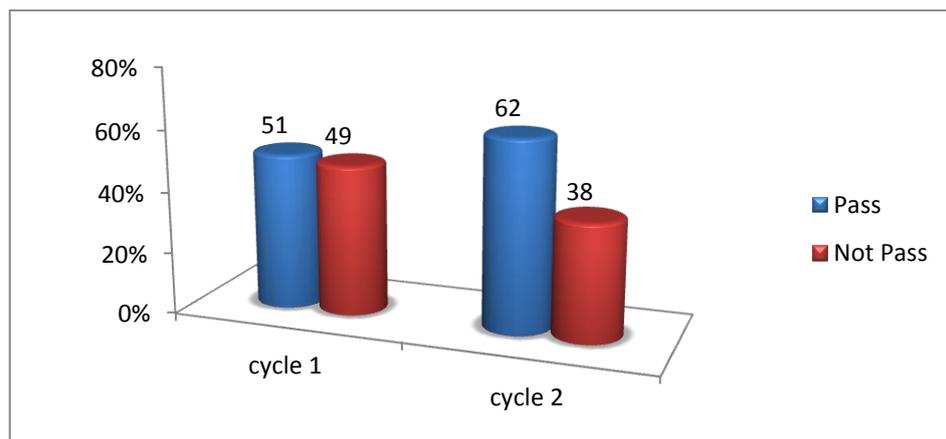


Chart 1: The percentage of students who passed and did not pass the standard score from the cycle 1 to the cycle 2

#### **d. Reflect**

The result of speaking test in the cycle 2 showed a significant improvement from the previous cycle. It proved on the data of students' speaking test score from cycle 2 that from 27 students, 17 students (62%) could pass the standard score which was 76 and 10 students or 38% could not pass the standard score. Through the students' observation checklist and field notes and teacher's observation checklist and field notes, the students and the teacher were also showed better improvement. The teaching and learning process were more effective than the previous cycle. The teacher made a better improvement in getting the students' attention while movement. The students were also showed a better improvement in the class that paid attention more to the teacher's obey. Then, the students become more active in their group discussion. Based on the observation above, the indicator of success in this research had been achieved. Therefore, the research could be ended in this cycle.

Briefly, the results of the research findings were shown in the following explanation:

#### **4.3 Finding**

Before conducting the research, the researcher found that the students' speaking skill was low. The students could not pronounce words well. The percentage of students' score that pass the standard score before implementing the research was 41%. After conducting cycles, the students' score in speaking skill was increased in each cycle. The percentage of

students' score that pass the standard score was increased to 51% in cycle 1 and 62% in cycle 2.

The chart below illustrated the students' improvement score before conducting the research, cycle 1 and cycle 2.

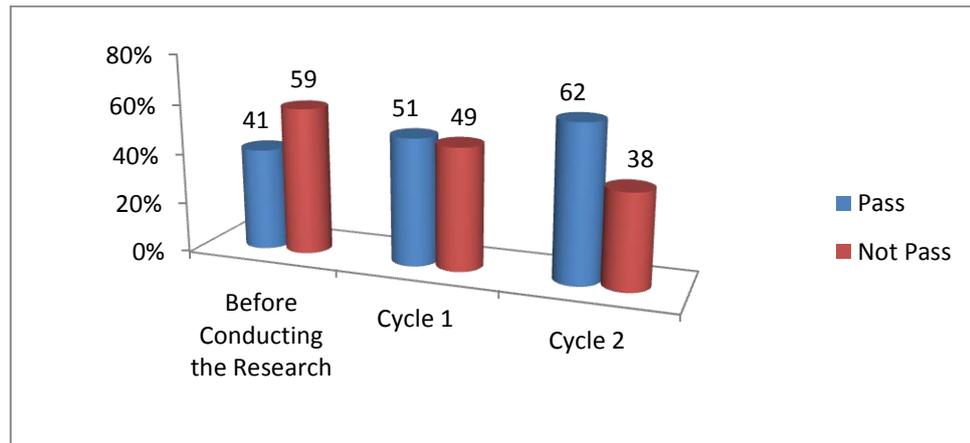


Chart 2: The students' improvement that passed the standard score before conducting the research, cycle 1 and cycle 2

Based on chart 2, it could be seen that there was a significant improvement of students' score who was able pass the standard score. Before conducting the research, there were 41% students who could pass the standard score and increased in cycle 1 to 51% students who could pass the standard score, then increased again in cycle 2 to 62% students who could pass the standard score.

In addition, from observation checklist and field notes, it was found that the students became more enthusiasts in speaking class. They all spoke actively in their group discussion. They actively gave their opinion in the group. Then, they also actively responded their friend opinion.

Finally, based on the result of the speaking test and the result from observation checklist and field notes, the researcher concluded that the indicator of success in this research that the percentage of students who reach  $\geq 76$  for speaking score is  $\geq 60\%$  of total students and most of students more active in speaking had been achieved. Therefore, the research could be ended in this cycle.

#### **4.4 Discussion**

The question of this research was “To what extent can World Cafe strategy improve students’ speaking skill at grade XI Social 3 of MAN 1 Bengkulu?” The result of this question as cited in the previous section of this chapter showed that World Cafe strategy could improve 21% of total students who could pass the standard score. In cycle 1, there was 10% improvement. Then, in cycle 2, there was 11% improvement. It means, the result of this research was similar to the previous studies. The first was the research from Hornett (2007) that using World Cafe strategy could improve speaking skill. Second, Anderson (2012) who did a research that result was World Cafe idea is suitable for improving speaking skill.

In addition, as the result of interview, most students said that World Cafe strategy helped them in practicing their speech. Since it was their first time using World Cafe strategy, the students were enthusiastic in their learning speaking process.

*“Saya suka World Cafe strategy saya jadi lebih banyak berbicara dalam bahasa Inggris dan dengan berpindah beberapa kali kami tidak mudah bosan. Saya bebas berbicara dalam bahasa Inggris walau pun masih terbata-bata. Sistemnya berpindah-pindah, jadi kami terus berlatih beberapa kali. Lalu, setelah berlatih berulang-ulang kami jadi bisa lebih lancar berbicara dalam bahasa Inggris.” ( I like using the World café strategy because I became more in speaking English language and the way I moved around so made me did not get bored easily. I was free to speak in English though still gasping. The system had to move so we could practice constantly and repeatedly. Then that over time we could speak in English more smoothly.)*

In addition, the other student said

*“Saya suka belajar dengan World Cafe strategy karena dengan belajar seperti itu kita bisa tahu apa persoalan antara teman-teman kita, dan kita juga bisa menjelaskan di kelompok teman-teman kita dengan seperti itu kita bisa mengerti dan paham. Selain itu juga bisa lebih mengerti kita juga jadi lebih aktif berbicara dengan cara belajar World Café.” ( I like learning with the World Cafe with learning strategy such as we find out what the problem between our friends, and we are also able to explain in a group of our friends to like it we can know and understand. Besides we can better understand also become more active speaking by learning World Café.)*

The other student said

*“World Cafe strategy membuat saya berlatih lebih banyak dalam berbicara bahasa Inggris dengan teman-teman. Dengan cara ini saya bisa lebih sering berbicara walau pun kadang-kadang masih juga salah.” ( World café strategy let me practice to speak more in English with friends. In this way I could often speak using the English language although sometimes still wrong.)*

Therefore, this research confirms some research theories from the experts. For the first was the theory from Schieffer et al (2004) that said The World Cafe is a user-friendly method for creating meaningful and cooperative dialogue around questions that count. As an organizational or social design process the World Cafe 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.

The second, theory from Anderson (2012) that said the World Cafe strategy could increase the interactive learning environment. Through World Cafe strategy implementation, the students of XI Social 3 actively discuss during the process of learning in the classroom.

The last, World Cafe made students more practicing in speaking. They could use their present knowledge to deeper knowledge. It is useful in making knowledge share fairly in student's member. They share idea to their friend (Brown, 2001).

Actually, the students' improvement of speaking skill by using World Cafe strategy was influenced by two factors. The first was the monitoring factor from the teacher. It was found not only from the teacher's observation checklist and field notes in cycle 1, but also from the interview. The result of interview:

*“Pertamanya saya merasa bingung kenapa saya harus pindah. Setiap beberapa menit ada perpindahan. Saya merasa pusing.”*  
( *At first I was puzzled why I must move on. Every few minutes there was displacement. I felt dizzy.*)

In addition, another student said

*“Berpindah-pindah membuat kelas rebut. Ada beberapa murid yang susah pindah. Ada beberapa yang tidak mau pindah sama sekali. Itu membuat bingung.”*( *Moving around made class noisy. There were some students who were difficult to move. There were some students who do not want to move. It all made us confuse.*)

Moreover, the other student said

*“Karena setiap beberapa menit kami harus pindah ke tempat yang lain, pertamanya kami kesulitan. Tapi, setelah dilakukan beberapa kali, hal itu menjadi menyenangkan”( Because every few minutes we should be moved to another place, we find it difficult at first. But, after several turn, it became exciting move.)*

The second factor was about the students’ understanding. Based on the observation checklist and field notes, it was seen that the students did not want to move to other group. It happened because they did not know why they should move. But, after the teacher re-explained the using of World Cafe, the students understood what they had to do in their learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of the research, the researcher concluded that World Cafe strategy could improve students' speaking skill at grade XI Social 3 of MAN 1 Bengkulu in academic year 2013/2014. It could improve 21% of total students who passed the standard score in the school that is  $\geq 76$ . Also, it could be conclude that there is a significant difference of students' behavior in speaking class. The students were more enthusiastic in speaking class. They all spoke actively.

#### 5.2 Suggestions

Based on the result of this research, the researcher suggests that:

1. English teacher can use World Cafe strategy as a strategy in teaching speaking skill. In the implementation, the teacher should always pay attention to the students' behavior. Then, the teacher should keep monitor the class to be effective along the learning process.
2. World café strategy is recommended for English teacher to improve students' speaking skill because the students could actively do more practice in speaking.
3. The strategy is also recommended to apply not only for English teacher, but also for those in other fields, such as science, social, law, economic, etc.

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# **APPENDICES**

Appendix 1

**LESSON PLAN**

**CYCLE 1**

<b>School</b>	<b>: MAN 1 Bengkulu</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: XI / 2</b>
<b>Academic Year</b>	<b>: 2013/2014</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Alokasi Waktu</b>	<b>: 6 x 45 minutes (3 meeting)</b>

**A. Standard Competency**

Expressing meaning in short functional and monologue texts in form of spoof, narrative, and hortatory exposition in daily life context.

**B. Basic Competence**

Expressing meaning in monologue texts by using spoken language accurately, fluently, and acceptable in daily life context in form of spoof, narrative, and hortatory exposition.

**C. Indicators**

- Answer the question of narrative text orally
- Practice a monologue of narrative text

**D. Teaching and Learning Objectives**

- Students are able to answer the question of narrative text orally
- Students are able to practice a monologue of narrative text

**E. Materials**

**Narrative**

❖ Social function: to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

❖ Generic structure:

Orientation : sets the scene and introduces the participants.

Evaluation : stepping back to evaluate the plight.

Complication : a crisis arises.

Resolution : the crisis is resolved, for better or for worse.

Reorientation (optional).

Example:

### **The Jealous Crow**

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow's nest. For quite sometime they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

One day, a traveller passed by. Night fell and there was darkness all around. The traveller was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived. The night was exceedingly pleasant. Full moon was shedding her lone lustre in the sky. The eerie surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passerby was simply captivated by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so harsh to the ears that the traveller soon left the place. When the crow saw the traveller leave the place, in disgust he felt jealous of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down.

The cuckoo, finding all her eggs smashed, was mad with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?"

"Well sister, as you sang, the unknown traveller stayed the whole night. When I started cawing he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveller and ask him why he did so."

So, both the birds flew and flew till they spotted the traveller. When the crow asked him, he replied, "I was carried away by the cuckoo's enchanting voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend."

These words of the passerby pacified both cuckoo and the crow. After that day they lived peacefully. The just and kind words of a traveller destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

**Taken from** *Tales of Wisdom*, 2002

#### **F. Learning Method/approach**

- World Cafe

#### **G. Learning Resources**

- Developing English Competencies for Grade XI of Natural and Social Science Programme (Depdiknas)
- Look A Head, An English Course for Senior High School Year XI (Erlangga)

#### **H. Teaching and Learning Activity**

Meeting 1

<b>Teacher's Activities</b>	<b>Students' Activities</b>	<b>Time</b>
<b>Pre teaching</b>		
1. Greeting 2. Praying 3. Checking students' attendance 4. Brainstorming	1. Greeting 2. Praying 3. The students pay attention to the teacher	5'
<b>While teaching</b>		
1. The teacher teaches the students about narrative text 2. The teacher explained about world café strategy	1. The students pay attention to the teacher	80'
<b>Post teaching</b>		
1. Teacher and students conclude the materials they have learned		5'

2. Teacher gives feedback and reinforcement to the students	
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Meeting 2

Teacher's Activities	Students' Activities	Time
<b>Pre teaching</b>		
1. Greeting 2. Praying 3. Checking students' attendance 4. Brainstorming	1. Greeting 2. Praying 3. The students pay attention to the teacher 4. the students do brainstorming	5'
<b>While teaching</b>		
5. The teacher teaches the students about today's topic. 6. The teacher facilitates the students form random groups of four. 7. Teacher facilitates the students to name their group. 8. The teacher gives the students a topic to discuss. 9. The teacher monitors the process that will be continued for 7 movements. 10. The teacher asks the students to perform individually in front of the class.	5. The students pay attention to the teacher 6. The students make group of four 7. The students discuss the topic in group 8. The students work actively and cooperatively 9. The students perform individually in front of the class	80'
<b>Post teaching</b>		
11. Teacher and students conclude the materials they have learned 12. Teacher gives feedback and reinforcement to the students		5'

Meeting 3

Teacher's Activities	Students' Activities	Time
<b>Pre teaching</b>		
1. Greeting 2. Praying 3. Checking students' attendance	1. Greeting 2. Praying 3. The students pay attention to the teacher	5'
<b>While teaching</b>		
The teacher asks the students to speak individually in front of the class	The students do speak individually in front of the class	80'
<b>Post teaching</b>		

Teacher gives feedback and reinforcement to the students	5'
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### I. Assessment

Indicators	Technique	Types of Instrument	Instrument
- Practice a monologue	Performance	Present a monologue in front of class	Present a monologue in front of class individually!

Bengkulu, April 2014

Researcher

Nina Mustika

A1B010035

**LESSON PLAN  
CYCLE 2**

<b>School</b>	<b>: MAN 1 Bengkulu</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: XI / 2</b>
<b>Academic Year</b>	<b>: 2013/2014</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Alokasi Waktu</b>	<b>: 6 x 45 minutes (3 meeting)</b>

**J. Standard Competency**

Expressing meaning in short functional and monologue texts in form of spoof, spoof, and hortatory exposition in daily life context.

**K. Basic Competence**

Expressing meaning in monologue texts by using spoken language accurately, fluently, and acceptable in daily life context in form of spoof, spoof, and hortatory exposition.

**L. Indicators**

- Identifying structure of spoof text
- Doing a monologue to express spoof text

**M. Teaching and Learning Objectives**

- Students are able to identifying structure of spoof text
- Students are able to doing a monologue to express spoof text

**N. Materials**

**SPOOF**

Purpose: To tell an event with a humorous twist.

Text Organization:

- >Orientation: who were involved in the story
- >Events: tell what happened in chronological order
- >twist: provide the funniest part of the story

Language feature:

- the use of action verbs  
(*e.g. walked, laughed, ran away*)
- The use of connective  
(*e.g. first, then, finally*)

- The use of adverbial phrases of time and place  
(*e.g.: in the garden, two days ago*)
- The use of the simple past tense  
(*e.g.: He walked away from the village*)

Example:

### **New Baby**

A woman is sitting at home entertaining her parents who have come around to congratulate her on the birth of their first grandchild. “So, when can we see the baby?”, asked the grandmother. “In a little while”, replies the mother.

Some time passes. The grandparents are looking quite anxious at this point.

“So, when can we see the baby?”, asked the grandfather.

“When the baby starts crying.”, replies the mother.

The grandparents turn to look at each other, a little perplexed and asked, “Why do we have to wait until she starts crying?!”

The mother snaps back, “ Because I put her down some where this morning and I can’t remember where she is.!”

### **Magic Mirror**

So there are three girls: An ugly redhead, a fat brunette, and a dumb blonde. The three girls are at a historical inn. They stop to take a tour. The inn keeper showed them a mirror. He said that if you tell a lie in front of it, you disappear.

The ugly redhead goes up to the mirror and says: “ I think I am pretty” and POOF! She disappear.

Then, the fat brunette goes up to the mirror and says:”I think I am slim” and POOF! She was gone too.

Then, the dumb blonde goes up to the mirror and says:” I think” and POOF! She was gone.

### **O. Learning Method/approach**

- World Cafe

**P. Learning Resources**

- Look A Head, An English Course for Senior High School Year XI (Erlangga)
- internet

**Q. Teaching and Learning Activity**

Meeting 1

Teacher's Activities	Students' Activities	Time
<b>Pre teaching</b>		
5. Greeting 6. Praying 7. Checking students' attendance 8. Brainstorming	4. Greeting 5. Praying 6. The students pay attention to the teacher	10'
<b>While teaching</b>		
3. The teacher teaches the students about today's topic. 4. The teacher deliver material to the students 5. The teacher facilitate the students to read the text loudly	2. The students pay attention to the teacher 3. The students works actively and cooperatively	70'
<b>Post teaching</b>		
3. Teacher and students conclude the materials they have learned 4. Teacher gives feedback and reinforcement to the students		10'

Meeting 2

Teacher's Activities	Students' Activities	Time
<b>Pre teaching</b>		
1. Greeting 2. Praying 3. Checking students' attendance 4. Brainstorming	1. Greeting 2. Praying 3. The students pay attention to the teacher 4. The students brainstorming about the topic	5'
<b>While teaching</b>		
1. The teacher teaches the students about today's topic. 2. The teacher facilitate the students form random groups of four.	1. The students pay attention to the teacher 2. The students make group of four	80'

3. Teacher facilitate the students to name their group. 4. The teacher give the students a topic to discuss. 5. The teacher monitor the process that will be continued for 7 movements. 6. The teacher ask the students to perform individually in front of the class.	3. The students discuss the topic in group 4. The students works actively and cooperatively 5. The students perform individually in front of the class	
<b>Post teaching</b>		
Teacher gives feedback and reinforcement to the students		5'

Meeting 3

Speaking test

#### R. Assessment

Indicators	Technique	Types of Instrument	Instrument
- Practice a monologue of spoof text	Performance	Present a monologue in front of class	Present a monologue in front of class individually!

Bengkulu, April 2014  
Researcher

Nina Mustika  
A1B010035

## Appendix 3

### SPEAKING TEST (CYCLE 1)

Instrument of the Research	
Academic level	: Senior High School
Subject	: English
Class / Semester	: XI/II
Skill Achievement	: Speaking
Time Allocation	: 2 x 45 minutes

Instruction : Tell your unforgettable moment in front of the class!

Appendix 4

SPEAKING TEST (CYCLE 2)

Instrument of the Research	
Academic level	: Senior High School
Subject	: English
Class / Semester	: XI/II
Skill Achievement	: Speaking
Time Allocation	: 2 x 45 minutes

Instruction : Tell your story in front of the class!

## Appendix 5

Grading criteria for students' speaking ability that adapted from Heaton (1988):

	Accuracy	Fluency	Comprehensibility
85-100	Pronunciation is only very slightly influenced by the mother-tongue. Two of three minor grammatical and lexical errors.	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
68-84	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
51-67	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
34-50	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
17-33	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker.
0-16	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Appendix 6

BASELINE DATA

No	Name	Score	Minimum standard score (KKM)	Category	
				Pass	Not Pass
1	AR	70	76		x
2	FSU	65	76		x
3	PMF	60	76		x
4	RJN	60	76		x
5	RM	60	76		x
6	AJ	80	76	√	
7	AWP	78	76	√	
8	MH	75	76		x
9	SH	65	76		x
10	UN	70	76		x
11	AUF	70	76		x
12	FA	80	76	√	
13	RAP	70	76		x
14	AGH	80	76	√	
15	AKP	80	76	√	
16	DMS	73	76		x
17	FA	76	76	√	
18	S	70	76		x
19	FNR	80	76	√	
20	MA	70	76		x
21	NSS	80	76	√	
22	RWS	60	76		x
23	TWD	80	76	√	
24	NA	80	76	√	
25	DMW	60	76		x
26	MS	80	76	√	
27	RP	70	76		x
Total				11	16
$P = \frac{f}{N} \times 100 \%$ $P = \frac{11}{27} \times 100 \%$ $P = 41\%$					

Appendix 7. SCORE OF RESULT CYCLE 1

No	Name	Score from researcher	Score from collaborator	Total score	Minimum standard score (KKM)	Category	
						Pass	Not Pass
1	AR	70	72	71	76		x
2	FSU	68	70	69	76		x
3	PMF	80	80	80	76	√	
4	RJN	64	71	67.5	76		x
5	RM	68	70	69	76		x
6	AJ	78	78	78	76	√	
7	AWP	70	68	69	76		x
8	MH	76	80	78	76	√	
9	SH	76	76	76	76	√	
10	UN	76	77	76.5	76	√	
11	AUV	76	77	76.5	76	√	
12	FA	76	78	77	76	√	
13	RAP	76	76	76	76	√	
14	AGH	78	78	78	76	√	
15	AKP	78	78	78	76	√	
16	DMS	70	77	73.5	76		x
17	FA	76	77	76.5	76	√	
18	S	68	70	69	76		x
19	FNR	77	77	77	76	√	
20	MA	68	68	68	76		x
21	NSS	78	82	80	76	√	
22	RWS	68	68	68	76		x
23	TWD	68	73	70.5	76		x
24	NA	76	80	78	76	√	
25	DMW	68	72	70	76		x
26	MS	70	70	70	76		x
27	RP	64	70	67	76		x
Total						14	13
$P = \frac{f}{N} \times 100 \%$ $P = \frac{14}{27} \times 100 \%$ $P = 51\%$							

## Appendix 8. SCORE OF RESULT CYCLE 2

No	Name	Score from researcher	Score from collaborator	Total Score	Minimum standard score (KKM)	Category	
						Pass	Not Pass
1	AR	76	76	76	76	√	
2	FSU	70	70	70	76		x
3	PMF	82	80	81	76	√	
4	RJB	70	70	70	76		x
5	RM	70	70	70	76		x
6	AJ	80	80	80	76	√	
7	AWP	76	76	76	76	√	
8	MH	78	78	78	76	√	
9	SH	76	76	76	76	√	
10	UN	78	77	77.5	76	√	
11	AUF	78	77	77.5	76	√	
12	FA	76	76	76	76	√	
13	RAP	76	77	76.5	76	√	
14	AGH	80	78	79	76	√	
15	AKP	78	78	78	76	√	
16	DMS	70	70	70	76		x
17	FA	76	76	76	76	√	
18	S	68	70	69	76		x
19	FNR	76	78	77	76	√	
20	MA	74	70	72	76		x
21	NSS	80	82	81	76	√	
22	NWS	70	70	70	76		x
23	TWD	68	70	69	76		x
24	NA	76	77	76.5	76	√	
25	DMW	70	70	70	76		x
26	MS	78	78	78	76	√	
27	RP	68	70	69	76		x
Total						17	10
$P = \frac{f}{N} \times 100 \%$ $P = \frac{17}{27} \times 100 \%$ $P = 62\%$							

## Appendix 9

### TEACHERS' OBSERVATION SHEET

#### Cycle 1

School : MAN 1 Bengkulu  
 Class : XI Social 3  
 Subject : English  
 Meeting : 1-2  
 Time Allocation : 2x 45 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	Teacher designs the lesson plan based on the syllabus.	√		The teacher did it well
2	Teacher prepares the materials.	√		The teacher did it well
3	Teacher says greeting to the students	√		The teacher did it well
4	Teacher checks the class, is it ready or not for studying.	√		The teacher did it well
5	Teacher asks one of the member of the class to lead for praying together	√		The teacher did it well
6	Teacher checks students attendance list	√		The teacher did it well
<b>While – Teaching</b>				
7	Teacher teaches the students about today's topic	√		The teacher did it well
8	Teacher explains the steps of world cafe strategy.	√		The teacher did it well
9	Teacher gives the concrete example (model) of the each instruction.	√		The teacher did it well
10	Teacher set the classroom such on world cafe model	√		The teacher did it well
11	Teacher asks the students to name their group	√		The teacher did it well
12	Teacher ask students discuss about the topic	√		The teacher did it well
13	The teacher ask the students to do the instruction such have been explain	√		The teacher did it well
14	Teacher monitors the students' activity	√		The teacher do not monitor some students

				effectively
<b>Post – Teaching</b>				
15	Teacher and student reflect the activities that have they done and summarize it.	√		The time does not use effectively
16	The teacher closes the class	√		The teacher did it well

Bengkulu, 2014

BUDIARNI, M.Pd  
NIP. 196103111987032004

## Appendix 10

STUDENTS' OBSERVATION SHEET  
Cycle 1

School : MAN 1 Bengkulu  
 Class : XI Social 3  
 Subject : English  
 Meeting : 1-2  
 Time Allocation : 2 x 45 minutes

NO	STUDENTS	YES	NO	NOTES
1	The students give attention to the teacher's explanation.	√		All students gave attention to the teacher's explanation.
2	The students obey the teacher order		√	Five students did not want to move.
3	The students behave well along the study		√	Some students were difficult to behave well.
4	The students take note and do what teacher say	√		Almost all of students did it
5	The students contribute actively in group discussion	√		Almost all of students did it well
6	The students are able to express the idea in group	√		Some students get difficulties in expressing their opinion.
7	The students work cooperatively in group	√		Almost all of students did it well
8	The students give respons to other opinion	√		Almost all of students did it well

Bengkulu, 2014

BUDIARNI, M.Pd  
 NIP. 196103111987032004

## Appendix 11

### TEACHERS' OBSERVATION SHEET

#### Cycle 2

School : MAN 1 Bengkulu  
Class : XI Social 3  
Subject : English  
Meeting/ Date : 1-2  
Time Allocation : 2x 45 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	Teacher designs the lesson plan based on the syllabus.	√		The teacher did it well
2	Teacher prepares the materials.	√		The teacher did it well
3	Teacher says greeting to the students	√		The teacher did it well
4	Teacher checks the class, is it ready or not for studying.	√		The teacher did it well
5	Teacher asks one of the member of the class to lead for praying together	√		The teacher did it well
6	Teacher checks students attendance list	√		The teacher did it well
<b>While – Teaching</b>				
7	Teacher teaches the students about today's topic	√		The teacher did it well
8	Teacher explains the steps of world cafe strategy.	√		The teacher did it well
9	Teacher gives the concrete example (model) of the each instruction.	√		The teacher did it well
10	Teacher set the classroom such on world cafe model	√		The teacher did it well
11	Teacher asks the students to name their group	√		The teacher did it well
12	Teacher ask students discuss about the topic	√		The teacher did it well
13	The teacher ask the students to do the instruction such have been explain	√		The teacher did it well
14	Teacher monitors the students' activity	√		The teacher did it well
<b>Post – Teaching</b>				

15	Teacher and student reflect the activities that have they done and summarize it.	√		The teacher did it well
16	The teacher closes the class	√		The teacher did it well

Bengkulu, 2014

BUDIARNI, M.Pd  
NIP. 196103111987032004

## Appendix 12

STUDENTS' OBSERVATION SHEET  
Cycle 2

School : MAN 1 Bengkulu  
 Class : XI Social 3  
 Subject : English  
 Meeting : 1-2  
 Time Allocation : 2 x 45 minutes

NO	STUDENTS	YES	NO	NOTES
1	The students give attention to the teacher's explanation.	√		All of students gave attention to the teacher's explanation
2	The students obey the teacher order	√		All of students did it well
3	The students behave well along the study	√		Almost all of students did it well
4	The students take note and do what teacher say	√		Almost all of students did it well
5	The students contribute actively in group discussion	√		The students showed their enthusiasm in group discussion.
6	The students are able to express the idea in group	√		Some students get difficulties to express their idea
7	The students work cooperatively in group	√		Almost all of students did it well
8	The students give respons to other opinion	√		Almost all of students did it well

Bengkulu, 2014

BUDIARNI, M.Pd  
 NIP. 196103111987032004

Appendix 13

INTERVIEW SHEET FOR THE STUDENTS

<b>No.</b>	<b>Questions</b>
<b>1.</b>	What do you think about world cafe strategy? Do you like? Dislike? Give your reasons!
<b>2.</b>	Did the world cafe strategy help you to be more active in speaking?
<b>3.</b>	Do you think that world cafe strategy helpful for practicing your speaking skill and your pronunciation?
<b>4.</b>	Did you get problem when you did world cafe strategy? What was that?

Appendix 14

**Interview to the Students after Implementing the World Cafe Strategy to the Students at Grade XI Social 3**

**Interviewer : Nina Mustika**

**Interviewee : Alin Janita**

1. Tanya           What do you think about world cafe strategy? Do you like? Dislike? Give your reasons! (Apakah kalian suka belajar dengan menggunakan world café strategy? Jelaskan!)

Jawab            Saya suka belajar dengan world café strategy karena dengan belajar seperti itu kita bisa tahu apa persoalan antara teman-teman kita, dan kita juga bisa menjelaskan di kelompok teman-teman kita dengan seperti itu kita bisa mengerti dan paham.

2. Tanya           Did the world cafe strategy help you to be more active in speaking? (Apakah world café strategy membuat kalian lebih aktif berbicara?)

Jawab            Iya, selain bisa lebih mengerti kita juga jadi lebih aktif berbicara dengan cara belajar world café.

3. Tanya           Do you think that world cafe strategy helpful for practicing your speaking skill and your pronunciation? (Apakah world café strategy membantu kalian berlatih speaking?)

Jawab            Iya, kita jadi lebih sering berlatih speaking.

4. Tanya           Did you get problem when you did world cafe strategy? What was that? (Apakah kalian kesulitan dalam menerapkan world café strategy? Jelaskan!)

Jawab            Tidak terlalu sulit, mungkin pada awalnya kita sulit menjelaskan tapi setelah berulang kali akhirnya kita bisa dan terasa seru.

**Interviewee : Ajeng Kharisma**

1. Tanya           What do you think about world cafe strategy? Do you like? Dislike? Give your reasons! (Apakah kalian suka belajar dengan menggunakan world café strategy? Jelaskan!)

Jawab            Ya karena belajar dengan world café strategy saya bisa lebih banyak belajar berbicara dengan menggunakan bahasa inggris dengan teman.

2. Tanya Did the world cafe strategy help you to be more active in speaking? (Apakah world café strategy membuat kalian lebih aktif berbicara?)
- Jawab Ya. Sangat membantu.
3. Tanya Do you think that world cafe strategy helpful for practicing your speaking skill and your pronunciation? (Apakah world café strategy membantu kalian berlatih speaking?)
- Jawab Ya, world café strategy membantu siswa berbicara kepada siswa lain dalam bahasa inggris.
4. Tanya Did you get problem when you did world cafe strategy? What was that? (Apakah kalian kesulitan dalam menerapkan world café strategy? Jelaskan!)
- Jawab Ya kadang kami kesulitan karena kurangnya kosa kata.

**Interviewee : Ana Ulfa Fitria**

1. Tanya What do you think about world cafe strategy? Do you like? Dislike? Give your reasons! (Apakah kalian suka belajar dengan menggunakan world café strategy? Jelaskan!)
- Jawab Suka, karena kami lebih banyak tahu tentang bahasa inggris yang belum kami tahu betul. Dan dalam menukar kelompok sangat seru.
2. Tanya Did the world cafe strategy help you to be more active in speaking? (Apakah world café strategy membuat kalian lebih aktif berbicara?)
- Jawab Iya, karena masing-masing kelompok menceritakan cerita yang berbeda.
3. Tanya Do you think that world cafe strategy helpful for practicing your speaking skill and your pronunciation? (Apakah world café strategy membantu kalian berlatih speaking?)
- Jawab Iya sangat membantu melancarkan dalam speaking.
4. Tanya Did you get problem when you did world cafe strategy? What was that? (Apakah kalian kesulitan dalam menerapkan world café strategy? Jelaskan!)
- Jawab Tidak, karena materi dan topic yang diberikan tidak sulit dan mudah dipahami.

**Interviewee : Nada Syaza**

1. Tanya           What do you think about world cafe strategy? Do you like? Dislike? Give your reasons! (Apakah kalian suka belajar dengan menggunakan world café strategy? Jelaskan!)

Jawab            Suka, karena dengan menggunakan system belajar world café strategy kita jadi lebih aktif dalam berbicara bahasa inggris dan dengan cara kita berpindah-pindah kita jadi tidak mudah bosan.

2. Tanya           Did the world cafe strategy help you to be more active in speaking? (Apakah world café strategy membuat kalian lebih aktif berbicara?)

Jawab            karena kita sangat leluasa berbicara dalam bahasa inggris meskipun masih terbata-bata. Tapi dengan selalu latihan kita jadi bisa lebih lancar.

3. Tanya           Do you think that world cafe strategy helpful for practicing your speaking skill and your pronunciation? (Apakah world café strategy membantu kalian berlatih speaking?)

Jawab            Ya karena sistemnya berpindah-pindah jadi kita bisa berlatih terus-menerus dan berulang-ulang sehingga lama kelamaan kita bisa berbicara dalam bahasa inggris.

4. Tanya           Did you get problem when you did world cafe strategy? What was that? (Apakah kalian kesulitan dalam menerapkan world café strategy? Jelaskan!)

Jawab            Tidak.

**Interviewee : Firia Annisa**

1. Tanya           What do you think about world cafe strategy? Do you like? Dislike? Give your reasons! (Apakah kalian suka belajar dengan menggunakan world café strategy? Jelaskan!)

Jawab            Suka, karena dengan cara ini kami bisa sering berbicara dengan menggunakan bahasa inggris walaupun kadang masih salah

2. Tanya           Did the world cafe strategy help you to be more active in speaking? (Apakah world café strategy membuat kalian lebih aktif berbicara?)

Jawab            Iya (yes)

3. Tanya           Do you think that world cafe strategy helpful for practicing your speaking skill and your pronunciation? (Apakah world café

strategy membantu kalian berlatih speaking?)

Jawab

Iya sangat membantu.

4. Tanya Did you get problem when you did world cafe strategy? What was that?

Jawab

Tidak. Justru dengan cara ini kami jadi lebih mudah untuk berlatih dan melancarkan speaking.



**KEMENTERIAN AGAMA**  
**KANTOR WILAYAH PROVINSI BENGKULU**

Jl. Jend. Basuki Rahmat No. 10 Bengkulu, Telp. (0736) 21097, Fax.(0736) 21597  
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**BENGKULU**

Nomor : Kw.07.2/1/PP.00/01219 /2014  
Lampiran : -  
Perihal : Izin Penelitian

Bengkulu, 07 Maret 2014

Kepada  
Yth. Wakil Dekan Bidang Akademik  
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bengkulu  
Di -  
Bengkulu

Menindaklanjuti Surat dari Dekan FKIP Universitas Bengkulu, nomor :  
1152/UN30.3/PL/2014, tanggal 28 Februari 2014,, perihal mohon izin penelitian, pada prinsipnya  
kami izinkan mahasiswi saudara :

Nama : Nina Mustika  
NPM : A1B010035  
Jurusan/Prodi : FKIP/ Bahasa Inggris  
Judul Skripsi : "Improving Students' Speaking Skill by Using World Cafe  
Strategy at Grade XI Social 3 of MAN 1 Model Bengkulu".  
Waktu Penelitian : 1 bulan ( 03 Maret s/d April 2014 ).  
Tempat Penelitian : MAN 1 Model Kota Bengkulu

Untuk melakukan koordinasi dan penelitian di MAN 1 Model Kota Bengkulu dengan  
ketentuan :

1. Selama penelitian tidak mengganggu proses belajar mengajar.
2. Melampirkan 1 (satu) eksamplar hasil penelitian tersebut sebagai bahan pembinaan.

Demikian izin ini dibuat, atas kerjasamanya diucapkan terimakasih.



**Tembusan :**

1. Ka. Kanwil Kemenag Provinsi Bengkulu (sebagai laporan).
2. Ka. MAN 1 Model Kota Bengkulu.
3. Yang bersangkutan.



**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : MA.07.08/TL.00/270 /2014

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Kota Bengkulu :

Nama : **Dr. Misrip, M.Pd**  
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Improving Students' Speaking Skill by Using World Cafe Strategy  
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adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

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Appendix 18. Research Picture



Picture 1. The researcher was explaining the rule of world café strategy to the students



Picture 2. The students implemented the world café strategy in cycle 1



Picture 3. The collaborator was doing observe while world café strategy implemented



Picture 4. The researcher and collaborator were discussing about the research implemented in cycle 1



Picture 5. The students implemented world café strategy in cycle 2



Picture 6. The researcher was in monitoring the students