



CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a means of communication that is used by people. People use language to communicate and express all information. Language is a vehicle for the expression of functional meaning. According to Brown(2007:6), Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort of formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from general abilities to process information or behave intelligently. There are so many languages in this world one of which is English. English is the only language that is used by most of the people in the world. Therefore, English is one of the international languages. English is a foreign language but most of the Indonesian people want to learn to speak English fluently to compete with other countries.

English subject is taught in every school, teaching English itself consists of teaching four language skills. They are Speaking, Reading, Writing, and Listening. Speaking is an activity used by someone to communicate with other. According to Wahyudi (2013:3-4), speaking is one of the productive skills, which is the ability to use language orally through sound to present information, produce ideas, express meaning for interacting with another member of community which involves many components; including pronunciation, listening, and grammar



skills in both verbal and non-verbal of a variety context. On the other hand, speaking is the most basic in English and it must be mastered by students in order to ease students to speak English.

Teacher's strategy is one of the factors that can support students' ability in speaking. It is important for teacher to apply an appropriate strategy because strategy is necessary in teaching and learning process. According to Oxford (1990), the importance of Language Learning Strategies (LLS) is to help learners to develop communicative competence while the instruction of LLS from teachers can help individuals apply more effective learning strategies. Moreover, as reported by Lessard-Clouston (1997), teaching LLS to learners plays an important role in teaching and learning a language. The emphasis placed on LLS instruction is to the extent that those instructors who teach learners and train them to be better strategy users are considered more efficient and more highly regarded teachers. Besides, World Cafe Strategy is also included in the way how teacher teaches students.

By using the World Cafe Strategy, students are expected to be motivated in speaking English. In a line with the school based curriculum 2006, English is one of the subjects that are taught and students should reach at least 70 as the passing grade. In the curriculum is also stated that there is base competence that the students should be able to express their ideas or opinions of certain issues given.

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By using the curriculum is hoped that the teacher applies an appropriate strategy in encouraging students to speak and express their ideas in classroom discussion. Based on writer's observation at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency, teacher still taught students by using a traditional strategy. When discussing, students were not comfort able in expressing their ideas. Also, not all students spoke and gave their ideas, most of them were silent and just listen to their friends. It is clear that many students could not speak English fluently. Some of them got difficulties in sharing their ideas, especially in group discussion. Also, just certain students told their ideas while others were just silent. It can be seen from the phenomena as mentioned in the following items:

1. Some of the students had problems in speaking English fluently.
2. Some of the students had problem in sharing their ideas in classroom discussion.
3. Some of the students were not confident to convey their ideas in group discussion.
4. Some of the students were not active in group discussion.

Based on the phenomena above, the writer tried to implement an appropriate strategy to help students participate in classroom discussion in order to be able to convey their ideas to others called by World Cafe Strategy. This strategy is important in teaching learning process because if the strategy is interesting, the students will be enthusiastic to follow the study but if the strategy is boring so



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that the students are not interested in following the learning process. According to Chamot in teaching learning strategies journal, learning strategy is one way to accelerate standard academic language learning for all students to teach them how to learn more effectively and efficiently. Learning strategies are techniques for understanding, remembering, and using information and skills. Learning strategies are particularly important for students to seek and master both academic language and academic content simultaneously, as they do in Cornerstone/Keystone. Good strategy will make teaching and learning process run well. One of the strategies that will improve students' speaking ability is by using World Cafe Strategy.

According to Brown in Liz Anderson's journal, the of use world cafe concept is to create in interactive learning environment, World Cafe is to exchange information through active dialogue, in relaxed environment, with friends, colleagues, peers, and the best way to develop new understanding about the world. 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.

Based on explanation above, the writer is interested in carrying out the research entitled: **The Effect of Using World Cafe Strategy on Students' Speaking Ability at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency.**



B. The Definition of the Term

To avoid misunderstanding and misinterpretation about some terms which are used in this research, the writer writes the definition as follows:

1. Effect

According to Longman Dictionary (2008:331), effect is a change of something or somebody caused by in something or somebody else, or result. It means that effect can be influenced by something toward something else. However, in this research the term of 'effect' is referring to the complication of two different variables, independent and dependent variable. Independent variable is World Cafe Strategy, while dependent variable is students' speaking ability of the eleventh grade at Senior High School 3 Bagan Sinembah of Rokan Hilir Regency.

2. World Cafe Strategy

World cafe 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 consists of several round / movement from one group to another group in every several minutes.

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3. Speaking Ability

Speaking ability means the active use of language to express meanings so that other people can make sense of them. However, today's world requires the goal of teaching speaking ability that should improve students' communicative skills because students can express themselves and learn how to use a language. In this research, speaking ability is the students' ability to speak. In this research, it refers to ability to speak of the eleventh grade students of Senior High School 3 Bagan Sinembah of Rokan Hilir Regency.

C. Problem

1. Identification of the Problem

Based on the background above, the writer identifies the problem as follows:

- a. Why did some of the students have problem in speaking English fluently?
- b. Why did some of the students have problem in sharing their ideas in classroom discussion?
- c. Why were some of the students not confident to convey their ideas in group discussion?
- d. Why were some of the students being not active in classroom discussion?



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2. Limitation of the Problem

Based on the identification of the problem above, the problems in this research only focus on the effect of using World Cafe Strategy on students' speaking ability at State Senior High School 3 Bagan Sinembah.

3. Formulation of the Problem

Based on the limitation above, the problems of this research are formulated in the following research questions:

- a. How is students' speaking ability taught by using World Cafe Strategy of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency?
- b. How is students' speaking ability taught without using World Cafe Strategy of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency?
- c. Is there any significant difference of means between the conditions of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency?
- d. Is there any significant effect of using World Cafe Strategy on students' speaking ability of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency?



D. Objectives of the Research

Based on the research questions above, the objective of this research is stated as follows:

1. To find out the students' speaking ability taught by using World Cafe Strategy.
2. To investigate the students' speaking ability taught without using World Cafe Strategy.
3. To obtain whether there is or not a significant difference of World Cafe Strategy on students' speaking ability.
4. To obtain whether there is or not a significant effect of World Cafe Strategy on students' speaking ability.

E. The Significance of the Research

The writer hopes that the finding of this research provides the contribution and information:

1. This research is useful to the writer in learning how to conduct the research.
2. This research finding is also expected to be useful for students and teachers at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency.
3. This research finding is also expected to be informative for those who are concerned in the world language teaching and learning in general.

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4. To complete the requirement intended to finish the writer study program at English Education Department of Education and teacher training faculty of State Islamic University of Sultan Syarif Kasim Riau.
5. Finally, this research can be reference for other next researchers, those who have the same problem as the writer.

F. Reason for Choosing the Title

These are several reasons why the title about World Cafe and speaking ability is as follows:

1. The title of this research is relevant to the writer status as a student of English education department.
2. The problems of this research are not investigated yet by other previous researchers.
3. The location of the research facilitates the writer in conducting the research.