

**THE IMPLEMENTATION OF WORLD CAFÉ STRATEGY
IN TEACHING DESCRIPTIVE TEXT AT 8TH GRADE
OF SMP ISLAM AL-FALAH RAWALO
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Presented to English Education Study Program, State Islamic University
of Prof. KH. Saifudin Zuhri as a Partial Fulfillment of The Requirements
For Under Graduate Degree in English Education**

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BANYUMAS REGENCY”**

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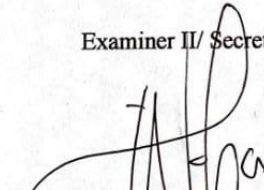
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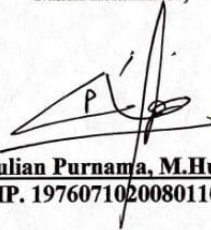
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Assalamu ' alaikum Warahmatullahi Wabarakaatuh

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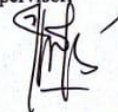
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MOTTO

“Jika kamu tidak sanggup menahan lelahnya belajar, maka kamu harus sanggup menahan perihnya kebodohan”

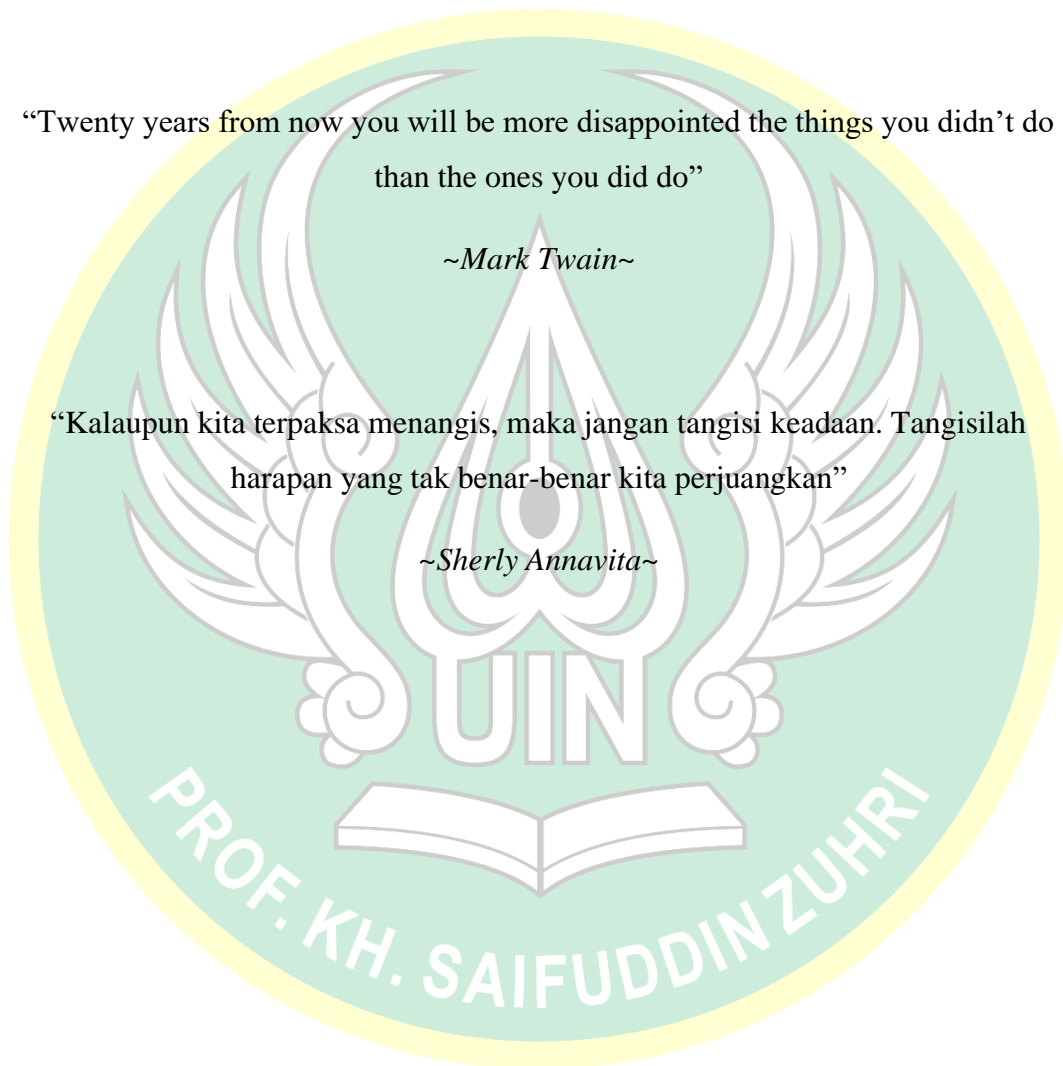
~Imam Syafi'i~

“Twenty years from now you will be more disappointed the things you didn't do than the ones you did do”

~Mark Twain~

“Kalaupun kita terpaksa menangis, maka jangan tangisi keadaan. Tangisilah harapan yang tak benar-benar kita perjuangkan”

~Sherly Annavita~



DEDICATION

I dedicate this thesis to:

My beloved parents

My beloved brothers

My best friends

My self



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Alhamdulillahirobbil 'alamin, the author expresses her highest gratitude to Allah SWT for blessing, love, health, and mercy to complete this undergraduate thesis entitled "The Implementation of World Café Strategy in Teaching Descriptive Text at 8th Grade of SMP Islam Al Falah Rawalo Banyumas Regency" can be completed. Sholawat may always be devoted to prophet Muhammad SAW who has guided us from the darkness to brightness, from stupidity to cleverness, from jahiliyah era to islamiyah.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of the State Islamic University Of Prof. K.H. Saifudin Zuhri Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestion which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

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6. Muflihah, S.S., M.Pd., as my thesis advisor who always supports, motivates, and gives me help for finishing this thesis, thank you very much for your patience and advice in guiding me to finish my thesis. I hope a good back will be for you by Allah.

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12. My beloved friends who always give me motivation and solutions while facing difficulties in arranging this thesis.
13. Everyone who helped the author has given their attention and motivation to finish this thesis that cannot be stated in this acknowledgement.
14. Last but not least, I wanna thank me for hard work, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

We just say thanks to all the parties who helped the author to arrange this thesis who cannot be mentioned in this page. May Allah SWT always gives guidance and blessing to us. Amin Ya Rabbal Alamin.

Purwokerto, Desember 29, 2022

The Author,



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Abstract

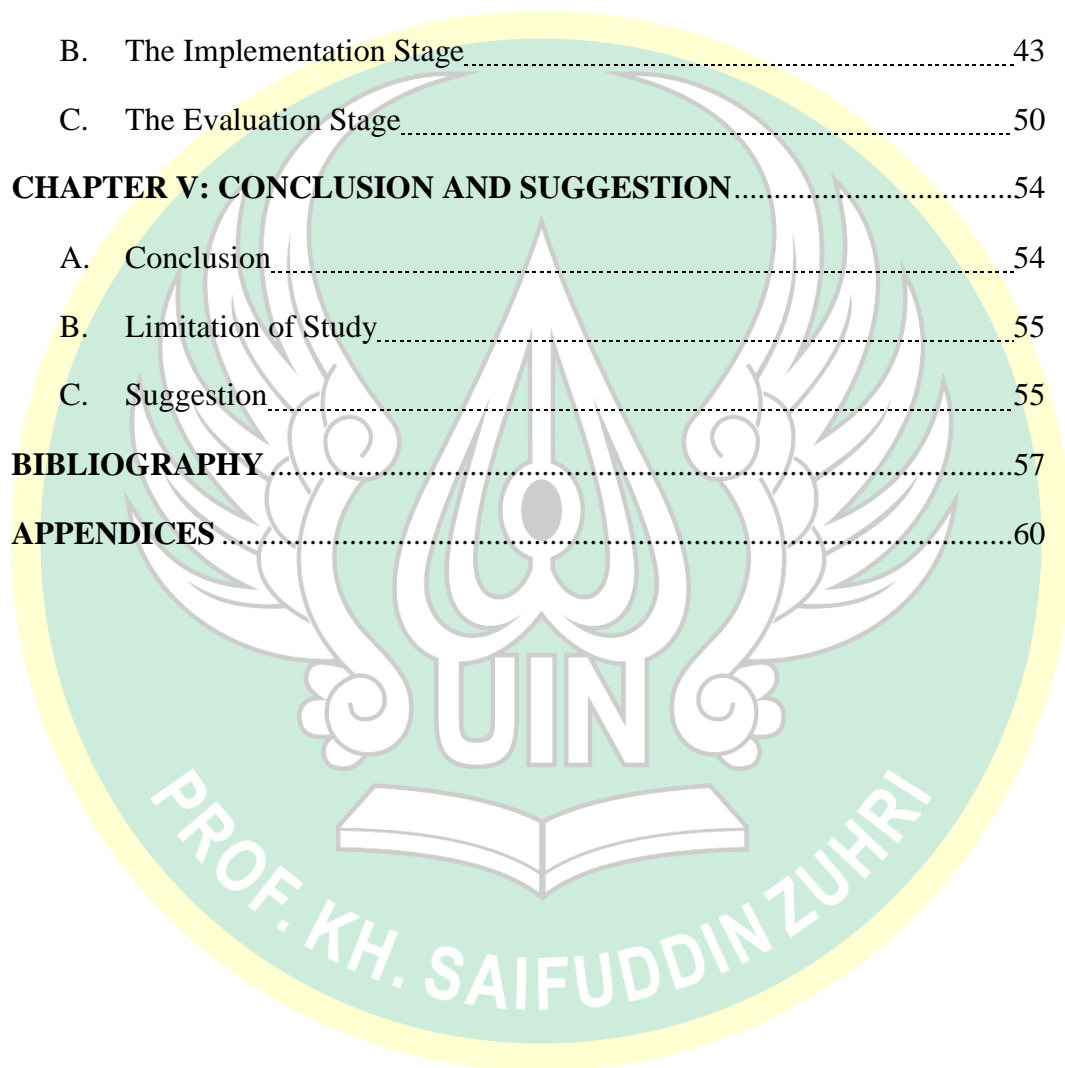
This research was aimed to describe the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo. This research is qualitative research. The research is divided into two subjects. The first subject is the English teacher and the second is the 8th grade students of SMP Islam Al Falah Rawalo that related to the implementation of world café strategy. The object of this research is the implementation of world café strategy in teaching descriptive text. The data were collected by observation, interview, and documentation and were analyzed qualitatively. The researcher used triangulation method to analyzed the data. The researcher has pictured out that the implementation of world café strategy in teaching descriptive text includes preparation, action, and evaluation stage. The preparation stage is fundamental, because all aspects have to set in it before moving into action stage. The action stage is the realization of preparation stage that explain about the process of the implementation of world café strategy in teaching descriptive text. The evaluation stage is to measure the students' competence and as a measurement of the learning goals. It consists cognitive, psychomotor, and affective assessment

Keywords: teaching strategy, world café strategy, descriptive text.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is a means of communication by which people express and interact their ideas one another. According to Brown, 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 intelligently¹. There are so many languages in this world; English is one of the languages that used around the world. Therefore, English is an international language.

English is one of the obligatory subjects in formal education in Indonesia. In spite of the fact that it is studied in high school for obliges, the success of English learning is still questionable. In Indonesia, English is a foreign language, so teaching English here is not easy. However, many institutions and many teachers have already done some efforts, for example by delivering strategies in language teaching. One of the institutions that used teaching strategies is SMP Islam Al Falah Rawalo.

Smilansky, defined teaching strategies as the way of a teacher to play with students². And also, described teaching strategy as a combination of process where the teacher manages the class and used all the facilities to enhance students' understanding. Teaching strategy is one of the factors that can support students' understanding about material. It is important for teacher to apply an appropriate strategy because strategy is

¹ H. Douglas Brown, *"Principles of language learning and teaching"*, Pearson Education Inc, San Francisco, 2007, p.16.

² Fajriah, "Improving Teaching Strategies Through Students' Reflections", *SUKMA: Jurnal Pendidikan Vol. 1 No. 2*, 2017, p. 305.

necessary in teaching and learning process. Teacher must find the right strategy to reduce some obstacles and solve some problems in learning, so that the students can understand the material easier. There is a teacher of SMP Islam Al Falah Rawalo used a teaching strategy that called “world café strategy” in English learning, especially in teaching descriptive text.

Based on research that held on 16th June 2021 at SMP Islam Al-Falah Rawalo, the researcher got some information of the school. There were four classes of 8th grade. The Researcher did the interview with one of English teacher at SMP Islam Al-Falah Rawalo, her name is Mrs. Ani, she said the biggest problem in teaching Descriptive text is students seem not interested in the learning and feel bored. Therefore, the teacher solved it by using world café strategy. According to Brown, people have never been in World café that was dull and boring. People become energized, inspired, excited, and creative.³ Mrs. Ani said it could support learning process and students’ understanding about Descriptive text.

According to Brown, world café strategy is a teaching strategy that allows students to gather students to share information in group⁴. 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. This strategy is important in teaching learning process because if the teacher uses this strategy, the students will be enthusiastic to follow the study, also this strategy can solve the boredom of the students. By using world café strategy, students are expected to be motivated in English learning. The world café strategy can be used by the teacher in all over

³ J. brown, et al, *The World Café: Shaping Our Futures through Conversation That Matter*, First Edition, (California: Berrett-Koehler Publisher, Inc., 2010).

⁴ Vana Prewitt. “*Working in the café: lessons in group dialogue*”, The Learning Organization Vol. 18 No. 3, Emerald group publishing, 2011, p. 191.

kind of English skills, but in this research, Researcher focused on the teaching of descriptive text.

Based on the conditions, the researcher described the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo. The researcher hopes that this research will be beneficial to increase the quality of the teaching and learning process using teaching strategy. Describing the extent of implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo, this research then entitled “*The Implementation of World Café Strategy in Teaching Descriptive Text at 8th Grade of SMP Islam Al Falah Rawalo.*”

B. OPERATIONAL DEFINITION

Define the key term of the title of research is important to determine the guidelines of the research. In this research, there are some key terms in the title of the research. The researcher explains the key terms below:

1. Teaching Strategy

Smilansky defined teaching strategies as the way of a teacher to play with children. Moreover, OECD also described teaching strategy as a combination of process where the teacher manages the class and used all the facilities to enhance students’ understanding.⁵ According to Sanjaya, strategy, in education, is defined as planning which contains about a series of activities designed to achieve certain educational goals. Besides, Subana explained that the learning strategy is a design or pattern used to determine teaching and learning process.⁶

It can be concluded that the learning strategy is an action plan (series of activities) including the use of methods and utilization of

⁵ Fajriah, “Improving *Teaching Strategies Through Students’ Reflections*”, SUKMA: Jurnal Pendidikan, Volume 1 Issue 2, 2017, P. 305.

⁶ Wisnu Nugroho Aji & Sri Budiyo, “The teaching Strategy of Bahasa Indonesia in Curriculum 2013”, International Journal of Active Learning, 3(2), 2018, P.59.

various resources/ strength in learning. The strategy is formulated to achieve a certain goal, which means that the direction of all strategy-making decision is the achievement of objectives, that the compilation of learning steps, the utilization of various facilities and learning resources are all directed to achieve the objectives. However, a clear goal whose success can be easily measured needs to be arranged.

2. World Café

World café is a strategy developed by Juanita Brown, who observed that people readily engaged in dialogue when they are in café setting. Based on Brown, World café strategy is a learning strategy that allows students to gather students to share information in group⁷. 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.

According to Liz Anderson's journal, the use of world café concept is to create interactive learning environment, world café is to exchange information through active dialogue, in relaxed environment, with colleagues, peers, and the best way to develop new understanding about the world⁸. The world café 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. Based on the explanation above, The Researcher concludes that world café strategy is one of unique teaching strategy that can make an

⁷ Vana Prewitt, "Working in the café: lessons in group dialogue", The Learning Organization Vol. 18 No. 3, Emerald group publishing, 2011, p. 191.

⁸ Liz Anderson, "Use the world café concept to create an interactive learning environment", Education for primary care Vol. 22 No. 8, 2015, p. 337.

interactive environment and break the boredom of the students, and also make the students enjoy the learning.

3. Descriptive text

Gerot and Wigel said that descriptive text is a type of text which is used by the writer to describe particular thing, person, animal, place and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on. So that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.⁹

C. RESEARCH QUESTION

Based on the background of the problem above, the research question of this research is “how is world café strategy used by the teacher in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo?”

D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

1. Objectives of the Research

Studies have been known as descriptive studies intended to portray accurately the characteristics of a particular individual, situation, or group.¹⁰ The objective of this research is to identify how is world café strategy used by the teacher in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo.

2. Significances of the Research

There are two kinds of significances in this research such as:

a. Theoretical significances

- 1) The researcher expects this research will be able to add and develop insight especially for the researcher and the readers

⁹ Eko Noprianto, “Student’s descriptive text writing in SFL perspectives”, Indonesian Journal of English Language Teaching and Applied Linguistics Vol. 2(1), 2017, p. 67.

¹⁰ C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, (Jaipur: New Age International Publisher Ltd., 2004) p.2.

about the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo.

- 2) The researcher expects this research can be used as a reference for further researchers.

b. Practical significances

- 1) For English teachers

The results of this research are expected to be able to help and give many ideas to create innovative learning strategy especially for teaching descriptive text. By using world café strategy, teachers are also expected to be easier to deliver the materials for the students.

- 2) For the researcher

From this research, the researcher could know about English learning strategy in teaching descriptive text, especially using world café strategy. The researcher knew how this strategy was implemented in English learning, so it could help students to understand about descriptive text easily.

- 3) For the other researcher

The researcher is expected this research can be used by other researcher as a reference to make further research in relevant research.

- 4) For school

The results of this research can give more information to the school about the world café strategy and be source to make new special treatments for students. Besides, the results are also hoped to be able to improve the school service for the students and be the one of the references in learning strategy.

E. REVIEW OF RELEVANT STUDIES

Based on the research about sources such as scientific papers/journal/theses that have relevance with this research topic, the following are the results of some research that relate with this research.

The first, an undergraduate thesis written by Megawati Pohan in 2017 with entitled "*The Effect of Using World Café Strategy on Students' speaking Ability at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency*". This research was focused on the benefit of world café strategy to improving the students' speaking skill. The equality between the research and the researcher's research is together discuss about world café strategy. The differences between the research and the researcher's research are the object and method. The author of the research was focused using world café strategy on students' speaking ability at state senior high school 3 bagan sinembah of rokan regency, while the researcher's research will focus in the implementation of world café in teaching descriptive text. The result of research that was done by Megawati Pohan is based on the data analysis, the effect size is 0.71, and to interpret the eta squared values the following guidelines can be used 0.01=small effect, 0,06=moderate effect, 0,14=large effect. It means that use of world café strategy has large effect on students' speaking ability. Then the interpretation of the effect size of difference is considered large effect.

The second, an undergraduate thesis written by Aditya Rahman in 2021 with entitled "*The Effect of World Café Learning Method on Students' Oral Communication Competence in Biology Learning*". This research was focused on the effect of world café strategy on oral communication. The equality between the research and the researcher's research is together discussed about the use of world café strategy. The difference with the researcher's study is the purpose of using world café strategy. The purpose of the research is on students' oral communication competence, while the purpose of the researcher's research is to teach descriptive text. The result of Aditya's research is there was an effect of

world café learning method on students' communication competence on ecosystem concept. Oral communication competence scored 80.6 with a very good category for the experimental class and 74 with a good category for the control class. Meanwhile, the students' written communication competence obtained a percentage scored of 70 in the good category for the experimental class and 54.8 with the poor category for the control class.

The third, an undergraduate thesis entitled "*Improving Students' Speaking Skill by Using World Café Strategy at Grade XI Social 3 of MAN 1 Bengkulu*" was written by Nina Mustika in 2014. This research was focused on improving students; speaking skill. The difference between this research and the researcher's study is the purpose of world café. This research focused on speaking skill, but in the researcher's study, it focused on teaching descriptive text using a specific method or strategy which named world café strategy. The similarity both of them is focused on the use of world café strategy in English learning. The result of Nina's research is world café 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 ≥ 76 . Also, it could be concluded that there is a significant difference of students' behavior in speaking class. The students were more enthusiastic in speaking class. They all spoke actively.

F. STRUCTURE OF THE RESEARCH

To make systematic of this research, it is necessary to classify the structure of this research. The structure of this research will explain as below:

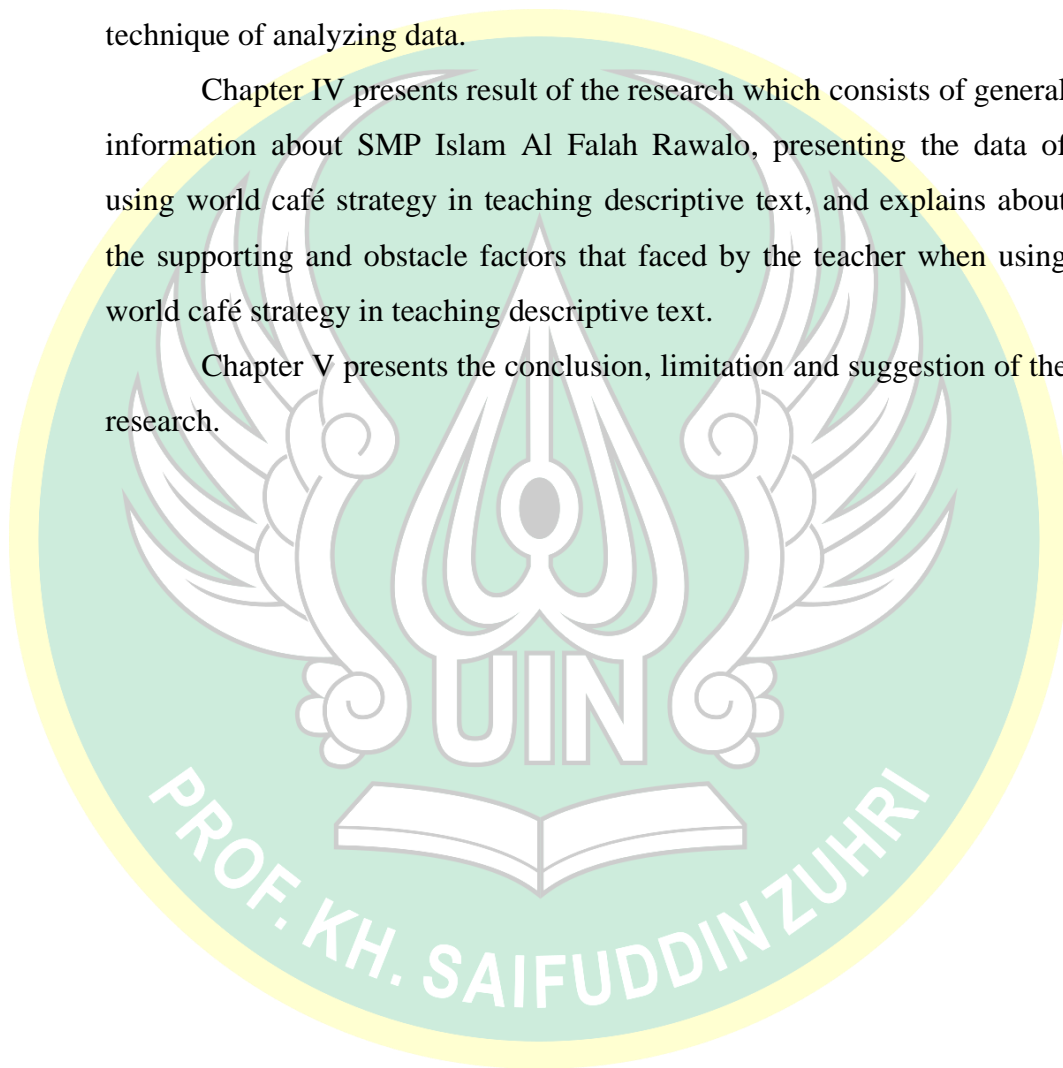
Chapter I presents an introduction. It has six sections, which are consist of background of the problem, operational definition, research question, objectives and significances of the research, review of relevant studies, and structure research.

Chapter II presents the theories of the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo which consists of explanations, those are teaching strategy, teaching EFL, world café strategy, and descriptive text.

Chapter III presents the research method. This chapter consists of the type of research, source of data, technique of collecting data, and technique of analyzing data.

Chapter IV presents result of the research which consists of general information about SMP Islam Al Falah Rawalo, presenting the data of using world café strategy in teaching descriptive text, and explains about the supporting and obstacle factors that faced by the teacher when using world café strategy in teaching descriptive text.

Chapter V presents the conclusion, limitation and suggestion of the research.



CHAPTER II

WORLD CAFÉ STRATEGY IN TEACHING DESCRIPTIVE TEXT

A. Teaching Strategy

1. Teaching

According to Smith Teaching is a process of activities regarding an agent, an end goal, and a situation that includes two sets of factors: those of which the agent has no control (classroom sizes, pupil characteristics, availability of facilities, etc.) and those over which he has control (such as teaching techniques and strategies).¹¹ While Edmund Amidon described teaching as a process of interaction primarily involving classroom conversation between teacher and pupil that occurs during specific definable activities. So, teaching is an interactive process to transfer some knowledge of teacher and students that supported by facilities of learning.

The international encyclopedia of teaching and teacher education have classified the concept of teaching into three categories:

- 1) Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning.
- 2) Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning.
- 3) Teaching as normative behavior donates action undertaken with the intention of bringing about learning another. It designates a family of activities: training and instructing are primary members and indoctrination.¹²

¹¹ Isola Rajagopalan, "Concept of Teaching", Shanlax International Journal of Education, Vol. 7 no. 2, 2019, p. 5.

¹² Isola Rajagopalan, "Concept of Teaching", Shanlax International Journal of Education, Vol. 7 no. 2, 2019, p. 6.

The three main pillars of teaching, according to science, are content, communication, and feedback. The instructional approach enhances student learning. The system is designed to be flexible since it is always possible to alter, enhance, and create new teaching-learning activities.

Davis and Glaser have pointed out that the entire structure of teaching has four steps:

- Step-1: Planning of teaching which includes content analysis, identification, and writing objectives.
- Step-2: Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching
- Step-3: identification of suitable teaching-learning strategies for effective communication of content.
- Step-4: managing teaching-learning, whereby the focus is on the assessment of the learning objectives in term of student performance and the feedback to teacher and students.¹³

During the educational process, teachers often instruct and assess their students. In essence, the teacher engages with the students frequently. The relationship between the teacher and students usually intensifies during the learning activities. Since they believe that the students' performance determines how well the learning process went, teachers frequently gave tests to gauge how well their pupils understood the content being covered. Rarely do they take into account how the students are truly feeling while they are learning. The teacher, on the other hand, tends to believe that the students have

¹³ Isola Rajagopalan, "Concept of Teaching", Shanlax International Journal of Education, Vol. 7 no. 2, 2019, p. 6.

little knowledge of what they are learning when they receive a poor score.¹⁴

In connection with these problems, a difficulty arose when certain pupils failed to comprehend the subject matter being taught. They were unable to communicate their ideas to the teacher, though. When a teacher's lessons and the way the class made them feel were difficult for the students to understand, they occasionally complained to another instructor when their complaints had little influence on the original teacher. The students' next action was to accept everything the teacher did, which made them lose interest in the learning process. Based on the problem, the teacher must have teaching strategies to make an interesting learning process.

2. The Definition of Teaching Strategy

Smilansky defined teaching strategy as the approach a teacher communicates with students through play. Additionally, the OECD defined teaching strategy as a collection of steps in which the teacher oversees the class while utilizing all the resources available to advance students' comprehension. Expository techniques, cooperative learning, inquiry-based learning, contextual teaching and learning, and problem-based learning are some examples of different teaching strategies. Not all of the tactics are appropriate for all of the content. Depending on the situation. The teacher must be able to select the most effective method because one tactic could work for one topic but not necessarily for another.¹⁵

According to Sanjaya, a strategy is planning that entails a number of activities intended to accomplish specific educational objectives. Additionally, according to Subana, a learning strategy is a design or

¹⁴ Fajriah, "Improving *Teaching Strategies Through Students' Reflections*", *SUKMA: Jurnal Pendidikan*, Volume 1 Issue 2, 2017, P. 302.

¹⁵ Fajriah, "Improving *Teaching Strategies Through Students' Reflections*", *SUKMA: Jurnal Pendidikan*, Volume 1 Issue 2, 2017, P. 305.

pattern that guides the teaching and learning process.¹⁶ Conclusion: A learning strategy is an action plan (series of tasks) that makes use of diverse techniques and resources/strengths to facilitate learning. The strategy is designed to accomplish a specific objective, which means that the achievement of objectives is the direction of all strategy-making decisions, and that the compilation of learning steps and the use of various facilities and learning resources are all intended to accomplish the objectives. However, it is necessary to set a specific objective whose accomplishment can be quickly assessed.

3. The Kinds of Teaching Strategy

It can be said that the learning approach is a series of actions. By incorporating a scientific approach into the 2013 curriculum, there are a few instructional techniques that may be employed to teach English.

The strategies as follow:

a. Expository Learning Strategy

An expository learning technique is one that places an emphasis on the teacher presenting information verbally to a class of students in order to help the pupils understand the subject as effectively as possible. Due to the teacher's significant or prevailing involvement in this technique, it is a type of teacher-oriented learning approach. The teacher uses a prepared, systematic, and thorough presentation style so that the pupils can pay attention and retain and accurately assimilate the information. The following tactic is described using the appropriate learning strategy:

1.) Lecturing

The lecturing method is an oral explanation of the subject matter to a group of listeners in order to accomplish specific learning goals in a sizable number. It is consistent with the

¹⁶ Wisnu Nugroho Aji & Sri Budiyono, "The teaching Strategy of Bahasa Indonesia in Curriculum 2013", *International Journal of Active Learning*, 3(2), 2018, P.59.

Expository Strategy's meaning and objectives. It is a monologue or one-way tactic.

2.) Demonstration

A demonstration technique is a form of teaching that involves showing pupils a certain procedure, circumstance, or object being studied in a genuine or imitational presentation. The instructor gives a practical demonstration of the material.

3.) Socio Drama

In essence, sociodrama dramatizes socially problematic conduct. The instructor uses the conduct in the class as an example to dramatize the material.¹⁷

b. Contextual Teaching and Learning

Contextual teaching and learning (CTL) is a concept that enables students to connect their knowledge to their daily lives and helps teachers relate learning materials to students' real-world situations. These are the attributes of contextual learning:

- 1.) Learning takes place in a real-world setting.
- 2.) Learning gives students the chance to complete worthwhile things (meaningful learning).
- 3.) Students learn when they are given worthwhile experiences (learning by doing).
- 4.) Learning occurs through group activities, conversation, and peer evaluation among friends (learning in a group).
- 5.) Learning gives people a chance to develop a sense of community, cooperation, and in-depth knowledge of one another (learning to know each other deeply).
- 6.) Learning is carried out actively, creatively, and effectively, emphasizing the value of collaboration (learning to ask, to inquire, and to work together).

¹⁷ Wisnu Nugroho Aji & Sri Budiyono, "The teaching Strategy of Bahasa Indonesia in Curriculum 2013", *International Journal of Active Learning*, 3(2), 2018, P.61.

7.) Learning takes place in a pleasant environment (learn, ask, and enjoy activity)

c. Inquiry Learning Strategy

Inquiry Learning Strategy is learning activity series emphasizing the critical and analytical thinking process to find the answer to a problem they face. The following are main strategies of inquiry learning:

- 1.) Emphasizing on students' maximum activity to search and to find. It means treating students as the object of learning.
- 2.) When the material is not complete or unfinished, and it needs a proof for the conclusion.
- 3.) The beginning of the learning process is the student's curiosity about something.
- 4.) The instructor works with a group of enthusiastic and open-minded students. If used with children who lack the capacity to think, this tactic will be less effective.
- 5.) There aren't too many students for the teacher to have trouble managing them.
- 6.) The instructor has ample time to adopt a student-centered strategy.

Inquiry Learning Strategy is a strategy that places a strong emphasis on students' intellectual growth. According to Piaget, maturation, physical experience, social experience, and equilibration all have an impact on intellectual development. This strategy employs a variety of effective techniques, like as:

1.) Discussion

By delivering the subject through problem-solving or systems analysis of technological products with open solutions, the discussion technique manages the learning process. In this instance, students engage in active discussion of a teacher-provided problem.

2.) Assigning Tasks

Giving students a task to complete is a method of teaching or presenting the content. The objective of the assignment was to make the kids more active.

3.) Experimental Method

The experimental technique uses experimental activities to control the learning process. As a result, this approach motivates students to engage in an active activity based on personal experience.

4.) Question and Answer Method

A technique for providing lessons in the form of questions and answers is the question-and-answer approach. The instructor allots time for the students to ask questions about the lessons.

d. Problem-Based Learning Strategy (PBL)

Learning is a process of behavioral change brought on by experience, according to the PBLS learning psychology, which is based on the cognitive aspect of students. It is a deliberate process of interaction between people and their surroundings, rather than just the process of memorizing specific facts. The technique helps pupils gradually hone their skills. In essence, internal understanding of the issues encountered helps pupils develop not only in the cognitive area but also in the affective and psychomotor areas.¹⁸

When learning is viewed from the perspective of school, which serves as a setting to prepare students to live in society, PBLS is a prospective technique that is important to acquire because a problem is something that every human being must encounter. Each person should receive training from PBLS to

¹⁸ Wisnu Nugroho Aji & Sri Budiyo, "The teaching Strategy of Bahasa Indonesia in Curriculum 2013", *International Journal of Active Learning*, 3(2), 2018, P.62.

enable them to address problems, no matter how basic or complex they may be.

In addition to the educational philosophy, PBL is a learning strategy that can be applied to enhance the educational system. There are five further Problem-Based Learning Stages, which are listed below:

1.) **Stage 1:** Student orientation to the problem

The instructor encourages the pupils to participate in the problem-solving activity by outlining the learning objectives and the necessary resources.

2.) **Stage 2:** Organizing students to learn

The teacher works with the pupils to specify and arrange the problem-related learning tasks.

3.) **Stage 3:** Guiding individual and group investigations

Student experimentation and information gathering are encouraged by the teacher to help pupils understand concepts and solve problems.

4.) **Stage 4:** Develop and present the work

Teachers assist students in organizing and preparing acceptable work, such as reports, movies, and models, and in sharing their creations with others.

5.) **Step 5:** Analyzing and evaluating the problem-solving process

Teacher assists students in reflecting on or evaluating their research projects and the methods they employ.

6.) **Step 5:** Analyzing and evaluating the problem-solving process

Teacher helps students reflect or evaluate their investigations and the processes they use.¹⁹

¹⁹ Wisnu Nugroho Aji & Sri Budiyo, "The teaching Strategy of Bahasa Indonesia in Curriculum 2013", *International Journal of Active Learning*, 3(2), 2018, P.63.

B. Teaching EFL in Indonesia

The issue of the use students' first language in the EFL classroom has been debated for years. In Indonesia context, where English is taught as a foreign language, there are fewer chances for students to apply what they have studied outside the classroom, so the exposure happened in the English classroom. As the consequences of this situation, it is common for EFL teachers to use the students' mother tongue as a tool to convey the message as a means of interaction both in English language institutes and in the classroom.²⁰

Due to several problems that arise in the Indonesian setting, the implementation of teaching English as a foreign language (EFL) has only had a limited amount of success. Numerous studies revealed that there were numerous issues with the TEFL implementation in Indonesia, and English learning was rated as being less satisfactory.

The introduction of TEFL may have had only marginal success for a number of reasons. Unqualified English teachers were one of the main causes. According to Lengkanawati, nearly 50% of the English teachers in West Java who took part in her study were unqualified to teach English due to their low English ability. Vikers confirmed a similar belief about communication skills among Indonesian EFL teachers. According to the outcomes of their Test of English for International Communication, his analysis of 600 Indonesian EFL teachers found that they had low English competence (ToEIC). The other problems are related to the culturally ingrained history of teacher-centered instruction and rote memorization in the Indonesian educational setting. From this perspective, it is possible to refer to teaching as a teacher's performance. Richard described 8 steps that cover how teachers begin the lesson, introduce and explain the task, set up the arrangement of learning, check the understanding of the students, and

²⁰ Setya Resmi, "EFL Students' Perception Towards the Use of Bahasa Indonesia in an English Classroom", *ELTIN Journal*, Volume 7/1, 2019, p.13.

guide the students in order to have good performance in carrying out their lesson in addition to having and mastering a repertoire of approaches, methods, teaching techniques, procedures, and routines automatically or at their fingertips. Additionally, they must be capable of doing and carrying out duties that have been assigned in a particular context to the best of their abilities; this is known as knowledge-based teaching or teacher competency. As a result, language education will provide much better results if the teachers are knowledgeable and possess the appropriate teaching techniques, as suggested by the aforementioned researchers.²¹

What are the outcomes of teaching and learning English as a foreign language in the context of Indonesian education? The English teaching and learning methods that have been used since many decades ago are not without issues. According to a number of researches, the outcomes of English teaching and learning remain underwhelming. Even though they have studied English from grade four through university, many students still struggle to communicate in it. Numerous problems in Indonesia contribute to the dismal performance. Some challenges come up during classroom exercises, which often show how well students can communicate in Indonesian setting.²²

The pupils' limited vocabulary, poor knowledge of English grammar, and poor pronunciation skills are the first problems that need to be addressed in order to improve their English-speaking abilities. The students' lack of self-assurance when honing their oral English skills is the second problem. The second problem is the lack of 168 trained teachers for English language instruction. The final one relates to the lack of

²¹ Murni Mahmud, "EFL Teacher Strategies in Teaching English at Kampung Inggris Pare, Kediri, Indonesia", *Asian EFL Journal*, Vol. 27 Issue 3, 2020, p.167.

²² Saidna Zulfiqar & Aminah Suraiman, "The Impact of EFL Senior High School Teachers' Performance in Papua, Indonesia Towards the Students' English Learning Achievement", *Asian EFL Journal*, Vol. 23 Issue 3, 2019, p.433.

facilities provided by schools and other institutions that can improve students' learning activities, such as computers, English learning software, and other electronic devices that can help students improve their language skills, particularly in the context of Indonesian ELT. However, Zulfikar contended that the teacher's lack of pedagogical competency is the most prominent issue that accounts for the students' poor performance. It is evident from the teacher's lack of innovation and creativity in choosing engaging and comfortable teaching methods that support student-centered learning.

This statistic demonstrates the need for creativity on the part of teachers in the teaching and learning process. In this context, being "creative" refers to the ability of the teachers to choose the best communicative activities or tactics based on the requirements of the pupils. Higher proficiency EFL students utilize learning strategies more frequently than lower proficiency EFL students, particularly cognitive, metacognitive, and social strategies, according to Wu's study, which established that learning techniques varied based on proficiency. In order to design and build the appropriate communicative activities that urge to encourage the students to improve their communicative competence, teachers must exercise creativity. According to a study by Bin Tahir, teachers must use a variety of instructional strategies, including pullout, dual language, immersion, and transitional techniques. These studies demonstrate that teachers must take a variety of factors into account while planning lessons and selecting instructional strategies.

C. World Café Strategy

1. The definition of world café strategy

World café is a strategy developed by Juanita Brown, who observed that people readily engaged in dialogue when they are in café setting. According to Brown, the world café strategy is a teaching

strategy that enables students to come together and share knowledge in a group setting. The information can be a fresh learning point, a review of material already learned, or a reflection of comprehension of the subject. They then transition from one group to another. The structure includes multiple rounds and switching between groups every few minutes.

According to Liz Anderson's journal, the world café concept is used to build interactive learning environments, and world cafés are the best way to gain fresh perspectives on the world by exchanging information through active dialogue in a comfortable setting with coworkers and peers.²³ The world café 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.

World Café has been employed in a wide range of contexts since its establishment in 1995. In the areas of community development, organizational development, and strategic planning, as well as the medical industry, the educational sector, and consumer studies, it is employed by community-based organizations, small nonprofits, educational institutions, large multinational corporations, and governmental agencies.

Artificial cafés are set up where people can sit down, meet, and converse in order to achieve the goal of an organized but conversational procedure. Temporary enclosed areas are erected, maybe with food, beverages, and music to support the café atmosphere. At café-style tables, there are four or five people seated at each table. There are at least three rounds of discourse that go on for about 20 minutes each. The identical question is debated by the guests at each table. Following each round, the participants switch tables and

²³ Liz Anderson, "Use the world café concept to create an interactive learning environment", Education for primary care Vol. 22 No. 8, 2015, p. 337.

resume their conversation with a fresh group of individuals at the new table. One host is chosen by the group to stay at each table and relay the previous topic to the subsequent discussants. One or more rounds of conversation can use the same question. Each round could also include a distinct set of questions to aid advance and further the investigation. Participants write notes on the paper tablecloth during each discussion session in the form of text, drawings, or symbols (or note key ideas on large index cards or place mats at the center of the table). Following at least three rounds of discussion, there should be a time for the entire group to share their findings and thoughts. This enables the discovery of common patterns, the expansion of collective knowledge, and the emergence of actionable opportunities.

Academics are beginning to use the world café strategy in their research, despite the fact that it is predominantly used outside of academia. They claim to have been the first to do so, with others following. The "cross-pollination of ideas" that occurs through iterative rounds of information exchange and the utilization of a social setting akin to a café that promotes fair and unthreatening information sharing are what make world café effective for data collecting. "An innovative qualitative method that tries to highlight and record the lived and varied perceptions and experiences of individuals living within," was how Bertotti defined the WC. In terms of methodology, Aldred referred to the strategy as "a self-facilitating focus group research."²⁴

2. Word Café Guidelines: The Design Principles

The world café provides a safe place to discuss varied and important topics using an integrated set of ideas and practices. These

²⁴ Katharina Lohr, "The World Café as a Participatory Method for Collecting Qualitative Data", International Journal of Qualitative Methods, Volume 19, 2020, p.2.

ideas and practices were formulated into seven design principles.²⁵ The following are seven design principles of world café strategy, such as:

a. Set the context

Keep in mind why you are bringing people together and what you hope to accomplish. You can choose and consider the most crucial components to achieve your goals when you are aware of the meeting's aim and guidelines: For instance, who should participate in the chat, what topics or inquiries will be more relevant, and what types of harvest will be most beneficial. According to Brown, the international café is based on the idea that when people are calm, they are most creative.²⁶ A casual and welcoming mood is thought to be created in part by the decor and room layout. To set the mood and promote relaxation in the space, there was background music playing and pictures of places on the wall.

b. Create hospitable space

Café hosts all around the world stress the value of establishing a welcoming environment that feels secure and inviting. People think, speak, and listen at their most creative levels when they are free to be themselves. Think in particular about how your invitation and your physical setup help to foster a welcome environment. It is crucial for the project that the participants feel at ease so that they may share ideas and interact with people they have never met before and who may come from very diverse backgrounds than their own.

²⁵ Abida Solomon, "Introducing the World Café to Doctor of Nursing Practice Students", *Journal of Nursing Education*, Vol. 56 No. 10, 2017, p.639.

²⁶ Emme Vida Estacio & Toni Karic, "The World Café: An Innovative Method to Facilitate Reflections on Internationalization in Higher Education", *Journal of Further and Higher Education*, 2015, p.4.

The idea of creating a welcoming space went beyond the actual surroundings. The attendees were greeted at the entrance by student volunteers. In order to make attendees feel at ease and welcomed as they joined the discussion groups, they also provided a briefing on the event's nature and goals. A welcome packet with details about the World Café and the themes of the discussions was given to the participants. To give attendees a quick and simple way to learn about the dynamics and numerous activities in the room, the information pack's design was streamlined.²⁷

c. Explore questions that matter

As a result of compelling questioning, knowledge is revealed. Look for inquiries that speak to the group's current issues. As they spread throughout a system, strong questions that "travel well" encourage group enthusiasm, insight, and action. Your Café may examine a single question or utilize a gradually deeper line of inquiry over the course of multiple conversational rounds, depending on the time allotted and your objectives.²⁸

d. Encourage everyone's contribution

It's crucial to invite everyone to share their thoughts and perspectives during meetings and in classes, while also allowing those who prefer to listen to participate.

e. Connect diverse perspective

One of the distinctive features of the café is the ability to walk between tables, meet new people, actively contribute your thoughts, and link the substance of your discoveries to ever-widening circles of thought. Participants swap viewpoints as they

²⁷ Emme Vida Estacio & Toni Karic, "The World Café: An Innovative Method to Facilitate Reflections on Internationalisation in Higher Education", *Journal of Further and Higher Education*, 2015, p.4.

²⁸ Brown, "Cafe to Go: A Quick Reference Guide for Hosting World Café", *The World Café Community Foundation*, 2015, p.6.

bring important concepts or issues to new tables, dramatically enhancing the potential for unexpected new insights.

f. Listen together for patterns and insights

A gift we give to one another is listening. The success of a café is perhaps most heavily influenced by the equality of our listening. By engaging in collaborative listening exercises and focusing on themes, patterns, and insights, we can start to feel a connection to the bigger picture. Encourage individuals to pay attention to both what is shared and what is not being spoken.

g. Share collective discoveries

The talks taking place at one table exhibit a pattern of wholeness that links to those taking place at the other tables. Making this pattern of wholeness evident to everyone in a big group discourse is the goal of the final stage of café, which is frequently referred to as the harvest. After a brief period of silent thought on the recurring themes, patterns, and deeper questions that emerged from the small group discussions, call them out to the rest of the group for discussion. Ensure you have a method for recording the harvest; using a graphic recorder is highly beneficial.

Brown Said in *Café to Go*, the participants of the world café are divided in three, such as; The Host of World Café, the host of the table, and the guest of the café. The job of world café's host is to manage all of the café's in the room. The café host must also ensure that the seven design principles, which serve as rules for interaction and discussion, are followed. Living according to the rules' spirit is more important than following their precise form. Café hosting requires consideration, creativity, and attention. The world café host has the power to distinguish between a discourse that's just intriguing and one that really matters. One of the responsibilities of a table host is to stay at the table when others leave and welcome guests from other tables for the next round of conversation. Another responsibility is to

briefly share the most important takeaways from the previous conversation so that others can connect and build using ideas from their own tables. A third responsibility is to encourage the people seated at your table to make notes on important connections, ideas, discoveries, and deeper questions as they arise. The customer's task at the café is to visit every table, get information from each one, and then relay that knowledge to their own table.²⁹

D. Descriptive text

1. The definition of descriptive text

Descriptive text is one of genre that should be mastery by high school students in Indonesia. Gerot and Wigel said that descriptive text is a type of text which is used by the writer to describe particular thing, person, animal, place and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on. So that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes³⁰.

Descriptive text is a text that describes the characteristic of something like person, place or thing. Someone can describe as something like person, place, or thing with their looks and know. So, a descriptive text writes to describes something and gives impressions, not the definitions³¹. As cited in English K6- Modules the ability to describe someone or something in detail is an important skill that can

²⁹ Brown, "Cafe to Go: A Quick Reference Guide for Hosting World Café", The World Café Community Foundation, 2015, p.9.

³⁰ Eko Noprianto, "Student's descriptive text writing in SFL perspectives", Indonesian Journal of English Language Teaching and Applied Linguistics Vol. 2(1), 2017, p. 67.

³¹ Leny Saili Rahmah, "Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy", International Journal of English and Education, Volume 6 Issue 4, 2017, p.183.

contribute to a number of different text types. Wardiman, et.al argued that a descriptive text is a text that describes the features of someone, something, or a certain place. Cited in English K-6 Module descriptions focus our attention on the characteristic features of a particular thing. The subject might be a person, or a thing. It might be impressionistic or imaginative, or an objective description.³²

2. The purpose of descriptive text

Descriptive text is a kind of text with a purpose to give information. The context of this kind text is the description of particular thing, animal, person, or other. Descriptive text is a text that aims to describe person, thing, or place that is purposed to inform or persuade the reader³³.

3. The generic structure of descriptive text

The generic structure is arranged or stages in making the descriptive text in order to have a good structure. According to Paltridge, generic structure is a general form of a genre; each genre has own generic structure. It describes the structure of text based on its internal patterning of the rhetorical organization³⁴. There are two generic structures of descriptive text: identification and description. Identification is to introduce the person, place, and the object while the description gives the detail of the person, place, and the object described.

The challenges with generic text structures for descriptive texts include describing an object in great detail. The students have to

³² Rohdearni Wati Sipayung, "Improving Students' Achievement in Reading Descriptive Text through Reciprocal Teaching Strategy", Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, Volume 1 No. 1, 2018, p.34.

³³ Sri Rahmadhani Siregar and Nursahara Dongoran. "Sudents' Ability in Writing Descriptive text", English Jouornal for Teaching and Learning Vol. 8 No. 1, 2020, p. 83

³⁴ Novia Sartika and Mochamad Nurdin, " Students' ability in writing descriptive text based on its generic structure at the tenth-grade student of vocational high school", Vol. 2. No. 4, 2019, p. 437.

organize their ideas into good paragraphs; the students have to make their writing readable. To write a descriptive text, the students can organize their ideas by identifying the topic and give the descriptions about the topic. According to Husna grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. The use of the simple present tense presented some challenges for the students. When they explained the concept in the simple present tense, the pupils made a few errors. It has made it challenging for the students to compose descriptive language.³⁵

Writing challenges may, in large part, be the result of three variables, according to Graham & Harris, which can all contribute to the students' difficulties. These three reasons include:

- A lack of competency in text creation abilities, as evidenced by numerous spelling, capitalization, and punctuation problems. It is believed that the degree of focus required for lower-level abilities will interfere with higher-order talents like planning and content creation.
- Lack of knowledge regarding the subject matter of the script that needs to be written. According to Wray, the task itself is crucial, and the writer should consider the various genres, the writing's structure and accessibility for the reader, as well as how the reader might be led through the text. Understanding the procedure is crucial for metacognition and reflection.
- Graham and Harris employ a cognitive approach to help students who are having trouble writing because this method stresses the unique writing production processes, which can

³⁵ Eni Ismayanti & Abdul Kholiq, "An Analysis of Students' Difficulties in Writing Descriptive Text", E-Link Journal, Vol. 7 No. 1, 2020, p.12.

then be given personalized attention. Lack of appropriate strategies for planning or rewriting texts.³⁶



³⁶ Eni Ismayanti & Abdul Kholiq, "An Analysis of Students' Difficulties in Writing Descriptive Text", E-Link Journal, Vol. 7 No. 1, 2020, p.12.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of The Research

The research problem can be approached methodically using research methodology. It might be viewed as a branch of science that studies how scientific research is conducted. While research techniques can also be thought of as all the ways utilized to carry out research. Sukardi claims that a research method is someone's systematic effort, relating to methodology preparations like systematic observation, managed and based on related theory, and fortified with accessible tendencies. This research kind falls under the category of field research based on the way the topic was posed and the study's goals. In order to gather data, the researcher is involved in the research location.

The behavioral sciences place a premium on qualitative research because they seek to understand the underlying causes of behavior in people. Inductive methods for generating meaning are typically what distinguish qualitative research. This method was employed by researchers to explore, rigorously investigate, and learn about the social phenomenon, to unravel the meanings that individuals attribute to particular behaviors, situations, events, or artifacts, or to develop a thorough understanding of a particular aspect of social life. When exploring, describing, or explaining anything is the primary goal, qualitative research is typically appropriate.³⁷

The researcher conducted qualitative research to address the issues that were investigated. This study uncovered details about all of the data that were observed and described in a narrative about the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo. According to Sugiyono, research

³⁷ Patricia Leavy, *Research Design Quantitative, Qualitative, Mixed Method, Arts-Based, and Community-Based Participatory Research Approaches*, (London and New York: The Guildford Press, 2017) p. 9

methodology is something that is used to demonstrate reliable facts, and it may be enhanced, discovered, and scientifically demonstrated with some information³⁸.

B. Sources of Data

1. Location of Research

This research was taken place in Rawalo, precisely in SMP Islam Al Falah Rawalo. This school is located at Jl. H. M. Bachroen No. 35 Banjarparakan, Rawalo, Banyumas. The following factors are taken into account by the researcher before selecting this place:

- a. SMP Islam Al Falah Rawalo is one of boarding schools in Banyumas that based on Pesantren.
- b. The classes in SMP Islam Al Falah Rawalo are Homogeneous. The researcher wants to know the learning process in homogenous classes.
- c. Teachers in SMP Islam Al Falah Rawalo applied some teaching strategies in the learning process. One of the teaching strategies is World café strategy that used by the English teacher.

2. The object of the research

The research object is the focus of the research discussion. The object of this research is ***“the implementation of world café strategy in teaching descriptive text”***.

3. Subjects of the research

Purposive sampling was employed to choose the study's participants in order to better comprehend the topic under investigation. Purposive sampling, according to Creswell, aims to learn about or comprehend the primary phenomenon by purposefully choosing individuals and locations.³⁹ The eighth-grade C that consists

³⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: ALFABETA CV, 2017, p.2.

³⁹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative Qualitative Research Fourth Edition*, (Boston: Pearson Education Inc., 2012), p. 206.

20 students and the eighth-grade D that consists 24 students and also their English teacher participated in the study. The collection of data began with a small group of individuals who met the requirements to be included in the sample; these individuals were the eighth-grade students and the English teacher who participated in the implementation of the world café strategy in the teaching of descriptive text at SMP Islam Al Falah Rawalo. Later, they make another person who meets the requirements to serve as a sample the source of information.

4. Primary sources

Primary data are those that are gathered from scratch and for the first time, making them unique. On the other hand, primary sources are sources of information that give the researcher access to the data directly. The main sources used in this study are:

- a. Mrs. Mu'ani Satu Rohmah as a teacher of 8th grade in SMP Islam Al Falah Rawalo.
- b. The 8th grade students of SMP Islam Al Falah Rawalo. Especially, 8th grade C that consist 20 students and 8th grade D that consist 24 students.

5. Secondary source

A secondary resource is a source of information that gives the researcher information indirectly. In another sense, secondary sources may serve as supplementary materials for primary sources, which the researcher frequently needs for the thesis discussion. The targeted sources can include written materials in the form of statistics on the local population, plans for monographs, notes, transcripts, and more.⁴⁰ Secondary data are those that have previously been gathered by another party, and data collection labor is just compilation in nature.⁴¹

⁴⁰ Sumardi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada, 1998), p. 85.

⁴¹ Sumardi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada, 1998), p. 85.

secondary data are those which have already been collected by someone else and the nature of data collection work is merely that of compilation.⁴² The secondary data sources in this study gained from the documentation of the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo is teacher's lesson plan (RPP) that is used by the teacher in the implementation of world café strategy in teaching descriptive text.

C. Techniques of Data Collection

1. Observation

According to Creswell A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records an unstructured or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Typically these observations are open-ended in that the researchers ask general questions of the participants allowing the participants to freely provide their views.⁴³

According to Marshall in Sugiyono, researchers can learn about behavior and the meaning associated with it through observation.⁴⁴ Participant observation, overt and covert observation, and unstructured observation were the categories that Sanafiah Faisal used to categorize observation in Sugiyono.⁴⁵

⁴² C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, (Jaipur: New Age International Publisher Ltd., 2004) p.95

⁴³ J.W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition*, (Singapore: SAGE Publications Asia-Pacific. Ltd., 2014), p. 239.

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2016) p. 226

⁴⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2016) p. 226

a. Participant observation

As stated by Susan, participant observation means the researcher observes what people do, listens to what they say, and participates in their activities. There are four kinds of participant observation, such as:

- 1.) Passive participation: means the researcher is present at the scene of action but does not interact or participate.
- 2.) Moderate participation: means the researcher maintains a balance between being insider and outsider.
- 3.) Active participation: means the researcher generally does what others in the setting do.
- 4.) Complete participation: means the researcher is a natural participant.

b. Overt and Covert observation

In this observation, researchers get data directly from the sources on which they are conducting their research, but they do not observe in a discrete or straightforward manner all at once to avoid collecting confidential data.

c. Unstructured observation

Unstructured observations are those that are made without having a clear plan for what will be seen. When conducting observations, researchers solely employ indicators of observation rather than standard instruments.⁴⁶

To collect valid data, the researcher used non-participant observation (passive participation), means the research is present at the scene of action but does not interact or participate. The researcher only observed about the implementation of world café strategy in teaching descriptive text. The instruments of this observation are observation sheet and field notes. The observation sheet is used to get information about world café strategy that

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2016) p. 228

used by teacher and field notes are used to write the result of the observation. The researcher observed three times in this research.

2. Interview

Brinkman stated conversations during interviews serve as a tool for learning. Interview techniques use activities that individuals are used to engaging in, even if they are not generally conducted in informal settings.⁴⁷ According to Esterberg, Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.⁴⁸

The interview is broadly divided into three, such as:

- a. A structured interview uses a planned list of questions and highly standardized recording methods. As a result, the interviewer asks questions in the form and sequence specified, adhering to a rigidly planned out method.
- b. Semi-structured interview: means the interviewer creates some questions with a format of answers and some questions is freely answered by the informant.
- c. Unstructured interview: defined by a willingness to ask questions in different ways. Unstructured interviews do not adhere to a set of pre-planned questions or defined methods for data collection.⁴⁹

In this research, the researcher applied the semi-structured interview, it means that researcher created some questions with the format of answers and some questions that is freely answered by the informant. The researcher interviewed English teacher and some of

⁴⁷ P. Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, (New York: The Guilford Press, 2017) p. 78

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2016) p. 231

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2016) p. 233

their students that identified the implementation of world café strategy in teaching descriptive text. To collect the data, the researcher used an interview sheet as guidance during the interview sessions. The researcher wrote an interview transcript based on the result of the interview on a note book.

3. Documentation

Documentation is all forms of data not gathered through interviews or observations. Documents are a ready-made source of data easily accessible to the imaginative and resourceful investigator. Documents refer to a wide range of written, visual, digital, and physical material relevant to the study at hand. Common documents include official records, letters, newspaper accounts, poems, songs, corporate records, government documents, historical accounts, diaries, autobiographies, and so on.⁵⁰

Documentation is used in the research as a data resource to obtain information about the implementation of world café strategy in teaching descriptive. To collect valid data, the researcher used some administration sheets, like lesson plan sheets (RPP) and data of students.

D. Techniques of Data Analysis

Bogdan in Sugiyono, said data analysis is the process of systematically sourcing and arranging the interview transcripts, field notes and other materials that accumulated to increase understanding and to enable presenting what have discovered to others.⁵¹ Miles and Hubberman, stated that activities in qualitative data analysis are carried out interactively and take a place continuously until it is complete, so

⁵⁰ Sharan B. Merriam, *Qualitative Research a Guide to Design and Implementation Revised and Expanded from Qualitative Research and Case Study Application in Education*, (San Fransisco: Jossey-Bass, 2009) p. 139-140

⁵¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: ALFABETA CV, 2017), p. 244.

the data is saturated. The activities are data reduction, data display, and conclusion drawing/verification.⁵²

1. Data reduction

Miles and Hubberman as cited in Sugiyono stated that data reduction is defined as the process of selection, focus on simplification, abstracting, and transforming data that arise from written notes in the field. Reducing data means summarizing, choose the main things, focus on the important things, look for the themes and patterns, and throw away unnecessary thing.⁵³

The procedure in data reduction include: making summaries, coding, searching themes and compile reports in full and detail. The reduction data is carried out to examine in a manner overall data collected from the field, i.e. data about the process of implementation world café strategy in teaching descriptive text. Activities that can be conducted in this data include; collect data and information from results of interviews and observation, look for things that are considered important from each aspect of research findings, and discarding data that is not important from every aspect finding.

2. Data display

The next step after data reduction is data display. Display the data can be done by narrative text, graphic, matrix, network, and chart. Miles and Hubberman stated the most frequent form of display data for qualitative research data in the past has been narrative text. Looking at displays help us what is happening and to do something further analysis or caution on that understanding.⁵⁴

⁵² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: ALFABETA CV, 2017), p. 246.

⁵³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2014) p. 245

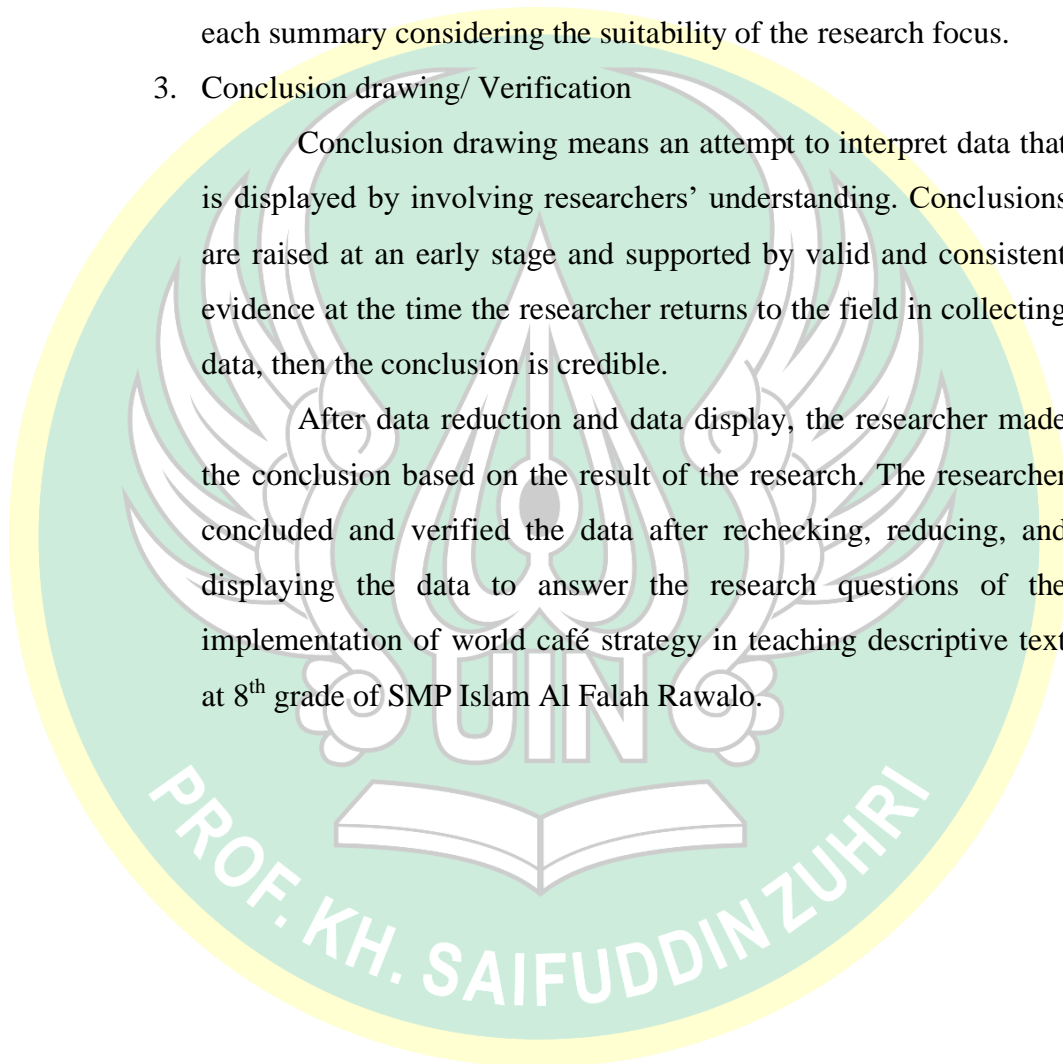
⁵⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2014) p. 249

Data display in this situation is delivery of information based on the obtained data is following the focus of research for well arranged, coherent, easy to read and understood the event and action related to the process of implementation world café strategy in teaching descriptive text. Activities at this stage include making summaries in descriptive and systematic form and give meaning to each summary considering the suitability of the research focus.

3. Conclusion drawing/ Verification

Conclusion drawing means an attempt to interpret data that is displayed by involving researchers' understanding. Conclusions are raised at an early stage and supported by valid and consistent evidence at the time the researcher returns to the field in collecting data, then the conclusion is credible.

After data reduction and data display, the researcher made the conclusion based on the result of the research. The researcher concluded and verified the data after rechecking, reducing, and displaying the data to answer the research questions of the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo.



CHAPTER IV

THE IMPLEMENTATION OF WORLD CAFÉ STRATEGY IN TEACHING DESCRIPTIVE TEXT

This chapter presents about the research findings and discussions. The research is the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo.

A. The Preparation Stage

The data in this research were collected by interview, observation, and documentation. The researcher investigated the process of the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo Banyumas Regency. The subjects of this research were the English teacher who implements world café strategy and the students at 8th grade of SMP Islam Al Falah Rawalo Banyumas Regency with consideration of the focus of this research that is the implementation of world café strategy in teaching descriptive text.

In this process, firstly, the researcher came to the English teacher who identified as the teacher who engaged world café strategy in the learning process. The name of the teacher is Mrs. Ani. The researcher did the interview with the teacher by asking several questions about the preparation before the implementation of world café strategy. The teacher said the preparation before the implementation was like make a lesson plan, prepare some stuff used to make the room look like a café, book references and articles, and tell the students to bring the materials needed in the world café strategy such as food and drinks.⁵⁵

The first thing in the preparation stage was making a lesson plan. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. According to Richards, lesson plans help the

⁵⁵ Interview *result* with Mrs. Muani Satu Rohmah, S. Pd as the teacher of English at 8th grade of SMP Islam Al Falah Rawalo, August, 23th 2022.

teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure of a lesson, to provide a map to the teacher to follow, and to provide a record of what has been thought.⁵⁶ The teacher said that there are also some reasons for planning lessons such as to feel more confident, to learn the subjects matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Lesson plan is especially important preservice teachers because they may feel more need to be in control before the lesson begins. Lesson plan can benefit teachers in the following ways:

- A plan can help the teacher thinks about content, materials, sequencing, timing, and activities.
- A plan provides security (in the form of map) in the sometimes-unpredictable atmosphere of a classroom.
- A plan is a log of what has been thought.
- A plan can help a substitute to smoothly take over a class when the teacher cannot teach.

The lesson plan that was made by the teacher contains some steps. The first step is the lesson goals (learning objectives). The learning objectives in this study was students can identify, distinguish, and compose simple descriptive text involving events that occurs regularly or general truths (present simple). The second step is a learning steps that consist preliminary activities, main activities, and closing activities. In the preliminary activities, the teacher starts learning by greeting, praying, and brainstorming. The main activities consist literacy, critical thinking, collaboration, communication, and creativity. The closing activities are the evaluation of the learning.⁵⁷

The lesson plan above refers to the theory explained by Thomas. Thomas said after writing the lesson objectives, teachers must decide the

⁵⁶ Thomas S. C. Farrell, *Methodology in language teaching: an anthology of current practice*, (London: Cambridge University Pers. 2010) p. 31.

⁵⁷ Interview *result* with Mrs. Muani Satu Rohmah, S. Pd as the teacher of English at 8th grade of SMP Islam Al Falah Rawalo, August, 23th 2022.

activities and procedures they will use to ensure the successful attainment of these objectives. Planning of these stage means thinking through the purposes and structures of the activities. This step involves planning the shape of the lesson. Thomas adapted Shrum and Glisan's model which have five phases, such as:

- *Perspective or opening.* The teacher asks the students the following question: What was the previous activity (what was previously learned), what concepts have they learned? And the teacher then gives a preview of the new lesson.
- *Stimulation.* The teacher poses a question to get the students thinking about the coming activity; helps the students to relate the activity to their lives; begins with an attention grabber: an anecdote, a little scene acted by peer teacher or lay assistance, a picture, or a song; and uses it (the response to the attention grabber) as a lead into the activity.
- *Instruction or participation.* The teacher presents the activity, checks the students understanding, and encourages active students' involvement. Teachers can get students to interact by the use of pair work or group work.
- *Closure.* For this phase the teacher checks what the students have learned by asking question such as "What did you learned?" and "How did you feel about these activities?". The teacher then gives the preview about the possibilities about the future lessons.
- *Follow-up.* The last phase of the lesson has the teacher using other activities to reinforce some concepts and even to introduce some new ones. The teacher gives the students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.⁵⁸

⁵⁸ Thomas S. C. Farrell, *Methodology in language teaching: an anthology of current practice*, (London: Cambridge University Pers. 2010) p. 33.

According to Kemp, the learning model consist of:

- Indicator (learning objectives)
- Determine learning materials based on indicators
- Determine learning strategies/ learning methods
- Coordinate the facilities needed in learning
- Conducting learning evaluations.⁵⁹

Based on the explanation above the researcher concluded that the lesson plan made by the teacher was in accordance with the theories about lesson plan. There were some changes in the lesson plan but still referring to the existing theories. The lesson plan made by the teacher was adjusted to the conditions of students at SMP Islam Al Falah Rawalo.

“The preparation that I did after made a lesson plan was prepared some stuff that needed in the implementation of world café strategy in teaching descriptive text.”⁶⁰ It is very important to the teacher to prepare the things that support the learning process. In this study, the teacher prepared the things needed in the implementation of word café strategy in teaching descriptive text such as; the materials and the documents about descriptive text, tablecloths, flower vase, and some stuff to make up the class looks like a café room. The reason of making up the classroom looks like a café is to make the students feel comfort while the learning process is ongoing. This is related to the theory of world café world café guidelines about seven design principal which states that the teacher must create a hospitable space in the classroom.⁶¹ Café hosts around the world emphasize the power and importance of creating a hospitable space—one that feels safe and inviting. When the students feel comfortable to be themselves, they do their most

⁵⁹ Ali Mudlofir and Evi Fatimatur Rusydiyah, *Desain Pembelajaran Inovatif dari Teori ke Praktik*, (Jakarta: Raja Grafindo Persada. 2016) p. 52.

⁶⁰ Interview result with Mrs. Muani Satu Rohmah, S. Pd as the teacher of English at 8th grade of SMP Islam Al Falah Rawalo, August, 23th 2022.

⁶¹ Brown, *“Cafe to Go: A Quick Reference Guide for Hosting World Café”*, (The World Café Community Foundation, 2015) p.6.

creative thinking, speaking, and listening. In particular, consider how the invitation and the physical set-up contribute to creating a welcoming atmosphere.⁶² Wragg in Siti's undergraduate thesis stated the ability to manage a comfortable class is very decisive in a learning success.⁶³

The last thing in the preparation stage was to tell the students to bring the materials needed in the implementation of world café strategy. Students have to bring food and drink to make the class like a café. The food and drink will be eaten by students while having discussions and still being supervised by the teacher as the host in the implementation of world café strategy in teaching descriptive text.

B. The Implementation Stage

In the implementation stage the teacher followed the Abida Solomon's theory about the principles of world café strategy, such as:

1. Set the context

On Wednesday, August 24, 2022, researcher made observations in class 8C which was led by Mrs. Ani. At the meeting, the teacher taught descriptive text using the world cafe strategy method. As already mentioned, world cafe strategy is a method of discussion by forming several groups and with an environment like in a cafe.

As an opening, the teacher greeted all students and said "good morning students? How's life today?" Then all students answered "good morning ma'am, I'm fine thank you!". This was great so that all students accustomed to using English in the class. This habitual activity is important in teaching English as foreign language (TEFL) context to improve students' communicative competence. This has been explained in Wu's research which stated "teachers need creativity to design and

⁶² Brown, *"Cafe to Go: A Quick Reference Guide for Hosting World Café"*, The World Café Community Foundation, 2015, p.6.

⁶³ Siti Fatmawati, *"Implementasi Manajemen Kelas Dalam Meningkatkan Kenyamanan Belajar Siswa Pada Era New Normal di SMP Negeri 1 Kragilan"*, Repository Uin Banten, 2022, h.5

develop the suitable communicative activities which urge to encourage the students to improve their communicative competence.”⁶⁴ The process of teaching started with having a light conversation with the students in the class, talking about something or having some brainstorming then reviewing a little from the last material of the previous meeting, connecting the material with actual events before then go into the main material which is descriptive text and creating a relax and interesting atmosphere. The teacher also asked about last week's assignment, "Do all the students bring food and drink for today?" and all the students answered "yes ma'am". The students' response and enthusiasm on this course were exactly good showed by the activeness of every student in the class.

The teacher explained about the world cafe strategy to the students. This strategy was a strategy that will be used to learn descriptive text. Mrs. Ani divided the students into six groups. The reason why divided into six groups was because of adjusting the number of students also to form small groups to make it more effective.⁶⁵ The teacher's statement was reinforced by Djamarah that stated “in small groups, students are stimulated to explore ideas, increase understanding of new things, techniques of solving problems, encourage the development of thinking and communicate effectively, improve teamwork also increase and involve students in making decision.”⁶⁶ After getting their own groups, the students then gathered with their groups. The teacher asked the students to discuss naming their own groups like the name of the café.

⁶⁴ Saidna Zulfiqar & Aminah Suraiman, *“The Impact of EFL Senior High School Teachers' Performance in Papua, Indonesia Towards the Students' English Learning Achievement”*, Asian EFL Journal, Vol. 23 Issue 3, 2019, p.433.

⁶⁵ Interview result with Mrs. Muani Satu Rohmah, S. Pd as the teacher of English at 8th grade of SMP Islam Al Falah Rawalo, August, 24th 2022.

⁶⁶ Sofyan Susanto, *“Jurnal Pendidikan Modern: Efektifitas Small Group Discussion Dengan Model Problem Based Learning Dalam Pembelajaran di Masa Pandemi Covid-19”*, (E-Journal STKIP Modern Ngawi, 2020) p. 56-57

The teacher said that this thing would diversify the groups and made the students more creative.⁶⁷ After finishing the discussion, Mrs. Ani asked one by one the name of the group of students. The first group was named "Italian Café", the second group was named "Seribu Rasa Café", the third group was named "Victoria Café", the fourth group was named "Good Vibes Café", the fifth group was named "Ngapak Café", and the last group was named "Wuenak Café".

Table 1. Group Name and Group Members

NO	GROUP NAME	GROUP MEMBERS
1.	Italian Café	<ul style="list-style-type: none"> • Ifana Nurul A. • Balqis Rahma ‘Alya • Blesya Lufiana Riski • Adin Apriliana
2.	Seribu Rasa Café	<ul style="list-style-type: none"> • Zalfa Nydia A. • Syifa Maulidia • Siti Ngulfiah • Amanda Qotrunnida Istadi
3.	Victoria Café	<ul style="list-style-type: none"> • Azzahra Annisa Putri • Zidny Karomatun Nisa • Novia Zulfa Nurranita • Maya Limchatus Tsanaya
4.	Good Vibes Café	<ul style="list-style-type: none"> • Putri Ismanita Ramadhani • Shafa Zahrotun Nafisa • Zahro Ayu Indriani • Andini Khalila Sari
5.	Ngapak Café	<ul style="list-style-type: none"> • Almira Risty Nanda • Lailatul Ulul Azmi • Arafati Ning Tyas • Natasya Zulfani Khafsoh
6.	Wuenak Café	<ul style="list-style-type: none"> • Ni’matul Laleli Fatkhurrohman • Salsabillah Fitriani • Isnaeni Hidayati • Auliya Nurlaeli

⁶⁷ Interview result with Mrs. Muani Satu Rohmah, S. Pd as the teacher of English at 8th grade of SMP Islam Al Falah Rawalo, August, 24th 2022.

2. Create hospitable space

After the groups were formed, the teacher asked each group to make their table like in the café. It refers to Brown that stated “to achieve the goal of a structured but conversational process, artificial cafés are set up in which participants can sit, meet, and talk. Enclosed spaces are created temporarily, possibly with drinks, eats and music available to facilitate the café atmosphere. Participants are seated at café-style tables with a total of four or five participants.”⁶⁸ The students immediately carried out orders from Mrs. Ani and made their table like a café’s table that full of food and drink. The food and drink could be eaten when the discussion has started.

Before the discussion begin, the teacher gave ice breaking to the students to create fun learning. The teacher then explained that the students would discuss about descriptive text. Descriptive text is a text that describes the characteristic of something like person, place or thing. Someone can describe as something like person, place, or thing with their looks and know. So, a descriptive text writes to describes something and gives impressions, not the definitions.⁶⁹ Descriptive text can be divided into several points such as: the definition of descriptive text, the purpose and language features of descriptive text, the structure and the examples of descriptive text. The points then distributed to the six groups. 1 point to the 2 groups and then discussed by each group.

⁶⁸ Liz Anderson, “Use the world café concept to create an interactive learning environment”, Education for primary care Vol. 22 No. 8, 2015, p. 337.

⁶⁹ Leny Saili Rahmah, “Improving Students’ Score in Writing Descriptive Text through Think Talk Write Strategy”, International Journal of English and Education, Volume 6 Issue 4, 2017, p.183.

Table 2. The Distribution of Material Points for Each Group

NO	GROUP NAME	MATERIAL POINTS
1.	Italian Café	Discussed about the definition of descriptive text.
2.	Seribu Rasa Café	Discussed about the purpose and language features of descriptive text.
3.	Victoria Café	Discussed about the structure and the examples of descriptive text.
4.	Good Vibes Café	Discussed about the definition of descriptive text.
5.	Ngapak Café	Discussed about the purpose and language features of descriptive text.
6.	Wuenak Café	Discussed about the structure and the examples of descriptive text.

3. Encourage everyone's contribution

All of the groups discussed about their respective material (points) while eating and drinking the food on the table. This made the discussion vibe more excited, fun and relax. According a study done by Olievia, Humans will spend a lot of energy when doing activities and thinking. For restore strength to be able to return activities and thinking, humans must renew the energy he had spent so a state of tension, weakness, or stress can be reduced. The usual ways are by eating, drinking, resting and do relaxation.⁷⁰ The teacher as a Host of café then reminded all students not only to eat and drink, but also to discuss. All of the students have to contribute in the discussion of their group. This refers to the world café guidelines that stated it is important to encourage everyone in the meeting or course to contribute their ideas and perspective, while also allowing anyone to enjoy the dishes on the table. After the discussion ran for about 30 minutes, each group was asked to determine who would be the Guest and who would be the Owner of the café. The job of the guest was to

⁷⁰ Olievia Prabandini Mulyana, and friends, "Jurnal Psikologi Teori dan Terapan: Penerapan Relaksasi Atensi untuk Meningkatkan Konsentrasi Belajar pada Siswa SMK", (Journal Psychology of Surabaya University, 2013) Vol. 3 No. 2 p. 105.

gather information from the results of group discussions or other cafés. The café's owner was in charge of providing treats and information from the results of his group discussions.

4. Connect diverse perspective

The participants of the world café are divided in three, such as; The Host of World Café, the host of the table, and the guest of the café. The job of world café's host is to manage all of the café's in the room. The host of the café also must see that the seven design principles, the guidelines for dialogue and engagement, are put into action. It is not the specific form, but living the spirit of the guidelines that count. Hosting cafés require thoughtfulness, artistry and care. The world café host can make the difference between an interesting conversation and one truly matters. There are some jobs to table host such as; remain at the table when others leave and welcome travelers from other tables for the next round of conversation, briefly share key insight from the prior conversation so others can link and build using ideas from their respective tables, and encourage people at their table to jot down key connections, ideas, discoveries, and deeper questions as they emerge. The guest of café has job to travel into all of the table and collect information from each table then share the information to their own table.

5. Listen together for patterns and insights

After the discussion in their own group, the guest would collect information on the results of the discussion from other groups/cafés and every 10 minutes the guest had to move to another café (Table). The opportunity to move between tables, meet new people, actively contribute their thinking and link the essence of students' discoveries to ever-widening circles of thought is one of the distinguishing characteristics of the café. As participants carry key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising

new insights.⁷¹ The owner of the café would also receive guests from other cafés and had to explain the results of the discussion of their groups within 10 minutes. The whole group looked very happy, they discussed while enjoying the dishes on the table. The teacher set a timer so that every 10 minutes the guest moved from one cafe to another. The time had passed, all students who were guests returned to their groups. The guest then explained all the information obtained from other groups to his own group. The last phase of café, often called the harvest involves making this pattern of wholeness visible to everyone in their own group conversation.⁷²

6. Share collective discoveries

The discussion stopped by the teacher because time is up. The teacher gave directions to the students to prepare for each group's presentation about the results of group's discussion. The teacher said “This group presentation aims to make students understood more about descriptive text starting from its definition, purpose, structure, and language features.”⁷³ The teacher explained step-by-step in the presentation. All group members came forward and were involved in the presentation and one member from another group will be the moderator. All groups presented the result of their discussions in front of the class. The presentation went smoothly and continued with question and answer session. In the question and answer session, students' responses in the class was varied. Some of them were very active students, some of them just silent.

⁷¹ Brown, “Cafe to Go: A Quick Reference Guide for Hosting World Café”, The World Café Community Foundation, 2015, p.6.

⁷² Giovanni Douven, “*Learning in The World Café: an empirical evaluation*”. Journal of Workspace Learning. Emerald Publishing, 2020. P.2.

⁷³ Interview result with Mrs. Muani Satu Rohmah, S. Pd as the teacher of English at 8th grade of SMP Islam Al Falah Rawalo, August, 25th 2022.

The student response in the learning process which the implementation of world café strategy in teaching descriptive text was very good. It can be seen in the class that the students were very enthusiastic inside. Enthusiastic inside class means that the students have high participation, very active to ask questions, argue, and show a conducive atmosphere during the learning process. They seem to enjoy the whole learning in the class. Shafa, one of the students of eighth-grade, said “the learning process was very fun. I was able to discuss about the material comfortably while eating and drinking. We can share perspective with other groups”.⁷⁴ Maya agreed about Shafa’s statement, she said “the learning was fun. We discussed while eating and drinking, that was something new in the learning process. I’m interested in the learning.”⁷⁵ Despite the students have highly enthusiastic and participating, does not mean that there is no problem in the class. Balqis said “the problem was there were some students who did not focus on the discussion because of eating and drinking”.⁷⁶ Based on the observation of the researcher, some students did not share their ideas during the discussion. They sometimes seemed confused about what is being discussed by their friends.

C. The Evaluation Stage

The evaluation of the implementation of world café strategy in teaching descriptive text was done by observation, practice and also written test. It means that the points noticed in the realization of the evaluation are the students’ activeness and triumph of the teacher. In other words, the aspects which will be marked are the students’ activeness and the students’

⁷⁴ Interview result with Shafa Zahrotun Nafisa as the student at 8th grade C of SMP Islam Al Falah Rawalo, August, 25th 2022.

⁷⁵ Interview result with Maya Limchatussanaya as the student at 8th grade C of SMP Islam Al Falah Rawalo, August, 25th 2022.

⁷⁶ Interview result with Balqis Rahma ‘Alya as the student at 8th grade C of SMP Islam Al Falah Rawalo, August, 25th 2022.

competence. There are three kind of assessment competence used by the teacher such as affective assessment, cognitive assessment, and psychomotor assessment.

In Permendikbud No. 66 years 2013 regarding assessment standards explained that technique and instrument assessment used in The 2013 curriculum includes assessment competence attitudes, knowledge, and skills. This means that learning and assessment must develop student's competence related to the affective domain (attitude), cognitive (knowledge), and psychomotor (skills). The cognitive domain is related with the ability to think that includes ability to memorize, understand, apply, analyze, synthesize, and evaluate. Domain assessment psychomotor includes skills that pertaining to motion or muscles such as listening, speaking and so on. While the affective domain assessment related to interests and attitude such as honest, disciplined, confident, and so. Explicitly, these three realms cannot be separated from one another. In the old paradigm, judgment more emphasize on learning cognitive aspect abilities. Even though all abilities in the cognitive, affective, and psychomotor must be balanced to achieve learning goals.⁷⁷

The cognitive assessment that done by the teacher in the implementation of world café startegy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo used written test. The written test was to measure students' understanding about descriptive text. The picture below is the result of the cognitive competence in 8c grade of SMP Islam Al Falah Rawalo.

⁷⁷ Maya Saftari and Nurul Fajriah, "Jurnal Ilmu Pendidikan dan Kependidikan: Penilaian Ranah Afektif Dalam Bentuk Penilaian Skala Sikap Untuk Menilai Hasil Belajar", (Edutainment Jurnal Pendidikan, 2019) Vol. 7 No. 1 p. 73

Picture I. The result of written test (cognitive aspect)

DAFTAR PENILAIAN KETERAMPILAN (KI 4) PESERTA DIDIK SMP ISLAM AL FALAH RAWALO TAHUN PELAJARAN 2022/2023																			
Kelas : VIII C		Semester : I (satu)																	
No	Nama Peserta Didik	PENILAIAN KETERAMPILAN																	
		KD 3.2		KD 3.2		KD 3.2		KD 3.2		KD 3.2		KD 3.2		KD 3.2		KD 3.2		KD 3.2	
		Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik	Pratik
1	ADIN APRILIANA	85																	
2	ALMIRA RISTY NANDA	85																	
3	AMANDA QOTRUNNIDA ISTADI	85																	
4	ANDINI KHALILA SARI	80																	
5	ARAFATI NING TYAS	85																	
6	AULIYA NURLAELI	85																	
7	AZZAHRA ANNISA PUTRI	90																	
8	BALQIS RAHMA 'ALYA	90																	
9	BLESYA LUFIANA RIZKY	80																	
10	IFANA NURUL AZKIA	80																	
11	LAILATUL ULUL AZMI	80																	
12	MAYA LIMCHATUS SANAYA	85																	
13	NATASYA ZULFANI KHAFSOH	80																	
14	NIMATUL LAELI FATKHURROHMAN	85																	
15	NOVIA ZULFA NURRITA	85																	
16	PUTRI ISMANITA RAMADANI	85																	
17	SALSABILLAH FITRIANI	80																	

The psychomotor assessment in the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo was done by practice (speaking in the presentation). The teacher measured the students' skills by their presentation in front of the class. The following picture is the result of psychomotor assessment.

Picture II. The result of the psychomotor assessment

DAFTAR PENILAIAN PENGETAHUAN (KI 3) PESERTA DIDIK SMP ISLAM AL FALAH RAWALO TAHUN PELAJARAN 2022/2023																			
Kelas : VIII C		Semester : Ganjil																	
No	Nama Peserta Didik	HASIL PENILAIAN HARIAN (HPH)																	
		KD 3.2				KD 3.2				KD 3.2				KD 3.2				KD 3.2	
		Tes Tulis	Tes Lisan	Pengasaan	Rata-rata	Tes Tulis	Tes Lisan	Pengasaan	Rata-rata	Tes Tulis	Tes Lisan	Pengasaan	Rata-rata	Tes Tulis	Tes Lisan	Pengasaan	Rata-rata	Tes Tulis	Tes Lisan
1	ADIN APRILIANA	80																	
2	ALMIRA RISTY NANDA	80																	
3	AMANDA QOTRUNNIDA ISTADI	85																	
4	ANDINI KHALILA SARI	80																	
5	ARAFATI NING TYAS	85																	
6	AULIYA NURLAELI	90																	
7	AZZAHRA ANNISA PUTRI	80																	
8	BALQIS RAHMA 'ALYA	90																	
9	BLESYA LUFIANA RIZKY	80																	
10	IFANA NURUL AZKIA	80																	
11	LAILATUL ULUL AZMI	85																	
12	MAYA LIMCHATUS SANAYA	90																	
13	NATASYA ZULFANI KHAFSOH	85																	
14	NIMATUL LAELI FATKHURROHMAN	85																	
15	NOVIA ZULFA NURRITA	85																	
16	PUTRI ISMANITA RAMADANI	85																	
17	SALSABILLAH FITRIANI	80																	

The last assessment was the affective assessment. The teacher used observation in this assessment. Observation means an assessment technique

that is carried out continuously using the senses, either directly or indirectly by using observation guidelines which contain a number of observed behavior indicators.⁷⁸ This assessment was carried out by the teacher during the lesson by observing all attitudes of the students.



⁷⁸ Maya Saftari and Nurul Fajriah, *“Jurnal Ilmu Pendidikan dan Kependidikan: Penilaian Ranah Afektif Dalam Bentuk Penilaian Skala Sikap Untuk Menilai Hasil Belajar”*, (Edutainment Jurnal Pendidikan, 2019) Vol. 7 No. 1 p. 75

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is a qualitative descriptive research. It describes the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo Banyumas Regency. Based on the result of the research, the researcher can conclude the result this way:

The research describes the teacher's efforts in managing the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo Banyumas Regency. There are some stages in world café strategy that used by the teacher such as set the context which is make the classroom looks like a café, create a hospitable space, encourage everyone's contribution, connect diverse perspective, and share collective discoveries. There are also some steps that skipped by the teacher due to adjusting to the students' condition and facilities in SMP Islam Al Falah Rawalo such as the teacher did not use music in the class because it could be disturbing other classes.

The implementation of world café strategy in teaching descriptive text has stages that are quite easy and effective to support the achievement of learning objectives. The students are freely to express their opinions, develop their own way, and think in their own in the discussion while enjoying the dishes. The implementation of world café strategy text has a positive impact in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo.

Based on the data gained from the observation, the interview result, and document analysis the researcher found that in the learning process of the implementation of world café strategy in teaching descriptive text there are three stages. The first stage is preparation stage. In this stage, the teacher prepared about all of the things that used in the implementation of world café strategy in teaching descriptive text such as lesson plan,

prepare some stuff used to make the room look like a café, book references and articles. The second stage is the implementation stage. This stage is divided into three steps such as opening, main learning, and closing. Opening the class, teacher did by greeting and had brainstorming before move to the main learning. In the main learning, the teacher implemented world café strategy in teaching descriptive text. The application of this strategy made students able to follow the learning process, they enjoy the process and do not get bored in class. This shows that this method has more value in teaching descriptive text and could be increasing students' motivation to better recognize the limits of their abilities and learning to be responsible in a group. The last stage is the evaluation stage. It contains how teacher assess the students starting from cognitive assessment, psychomotor assessment, and affective assessment.

B. Limitation of Study

In order to get the specific purpose of the research, the research makes limitation of study. Limitation of study has intended to establish the limit of the problems that are going to be observed. The researcher has focused on describing the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo Banyumas Regency.

C. Suggestion

The implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo Banyumas Regency has been going well. All of the students in the class looked very happy and active during the learning process. Not all methods that applied by the teachers work well because each student has different background study, as well as in the implementation of world café strategy in teaching descriptive text at 8th grade of SMP Islam Al Falah Rawalo. Based on the conclusions, the researcher provides some suggestions:

1. For the Teacher

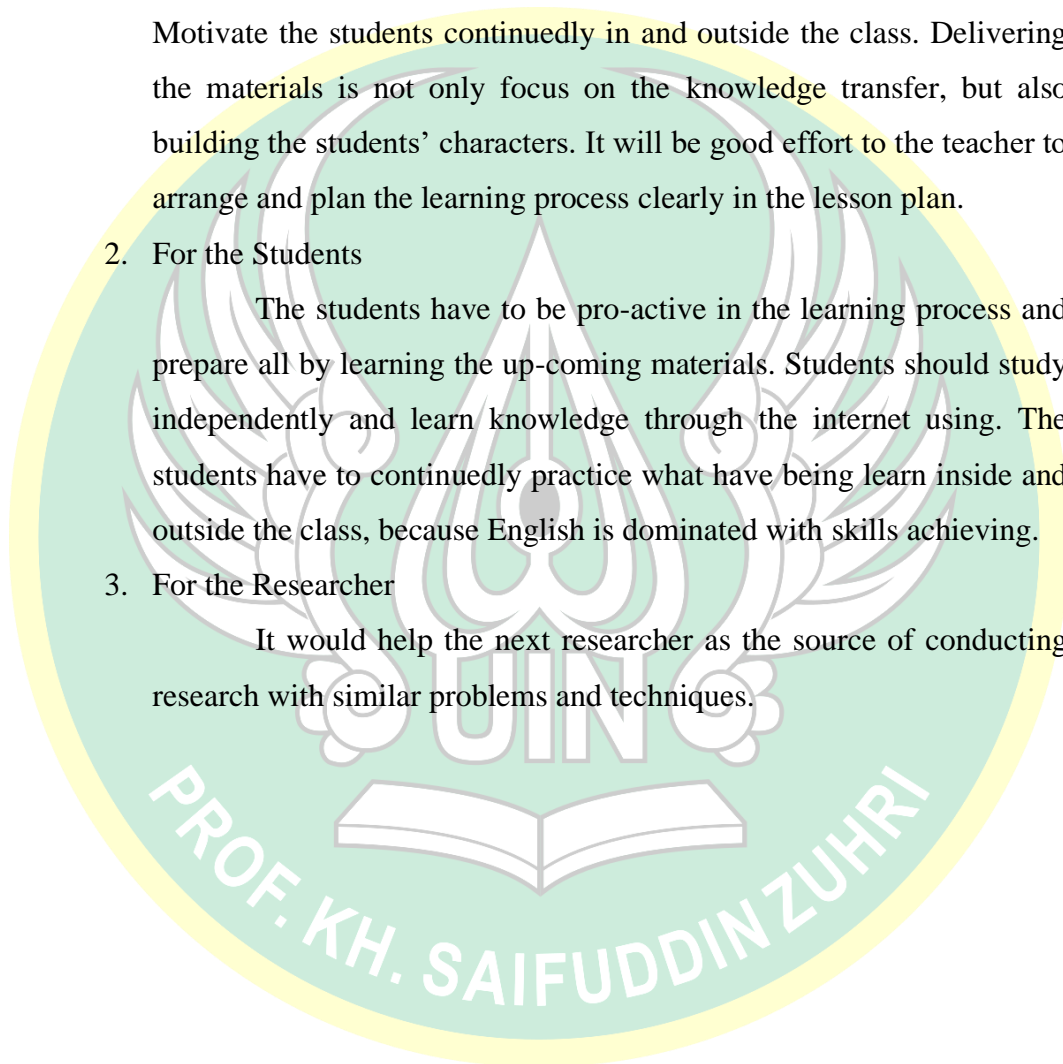
In the process of facilitating or delivering material to the students, the teacher must give the students some interesting and challenging projects considering the suitable media so that the learning runs well. And also, always give the students feedback (even a small feedback), because the students will notice more of their progress. Motivate the students continuedly in and outside the class. Delivering the materials is not only focus on the knowledge transfer, but also building the students' characters. It will be good effort to the teacher to arrange and plan the learning process clearly in the lesson plan.

2. For the Students

The students have to be pro-active in the learning process and prepare all by learning the up-coming materials. Students should study independently and learn knowledge through the internet using. The students have to continuedly practice what have being learn inside and outside the class, because English is dominated with skills achieving.

3. For the Researcher

It would help the next researcher as the source of conducting research with similar problems and techniques.

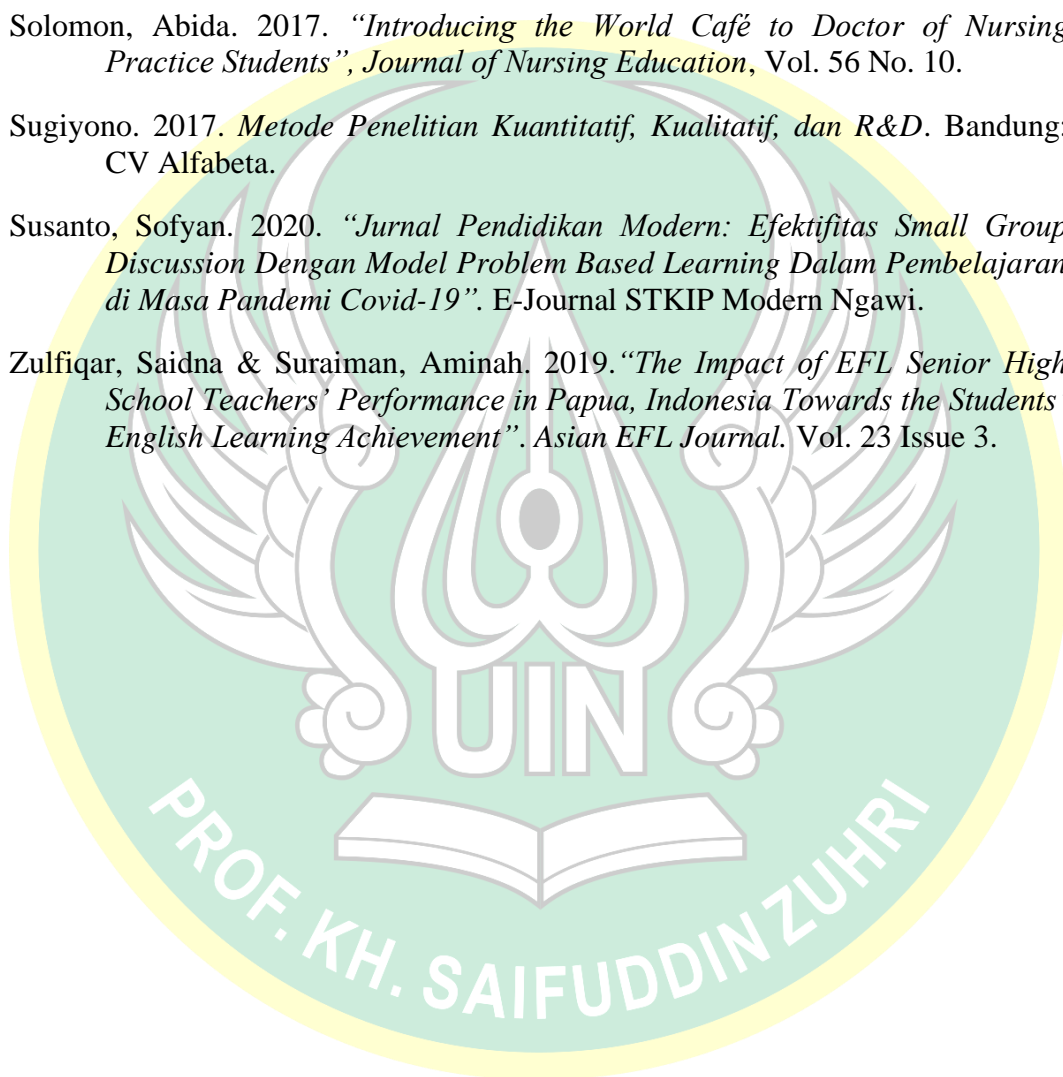


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APPENDICES

Appendix 1

PEDOMAN OBSERVASI (*OBSERVATION GUIDE*)

Dalam melakukan penelitian, peneliti juga menggunakan pedoman observasi yang disusun dengan bertujuan mempermudah saat melakukan penelitian. Pedoman observasi mengenai “The Implementation of World Café Strategy in Teaching Descriptive Text at 8th Grade of SMP Islam Al Falah Rawalo in Banyumas Regency”, sebagai berikut:

1. Letak geografis SMP Islam Al Falah Rawalo.
2. Mengamati proses belajar mengajar kelas 8 SMP Islam Al Falah Rawalo dari awal sampai akhir.
3. Mengamati proses persiapan yang guru lakukan dalam pelaksanaan praktik pembelajaran bahasa Inggris menggunakan metode *World Café Strategy* dala pembelajaran *Descriptive Text*.
4. Mengamati kerja siswa kelas 8 saat melakukan proses diskusi dengan metode *World Café Strategy*.
5. Mengamati dan menganalisis presentasi dari hasil diskusi siswa kelas 8 SMP Islam Al Falah Rawalo.
6. Mengamati proses evaluasi guru terhadap hasil kerja dan presentasi siswa 8 SMP Islam Al Falah Rawalo.

Observation Sheet 1

Subject : English
 Class : 8C
 Date/ time : 24th August 2022/ 08.00 WIB
 Place : SMP Islam Al Falah Rawalo

Pada Hari Rabu, 24 Agustus 2022, Peneliti melakukan observasi pada kelas 8C yang diampu oleh Mrs. Ani. Pada pertemuan tersebut Mrs. Ani akan mengajar materi descriptive text dengan menggunakan metode world café strategy. Sebagaimana yang telah disebutkan, world café strategy adalah sebuah metode diskusi dengan cara membentuk beberapa kelompok kecil dan mengatur kelas menjadi seperti suasana di kafe.

Pertama masuk ke kelas, Mrs. Ani langsung memberikan salam kepada para siswa dan mengucapkan Greetings seperti “Good morning students?” “How’s life today?”. Lalu semua siswa menjawab “Good morning Ma’am, I am fine, thank you!”. Hal ini sangat bagus dilakukan pada setiap pertemuan karena untuk membiasakan para siswa menggunakan bahasa Inggris juga untuk membangun suasana berbahasa Inggris di dalam kelas. Mrs. Ani lalu mengajak para murid untuk mengingat pembelajaran pada pertemuan yang lalu agar para murid tidak lupa. Selanjutnya, Mrs. Ani menanyakan tugas pada pertemuan minggu lalu yaitu para murid disuruh membawa makanan dan minuman untuk melakukan metode world café strategy pada hari ini.

Mrs. Ani menjelaskan apa itu world café strategy kepada para siswa. Metode ini yang nantinya digunakan untuk belajar descriptive text. Mrs. Ani kemudian membagi para siswa menjadi enam kelompok kecil. Setelah kelompok terbentuk, Mrs. Ani kemudian memerintahkan para siswa untuk berkumpul sesuai kelompoknya dan meminta setiap kelompok untuk memberi nama seperti nama-nama kafe untuk masing-masing kelompok. Seusai masing-masing kelompok melakukan diskusi, Mrs. Ani menanyai satu persatu nama kelompoknya. Nama-

nama kelompok tersebut adalah: Italian Café, Seribu Rasa Café, Victoria Café, Good Vibes Café, Ngapak Café, Wuenak Café.

Mrs. Ani menyuruh masing-masing kelompok untuk mengatur meja dan kursinya dibentuk seperti suasana di kafe. Para siswa pun langsung mematuhi dan melaksanakan perintah dari Mrs. Ani dan menata semua makanan dan minuman di atas meja mereka, persis seperti meja di kafe. Ada salah satu murid yang bertanya “Mrs... Apakah makanan ini boleh dimakan apa Cuma jadi pajangan?” Mrs. Ani kemudian menjawab “boleh dimakan kok, tapi nanti ketika berdiskusi ya”.

Mrs. Ani menjelaskan bahwa hari ini kelas 8C akan mempelajari materi Descriptive text dengan menggunakan metode world café strategy. Descriptive text ini dapat dibagi menjadi beberapa point yaitu Definition, purpose and language features, structure and examples. Point-point tersebut dibagikan ke seluruh kelompok dan Mrs. Ani menyuruh masing-masing grup untuk berdiskusi sesuai point yang telah dibagikan.

Seluruh kelompok mulai berdiskusi tentang materi/point masing-masing sambil menikmati makanan dan minuman yang ada di atas meja masing-masing kelompok. Hal ini membuat suasana diskusi menjadi semakin asyik dan menyenangkan. Mrs. Ani mengingatkan siswa agar focus untuk berdiskusi. Setelah 30 menit berdiskusi, masing-masing kelompok diminta untuk menentukan siapa yang akan jadi Tamu dan Tuan rumah. Sang Tamu bertugas untuk mengumpulkan informasi dari hasil diskusi kelompok/café lain. Sedangkan, Tuan Rumah bertugas untuk memberikan suguhan berupa makanan dan minuman untuk tamu yang akan datang serta memberikan informasi hasil diskusi di kelompoknya.

Mrs. Ani menjelaskan bahwa nanti setiap 10 menit Sang Tamu akan pindah ke café/ kelompok lain. Selama 10 menit, Sang Tamu harus menggali informasi dari café/ kelompok lain melalui pertanyaan yang diajukan. Perindahan dari satu kelompok ke kelompok lain pun dimulai. Seluruh siswa terlihat sangat gembira dan menikmati diskusinya. Mereka berdiskusi sambil makan makanan dan minuman yang disuguhkan oleh sang tuan rumah. 60 menit sudah berjalan, semua siswa yang menjadi tamu kemudian kembali ke kelompoknya masing-masing.

Mereka menjelaskan materi/ informasi yang didapat dari kelompok lain ke kelompoknya yang menjadi tuan rumah.

Mrs. Ani menghentikan diskusi karena waktu pembelajaran telah habis. Mrs. Ani kemudian memberikan arahan kepada para siswa untuk bersiap presentasi berkelompok tentang hasil diskusinya. Presentasi akan diadakan dipertemuan selanjutnya. Mrs. Ani kemudian memberikan kesempatan kepada para siswa untuk bertanya. Setelah menjawab semua pertanyaan, Mrs. Ani menutup pembelajaran hari ini dengan mengucapkan salam dan leave-taking seperti “See you!”.



Observation Sheet 2

Subject : English
Class : 8C
Date/ time : 25th August 2022/ 10.00 WIB
Place : SMP Islam Al Falah Rawalo

Pada hari Kamis, 25 Agustus 2022, Peneliti melanjutkan observasi yang kedua pada kelas 8C yang diampu oleh Mrs. Ani. Pada pertemuan tersebut Mrs. Ani akan melanjutkan materi Descriptive text dengan menggunakan metode world cafe strategy. hari ini para siswa akan melakukan presentasi yang kemarin telah didiskusikan oleh kelompoknya masing-masing.

Seperti biasa, pertama masuk ke kelas Mrs. Ani memberikan salam kepada para siswa dan mengucapkan Greetings seperti “Good morning, students?” “How are you?”. Lalu para siswa menjawab serentak “Good morning, Ma’am” “I am fine, thank you!”. Hal ini sangat bagus untuk membuat siswa terbiasa menggunakan Bahasa Inggris. Setelah itu para murid berdo’a dengan mengucapkan “Let’s start our lesson this morning by reciting praying together”, dan Mrs. Ani melakukan absensi satu-persatu.

Mrs. Ani menanyakan kesiapan untuk presentasi hari ini kepada kelas 8C “are you ready for the presentation?”, ada beberapa siswa yang menjawab “Inshaallah I’m ready”. Dan yang lainnya hanya tersenyum. Mrs. Ani kemudian mengarahkan para siswa untuk duduk dengan kelompoknya masing-masing seperti kemarin. Mrs. Ani lalu menjelaskan step-by-step dalam presentasi hari ini. Beliau menjelaskan bahwa nanti dalam presentasi seluruh anggota kelompok ikut maju di depan kelas dan satu anggota dari kelompok lain untuk menjadi moderator.

Presentasi dimulai dari kelompok pertamayang bernama “Italian Café”. Presentasi dari kelompok pertama berlangsung selama 10 menit. Kelompok tersebut mempresentasikan mater tentang “The definition of Descriptive text”. Presentasi dari kelompok pertama berjalan dengan lancar. Setelah presentasi selesai, dibuka sesi tanya jawab. Setelah presentasi dari kelompok satu selesai,

presentasi kemudian dilanjutkan ke kelompok dua dan seterusnya. Sesi presentasi berjalan dengan lancar dan menyenangkan dengan pembelajaran yang komunikatif.

Presentasi telah selesai, kemudian Mrs. Ani memberikan kesimpulan dan tanggapannya pada setiap kelompok. Setelah itu, Mrs. Ani membagikan sebuah kertas yang berisi beberapa pertanyaan kepada setiap siswa. Para siswa diperintahkan untuk menjawab soal tersebut sebisanya saja tanpa berdiskusi dengan temannya.

Pembelajaran telah selesai, Mrs. Ani menutup pembelajaran hari ini dengan memberikan feedback speech kepada para siswa. Lalu, Mrs. Ani menanyakan “apakah ada yang mau bertanya?”, para murid serentak menjawab “No, Ma’am”. Pembelajaran ditutup dengan membaca “Hamdallah” Bersama dan mengucapkan salam pentupan.



OBSERVATION CHECKLIST

NO	INDICATORS OF WORLD CAFÉ STRATEGY	YES	NO
1.	Teacher teaches the students about descriptive text using world café strategy	V	
2.	The teacher asks the students form into several groups	V	
3.	The teacher sets the classroom such on world café model	V	
4.	There is a music which play in the classroom		V
5.	Teacher asks the students to name their groups	V	
6.	The teacher gives the students a topic to discuss	V	
7.	Every 5 minutes, the teacher asks the students to move for a new coffee shop (another table)	V	
8.	The teacher monitors the process that will be continued for several movements	V	
9.	The teacher asks the students to present the discussion about descriptive text in front of the class.	V	

Appendix II

Interview Guide with Teacher

Before Observation

1. Sudah berapa lama Ibu mengajar di SMP Islam Al Falah Rawalo?
2. Ibu mengajar Bahasa Inggris di SMP Islam Al Falah Rawalo kelas berapa?
3. Bagaimana keadaan siswa-siswi disini bu?
4. Susahnya mengajar anak disini kenapa bu?
5. Kenapa ibu memilih world café strategy?
6. Mengapa penerapan world café strategy ini di materi Descriptive text bu?
7. Menurut Ibu, selama penerapan world café strategy apa yang siswa rasakan?
8. Persiapan apa saja yang Ibu lakukan sebelum menerapkan world café strategy?

After Observation

1. Kenapa tadi siswa dibagi menjado 6 kelompok bu?
2. Mengapa setiap kelompok harus memberi nama dengan nama sebuah kafe?
3. Tadi saya lihat para siswa berdiskusi sambil makan dan minum. Apakah makan dan minum ini tidak mengganggu kosnsentrasi siswa?
4. Mengapa setiap kelompok mendapatkan point materi yang berbeda?
5. Setahu saya, di dalam wolrd café strategy ada media musiknya untuk menambah suasana seperti di kafe, mengapa Mrs. Ani tidak menyediakan media music?
6. Mengapa ada sesi presentasi dalam metode world café strategy yang diterapkan oleh Ibu? Padahal dalam prinsip world café tidak ada?

Interview Guide for Student

1. Bagaimana proses pembelajaran bahasa Inggris materi *Descriptive text* dengan metode *world café strategy*?
2. Apakah proses pembelajaran bahasa Inggris materi *Descriptive text* dengan metode *world café strategy* dapat diikuti dengan baik?
3. Apa kekurangan yang kamu rasakan selama proses pembelajaran bahasa Inggris materi *Descriptive text* dengan metode *world café strategy*?



Interview Transcript

Interview 1 (pre-observation)

Date/ time : 22th August 2022/ 09.30 WIB
 Place : SMP Islam Al Falah Rawalo
 Interview : Lukman Hakim (LH)
 Interviewee : Mu'ani Satu Rohmah, S.Pd. (Mrs. Ani)

LH : Sudah berapa lama Ibu mengajar di SMP Islam Al Falah Rawalo?

Mrs. Ani : Saya sudah mengajar di SMP Islam Al Falah ini sekitar 3 tahun

LH : Ibu mengajar Bahasa Inggris di SMP Islam Al Falah Rawalo kelas berapa?

Mrs. Ani : Saya mengajar di kelas 7, 8, dan 9

LH : Bagaimana keadaan siswa-siswi disini bu?

Mrs. Ani : Karena kebanyakan adalah anak pesantren, jadi kalau pelajaran agama mereka lebih unggul daripada mata pelajaran yang lainnya. Begitu juga dengan mata pelajaran Bahasa Inggris, mereka kurang tertarik dan termotivasi untuk belajar Bahasa Inggris. Kadang mereka bersemangat kadang tidak bersemangat. Jadi agak susah.

LH : Susahnya kenapa bu?

Mrs. Ani : Ya itu karena mereka kurang bersemangat mungkin juga karena kurangnya penguasaan vocabulary. Dan untuk mengatasi masalah tersebut saya memakai metode world café strategy.

LH : Kenapa ibu memilih world café strategy?

Mrs. Ani : World café strategy ini menurut saya adalah strategi yang paling cocok diterapkan untuk kondisi siswa seperti di SMP Islam Al Falah Rawalo, karena world café strategy ini bias membangun semangat dan minat siswa dalam pembelajaran Bahasa Inggris secara umum dan pada materi Descriptive text khususnya.

LH : Mengapa penerapan world café strategy ini di materi Descriptive text bu?

Mrs. Ani : Seperti yang saya katakan sebelumnya, sebenarnya world café strategy ini tidak hanya bias diterapkan untuk materi descriptive text saja. Melainkan bisa juga diterapkan pada materi lainnya. Saya menerapkan world café strategy di materi descriptive text karena menurut saya materi inilah yang sangat penting dan harus dikuasai oleh siswa pada kelas 8. Bukan berarti materi yang lain tidak penting ya, tapi menurut saya descriptive text inilah yang paling harus dikuasai di kelas 8. Mulai dari definisinya, tujuan, language features, dll.

LH : Menurut Ibu, selama penerapan world café strategy apa yang siswa rasakan?

Mrs. Ani : Selama 2 tahun terakhir ini, saya mengamati sendiri para siswa lebih Bahagia dan lebih semangat ketika saya menerapkan world café strategy di materi descriptive text ini. Karena mereka senang, mereka pun cepat paham dan menguasai materi descriptive text.

LH : Persiapan apa saja yang Ibu lakukan sebelum menerapkan world café strategy?

Mrs. Ani : Persiapannya mulai dari pembuatan RPP, setelah itu menyiapkan media seperti taplak mejda, dll. Kemudian, satu minggu sebelumnya saya menyampaikan kepada siswa untuk membawa bahan-bahan seperti makanan dan minuman. Tidak lupa juga menjelaskan kepada siswa bahwa pertemuan selanjutnya kita akan belajar descriptive text dengan menggunakan metode world café strategy. Persiapan di hari H, seperti mengatur kelas menjadi seperti kafe.

Interview 2 (after observation)

Date/ time : 25th August 2022/ 10.30 WIB
 Place : SMP Islam Al Falah Rawalo
 Interview : Lukman Hakim (LH)
 Interviewee : Mu'ani Satu Rohmah, S.Pd. (Mrs. Ani)

LH : Kenapa tadi siswa dibagi menjado 6 kelompok bu?

Mrs. Ani : Karena menyesuaikan jumlah siswa dalam kelas dan juga untuk membentuk sebuah kelompok yang tidak terlalu besar agar lebih efektif.

LH : Mengapa setiap kelompok harus memberi nama dengan nama sebuah kafe?

Mrs. Ani : Agar kelompoknya lebih bervariasi dan menuntut siswa agar lebih kreatif.

LH : Tadi saya lihat para siswa berdiskusi sambil makan dan minum. Apakah makan dan minum ini tidak mengganggu konsentrasi siswa?

Mrs. Ani : Menurut saya, tugas guru disini adalah mengawasi siswa agar tetap fokus dalam berdiskusi. Dan inilah spesialnya dari metode world café strategy, makan dan minum ini bertujuan agar siswa merasa enjoy. Ketika siswa merasa enjoy, diskusipun berjalan lancar.

LH : Mengapa setiap kelompok mendapatkan point materi yang berbeda?

Mrs. Ani : Mengacu pada prinsip world café strategy memang harus berbeda agar terjalin interaksi antar kelompok satu dengan kelompok yang lainnya.

LH : Setahu saya, di dalam wolrd café strategy ada media musiknya untuk menambah suasana seperti di kafe, mengapa Mrs. Ani tidak menyediakan media music?

Mrs. Ani : Memang harusnya ada, tetapi saya tidak menggunakannya karena menurut saya music di dalam kelas tidak efektif diterapkan di kelas 8c ini juga nanti suaranya akan mengganggu kelas yang lain.

LH : Mengapa ada sesi presentasi dalam metode world café strategy yang diterapkan oleh Ibu? Padahal dalam prinsip world café tidak ada?

Mrs. Ani : Sesi presentasi ini menurut saya perlu ditambahkan karena untuk menguji pemahaman masing-masing anak terhadap materi yang telah didiskusikan oleh masing-masing kelompok.



Interview 3 (with students)

Date/ time : 25th August 2022/ 11.33 WIB

Place : SMP Islam Al Falah Rawalo

Interview : Lukman Hakim (LH)

Interviewee : Maya Limchatussanaya

LH : Halo...

Maya : Halo kak...

LH : Namanya siapa ya?

Maya : Nama saya Maya dari kelas 8C

LH : Oke... Sebelumnya perkenalkan nama saya Lukman, mau mewawancarai terkait pembelajaran Bahasa Inggris yang tadi ya..

Maya : Oh iyaa kak... siap.

LH : Bagaimana proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy* tadi?

Maya : Menyenangkan kak... apalagi tadi kami diskusi sambil makan dan minum, itu menurutku hal baru si ka. Jadi akua gak tertarik dengan pembelajaran tadi.

LH : Wahh okee.. Apakah proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy* dapat diikuti dengan baik?

Maya : Hmm... Alhamdulillah saya bias mengikuti dengan baik karena menyenangkan.

LH : Apa kekurangan yang kamu rasakan selama proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy*?

Maya : Menurut saya kekurangannya adalah kekurangan waktu untuk diskusinya.

LH : Oke terimakasih yaa.

Maya : Iyaa... sama-sama kak.

Interview 4 (with students)

Date/ time : 25th August 2022/ 11.38 WIB

Place : SMP Islam Al Falah Rawalo

Interview : Lukman Hakim (LH)

Interviewee : Balqis Rahma 'Alya

LH : Halo... Namanya siapa ya?

Balqis : Halo kak... Nama saya Balqis dari kelas 8C

LH : Oh iyaa... perkenalkan nama kaka Lukman. Nah, saya disini sedang melakukan penelitian.

Balqis : Hmm... oiya ka

LH : Nah disini saya mau memberikan beberapa pertanyaan terkait pembelajaran tadi.

Balqis : Oh iyaa kak... siap.

LH : Bagaimana proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy* tadi?

Balqis : Asyiik tadi ka.... Bias berdiskusi sambil makan dan minum.

LH : Wahh okee.. Apakah proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy* dapat diikuti dengan baik?

Balqis : Saya sedikit paham si ka... Jujur ya kak, tadi saya banyak makannya si daripada berdiskusi, jadinya ya diskusinya kurang hehehe..

LH : Apa kekurangan yang kamu rasakan selama proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy*?

Balqis : Mungkin saya kurang fokus karena banyak makannya hehe

LH : Oke terimakasih yaa.

Balqis : Okee... sama-sama kak.

Interview 5 (with students)

Date/ time : 25th August 2022/ 11.45 WIB

Place : SMP Islam Al Falah Rawalo

Interview : Lukman Hakim (LH)

Interviewee : Shafa Zahrotun Nafisa

LH : Hai.... Perkenalkan nama kaka Lukman. Kamau Namanya siapa ya?

Shafa : Hai kak... nama saya Shafa dari kelas 8C

LH : Oh iyaa.... Disini kaka mau menanyakan Shafa terkait pembelajaran tadi ya? Siap?

Shafa : Oh iyaa siap kaa..

LH : Bagaimana proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy* tadi?

Shafa : Pembelajarannya sangat menyenangkan. Saya bisa berdiskusi dengan nyaman karena sambil makan dan minum. Terus bisa sharing-sharing dengan kelompok lain.

LH : Wahh okee.. Apakah proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy* dapat diikuti dengan baik?

Shafa : Saya tadi mengikuti dengan baik pembelajaran yang dipandu oleh Mrs. Ani.

LH : Apa kekurangan yang kamu rasakan selama proses pembelajaran bahasa Inggris materi *Descriptive text dengan metode world café strategy*?

Shafa : Kekurangannya menurut saya ada beberapa yang kurang fokus pada diskusi karena sibuk makan dan minum.

LH : Oke terimakasih yaa Shafa..

Shafa : Okee... sama-sama kak.

Appendix III

Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Islam Al Falah Rawalo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 160 Menit (2 x pertemuan)

A. Tujuan Pembelajaran
Setelah mengikuti serangkaian kegiatan pembelajaran melalui pendekatan saintifik, peserta didik diharapkan dapat mengidentifikasi, membedakan, menyusun teks percakapan sederhana, dan membuat percakapan interaksi interpersonal yang melibatkan peristiwa yang terjadi secara rutin atau merupakan kebenaran umum (Present simple) dengan benar dan penuh tanggungjawab

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)

Guru melakukan pembukaan dengan salam pembuka dengan bahasa Inggris dan berdoa untuk memulai pembelajaran, memeriksa kehadiran

Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : **Descriptive Text**.

Guru menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh yaitu dengan menggunakan metode *World Café Strategy*.

Kegiatan Inti (90 Menit)

Kegiatan Literasi	Peserta didik dibentuk dalam beberapa kelompok. Kemudian masing-masing kelompok diberi poin materi (<i>terlampir</i>) yang harus didiskusikan pada setiap kelompok dengan cara membaca materi yang telah diberikan oleh guru.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi <i>Descriptive text</i> . Pertanyaan tersebut yang nantinya akan dijawab dalam diskusi dengan kelompok lain menggunakan metode <i>Word Café Strategy</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok, dalam setiap kelompok ditentukan Tamu & Tuan Rumah untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Descriptive text
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Descriptive text . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (15 Menit)

- Peserta didik dan guru merefleksi kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
- Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

C. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek/Rubrik

Appendix IV

The Lists of Students at 8th Grade

No	Name	Class
1	ABDURROHMAN KHOFID	8A
2	ADAM MAULANA IRFANSYAH	8A
3	Ahmad Robeth Naufal Al Thof	8A
4	ALFAOZ JAMAL BASYIR	8A
5	ARIF NABIL RAMADHAN	8A
6	BENI SETIAWAN	8A
7	ENDRAYANA HIDAYATUL, F	8A
8	FATHAN MUDZAKIR SUWARNO	8A
9	FEBRIAN ADI PRAYOGI	8A
10	HAMDAN SYUKRON	8A
11	IRFAN IZZA MALIKI	8A
12	MAFATIKHUL MATLUBI	8A
13	MUHAMMAD SYAFIQ DZULFADLIN	8A
14	NIKO SOLEHAN	8A
15	RAFFA RAHMAT FADLILAH	8A
16	REIHAN ENDRA MAULANA	8A
17	RIANDA MIRZA ALIFY	8A
18	REZZA NUR HANIFAN	8A
19	RIDWAN BEKTI PERMADI	8A
20	SAMSUL NGARIFIN	8A
21	SYAFI' AHMAD	8A
22	TAUFIQ NUR ROHMAN	8A
23	YUSUF SAKTI PRISSETIANTO	8A

24	ZAINAL MUTTAQIN	8A
25	ZAEN RADITYAN NUGRAHA	8A

No	Name	Class
1	ACHMAD KAMAL 'ILMI	8B
2	ACHMAD NGAQIB W. M	8B
3	ADILA ALMIKS PRATAMA	8B
4	AHMAD FIKRI AL MUDZAKIR	8B
5	AHMAD MUMTAZ ROBI'IN	8B
6	ANGGARA PRATAMA	8B
7	AHMAD ZUBAIR	8B
8	AHMAD HABIBUROHMAN	8B
9	CHOERUL ANAM	8B
10	FADHIL PUTRA RAMADHAN	8B
11	FAHRI SETIAWAN	8B
12	FARHAN SALIS PRASETYO	8B
13	HAYKAL AZIZUL FIKRI A	8B
14	IDHAM KHOLID NOFRYANSYAH	8B
15	IQRAM SYAFI KAMALUDIN	8B
16	LUTFI ZUHUD	8B
17	MOHAMMAD AMAR RO'UF	8B
18	MUHAMMAD RIZAL	8B
19	M. RAHMAN ZAIDAAN	8B
20	MASYHUD MUSYAFA	8B
21	MUHAMMAD FATIH MUMTAZ	8B
22	MUHAMMAD ILHAM ROBBANIE	8B

23	NOVA NUR RAHMAN	8B
24	RANGGA KUSUMA WARDANA	8B
25	RAHEL ADITIA PUTRA NUGROHO	8B
26	YUSUF AL IMAN	8B
27	ZAHRUL MUBAROK	8B
28	ZENITH SUKMA KHATULISTIWA	8B

No	Name	Class
1	ADIN APRILIANA	8C
2	ALMIRA RISTY NANDA	8C
3	AMANDA QOTRUNNIDA ISTADI	8C
4	ANDINI KHALILA SARI	8C
5	ARAFATI NING TYAS	8C
6	AULIYA NURLAELI	8C
7	AZZAHRA ANNISA PUTRI	8C
8	BALQIS RAHMA 'ALYA	8C
9	BLESYA LUFIANA RIZKY	8C
10	IFANA NURUL AZKIA	8C
11	LAILATUL ULUL AZMI	8C
12	MAYA LIMCHATUS SANAYA	8C
13	NATASYA ZULFANI KHAFSOH	8C
14	NI'MATUL LAELI FATKHURROHMAN	8C
15	NOVIA ZULFA NURRITA	8C
16	PUTRI ISMANITA RAMADANI	8C
17	SALSABILLAH FITRIANI	8C
18	SHAFZA ZAHROTUN NAFISA	8C

19	SITI NGULFIAH	8C
20	SYIFA MAULIDIA APRILIANI	8C
21	ZAHRA AYU INDRIANI	8C
22	ZALFA NYDIA ALFIAZKA	8C
23	ZYDNI KAROMATUNNISA	8C
24	ISNAENI HIDAYATI	8C

No	Name	Class
1	ALIVIA FATIHATIN	8D
2	ASHFIYA OKTAVI NUR 'AZIZAH	8D
3	AURA NUR AMALIA PUTRI	8D
4	BADRIYAH	8D
5	BINTANG LOVEVIKA MAYLINDA	8D
6	CAHYA IFSYAKRINA	8D
7	FIZA AENI RAHMA	8D
8	HEFI MUBAROKAH TAZKIYYAH	8D
9	ISNA QURROTUL 'AINI	8D
10	JIDDA MUTSBATAH	8D
11	MAHYA ZAKIYAH	8D
12	MEGA AGUSTINA	8D
13	NABILLA CAHYA RAMADHANI	8D
14	NIKEISHA ZAKIYYAH	8D
15	NUR'AINI	8D
16	SITI FATIMAH	8D
17	SYAHNAS SALSABILA	8D
18	WIKE NUR AZIZAH	8D

19	ZAHRA AULIA RACHMAWATI	8D
20	ZAHRA NUR VAGITA	8D



Appendix V

Pictures when the researcher collected data



Pictures when the researcher collected data



Pictures when the researcher collected data



Pictures when the researcher collected data



Appendix VI

The letter



**YAYASAN PUTRA AL FALAH
SMP ISLAM AL FALAH RAWALO**

Alamat: Jl. HM. Bachrun No. 35 Banjarparakan Rawalo Banyumas 53173
Telp. (0281) 5705040, www.smpislamalfalahrawalo.sch.id

SURAT KETERANGAN

Nomor : 079/ TU /25.14/SMPI-21/B/XI/ 2022

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama Islam Al Falah Rawalo, Kecamatan Rawalo, Kabupaten Banyumas, dengan ini menerangkan bahwa:

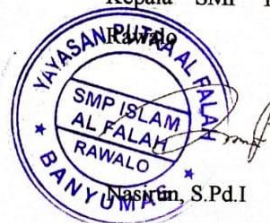
Nama : LUKMAN HAKIM
NIM : 1617404025
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Instansi : UIN K.H. Syaifuddin Zuhri Purwokerto

Telah melakukan penelitian di SMP Islam Al Falah Rawalo, Kecamatan Rawalo, Kabupaten Banyumas, Provinsi Jawa Tengah.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Rawalo, 21 November 2022

Kepala SMP Islam Al Falah



Nasrullah, S.Pd.I