

THE USE OF COOP – DIS – Q STRATEGY IN TEACHING READING ANALYTICAL EXPOSITION TO THE ELEVENTH GRADERS OF SMA NEGERI 1 TELUK GELAM

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Abstract: The main objective of the study was to find out whether or not there was a significant difference between the students' reading comprehension achievement who were taught by using Coop-Dis-Q strategy and that of those who were not. This study conducted at SMA Negeri 1 Teluk Gelam which consisted of 168 eleventh-grade students. The sample of the study was 66 students taken by purposive sampling. The data gathered using multiple choice items. Quasi-experimental method was used in this study. The data analyzed by using t-test. The calculation of t-test showed that t-obtained (3.544) was higher than t-table (1.9977). In other words, the null hypothesis (H_0) was rejected and consequently, the alternative hypothesis (H_a) was accepted. It could be stated that there was a significant difference between the students' reading comprehension achievement who were taught by using story impression strategy and that of those who were not. Coop-Dis-Q strategy made students had an opportunity to work together in comprehending the texts, lead the students to help each other in comprehending the text and kind of questions that were prepared in this strategy and were used to increase students' reading comprehension. As a result, they could involve actively in reading activity.

Keywords: *reading comprehension, coop-dis-q strategy, students' reading achievement*

INTRODUCTION

Nunan (2003,p.68) assumes that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In other words, reading is not just a process someone mentions the word that is in the

written form, but it is a process they connect their background knowledge that they have while they are reading in order to get the meaning from the text

However, the students will not get advantages of the reading, if they do not comprehend what they read. In

other hand reading without comprehending is nothing. Lems, Miller & Soro (2010,p.170) defined that, reading comprehension is the ability to construct meaning from a given written text. Besides, they explain that reading comprehension is not a static competency, it varies according to the purposes for reading and the text is involved. Therefore, the suitable reading comprehension strategy influence students ability in comprehending the reading texts. It involves teacher and students in an active teaching and learning process to understand the content and meaning of their reading material.

According to Utami (2013,p.2) in teaching reading at senior high school, teachers find some problems. The teacher found not all the students could success to attain the goal of learning reading. Most of the students

faced problems in the process of learning reading. First, the students had limited vocabulary so that they got difficult to comprehend what they have read, thus they could not get the main idea of the text. Second, the students had less understanding about the generic structure and the grammar of the text that they have read. Thus, they did not get the plot and context of the story. Most of the students could not answer the question in examination and reading test correctly.

Based on the teachers' experience when doing field teaching practice, senior high school students found many difficulties in comprehending analytical exposition text. There are some reasons why analytical exposition text is difficult to understand. The first reason is some topics of exposition text are

unfamiliar by the reader. Ariansyah (2013) stated that exposition texts are difficult to understand because the author does not give detail background information about the topic. The second reason is analytical exposition text contains technical vocabulary.

Based on the problems above the teacher should have an appropriate strategy or ways in teaching reading, especially in teaching analytical exposition, so that it can improve the students to comprehend reading text. Related to reading strategy, the reader should have effective reading strategies to gain better reading comprehension. Reading strategies can be defined as plans and solving problems encountered in constructing meaning (Duffy in Richard and Renandya, 2002). It means that the strategy is a

tool to achieve the reading goal. In other words, the goal of teaching reading strategies is to create students become strategic readers. Coop-Dis-Q strategy is believed can be used in teaching reading. By applying this strategy, it will help the students to organize their thinking, to make them easy to get ideas, to increase students' motivation in the learning process of reading and to help the students develop their understanding toward reading the text.

According to Gauthier and Roy (2001), Coop-Dis-Q strategy is a strategy that incorporates three different strategies into one strategy with each strategy supporting and enhancing the effectiveness of other while increasing comprehension. It is an appropriate strategy that can be used by the teacher in teaching reading especially to give a positive

effect to the students in reading. Through this strategy the students can build their background knowledge about the text, it can make the students do not feel bored about the text because the strategy could create the students' creativity through students' background knowledge, they also can sketch the story with picture or summary based on what they know. The three strategies that have been shown to effectively enhance reading comprehension are cooperative learning, discussion, and questioning. The fundamental assumption of the technique is that each element complements the other, thus optimizing the instructional effect.

There are five steps in using Coop-Dis-Q strategy (Hollingshead and Olander, 2006,p.17).

1. Create the groups: the teacher chooses five or six students for each heterogeneous or homogenous group.
2. Prepare a set of question: after carefully considering the essential information from the text, the teacher formulates questions in different cognitive levels (literal, inferential, and critical).
3. Group discusses the story and divides question: teacher subdivides the group into triads and leads the triad to begin any discussion of the reading then provides the group with a question written of strip of paper.
4. Triad discusses answer, and questions: have each group students choose a scribe, encouraging all students to take notes or general group and

discuss their answer. Each group is to form a consensus answer for each question which will be reported to the class individually. Each student can add any question if they wish.

5. Triads present, and discuss their answer: the teacher asks the triad to rejoin to their original group and discuss their answer. Each group is to form a consensus answer for each question which will be reported to the class individually. Each student can add any question if they wish.

There are some advantages to using this strategy. First, this strategy gives the opportunity to the students to working together in comprehending the texts. Second, it leads the students to help each other in comprehending the texts. Third, kind of questions that prepare in this

strategy support to increase students' reading comprehension. Fourth, it promotes students understanding of what they read fully because all activities are applied in this strategy will help students to understand the text. Fifth, it compels the student to take active roles in reading activity. The last, it makes students have more challenge to be active in reading class.

Based on those explanations, the aim of the research was to find out whether there was a significant difference in reading comprehension achievement between the students who are taught by using Coop-Diss-Q strategy and that of those who are not

METHODOLOGY

A quasi-experimental method was used in conducting the study. Creswell (2005, p.597) states that

Quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. Its purpose to approximate the condition of the true experimental in a setting which does not allow the control and or manipulation of all relevant variables. There were two kinds of variables in this research. The dependent variable in this research is the students' reading comprehension achievement and the independent variable is teaching reading using Cooperative-Discussion-Question (Coop-Dis-Q) strategy.

The Population of the study was all the eleventh-grade students at SMA Negeri1 Teluk Gelam in the academic year of 2015/2016. The total number of the students was 168.

In this study, purposive sampling method was used to select the samples. Purposive sampling is one of the nonrandom sampling techniques (Blankenship, 2010, p.86). The two classes were chosen as an experimental and control group based on the same total number of students, taught by the same teacher of English, and had average scores in English subject report around 60-70. The flipping coin was used in determining the experimental group and control group. As a result, XI IPS 3 was chosen as an experimental group and XI IPS 1 was chosen as a control group.

To collect the data test which was in the multiple-choice form is used. The test consisted of 50 questions related to analytical exposition text. The test was given in pretest and posttest. The pretest was

given before giving treatment, while posttest was given after the treatment.

Before giving the test to the experimental group and control group, the test was tried out to non-sample students that were class IPS X2 at SMAN 1 Teluk Gelam.

The validity of the test was used content validity. Content validity is the content and format must be consistent with the definition of the variable and the sample of subjects to be measured (Fraenkel and Wallen, 2006, p.148). To make the test has a high degree of content validity, test specification which was based on the English syllabus was used to check the content validity. Moreover, to measure the readability of text and to check the level of the text, Flesch-Kincaid was used. The texts which were suitable for the eleventh grade

of senior high school because its score should be between 10-12

In this study, internal consistency reliability was used. Internal consistency reliability is a statically, based the number of items the test, the means scores, and standard deviation (Phelan and Wren, 2005). Then, Kuder-Richardson (KR21) formula was used. The calculation of reliability using KR21 showed that the reliability of the test was 1.1. It was considered that the test was reliable because it was higher than 0.70.

In scoring the data obtained from the reading test, percentage analysis formula was used. Then, in analyzing the data, t-test analysis was applied; independent sample t-test using (SPSS) version 16.

RESULTS AND DISCUSSION

Based on the result of the paired sample t-test in the experimental group, it was found that t-obtained (9.046) was higher than t-table (2.0369) and pvalue (0.000) was less than 0.05, it meant that there was an improvement in students' reading achievement after teaching reading using Coop-Dis-Q in the experimental group. The students who were taught by using Coop-Dis-Q had improvement because Coop-Dis-Q guided them to comprehend the ideas of the reading text given during the treatment, as the result, they could answer the question easily. Coop-Dis-Q encourages them to be active readers. By using Coop-Dis-Q strategy, the students could place the key of the idea, example, and overall organization of the texts in their long-term memory, therefore, they were

confident in answering the question.

In other words, Coop-Dis-Q could improve eleventh-grade students' reading achievement.

Based on the result of the paired sample statistics in the control group, it was found that t-obtained (7.321) was higher than t-table (2.0369) and pvalue (0.000) was less than dvalue (0.05). It showed that there was a significant difference in students' reading achievement. In other words, the students who were taught by using lecturing had improvement because they were usually taught reading by using lecturing so that they could organize the key ideas of their reading texts. Besides, the difficult words written in the reading text were usually translated by the teacher, therefore, they could answer the questions.

Based on the result of independent sample t-test, it was found that t -obtained (3.544) was higher than t -table (1.9977) and p_{value} (0.001) was less than α_{value} (0.05). It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other words, there was a significant difference in reading achievement between the students who were taught using Coop-Dis-Q strategy and that of those who were not.

Moreover, Coop-Dis-Q strategy made students had an opportunity to work together in comprehending the texts, lead the students to help each other in comprehending the text and kind of questions that were prepared in this strategy and were used to increase students' reading comprehension. Besides, Coop-Dis-Q promoted

students understanding of what they read fully because all activities were applied in this strategy helped students to understand the text. Therefore, the students were compelled to take active roles in reading activity. Students had more challenge to be active in reading class. The students who were active and passive could share their thought together. During Coop-Dis-Q activities, the students followed every step in the learning process in every meeting. It made them be discipline including in answering the questions. In other words, Coop-Dis-Q could improve eleventh-grade students' reading achievement than the activities done in the control group. Certainly, it made them trained in doing the task.

The result of this study was inlined with the research conducted

by Utami (2013, p.6) who stated that students who used Coop-Dis-Q strategy got a positive effect in improving students' reading comprehension. Coop-Dis-Q strategy asks students to critical thinking about the text, can help students' be active listener and speaker. The goal of the organizer is to improve students' focus and activate their prior knowledge through the teacher's guidance. The students who were taught by using Coop-Dis-Q were more interested in studying reading, consequently, they had improvement in their reading achievement. The students in the experimental group also gave a good response during the treatment.

CONCLUSION

Based on the Result of The Study. It could be concluded that

there was a significant difference in reading achievement between the students who were taught using Coop-Dis-Q strategy and that of those who were not. Furthermore, Coop-Dis-Q strategy was useful to improve students' reading achievement because this strategy guided students to work together. Students have more challenge to be active in reading class, the students who are active and passive can share their thought together, students can determine the structures of the text. In addition, during Coop-Dis-Q strategy, the students followed every step in the learning process in every meeting, consequently, students' reading achievement improved. In conclusion, Coop-Dis-Q strategy could improve students' reading achievement.

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