

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

In this era of globalization, English is very important for our lives. Even the most widely used language in the world. Globalization makes the use of English even wider. The ability to speak English has become one of the important benchmarking skills in the professional world.

English is one of the foreign languages taught in Indonesia.¹ As professional teacher, especially in teaching English methodology for greater effectiveness in acquiring students in English, designing and implementing materials, tests, and practices. The teacher is responsible for educating students from little or no knowledge into an adequate English speaking environment.

The ability to communicate in English is very important in global area because English a very important position in almost any sectors in Indonesia. English has four skills. They are listening, speaking, reading and writing. All skills are very important to be mastered including speaking. And as social human being, communication plays an important role to get response from the others. Speaking is effective and

¹ Eulis rahmawati, teaching English for young learner. (serang-2012). P.1.

efficient in real communication. Therefore, speaking is one of four skills which has important role in our daily life, even as a main skill in communication among human beings.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time to detailed planning. Therefore, the fluency is required to reach the goal of the conversation.²

So, speaking ability of people to communicate with other people by using verbal language. In the case, the students must study hard to master it and the teacher should create a good atmosphere in the class. However, it's contrary to real situation in the class. Speaking activities do not work in the class because many factors prevent student from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability.

Based on the researcher, in speaking subject the student will feel bored and shy to try speak English in front of their friends, also the

² Jeremy harmer.(2001). Practice of English language teaching. Edinburgh gate:longman.p.269.

students feels they cant speak with a good pronunciation and less vocabularies so they feel not confidence to speak English. And the researcher interviewed Mrs. Faizah as an English teacher to get the data about the students' speaking ability, she stated that the students were difficult to express their ideas through oral, then the students are shy to speak with their friends. Besides, they did not have competence to speak English.

To overcome this problem they need various strategy of speaking. by using strategies that make students always keep practicing in speaking. There are many kinds of teaching strategies to speak. This strategy can attract student motivation in learning English so students feel happy and students do not feel bored. Based on the characteristic of the problems, they can be solved by giving appropriate strategy. The strategy used here must be according to the age and level of students. Middle school students can be classified as teenagers. Therefore, teachers must consider accommodating the needs of adolescents based on their characteristics mentioned earlier. There are several strategies for increasing interaction between teachers and students that can be used by teachers to teach speaking during English classes. These strategies can also be used to accommodate the needs of adolescents based on their

characteristics. The first strategy is the Coop-Dis-Q strategy. It was a new strategy and concept introduced by Gauthier in 2001.³

Cooperative Discussion Questioning (Coop-Dis-Q) is integritas three strategies that have been shown to effectively enhance reading comprehension : (1) Cooperative learning, (2) discussion, (3) questioning, The basic assumption of this technique is that each element is complementary, so that it optimizes good effects to make it easier for students to train and improve students' speaking ability.⁴ From this reason, in teaching using Coop-Dis-Q strategy students can train themselves in speaking English. The author as a researcher has observed the fact that junior high school students have difficulty in speaking English, because they have a little knowledge about vocabulary, how to read and also how to speak English well.

A similar study was conducted by Herman at UIN SUSKA RIAU investigating students' perceptions of the requirements for self assessment in speaking learning. Also investigating that Coop-Dis-Q strategy is an activity to improve students' speaking skills. They said he said it was important to speak good English in doing work, and needed

³ Gede ,mursid, ahmad, 2018. The effectiveness of coop-dis-q and literature circle strategies in teaching reading comprehension to students with different personalities. English education journal, vol VIII, no, 1; (march 2018)

⁴ Richard Rubenstein, cooperative discussion and questioning (coop-dis-q). diunduh di <http://www.adhdld.com/resources/docs/CooperativeDiscussionandQuestioning.docx> tanggal 13 januari 2019.

confidence. The results of the study show that Students with confidence increase through their activities using Coop-Dis-Q strategy, and they can also see their mistakes. The results showed that it was very significant in helping students overcome their anxiety, getting fluency in communicating using English.

The different research had conducted by Herman at UIN SUSKA RIAU investigate it is known that using Coop-Dis-Q strategy can give significant effect on students reading comprehension. Because of that Coop-Dis-Q strategy can be one of the choices for the English teacher in order to help students in comprehending reading text, and after analyzing the data by using independent t-test formula, the writer found that the result of t_o was higher than t_{table} . Its showed that null hypothesis (H_o) was rejected and alternative Hypothesis (H_a) was accepted. It means there is significant difference of using Coop-Dis-Q strategy on reading comprehension of narrative text.

Based on the problem above, the researcher would like to conduct a research on “The Effect of Cooperative-Discussion-Questioning (Coop-Dis-Q) Strategy on Speaking Ability”.

B. STATEMENT OF THE PROBLEM

Based on the background of the problem described above, it can be identified several issues such as:

1. How is the students' speaking ability at the eighth grade of SMP PLUS SALSABILA?
2. How is the effect of Coop-Dis-Q strategy on students' speaking ability at the eighth grade of SMP PLUS SALSABILA?

C. OBJECTIVE OF THE STUDY

The objective of this research are :

1. To know the students' speaking ability at the eighth grade of SMP PLUS SALSABILA.
3. To know the effect of Coop-Dis-Q strategy on students' speaking ability at the eighth grade of SMP PLUS SALSABILA

D. THE SIGNIFICANT OF THE STUDY

The result of this research is expected to give the theoretical and practical contribution.

1. Theoretically :

The student will get easy to speak something by using Coop-Dis-Q strategy.

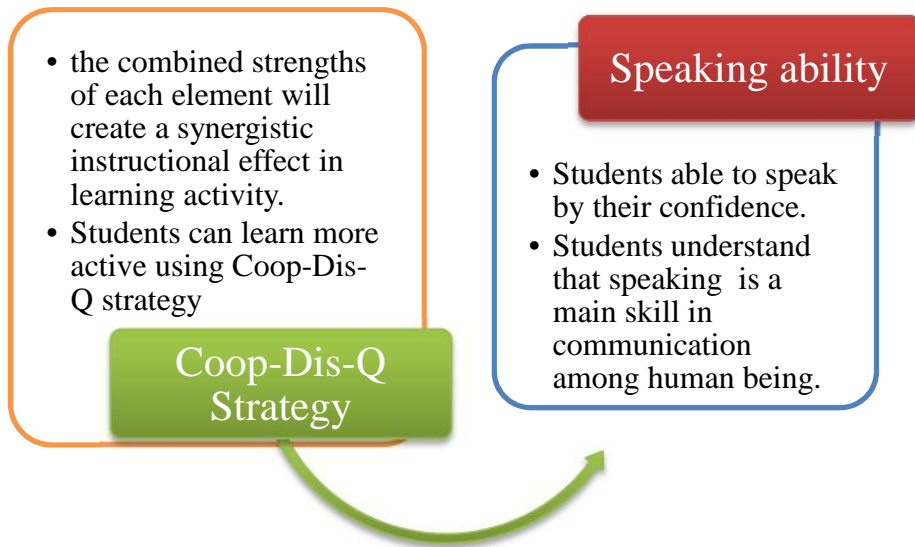
2. Practically :

- a. For the teacher, it is expected that they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
- b. For the students, it is expected that they will enjoy in learning process.
- c. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching speaking.

E. Conceptual Framework

According to Gauthier, “ Cooperative-Discussion-Questioning was developed by incorporating the elements of Cooperative Learning, Discussion and Questioning into one strategy,.” Based on the Theoretical

above, the writer make the framework as



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F. PREVIOUS STUDY

The previous are as follows :

1. Mirrah Salsabila (2016) as a student in UIN Raden Fatah Palembang by the title “Using Cooperative-Discussion-Questioning (Coop-Dis-Q) Strategy toward Narrative Reading”. It discuss about Using Cooperative-Discussion-Questioning (Coop-Dis-Q) Strategy in learning Narrative Reading, Coop-Dis-Q strategy is a strategy that incorporates three different strategies into one strategy where each strategy supports and enhances the effectiveness of the other while increasing reading comprehension. The similarity between the

researcher's research is this research use experimental to analyze the data. The difference is the participant in this research is to tenth grade students of MA AL-FATAH PALEMBANG.

2. Gede Arga Anggara (2018) as a student at UNIVERSITAS NEGERI SEMARANG by the title “the effectiveness of Coop-Dis-Q strategy and literature circle strategies in teaching reading comprehension to students with different personalities”. This study discusses about the discussion of Coop-Dis-Q effectiveness strategies and strategies for teaching literature in reading comprehension for students with different personalities. The similarity in this study is teaching using Coop-Dis-Q strategies at the eighth grade and this study uses experiments to analyze data. The difference is in this study, researchers used the Coop-Dis-Q strategy for students' reading comprehension.
3. Lane roy at the student of Houston by the title “ improving students' reading comprehension through Coop-Dis-Q strategy. Coop-Dis-Q compels students to takes active roles and assume responsibility for decision making at severa l levels. The difference is this study is uses classroom action research to analyze the data.

G. THE ORGANIZATION OF WRITING

To make this research easy to comprehend, the writer divides the research into three chapters:

Chapter I introduction. In this chapter the writer puts some points: background of the study, statement of the problem, objective of study, significant of the study, previous study, the limitation of the study, and the organization of writing.

Chapter II theoretical frameworks. This chapter consists of the theories from some aspects about speaking (definitions of speaking, types of speaking, elements of speaking, assessing speaking, classroom speaking activity), Coop-Dis-Q strategy (meaning of Coop-Dis-Q strategy, the strength of Coop-Dis-Q strategy, teaching procedure of Coop-Dis-Q).

Chapter III research methodology which consist of the research method, time and place of the study, population and sample, the research instruments, technique of data collecting and the technique of data analyzing.

Chapter IV presents the data analysis and the discussion of the findings. This chapter discusses the result of the study in detail by using supporting evidence that the researcher gets from the research.

Chapter V presents the conclusions and suggestions. This chapter offer the conclusions of the result of the research and suggestion for the next researchers.