

## THE EFFECT OF COOPERATIVE LEARNING TECHNIQUES AND STUDENTS' ATTITUDE ON THE READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMAN I KEDIRI

Ni Made Sri Agustini<sup>1</sup>, Anak Agung Istri Ngurah Marhaeni<sup>2</sup>, I Wayan Suarnajaya<sup>3</sup>

<sup>1,2,3</sup>Language Education Department, Post-Graduate Program  
Ganesha University of Education  
Singaraja, Indonesia

e-mail: {[sri.agustini](mailto:sri.agustini@pasca.undiksha.ac.id),[agung.marhaeni](mailto:agung.marhaeni@pasca.undiksha.ac.id),[wayan.surnajaya](mailto:wayan.surnajaya@pasca.undiksha.ac.id)}@pasca.undiksha.ac.id

### ABSTRACT

The main objective of this study was to investigate whether there was a significant interactional effect of cooperative learning techniques and student's attitude on the reading comprehension. The study was conducted at the eleventh grade students of SMAN I Kediri. There were two independent variables used in this research, namely: cooperative learning techniques (TPS and CIRC) and students' attitude toward reading as moderator variable; and one dependent variable, which was reading comprehension. This study was an experimental study with *Posttest Only Randomized Experiment Group Design* by 2x2 factorial arrangement. The population was 6 classes which consisted of 236 students while the number of the sample was 84. The obtained data of the study were collected using two types of instrument: the reading comprehension test and reading attitude questionnaire.

The data were analyzed by two way Anova and continued to Tukey test. The results of the analysis showed that (1) there was a significant difference in reading comprehension between the students' who were treated by using different cooperative learning techniques (2) there was a significant interactional effect of cooperative learning techniques and students' attitude towards the students' reading comprehension. The result of tukey test showed that: (3) There was a significant difference in reading comprehension between the students with positive attitude who were treated with TPS and those who were treated with CIRC (4) There was a significant difference in reading comprehension between the students with negative attitude who were treated with TPS and those who were treated with CIRC. The result of the research showed that CIRC technique more effective for teaching reading comprehension better than TPS.

Keyword: cooperative learning, attitude, reading comprehension

### INTRODUCTION

Language is an important device and a very beneficial tool for human being to communicate with other people. By using language, people can talk and understand each other. They can communicate with other group of people or nations. A successful communication needs communicative language media (communicative competence) that have rules and norms, which should be carried out in communication. Brown (2000:5) states that language is a system of arbitrarily conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is systematic and a set of arbitrary symbols. They have

conventionalized meanings to which they refer.

Language is used for communication. It operates in a speech community or culture. In addition, it is essentially human, although possibly not limited to human. It is acquired by all people in much the same way, both language and language learning have universal characteristics. There are many languages in the world. One of them is English. English is an International Language, and it is very important nowadays. It is the language of globalization, international communication, commerce and trade. English is a global language, which is spoken by more and more people in the world. Besides, English has a role as a language of science,

technology and art. The reading skill also become very important in the education field, students need to be exercised and trained in order to have good reading skill. Reading is one of a good customs which should be established since the learner is young, because reading is one of the four skills that a learner should master, reading can increase knowledge and experience, because the students will get more knowledge with reading, and by reading they also can get more cultural information, knowledge and automatically enrich their vocabulary.

One of the most important factors that can influence the learning outcome is reading comprehension. Through reading, a student can get lots of knowledge or ideas to improve their grade point average, to change their behavior, and to compete for a good place in any aspect of life in the world. Students need comprehension skills that can help them get meaning of the reading materials. Comprehension is intentional thinking during which meaning is constructed through interaction between text and reader (Harris and Hodges 1995). Pardo (2004) states comprehension is considered as a process in which reader construct meaning by interacting with text through the combination of prior knowledge and previous experience.

Considering the above reasons, students should have ability to read the text well. In English as a foreign language, the emphasis of teaching and learning process tend to be on reading skills. It can be seen from the fact that most of the item of national final examination consist of reading. It seems that if the students have problems in comprehending reading text such as narrative, descriptive, procedure, spoof, hortatory exposition, recount and report, they will fall in their examination. Because of those reasons, English teacher had better to prepare their students to be competent in reading. The students need more time to practice reading comprehension when they want to reach a good comprehension in reading. A good comprehension in reading will improve the student's ability in gathering ideas to communicate. The problem may come from

the students, teacher and the strategies that the students used.

The process of reading should be given a serious attention in teaching and learning process. It is aimed to improve student's competency in reading. In KTSP School Based Curriculum students are said to be competent when they have fulfilled standard competency and basic competency. Standard competency is minimum competency that should be achieved at the end of learning and basic competency is detailed competency required for a standard competency (Depdiknas, 2006).

Actually, to achieve basic competency and standard competency, there are many strategies that can be applied by the teacher to maximize their role in the classroom, but most of them did not try to find variety of method and anyways to be more attractive. The writer means here is how a teacher be the students as learned centered especially involved them in many activities. It is necessary by the teacher to stimulate students in order to attitude in learning English. In term of reading strategy, there are many strategies that can applied for improving students achievement in reading comprehension. Cooperative learning has been proclaimed as an effective instructional method in promoting linguistic development of learners of English as a social language (Kagan, 1994). Cooperation means working together to accomplish shared goals. In cooperative students work together to maximize their own and each others learning. On the other side, in cooperative learning group, members of a cooperative group generally meet all reasonable expectations of achievement academic goals. In cooperative groups, students work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience. Since learners are different in their intellectual capacity, their attitude and their linguistic skills. Cooperative Learning is a great way to engage English language learner in learning both language and content. Cooperative Learning has been proven to be effective for all type of students, it means

Cooperative learning strategy will be useful not only for great students but also for weak students.

Based on the above explanation, the researcher was used Cooperative Learning techniques to increase the students' understanding about the text and develop teacher strategies in teaching reading comprehension. According to David Johnson and Roger Johnson (1999), there are five basic elements that allow successful cooperative learning such as : *first* Positive interdependence: Students feel responsible for their own and the group's effort, *second* face-to-face interaction: Students encourage and support one another; the environment encourages discussion and eye contact. *Third* Individual and group accountability: Each student is responsible for doing their part; the group is accountable for meeting its goal. *Fourth* Group behaviors: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs. *Fifth* Group processing: Group members analyze their own and the group's ability to work together.

There are many techniques as a part of cooperative learning can apply for helping, improving and giving more enjoyable atmosphere to the student's reading comprehension. Two of Cooperative Learning techniques that were used in this study are Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC). By using these techniques students had been developed understanding about the text in reading comprehension. According to Susan Ladlow (2001), think-pair-share is low-risk strategy developed by Frank Lyman to get many students actively involved in classes of any size. Ladlow states three steps of this technique; first, the students are given a question and they are also given several minutes to think the answer of the question. Second, after each student has answered of the question, then the students are asked to find a partner to work in pair. And third, after the students exchange their ideas partner, they share their answer to other pairs.

Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation and designed to develop reading, writing and other language skills in upper grades of primary education. Stevens & Slavin (1995) state Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary grades. Students work in four-member cooperative learning teams. They engage in a series of activities with one another, including reading to one another, making predictions about how text will come out, summarizing stories or text to one another, writing responses and practicing spelling, decoding, and vocabulary.

The process of reading is extremely complex and involves cognitive skills but it is important to realize that there is an effective aspect involved in reading process that is attitude (Burns, C. Paul, 1996). According to Brown (2000:180) Attitudes like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents and peer' attitudes, contact with people who are different in any number of ways and interacting affective factors. Reading attitude is a complex theoretical construct. It is defined in various ways, for example, "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (Alexander and Filler, 1976:) According to an extensive and in-depth review of literature by Reeves (2002), there is a considerable agreement among contemporary researchers that reading attitude is defined by three components: cognitive (personal, evaluative beliefs), affective (feelings and emotions), and conative (action readiness). This research tried to find evidences on whether the implementation of the cooperative learning, specifically, Think-Pair-Share (TPS) and Cooperative Integrated Reading and Composition (CIRC) and the student's attitude could give a significant effect on student's reading comprehension. The research was conducted of the eleventh grade students at SMAN 1 Kediri in academic year 2012/2013

## METHODS

This research followed an experimental research quantitative with *Posttest Only Randomized Experiment Group Design*. In this design, the randomly chosen groups were tested only at the end of research to see their differences. The students were treated by TPS and CIRC techniques. At the end of study the students were given a post test.

The population of this study was science class of the eleventh grade students of SMA N I Kediri. There were six science class in the grade eleventh. The data were gathered from the first semester score of English course taken from the data owned by the teachers of the four classes. The experiment and the control class had to be decided by using randomized lottery. The random showed that the classes of IPA 2 and IPA 3 with the total of 78 students were used as the first experimental group treated using TPS, while IPA 4 and IPA 5 with the total of 78 students were used as second experimental group treated using CIRC. Further, in every group (experiment and control group), top 27% of students having highest attitude level (positive attitude) and bottom 27% of students having lowest attitude level (negative attitude) were selected as the final sample of the research. In conclusion, 21 students having positive attitude and 21 students having negative attitude of every group were selected. Thus, total of 84 students were selected as the final sample of this research.

Table 1. Sample Distribution

Cooperative Learning Strategy \ Attitude	TPS	CIRC	Total
Students with positive attitude	21	21	42
Students with negative attitude	21	21	42
Total	42	42	84

To know whether or not the each group was homogenous, the result of score on the first semester were used to know whether the experimental groups were homogeneous.

After the sample was determined, the test of homogeneity of the class was done prior to the research. It was needed were then analyzed using one-way ANOVA assisted using SPSS 16.0. The result of the analysis shows that the four classes are in general homogenous or equal (Test of Between-Subject Effects sig. value 0,245,  $p > .050$ ). The Post Hoc analyses using t-scheffe also show that the four classes are homogenous or equal to each other. In can be seen on the significant value (sig.) in *Multiple Comparisons* Table in which all of the values are higher than 0,05. In other words, it means that the differences among the four groups are not significant or can be considered as equal to each other.

The value of the reliability of comprehension test instrument is 0.704 and the value of the reliability of students' attitude questionnaire was 0.779. if it was consulted to the reliability criteria, it can be concluded that the instrument of reading competency for this research has high reliability.

Table 2. The Criteria of Reliability by Guilford

Reliability	Criteria
$r \leq 0,20$	Very low reliability
$0,21 \leq r \leq 0,40$	Low reliability
$0,41 \leq r \leq 0,60$	Moderate reliability
$0,61 \leq r \leq 0,80$	High reliability
$0,81 \leq r \leq 1,00$	Very high reliability

This study investigated the effect of independent variables and moderator variable toward the dependent variable. According to Fraenkel and Wallen (2006:50), a variable is any characteristic or quality that varies among the members of a particular group. There were two variables in this study, namely: independent variable and dependent variable. There were two variables in this study, namely: independent variable and dependent variable. The independent variable was cooperative learning strategy. There were two kinds of cooperative learning techniques use in this study, namely: TPS and CIRC. Attitude was the moderator variable in this study. The two levels of attitude were positive and

negative attitude. The dependent variable was reading comprehension. The data was also analyzed quantitatively to describe the validity, practicality, and effectiveness of the material. The data were analyzed quantitatively and the hypothesis testing for this research used statistic method with the formula of two-way ANOVA, The two-way ANOVA was done using SPSS 16.0 and further, if there was an interaction, it was continued with Tukey test to investigate the effect of the interaction (simple effect). The criteria of the hypothesis testing whether the hypotheses were accepted or rejected were as follows:

(1) There is a significant difference of applying cooperative learning strategy with TPS and CIRC technique in reading comprehension. (2) There is an interactional effect of cooperative learning strategy and student's attitude toward the student's reading comprehension. (3) There is significant difference in reading comprehension of the students with positive attitude who are treated with TPS and CIRC and technique. (4) There is significant difference in reading comprehension of the students with negative attitude who are treated with TPS and CIRC technique.

### FINDINGS AND DISCUSSION

The findings of this study is displayed and discussed as follow:

The inter-rater reliability test of the data was carried out prior to the descriptive and inferential statistic. The followings are the data description of the posttest data.

- A1 : Group of the students who were treated using TPS.
- A2 : Group of the students who were

treated using CIRC.

- A1B1 : Group of the students who were treated using TPS and had positive attitude.
- A1B2 : Group of the students who were treated using TPS and had negative attitude.
- A2B1 : Group of the students who were treated using CIRC and had positive attitude.
- A2B2 : Group of the students who were treated using CIRC and had negative attitude.

Based on the result of the two-way ANOVA on table above, it can be concluded

Table 4. The Summary of Two-Way ANOVA Test between subjects effects Dependent variable score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	680.988 <sup>a</sup>	3	226.996	89.310	.000
Intercept	95276.679	1	95276.679	3.749E4	.000
A	107.440	1	107.440	42.272	.000
B	560.583	1	560.583	220.557	.000
A * B	12.964	1	12.964	5.101	.027
Error	203.333	80	2.542		
Total	96161.000	84			
Corrected Total	884.321	83			

a. R Squared = .770 (Adjusted R Squared = .761)

that:

- a. For the first hypothesis, the null hypothesis is rejected and the

Table 3 The Data Description of each group

Variable	A1	A2	A1B1	A1B2	A2B1	A2B2
Statistic						
Mean	32.85	35.05	35.52	29.57	37	32.62
Std. Deviation	3.32	2.37	1.75	1.94	1.14	1.43
Varians	11.05	5.64	3.06	3.76	1.30	2.05
Minimum	26	30	32	26	35	30
Maksimum	38	39	38	33	39	35
Range	12	9	6	7	4	5

alternative hypothesis is accepted (FA = 42.272 and significance value of "A" = 0.000 (sig.<0.050)). It means that there is a significant difference in the students' reading comprehension between those are treated with TPS and those are treated with CIRC, while the reading comprehension of students' who are treated using CIRC is better than those who are treated using TPS (mean score of CIRC = 35.52 > mean score of TPS = 32.85)

- b. For the second hypothesis, the null hypothesis is rejected and the alternative hypothesis is accepted (FAB = 5.101 and significance value of "A\*B" = 0.027 (sig.<0.050)). It means that there is a significant interactional effect between the application of cooperative learning techniques (TPS & CIRC ) and students' attitude in improving the students' reading comprehension. The result of the second hypothesis testing indicates that there is a significant interactional effect between the application of cooperative learning (TPS&CIRC) and students' attitude in improving the students' reading comprehension.
- c. For the third hypothesis, the null hypothesis is rejected and the alternative hypothesis is accepted ( $Q_{cv(0.05)} = 2.95$ ,  $Q_{ob} = -4.243$ ,  $Q_{ob} > Q_{cv}$ ). It means that there is a significant difference between the students' reading comprehension of the students with positive attitude when they are treated with TPS and those who are treated with CIRC, while the reading comprehension of students' who are treated with CIRC is better than those who are treated with TPS.
- d. For the fourth hypothesis, the null hypothesis is accepted and the alternative hypothesis is rejected ( $Q_{cv(0.05)} = 2.95$ ,  $Q_{ob} = -12.592$ ,  $Q_{ob} < Q_{cv}$ ). It means that there is no significant difference between the students' reading comprehension of the students with negative attitude

when they are treated with TPS and who are treated with CIRC, while the reading comprehension of students' who are treated with CIRC is better than those are treated with TPS.

The first was finding on the significant difference in students' reading comprehension between the students who were treated by using different Cooperative learning techniques. For the first hypothesis, It was found that the null hypothesis ( $H_0$ ) of the first hypothesis was rejected. It can be stated that there was no significant difference in students' reading comprehension who were respectively taught by TPS and CIRC. Instead, the hypothesis alternative ( $H_1$ ) of the first hypothesis was accepted. It can be concluded the null hypothesis was rejected and the alternative hypothesis is accepted (FA = 42.272 and significance value of "A" = 0.000 (sig.<0.050)). It means that there was a significant difference in the students' reading comprehension between the students who were treated by using TPS and those who were treated by using CIRC. The mean score obtained by the group of students who were treated with TPS was 32.85 and the group of students who were treated with CIRC was 35.52

According to Killen (1996:80) cooperative learning can lead to students being frustrated less often, getting confused less often, feeling more intellectually challenged, feeling more actively involved in learning, and looking forward to class more often. By considering the two Cooperative Learning techniques used in this research, the reading comprehension of students' taught using CIRC is better than those taught using TPS because CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition reading comprehension (Yaman, 1999). The internal structure of CIRC technique which consists of elements such as knowing individuals well, establishing proper groups, ensuring inter-group communication, using materials appropriate for the content in a timely and orderly manner, supporting groups,

fostering cooperation, group and individual assessment.

Cooperative integrated reading and composition (CIRC), one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. The advantages of this technique is the optimization of student participation.

Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oralreading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignments on the basis of the average performance of group members. Thus, equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility so that's way CIRC could improve the students' reading comprehension and more effective than the TPS.

The second analysis was finding out the interactional effect between cooperative learning techniques (TPS and CIRC) and students' attitude towards the students' reading comprehension. The result of two-way Anova indicated that  $F_{AB} = 5.501$  and significance value of "A\*B" = 0,027 ( sig < 0.050) It was found that the null hypothesis ( $H_0$ ) of the second hypothesis was rejected. It can be stated that there was no interaction effect between cooperative learning techniques (TPS and CIRC) and students' attitude towards the students' reading comprehension. Instead, the hypothesis alternative ( $H_1$ ) of the second hypothesis was accepted. The result of the second hypothesis testing indicates that there was a significant interactional effect

between the application of cooperative learning ( TPS and CIRC) and students' attitude in improving the students' reading comprehension.

Cooperative learning involves student working together in pairs or groups, and they share information, are a team whose players must work together in order to achieve goals successfully (Brown, 1994). It means students have more opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. Along with improving academic learning, cooperative learning helps students engage in thoughtful discourse and examine different perspectives, and it has been proven to increase students' self-esteem, motivation, and empathy. Some challenges of using cooperative learning include releasing the control of learning, managing noise levels, resolving conflicts, and assessing student learning. Carefully structured activities can help students learn the skills to work together successfully, and structured discussion and reflection on group process can help avoid some problems.

According to Brown (2000:180) Attitudes like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents and peer' attitudes, contact with people who are different in any number of ways and interacting affective factors in the human experience.

Students' attitudes affect the development of motivation to learn a second language. It has been conceptualized as the combination of the positive attitude (desire) to learn the language or effort expanded in the direction. This description gives us a picture of the importance of attitude toward the English language learning as attitude will generally determine the success and failure of the students. Success in learning second language would most likely be seem to depend on the attitude of learners. If we pay attention to the statement, it can not be denied that attitudes really play very

important role for the students' success in reading comprehension.

Reading attitude can be defined as a system of feeling related to reading which caused the learner to approach or avoid reading situation. Mathewson states attitude toward reading determines decision to read. There are two factors contributing to the reading decision, such as external motivators and emotional state of individual. According to Meirawati (2011:112) students who had positive attitude toward reading enjoyed reading activities, and got benefits from it. Their understanding over the course material increased and they also felt better prepared on exams which lead to a better achievement in reading compared to the students who had negative attitude toward reading. Students with more negative attitudes engage less often with texts and general achieve at levels lower than their age peers (McKenna et al.,1995). So we can conclude from this research interactional effect between cooperative learning techniques (TPS and CIRC) and students' attitude have really important role for the students' success in reading comprehension.

The third analysis was finding the significant difference in reading comprehension of the students with positive attitude who were treated with TPS and those who were treated with CIRC technique. for the Tukey test between A1B1 and A2B1, if the value of  $Q_{obs}$  was higher than the value of  $Q_{cv}$  ( $Q_{obs} > Q_{cv}$ ), it means that the null hypothesis was rejected and the alternative hypothesis was accepted or there was a significant difference between the students' reading comprehension of the students with positive attitude who were treated with TPS and those who were treated with CIRC.

The result first post hoc testing by tukey test showed that the value of  $Q_{obs}$  was -4.243 and the value of  $Q_{cv}$  was 2.95. Thus, the Value of  $Q_{obs}$  was higher that the value of  $Q_{cv}$  ( $Q_{obs} > Q_{cv}$ ), it mean that the null hypothesis was rejected and the alternative hypothesis was accepted or there is a significant difference between the students' reading comprehension of the students with positive attitude when they are treated by using TPS and CIRC. Meanwhile, the

reading comprehension of students' who were treated with CIRC was better than those who were treated with TPS (mean score of CIRC = 37.00 > mean score of TPS = 35.52)

Attitudes are determined by one's behavior. Furthermore, attitudes will reflect one's personality. Someone who has good attitudes towards something will directly show his or her good behavior towards the things. Likewise, if someone has negative attitudes towards something tend to show his or her negative behavior or response towards the things. According to Gagne (2009:40) attitudes relates to the individual's internal state in learning to a certain group social identity.

Student's attitude toward reading may affect comprehension of the reading. Success in reading comprehension makes students develop positive attitudes towards reading, However, it is known that the longer the time spent on reading the greater the probability that students' reading comprehension success is affected positively (Mazzoni, Gambrell and Korkeamaki, 1999). Positive attitude toward reading can make a student puts much effort on reading task. It will lead on better result of reading comprehension compare with negative attitude. Positive attitudes will make the students continue to read. This influence by external motivators such as purposes for reading, person's internal emotion state, expectation of other people, setting and incentives to read ( Mathewson, 1994).The students with positive attitude toward reading will see reading activities as fun activities and will be more motivated. They will encourage to read and do their reading task well. They will try their best to solve the task and their comprehension will enhance and lead to better result.

The mean score result of student's reading comprehension who were treated with CIRC better than TPS because of different in teaching instruction between TPS and CIRC. Cooperative Integrated Reading and Composition (CIRC) was developed in collaboration with full comprehensive reading, activities follow a sequenced cycle of instruction: teacher-directed instruction, pair/team practice,



individual practice, peer pre-assessment, individual assessment, and team recognition. It has three principal elements: story-related activities, direct instruction in reading comprehension, and integrated with writing. The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps: Think individually, Students are grouped in pairs to discuss their thoughts, Student pairs share their ideas with a larger group. From result of this research indicated that students with positive attitude in reading more comfortable with CIRC techniques.

The fourth analysis was finding the significant difference in reading comprehension of the students with negative attitude who were treated with TPS and those who were treated with CIRC technique. The result of tukey test showed that the value of  $Q_{obs}$  was -12.592 and the value of  $Q_{cv}$  was 2.95. Thus, the Value of  $Q_{obs}$  was higher than the value of  $Q_{cv}$  ( $Q_{obs} > Q_{cv}$ ), it means that the null hypothesis was rejected and the alternative hypothesis was accepted or there was a significant difference between the students' reading comprehension of the students with positive attitude who were treated with TPS and those were treated with CIRC. Meanwhile, while the reading comprehension of students' who were treated with CIRC was better than those who were treated with TPS (mean score of CIRC = 32.62 > mean score of TPS = 29.57).

According to Reeves (2002), there is considerable agreement among contemporary researchers that reading attitude is defined by three components, namely: cognitive (personal, evaluative belief), affective (feeling and emotions) and conative (action readiness and behavioral intentions). Students' attitudes to reading have been found to have an effect on both engagement and achievement in reading, students with more negative attitudes engage less often with texts and general achieve at levels lower than their age peers (McKenna, Kear & Ellsworth, 1995). If someone has negative attitudes towards something tend to show his or her

negative behavior or response towards the things. Negative attitude will make students avoid reading, they will not respect easily, they are afraid of making mistake and afraid of being losing their face in front of their teacher. Moreover, students with negative attitude are not as innovative as students with positive attitude.

## CONCLUSION

Based on the results of data analysis and discussions above, it can be concluded that: (1) There was a significant difference in reading comprehension between the students who were treated by using different cooperative learning techniques. (2) There was significant effect of the interaction between cooperative learning techniques and students' attitude towards the students' reading comprehension. (3) There was a significant difference in reading comprehension between the students with positive attitude who were treated with TPS and CIRC. (4) There was a significant difference in reading comprehension between the students with negative attitude who were treated with TPS and CIRC.

## REFERENCES

- Allport, G. W. 1967. Attitudes. Fishbein, M. (Ed.). *Reading in attitude theory and measurement*. New York: John Wiley and Sons, Inc.
- Alexander, J.E & Filler, R.C. 1976. *Attitudes and Reading*. Newark, DE: International Reading Association
- Brown, H.D. 2001. *Teaching By Principles*. Second Edition. San Francisco: San Francisco State University. Longman, Inc.
- Brown, H.D. (2000). *Principles of language learning and teaching* (4th ed.). Englewood Cliffs NJ: Prentice-Hall.
- Carillo, L. W. (1976). *Teaching reading: A handbook*. New York: St. Martin's Press.

- Dallman, M. 1982. *The Teaching of Reading*. New York: Addison Wesley Publishing Inc.
- Dechant, V. Emerald. 1982. *Improving the Teaching of Reading*. Prentice-hall, New Jersey.
- Depdiknas. 2006. Kurikulum 2006; Standar Kompetensi Mata Pelajaran Bahasa Inggris.
- Durukan E. 2011. Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. *Educational Research and Reviews* Vol. 6(1), pp. 102-109. <http://www.academicjournals.org>. Retrieved November 18, 2012
- Fraenkel, J.R and Wallen, N.E. 1993. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill, Inc
- Gregory, R.J. 2000. *Psychological Testing: History, Principles and Applications*. Boston: Allyn and Bacon Inc. A Pearson: Education Company.
- Gunter & Schwab (article). 1999. *Culturally Relevant Instruction : Think-Pair-Share*
- Gay, L.R. 1996. *Educational Research Competencies for Analysis and Application*. Columbus, Ohio: Englewood Cliffs, New Jersey
- Harris, R. A., & Sipay, E. R. 1980. *How to Increase Reading Ability*. NY: David McKay.
- Harris, T.L., & Hodges, R.E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association
- Kagan, S. 1994. *Cooperative learning*. San Clemente: Resources for Teachers.
- Killen Roy. 1996. *Effective Teaching Strategies*. Social Science Press
- Leipzig, D. H. 2001. *What is Reading?* WETA. (<http://www.readingrockets.org/article/352>. accessed on November 14<sup>th</sup> 2012).
- Mathewson, G.C. 1985. *Toward a Comprehensive Model of Affect in the Reading Process* in H Singer and R.B Ruddel (eds) *heoretical Models and Process of Reading*. Newark, DE: International Reading Association.
- Mathewson, G. C. (1994). *Model of attitude influence upon reading and learning to read*. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4<sup>th</sup> ed.) (pp. 1121-1161). Newark, DE: International Reading Association.
- McKenna, M. C. (1994). *Toward a model of reading attitude acquisition*. In E. H. Crammer & M. Castle (Eds.), *Fostering the love of reading: The affective domain in reading education*. pp. 18-40. Newark, DE: International Reading Association.
- Otto, Wayne. 1990. *How to Teach Reading*. Canada. Addison, Wesley. Publishing Company
- Pardo, Laura S. 2004 "What Every Teacher Needs to Know About Comprehension" in *The Reading Teacher*.
- Smith, and Decant E. V. 1961 *Psychology in Teaching Reading*. Englewood Cliffs, New Jersey: Prentice-Hall, 1961.
- Susan Ledlow .2001. *Using Think-Pair-Share in the College Classroom*. Center for Learning and Teaching Excellence. Arizona State University
- Reeves, C. 2002. *Literacy Attitudes: Theoretical perspectives*, paper presented at the 19<sup>th</sup> World Congress on Reading, Edinburg, Schotland