



The Effectiveness of Coop-Dis-Q and Literature Circle Strategies in Teaching Reading Comprehension to Students with Different Personalities

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Abstract

This study investigated the effectiveness of using Coop-Dis-Q (Cooperative-Discussion-Questioning) and Literature Circle strategies in teaching reading comprehension to extrovert and introvert students. 2x2 factorial design of experimental research was carried out to collect the data from 88 eighth grade students of SMP N 1 Kandeman, Batang. Two experimental groups, A and B, were given two different treatments: Coop-Dis-Q and Literature Circle strategies. The result shows that the $\rho = 0.00$ for both Coop-Dis-Q and Literature Circle strategies in teaching reading comprehension to extrovert and introvert students which verifies the effectiveness of both two strategies. It was also found that Coop-Dis-Q is more effective than Literature Circle strategy in teaching reading comprehension since the mean value of post test Coop-Dis-Q shows higher score 27.18 and the value of $\rho = 0.00$. However, the result also shows that there is no difference between extrovert and introvert personalities in teaching reading comprehension since the value of $\rho = 0.310$. Further, it was found that the ρ of strategy*type value is 0.638 so there is no interaction between teaching reading comprehension strategies and types of personality on the achievement of reading comprehension which proves that personality does not influence students' reading comprehension achievement.

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INTRODUCTION

Among the other skills, students need more learning on reading in school for the reason that they can comprehend various printed words to do the tasks found in their daily life such as understanding the direction to use electronic equipment, the instruction label such as in the medicine bottle, and the road warning signs. In other words, reading has the important roles to enable people in finding out information from various texts, getting pleasure, getting job, and dealing with some study purposes. Some roles mentioned before relate to Sukarni, Rukmini, Sofwan, and Hartono (2017) who argue reading as one of the skills critically needed to enhance new knowledge even to master innovative technology generally written in English.

Further, Harmer (2007: 83) also adds that reading is not only helpful for careers, study and pleasure but also for language acquisition. This is in line with Mikulecky and Jeffries (2007:73) statement that the students' general language skills can be developed through reading. They will get the progress in vocabulary, writing - speaking skills, and finding the new ideas, facts, and experiences.

However, a number of obstacles are founded while students struggle to comprehend the text in class. Related to that, Brown (2001:306) proposes five reasons for lack of reading comprehension; they are (1) failure to understand word, (2) failure to understand a sentence, (3) failure to understand how sentence are related to another, (4) failure to understand how the information fits in meaningful way or well-organized, and (5) lack of concentration.

The same conditions as stated above also happened in eighth grade students of SMP N 1 Kandeman, Batang. Based on the preliminary study and the teacher informal interview on November-December 2016, the students had some difficulties in comprehending many kinds of English text. The difficulties consist of some students' troubles in comprehending the text content, understanding the meaning of words

found on the text, answering the comprehension questions related to the text, and expressing their thought.

To overcome the lack of reading comprehension, the teacher is suggested to apply some teaching reading comprehension strategies during the class. In fact, not all those strategies were involved by teacher during the class. They usually used conventional strategies by giving lecture. It made the students just wait the material delivered by the teacher. Although sometimes the teacher gave students the chance to participate in class, they felt reluctant to fully participate. They just waited other students to take the chance or their teacher further explanations. This situation showed that there was less interaction among teacher and students that will affect the goal of teaching and learning reading comprehension which made the students better in understanding the message included on the text.

Actually, there are some strategies of increasing the interaction between teacher and students that can be employed by teacher to teach reading comprehension during English class. The strategies employed here should be suitable to the students' age and level. The junior high school students can be classified as teenagers. Harmer (2007:83) states that the search of identity becomes the important points to give them challenge. As the result, teenagers are characterized as having big capacity to learn and create a passionate commitment of things. Therefore, the teacher should consider in accommodating the teenagers' need based on their characteristics mentioned formerly.

There are some strategies of increasing the interaction between teacher and students that can be employed by teacher to teach reading comprehension during English class. These strategies also can be used to accommodate the teenagers' need based on their characteristics. The first strategy is Coop-Dis- Q strategy. It was a new strategy and concept introduced by Gauthier in 2001. According to Bender and Larkin (2009:178), there are three elements of strategy worked together including cooperative-

discussion-questioning into Coop- Dis-Q strategy. Each strategy mentioned before will aid and enhance the effect of each other in teaching reading comprehension. Applying Coop-Dis-Q strategy in class is suggested for teachers in improving students' reading comprehension in class. In relation to that matter, Gauthier (2001:217-218) in Bender and Larkin (2009:177-180) also proposes some strength that can be consideration to apply this strategy in class. They are explained as follow (1) creating a synergetic instructional effect, (2) compelling students to get active role, (3) assuming students' responsibility on decision maker, (4) realizing some students' essential roles in authentic problem solved, (5) conveying a respect for the students' thought and opinion, (6) increasing students' participation during classroom activities, and (7) guiding students' exploration for meaning.

Another strategy that can be used by teacher in teaching reading comprehension is Literature Circle. Based on Daniels (2006:11), the application of Literature Circle will make the students be able to interact and become more independent within in group related to the students' interest of literature. Further, Bruner (2011:67) proposes some advantages of applying this strategy explained as follow (1) providing students choice reading material, (2) encouraging students' initiated discussion, (3) engaging most students to participate, (3) encouraging active and purposeful learning, (4) being straightforward, and easy to explain and understand, (5) providing novelty, (6) becoming culminating activity or as a review for a more formal assessment, (7) making differentiation of content based on selection of reading material and sample discussion questions.

In applying the Coop-Dis-Q and Literature Circle as types of group discussion activity to teach reading comprehension in class, the teacher is also suggested to consider the students' differences on extrovert and introvert personalities. Boeree (2007) discusses personality in terms of the diverse characteristics of people which make the differences even the

uniqueness compared to each other. Meanwhile, Mariani (1996) and Listyani (2013) in Listyani, Saleh, Sofwan, and Mujiyanto (2017) describe personality as the very general basic of individual character structure. Thus, it can be concluded that personality refers to the individual differences. Further, Ellis (1994:517) claims that these differences may influence the learners on the rate and successful in learning language. It is accordance to Ehrman (1996) in Zafar and Meenakshi (2012). He suggests that there is a connection between personality and second language acquisition since this personality will identify the way or the situation on what people feel comfortable in learning language.

Later, Zafar and Meenakshi (2012) list five numbers of personality characteristics that may affect L2 learning. They consist of extroversion-introversion, self-esteem, inhibition, risk taking, and anxiety. Among the five types of personality characteristics listed before, extroversion and introversion are considered as important part in learning language. Domyei (2005) and Ellis (2008) in Altunel (2015) state that the extroversion and introversion become the most researched personality aspect in language studies. This extrovert personality is identified by Cook (1994), Swain (1985), Frohilck, Stern, Tudesco (1978), summarized in Suliman (2014) as sociable to be engaged into the group conversation inside-outside the classroom. Thus, they will be considered becoming the successful language learner.

Meanwhile, the introvert people are described by Naiman et al (1978) and McDonough (1981) in Omidvari, Azizinia, and Rezae (2016) as anxious learners which are less willing to take part in activities. However, Razamjoo and Shaban (2008) in Sarani, Abusaeedi, and Ahmadian (2011) argue that this introvert people are interested on reading and writing activity. Further, Swain and Burnbay (1976) in Lestari, Sada, and Suhartono (2013) also emphasize that introvert learner as well organized and serious so that they are also seen

as better language learner. These findings are supported by Kaufmann (2016) who argues that both introverts and extroverts can learn a new language fluently. In relation to that, Eharman and Oxford (1995) and Eharman (1993) in Omidvari, Azizinia, and Rezae (2016) add that the identification of students' personalities will make teacher better understand to provide students with the effective sensitive instruction.

Dealing with all explanation above, this research was carried to address the following research question:

1. Is using Coop-Dis- Q strategy effective in teaching reading comprehension to extrovert students at grade 8 of *SMP Negeri 1 Kandeman*?
2. Is using Coop-Dis-Q strategy effective in teaching reading comprehension to introvert students at grade 8 of *SMP Negeri 1 Kandeman*?
3. Is using Literature Circle strategy effective in teaching reading comprehension to extrovert students at grade 8 of *SMP Negeri 1 Kandeman*?
4. Is using Literature Circle strategy effective in teaching reading comprehension to introvert students at grade 8 of *SMP Negeri 1 Kandeman*?
5. Which strategies are more effective between Coop-Dis-Q and Literature Circle in teaching reading comprehension to extrovert and introvert students at grade 8 of *SMP Negeri 1 Kandeman*?
6. Which personality types are more influenced between extrovert and introvert in teaching reading comprehension through using Coop-Dis-Q and Literature Circle strategies at grade 8 of *SMP Negeri 1 Kandeman*?
7. How is the interaction between teaching reading comprehension strategies and types of personalities on the achievement of reading comprehension?

The objectives of this research are to investigate whether using Coop-Dis- Q strategy is effective in teaching reading comprehension to

extrovert students, whether using Coop-Dis-Q strategy is effective in teaching reading comprehension to introvert student, whether using Literature Circle strategy is effective in teaching reading comprehension to extrovert students, whether using Literature Circle strategy is effective in teaching reading comprehension to introvert students, a strategy which is more effective in teaching reading comprehension to extrovert and introvert students, a type of personality which is more influenced in teaching reading comprehension, the interaction between teaching reading comprehension strategies, types of personalities on the achievement of reading comprehension.

METHODS

This research is categorized as an experimental research with factorial design 2x2 by technique of multifactor analysis of variance (ANOVA) as the research design. The object of the study was to teach reading comprehension by using two strategies compared. They are Coop-Dis-Q and Literature Circle strategies. The population of this research was the eighth grade students at SMP N 1 Kandeman, Batang in the academic year of 2016/2017 (VIIIABCDEFGHI). Then, four classes (VIIIABDE) were chosen randomly to be the research samples.

In this research, a non test instrument which consisted of questionnaire also observation checklists and test instrument which was reading test were used in collecting data in this study. To collect the data, the researcher came to SMP N 1 Kandeman to choose four classes from the population as sample. Questionnaires were distributed before doing the pre test to determine extrovert and introvert students also to identify which classes belonged to experimental group 1 or experimental group 2. Later, a pre test was conducted to both groups. After that The Coop-Dis-Q strategy treatment was conducted to the two groups (extrovert and introvert students) in the experimental group 1 while Literature Circle

strategy treatment was conducted to the two groups (extrovert and introvert students) in the experimental group 2.

To analyze the quantitative data, the descriptive statistics and inferential statistic were involved. The descriptive statistics presented the mean and standard deviation of extrovert and introvert students' reading comprehension achievement before the Coop-Dis-Q and Literature Circle treatment in pre test and after the treatment in post test.

Further, the inferential statistics consisted of three kinds namely, (1) Paired Samples would identify whether or not there is an effect of using Coop-Dis-Q and Literature Circle in teaching reading comprehension to extrovert and introvert students after giving treatment. (2) Independent Sample Test would be employed to determine whether or not there is an effect of extrovert and introvert on student's personality with reading comprehension achievement after teaching reading comprehension by using Coop-Dis-Q and Literature Circle strategies; to find out the relative effectiveness strategy. (3) ANOVA would be identify whether or not there is an interaction among teaching reading comprehension strategies, types of personality, and the achievement in reading comprehension.

RESULT AND DISCUSSIONS

The first step in obtaining the data was distributing questionnaire to identify students' dominant personality type whether they had extrovert or introvert personalities. Students were required to fill in the personality questionnaire translated into Bahasa. The result of personality questionnaire would determine also which classes belong to experimental group 1 and experimental group 2. The experimental group 1 would be taught using Coop-Dis-Q (AB) while experimental group 2 (DE) would be taught using Literature Circle. Later, the pre test was conducted to both groups in finding out students' reading comprehension achievement before treatment given. The test was in the form of 30 multiple choices.

Before giving treatment, the result of pre test would be analyzed their distribution and variance by using the normality and homogeneity test. The result showed that the first experimental class pre test (Coop-Dis-Q) had Sig. value 0.710 for extrovert students and 0.397 for introvert students. Meanwhile, the second experimental class pre test (Literature Circle) had the Sig. value were 0.328 for the extrovert students and 0.841 for the introvert students. Since the Sig. value of both experimental classes was more than 0.05, it could be concluded that the data of pre test from both experimental classes had normal distribution. Further, the homogeneity test of pre test based on teaching strategies and personality types showed the value of Sig. 0.635 and 0.930. It indicated that Sig. value was higher than 0.05. It meant that the data of the pre test based on the teaching strategies and personality types were homogenous. The results of pre test requisite test confirmed that the pre test data had normal distribution and homogenous. Hence, the treatment could be conducted to both experimental groups.

During the treatment of Coop-Dis-Q and Literature Circle, some narrative texts would be used as the material in teaching reading comprehension. In Coop-Dis-Q and Literature Circle treatment, students would get some introduction to the narrative material followed by some pre reading comprehension activities at first. The differences might come to the next step of activity that involved group discussion activity.

The students who treated by using Coop-Dis-Q would be arranged into group of six by their teacher. Later, teacher would prepare a text with some related comprehension questions. They should divide the questions and their groups into triad to answer the questions. In addition, triads were suggested to add some questions which were not include on the questions. Triad would answer the questions and presented their answer to other triad when rejoining as one group. This group would also present their answer in front of the class while

other groups offered alternative response. Further, some adding questions found by each groups in triad would be discussed further in the whole discussion class.

Meanwhile, the students who treated by using Literature Circle would be arranged based on their choice of texts. Teacher would provide two kinds of text to be chosen. After selecting the text, teacher makes groups students based on their selection into group of six. The groups divided their roles in Literature Circle by using lottery. Students should read and record their response by note taking some important points on text related to their roles. They shared their result related to their role in front of the class.

After giving treatment, students on both experimental classes had their post test. The result of post test would be tested their normality and homogeneity before doing statistical calculation to test hypothesis. The result showed that the first experimental class post test (Coop-Dis-Q) had Sig. Value 0.705 for extrovert students and 0.428 for introvert students.

On the contrary, the second experimental class post test (Literature Circle) had the Sig. value were 0.141 for the extrovert students and 0.441 for the introvert students. Since the Sig. value of both experimental classes was more than 0.05, it could be concluded that the data of post test from both experimental classes had normal distribution. In addition, homogeneity test of post test based on teaching strategies and personality types showed the value of Sig. 0.854 and 0.847. It meant that Sig. value was higher than 0.05. It implied that the data of the post test based on the teaching strategies and personality types were homogenous. Since the data of post test verified that they had normal distribution and homogenous, the statistical calculation could be involved to test some hypothesis on this study.

To answer the first research question whether using Coop-Dis-Q is effective in teaching reading comprehension to extrovert students, the pre test and post test extrovert students' scores treated by Coop-Dis-Q were calculated. The data shows that the mean score

of pre test of extrovert students is 13.6818. Meanwhile, the mean score of post test of extrovert students is 27.0455. The value of Sig. is 0.858 that confirms that there is no correlation among the pre test and post test variables. Further, the result of statistical also shows that the value of Sig (2-tailed) is 0.000 which is lower than 0.05 meaning that H₀ is rejected and H₁ is accepted. It can be concluded that using Coop-Dis-Q strategy is effective to teach reading comprehension of extrovert students. This result is in accordance to Yulia (2007). She tries to summarize the concept of Guthrie's Coop-Dis-Q strategy as the strategy which aims to help aggressive readers in finding meaning on stories, novels, or text with their peers in a supportive environment.

Dealing with the second research question that seeks whether using Coop-Dis-Q strategy is effective in teaching reading comprehension to introvert students, the pre test and post test introvert students' scores treated by Coop-Dis-Q are calculated. The data shows that the mean score of pre test of introvert students is 14.4091. Meanwhile, the mean score of post test of introvert students is 27.3182. The value of Sig. is 0.639 that proves that there is no correlation among the pre test and post test variables. In addition, the result of statistical also shows that the value of Sig (2-tailed) is 0.000 which is lower than 0.05 meaning that H₀ is rejected and H₁ is accepted. It can be concluded that using Coop-Dis-Q strategy is effective to teach reading comprehension of introvert students. The result is consistent with Gauthier (2001:217-218) in Bender and Larkin (2009:177-180). He proposes some strength of applying Coop-Dis-Q in class like compelling students' to take active role, assuming students' responsibility for decision maker and increasing students' full participation in classroom activities.

To find the answer of third research question that searches for whether using Literature Circle strategy is effective in teaching reading comprehension to extrovert students, the pre test and post test extrovert students' scores treated by Literature Circle are calculated. The

data presents that the mean score of pre test of extrovert students is 16.5000. On the contrary, the mean score of post test of extrovert students is 24.7273. The value of Sig. is 0.624 that demonstrates that there is no correlation among the pre test and post test variables. Furthermore, the result of statistical also shows that the value of Sig (2-tailed) is 0.000 which is lower than 0.05 meaning that H₀ is rejected and H₁ is accepted. Hence, the conclusion could be drawn that using Literature Circle strategy is effective to teach reading comprehension of extrovert students. It is in line with research conducted by Brigs (2010) who found that the application of Literature Circle in class can develop her students' better comprehension skills while increasing social skills also that will lead them to enrich learning.

Related to the fourth research question that tries to find whether using Literature Circle strategy is effective in teaching reading comprehension to introvert students, the pre test and post test introvert students' scores treated by Literature Circle are calculated. The data illustrates that the mean score of pre test of introvert students is 15.0909. In contrast, the mean score of post test of introvert students is 25.3636. The value of Sig. is 0.278 that verifies that there is no correlation among the pre test and post test variables. Besides, the result of statistical also shows that the value of Sig (2-tailed) is 0.000 which is lower than 0.05 meaning that H₀ is rejected and H₁ is accepted. It means that using Literature Circle strategy is effective to teach reading comprehension of introvert students. It is in pursuant to Bruner (2011:67) who proposes some advantages of applying this strategy in class like engaging most students to participate, encouraging active purposeful learning, and encouraging student' initiated discussion.

The fifth research question of this study deals with the strategies gave better effect in teaching reading comprehension to extrovert and introvert students. The statistical result presents that the mean score of post test in experimental group 1 treated with Coop-Dis-Q

is 27.18. Meanwhile, the mean score of post test in experimental group 2 treated with Literature Circle is 25.05. Regarding to the result, it can be concluded that there is difference between the students' achievement that are treated by using Coop-Dis-Q and Literature Circle. However, the final conclusion is not only determined by the mean score of post test between two groups. To decide the effective teaching reading strategies, the criterion of mean score, standard deviation, and standard error should be analyzed.

In relation to that, the independent sample test reveals that the value of Sig. (2-tailed) is 0.000. Thus, the value of Sig. (2-tailed) is lower than 0.05. Related to that, the null hypothesis (H₀) is rejected which verifies that there is difference of using Coop-Dis-Q and Literature Circle strategies in teaching reading comprehension to extrovert and introvert students. After analyzing the whole analysis in terms of standard error, standard deviation, and mean score of post, the conclusion could be drawn that Coop-Dis-Q is more effective than Literature Circle in teaching reading comprehension to extrovert and introvert students. This result is in line with Gauthier (2001:217-218) in Bender and Larkin (2009:177-180) who proposes some strength of applying Coop-Dis-Q in class like creating a synergetic instructional effect and guiding students' exploration for meaning.

The sixth research question of this study deals with a type of personality which is more influenced in teaching reading comprehension through using Coop-Dis-Q and Literature Circle strategies. The statistical result shows that the mean score of extrovert students post test treated by Coop-Dis-Q and Literature Circle is 25.89 while the mean score of introvert students post test treated by Coop-Dis-Q and Literature Circle is 26.34.

The result presented above shows that there is difference between the students' personality achievement that are treated by using Coop-Dis-Q and Literature Circle. As stated in the previous, the final conclusion is not only determined by the mean score of post test

between two personality groups. To conclude the more influenced personality on teaching reading comprehension strategies, the criterion of mean score, standard deviation, and standard error should be analyzed. Related to that, the independent sample test shows that the value of Sig. (2-tailed) is 0.310, the alternative hypothesis (H1) is rejected which confirms there is no difference of extrovert and introvert personalities influenced in teaching reading comprehension through using Coop-Dis-Q and Literature Circle strategies. Regarding to this result, it can be drawn a conclusion that both extrovert and introvert personalities have equal development as there is no difference of extrovert and introvert personalities influenced who are treated by Coop-Dis-Q and Literature Circle. It is in pursuant to the research conducted by Amari and Nakhale (2015) who found that there was no significant difference between extrovert and introvert female in reading.

The last research question of this study has to do with the interaction between teaching reading comprehension strategies and types of personalities on the achievement of reading comprehension. Based on the statistical result, it presents that the significance value (p-value) of strategy*type is 0.638. Related to that, the null hypothesis (H0) is accepted. It yields the fact that there is no interaction between teaching reading comprehension strategies and types of personality on the achievement of reading comprehension. In other words, the implementation of both Coop-Dis-Q and Literature Circle is not affected by students' types of personality. Hence, the increasing of students' scores in reading comprehension is influenced by the use of teaching reading comprehension strategies namely Coop-Dis-Q and Literature Circle. This result is in consistent with Utami (2013) who found the application of Coop-Dis-Q was beneficial to improve students' reading comprehension and Coccia (2015) who discovered the implementation of Literature Circle in her class was success to improve her students' accuracy in decoding even comprehending the text. In relation to the

observation checklist result, both extrovert and introvert students started to use both strategies in discussion actively and fully to take participation during the class. Further, The result of the group discussion in both experimental group 1 and 2 also showed that both strategies helped extrovert and introvert students to fully comprehend the input text within the group discussion activity.

CONCLUSIONS

Based on the result of statistical analysis presented before, some conclusions could be drawn. First, the personality types which are extrovert and introvert does not influence in teaching reading comprehension through using Coop-Dis-Q and Literature Circle strategies.

Second, both students' score taught using both Coop-Dis-Q and Literature Circle increases. Since personality does not influence the achievement of students in reading comprehension, it could be concluded that the increasing of students' scores in reading comprehension is influenced by the use of teaching reading comprehension strategies namely Coop-Dis-Q and Literature Circle.

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