

Using Concept Oriented Reading Instruction (CORI) to Promote Students' Reading Comprehension

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Abstract

The problem of this study is "Does Concept Oriented Reading Instruction (CORI) enhance students' reading achievement?" The design of this study was quasi-experimental. The sample of this study was taken from the population by using purposive sampling. The experimental group consisted of 39 students while the control group consisted of 35 students. The data were collected by using two instruments; test and questionnaire. The test was given twice to each group in order to see whether or not there was significance difference of pretest and posttest either in experimental or control group and whether or not there was significance difference of experimental and control group in terms of their posttest score. To prove the hypothesis, the data from pretest and posttest of experimental and control group were analyzed by applying paired sample t-test and independent sample t-test. The calculation was run by using SPSS computer program. The result of the study shows there was significance difference of students' reading achievement between experimental and control group. Besides, the use of CORI as reading strategies was proved as effective reading strategies to enhance students' reading achievement.

Keywords: *Concept Oriented Reading Instruction; reading strategy; reading achievement*

1. Introduction

People are required to upgrade the knowledge through reading either from the mass media or electronic media in order to keep up with the development of science and technology. Academic Cuesta (2003) in Ardiansyah et al (2006) confirms that reading is probably the most important activity we can do to survive. By reading, people can open the access of knowledge gate and allow them to successfully compete with the other nations.

Reading, however, is not the simple task. Reading does not merely sound out the words rather it is interactive process between reader and text involving understanding, interpreting and gaining information from the printed page. Herber in Dupuis et al (1989) sees reading as a thinking process which includes decoding symbols, interpreting the meaning of symbols and applying the ideas derived from the symbols. Similarly Rubin (1993) states that reading as a complex, dynamic process that involves bringing of meaning and to and getting of meaning from the printed page. Further, reading takes integrative processes in order to attain the totality of reading. The integrative processes include affective, perceptual and cognitive domain (Rubin, 1993). The cognitive domain has much to do with comprehension, which is the main goal of reading.

In Indonesia, reading is one of the skills introduced in EFL learning. EFL reading has been

taught to the elementary up to university level. In schools, reading instruction is matched with the standard competences in curriculum. According to Curriculum Based on Education Grade (KTSP) one of the standard competences for the eleventh graders in reading is that to comprehend the meaning of short functional text and simple essay in the form report, narrative and analytical exposition in daily context and to access science. For this purpose, students are expected to be able to read in English to access the information related to daily life and science. In addition, EFL reading is the compulsory subject for any exams including national exam and public university entrance exam.

Besides its importance in English subject, EFL reading is crucial in other subjects as well. Content areas require reading skill to attain the concept more effectively. Rubin (1993) confirms that reading and content areas are interrelated. The major goal of content areas will not be achieved if there is no reading comprehension. The emphasis of content areas is gaining the concept of content areas, but the technique includes reading comprehension.

Similar to the importance of reading in English and other subjects, the integration of English and content area is necessary for the secondary students. The benefits of this integration are twofold: students can learn the concept of content areas in English and students can enhance their reading proficiency in reading various types of content areas text in English.

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Lie (2003) in Budiono et al (2005) mentions that one of the purposes of learning English in elementary and high schools is to enable the students to ready in reading the textbook in the university level. It is obvious that as the students who would like to extend their study in the university level will encounter a lot of academic reading text related to content areas in English.

Nevertheless, the reading proficiency of students in Indonesia is still low. Based on the research committed by the team of Program of International Student Assessment (PISA), it is found that for about 37.6% children aged 15 years old could only read without grasping the meaning. Indonesian students' reading proficiency was at 39 out of 41 participating countries (Elisabeth, 2003). The same research revealed that the average of mathematic proficiency of Indonesian college student was at 39 and natural science was at 38.

The low of reading proficiency which results in the low of content areas proficiency may be due to the inappropriate strategies applied in reading process. Sarwono (2003) implies that the inappropriate use of reading approach; method and strategy are assumed as the decisive factors causing the less maximal of reading goal. Oxford and Crookal (1989) find that strategies can be operationalized as learning techniques, behaviors, and problem solving or study skills that enhance learning more effectively and efficiently. The reading strategies show how the students interpret the text, overcome the difficulties in accomplishing the task and comprehend the text that they do not comprehend well. The strategy will vary from one individual to another based on the type of the text and the available time span. For example, a reader who has difficulty in comprehending the content of the text will reread the text to get the point of the text. Meanwhile, a reader who is in trouble in interpreting certain expression will use the glossary or dictionary to solve his problem.

Having done the preliminary study at one of senior high schools in Palembang, the writers found that most of the students did not apply reading strategies while reading activity took place. The students tended to translate the texts word by word and read aloud the text. Moreover, as the students were asked to answer the questions related to the text, they spent much time to reread the text to find the answers of the questions.

Related to the problems encountered by the students, the teachers have to teach the students the reading strategy in order to improve their reading comprehension. The writers believe that one of the reading strategies that can be employed is Concept Oriented Reading Instruction (CORI). CORI is an instructional framework which is designed to enable the students to learn the strategies and gain information through the use of strategies (Liang & Doll: 2006). It allows the students to learn a conceptual knowledge through the use of strategies

2. Method

The study was conducted by applying quasi-experimental design. This study used purposive sample. In choosing the sample of study, the writers chose the classes which had the same average of English proficiency based on their rapport score. The eleventh science B was selected as experimental group while the eleventh science C as control group. There are 2 types of test were utilized, that is pretest and posttest. Pretest was given before the students had the treatment and the posttest was given after the treatment. The posttest was the one used in pretest. The items of test were taken from a book entitled "Bank Soal Bahasa Inggris" published by Penabur Ilmu – Literata Victoria.

In analyzing of the data, paired sample t-test and independent sample t-test were carried out. The paired sample t-test explains the mean differences of pretest and posttest either in experimental or control group whereas independent sample t-test explains the difference of students' achievement in experimental and control group, whether or not experimental group got better achievement after having the treatment.

3. Results and Discussions

The findings of this study were presented into two groups: 1) the result of content areas reading pretest and posttest in experimental group, 2) the result of content areas reading pretest and posttest in control group and (3) the statistical analysis

a. The Result of Content Areas Reading Pretest and Posttest in Experimental Group

After administering the pretest of content areas reading to experimental group, some data were obtained. The highest score of pretest is 77.5 while the lowest is 40. The mean point of the pretest is 55.83. The following criterion exposes the reading achievement of experimental group in the pretest.

Table 1

| Score Range | Category | Frequency | Percentage |
|-------------|-----------------------|-----------|------------|
| 86-100 | Excellent | - | |
| 71-85 | achievement | 1 | 2.6% |
| 56-70 | Good | 15 | 38.4% |
| 41-55 | achievement | 22 | 56.4% |
| ≤ 40 | Average achievement | 1 | 2.6% |
| | Poor achievement | | |
| | Very poor achievement | | |
| Total | | 39 | 100 |

Table 1 indicates that none of the students got the excellent achievement, one student (2.6%) was in god achievement, 15 students (38.4%) were in the average achievement, 22 students (56.4%) were in poor achievement and 1 student (2.6%) was in very poor achievement.

On the other hand, the result of content areas reading posttest presents that the highest score is 87.5 and the lowest is 55. The mean point of the posttest is 70.51. Table 2 demonstrates the reading achievement of experimental group in posttest.

Table 2

| Score Range | Category | Frequency | Percentage |
|-------------|--|-----------|------------|
| 86-100 | Excellent | 3 | 7.7% |
| 71-85 | achievement | 13 | 33.3% |
| 56-70 | Good | 21 | 54% |
| 41-55 | achievement | 2 | 5% |
| ≤ 40 | Average achievement Poor achievement Very poor achievement | - | - |
| Total | | 39 | 100 |

Table 2 points out that 3 students (7.7%) were in excellent achievement, 13 students (33.3%) were in good achievement, 21 students were in average achievement, 2 students (5%) were in poor achievement and none of the students got the very poor achievement.

b. The Result of Content Areas Reading Pretest and Posttest in Control Group

In the content areas reading pretest of control group, the highest score was 77.5 and the lowest was 30. The mean point was 57.6429. The following shows the reading achievement of control group in pretest.

Table 3

| Score Range | Category | Frequency | Percentage |
|-------------|--|-----------|------------|
| 86-100 | Excellent | - | - |
| 71-85 | achievement | 5 | 14.3% |
| 56-70 | Good | 18 | 51.4% |
| 41-55 | achievement | 7 | 20% |
| ≤ 40 | Average achievement Poor achievement Very poor achievement | 5 | 14.3% |
| Total | | 35 | 100 |

Table 3 demonstrates that none of the students gained the excellent achievement, 5 students (14.3%) were in good achievement, 18 students (51.4%) made average achievement, 7 students (20%) made poor achievement and 5 students (14.3%) were in very poor achievement.

From the posttest of the control group, the highest score was 87.5 and the lowest was 25. The mean point was 61.4286. The following table shows the reading achievement of control group in posttest.

Table 4

| Score Range | Category | Frequency | Percentage |
|-------------|--|-----------|------------|
| 86-100 | Excellent | 1 | 2.85% |
| 71-85 | achievement | 7 | 20% |
| 56-70 | Good | 16 | 45.7% |
| 41-55 | achievement | 8 | 22.86% |
| ≤ 40 | Average achievement Poor achievement Very poor achievement | 3 | 8.6% |
| Total | | 35 | 100 |

The result of posttest of control group exhibits that 1 (2.85%) student made the excellent achievement, 7 students (20%) got good achievement, 16 students (45.7%) got average achievement, 8 students (22.86%) made poor achievement and 3 students (8.6%) got very poor achievement.

c. Statistical Analyses

To analyze the data, the writer used two kinds of t-test through SPSS 12 computer program. Firstly, the writer used paired sample t-test in order to know whether or not there is significance difference between experimental and control group. Secondly, the writer applied independent sample t-test to compare the result of posttest in experimental and control group.

Statistical Analysis of Experimental Group and Control Group

Table 3

| Paired Sample t-test of Experimental Group | | |
|--|--------------------|---------------|
| Paired Differences | Experimental Group | Control Group |
| Mean | 14.67949 | 3.7851 |
| Std. Deviation | 7.78366 | 9.49790 |
| Std. Error Mean | 1.24638 | 1.60544 |
| T | 11.778 | 2.358 |
| Df | 38 | 34 |
| Sig (2-tailed) | .000 | .024 |

The estimation of mean differences of experimental group is 14.67949. The t-obtained is 11.778. At the significant level of (p<0.05) in two tails testing, df 38, the critical value of t-table is 2.024. It shows that t-obtained exceeded t-table (11.778>2.024), which means null hypothesis (H₀) is rejected and research hypothesis (H₁) is accepted. It means, the use of CORI strategies enhance the students' reading achievement.

In contrast, the calculation of paired sample in control group demonstrates the mean difference is 3.7851, t-obtained is 2.358. At the critical value of t-table at the significant level of (p<0.05), df 34 is 2.030. Since t-obtained was higher than t-table, the null hypothesis is rejected and research hypothesis is

accepted. From this estimation, it can be stated that there was significance difference of students' achievement in pretest and posttest in control group.

The Comparison of Statistical Analysis between Experimental Group and Control Group

Table 4

| t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|-------|----|-----------------|-----------------|-----------------------|
| 3.551 | 72 | .001 | 9.084 | 2.558 |

Based on the statistical analysis between posttest of experimental and control group, at the significance level of (p -value <0.05), p -value (0.001) is lower than 0.05. The mean difference was 9.084, with the degree of freedom 72 the critical value of t -table is 1.993, and t -obtained (3.551) is higher than t -table. Therefore, the research hypothesis is accepted, suggesting that there is a significance difference of students' reading achievement between experimental and control group.

Discussions

Regarding the finding of this study, the experimental and the control group had the same starting point based on their pretest result. Then, there was progress in the result of posttest. Dealing with the progress, the experimental outperformed the control group. The mean difference of experimental group was 14.6 while the control group was 3.7.

Based on the result of paired sample t -test, the t -obtained of both groups was higher than t -table, suggesting that there was significance difference between pretest and posttest of experimental and control group. Referring to the hypothesis, the independent shows there is significance difference of experimental and control group. The implementation of CORI as the strategy in reading instruction gave positive effect in students' reading achievement. This strategy proved to be effective for helping the eleventh graders comprehend the content areas passage which deals with the report text in senior high school syllabus. CORI helped improve students' conceptual knowledge in learning science and social studies. CORI also helped the students who were at first reluctant to read became enthusiastic to read. Specifically, the findings of this present study were consistent with the study which was done by Wigfield et al (2008), which found that Concept Oriented Reading Instruction could promote reading comprehension, reading strategies and reading engagement.

4. Conclusion

From the research findings, it can be concluded that Concept Oriented Reading Instruction could assist teachers of English to promote students' reading comprehension. The use of CORI can motivate students to read in content area topics and this is very important since eleventh graders need to comprehend the content areas text for the preparation of national exam. It proved that CORI can be applied as a strategy to motivate students to learn conceptual knowledge in content areas

topics. The conceptual passage which is the main concern of CORI could bring the students to learn the concept more deeply, so they could identify the description of certain object and intrinsically motivated to use the strategies while reading. As the students become familiar with conceptual passage, they will easily comprehend the test or exam which includes conceptual passage and read the text dealing with content areas study in English.

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