CONCEPT ORIENTED READING INSTRUCTION (CORI) STRATEGY IN TEACHING READING COMPREHENSION TO SECONDARY EDUCATION LEVEL STUDENTS

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Abstract

The Objective of this research was to find out whether or not it was significantly effective after applying Concept Oriented Reading Instruction (CORI) Strategy in teaching reading comprehension to secondary education level students. The subject of this research was eighth grade students of SMP Negeri 13 Lubuklinggau. This strategy was applied by using pre-experimental method with one group pretest-posttest design. The total population was 110 students and sample of the research was 28 students. The data was collected through test in the form of multiple choice which consisted of 25 test items. The data was analyzed by using four techniques : 1) Students' individual score, 2) Minimum mastery criteria, 3) Normality testing and 4) Pairedt-test calculation. The result of the research showed that students' mean score in the pre-test was 64.00 while students' mean score in the post-test was 76.00. Finally, the result of paired t-test was 11.43 which was higher than 1.703. It showed clearly that the null hypotheses (Ho) was rejected and the alternative hypotheses (Ha) was accepted. It can be concluded that Concept Oriented Reading Instruction (CORI) Strategy was effective in teaching reading comprehension to secondary education level students at SMP Negeri 13 Lubuklinggau.

Keywords: concept oriented reading instruction strategy, teaching, reading, secondary education level students

1. INTRODUCTION

English becomes popular since many books are written in English. People read English books and got a new learning and idea form the book. English has been chosen at the first foreign language to be taught as compulsory subject from the first year of primary to college (Saleh, 1997:2). Then, people transfer their knowledge based on sources they have read. Transfering knowledge can be applied through teaching and learning process in the classroom. A teacher as a fasilitator, motivator, counselor and manager has a crucial role in teaching and learning process. Problems are normal. In teaching and learning process especially when the teacher guides the students to comprehend texts, the teacher should be attractive and innovative to guide students . Classroom condition, students' activeness and the most crucial thing is strategy which is used by the teacher in teaching process.It is a great honour for the teacher when the students are motivated and have coriousity in reading and analyze the text together. They discuss, share, give questions and present the result.

In addition, as a professional teacher in English teaching, a teacher has an important role to have appropriate teaching strategy for greater effectiveness in student acquisitions on English, designing and implementing materials. A teacher has responsibility to guide students to comprehend and develop their idea to get main topic, main idea and conclude what the text is about.

Reading belongs to one of crucial skills. There will be kinds of text students shoud discuss in teaching and learning process such as descriptive, procedure text, narrative text and recount text. All of the need reading skill. Reading skill will help students improve their ability in analyzing the text. It is supported by a theory from Anderson, Hiebert, Scott, & Wilkinson (1985:709) that reading is a basic life skill. Without the ability of reading well, opportunities for personal fulfillment and job success inevitably will be lost. It shows that reading is a lifelong skill to be used both at school and throughout life.

Nowadays, people got the information by reading easily from all over the world. Reading opens window on the world. When people read, they go to all around the world. They got information from the internet, newspapers, journals and various types of report. They had to read the text and comprehend them to get the information. According to Shihab (2011:209), reading is an interactive process between

the reader and text. Meaning does not just reside in the text. It is rather constructed out of the interaction between a reader's background knowledge and what is in the text.

After the researcher interviewed the English teacher of secondary education level, researcher found out problems faced by students in reading activity. First, students had limited vocabularies.They got shock when the found out new English vocabularies and stop reading. Second, students had difficulty to identify the main idea and they did not know kinds of the text they read. Then, when the teacher asked them about what they had read. They could not recall the information from the text. They became passive learners and the lack of self confidences during teaching and learning process especially in learning English. Finally, the problems were related to the external factors, such as economic student's background, lack of attention from student's parents and teacher's performance including their teaching methods. As a researcher, it is a responsibility to change students' mindset about reading.

The researcher is interested to aply Concept Oriented Reading Instruction as strategy to tackle this problem. Guthrie (2004:17) states that CORI is a comprehension strategy that builds students' prior knowledge before they read a text, during reading, and after reading by the fourth CORI processes. (a) observe and personalize, (b) search and retrieve, (c) comprehend and integrate and the last (d) communicate to others. The processes are designed to promote students' learning of procedural knowledge and declare knowledge that is well structured and could be taught in a step by step in learning reading process. Concept Oriented Reading Instruction also had two main aspects. (1) Support for the cognitive strategies for knowledge construction during reading and (2) Support for the motivational development of learners (Guthrie, Wigfield, & Perenvich, 2004:05).

2. LITERATURE REVIEW
a. Reading Comprehension as a Process

According to Anderson, Hiebert, Scott, & Wilkinson (1985:709) stated that Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Meaning does not just reside in the text, it is rather constructed out of the interaction between a reader's background knowledge and what is in the text (Shihab, 2011:209).

In reading skill, comprehension is the purpose of reading. Instruction in comprehension help students understand what they read, remember what they read, and communicate effectively with others about what they read (Algozzine, 2009:10). It meant that Successful comprehension enables readers to acquire information, to experience and be aware of other worlds, to communicate successfully and to achieve academic success. Good reading comprehension involved reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well.

According to Salila and Apasara (2015:69-70) stated that Reading comprehension could be defined as abilities to recognize words rapidly and efficiently, develop and use a large amount of vocabulary, process sentences in order to build comprehension and engage a range of strategic processes and underlying cognitive skills such as setting goals, changing goals flexibly, and monitoring comprehension. These processes also include interpreting meaning in relation to background knowledge, interpreting and evaluating texts in line with readers' goals and purposes. Furthermore, According to Indah (2011:634-635) stated that reading comprehension requires an interaction between the text and the reader's knowledge and it is hindered greatly by students' lack of background knowledge and by their inability to use comprehension strategies to integrate information from the text with their background knowledge. The reader can acquire background knowledge through the interaction of two factors: (1) one's ability to process and store information, and (2) the number and frequency of one's academically oriented experiences.

Additionally, in order to measure reading comprehension, there are four different levels, namely: literal reading, interpretive reading, critical reading, and creative reading. The first, reading for literal comprehension which involves acquiring information that is directly stated in a selection, is important in and of itself and is also a prerequisite for higher-level understanding. The second, interpretative reading involves reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated. The third, critical reading is evaluating written material, comparing the ideas

discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. The fourth, creative reading involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does but also required them to use their imaginations.

Based on the explanation above, it could be concluded that a process of simultaneously extracting and constructing meaning through interaction and involvement with written language or a text. In other words, the process of in comprehending should be emphasized on the way of readers to extract or to take out the words, phrases and sentences which are the cues of the text and construct them into a meaningful text is reading comprehension.

b. The Instructional Phases of Concept Oriented Reading Instruction (CORI) Strategy
According to Indah (2011:636) stated there are four major phases of learning in CORI, they are (a) observe and personalize, (b) search and retrieve, (c) comprehend and integrate, and (d) communicate to others. First phase in Concept Oriented Reading Instruction (CORI) is Observe and personalize. Teachers focus on instructing through Activating Background knowledge. In order to initiate student engagement in reading, CORI teachers begin by helping students interact with the real world. Second phase in Concept Oriented Reading Instruction (CORI) is search and retrieve. Teachers focus on instructing through Searching for Information.

Students in CORI classrooms learn to search for information in the context of asking questions that are important to them. In this case, students are seeking answers to questions they ask. Third phase of Concept Oriented Reading Instruction (CORI) is Comprehend and Integrate. Teachers focus on helping students comprehend and integrate various incoming information into a coherent form, through Summarizing and Organizing Graphically. The past phase of Concept Oriented Reading Instruction (CORI) is Communicate to others. It is now the moment students have been anticipating. It is time to express their new knowledge to their peers and other audiences. Students have chosen the method and form for their personal expression.

Meanwhile, According to Azis (2015:3) stated that as an instructional strategy, CORI strategy helps students to cope their problem in reading comprehension by using three steps. They are Perceiving text structures, Inferring, and Concept Mapping. Each step of CORI strategy improves the effectiveness of teaching and learning process which is also aimed to improve the students' reading comprehension. Perceiving text structure is the first step of the strategy. This makes the student to identify the text structure of narrative texts. Inferring is the second step. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. In inferring the students try to analyze the words in the texts and make inference on the content of the story.
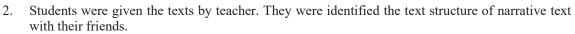
Then, concept mapping, this activity asks the students to recall all the specific information about the text by mapping the concept based on the features of the texts. Briefly, CORI strategy is able to make students become active in reading process, make them focus on the text, attract their motivation, have a long term memory in comprehending the text and increase their score on the test.

Additionally, According to Guthrie, Wigfield, & Perenvich (2004:05) stated that there were four instructional phases or CORI phases, including (a) Observe and Personalize, they were focus in activating background knowledge and Questiong, (b) Search and Retrieve, they were focus in searching, (c) Comprehend and integrate, they were focus in summarizing and organising graphically and (d) Communicate to Others.

Based on the explanation above, it could be concluded that in this research, the researcher would do some steps of teaching reading comprehension by using Concept Oriented Reading Instruction (CORI) Strategy through the following:

a. Activating background knowledge
1. Students were divided into four groups. Each group consists of seven students.

2. Students were given the texts by teacher. They were identified the text structure of narrative text with their friends.
3. Students were instructed to analyze the word in the texts during reading the text to help them understand the text and the topic.

b. Questioning and Searching for Information
1. Students were instructed to read the text and students were given general goals for searching, consisting of guiding questions that be given by teacher.

c. Summarizing and organizing graphically
1. Students were instructed to make inference or summarizes on the contents of the story by concept mapping according the feature of the texts.

d. Communicating to others
1. The last instruction, students were retold all the specifics information about the text by concept mapping to the other groups.

3. METHOD OF THE RESEARCH
In this research, the researcher used a pre-experimental design with one group pre-test and post-test design. Fraenkel and Wallen (2009:265) also stated that a pre-experimental design is a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. After the treatment was finished, the post-test was administrated to see the achievement. The effectiveness of the instructional treatment was measured by comparing the average score of the pre-test and the post-test. When it turned out that post-test average score was significantly higher than the average score of the pre-test, it could be concluded that the instructional treatment is effective. Based on the explanation above, this research conducted through three stages, namely: (1) Pre-test, (2) Treatment and (3) Post-test.

The steps taken in doing this experiment research are:
1. Surveying literature relate to the topic investigated
2. Identifying the research problems
3. Formulating research hypotheses
4. Defining the objective
5. Determining how the data was collected
6. Determining how the subjects were selected
7. Determining the instrument to be used
8. Collecting the data through pre-test
9. Giving the treatment
10. Collecting the data through post-test
11. Analyzing the data
12. Drawing conclusion and giving suggestion and
13. Writing the research report

Fraenkel and Wallen (2009:90-91) states that population is the larger group to which one hopes to apply the results. In educational research, the population is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics. The population in this research was focused on the eighth grade students of SMP Negeri 13 Lubuklinggau in the academic year 2016/2017. There were 110 students as the population of this research. According to Kahn and Best (1993:13), sample is a small proportion of a population selected for observation and analysis. The researcher used cluster random sampling as the methods to get representative sample. The researcher took one class as

the sample of the research. The piece which was out was VIII.2 class as sample group with the total number of 28 students. They were sample of the research.

According to Arikunto (2010:265), the collecting the data is the most important work in research. The researcher used an objective test and multiple choices as kind of the text for collecting the data. In the research, test was confirmed to "an assigned set of tasks to be performed". It was the instrument used to obtain the skill measure. The test administrated twice as the pre-test and post-test.The researcher gave 30 items of multiple choice tests that was been done in 90 minutes. However, when the researcher tried out the items, there were only 25 items which was as valid criterion items.

In analyzing the data obtained from the test, the researcher applied four techniques. They are: 1) individual score, 2) Minimum mastery criteria, and 3) Normality test 4) Paired t-test. According to Latief (2012:224-225), validity is not the characateristic of the assessment instruments used to collect the data, it is attached to the result of the assessment To make the test had high of content validity, the researcher checked the relevancy between the test and the curriculum, and did consultation with the English teacher.

4. FINDINGS

Pre-test was given to the students to get the students' score before treatments. The pre-test consisted of 25 items in the form of multiple choices about reading comprehension of narrative text that have been done in 45 minutes. The number of the students who took in the pre-test was 28 students. Based on the Minimum Mastery Criteria (MMC) the researcher found that was 21 students who were in the "Failed" and there were 7 students who were in "Passed" criteria, with the highest score was 80 reached by three students and the lowest score was 40 reached by two students. The average of the students' score in the pre-test was 64.00

The treatment was done four times after pre-test. In the treatments, the researcher taught the students about narrative text through Concept Oriented Reading Instruction (CORI) strategy. The post-test items were same with the pre-test items. The students did the post-test as well as they could do based on the information which they got from the treatments. After the score had been tabulated, based on the Minimum Mastery Criteria (MMC) the researcher found that was 8 students who were in the "Failed" and there were 20 students who were in "Passed" criteria, with highest score was 92 reached by one student and then the lowest score was 48 reached by one student. The average of the students' score in the post-test was 76.00

Based on students' scores in the pre-test, the researcher found out that $\chi2_{obtained}$ was 8.43 with degree of freedom (df) = 5 (6-1). Since level was 95% ($\alpha = 0.05$) and the $\chi2_{table}$ was 11.1. It means that the data was normal because $\chi2_{obtained} < \chi2_{table}$. In the post test, The researcher found out that $\chi2_{obtained}$ was 3.6 with degree of freedom (df) = 5 (6-1). Since level was 95% ($\alpha = 0.05$) and the $\chi2_{table}$ was 11.1. The data was normal because $\chi2_{obtained} < \chi2_{table}$.

After the researcher found out the students' score in the pre-test and those in the post-test, the researcher calculated the paired t-test to found out the whether or not it was significantly effective to teach Reading Comprehension through Concept Oriented Reading Instruction (CORI) Strategy to the Eighth Grade Students of SMP Negeri 13 Lubuklinggau. It was found that the number of the students (N) was 28 and *SD* (Standard Deviation) was 1.05 and the result of paired t-test calculation was 11.43, meanwhile the t-critical value of 95% significance level was 1.703. It meant that t-$_{obtained}$ was higher than t-$_{table}$. When t-$_{obtained}$ was higher than t-$_{table}$ so the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The other statement, the researcher stated that improving in teaching reading comprehension through Concept Oriented Reading Instruction (CORI) Strategy to the Eighth Grade Students of SMP Negeri 13 Lubuklinggau was significantly effective.

5. CONCLUSION

It can be concluded that there was significantly effective to teach reading comprehension through Concept Oriented Reading Instruction (CORI) Strategy to the Eighth Grade Students of SMP Negeri 13 Lubuklinggau. It is proved by the differences between the two means scores in pre-test and post-test.

There was improvement of the average scores from the pre-test (64.00) to the post-test (76.00). The students made progress because in the pre-test only 7 students who could "passed" the minimum mastery criteria, while in the post-test, 20 students could "passed" the minimum mastery criteria.

The progress can be seen based on the paired t-test analysis. The researcher found that the alternative hypothesis (Ha) was accepted and the null hypothesis was rejected (Ho). The result of the paired t-test calculation as higher than t-critical value. The $t_{obtained}$ was 11.43 was higher than t_{table} 1.703 as the critical value. The alternative (Ha) was accepted and the Null Hypothesis (Ho) was rejected. On the other hand, it was significantly effective for improving reading comprehension to the Eighth Grade Students of SMP Negeri 13 Lubuklinggau through Concept Oriented Reading Instruction (CORI) Strategy.

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