

IMPROVING STUDENTS' READING COMPREHENSION BY USING CONCEPT ORIENTED READING INSTRUCTION (CORI) STRATEGY

Mita Lianah¹

STKIP Yayasan Pendidikan Merangin

Nina Juwita Sari²

STKIP Yayasan Pendidikan Merangin

kingalfatih01@gmail.com¹

Submit, 06-08-2020 Accepted, 22-12-2020 Publish, 29-12-2020

ABSTRACT

The purpose of this research are to know the improvement of students reading comprehension by using CORY strategy. This research used Classroom Action Research (CAR), because CAR is aimed to got an improvement in teaching process. In this research have two cycle to know the improvement of students reading comprehension. Each cycle consisted of two meeting. Each meeting has equal to 2x40 minutes. Each cycle of the research consisted of four steps, they are planning, action, observation and reflection. The subject of this research was the ninth grade which is consists of 20 students. The object of this research was reading comprehension. Based on the data that had been collected from pre test to cycle I, and cycle I to cycle II there were improvement. The researcher had found some progress on the scores of the students. The result of pre-test showed there were 3 students or 15% reach KKM. In the cycle I, there were 10 students or 50% of students reach KKM's score. Meanwhile, in cycle II there were 15 students or 75% of all the students number who reach the KKM.

Keyword: Students` Reading Comprehension, CORI

INTRODUCTION

Reading contributes to the success of language learning together with the other skills. Reading enables students to find out information from texts, ranging from textbooks, newspapers, magazines, advertisements, brochures, and the like. Reading is an activity to understand what the text contains (Victoria, 2008). Reading also enables students to know how English is actually used in printed and written forms. According to McNamara (2007) reading is an extraordinary achievement when one consider the number of levels and components that must be mastered. Consider what it takes to read a simple story. In educational aspects, the importance of reading has been claimed as one of the skills that can determine

the students' success in learning. It is an important skill because the activity of reading is always as a center of students' activity at school.

Reading is necessary for students in their study. They need good reading skill for acquiring knowledge and learning new information. However, most of students' reading abilities are not good enough. Many researchers have been interested in doing research to investigate appropriate reading method to help students have better understanding when they read. Many reading methods have been used in classrooms alternately. The results showed that some of them are successful with a particular group of students but some of them are not. Reading comprehension is one of types of reading that need to be able by students.

Reading comprehension is important for students in every subjects, because most of teaching learning materials consist of texts. Reading comprehension will help students more concentrate and easier to grasp information from the book that they read. According to Khruawan (2017) states reading comprehension is the ability which the students are able to read accurately and effectively; to get the maximum knowledge and information from the text with the least misunderstand. Without comprehension, reading just an activity read or spell word by word. Reading comprehension as a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.

One of strategy where can use in teaching reading comprehension is Concept Oriented Reading Instruction (CORI) strategy. According to Guthrie (2004) CORI is designed to help students' reading engagement and comprehension through the teaching of reading process, and also able to development the students' intrinsic motivation to read.

Research also have done by John, et.al (2007) about influences of concept-oriented reading instruction on strategy use and conceptual learning from text. This research define reading engagement as the mutual support of motivations, strategies, and conceptual knowledge during reading. To increase reading engagement, a collaborative team of teachers, reading specialists, and university faculty implemented a year-long integration of reading/language arts and science instruction known as Concept-Oriented Reading Instruction (CORI).

Salila (2015) also got the research about CORI: Explicit Reading Instruction to Enhance Informational Text Comprehension and Reading Engagement for Thai EFL. It was found that the students improved their reading comprehension and engagement after the implementation. There were also significant differences between the students' pre-test and post-test mean scores. The results from the Reading Engagement Index (REI) and Reading Engagement Checklist indicated positive changes in behavioral, affective and cognitive engagements.

Yulia, et.al (2020) the result of the research showed that the teachers used some strategies in teaching reading with the highest percentage were Question Generating (27%), Encouraging the Use of Dictionaries (25%) and Question Answering (23%). This indicated that the teachers only used a few strategies in teaching reading comprehension. For the next researchers, they could conduct research about the teachers' strategies used by English teachers in a wider area. So, the result will be more advantageous and be applied in a larger area.

Guthrie, et.al (2000) the results show that classroom contexts can be constructed to influence motivational outcomes positively. (PsycINFO Database Record (c) 2016 APA, all rights reserved). Ummi (2017) the result showed that CORI strategy was effective to improve students' reading comprehension. In addition, the students also had positive attitudes toward the use of CORI strategy. It is recommended to conduct an experiment for another school level. Aziz, et.al (2015) the findings of the research show that the using of CORI strategy improves the effectiveness of teaching and learning process. The reason that the researcher used CORI because this strategy increases reading comprehension, motivation, and conceptual knowledge of learners beyond that afforded by traditional reading instruction and want to give to the teachers one of new strategy to improve students reading comprehension.

LITERATURE REVIEW

Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. According to Anderson (2000) defined reading as an interaction between reader and a text. It means that reading involves between reader, the writer materials, and the interaction. It is a complex skill requiring the coordination of a number of interrelated sources of information. Reading is a fluent process of readers combine information from a text and their own background knowledge to built meaning. It means that reading is one of four subjects' language ability and is part of or component of written communications..

Reading is a respective language process. It constantly involves guessing, predicting, checking and asking oneself question. Reading is the act as responding with appropriate meaning to print or written verbal symbols, for the beginners reading is concerned mainly with learning to recognize the printed symbols that represent written language and respond intellectually and emotionally to them. Further, learning English. Reading is also important to students in learning activity. Kintsch, (2005), reading is identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the concentration of new meanings through the reader's manipulation of relevant concepts already in his possession. As a process of

thinking, reading included activity to word recognition, literal comprehension, interpretation, critical reading, and creative comprehension.

Concept Oriented Reading Instruction (CORI) Strategy

The Concept Oriented Reading Instruction (CORI) strategy is designed to foster reading engagement and comprehension, through the teaching of reading, and its explicit support of the development of student intrinsic motivation to read. According to Guthrie (2004) CORI are designed to meet students' needs. Guthrie argued there are two things that students' needs to become a comprehended of reading, the first is mental, or cognitive. Students must be able to use cognitive strategies easily. The students need to be able to tap into background knowledge, ask questions, and summarize frequently and appropriately. A second need is motivational, or affective. The students must want to learn, to have the desire to be good readers.

Concept Oriented Reading Instruction (CORI) strategy has two main aspects; (a) support for the cognitive strategies for knowledge construction during reading, and (b) support for the motivational development of learners. These two aspects are both served by teaching to contents or concepts in a discipline. When students are trying to gain conceptual knowledge, the difficult strategies of reading, such as summarizing, have an authentic purpose and are more readily acquired (Guthrie, 2004). CORI is one of strategies that can lead the students reading comprehension. As an instructional strategy, CORI strategy helps students to cope their problem in reading comprehension by using three steps. Those steps perceive text structures, inferencing, 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. 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.

In addition, according to Vongkrachang (2015), Concept-Oriented Reading Instruction (CORI) is adopted to explicitly teach reading comprehension strategies for informational texts and provided classroom practices for engaged readers. There are four instructional phases, including (a) Observe and Personalize. The Observe and Personalize phase aimed to develop students' awareness of their personal background knowledge that was integrated into three thematic units such as food, health and technology. The focus of each unit was on teaching informational text comprehension to promote levels of students' reading engagement. During this phase, teachers built metacognitive knowledge or

awareness of activities to assist students in learning a language and provided classroom practices emphasizing the importance of personal engagement.

RESEARCH METHOD

This research the researcher used a Classroom Action Research (CAR), because CAR is aimed to got an improvement in teaching process. Research is an activity to observe an object with the certain rule of the methodology to get the data. Action is an act of activity that done intentional with the certain purpose in cycles activity and class is the group of students with the same time and place to accept the lesson from the teacher. It means that the Classroom Action Research is the research or activity that teacher done in the class with the cycles to collect the data of students.

FINDING

Based on the data that had been collected from pre test to cycle I, and cycle I to cycle II there were improvement. The researcher had found some progress on the scores of the students. The result of pre-test showed there were 3 students or 15% reach KKM. In the cycle I, there were 10 students or 50% of students reach KKM's score. Meanwhile, in cycle II there were 15 students or 75% of all the students number who reach the KKM.

Based on the data, there were many significant and contribution findings that found during the cycle of the treatment. After observing and conducting the process of learning, researcher found that there was improvement of the students' score and the students' contribution and activity when followed the lesson. This thing happened because the teacher had organized the procedure that had been designed. So, learning process was success and the aims of learning could be reached. It could be known based on the result of student's observation sheet in learning that it showed improvement and students active in learning process.

The last, there were progress of their score from pre test to cycle I, and from cycle I to cycle II which has been complete 75% of students who reached the KKM. It means that students' reading comprehension have been improve.

Table 1. The Improvement of Each Cycle

Aspect	Pre-Test	Cycle I	Cycle II
Average of Students' Score	59	68,75	75,25
Percentage of Completeness	15%	50%	75%

DISCUSSION

Based on the result of research, which had done at the ninth grade of SMPN 20 Merangin in academic year 2018/2019, the researcher found several things that could be noted down from the result of observation during the teaching and learning process. It is shown that Concept Oriented Reading Instruction (CORI) strategy is able to improve students' reading comprehension. It was dealing with relevant studies in previous chapter by Azis (2015) which is found that the use of CORI strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension of narrative text. Then, Anatasya (2013) the result of the data analysis could be concluded is has improved result learn students.

At last, Ronati (2012) based on result above, it can be concluded the same strategy that used was able to improve students in reading material. The differences with the relevant research were in the subject of the research. The relevance research was used the Concept Oriented Reading Instruction (CORI) strategy in teaching speaking ability, and reading recount text. This research was used the Concept Oriented Reading Instruction (CORI) strategy to improve students' reading comprehension at the ninth grade of SMPN 20 Merangin in academic year 2018/2019 in narrative text. As stated in the previous chapter, Concept Oriented Reading Instruction (CORI) strategy is strategy that designed to help students' reading engagement and comprehension through the teaching of reading process, and also able to development the students' intrinsic motivation to read. USSR provides students with quiet time to consolidate reading skills. Before the students used USSR strategy, as known in background that 18 student from 30 students not reach the KKM.

In the other hand, based on the result of research showed that Concept Oriented Reading Instruction (CORI) strategy has able to improving students' reading comprehension. The result of pre-test showed there were no students reach KKM. Meanwhile, in cycle II there were 26 students who reach the KKM. Analysis data above showed that the improvement of students classically was complete. The aspect in students' improvement was the students' ability in using Concept Oriented Reading Instruction (CORI) strategy. It made students able to answer the question correctly. Based on result above, it can be conclude that Concept Oriented Reading Instruction (CORI) strategy is able to improve students' reading comprehension.

CONCLUSION

Conclusion based on the processing or analysis of data which took place of two cycles, researcher had got some important finding. The data were taken and analyzed from researcher's observation, student's test, and reflection toward the cycles. It showed that Concept Oriented Reading Instruction (CORI) strategy was able to improve students' reading comprehension. Based on the result of students' observation from cycle I until cycle II, it showed the improvement. So the researcher concluded that the application of Concept Oriented Reading Instruction (CORI) strategy has able to improved student's reading comprehension at the ninth grade of SMPN 20 Merangin academic year 2018/2019.

REFERENCES

- Anatasya. (2013). Improving Students' Speaking Ability by Using Concept-Oriented Reading Instruction (CORI) strategy at X H Class in SMAN 56 Suka Bumi Academic Year 2012/2013. Semarang: UNNES.
- Anderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge: University Press.
- Azis, A. (2015). The Use of Concept-Oriented Reading Instruction (CORI) to Improve Teaching and Learning of Reading Narrative Texts to Grade VIII-B Students of SMP Islamic Center Siak. English Department: Riau University. *ELT*. 3(1)
- Guthrie, J. (2000). Effect of Integrated Instruction on Motivation and Strategy Use in Reading. *Journal of Education Psychology*, 92(2), 331-341.
- Guthrie, J. (2004). *Motivation Reading Comprehension (Concept-Oriented Reading Instruction)*. London: Mahwah, New Jersey.
- Guthrie, J. (2007). Influences of Concept-Oriented Reading Instruction on strategy Use and Conceptual Learning from Text. *University of Chicago Press*. 99(4), 343-366.
- Khruawan, P. (2017). A Study of English Reading Comprehension Using Content-Based Instruction Approach. *International Journal of Research: Granthaalayah*.
- Kintsch, E. (2005). *Comprehension*. In S. G. Paris & S. A. Stahl (Eds.), *Children's reading: Comprehension and assessment* Mahwah, NJ: Lawrence Erlbaum Associates.
- McNamara, D. S. (2007). *Reading Comprehension Strategies*. New Jersey: Lawrence Erlbaum Associates
- Ronati. (2012). Improving Students' Reading Recount Text by Using Concept-Oriented Reading Instruction (CORI) strategy at Eighth Grade of SMPN 14 Purwekerto Academic Year 2011/2012. Kupang: Nusa Cendana University.
- Umi, K. (2017). The Effect of Oriented Reading Instruction (CORI) Strategy Toward Students' Reading Comprehension. *JOALL*.

- Salilla, C. A. (2015). CORI: Explicit Reading Instruction to Enhance Informational Text Comprehension and Reading Engagement for Thai EFL Students. Chulalongkorn University. *PASAA*, 49(1)
- Yulia, E. W. (2020). *An Analysis of English Teachers' Strategies in Teaching Reading Comprehension*. Galuh University.
- Victoria. (2008). *Oxford Learner's Pocket Dictionary Fourth Edition*. New York: Oxford University Press.
- Vongkrachang, S. (2015). CORI: Explicit Reading Instruction to Enhance Informational Text Comprehension and Reading Engagement for Thai EFL Students. *PASAA*, 49(2)