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

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Abstract: The purposes of this research were to explain to what extent Concept-Oriented Reading Instruction (CORI) improves the effectiveness of teaching and learning process which then increases the students reading comprehension of narrative texts text as well as to explain the factors that influence the changes of their reading comprehension during the using of the strategy. This research was carried out in the design of classroom action research, -which was a cyclical process that involved planning, action, observation, and reflection-, for two cycles. Qualitative data were collected by using observation sheets for the researcher and the students. Besides, field notes and interview were also used to collect the qualitative data. Then, the quantitative data were collected by administering reading comprehension tests. The quantitative data were analyzed by scoring the results of reading comprehension tests and then the results of scoring were calculated to find out the central tendency (mean) for describing improvement of each indicator of reading comprehension in each cycle. The results of quantitative analysis were related to the results of qualitative analysis in order to explain the factors that cause the improvement qualitatively. During the two cycles, the findings of the research show that the using of CORI strategy improves the effectiveness of teaching and learning process.

Key words: reading comprehension, narrative texts, CORI strategy

INTRODUCTION

Reading has become an important skill for junior high school students. Through reading they can get new ideas, obtain needed information, seek support for their ideas, complete their assignments and broaden their interest. At the same time, it is also one of the skills that is considered as success or failure of the students in the national final examination. Because of its importance, teaching reading in the national curriculum is targeted to make students comprehend various kinds of genres. Therefore, it should be well taught by the English teacher.

However, for many students, reading English as a foreign language is not an easy task. Problems are greater and comprehension failure is common. In reading comprehension, they do not only read the symbols but also be able to understand what they read.

In Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, the teaching of reading should be based on the genre. At the eighth grade of SMP, There are five kinds of texts to be taught at SMP. Those are narrative, procedural, recount, descriptive and report texts. Especially in comprehending narrative texts; it is necessary for the

students to use an appropriate strategy. Most of the students have difficulty in constructing meaning as they read from narrative texts. The students fails to know the component of narrative text such as; the purpose of the text, topic, vocabulary, references, generic structure and also the language features. Then, when the teacher asks them about what they have read. They cannot recall the information from the text. They become passive learners. They are lack of self confidence during teaching and learning process to answer and ask question from the teacher and other students. Even the teacher asks them to do in group, only few students can stay focus to the text while others only chat with their friends. Therefore, they have poor comprehension on narrative texts.

From the test on reading comprehension that was held before the research, it was found that the students' ability to comprehend the text was not satisfactory yet. Their average score from the test that the researcher gave was only 70. While the minimum achievement criteria (MAC) at grade XI is 75. In other word, their achievement is still under the minimum standard of learning success. Thus, it was targeted that 75% of the participants had reading comprehension score that reach the MAC.

The students' problems occurred because of some factors. The first factor is the students' lack of vocabulary mastery. If the students didn't have enough vocabulary, of course it would be difficult for them to comprehend the reading text. The second factor is lack of background knowledge toward the topic so it hinder them to get the general view of the narrative text. The next factor is the students' lack ability of recognizing the component of narrative texts. Then, it is about students' passiveness toward reading. It could be identified from their attitude toward the text they read, such as they are not curious to read and explore more details information from the text and also the lack of self confidence during teaching and learning process .

Finally, the last problems is related to the teacher, such as the teacher's method of teaching reading (pedagogy) and the teaching materials (content). Usually teachers asked the students to read the entire page by reading it loudly. Then teachers explained the difficult words if there was any. If not, they asked the students to answer certain questions which were related to the text, this way of teaching was not interesting to the students. They easily felt bored with reading because the techniques or strategies of teaching reading were not following such kind of interesting reading techniques. Then, teaching material, in this case, is its text. The text also plays an important role in students' success with reading comprehension. The teacher only uses the texts which are stated in one book without analyzing it first, whether it is appropriate to her students or not. The mistake in choosing reading texts can give difficulties for the students to understand the text which make them lazy to read. Those factors can give significance effect to students' reading comprehension of narrative texts.

To solve those problems, the teacher should have accurate plans to get an effective way in the teaching learning process. There are some strategies of teaching reading which are interesting and can improve

students' reading skills. But not all strategies can fit with the text and students' needs. It means the teacher has a great responsibility in considering the strategy that she wants to apply to improve her students' reading comprehension.

CORI is one of strategies that can lead the students reading comprehension. It is suggested by Guthrie (2004). As an instructional strategy, CORI strategy helps students to cope their problem in reading comprehension by using three steps. Those steps are perceiving 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. Inferencing 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 inferencing 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 according to the feature 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.

Related to the description above, the researcher tried to apply CORI during teaching and learning in order to solve the students' reading comprehension problems in his class. For this purpose, a classroom action research was carried out.

METHOD

As mentioned before, this research is a classroom action research. According to Gay, L.R (2011:508), classroom action research is the type of research that starts with clearly identified problems or set of questions arising out of teacher's own classroom and the teachers who carry out the research concern with how to solve the problems in order to improve them by examining and developing their teaching. It was carried out at SMP Islamic Center Siak. It is located Komplek Islamic Center Siak Sri Indrapura, Riau. The participants of this research were grade VIII-B students of SMP Islamic Center. It was also helped by a collaborator. The collaborator was one of English teacher at SMP Islamic Center. There were 24 students of grade VIII-B in 2013/2014 academic year.

FINDINGS & DISCUSSION

Based on the findings during Cycle 1 to Cycle 2, which had been carried out for ten meetings, the researcher could answer the research questions. The results of Cycle 2 indicate that the effectiveness of teaching and learning process is getting better. It can be seen from the students' scores that needed more improvement at the end of Cycle 1 are improved by the end of Cycle 2.

As the consequence of the data above, the improvements of the teaching and learning process at the end of Cycle 2 can also be seen from the comparison of the mean scores that were gained before researching, in Cycle 1 and in Cycle 2. The

following graph describes the improvement chronologically from Cycle 1 and to the end of Cycle 2.

Table below shows improvement on the teaching and learning process, which can be seen from the results of students' mean score, based on the results of reading comprehension test that measured their comprehension when reading narrative text. As can be seen from the graph, the mean score of the students' comprehension at the end of Cycle 2, the mean score of the students' comprehension increased 5.69 points. The improvement from the beginning of the research to the end of Cycle 2 can be categorized as significant. This is one of the reasons for stopping this research at the end of Cycle 2.

Futhermore, the number of the students who reach the target (passing grade) of this research was increased. It shows that only 2 students failed to reach the KKM. For details, it can be seen in the following table.

Table 1 Recapitulation of Ss Who Reach the KKM Score in Cycle 2

Student's code	Score	Criteria
1	80.00	Passed
2	83.33	Passed
3	83.33	Passed
4	76.67	Passed
5	80.00	Passed
6	83.33	Passed
7	76.67	Passed
8	76.67	Passed
9	90.00	Passed
10	76.67	Passed
11	76.67	Passed
12	80.00	Passed
13	76.67	Passed
14	80.00	Passed
15	80.00	Passed
16	76.67	Passed
17	76.67	Passed
18	73.33	**Failed**
19	83.33	Passed
20	76.67	Passed
21	76.67	Passed
22	76.67	Passed
23	80.00	Passed
24	70.00	**Failed**
Average	**78.75**	

During the two cycles, six factors that might influence the students' reading comprehension were identified. They were the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach.

Among these factors, teacher's teaching strategy and media, material, and teacher's approach had dominant influence in the improvement of teaching and learning process. Based on the field notes, teaching strategies played crucial role in influencing the students' achievement. The strategies of teaching must be delivered well by the teachers including the way of explaining, modeling, and the language use to be understood by the teacher. In the field notes of the collaborator, it was found that the students understand easily when the teacher explains by modeling and making the simple instructions to each task and step.

Based on the interview, teaching strategies, especially the

steps of doing the works that must be done by the students must be clear and well-structured so that the students could do what the teacher instructed and made the good interaction and communication with their friends. From four students to be interviewed, they said that by the strategies of CORI they could understand the texts more easily.

The other factors were media, material, and teacher's approach that relate to the increasing motivation to students. When the media and material were interesting and the way of presenting the material in various and well-structured classroom activities by having the good approaches, most of the students were very joyful, curious, serious and active. It made them easy to understand the texts and certainly it made the students had high motivation to study because they were not shy and afraid again in learning.

Based on the observation on field-notes, it proved that media that was used influenced the understanding of the students; especially the media could help the students in giving the clues and be constructed in good forms as the examples to the students by using pictures and color. It was very useful for the students to have better understanding on the concept and texts.

Based on the interview, from four students to be interviewed, they said that when the teacher made the visual media, it could help them in understanding the meaning of vocabulary in the text and knowing the sequence of the story.

The conclusion that the use of strategy can improve reading comprehension is in line with Then

Guthrie, J.T., et al., (2000) on his Journal of Educational Psychology entitled *"Effects of integrated instruction on motivation and strategy use in reading"* showed that Intrinsic motivation scores favored CORI students over traditionally instructed students (Interest −2.35 SDs; Getting Lost in a Book −1.60 SDs).

Sweet, A.P & Snow, C.E (2003) in his research of "Rethinking reading comprehension" stated that CORI students made "superior gains" on motivation measures but not on a composite test of reading comprehension strategies. Motivation support made the difference.

Theoretically, the findings of this research that reveal some factors influence the improvements of the students' reading comprehension of narrative text are in line with the experts who have used the strategy. The factors are the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach. These factors are in line with Mursell and Nasution (2006:1-2), who state that the factors that can influence the students' reading comprehension can be identified from: (1) learner factors, (2) text factors, and (3) instruction factors. Furthermore, Suryobroto (2009:15) state that "the teacher's approach to teaching the structure of informational text improves both comprehension and recall of key text information".

As a final point, CORI strategy improves the effectiveness of teaching and learning process which is aimed to increase the students' reading comprehension of narrative texts. The use of CORI strategy encourages the students to apply rehearsal strategies. Therefore, the

students' practices in using the CORI strategy could make the better results. Furthermore, the six factors that are found in this research should be considered as the characteristics of the use of CORI strategy which is aimed to improve the effectiveness of the teaching and learning process.

CONCLUSION

Based on the research findings during the two cycles, it can be concluded 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.

Moreover, some factors that influence the changes of the effectiveness of teaching and learning process in reading comprehension of narrative text during the use of the strategy are also concluded. The factors are the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach. For that reason, these factors should be considered when using the strategy.

SUGGESTION

Regarding the conclusions of this research, some suggestions that related to the results of this research can be proposed as follows:
1. It is recommended that CORI strategy should be a necessary part of the teacher's teaching strategy, especially for improving the students' reading comprehension of narrative text.
2. More research should be carried out to investigate the use of CORI strategy for improving reading comprehension at different level of students at junior high school.

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