

Concept-Oriented Reading Instruction (CORI) Strategy in Improving Students' Reading Comprehension

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Abstract

The aim of this research was to know whether has an effect of Concept-Oriented Reading Instruction (CORI) Strategy in improving students' reading comprehension at second semester English Study Program of UMB. This research is a quasi experimental research. In this research, the population on the research included all second semester English Study Program of UMB in academic year 2021/2022. There were 32 students for the class. One class is an experiment class, it used concept-oriented reading intruction (CORI) and another without using concept-oriented reading intruction (CORI). The instrument on this research was reading test and aimed to measure students' reading comprehension. The researcher used essay form with total 10 questions. Those question have been valid and reliable since it was adopted from Reading for Intermediate textbook. The finding of the research showed that there is a significant difference in post-test results between the group that was taught with CORI strategy and the group that was taught with conventional technique at second semester English Study Program Students of University Muhammadiyah Bengkulu. Moreover, the finding of this research confirmed the hypothesis of this research.

Keywords : Concept-Oriented Reading Instruction (CORI) Strategy, Reading Comprehension

Introduction

Reading is the one of the important skill for high school students. Through reading students can get new ideas, obtain needed information, can support for their ideas, help to complete their assignments and additional their motivation to know all of the world, not only as an important skill for the student in their life but also as an important aspect in the national final exam. The student know that an important of reading but for many students, reading is a tedious job, especially in English reading because they are consider that english is complicated , they are can not understand the meaning of the text, and in Indonesia English as a foreign language.

The definitions of reading are variously stated by some experts. Reading comprehension is a foundation to students' overall academic success in school (Zywica & Gomez, 2008). According to McNamara (2007) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Reading comprehension becomes especially important in the later elementary grades (Sweet & Snow, 2003) and provides the basis for a substantial amount of learning in secondary school. Without the skills of reading

comprehension and the motivation for reading to learn, students' academic progress is limited (Alvermann & Earle, 2003). Readers who are metacognitively aware are able to monitor their understanding while reading, deploying and manoeuvring within their strategy repertoires to address any gaps when deriving meaning from text, thus facilitating comprehension.

Based on the previous observation result at second semester English Study Program of UMB, the researcher found some obstacles existing. The first obstacle is students still can not understand the text properly and lack vocabulary when reading text, so it is difficult to determine the meaning with only once reading. Then, students are often out of focus or concentration when they are reading a text, so it is still difficult to determine the meaning of the text and the main idea of a text, the student is still confused conclude conclusion and make a prediction of a teks. The last, student still confused when they are need to develop a mind of their own and develop ideas when reading a text. To resolve these problems, the teacher must seek reading strategy suitable and that the learning process becomes more effective, but among the many reading strategy that can be used are not all effective and appropriate to the needs of students. it is exactly what encourages teachers to seek an accurate strategy and develop it to the fullest in order to improve students' reading comprehension, one of effective strategy that can be used to selove this problem is Concept-Oriented Reading Instruction (CORI).

Concept-Oriented Reading Instruction (CORI) is a reading comprehension instructional program that can involve students in reading, understand the text better, and motivate students to read. This strategy also intends to improve reading comprehension by: activating background knowledge, questioning, searching for information, summarizing, organizing graphically, and identifying story structure. Then, how that can be done to improve student engagement when reading: using the content-area goals for a conceptual theme during reading instruction, giving students choices and control over Reviews their reading topics, providing hands-on activities, using interesting texts for instruction, and organizing opportunities for students to collaborate and learn from text.

Moreover, CORI initially as content experts for teaching reading strategy, however with this strategy the students become motivated to read learning tasks, search for answers in the social environment. then Concept-Oriented Reading Instruction (CORI) was developed by Dr. JohnGuthrie in 1993 and a team of elementary teachers and graduate students at theUniversity of Maryland. Michele H. Wallen (2008) believe that students should be motivated to read, due to the high motivation of the students' reading can make students able to find something new and answer the questions, with a CORI may be more motivated to reading because it is fun and interesting.According to Guthrie (2004), CORI is one of strategies that can lead the students reading comprehension. CORI is one of the teaching of reading comprehension strategy that makes the students more focused on text that read, make students more active in

reading, attracting students to read, understand the text better. There are several steps in understanding the structure of the text on the CORI strategy: perceiving, can identify the structure of narrative text. inferencing, students have the purpose of reading is based on the question, analyzing the words in the text, making the conclusion of a text and ore concentration on what is in the search. conceptmapping, train students to be able to remember more specific information in a text read.

First, Abdullah Azis (2015). SMP Islamic Center, Siak. The tittle "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".Journal English Language Teaching (ELT) Volume 1 Nomor 1, Maret 2015. The result of research show thatthe using of CORI strategy improves the effectiveness of teaching and learning process. Second, Nihlah, Nailatun (2014). The tittle "The Reading Comprehension of the Eighth Grade Students of SMP Ma'arif Tegal Sambu Jepara in Academic Year 2013/2014 Taught by Using CORI (Concept Oriented Reading instruction)". The result of research show that the writer concludes that there is a significant difference between the reading comprehension of the eighth grade students of SMP Ma'arif Tegal Sambu Jepara in academic year 2013/2014 before and after being taught by using CORI.

Third, Niken Saraswati (2013). The tittle " The Effectiveness of Concept Oriented Reading Instruction (CORI) to Teach Reading Manual text viewed from students Reading Interest (An Experimental Study at the Eleventh Grade Students of Light Vehicle of SMKN 2 Sampit in the Academic Year of 2012/2013)".The result of research show that (1) The teacher is suggested to implement CORI to teach reading manual text in order that thestudents reading comprehension ability is better; (2) CORI is suitable for students having high reading interest, whereas DI is for those who have low reading interest; and (3) The other researchers can also develop the methods used in this research as a way of making revision to the weaknesses of this research.

Based on the description above, the researcher tries to find out whether the effect of CORI strategy in reading comprehension. The researcher choose this study entitled "The Effectiveness of Concept-Oriented Reading Instruction (CORI) Strategy in Improving Students' Reading Comprehension".

Research Methodology

The research was quasi-experimental design. It was employed the non-equivalent control design. The subject of this study was the second semester English study program students of UMB in academic year 2021/2022. The total number of population was about 32 students. The instrument of this research used reading test. It was aimed to measure students reading comprehension. In this test the researcher used 10 questions in essay form which adopted from English for intermediate textbook. Before start to give an action or treatment, the research gave a pre-test to the students. The purpose of the pre-test to know the students

reading ability. The researcher gave pre test to the students before applying CORI strategy in experimental class. The researcher gave the students sixty minutes to do the pre-test.

Findings and Discussion

Findings

After doing the treatment for three meetings to the experimental group and conventional technique for three meetings to the control group, the post-test was given to see the effect made by both of groups. The aim of the post-test was to investigate the effect of CORI strategy toward students' reading comprehension. It means that it was purposed to see the reading comprehension improvement score both of experimental group and control group. In the post-test, the topic employed in this research was same as pre-test.

The post-test result of both of groups was also to find out the highest score, the lowest score, and the mean score. The calculation of the post-test was to get the information about the score which both classes got after the treatment. The table below can be seen to find out the result of the post-test. However, it was found that there were enhancement of both experimental and control group but in post-test of experiment group, every students wrote the paragraph better. It was found that there was higher score of the students mean score in experimental group than control group.

Table 1. Calculation of the Post-Test Result

Groups	Highest Score	Lowest Score	Total Score	Mean Score
Control	86	50	1787	68.73
Experimental	90	70	2085	80.19

From the table above, it can be seen that the highest score of the control class was 86. The lowest score was 50. The total score of this group 1787 and the mean score was 68.73. In the experiment group, the highest score was 90 and the lowest score was 70. The total score of this group was 2085 and the mean score of this group was 80.19. Based on the calculation above, it can be concluded that the two classes have significant difference of mean score. The mean score of experiment class was higher than control class. It showed there was difference of reading skill in both of groups but the experiment class was better than control class. In order to determine whether the research hypothesis is accepted or rejected, the t-test formula was applied in this research. The t-test was used to see whether the calculated indicates difference between the mean score of both groups. The t-test result was as follows.

Post-Test Result

Group	N	Min	Max	Mean	SD
Control	16	50	86	68,73	10,57
Experiment	16	70	90	80,19	7,32
Df	30				
Mean difference	11,46				
t-count	4,544				
t-table	1,677				
Sig. (2-tailed)	0,000				

From the t-count of pre-test result, it showed that the t-count was 4,544, at degree of freedom was $16 + 16 - 2 = 30$, and p level was determined 0.000. The t-value at 4,644 and degree of freedom (df) in two tailed is 1,677. Thus the t- count was smaller than t-table which is $4,544 > 1.667$. Therefore, the null hypothesis was rejected and the alternate hypothesis was accepted. It can be concluded that there was significant difference between the mean score of both groups.

Analysis of the pre-test and post-test result

There was a significant difference in the pre-test and post-test between the experimental and the control group. It was shown on the table below.

Table 3. Mean of the Pre-test and Post-test

Group	Mean Score	
	Pre-test	Post-test
Experiment group (N ₁)	67.03	80.19
Control group (N ₂)	67.08	68.73
N ₁ - N ₂	0.5	11.46

The table above showed that the mean score of experimental group, in pre-test result, was 67.03 which was lower than the mean of the control group. The mean score of the control group was 67.08 before the treatment. The gap between mean score of experiment group and control group was 0.5. After the treatment was given, the mean of experimental group became higher than the mean score of the control group. The mean of experimental group was 80.19, while the control group was 68.73. The gap between experiment group and control group became higher which is 11.46. It showed that there was a significant difference between students' reading comprehension of the experimental group and the control group in the post-test.

Discussion

This research aimed to find out the effect of CORI strategy in reading comprehension. The finding of the research showed that there is a significant difference in post-test results between the group that was taught with CORI strategy and the group that was taught with

conventional technique at second semester English Study Program Students of University Muhammadiyah Bengkulu. Moreover, the finding of this research confirmed the hypothesis of this research.

The research findings revealed that CORI strategy significantly improves students' reading comprehension because the steps provided in CORI Strategy enable students to be effective readers. Clearly, this strategy allows teacher to introduce some cognitive strategies to students. When these strategies are directly taught to students, their reading comprehension can be better. Furthermore, applying CORI Strategy promotes informal cooperative learning among students. It allows them to work together to achieve learning goals. When the students of different level of ability do some reading activities, their comprehension on the text read is improved. In other words, cooperative learning as part of the CORI Strategy helps the students' cognitive process (National Reading Panel Report, 2005).

This research finding confirmed some theories from experts. The finding of this research showed that CORI Strategy can improve the students' reading ability. It was similar to the theory from Anderson (2008) who stated 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 were designed to promote student learning of procedural knowledge and declare knowledge that is well structured and could be taught in a step by step in learning reading process. Briefly, CORI strategy is able to make students become active in reading process, make them focus on the text, attract their motivation, have a longterm memory in comprehending the text and increase their score on the test (Anderson et al, 2008).

Concept-Oriented Reading Instruction intends to improve reading comprehension and increase reading engagement. The program aims to improve comprehension by teaching students the following strategies that they can use to better understand text they are reading (National Reading Panel Report, 2005): (1) activating background knowledge, (2) questioning, (3) searching for information, (4) summarizing, (5) organizing graphically, and (6) identifying story structure. The program aims to increase student engagement in reading through five practices: (1) using content-area goals for a conceptual theme during reading instruction, (2) giving students choices and control over their reading topics, (3) providing hands-on activities, (4) using interesting texts for instruction, and (5) organizing opportunities for students to collaborate and learn from text.

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. Concept-Oriented Reading Instruction is a reading comprehension instructional program for grades 3–10 that integrates reading and science through activities and the use of science books during reading instruction. The program supplements a school's

standard science and reading curricula and offers instruction in reading strategies, scientific concepts, and inquiry skills.

Moreover, there were some previous studies which have similar result to this present research. First, Abdullah Azis (2015). SMP Islamic Center, Siak. The title "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". *Journal English Language Teaching (ELT)* Volume 1 Nomor 1, Maret 2015. The result of research show that the using of CORI strategy improves the effectiveness of teaching and learning process.

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D. Conclusion

Based on the result in the previous chapter, it can be concluded that there was a significant effect of Concept Oriented Reading Instruction (CORI) strategy on the students' reading comprehension at second semester English Study Program Students of University Muhammadiyah Bengkulu. CORI strategy significantly improves students' reading comprehension because the steps provided in CORI Strategy enable students to be effective readers. This strategy also allows teacher to introduce some cognitive strategies to students. When these strategies are directly taught to students, their reading comprehension can be better.

E. References

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