TEACHING READING COMPREHENSION THROUGH CONCEPT ORIENTED READING INSTRUCTION (CORI) STRATEGYTO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 13 LUBUKLINGGAU

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ABSTRACT

The problem of this research was to find out whether or not it is significantly effective to improve reading comprehension through Concept Oriented Reading Instruction (CORI) Strategy to the Eighth Grade Students of SMP Negeri 13 Lubuklinggau in the academic year 2016/2017. The strategy applied was pre experimental method with one group pretest-posttest design.. The sample was taken through cluster random sampling. The result was VIII.2 class with the total number of 28 students. The data were collected through test consisted of 25 items of multiple choices. The data were analyzed through four techniques: 1) Students' Individual Score, 2) Minimum Mastery Criteria, 3) Normality and 4) Paired t-test calculation. The result of this study: (1) The mean students' score in the pre-test was 64.00, (2) The mean score of post-test was 76.00 and (3) the result of paired t-test was 11.43, which was higher than 1.703 value of the t_{table} of 27 (28-1) with 95% significant level for one tailed-test. In this research the researcher formulated two hypotheses. They were null hypothesis (Ho) and alternative hypothesis (Ha). Based on the result of the paired t-test calculation showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It meant that 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 in the academic year of 2016/2017.

Keywords: *teaching, reading, concept oriented reading instruction strategy.*

INTRODUCTION

According to Moore (2007:5) stated that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspect of development. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It meant that the teacher determiners as a facilitator, guide, motivator and manager. As a facilitator, a teacher provided facilities such as circumstances, equipment, aids etc. that made learners possible or easier to learn. As a guide, a teacher shows or helped learners to learn how to do something and understood knowledge. Then, as a motivator, a teacher stimulated the interest of learners. Finally, as a manager, a teacher who arrangedthe information, the environment then managed the time and class in conductive atmosphere (Brown, 2000:7). Based on the explanation above, it could be concluded that teaching in classroom was the process where the teacher assisted the students to get knowledge cognitively, changed the poor attitude into good attitude and made the students more skillful.

In learning English, there were four skills that may be achieved by students. One of them, Reading. It has the main goal was to get or find out information from the written text.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).

In teaching reading comprehension, especially for junior high school, there are many kinds of text that had to comprehended. One of them narrative text. According to Wardiman, Jahur, & Djusma (2008:94) stated that narrative is a text which have purposes to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.Each kinds of text had generic structure differently. According to Karnoto et al, (2012:75) there are three Generic structures of narrative. The first, Orientation is the beginning of the story that tells who the characters, when and where the story takes place. The second,

Complication is the middle of the story tells what happened to the characters, it includes the complication or crisis arises in thestory. Then, Resolution is the end of the story, how the characters solve the problem (the crisis in the story is resolved), either in a happy ending or in a sad (tragic) ending. Finally, Re-orientation. This is a closing remark to the story and it is optional. It consists of a moral lesson or solution or teaching from the writer.

In comprehending narrative text, 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 text. CORI is one of strategy that can helps students to cope their problem in reading narrative text by using 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 (Azis, 2015:3).

Reading is an important skill for English language learners to be comprehended through reading they can get new ideas and information from what readers' see and read. According to Anderson, Hiebert, Scott, & Wilkinson (1985:709) stated that reading is a basic life skill. It is cornerstone for a child's success in school and indeed throughout life. Without the ability of reading well, opportunities for personal fulfillment and job success inevitably will be lost. It meant that reading is a lifelong skill to be used both at school and throughout life.The students who didnot master structure well will be difficult in comprehending the text. Another important problem in teaching and learning process, especially in learning reading comprehension. First,

students had lack of vocabularies. If the students did not have enough vocabulary, of course it would be difficult for them to find out the meaning and comprehend of the text they read. 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 cannot 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.

To solve those problems, the teacher should have accurate plans to get an effective way in the 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'needed. It meant the teacher has a great responsibility in considering the strategy that she wants to apply to improve herstudents'reading comprehension. CORI is one of the strategy to tackle this problem of the students' reading comprehension.It is suggested by Guthrie (2004:17), he 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, CORIstrategy is able to make students become active in reading process, make them focus on the text, attract theirmotivation, have a longterm memory in comprehending the text and increase their score on the test.

Related to the description above, the researcher was interested in conducting a research entitled "Teaching Reading Comprehension through Concept Oriented Reading Instruction (CORI) Strategy to the Eighth Grade Students of SMP Negeri 13 Lubuklinggau in the academic year 2016/2017".

RESEARCH METHOD

In this research, the researcher used quantitative research. Based on Fraenkel and Wallen (2009:259) there are two kind of quantitative research, they were experimental and control design. This research, the researcher used a pre-experimental design with one group pre-test and post-test design. According to Latief (2012:96), pre-experimental design is conducted without a control group. The group was given a pre-test before the experimental treatment. After the treatment was finished, the post-test was administrated to see the achievement. See the following table:

One Group Pretest – Posttest Design

Group	Pre-test	Treatment	Post-test
Experiment	T_1	X	T_2

(Fraenkel and Wallen (2009:265)

Where:

T_1 : Pre-test

X   : Treatment

T_2 : Post-test

Therefore, The population in this research 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 and 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 by using cluster random sampling as the methods to get representative sample.

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 analyzing the data obtained from the test, the researcher applied three techniques. They were (1) individual Score, (2) Minimum Mastery Criteria, (3) Normality Test and (4) Paired t-test. Before administering the test of the sample, the researcher tried out the instrument to the students to find out reliability and variability. Making the test materials had high degree of content validity. The researcher checked the relevancy between the test item and the curriculum or syllabus that taught by their teachers. In doing this research, content validity used to make good valid instrument. In addition, the researcher used Product Moment Correlation to know the empirical validity such as statistical (Suherman and Sukjaya, 1990:154). To know the result of empirical validity, the researcher used the criterion was shown below:

Table 3.5
The Criterion of Validity

No	Score Range	Criterion
1	$r_{xy} \leq 0.00$	Invalid
2	$0.20 < r_{xy} \leq 0.40$	Low validity
3	$0.40 < r_{xy} \leq 0.60$	Medium validity
4	$0.60 < r_{xy} \leq 0.80$	Good validity
5	$0.80 < r_{xy} \leq 1.00$	High validity

(Suherman and Sukjaya, 1990:147)

In statistical formula used as one estimated of the reliability of a test, Reliability meant the stability of the test score. In this research, the researcher was calculated the

reliability through Kuder-Richardson 21 (KR-21) formula (Fraenkel and Wallen,2009:156). If the result of calculation was higher than 0.70, the test was reliable and could be used as the instrument test. Meanwhile, if the result of calculation was lower than 0.70, the test was not reliable and cannot be used as the test of instruments. So, if the result of reliability coefficient was higher than 0.70. It means that the instrument could be considered as "**reliable**" (Fraenkel and Wallen, 2009:157),

RESULT OF THE RESEARCH

In this research, the researcher took the research on March 2016 until April 2017. Where one meeting for try out, one meeting for pre-rest, four meetings for treatmentand one meetingfor post test. Based on the data analysis, the result in the pre-test showed that the mean score in the pre-test was 64.00 and the mean score in the post-test was 76.00. The progress of the students' achievement on reading comprehension could be shown by comparing the students' score in pre-test and post-test. Moreover, it could be used to interpret whether or not the treatment was significantly effective to help the students improve their reading achievement. The comparison of the students' score in the pre-test and post-test could be seen in the following tabel:

Tabel 4.1
The comparison of Pre-test and Post-test score

o	ategories	The Recapitulation of Pre-test and Post-test Score					
		verage score	otal score	ighest score	owest score	assed criteria	ailed criteria
.	re-test	4.00	792	0	0		1
.	ost-test	6.00	128	2	8	0	

Referred to the comparison of the students' score in the pre-test and in the post-test above, showed that the student's score in pre-test and post-test was increased.

In addition, basedon the data of the table in the list frequency of observation and expectation of the students' scores in the pre-test and post-test, the researcher found out that $\chi2_{obtained}$ was 8.43 (pre-test) and 3.6 (post-test) with degree of freedom (df)= 5 (6-1). Since level was 95% (α= 0.05) and the $\chi2_{table}$ was 11.1. It meant that 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. The result of paired t-test calculation was 11.43, meanwhilethe 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}, 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 in the academic year 2016/2017 was significantly effective.

Conclusion

Based on the findings presented in the previous chapter, it could 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 in the academic year 2016/2017. It was 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 could also known 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. It meant that 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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