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Improving The Students' Reading Comprehension in Narrative Text By Using Concept Oriented Reading Instruction

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ABSTRACT

This research aims at improving the students' reading comprehension in narrative text by using Concept Oriented Reading Instruction strategy. The subject of this research was grade eight at SMA N 1 in 2017 academic year. This research of this study was conducted by using classroom action research. The data used in this research at the result of the pretest to know pre-test and post-test, interview sheet, and observation sheet. The result of this research showed that there was increasing of students in reading narrative text. The mean of the pre-test was 39,80. The mean of the first cycle was 87,86, it indicated that the scores and the mean in first cycle were better than the pre-test. The percentage of students who got point 75 or more there was also grew up. In the pre-test, there was 3 students (11%) who passed or got score up to 75. In the post-test of cycle I the students who got point 75 or more there was 26 (100%) and the increasing was about 89%. In other words, the students' reading comprehension in narrative text improved and became well in the first meeting to the next meeting. For the hypothesis testing used t-test formula from the computation. It could be seen that coefficient of it could be seen that coefficient of t observed (16,63) > t table (1,708). Thus, alternative hypothesis (H_a) could be received. Based on finding, alternative hypothesis (H_a) saying that CORI strategy could improve students' reading comprehension in narrative text.

Keywords: *Reading Comprehension, Narrative Text, Concept Oriented Reading Instruction (CORI)*

INTRODUCTION

In the reading skills, the students" are expected to be knowledgeable and familiar with the teacher has explained in the context. It means that the students" are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text.

Reading as one of the basic language skills has an important role in widening one"s knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge. According to curriculum of SMA, the objective of learning reading is to improve the students" ability to understand a text, to help them organize their ideas, to consist and create meaning, to communicate information and ideas of text and to develop their knowledge in reading text over time, and to make progress their learning purpose in reading.

In other words, the students are expected to get knowledge and understand the context that has been explained in the text. It means that the students need to learn a considerable amount of information from a text. Therefore, the students require abilities to understand and remember main ideas as well as number of details that elaborate the main idea and supporting ideas in the text. In learning English, students are expected to get some messages from their reading. Since it is generally learned from secondary level of education and higher education, the students are expected in reading a text as well as possible. But in fact, many students have some problems in reading. They still have low ability in reading, especially in reading narrative text, such as difficulties in understood the meaning of the text.

Based on the first observation in Private, most second grade students of had some problems in learning reading narrative text. It could be seen when the researcher asked them to read a text, most of them could not read 10 narrative text well. The

students had some problems which difficult in reading narrative text. First, they lack of vocabularies, they were unable to read and build sentences well. Second, the students were difficult in expressing ideas. Third, the teacher seldom use interesting strategies in teaching reading. In this case, the students felt bored and did not understand how to read narrative text well.

The students were difficult to understand the main idea of the text, and they found difficulties to comprehend the generic structure of narrative text. Generally, if the teacher used strategy, the students would understanding the material easily. However, the students found some difficulties to comprehend the generic structure of narrative text. Therefore, the researcher offer concept oriented reading instruction strategy as the solution. There are many techniques in learning and teaching to students that can be used to solve the problem above. One of them is Concept Oriented Reading Instruction (CORI). CORI is a complex yet coherent instructional process for teaching students to use multiple comprehension strategies flexibly and interactively around text to increase self-regulated strategy use and student engagement or motivation to foster the learning of content.

CORI 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 concept 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. Simultaneously, interest and motivation for reading are more immediately aroused by concepts. CORI is an effective approach for teaching reading comprehension to the students who learn English as a foreign language.

The first study which has relevance with this research was conducted by Nasution (2011), This study was conducted by using classroom action research. The subject of the research is class XI - IA - 3 SMA Prayatna Medan that consist 25 students. The research was conducted in two 38 cycles and each cycle consisted of three meetings. In this study was used two kinds of terms for collecting quantitative data by

using essay test and qualitative data by using diary notes, observation sheet, questioner sheet, and interview.

However, empirical evidences on its effectiveness to the students who learn English as a foreign language. To obtain such evidences, a research, especially an action research, needs to be conducted. Based on the explanation above, the writer is interested in conducting or having a research which focuses on CORI strategy under tittle “Improving the Students’ Reading Comprehension In Narrative Text by Using Concept Oriented Reading Instruction at SMA N 1 Aek Natas.

METHODOLOGY

This research was done conducted in March 2020 at SMAN 1 Aek Natas. The researcher was research since three meeting in classroom. The reason of the writer choosed this school was done described below: (1) Number of students in Ali Imronis good to do the research. (2) The problem of the research never done in this school.

This study belongs to classroom action research (CAR), because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Arikunto Suharsimi, classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality²⁴. Mills defines an action research has any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn²⁵. Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity. Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or informations systematically through four steps: planning, acting, observing, and reflecting. Therefore, there are elements in CAR: (1) Research is an activity to improve an object by using an appropriate methodology rules for getting data and information and then analyze to solve problem. (2) Acting is

an activity that is done for certain purpose, in cycle sequence form activity. (3) Class is group of students when at the same time, receive same lesson from their teacher.

FINDINGS AND DISCUSSION

Cycle I In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was three meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were. 57 Planning In this step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were all instruments such as observation sheet, interview question, test had been well prepared. To make improvement in their competence in reading, the use of CORI strategy would be applied. Then the lesson plans and narrative texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher. Action In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students about reading in narrative text given by the teacher. In core activity, there were some activities had done by the researcher, such as:

(1) the teacher explained about narrative text, explain about the text and the CORI strategy by using paper which has photocopy as a learning media. (2) The teacher gave the examples of them. (3) the teacher gave the test to the students. (4) The students answered the questions in the test. (5) The teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual and group learning. (2) The teacher and the students concluded the material. 58 Observation Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process.

It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as basic reflection. In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in the first cycle. The result of the post-test in the first cycle show that the comprehend of students increased when used the CORI strategy in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' reading comprehension in narrative text.

Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 2284 and the number of the students who took the test was 26. So, the mean of the students' score of the test was 87,86. It can be seen that the student's score in reading narrative text was increased. The percentage of the students' score of the test was 26 students passed and got score 75 or up to 75 it was 100%. So, post-test of the first cycle was categorized successfully. This data can be seen in the appendix X. Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 3 of 26 students (11%).

In the post-test of cycle I, the students who got the score 75 or more were 26 of 26 students (100%). The improvement of the pre-test to the post-test of cycle I was about 89%. In this also 59 used to test the hypothesis in the research, from the compulation, it could be seen that coefficient of t observed and t table to $df = N-1 = 26-1 = 25$, with fact $\alpha = 0,05$ was 1,708. In the coefficient of t observed (16,63) > t table (1,708). Thus, alternative hypothesis (H_a) could be received. Based on finding, alternative hypothesis (H_a) saying that CORI strategy could improve students' reading comprehension in narrative text. This data can be seen in the appendix XVII.

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done for after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow. "Strategi pembelajaran CORI tidak susah, karena strategi ini sangat membantu saya untuk mengetahui point

penting dari setiap paragraph. Dengan strategi ini, kami hanya perlu mengisi kolom-kolom yang telah disediakan dan ini dari kolom membantu untuk memahami secara keseluruhan teks.” (CORI strategy is not difficult because this strategy help me to know the important point of every paragraph. By this strategy, we just need to fill that had ready and the content from the column help to understand as a whole a text)(Interview StudentS)

From the result of the students’ interview, the students stated that they felt better, easier, and interesting to learn reading in narrative text, and more enthusiastic by using CORI strategy. It was also supported by improving their score of progress. Furthermore, the result of interview with the English teacher were: “CORI strategy is good to apply in learning English subject especially in reading. I saw their improvement in their score after they studied by using CORI strategy and they were also interested.”
60 Based on the result of interview with English teacher, she felt the teaching learning process was more interesting. It can be concluded that the students’ reading comprehension in narrative text was increasing. And the teaching learning process by using CORI strategy to be more effectively and successful. So, In this research, the students was showed the up scores and it happened because there are the good improvement.

And some documentation, it was also found that the students were active and focus during teaching learning process after the teacher implemented CORI strategy. It could be seen with the contrast of the students’ score at pre-test and post-test the first cycle.

The research was conducted to find out the improving of the students’ reading comprehension in narrative text by using CORI strategy. CORI strategy was one of many learning strategy which could be used by the teacher in teaching English especially in reading. This research had proved that CORI strategy was effective to be used in teaching reading in narrative text. It can be seen in the table of the students’ score improvement from the pre-test until the post-test of cycle I. the improvement was because the teacher controlled the class better. Another was because the application of CORI strategy made more help stimulate students’ thinking in learning reading in

narrative text, so easy to determine the main idea of the text. The teacher was also easy to apply CORI strategy in teaching reading. Based on the result of the quantitative data, the result showed that the students improved their reading comprehension in narrative text. The students' score was getting better from the first meeting until the third meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 39,80. It was low because only 3 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 87,86. It was higher than the pre-test of cycle I. the improvement of the students' mean score from the pre-test of cycle I to the posttest of cycle I was 16,62. Then, the percentage of the students who got the score 75 and more in the pre-test was three of twenty three students (11%).

The percentage of the students who got the score 75 and more in the post-test of cycle I was twenty six of twenty six students (100%). The improvement of the competent students percentage form the pre-test to the post-test cycle I was 89%. It indicated that the improvement of the students' reading comprehension in narrative txt was significant. Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of CORI strategy could motivate the students became more enthusiastic in learning reading in narrative text. From the explanation above, it could be concluded that the result of the research showed that the application of CORI strategy could improve the students' reading comprehension in narrative text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test of cycle I. it also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students were more active and enthusiastic learning reading in narrative text.

CONCLUSIONS

Based on the result of the research, it could be concluded that: 1. In the preliminary study, quantitatively showed that score of the students was 1035 and the mean of the students' score 39.80. the percentage of the students' score of the test was 3 students who passed or got more score up to 75, it was only 11%. There was 23 students who got failed. Qualitatively showed from the result of observation and the interview, it can be proven that the students' reading comprehension was not good yet and low in reading test of the pretest. 2. In the first cycle, quantitatively showed that the total score of the students was 2284 and the mean of the students' score of the test was 87,86. The percentage of the students' score of the test was 26 students who passed and got score 75 or up to 75 it was 100%. Qualitatively, showed from the result of interview, it can be concluded tat the students felt better, easier, and interesting to learn reading narrative text by using CORI strategy. 3. Based on the data analysis, the result of the research showed the improvement of the students' reading comprehension in narrative text by using CORI strategy

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