PEBSAS : JURNAL PENDIDIKAN BAHASA DAN SASTRA

**INCREASING THE STUDENTS’ ABILITY IN READING BY USING CONCEPT ORIENTED READING INSTRUCTION**

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 Received; 24 March 2023 Revised: 13 Mei 2023 Accepted: 10 July 2023

**ABSTRACT**

This study aims to improve students' reading comprehension in narrative texts through the use of concept-oriented reading instruction strategies. The subject of this study was her 8th grade student in his SMA N 1 in 2017. This study of this study was conducted using a classroom behavioral study. The data used in this study is based on pre-test results, interview sheets, and observation sheets to know before and after the test. The study found that the number of students reading narrative texts increased. The pretest average was 39.80. The first cycle average was 87.86, indicating that the first cycle results and averages were superior to the pre-test. The percentage of students who did not score above 75 also increased. Three of her students (11%) passed or scored up to 75 on the pretest. On the Cycle I posttest, 26 of her students (100%) scored 75 or higher, an increase of approximately 89%. In other words, the students' reading comprehension of the narrative texts improved more and more from the first session to the next. The calculated t-test formula was used for hypothesis testing. We found that the observed coefficient t(16.63) > ttable(1.708). Therefore, the alternative hypothesis (Hα) may be accepted. Based on this finding, the alternative hypothesis (Hα) states that the CORI strategy may improve students' reading comprehension of narrative texts.

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

**INTRODUCTION**

For reading skills, students are expected to be knowledgeable and familiar with the contextualized teacher. This means that students are expected to be better able to explain the content of the text or passage after understanding the text they have read. Therefore, the purpose of reading is to extract information from the text.

One of her basic language skills, reading plays a key role in expanding knowledge, accessing information, and recognizing meaning. For years, the Indonesian government has tried to fight literacy, citing reading as the solution to expanding knowledge. According to the SMA curriculum, the goals of learning to read are to improve students' ability to comprehend written texts, help them organize their thoughts, construct and create meaning, communicate information and ideas in texts, Developing reading knowledge. Improves over time and progresses in reading for learning purposes.

In other words, students are expected to acquire knowledge and understand the context presented in the text. This means that students have to learn a fair amount of information from the text. Therefore, students need the ability to understand and remember not only the main idea, but many details that further explain the main idea and the supporting ideas in the text. When learning English, students are expected to receive some kind of message through reading. Students are expected to read as much as possible, as they generally study in secondary and higher education. In fact, there are many students who are not good at reading. They still have poor reading comprehension, especially when reading narrative texts. B. Difficulty understanding the meaning of sentences.

Initial observations in private showed that most sophomores struggled to learn to read story texts. When the researchers asked the subjects to read the texts, they found that most subjects could not read the ten narrative texts successfully. The students had some difficulty reading the text of the story. First, they lack vocabulary and cannot read or construct sentences well. Second, the students found it difficult to express their thoughts. Third, teachers rarely use interesting strategies when teaching reading. In this case, the student felt bored and did not know how to read the narration.

Students found it difficult to understand the main idea of ​​the text and to understand the overall structure of the narrative text. In general, when teachers use strategies, students can easily understand the material. However, students found it difficult to understand the general structure of the narrative text. Researchers therefore propose concept-oriented reading instruction strategies as a solution. There are many techniques that can be used to solve the above problems in student learning and teaching. One of them is Concept Oriented Reading Instruction (CORI). CORI is a complex but coherent instructional process that teaches students to flexibly and interactively apply multiple comprehension strategies around a text, enhancing self-regulated use of strategies and student participation and content learning. increase motivation to

CORI has two main aspects.

It (a) supports cognitive strategies for knowledge construction in reading and (b) supports the development of learner motivation. These two aspects are taken into account when conveying subject matter content and concepts. Difficult reading strategies such as summarizing have real purpose and are easier to learn when students are trying to acquire conceptual knowledge. At the same time, interest and motivation for reading are more directly triggered by concepts. CORI is an effective approach to teaching reading comprehension to students learning English as a foreign language.

The first study related to this study was conducted by Nasution (2011). This study was conducted using a classroom behavioral survey. The subject of the study was a class XI SMA N 1 Aek Natas consisting of 25 students. The study was conducted in two cycles, with each cycle consisting of three sessions. In this study, we used two terms: collection of quantitative data through short essay tests and collection of qualitative data through diary notes, observation sheets, questionnaires, and interviews.

However, there is empirical evidence of its effectiveness for students learning English as a foreign language. To obtain such evidence, we need to conduct research, especially action research. Based on the above statement, the authors are interested in conducting or conducting a study focused on the CORI strategy titled "Improving student reading skills through concept-oriented reading instruction at SMA N 1 Aek Natas". I have.

**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 ofstudents in a certain classroom. According to Arikunto Suharsimi, classroomaction research is an action researchwhich is carried out at the classroomaimed 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 gatherinformation about (a) how their particular school operates, (b) how teachersteach, and (c) how well their students learn25 . Based on the definition above the implementation of classroom actionresearch is enable to give improvement of the quality of teaching and learningof school in education since it can diagnose and solve the problem in teachinglearning activity.Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or informationsystematically 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, researchers performed four steps.

Plan, act, observe, consider. During this cycle, his three meetings were conducted for students. A test was conducted at the end of the learning process. The steps in this cycle are: 57 Planning In this step, the researcher made all preparations before conducting the study. The activities conducted by the researchers included observation sheets, interview questions, and tests, all of which were well-prepared instruments. Use of the CORI strategy is applied to improve their reading comprehension. A lesson plan and a story text were then created. Learning sources and learning media are provided. In this study, the role of researcher becomes that of teacher. Actions During this step, researchers performed a number of activities, including:

Introduction, core activity, and conclusion. Prior to that, there were the following activities that the researchers carried out:

(1) The teacher explains the goals and learning process. (2) The teacher greeted the students, checked the students' attendance records, and conducted recognition by having the students read the narrative given by the teacher. Core activities included activities performed by researchers such as:

(1) The teacher explains the narrative text and explains the text and her CORI strategy using paper photocopies as the learning medium. (2) The teacher gave an example of this. (3) The teacher gave the students a test. (4) The students answered the test questions. (5) Teachers and students read and translate the reading texts. The last activity in the action is done. Finally, the researcher performs activities such as:

(1) find ways to better assess individual and group learning efforts and outcomes; (2) Teachers and students have completed the material. 58 Observations Observations suggested examining authors' information behavior in the classroom. Observations were made to observe what the students were doing during the teaching and learning process.

It was about actions, attitudes, and all activities in the course of action. Therefore, the observation results were collected as data for basic consideration. At this stage, observations were of her two types, quantitative and qualitative, collected by the authors in the first cycle post hoc testing. The first cycle posttest results show that using the CORI strategy in the learning process improved students' comprehension. Based on data observations, improvements were seen in teaching and learning processes. Teachers can improve students' reading comprehension in narrative texts.

Quantitatively, the results of the first cycle after testing showed that her total student score was 2284 and her number of students passing the test was 26. Therefore, the student's average test score was 87.86. You can see that reading the narrative text increased student scores. The student evaluation percentage was 100%, or 26 students who passed the test and received a score of 75 or higher. Therefore, the first cycle posttest was successfully classified. This data is in the appendix On the pretest, 3 out of 26 students (11%) scored 75 or higher.

In the Cycle I posttest, we have students who are: .

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 hig 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 da nisi 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. Furthmore, 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.

This study was conducted to investigate how the use of the CORI strategy improves students' reading comprehension in narrative texts. The CORI strategy was one of many learning strategies teachers could use when teaching English, especially reading. This study demonstrated that the CORI strategy can be effectively used to teach narrative reading comprehension. The table shows that student scores improved from the Cycle I pre-test to the post-test. This improvement is due to teachers being able to better manage their classes. Another reason is that with the CORI strategy, students' thinking is more stimulated as they learn to read narrative text, making it easier to identify the main idea of ​​the text. The teacher also found it easy to use her CORI strategy in her reading class. From the results of quantitative data, we obtained results that reading comprehension of story sentences improved. From the first meeting of the test to her third meeting, the student's score improved. This was evidenced by the increase in student average scores at each conference. The average student score on the pretest was 39.80. Only three students achieved a score of 75 or higher. The average student score in the first cycle after testing was 87.86. This is higher than the Cycle I pretests, and the student's average score improvement from the Cycle I pretests to the Cycle I posttests was 16.62. 3 out of 23 students (11%) scored 75 or higher on the pre-test.

In the first cycle after testing, he scored 75 or higher in 26 of 26 students (100%). In Cycle I, from pre-test to post-test, he improved the percentage of successful students by 89%. It was found that students' reading comprehension of narrative texts improved significantly. Based on qualitative data obtained from observation sheets and interview reports, the instruction was found to be effective. Students paid attention to teachers in the process of teaching and learning. They were also enthusiastic about reading and enjoyed the learning process. Therefore, it can be said that the qualitative data indicate improvements in teacher-student activity in the supervised-learning process. We found that applying the CORI strategy can make students more enthusiastic about learning to read narrative texts. From the above explanations, it can be concluded that the results of the study indicated that application of the CORI strategy may improve students' reading comprehension in narrative texts. This may be supported by quantitative data showing improvement in student scores from Cycle I pre-test to post-test. It can also be evidenced by qualitative data showing that teachers have better control over their classes and students are more active and engaged when reading story texts.

**CONCLUSIONS**

 Based on the results of the study, the following conclusions are drawn: Preliminary research quantitatively showed that the student scored 1035 and the average student score was 39.80 for him. Only 11% of students scored on the test, with only three of her students passing or scoring 75 or higher. There were 23 failures. Based on observations and interview results, it is qualitatively proven that the students' reading comprehension in the pre-test reading test is still insufficient and low. 2. The first cycle quantified a total student score of 2284 and an average student rating of 87.86 on the test. The student's rating percentage on the test was 26 students who passed and scored her 75, and up to 75 he was 100%. Qualitatively, we can conclude from the interview results that it is better, easier, and more interesting for students to learn to read narrative texts using the CORI strategy. 3. Based on data analysis, the results of the study showed that using the CORI strategy improved students' reading comprehension in narrative texts.

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