

THE EFFECT OF CONCEPT ORIENTED READING INSTRUCTION (CORI) ON STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF SMPN 11 BIMA CITY

Taufik Qurrahman

English Language Teaching Study Program

Post graduate School, Universities Islam Malang Indonesia

taufikqurrahman549@gmail.com

Abstract

Reading is an important point for students to reach potential information, In the process of teaching and learning reading is identical essential. Then, this determines of this research is to determine the extent to which students' reading comprehension skills in reading texts are after being showed by concept-oriented Reading Instruction (CORI).

In this study, the study's objective was to treasure out the significant Effect of concept-oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eighth Grade of Junior High School Negeri 11 Bima city in 2020/2021 Academic Year. Researchers found that the reading comprehension of students at SMPN 11 Bima city is stagnant weak or lacking. There needs to be motivation from the teacher, earlier, researchers are interested in using Cori because it has something to do with motivation in understanding the meaning or reading ability in learning English.

The population in this learning were all class VII Junior high school 11 Bima city, the total population was 150 students, the researchers only took two classes, namely class VII-4 as an Quasi-experiment class totaling 20 students, and class VII-7 as a control class group of 20 people, The sample size is 40 students. To study the data, the researcher used the t-test sample formula and statistical calculations.

After studying the data, the researcher finished that there was a significant effect on using the Cori strategy in class VIII students of SMPN 11 Bima City, so it can be finished that there is a difference in the average student learning outcomes between learning Cori using and lecture techniques. Constructed on these results, it can *be finished* that the Zero Hypothesis (Ho) *is rejected* and, the Alternative Hypothesis (Ha) is accepted.

Key Words: CORI Strategy, Reading Comprehension

INTRODUCTION

Reading is one of the 4 skills in English, whilst vocabulary and pronunciation are blanketed in the elements that will help these skills. Because in modern times many books are in the shape of scientific papers in English, so college students are ordinary to be able to read intensely and fluently.

In instruction English four essential dialect capacities that got to be caught on they are tuning in, talking, perusing, and composing that would be capable by the understudies who learn English. Perusing is one of the furthestmost dialect abilities in learning the dialect. Perusing is additionally something crucial for the understudies since the mindfulness of their consider is decided by their aptitude to perused.

According to William Grab (2009:14), definite Reading is the process of reception understanding information in language via the intermediate of imitation

The means of reading is the capability to apprehend the means of the text. It is a strategy and system of linking thoughts in the text with students' thoughts. Therefore, reading comprehension is one of the abilities needed to recognize the means of the textual content or what the textual content says. When students grasp reading comprehension, they will automatically get data from the textual content easily.

Nowadays in the process of teaching English, especially reading, the teacher is only oriented to students' English books, the teacher teaches students by asking students to just read the text and answer questions. These activities have no impact on students' reading comprehension. Therefore, some students cannot understand the reading text and are passive or in other words do not understand in the learning process, as well as lack of motivation from students in terms of reading. In this case, most students still have difficulty knowing a reading

An arrangement will advantage the understudies learn and keep in mind data for a broad period of building associations within the understudies. In perusing, individuals are proposed not as it were to have their techniques, which can be diverse depending on the texts type but too to extend the comprehension that empowers them to study an assortment of content, This condition requires to stay overpowered by the educator, the instructor should make varieties and choose an appropriate procedure

within the educating perusing to form the understudies intrigued

To bolster understudies' reply to the issues, it needs another technique more curiously in instructing perusing. There are numerous procedures in instructing perusing that can be utilized to overcome the issue. One of the techniques which are appropriate in educating perusing is concept-oriented Perusing Instruction (CORI). One way to overpowered deterrents within the educating and learning prepare is for the educator must find a perusing plan that's fitting to form learning compelling. But that's precisely what drives the teacher to look for accurate strategies and develop them as much as potential to increase students' reading comprehension. There are several strategies and methods in teaching reading, mainly in place of junior high school students, namely; Experience –Text–Relate (ETR), Collaborative Strategic Reading (CSR), Question – Answer- Response (QAR), Cori's strategies, and others. In the research that will be used later, Cori's (concept-oriented Reading Instruction) plan is used to help teachers overcome obstacles in reading.

After I saw the learning situation in the classroom, especially learning English in the eighth grade of SMPN 11 Bima City, there needed to be learning options, especially related to reading, the researchers chose the Cori strategy as an option.

Comprehension Plans talented in concept-oriented Perusing Instruction (CORI), Depleted of a frame of information on technique learning and our ponders of looking for data, we certain procedures steady with the National Perusing Board Report. They are reachable briefly here addressing, look for data, summarizing, and central thought.

Cori's strategy is still new for some students because it has never been used. It is hoped that after using this strategy the right things will be realized for students, especially learning to read. Established on the description above, researchers need to conduct a study entitled.

“The effect of concept oriented reading instruction (CORI) on Students’ Reading comprehension at eighth grade of SMPN 11 Bima City ”

Method

The Design

In this research, the researcher utilized test consider with the particular quasi-experiments. Plans distinguish a comparison gather that's as comparable as the potential to the treatment gathers in terms of demonstrating (pre-intervention) characteristics.

Group Pretest – Posttest Design

Group	Pre-test	Treatmen t	Post-test
Experiment	T1	X	T2

Where:

T1: Pre-test

X: Treatment

T2: Post-test

The populace on the think about included all the Eighth-grade understudies of the SMPN 11 bima city within the Scholastic year 2020/2021. There were 20 understudies for each lesson.

The test of this consider was certainly built on the students’ pre-test. Two classes will be the test of this ponder. One lesson was as a test bunch and another course was as a control group The Instrument for this considers existed a perusing examination. Examination tests are planned to degree understudies perusing comprehension. The scholarly utilized multiple-choice forms.

The plan of this study included three steps, pre-test, treatment, and post-test. It clarified more as underneath

1. Pre-test

The study gives a pre-test to the understudies sometime recently considering activity or treatment, the assurance of the pre-test to know the understudies perusing capacity sometime recently treatment.

2. Treatment

The activity was set wrapped up in Cori's Arrange. Within the utilization gather the think about gives steps in Cori's Methodology: Distinguishing content structure, central thought, this activity inquires the understudies to review all the particular data around the content concurring to the highlight of the texts. Control Bunch Treatment within the control group was diverse from the test gather. Within the test bunch, the think about ought to be wrapped up The teacher gives the perusing content to the understudies (story content), Learners studied the content to get it the content, the learners discover the modern world, and the instructor offer assistance to the understudies, learners replied the address made on the content, and the speaker

3. Post-test

The post-test taken set after the treatment to the understudies. A post-test existed indicated at the conclusion of the treatment to see the fruitful perusing capacity ability at two classes

Data Collection Technique

The first thing the academic presented was a pre-test. Before students are shown the Cori strategy. After that, treatment is carried out using this method. Then the academic presented a post-test after the learners were showed the use of the Cori strategy to answer the research questions. Then the pre-test rankings were contrasted with the post-test scores.

Data Analysis

- a. Researchers need to study the normality of the information first before testing the hypothesis. This analysis is used to

see whether the information obtained in this study is channeled normally or not. If the distribution is general, then the distribution is also normal and can characterize the population. The normality test formula is taken from Statistics

- b. To treasure out whether or not the use of the Cori strategy was used again in gaining knowledge and understanding of the eighth-grade students of SMPN 11 Bima city, the researcher used the IBM SPSS_v20 statistical utility to analyze the check values, By using this software the researcher knows the mean, fashionable deviation, known error deviation, after comparing the check ranking statistics the researcher will find out the correlation sample pairs of the test. And then the t-test for an impartial sample can be defined as a "straight-forward ratio dividing the difference found between the implication and the difference in hazard prediction". This skill's t-test is the ratio front dividing the difference lies between the skills of each group quasi experimental group and the control group established on the anticipated differences using opportunity. After obtaining the data, the ranking becomes the contrast between the true experimental type and the manipulation class. To find out the difference in the value of students who have been showed with a using lecturer. And it turns out that there is a very big difference in improving reading comprehension with the Cori strategy in class XI SMPN 11 Bima city. Then, the standards used are as follows:

1. If the significance value is $0.000 > 0.05$, reject H_a (alternative hypothesis). The average ability level of the experimental group is equal to or lower than the management group. Then, the Cori strategy is of poor quality for learning students' analytical understanding.
2. If the importance value is $0 < 0.05$, accept H_a (alternative hypothesis). That is, the general value of the experimental

group is greater than the manipulation group. Therefore, the core approach is a high-quality strategy for understanding learning. That is, the degree of similarity in the experimental group scores is equal to or lower than the manipulation group. Then, Cori's strategy is not outstanding for students' reading comprehension learning.

Findings

Procedures are used to obtain data on the number and names of respondents. The data was taken on August 1, 2020, then had to be stopped and resumed in September 2020. The sample size was 40 students from two classes at SMPN 11 Bima city in the 2020/2021 school year

Result of the Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experiment	20	50	90	71,04	7,560
Post-test Control	20	50	85	65,34	12,189
Valid N (list wise)	20				

It can be realized in Table 4.2 that the greatest pre-test score within the test lesson is 90 whereas the most reduced pre-test score is 50. On the other hand, the control class's greatest pre-test score is 85 whereas the least pre-test score is 50. Moreover, the test course implies the score is 71, 04. On the other hand, the controlled course cruel score is 65, 34

Result of the Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experiment	20	70	92	80,10	4,344
Post-test Control	20	60	85	70,21	7,165
Valid N (list wise)	20				

It can appear in Table 4.3 that the greatest post-test score within the genuine exploratory lesson is 92 whereas the most reduced pre-test score is 70. On the other hand, the control class's greatest post-test score is 85 whereas the most reduced pre-test score is 60. Too, the exploratory course implies the score is 80, 10. On the other hand, the controlled course cruel score is 70, 21. From the normal post-test scores of understudies, it can be chosen that the capacity of genuine exploratory course understudies in learning perusing comprehension increments due to the utilization of the Cori technique. To discover out the noteworthiness of change utilizing t-tests were carried out and detailed in information examination.

The analysis of Data

To study the hypothesis, the author is required to first analyze the normality of the data. This evaluation will be used to see whether or not the facts accepted in the find out about are typically distributed. If it is typically distributed, the distribution is also ordinary and can characterize the complete population. Use IBM SPSS Statistics 20 to learning data.

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1,391	1	53	,129
	Based on Median	1,242	1	53	,250
	Based on Median and with adjusted df	1,233	1	51,8	,250
	Based on trimmed mean	1,256	1	53	,127

Based on the directly above board, it is known that the implication value of the mean is $0.129 > 0.05$, so it can be concluded that the variance of the experimental class Post-test data and the control class Post-test data are the same or homogeneous.

Paired Samples Test

Paired Differences						
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
			Lower	Upper		

Pair Pre-test									
1		-				-			
	Experiment - Post-test	17,04	2,293	1,169	-	-14,641	12,24		,000
	Experiment	2			21,428		8		
		4					8		
Pair Pre-test Control									
2	- Post-test	-3,975	1,481	-	-5,932	-	24		,000
	Control	6,76		11,999		4,054			
		6							

Based on the table above, obtained a significance value of 0,000 <0.05, it can be concluded that there are changes in the average student learning results for the Pre-test true experimental class with the Post-test experimental class (Cori Strategy). And also based on the table above, Obtained a significance value of 0,000 <0.05, it can be decided that there are differences in the average learner knowledge results for Pre-test control classes with Post- test control classes (using lecturer).

The testing of Hypothesis

This study was carried out to reply the address of whether the utilize of the Cori technique can expand students' perusing capacity in perusing content after being appeared by concept-oriented Perusing Instruction (CORI) at the Eighth Review of Junior Tall School Negeri 11 bima city in 2020/2021 Scholastic year.

And to answer the questions above, the Elective Theory (Ha) and the Zero Hypothesis (Ho) are proposed as follows:

Ho: Null Hypothesis

There is no significant difference in improving reading comprehension learning with and without using Cori strategy as a media at the eighth grade of SMPN 11 Bima City.

Ha: Alternative Hypothesis

There is a significant difference in improving reading comprehension by using Cori's strategy in the eighth grade of SMPN 11 Bima City.

Conclusion and Suggestion

The observation results also show that the English teacher shows a good and positive response by using the concept-oriented reading instruction strategy, the teacher can activate and make the class more active. This condition is very good for influencing the classroom atmosphere or in other words the teacher's psychology. The teacher also shows a more enthusiastic state of being more motivated in the teaching and learning process.

Improvements in the learning process above have implications for increasing students' reading comprehension skills. This is evidenced by the increase in students' reading comprehension scores. There is an average difference in the control group (80.10 > 70.31). The average reading comprehension score for the experimental class was 71.04. On the other hand, the mean score of the control class was 65.34. In addition, the average score for the true experiment was 80.10, while the average value of the control class is 70.31.

The increase in understanding skills experienced by students is relatively significant. But, if you look closely, there are some students who have skilful a decline. This can be seen as a normal object, because increasing language skills many things. One of them is the condition of the students themselves and in the future, they must be even better.

From the suggestions of the study that has been done, there are suggestions as follows:

1. The teacher should use the concept-oriented Reading Instruction strategy as an option in learning reading abilities.
2. Teachers should use appropriate learning strategies so that learning in class is fun, and students become more active and motivated in learning.

3. For further researchers to be considered when conducting similar or advanced research.

References

- Abdul, k. (2009). *Psycholinguistic: kajian teoritik*, Jakarta: PT.Rineka cipta.
- Arikunto, s. (2006). *prosedur penelitian suatu pendekatan praktek*. Jakarta: Rineka cipta
- B.Heilman. (1981). *Principles and Practices of teaching reading 5th ed*. Ohie: Bell & Howell Company
- Brown, H. (2001). *Teaching by Principles: An Interactive approach to Language pedagogy Second Edition*. New York: Pearson Education Company.
- Burn. (1984). *Teaching Reading in Todays Elementary School*. Boston: Houghton Mifflin.
- Daiek, N. a. (2004). *Critical Reading for College and beyond*. New York: McGraw-Hill.
- John, T. (1998). Journal of Educational Psychology Copyright. *American Psychological Association Inc., 90 No 2*.
- Khan, J. (2006). *Research in Education 7th*. New Delhi: Prentice Hall.
- N.E, F. J. (2009). *How to Design and Evaluate Research in Education (7thed)*. New york: McGraw-Hill Companies.
- Nunan, D. (2004). *Practical English Language Teaching*. New York: McGraw- Hill.

Sugiyono. (2010). *Metode Penelitian Pendidikan pendekatan Kuantitatif Kualitatif dan R&D*. Bandung: Alfa beta

T.Guthrie, a. &. (1999). Influences of concept-oriented Reading instruction on strategy use and conceptual learning from text. *The elementary School journal*, 99(4)

W, G. (2009). *Reading in a second language: Moving from theory to practice*.

New York: Cambridge University press.

William, J. (1979). *Reading For the Point*. USA: Harcourt Brace Jovanovich, Inc.

