

**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**

THESIS



BY

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*This thesis is submitted to fulfill one of the requirements
for the degree of Magister Pendidikan*

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
UNIVERSITAS NEGERI PADANG
2015**

ABSTRAK

Abdullah Azis, 2015. 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. Tesis. Program Pascasarjana Universitas Negeri Padang.

Siswa kelas VIII-B SMP Islamic Center Siak mendapatkan kesulitan dalam memahami teks narasi. Mereka masih sulit memahami teks narasi karena kurang pemahaman pada struktur teks narasi, memahami makna dan ide yang tersirat dalam teks dan pemilihan strategi membaca yang kurang tepat. Untuk mengatasi permasalahan ini maka dilakukan penelitian tindakan melalui strategi membaca CORI. CORI merupakan strategi membaca instruksional terpadu yang terdiri dari tahap menelaah struktur teks, menarik kesimpulan dan pemetaan konsep.

Penelitian ini menggunakan penelitian tindakan kelas yang prosesnya bersiklus yang meliputi perencanaan, pemberian tindakan, pengamatan, dan refleksi. Tujuan dilaksanakannya penelitian ini untuk mendapatkan jawaban sejauh mana strategi CORI dapat meningkatkan efektifitas pengajaran dan pembelajaran membaca teks narasi dan menemukan faktor-faktor apa saja yang mempengaruhi peningkatan efektifitas tersebut. Terdapat dua siklus dalam penelitian ini. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah lembar observasi berupa catatan lapangan dan ceklis, wawancara, dan tes.

Hasil penelitian menunjukkan bahwa strategi CORI dapat meningkatkan efektifitas pengajaran dan pembelajaran membaca teks narasi siswa kelas VIII-B SMP Islamic Center Siak dengan faktor-faktor dominan yang mempengaruhi perubahannya yaitu strategi mengajar, pengelolaan kelas, media, dan pendekatan guru.

ABSTRACT

Abdullah Azis, 2015. 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. Thesis. Graduate Program of Padang State University.


The students at grade VIII-B of SMP Islamic Center Siak had problems in comprehending narrative texts. They were difficult to comprehend narrative texts because they had not understood the text structures of narratives yet, they could not find the implicit meaning and ideas in the texts and the reading strategy choice was less precise. To solve these problems, a research was needed to be conducted through reading strategy of CORI. CORI consisted of integrated instructional strategy including the steps of perceiving text structures, inferencing and concept mapping.

This research used the design of a classroom action research with the cycling processes of plan, action, observation and reflection. The purposes of this research were to find out the extent of CORI could better improve the effectiveness of teaching and learning of reading narrative texts and find out the factors that influenced the changes of it. There were two cycles in this CAR. The instruments that were used to collect the data were in the forms of observation sheets (field-notes and checklist), interview and tests.

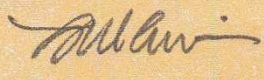
The research findings showed that CORI could better improve the effectiveness of teaching and learning of reading narrative texts to grade VIII- B students of SMP Islamic Center Siak with the factors that influenced the changes of it. The obtained dominant factors were teaching strategies, classroom management, media and teacher's approach.

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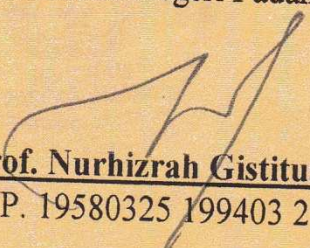
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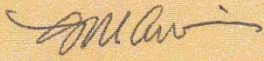
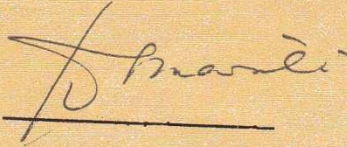
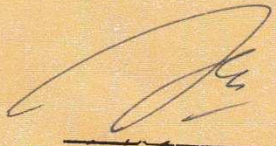
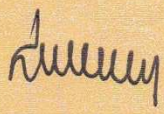
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ACKNOWLEDGMENT

Praise be to Allah SWT, the most merciful and beneficent, for having given us mercies and blessings, so this thesis entitled “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” can be presented.

The sincere gratitude and appreciation are expressed to:

1. Prof. Dr. H. Mukhaiyar and Dr. Zul Amri, M.Ed as the advisors;
2. Prof. Dr. Hermawati Syarif, M.Hum, Dr. Desmawati Radjab, M.Pd and Prof. Dr. Gusril, M.Pd as the contributors;
3. And to those who have contributed to the accomplishment of this thesis writing;
for any advantageous advice, guidance, suggestion, comment, correction and encouragement.

Finally, this thesis is expected to give a significant and useful contribution for the development of English Education.

Padang, January 20th, 2015



The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a part of language learning that is crucial and indispensable for students. Through reading, students can enlarge their knowledge. Actually, reading is an active process in which the reader engages in an exchange of ideas with the author via the text. Reading skill is also very important in learning English as a foreign language. Generally, the aim at teaching reading is to make students able to read and comprehend English text effectively and efficiently. They have to comprehend not only the structure of the text explicitly but also the meaning and ideas of the texts implicitly. It means that students are expected to understand not only the overall texts but also the implicit meaning existing in texts. So, in reading, students must be able to develop their comprehension in grasping the messages and ideas provided by the writer in texts.

The basic competencies of reading which are taken from the content standard of Kurikulum Tingkat Satuan Pendidikan (KTSP) at Sekolah Menengah Pertama (SMP) level cover two abilities. The first, students are expected to be able to understand and respond written short-functional texts. The second, students are expected to be able to understand and respond written long-functional texts. The texts which should be selected by teachers are in the forms of the written short-functional texts and in those of written long-functional texts. The written short-functional texts are like announcements, invitations, and advertisements. The written long-functional texts are like procedural, descriptive, recount, narrative and reports texts.

In accordance with the data above, there are five kinds of written long-functional texts to be taught at SMP level. Those are narrative, procedural, recount, descriptive and report texts. For grade VIII, students are taught to comprehend three kinds of texts: descriptive, narrative and recount. Specifically, in comprehending narrative texts, it is necessary for the students to use an effective reading strategy. To know the strategy, the students should be taught to learn and use the effective reading strategies intensively. In other words, the teacher should be capable of choosing an effective strategy of teaching reading of narrative texts.

Based on the pre-observation to grade VIII-B students of SMP Islamic Center Siak, it could be globally stated that most of the students still had difficulty in comprehending narrative texts. The data of pre-observation which supported the statement above were obtained from the result of the test and reflection to teaching and learning process of reading narrative texts. To obtain the real and empirical data was very crucial in order to know the exact problems then to determine the solution concerning with the teaching and learning of reading narrative texts. The following were the explanations of the data of pre-observation.

The first data were taken from the test of reading narrative texts. The result of the test showed that the students' average score was 70. On the other hand, the determined minimum achievement criteria (MAC) of English lesson at grade VIII was 75. It meant that the average score of the students was still under MAC. In details, it could be explained according to each indicator of assessing reading of narrative texts. The data showed that the average scores of students in identifying topic was 75, identifying setting was 73.61, identifying characters was 73.61, finding the problem was 62.5, finding resolution was 66.67, making inference was 65.28, finding the meaning of vocabulary was 69.44, understanding reference was 68.06, understanding

theme was 66.67, and knowing the purpose of the text was 79.17. Then, it could be inferred that most of the grade VIII-B students of SMP Islamic Center were still lack of comprehending narrative texts. In an actual fact, only the average scores of two indicators, identifying topic and knowing the purpose of text, were achieving MAC.

In addition, the second data were obtained from the reflection in teaching and learning of reading narrative texts. The reflection gave the prime consideration to the next use of strategy of teaching and learning. The strategy which was used in teaching and learning of narrative texts before was “*preview, question, read, reflect, recite and review*” (PQ4R). In “preview” step, students read the heading for each topic or sub-topic, and read the first and the last sentence of each paragraph to get idea from each paragraph. In “question” step, students read the entire question first, kept questions in mind, and made a margin on the left of note book to write questions. In “read” step, students thought about what was being read, kept mind alert, found out each point when reading the text. In “reflect” step, students thought about the materials that they had just read, then related the topic to the things that the readers had known before. In “recite” step, students answered the questions they developed, and discussed the ideas with friends. In “review” step, students read only selected parts of the selection, then read the text again to monitor their question and answer.

From the data above, some points concerning with the problems why students of grade VIII-B at SMP Islamic Center got difficulty on reading narrative texts could be identified. The first problem was that the students did not know well the characteristics of narrative text structures. Relating to this first problem, it could be analyzed from the test on the ability of students in indicators of identifying settings, characters, problem and resolution which were under MAC. The second one was that the students could not combine clues from the text with their own background

knowledge or from other parts of the text in order to draw conclusions and find the meaning of vocabulary in context implicitly. Relating to the second problem, it could be analyzed from the test on the ability of students in indicators of making inference, finding meaning of vocabulary in context, finding reference, and finding theme which were also under MAC. The third problem was the teaching and learning strategy choice. Relating to the problem of choosing the strategy, it could be reflected that teaching and learning of reading had to be adjusted to kinds of texts to be learnt. In narrative texts, it seemed that students could not preview by reading heading for each topic or sub-topic, reading the first and the last sentence of each paragraph to get idea from each paragraph, then reading all the question first, keeping questions in mind during reading the material and finally answering the questions. More appropriately in narrative texts, students had better read the texts fully, because narratives had the story sequences and elements that should be precisely and carefully read. It didn't mean that the strategy of PQ4R was bad strategy, but the choice of the appropriate strategy was also the determining aspects for the effective teaching and learning especially in reading narrative texts. Seemingly, PQ4R strategy could be used for other kinds of texts and the teacher needed to use more suitable and effective strategies that made the students easier and more motivated in learning. The choice of strategy suitability on certain kinds of texts had to be intensively considered. Basically, it could influence the comprehension of reading, especially on reading narrative texts with certain generic structures, social function and language features.

Realizing the condition above, to improve the effectiveness of teaching and learning process of reading narrative texts by choosing the more suitable strategy and to solve the students' problems were urgently-needed. According to some theories in learning reading, there were many other instructional strategies of reading that could

probably be used in teaching process to help the students like Reciprocal Teaching (RT), Directed Reading Thinking Activity (DRTA), Collaborative Strategic Reading (CSR), Transactional Strategy Instruction (TSI), Concept-Oriented Reading Instruction (CORI) and etc.

After reviewing some literatures and research studies, CORI was considerably decided and chosen as the suitable and effective strategy to be put into the optimal classroom conditions for facilitating reading of narrative texts. Theoretically, CORI consisted of integrated instructional strategies namely: (a) perceiving text structures (b) inferencing, and (c) concept-mapping. There were reasons and considerations why this strategy was felt curious and interesting to be implemented. The first, concerning with students' problem in identifying characteristics of narrative text structures, CORI had the strategy of perceiving text, it meant that students should have the basic understanding first about the narrative text structures, and it was taught by perceiving text structures. The second, concerning with the students' problem in combining clues from the text with their own background knowledge or from other parts of the text in order to draw conclusions and find the meaning of vocabulary in context implicitly, it was certainly closely related to the strategy of inferencing that was also conducted in CORI. The third, concerning with the problem of the teaching and learning strategy choice, as stated before that the choice of teaching and learning strategy had to be adjusted to kinds of texts. CORI system of learning was firstly based on the concepts which were related to the texts by perceiving text structures, then extended into the implicit ones which were identified by inferencing strategy, and after having the concepts and the concluded ideas on the texts, students could develop by making concept mapping via any graphic organizer that they could make by themselves to express the ideas. In brief, CORI had the three integrated strategies including

perceiving text structures, inferencing and concept mapping which were absolutely considered as the suitable integrated strategies in teaching and learning of reading narrative texts.

Finally, CORI was expected to be one of the reliable strategies to improve the effectiveness of teaching and learning process and to solve the students' problem in reading narrative texts and to add a pleasurable variety of reading learning atmosphere. By implementing CORI in reading narrative texts, as the result, hopefully the problem mentioned above could be solved and then automatically the effectiveness of teaching and learning process and the students' comprehension in reading texts were rapidly and intensively improved. Related to the description above, a classroom action research was entitled by "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".

B. Identification of the Problem

Narrative text is a predominant text type that should be taught to SMP students. Therefore, teaching the students to be able to read narrative texts with good comprehension is important in SMP level. However, many of the grade VIII-B students of SMP Islamic Center Siak still could not read narrative text with good comprehension. Evidently, they did not do well on answering reading comprehension questions. Certainly, it was caused by some problems.

Based on the background of the problem above, there were some problems to be found in teaching and learning of narrative texts to grade VIII-B of Islamic Center Siak. The first, the students did not know the characteristics of narrative text structures. The second, the students could not combine clues from the text with their

own background knowledge or from other parts of the text in order to draw conclusions and find the meaning of vocabulary in context implicitly. The third problem was the teaching and learning strategy choice. In the problem of identifying the characteristics of narrative texts, the students specifically got difficulty on the indicators of settings, characters, problems and resolution. Then, in the problem of identifying the implicit meaning and ideas on texts, the students got difficulty on the indicators of making inference, meaning of vocabulary in contexts, finding references, and determining or making the theme of the story. At last, in the problem of learning and teaching strategy choice, the strategy which was used in teaching and learning was felt less effective because the strategy did not match to the kinds of the texts to be taught. One of the examples by previewing, narrative texts could not be taught by previewing the texts, but it had to be taught by reading wholly to know the sequences and elements of the story. All of these problems certainly impeded the students' reading comprehension; therefore, the more effective and suitable strategies for teaching and learning of narrative texts were needed. Considerably, one of the strategies that would be effective and suitable was CORI.

C. Limitation of the Problem

Based on the identification of the problem, there were several problems to be found. The first problem was that the students did not know the characteristics of narrative text structures. The second problem was that the students could not combine clues from the text with their own background knowledge or from other parts of the text in order to draw conclusions and to find the implicit meaning of vocabulary in context. The third problem was the teaching and learning strategy choice. Through the suitable and effective teaching and learning strategies, the teacher and the students

could improve the effectiveness of teaching and learning process that hopefully resulted in better reading comprehension. Therefore, in this research, the problem was obviously limited only in the use of CORI as strategy in teaching and learning of reading narrative texts at grade VIII-B students of SMP Islamic Center Siak.

D. Formulation of the Problem

Based on the limitation of the problem, the formulations of the problem are as follows:

1. To what extent can CORI better improve the effectiveness of teaching and learning of reading narrative texts to grade VIII-B students of SMP Islamic Center Siak?
2. What factors influence the changes of the effectiveness of teaching and learning of reading narrative texts through CORI to grade VIII-B Students of SMP Islamic Center Siak?

E. Purpose of the Research

Based on the formulations of the problem above, the purposes of the research can be stated as follows:

1. To find out the extent of CORI can better improve the effectiveness of teaching and learning of reading narrative texts to grade VIII-B students of SMP Islamic Center Siak.
2. To find out the factors that influence the effectiveness of teaching and learning of reading of narrative texts through CORI to grade VIII-B Students of SMP Islamic Center Siak.

F. Significance of the Research

It was significantly believed that this CAR could contribute something worthwhile to the professional and intellectual development of students, and English teachers practically and theoretically.

1. Practically, it was an invaluable experience in conducting research on the use of CORI in teaching and learning reading of narrative texts and this research could absolutely help the grade VIII-B students of SMP Islamic Center Siak to improve their ability in comprehending narrative text.
2. Theoretically, the results of this research were useful for English teachers or other educators related to reading fields especially for teaching reading of narrative texts through CORI.

G. Definition of Key Terms

In this part, the terms used in this research are defined as follows:

1. Reading is a process to understand, comprehend and construct the meaning from the written text through the language and the situation.
2. CORI is an instructional and integrated strategy for teaching and learning of reading narrative texts through the steps of: (a) perceiving text structure, (b) inferencing and (c) concept-mapping.
3. Narrative text is a story with complication or problematic events which tries to find the resolutions to solve the problems that must be learnt by the Grade VIII-B students of SMP Islamic Center Siak.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusions

The research findings during the two cycles show that the use of CORI improves the effectiveness of teaching and learning of reading narrative texts. Moreover, some factors that influence the changes of the effectiveness of teaching and learning of reading narrative texts during the use of the strategy are also concluded. The factors are teaching strategy, classroom management, media, and the teachers' approach. For that reason, these factors should be considered when using the strategy.

B. Implications

Regarding the research conclusions, it can be implied that CORI can be implemented at SMP level because the activities can develop the students' positive attitudes and increase motivation for reading in English. As well, the strategy can be implemented to make reading more enjoyable since the students are guided to read interesting and useful materials in order to improve their reading comprehension. The strategy can maximize the amount of the students' reading time by asking them to read both out of class and in class. Furthermore, the activities provide opportunities that can increase the students' comprehension because they are guided to perceive the text structure, to make inference and to make concept mapping. Finally, CORI can be considered as the good way to improve students' reading comprehension of narrative texts.

C. Suggestions

Some suggestions that related to the results of this research can be proposed as follows:

1. It is recommended that concept-oriented reading instruction can be more appropriate with the texts that have the concepts like expository texts because the strategy instruction is emphasized on the concepts.
2. More researches should be conducted to investigate the use of CORI for improving reading comprehension in any other texts at different level of students at SMP Islamic Center Siak.

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