

## CONCEPT-ORIENTED READING INSTRUCTION (CORI) FOR BETTER READING COMPREHENSION

By :

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### Abstract

This research aimed at testing the effect of Concept-Oriented Reading Instruction (CORI) on students' reading comprehension. This research was a quasi-experimental research. It was conducted at Semester IV of English Language Education Study Program of STKIP Nias Selatan. The samples were chosen by using cluster random sampling technique. The samples of this research were 2A as experimental class (23 students) and 2B as control class (23 students). Reading comprehension test was used to collect the data of the research. The data were analyzed by using Chi-square test for normality testing, variance test for homogeneity testing, and t-test for hypotheses testing. The result of data analysis showed that Concept-Oriented Reading Instruction (CORI) produced better reading comprehension of students than Contextual Teaching and Learning. Based on the finding, it is concluded that Concept-Oriented Reading Instruction is an effective instructional strategy for students' reading comprehension compared to Contextual Teaching and Learning.

**Key Words:** Concept-Oriented Reading Instruction, Contextual Teaching and Learning, Reading Comprehension

### 1. INTRODUCTION

Reading is a way to get meaning, information, or ideas provided in a text. It aims to get an understanding and comprehension of a text. In order to achieve the aim, a reader should interact with a written text comprehensively. Oakhill, Cain, and Elbro (2015:2) state that the interaction of the reader with a written text needs complex process which involves word decoding and language comprehension. Word decoding refers to the ability to read single words out of context and language comprehension refers to ability to understand words, sentences, and text. Thus, it needs a strong effort to understand and comprehend a text.

In addition, Klingner, Vaughn, and Boardman (2007:8) state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself. It means that reading comprehension involves much more than readers' responses to the text. Previous knowledge of readers also plays an important role to help them understand and comprehend the information and ideas in a written text. Besides, the readers need strategies of reading to help them get exact information and ideas provided in a text.

The readers – in this case, they are called as students – should be taught about reading strategies since they might find it difficult to determine an appropriate strategy for reading. Miller (2006:xii) state that students need be taught about strategies for comprehension as explicitly and with the same care as they are taught about

letters, sounds, and words. It means that, a teacher should provide a clear instruction when s/he teaches the students about reading strategies, so that the students are able to apply the strategies in their reading. By this, the students will be able to understand and comprehend a written text given to them easily.

Related to the reading instructional strategy, there are many instructional strategies proposed by some experts. Dr. John T. Guthrie as an expert who pays much attention on developing reading strategies proposes an instructional strategy containing some strategies needed for reading comprehension. The strategy is called as Concept-Oriented Reading Instruction (CORI). Concept-Oriented Reading Instruction (CORI) was by Dr. John T. Guthrie with a team of elementary teachers and graduate students. The project designed and implemented a framework of conceptually oriented reading instruction to improve students' amount and breadth of reading and strategies of search and comprehension. CORI provides explicit instruction in reading strategies, such a questioning, activating background knowledge, searching for information, summarizing, and synthesizing information in order to communicate with others. Instruction involves hands-on investigations, inquiry with text, strategy instruction, working in collaborative inquiry teams, and writing to publish and present findings.

According to Guthrie, Wigfield, and Perencevich (2004), Concept-Oriented Reading Instruction has been shown to increase students' science inquiry strategies, and overall text comprehension compared to control classrooms with separate science and literacy curricula and/or

strategy instruction in reading alone. In addition, Concept-Oriented Reading Instruction triggers the development of students' conceptual knowledge of a written text.

The effect of this strategy – Concept Oriented Reading Instruction (CORI) – was examined by conducting a quasi-experimental research at semester IV of English Language Education Study Program of STKIP Nias Selatan. As one of higher educational institutions, STKIP Nias Selatan has reading as a learning subject. At English Language Education Study Program of STKIP Nias Selatan, reading becomes one of major learning subjects. In the curriculum of this college reading should be taught to the students of second up to fourth semester. This situation shows the importance of reading for the students. By learning reading, the students are expected to be able to understand and comprehend a passage. It is expected that the result of this research provides more information about the effect of the strategy on students' reading comprehension

## 2. RESEARCH METHOD

This research was a quasi-experimental research. The population of this research was the fourth semester students of English Language Education Study Program of STKIP Nias Selatan which consisted of 3 classes (71 students). The samples were chosen by using cluster random sampling technique. After doing the sampling technique, it was decided that the samples of this research were 2A as experimental class (23 students) and 2B as control class (23 students).

The instrument used in this research was a reading comprehension test. A multiple choice test was used to find out the students' reading comprehension. It was designed based on the six indicators of reading comprehension, namely finding factual information, finding main idea, identifying writer's purpose, identifying reference, understanding words in context, and making inference. The data of this research were collected based on the pretest and posttest of reading comprehension. Then, they were analyzed by using Chi-square test for normality testing, variance test for homogeneity testing, and t-test for hypotheses testing.

## 3. RESEARCH FINDING AND DISCUSSION

### 1. Research Finding

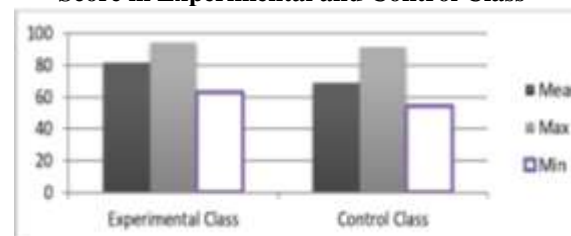
The data of reading comprehension was taken from the final test of the research. Reading test was administered in experimental and control class. The format of the test was the same. This test was done in the end of meeting, after treatment. Both classes were given different treatment. The experimental class was taught by using Concept-Oriented Reading Instruction, while control class was taught by using Contextual Teaching and

Learning. The summary of data of both classes is shown on the following table and figure.

**Table 2. Summary of Students' Reading Comprehension Score**

Class	N	Mean	Max	Min	SD	Var	Sum
Experimental	23	81.37	94.29	62.68	8.35	69.66	1871.43
Control	23	68.82	91.43	54.29	9.15	83.79	1582.86

**Figure 1. Students' Reading Comprehension Score in Experimental and Control Class**



From the table and the graph, it can be seen that the maximum score of students' reading comprehension in experimental class is 94.29 and the minimum score is 62.68. The mean score is 81.37, the standard deviation is 8.35, and the variance is 69.66. In control class, the maximum score of student' reading comprehension is 91.43 and the minimum score is 54.29. The mean score is 68.82, the standard deviation is 9.15, and the variance is 83.79.

Then, the data about students' reading comprehension in experimental class and control class were analyzed through some steps. The normality and homogeneity of students' reading comprehension score were tested. Then, the hypothesis was tested by using the t-test formula.

#### a. Normality Testing

The Chi-Square test was done in analyzing the normality of reading comprehension in experimental and control class. The result of normality testing of students' reading comprehension is shown in the following table.

**Table 3. Summary of Normality Testing of Students' Reading Comprehension**

Variable	Class	N	$\chi^2_{\text{observed}}$	$\chi^2_{\text{table}}$	Note
Reading Comprehension	Experimental	23	9.04	18.31	$\chi^2_{\text{obs}} < \chi^2_{\text{table}}$ Normal
	Control	23	6.74	21.03	$\chi^2_{\text{obs}} < \chi^2_{\text{table}}$ Normal

#### Homogeneity Testing

The homogeneity testing is aimed at finding out if the variance of each group is the same or not. Variance test (F-test) was used to find out the homogeneity. The finding of the statistical analysis is shown on the table below

**Table 4. Summary of Homogeneity Testing of Students' Reading Comprehension**

Variable	Class	N	$\chi^2_{\text{observed}}$	$\chi^2_{\text{table}}$	Note
Reading Comprehension	Experimental	23	9.04	18.31	$\chi^2_{\text{obs}} < \chi^2_{\text{table}}$ Normal
	Control	23	6.74	21.03	$\chi^2_{\text{obs}} < \chi^2_{\text{table}}$ Normal

Based on the table description, it can be concluded that the data of students' reading comprehension in experimental and control class was normally

distributed. It is because the value of  $\chi^2_{\text{observed}}$  is lower than  $\chi^2_{\text{table}}$ .

#### Homogeneity Testing

The homogeneity testing is aimed at finding out if the variance of each group is the same or not. Variance test (F-test) was used to find out the homogeneity. The finding of the statistical analysis is shown on the table below.

**Table 4. Summary of Homogeneity Testing of Students' Reading Comprehension**

No.	Variable	F <sub>observed</sub>	F <sub>table</sub>	Conclusion
1	Reading Comprehension	1.203	2.05	Homogeneous

The table shows that the value of F<sub>observed</sub> of the students' reading comprehension was lower than the value of F<sub>table</sub>. It indicated that the variance of those groups of data were homogeneous

#### b. Hypothesis Testing

H<sub>0</sub> : Concept-Oriented Reading Instruction does not produce better reading comprehension of students than Contextual Teaching and Learning at semester four of English Language Education Study Program of STKIP Nias Selatan.

H<sub>1</sub> : Concept-Oriented Reading Instruction produces better reading comprehension of students than Contextual Teaching and Learning at semester four of English Language Education Study Program of STKIP Nias Selatan.

The result of reading comprehension t-test for both of experimental class and control class can be seen at the table below

**Table 5. Summary of t-test Analysis of Students' Reading Comprehension**

Instructional Strategy	t <sub>observed</sub>	t <sub>table</sub>	Note
Concept-Oriented Reading Instruction (CORI)	4.857	2.017	t <sub>observed</sub> > t <sub>table</sub> H <sub>0</sub> : rejected

Based on the table above, it can be seen that the value of t<sub>observed</sub> is higher than t<sub>table</sub>. It indicates that H<sub>0</sub> saying "Concept-Oriented Reading Instruction does not produce better reading comprehension of students than Contextual Teaching and Learning at semester four of English Language Education Study Program of STKIP Nias Selatan" is rejected. Consequently, the H<sub>1</sub> saying "Concept-Oriented Reading Instruction produces better reading comprehension of students than Contextual Teaching and Learning" is accepted.

## 2. Discussion

In this study, it was found that the implementation of Concept-Oriented Reading Instruction (CORI) produced better result to students' reading comprehension than those who were taught by using Contextual Teaching and learning. It happened because Concept-Oriented Reading Instruction is an instructional strategy which is emphasized on helping students get the conceptual knowledge of a text. The students obtained conceptual knowledge through the five

strategies implemented in Concept-Oriented Reading Instruction. The first strategy of CORI – activating background knowledge – encouraged students to relate the concepts they have already known to the topic of reading texts given to them. This activity helped students understand the concepts of words and make inference. It supports Oakhill, Cain, and Elbro (2015:44) who state that reading comprehension relies on activation of prior knowledge to help readers make inference of a text and understand the concepts in it. It means that one of factors influencing students' reading comprehension in the experimental class was the activating background knowledge strategy.

The students also obtained deeper understanding of concepts of the reading text they read through the activities of questioning and searching for information strategies in CORI. In questioning, students generated some questions before they read the text. This strategy helped students to think actively in making general guidelines. The general guidelines are important for students to help them find some information in a text based on their goals of reading. It verifies the statement of Blachowicz and Ogle (2008:124) saying that questioning is important to activate readers' thinking so that they are able to highlight important concepts of a text. It means that through questioning students found it much easier to search for information in a text given to them.

In addition, the summarizing and organizing graphically strategies in Concept-Oriented Reading Instruction also provided helpful activities for students in experimental class to get a better comprehension of a reading text. Through summarizing, students learned how to determine main idea of a paragraph and find some details in a text. It verifies the theory of Guthrie (2004:12) stating that summarizing helps students recognize the main idea and supporting details without including less important information. It means that summarizing helped students extract the important information from a text. Furthermore, through organizing graphically students are taught to make concepts maps related to the text given to them. The concepts maps helped students link all concepts they had already known in a text so that they were able to understand and comprehend the information provided in the text.

Regarding the explanation above, it can be concluded that Concept-Oriented Reading Instruction gave significant effect toward students' reading comprehension. This finding is consistent with the result of study conducted by Meter, et al (1998). They found that Concept-Oriented Reading Instruction had a positive effect on text comprehension for students at Grades 3 and 5 when accounting for past achievement and prior knowledge. Furthermore, the finding of this study also supports the study conducted by Guthrie et al., (2004). In this study, class-level analyses showed

that students in Concept-Oriented Classroom classrooms were higher than SI and/or TI students on measures of reading comprehension, reading motivation, and reading strategies.

On the other hand, the students who were taught by using Contextual Teaching and Learning did not get better result in reading comprehension. It happened because the students did not actively participate in doing the instruction of Contextual Teaching and Learning. This situation is contrasted to Sanjaya (2010:255) who says that Contextual Teaching and Learning is an instructional strategy which emphasizes on process in order that the students get full attention to get learning material and they can connect their knowledge into real situation, so that the students are able to apply it into their life. It means that Contextual Teaching and Learning is strategy instruction in teaching and learning process which makes students active in getting learning content by connecting the learning content with real situation. However, in reality, the students who were taught by using Contextual Teaching and Learning did not involve actively in class participation. The students found it difficult to connect the materials given to them into real situation.

The activities in the Contextual Teaching and Learning did not help students comprehend the text. When the lecturer asked the students to find some information from a text given to them in groups, most of them kept waiting for the other member of their group to do it. It was found also that the students were not able to transfer their understanding to other students. Most of the students could not argue when they were asked to give some reasons of their statements.

#### 4. CONCLUSION AND SUGGESTION

##### Conclusion

Based on the research finding and discussion, it can be concluded that Concept-Oriented Reading Instruction produces better reading comprehension of students than contextual teaching and learning at semester four of English Language Education Study Program of STKIP Nias Selatan. It can be seen from the mean score of experimental and control class. The students' mean score of experimental class who are taught by using Concept-Oriented Reading Instruction was higher than the students' mean score of control class who were taught by using Contextual Teaching and Learning. It happened because Concept-Oriented Reading Instruction assisted students to get conceptual knowledge. The conceptual knowledge plays a central role to help students understand and comprehend the texts given to them.

The findings of this research imply that the high score of students' reading comprehension in experimental class was assumed caused by the implementation of Concept-Oriented Reading Instruction. The five strategies of Concept-Oriented

Reading Instruction provide assistance to students to get better comprehension of a reading text. It means that Concept-Oriented Reading Instruction is appropriately to be used in teaching reading comprehension for students.

##### Suggestion

Some suggestions are proposed in this research. It is suggested that the lecturer of STKIP Nias Selatan and other lecturers to apply Concept-Oriented Reading Instruction as one of the alternative instructional strategies to help students get better reading comprehension. It can help lecturer provides various activities in teaching reading comprehension.

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