

**CHAPTER II**

**READING COMPREHENSION BY USING CONCEPT-ORIENTED  
READING INSTRUCTION (CORI) STRATEGY**

**A. The Nature of Reading**

1. Definition of Reading

Reading is one of four language skills which is taught at school. By reading, the students get the information and new knowledge in their learning. According to Stanley (2007:23) reading is a process of constructing meaning from written text. It is a complex activity that involves both perceptions and thought. Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

In addition, Gray in Patel, and Jain (2008:113) state that reading is a form of experience. In addition, Nunan (2005:69) defined that "reading is a set of skill that involves making sense and deriving meaning from the printed words". Reading brings us in contact with the minds of great authors, with the written account of their experiences. It can be said that, reading is not just sounding the symbols of the sounds of language is written. Therefore, the understanding is obtained when the reader has the knowledge or experience have had previously with what is contained in the passage.

From the definition above, the researcher concluded that reading is an important activity in life especially for the student to access their knowledge in the learning process in the classroom. On the other hand,

reading as an active process of understanding the text involving the thinking process.

## 2. Definition of Reading Comprehension

Reading comprehension is a process of finding the point of the text that the reader read. In reading comprehension demanded the reader is able to understand the content of reading. According to Brassel and Rasinski (2008:18), reading comprehension is the ability to take information from the written text and do something with it in a way that demonstrates knowledge or understanding of that information.

Klingner, Vaughn and Boardman (2007:8) define that reading comprehension involves much more that readers respond to the text. Comprehension is the process of making sense of words, sentence and connected text, Pang *et al* (2003:6).

Based on those definitions, reading comprehension is a process of receiving information, identifying text, then recall the contents of the text that has been read, and reading comprehension is not just a saying words but also the process in understanding the whole of the text. Reading comprehension is very essential in reading because with comprehension the student can know meaning of the text that they read and get more information from what they read. So, reading comprehension could be concluded process of contracting and extracting the meaning of words to get some information and knowledge from written text.

## 3. Aspects of Reading Comprehension

In reading comprehension, there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According to King & Stanley (Juita *et al* 2013) pointed out some aspects of reading comprehension. These aspects are:

### a. Finding Factual Information

Finding Factual Information requires readers to scan specific detail. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comprehension, etc in which of the answer can be found in the text.

b. Finding Main Ideas

Recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content later. The main idea may be stated explicitly or implicitly, in a paragraph with the explicit main idea, there is a topic sentence, either in the beginning. In the middle or at the end of the paragraph. On the other hand, a paragraph with the implicit main idea does not have a topic sentence.

c. Finding the Meaning of Certain Word

It means that the readers can develop their guessing ability to the word which is not familiar, by relating the close meaning of unfamiliar words to the context in the text. The words have nearly equivalent meaning when it has or nearly the same meaning as another word. Meanwhile the students are expected to be able to form and understanding the meaning.

d. Identifying References

Reference is the relationship of one linguistic expression to others' characters and abilities, etc. Reference in reading comprehension is the use of the demonstrative pronoun in a reading text. Reference words are usually short and very frequently pronoun, such as it, we, they, she, he, this, etc. recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage.

e. Identifying inferences

Identifying inference is a skill where the reader has to be able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates to information from the text. These will enable students to think critically to find any information and understand the text.

In addition, according to Duffy (2009) some aspects of reading comprehension are:

a) Determining the Main Idea

The main idea is an important information that tells more about the overall idea of paragraph or section of text. Duffy (2009:138) stated that to determine the idea, the reader must understand that author write because they have some important idea to convey.

b) Teaching Word Meaning Directly (Vocabulary)

Reading comprehension depends on prior knowledge about the word. Prior knowledge is expressed with words. Therefore, to get a good understanding of the students also has to understand the consistent meaning of the text, the more vocabulary students know the easier for students to understand the meaning of the text.

c) Predicting

Predicting is fundamental to comprehension. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. Predicting is based on the thoughtful use of prior knowledge. Readers make a prediction based on the purpose for reading, topic clues, and the type of text being read.

d) Inferring

Inferring is the ability to read between the lines or to get the meaning an author implies but does not state directly. Virtually all comprehension strategies involve inferring in the sense that comprehension requires the reader to note the text clues, to access prior knowledge associated with those clues, and then, on the basis of that background knowledge, predict (or infer) what the meaning is.

e) Summarizing

Summarizing is the section of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points.

Based on the statements, the researcher will focus on all aspects of reading comprehension. They are, identifying the main idea, identifying factual information, the meaning of vocabulary, inference, and reference.

4. Types of Reading

Reading comprehension is the ability to easily and efficiently read text for meaning. Brown (2004:189) mentioned that reading can be defined into four-types, they are:

a. Perceptive

Perceptive reading task involves attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphitic symbols. In this case the learners are expected becoming literate in both of their native speaker or in language that they have learned. By doing this task they will get a lot of benefits, one of them is they able to write and read.

b. Selective

This category is largely an artifact- of assessment formats. In order to ascertain ones reading recognition of lexical, grammatical, or

discourse features of language within a very short stretch of language, certain typical task is used: picture-cued task, matching true/false, multiple-choice, etc. it means that the learners are expected to understand more detail about the language that they have learned.

c. Interactive

Included among interaction reading types are stretches of the language of several paragraphs to one page or more in which the reader must in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating to mean: the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. So the reader or listener has to make the text into graph or schemata in order to make simple and more easier in understanding it without reading the whole text. Hence the reader can understand immediately by looking at the schemata with a little note in the below of it.

d. Extensive

Extensive reading, applies to the text of more than a page, up to and including professional articles, essay, technical reports, short stories, and books. The learners must understand the whole text that they have read and the last they can answer the question based on the text.

Based on the explanation of reading types above, the researcher concludes that extensive reading is very useful for increasing student because by extensive reading student will know lots of vocabulary. In the other hand, extensive reading is one of the best and simple ways to learn a foreign language in all levels of learners especially in reading.

5. Purposes of Reading

The way of read determines the purpose of reading process. The purpose of reading can be different based on the goals of readers in reading. According to Grabe and Stoller (2011:7) purposes of reading has been classified into four purposes such as follow:

a. Reading to search the information

Reading for search the information is a common reading ability. The reader only read the surface to look for the simple information without having to think the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or a specific word.

b. Reading to learn from the text

Reading to learn typically occurs in an academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- 1) Remember the main idea as well as a number of detail that elaborate the main and supporting ideas in the text.
- 2) Recognize and built rhetorical frames that organize the information in the text.
- 3) Link the text to the readers' knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than the general reading comprehension to connect text information with background knowledge.

c. Reading is integrated information, write and critique text

Reading to integrate the information requires additional decisions about the relative importance of complementary, mutually supporting or confliction information from multiple resources. These skills require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

d. Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing efficiency, reading for general understanding is more difficult to master than reading to learn.

**B. Concept-Oriented Reading Instruction (CORI) Strategy**

1. Definition of Concept-Oriented Reading Instruction (CORI) Strategy

Concept-Oriented Reading Instruction (CORI) was developed in 1993 by Dr. John T. Guthrie together with K-6 teachers and graduate students at the University of Maryland, College Park. CORI is a curricular framework for content learning and reading development, adopted chiefly in the first language (L1) settings, Grabe and Stoller (2013:3). It consists of a set of instructional principles, as well as the development phases of reading and content learning instruction. The unique characteristics of CORI include its emphasis on circular coherence and student motivation to read and learn.

In addition, instructional coherence in CORI is operationalized by nurturing sustained student engagement with content material, by assisting students with making connections across texts and across subject areas, by helping students see the transferability of the strategies that they are mastering, and by guiding students in building upon prior knowledge and interests by Grabe and Stoller (2013:71).

Supported by Liang and Doll (2006:80), they state that CORI is an instructional framework which is designed to enable the students to learn the strategies and gain information through the use of strategies. Then they say that it allows the students to learn conceptual knowledge

through the use of strategies. In addition, CORI is one of the strategies that can lead the students reading comprehension. It is suggested by Guthrie (2004).

In summarizing, CORI strategy is a strategy that is able to make students become active in the reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the text.

## 2. The Procedure of Concept-Oriented Reading Instruction (CORI) Strategy

The procedure CORI Strategy is the steps in implementing CORI strategy to the class. Guthrie (2004) conducts a CORI strategy with four phases: (1) Activating Background Knowledge, (2) Questioning, (3) Searching for Information and (4) Summarizing. These stages are:

### a. Activating Background Knowledge

The strategy of activating knowledge refers to recalling experience and knowledge of text before and during reading for the purpose of linking new text and content to prior understanding. In activating background knowledge, students at the beginning may be expected to recall knowledge that is not relevant to the topic or is trivial. A first instruction is that students should activate knowledge that is relevant to the topic and use important text cues, such as the title and headings, so their knowledge statements link to the new text. The second, more advanced benchmark for instruction is that background knowledge should represent interconnected concepts and information related to the text topic. Concept-Oriented Reading Instruction (CORI) teachers encourage students to improve their statements of background knowledge by increasing their relevance and using the text feature to expand the conceptual richness of their statements.

#### b. Questioning

Questioning refers to asking or writing, a self-initiated question about the content of the text before and during reading to help them understand the text and topic. By asking their own questions, students invest themselves in reading. Self-generated questions come from students' own knowledge and desire to know more about a topic. In this way, questions function as a bridge between students' interest and curiosities and new knowledge contained in the text. Students question have several advantages over teacher questions. When students ask their own questions in relation to a text, they grapple with text ideas as they construct meaning. Posing and answering enables students to engage in more active and deeper processing of text. They must inspect text by identifying ideas and trying and trying parts together. Students who have learned to ask questions in reading can better comprehend text their questions. It is likely that questioning enhances comprehension, due to the deeper processing of text that questioning generate. By asking a question related to a text. Students set a purpose inquiry that enables them to focus on text context.

#### c. Searching for information

For information refers to students seeking and finding a subset of information in the total text by forming specific goals, selecting particular sections of text, extracting accurate information, combining new and old information and continuing until goals are fulfilled. Searching for information is a strategy that students use when they are reading to learn specific topics in a content domain or studying a subject area. The purpose of searching refers to finding specific information within a large amount of text.

#### d. Summarizing

Summarizing refers to students forming an accurate, abstract representation of text after reading all or a substantial portion of text. The copy verbatim forms a text or use text explicit information only. Often, they follow the sequence of information in a text, rather than form their own coherent conceptual organization. They struggle to identify central ideas or concept within a text as short as one paragraph.

### 3. Advantages and Disadvantages of CORI Strategy

There are the advantages and disadvantages of CORI technique. Based on Guthrie (2004) is in the following. The advantages of CORI strategy for teaching reading comprehension mentioned as follow:

- a. The CORI motivated the students to learn English especially in reading narrative text topic and the students can be motivated to be more active in class. This instruction overcomes students' difficulties in getting some interesting message or information about reading text and also give the teacher easily to prepare the material and comprehensive in their reading teaching reading comprehension.
- b. By seeing CORI show, CORI has been shown to be effective to increase their ability in reading comprehension and increase intrinsic reading motivation and reading strategies for comprehension.
- c. Helping to give the interactive and engaging, motivating, involve a task that challenges students' thinking, requires students to think on their own, active involvement in lessons, and focus their attention for better comprehension.

On the other hand, CORI has some disadvantages also:

- a. That does not encourage asking questions while reading and the fact that some of the background information may not be

correct. It also does not help with growing vocabulary because if a student does not know what a word is, they may just skip it and go on.

- b. There is also no encouragement for addressing emotional experience while they read, this can be prevented by having the students talk about these instances or even finding the vocabulary words they do not know and writing them down so they can figure out the meanings.

### **C. The Nature of Narrative Text**

#### **1. Definition of Narrative Text**

In this research, the type of text to be used is a narrative text. According to Knapp (2005:221) narrative text is a text that tells a story which is used to inform, entertain, motivate, or to teach the readers. Narrative text is a text that tells the story of the past and for entertainment. Hence, narrative text using tenses past tense. Narrative text contents are real and imaginary stories or events leading up to the past, which eventually to find a solution, either fiction or non-fiction.

The students are not bored to read a narrative text because it does contain an element of suspense or curiosity. In the narrative text is usually contained the characters is certainly like a fairy tale. This is what makes us linger to read text narrative and usually, the students already have prior knowledge about fairy tale or a character in a story.

#### **2. Structural of Feature of Narrative Text**

The structure of narrative text includes orientation, complication and series of events, resolution and reorientation by Priyana (2008:83):

##### **1. Orientation**

The orientation catches the reader's attention, introduce the mood and the characters. It creates the first impression and hints of directions of the story. In a very short narrative, the orientation may take only one paragraph, while the very longer narrative, it can take compass one or more chapters. It also gives information about who involved, when and where the events occurred.

## 2. Complication

The complication is the raising of conflict between the main characters with other characters directly or indirectly. The conflict could be actual or imagined, psychological or physical. The complication is not too complex for a short narrative.

## 3. Resolution

The solution of the conflict is called resolution. Resolution brings the series of events to a close and resolves the main problem, challenge and situation. The main character usually acts to resolve the situation in a believable and satisfying is to stop disaster and problem occurred.

### **D. Teaching Reading Comprehension by Using CORI**

The success in teaching reading is influenced by the approach used in the teaching process. The teacher should select the appropriate approach in teaching reading comprehension. Reading comprehension are involve as one of materials which are taught in cognitive strategy. In teaching cognitive strategies for reading, teachers need to foster the qualities of competence, awareness and self-initiation, Allan Wigfield (2010: 12)

Then, Allan Wigfield (2010: 21) stated that CORI can be used to teach reading comprehension and be able to make various activities. The following explanations are general implementation of teaching

reading comprehension by using CORI which will be done by the researcher as a teacher in this research.

Firstly, the teacher enter the classroom and directly asking about the students' condition. Next, the researcher stand up in front of the students and ask the students about stories in the past. And then ask the others about what made different the past and present. Afterwards, they are expected to make statements based on students whom distinguish. If there are some mistakes, the teacher will correct it and then the teacher writes those statements on the whiteboard. Then, the teacher attaches a poster that contains a narrative text titled Malin Kundang and students recall the stories that have been studied before. And then, students directly asked about what is narrative text and what the structure on narrative text. With the direction, the teacher gave some clues for the answered and write on the whiteboard. Furthermore, the teacher asks to students for the finding the information in the text attached on whiteboard. After that, the students are asked to make a few summaries after reading narrative text and reading it in front of the class.

#### **E. Review of Related Study**

The review of related study has a goal of providing previous studies and information concern with the research questions. In this research, the researcher intends to introduce and convey that CORI strategy is an appropriate strategy and effective to teach reading comprehension. CORI strategy has been used by some researchers. The first study which has relevance with this research was conducted by Nena (2011). Improving Students' Achievement in Reading Comprehension through Concept-Oriented Reading Instruction (CORI). The researcher used quasi experimental research. The experimental group consisted of 39 students while the control group consisted of 35 students. The experimental group was given treatment, while the control

group was not. The calculation was running by using SPSS computer program. Based on the result, the researcher concludes that CORI gives significant difference in teaching reading comprehension. In other words, the use of CORI strategy is effective in teaching reading comprehension to Grade Eleventh of SMA Islamic Jambi.

The second study which was effective with this research was conducted by Silitonga (2010), The Effective of Concept-Oriented Reading Instruction. Based on the finding and discussion of the research, it can concluded that the use of CORI strategy has a significant effect in on Students' Reading Comprehension in Narrative Text at the Eighth Grade of Madrasah Tsanawiyah Negeri Binjai.

The researcher believes that CORI strategy would give an effect towards students' reading comprehension. Through this research, the researcher would like to prove whether CORI strategy is effective, mainly on reading comprehension in narrative text.