

## TEACHING READING PROCEDURE TEXT THROUGH CONCEPT-ORIENTED READING INSTRUCTION (CORI) TO THE TENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL 13 PALEMBANG

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### Abstract

The objective of the study was to find out whether or not there were any significant different scores obtained by the students who were taught through concept-oriented reading instruction (CORI) method and those who were not. A quasi-experimental design, specifically nonequivalent control group design was applied in this study. The result of the study showed that the students' scores in paired sample t-test of experimental group higher than control group ( $-11.83 > -12.64$ ), while in independent sample t-test, the critical value 0.05 significance level with df 35 (36-1) was 1.697 and t-obtained 1.992. It means that t-obtained was higher than t-table as critical value ( $1.992 > 1.697$ ). Consequently, the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It could be concluded that, teaching reading comprehension of procedure text through Concept-Oriented Reading Instruction (CORI) method to the tenth grade students of state senior high school 13 Palembang was effective.

**Keywords:** CORI, reading, procedure and text.

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### Introduction

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading may give readers much benefits, for example readers can improve their knowledge besides getting information. Furthermore, reading is one of the most crucial skills for the students' success in school and in life. According to Johnson (2008, p. 3), reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. Readers must combine words, sentences, paragraphs into meaningful ideas in order to comprehend. The main purpose of reading is comprehension. A reader needs comprehension to catch the content of message or information of the text. When the students read a textbook selection, they need to understand what it is about. According to Snow (2002, p. 5), students who are good comprehenders use strategies in reading to learn new concepts, get deeply

involved in what they are reading. But many students fail in doing these things. One problem is that classroom materials are often so difficult to comprehend or uninteresting that many students cannot or will not read them. It means that making the classroom materials as interesting as possible should be done by teachers. It is hoped, the students are not reluctant to read English texts.

Most of the students in Indonesia often get difficulties to understand the printed message. They do not know how to read meaningfully. They only read the text book required to be able to perform well in the achievement test. In spite of this, most of them get low mark in reading comprehension exercises, because they have no any techniques in read meaningfully. Furthermore, Snow (2002, p. 11) states that reading comprehension as the process of simultaneously extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements; (1) the reader who is doing the comprehending, (2) the text that is to be comprehended and (3) the activity in which comprehension is a part. Learning reading comprehension is important for students because to support their language and can give the benefits for students, and they comprehend any text they read. The students can make a good comprehension when they read, and they can learn vocabulary. Based on the fact, the writer feels necessary to find a solution to make the students get interested and easy to remember the new reading comprehension that they just have. The writer will be successful in learning English if they have a good skill is reading comprehension in their mind.

Based on the fact, the writer feels it is necessary to find solution to make the students get interested and easier in reading. Reading is not just simply pronouncing the printed words or sentences or even signs, but the reader or the students in this case, should understand what she or he is reading. The students must be able to understand what are the informations that will be given by the writer.

In learning reading comprehension, a learner of English can use many kinds of learning aids in reading. One of the ways to help the students learn to read well is the use of CORI (Concept-Oriented Reading Instruction). CORI is a reading strategy implemented in the classroom to help improving student reading skills. CORI integrates reading with science or social studies through activities and the use of the core content (science or social studies) books during reading instruction. The instructional program supplements the school's standard science and reading curricula and offers instruction in reading strategies scientific concepts, and inquiry skills. CORI is constructed in order to provide

classroom context where multiple strategies of activating background knowledge, questioning, searching for information, summarizing, organizing graphically and structuring stories would be taught (Guthrie et al., 2004, p. 13). It is a strategy that helps students focus on organizing information in their minds and making it meaningful.

The reasons that encourage the writer chooses this topic. First, reading is one of the components of English taught at schools. Second, the writer think that the method can be used to improve reading activity. Beside, CORI (Concept-Oriented Reading Instruction) discussed in this study can help the teacher of English at State Senior High School 1 of Ujanmas improve the teaching and learning activities in general as well as in particular. By using this method the students will understand the text easily because they are interesting in reading activity as a result their reading comprehension will increase.

Based on previous explanation above, the writer was interested in doing this research entitled: "Teaching Reading Procedure Text through Concept-Oriented Reading Instruction (CORI) to the Tenth Grade Students of State Senior High School 13 Palembang",

## Literature Review

### The Concept of Teaching

Teaching may be defined as showing or helping someone to learn, how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown 2007, p. 8). Teaching is needed in learning process. It can be seen that teaching is a process for telling someone information, how to do something in order to help others to learn in daily life. Someone as teacher helps the learners to give instruction.

According to Harmer (2007, p. 107) teaching as transmission of knowledge from teacher to students or creating conditions in which, somehow students learn for themselves. Teacher as someone who knows all about knowledge, so teacher as the leader of teaching activity. Teaching is the way of someone to share knowledge that they have. Brown (2007:8) states that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Concerning with the definition from the experts, it is clear that teaching is the way to give knowledge to the learners by interaction in the classroom and also using strategy to increase and motivate the students. Teaching is a skill for it demands the ability – attained from relevant theories and practices to assist the students expertly in learning. In short, teaching is a process to transfer ideas, skills and knowledge from the teachers to the students in which the teachers not only should be able to give explanation of material in front of the class but also to be great facility and be able to create good condition and good situation in the classroom in order to help students to develop their knowledge and skills, so that they will enjoy learning materials and to increase students' motivation for learning English in the classroom.

### **The Concept of Reading**

Johnson (2008, p. 3) states that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension,

and use the social context to reflect their response. Meanwhile, Vaughn and Thompson (2004, p. 138) state that reading is the process of transforming print into meaning.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension and the processes by which the meaning of a written text is understood then is done silently it is known as silent reading. Reading is accomplished by identifying words, processing print, and comprehending language so that either an internal text or spoken language is produced which is consistent with both the text and the purpose for reading it. Reading is complex process achieved through an integration of many skills, the foundations of which are developed during the readiness stage. In reading, as in all language arts, the child's readiness is partly based desire to read.

From the explanation above, reading means essential skill to create meaning by reading something. By reading, the readers can increase their comprehend and they can also get much information from the text they have just read, so they can tell what they have just read to the other people. Besides that, reading can signify as the act or knowledge or ability of the reader in understanding or comprehend the knowledge or information. In short, the readers can add their knowledge after getting reading such as understanding in grammar, vocabulary, and so on. That is why reading is said the most essential skill for success in all educational context, and reading is the key to learning in all aspects of life.

### **The Concept of Reading Comprehension**

According to Snow (2002, p. 11), reading comprehension as the process of simultaneously extracting and constructing to emphasize both the

importance and the insufficiency of the text as a determinant of reading comprehension. Meanwhile, Klingner, Vaughn & Boardman (2007, p. 8) defined reading comprehension is 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 (interest in text, understanding of text types).

Vaughn and Thompson (2004, p. 98) state that comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Actually comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text.

### The Concept of Procedure Text

A procedure is a series of activities, tasks, steps, decision, calculation and other processes, that when undertaken in the sequence laid down procedures, and then described the result, product or outcome. The purpose of a procedure text type is to explain how something can be done. A procedure is to describe how something is accomplished through a sequence of actions or steps (Depdiknas, 2003, p. 80).

According to Anderson and Anderson (2003, p. 50) argue that Procedure text is piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. A procedure consists of a series of steps which shows how to achieve some goals. The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more

specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry out the instructions successfully. According to Depdiknas (2003, p. 14), the elements of procedure text are: (1) goal, (2) materials, and (3) steps 1- n. Moreover, the steps on how to create a procedure are: (1) begin with a statement of the purpose, an importance of the specific task, (2) present a step-by-step description of “how to proceed”, (3) express the steps in the procedure in a simple and clear format, making it correct and complete.

The purposes of procedure text are (1) to indicate a process of how to make or to operate something, and (2) to draw how something do through arrange steps and usually written by using present tense (Fathoni, 2017:1). There is an example of procedure text that stated in the following box:

#### How to make a Cheese Omelet

##### Ingredients:

1 egg, 50 g cheese, 1 cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

##### Utensils:

Frying pan, fork, spatula, cheese-grater, bowl, and plate.

##### Steps:

1. Crack the egg into a bowl
2. Whisk the egg with a fork until it's smooth
3. Add milk and whisk well
4. Grate the cheese into the bowl and stir
5. Heat the oil in frying pan
6. Turn the omelet with spatula and cook both sides
7. Place on a plate, season with salt and pepper.

From the explanation above, the writer concludes that procedures

normally take the form of directions or instructions. Procedure text is the text that tells us about the process of how to make or do something. Procedure text consists of the goal, materials and steps of how to make or do something well with the arrange steps in order to reach the goal.

### **The Concept of Concept-Oriented Reading Instruction (CORI) Method**

One of the ways to help the students learn to read well is the use of CORI (Concept-Oriented Reading Instruction). CORI is a reading strategy implemented in the classroom to help improving student reading skills. CORI integrates reading with science or social studies through activities and the use of the core content (science or social studies) books during reading instruction. The instructional program supplements the school's standard science and reading curricula and offers instruction in reading strategies scientific concepts, and inquiry skills. CORI is constructed in order to provide classroom context where multiple strategies of activating background knowledge, questioning, searching for information, summarizing, organizing graphically and structuring stories would be taught (Guthrie et al., 2004, p. 12).

Because reading is a purposeful activity, educational researchers have devoted a lot of time and energy to examine what increases children's interest and motivation to read. One method that has been used in the field of science education to increase reading comprehension is Concept-Oriented Reading Instruction. Teachers use CORI reading comprehension strategies and allow students to communicate and collaborate with each other to deepen their comprehension of the text and science knowledge.

According to Guthrie (2004, p. 26) CORI classrooms are designed to

meet students' needs. Becoming a comprehender in the higher grades is based on two needs; the first is mental or cognitive. Students must be able to use cognitive strategies easily. They need to tap into background knowledge, ask questions, and summarize frequently and appropriately.

In CORI, reading strategies are taught in a context of inquiry, which affords teachers the opportunity to support motivation by (a) having knowledge goals for reading instruction, (b) providing hands-on activities related to reading, (c) giving students realistic choices, (d) using interesting texts for instruction, and (e) weaving collaboration into children's classroom lives.

Guthrie (2004, p. 20) explains that the goal of the CORI method is to help learners become engaged readers. To be engaged, learners must demonstrate two basic qualities. First, the learner must be cognitively competent in comprehension skills and comprehension strategies to enable them to learn from texts. Therefore to be engaged, learners must be capable of utilizing their background or prior knowledge, they must be able to form questions, short for information, summarize, organise newly learnt information and monitor their understanding as they read. Guthrie (2004, p. 16) lists four dimensions to the CORI method which includes firstly, the explicit instruction of reading strategies such as activating prior knowledge, questioning, searching for information, summarizing and organizing information graphically. The second dimension involves science inquiry where scientific skills such as observation, designing an investigation or collecting data will be supported. The third dimension is providing motivational support by tapping into students enviromental interests, developing student autonomy

through choice such as asking questions which will then serve as the basis for directing their reading. To encourage motivation, interesting texts will be used and collaborative group will be utilised. The fourth dimension is the integration of science and reading in which learners will be encouraged to make connections between real life experiences and the information discovered in the text. Guthrie (2004, p. 97) also notes that special considerations are given to struggling readers including providing them with help in improving their oral fluency by providing word recognition support, simplifying instruction for teaching reading strategies by providing more explicit modelling, providing extra support to help these students bridge the gap between reading the text and responding to it and by providing multiple and varied opportunities for students to learn the reading strategies.

### Method of Research

In this study the writer used an experimental research. A quasi-experimental design, specifically nonequivalent control group design was applied in this study. This study applied CORI (Concept-Oriented Reading Instruction) method as the treatment for the experimental group. Intact nonequivalent classes were used, one class as experimental group and the other class as control group. According to Creswell (2012, p. 298), in a quasi-experimental research design “the researcher assigns intact groups the experimental and control treatments, administers a pretest to both group, conducts experimental treatment activities with the experimental group, and then administers a posttest to assess the differences between the two groups”.

There are two kinds of variables of this study. They are the independent variable and dependent variable. Fraenkel and Wallen (2011, p. 80) says

that “independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables, and an independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable.” The independent variable of this study is Concept-Oriented Reading Instruction (CORI) method. While according to Fraenkel and Wallen (2011, p. 80), a dependent variable is the outcome variable which as the effect, consequence of, or response to, an independent variable. This is a fundamental concept in many statistics. The dependent variable of this study is the student’s reading comprehension achievement in procedure text.

### Findings

The data of the study were collected by the test, pre-test and post-test. In the pre-test of experimental group the students were given written test that consisted of 40 questions in the form of multiple choices, in which the students got 2.5 points for each the correct answer. To find the students’ score, the students’ correct answer were divided by the number of questions and the result were multiplied by the total of standard score. Based on the data, it was found that the highest score was 90 reached by one student and the lowest score was 35 reached by one student. In the pre-test of control group the students were given written test that consisted of 40 questions in the form of multiple choices, in which the students got 2.5 points for each the correct answer. To find the students’ score, the students’ correct answer were divided by the number of questions and the result were multiplied by the total of standard score. Based on the data, it was found that the highest score was 75 reached by one student.

The homogeneity testing of the data was done to know whether the data were homogeneity or not, the F-test was used in the test of homogeneity of variances (Sugiyono, 2015:276). The variances were calculated since (df) was 35 (36-1). Experimental group and control group, with 5% significant level, critical value in the f table is 4.13. if the result of the f-test is same or less than 4.13 the variances can be called homogeneity. and the lowest score was 35 reached by one student. After the result above, it found that the result of f-test was 1.53 with  $df = 35$  (36-1). The critical value of f-table is 4.13. it means the variance of two groups less than the value of f-table ( $1.53 < 4.13$ ).

In the post-test of experimental group the students were given written test that consisted of 40 questions in the form of multiple choices, in which the students got 2.5 points for each the correct answer. To find the students' score, the students' correct answer were divided by the number of questions and the result were multiplied by the total of standard score. Based on the data, it was found that the highest score was 100 reached by four students and the lowest score was 65 reached by one student. In the post-test of control group the students were given written test that consisted of 40 questions in the form of multiple choices, in which the students got 2.5 points for each the correct answer. To find the students' score, the students' correct answer were divided by the number of questions and the result were multiplied by the total of standard score. Based on the data, it was found that the highest score was 90 reached by five students and the lowest score was 50 reached by four students. Paired sample t-test sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between paired observations

on particular outcome is significantly different from zero.

Paired sample t-test is used to compare two means that are from the same individual, object, or related units. The two means typically represent two different times (e.g., pre-test and post-test with an intervention between the two points). The result of t-obtained was -11.83 (left-side test), where the value of t-table was 1.697 at significance level of 0.05 and with one-tailed testing. Since the value of t-obtained was lower than the value of t-table ( $-11.83 < 1.697$ ) consequently the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Because from t-obtained was negative indicates that the students' score before treatment lower than the students' score after treatment. It means that there was average increase in students' score before and after treatment was given. Based on the students' scores both obtained between pre-test and post-test in control group. Paired sample t-test was calculated to find out whether or not to teaching reading comprehension of procedure text through Concept-Oriented Reading Instruction (CORI) method to the tenth grade students of state senior high school 13 Palembang is effective.

Independent sample t-test is the most common form of the t-test. It helps you to compare the means of two sets of data. In other definition, Independent sample t-test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. Based on the students' scores both obtained in post-test of experimental group and control group. Independent sample t-test was calculated to find out whether or not to teaching reading comprehension of procedure text through concept-oriented reading instruction (CORI) method to

the Tenth Grade Students of State Senior High School 13 Palembang is effective.

### Conclusion

The findings described that the students' scores in post-test of experimental group were significantly higher than the students' scores in post-test of control group, with the students' average scores of experimental group in post-test was 80.55 while, the students' average scores of control group in post-test was 75.41. The result of students' scores in paired sample t-test of experimental group higher than control group ( $-11.83 > -12.64$ ), while in independent sample t-test, the critical value 0.05 significance level with df 35 (36-1) was 1.697 and t-obtained 1.992. It means that t-obtained was higher than t-table as critical value ( $1.992 > 1.697$ ). Consequently, the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It could be concluded that, teaching reading comprehension of procedure text through Concept-Oriented Reading Instruction (CORI) method to the Tenth Grade Students of State Senior High School 13 Palembang was effective and there were any significant different scores obtained by the students who were taught through Concept-Oriented Reading Instruction (CORI) method and those who were not.

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