CHAPTER II

THE CONCEPT ORIENTED READING INSTRUCTION (CORI) IN

NARRATIVE TEXT

A. Concept Oriented Reading Instruction (CORI) as a Teaching Technique

Concept-Oriented Reading Instruction (CORI) is an instructional program that combines reading strategy instruction, conceptual knowledge, and support for student motivation. It defines reading engagement as the interplay of motivation, conceptual knowledge, strategies, and social interactions during literacy activities. Engagement in reading is crucial for the development of life-long literacy learners. The CORI program is designed to foster reading engagement and comprehension through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read.

Concept-Oriented Reading Instruction (CORI) began in a project sponsored by the National Reading Research Center (NRRC) at the University of Maryland and the University of Georgia from 1992-1997. They developed CORI in collaboration with teachers in Prince George's County Public Schools, Maryland, including Calverton, Hyattsville, and Catherine T. Reed Elementary Schools. Most publications appearing before 2001 were based on that project.

Concept-Oriented Reading Instruction (CORI) teaching technique is designed to meet the students' need. Concept-Oriented Reading Instruction (CORI) reflects the central position of conceptual knowledge in teaching

reading comprehension. There are two main purpose of CORI Guthrie, (2004: 19) in the classroom:

1. Support for the cognitive strategies for knowledge construction during reading.

2. Support for the motivational development of learners.

The CORI framework depicts all the overall structure. Four structures include reading strategy instruction, inquiry science, motivational support, and reading-science integration Guthrie (2004: 19).

The first structure is reading strategy instruction which means the reading activity should have clear instruction to the students. The students should be able to understand what the instruction asks. The reading strategy should be able to build students' pre existing knowledge to support the next reading activities.

The second structure is inquiry science. In this inquiry, the first phase is observing. The students do some observation about the topic given by the teacher. Then, the students design investigation. The students make questions about the topic and try to find the answer by using their pre-existing knowledge in a group. After answering the question, the students present what they have discussed. This helps the students to learn a conceptual theme by using the scientific method.

The third is the motivational support. Beside the teacher motivate the students through the instruction question, the teacher should also provide an

interesting text. The interesting text will make the students motivated to seek information in it.

The fourth is reading science integration. This integration means the students should link their real world experience to their book reading. This enables them to combine conceptual learning across reading and science. Students integrate text learning with observational experiences, which is valuable for the knowledge building.

The strategy of teaching that usually in CORI classroom Guthrie (2004: 21) are:

a. Activating background knowledge. The strategy of activating background knowledge refers to recall experience and knowledge of text before reading for the purpose of linking new content to prior understanding. The first important point in activating background knowledge is the students should activate knowledge that is relevant to the text topic and use important cues, such as title, and heading, so that their knowledge statement link to the new text. The second is that the background knowledge should represent interconnected concepts and information related to the text topic. CORI teachers encourage students to improve their statement of background knowledge by increasing their relevance and using the text features to expand their conceptual statement.

b. Questioning. Questioning refers to asking, or writing, a self initiated question about the content of the text before reading. Questions may be

answered by a simple fact or a yes or no question. A first step is the students should pose questions that are stated as complete sentences, related to central concepts of the topic or the text. The second is that the students' questions should address multiple concepts, with supporting evidence and a statement concept in the text.

c. Searching for Information. Searching for information refers to seeking and finding the information in the text by forming specific goals, selecting particular sections of text, extracting accurate information, combining new and old information, and continuing until goals are fulfilled. The first step of instruction is that students are able to generate multiple goals, and use keywords to guide their search. The second is that students identify multiple texts to use as sources for information, integrate information from multiple texts, and relate knowledge of cultural or historical information with text-based information.

d. Summarizing. Summarizing refers to forming an accurate, abstract representation of text after reading all of material. The first step for teaching summarizing can consist of enabling students to identify central ideas in a passage by locating keywords and identifying supporting factual information. The second consists of students writing summaries with all the important concepts identified, accompanied by full statements of accurate supporting evidence from the text.

e. Organizing graphically. Organizing text graphically refers to constructing a spatial representation of text-based knowledge, which may include

drawings, concepts maps, and diagrams. An initial step for teaching is that students identify key concepts and supporting terms. At first, students generate a graphic, with teacher support. As learners advance, the second step for teaching is for students to build more complex concept maps and diagrams more independently. Their work should show a hierarchy of knowledge, clusters of supporting information, and dynamic relations with causal links among concepts.

From all the explanation above it can be concluded that CORI has many advantages, for instance:

a. Oral Reading Fluency

Struggling reader instruction begins with activities to support oral reading fluency. This may include "whisper reading," in which students read aloud softly while the teacher listens to each of them read, providing support for word recognition. Support may include choral reading and attempts to read expressively. Within this dimension of teaching, repeated reading of selected text may occur. For example, half of the group may read a certain passage aloud, followed by the other half reading the same passage aloud. The group attempt to become increasingly expressive and convey the meaning and tone of an information text or the characters in a story. These activities foster fluency, and comprehension.

b. Simpler Strategy Instruction

For reader struggling with reading comprehension strategies, instruction is simplified. Teaching a particular strategy, such as questioning, may be limited to a single page, a single picture, or an individual character in a story. The scope of the question is constrained to give students a more focused target. Initially, students may be requested to ask one question rather than multiple questions. The teacher is likely to provide more extended, explicit modeling for struggling readers than is needed by the rest of the class.

c. Bridging From Text to Response

Extremely valuable for struggling readers is a bridge between the text and the normally expected outcome of using a strategy. Consider a lesson in summarizing. For stronger readers, it is sufficient for the teacher to guide students through the steps of summarizing: identify key words, locate to supporting facts, delete unimportant information, and compose the summary. Struggling readers need a bridge from the text to the written summary. Abridge may consist of a simple chart, guide, or map. For example, the teacher may identify two paragraphs of a text. The teacher identify one key concept for the first paragraph and ask students to identify key words for the second paragraph which support this concept. After entering key words or phrases on a chart, students may then say or write a brief summary about the rest paragraph.

d. Opportunity to Learn

The students may have more time to learn about the topic with more conceptual thought from the text and their background knowledge.

After reviewing some researcher discussed about Concept - Oriented Reading Instruction (CORI), the researcher found some disadvantages.

a. CORI needs the students to think creatively. So, if the students have a low creativity, they have low progress instead of the students who have a high creativity.

b. CORI employs group work. It is difficult for the teacher to control a large class to make sure they do all the steps of CORI in their group

c. The teacher also needs to choose the most suitable material to be used in the classroom.

d. The teacher should be able to motivate all the students to participate in all steps of CORI.

B. The Implementation of Concept Oriented Reading Instruction (CORI) in Teaching Reading Narrative Comprehension

Refers to the theory above, the researcher have adapted three phases of CORI; searching and retrieving, comprehend and integrate and communicate to other. There were four major activities of CORI that have done by the researcher; reading instruction strategy, science inquiry activities, motivational support, and reading science integrations.

1. Searching and Retrieving

   Students in CORI classrooms have learned to search for information in the context of asking questions that are important to them. The search process occurs both with reading the texts and collecting information. In both cases, students are seeking answers to questions they ask by themselves. Teachers provide a variety of supports for strategy learning, including modeling, explaining, coaching and scaffolding, peer discussions, practice, and student reflection.

   Table 2.1. Searching and Retrieving in CORI

CORI phase	Reading strategy instruction	Science inquiry activities	Motivational support	Reading science integration
Search and retrieve	a) the teacher divide the students into a group consist of 4-5 students b) the teacher gives topic to the students c) the students gather the information to find what the text is about in a group.	The students gather all information about the topic	Students expand their ideas about the topic to guide their reading later. They may rise another question to help them investigate the topic/ title	Notice the same information the students have gathered with the information mention in the text later.

2. Comprehend and Integrate

   Teachers focus on helping students comprehend and integrate various incoming information into a coherent form. Students also have learned to

organize information they are gathering from their observations. Students must organize the data from their observations into a useful and informative form and integrate it with the information from the text.

Table 2. 2. Comprehend and Integrate in CORI

CORI phase	Reading strategy instruction	Science inquiry activities	Motivational support	Reading science integration
Comprehend and integrate	**Summarizing** The students express the gist of information and summary of the information about the topic of the text	**Representing data** Make a chart or map to show the conclusion (optional)	**Use many sources** Use multiple sources to find out what the topic is about	**Combining conceptual learning** Merge results from the observation and information from the text.

In order to make a good summary, the researcher employed criteria proposed by Brown (2003: 24).

a. The summary only includes the most important thing from the story.

b. Paraphrasing is used smoothly and accurately.

c. The summary shows the clear awareness of the story. Any change to the other of the event help to make the summary clear.

d. The summary is clearly written. Words are chosen effectively.

3. Communicate to Others

Students express their new knowledge to their peers and other audiences after they do the conclusion. Other group may ask question.

Table 2.3. Communicating in CORI

CORI phase	Reading strategy instruction	Science inquiry activities	Motivational support	Reading science integration
Communicate to others	**Communicating literacy** Each group presented about the generic structure of the text	**Communicating information** Each group presented the text summary about the content they have been made.	**Coordinating motivational strategy** Each group may ask question to each other	**Integrating reading and science** Write a combined report about observation and content learned from texts

Then, to applied CORI in the classroom of MTs Al - Aziz, the researcher divided the students into group work consist 4-5 students. Since the class consists of 29 students, the group was 5 in a classroom. The researcher provided different text for each group. The text was fiction and non - fiction narrative text.

a. The students worked in a group to discuss about their own topic by doing the steps explained above; searching and retrieving, and comprehend and integrate in a group.

b. The teacher gave 20 minutes for the students to discuss.

c. Then, after the discussion the teacher asked the representative from each group to present their summary from their discussion in front of the class. This phase was explained above as communicate to others. The student

should do a presentation about the text. The explanation should include all elements explained above in the table (see table 2.3)

d. After all the groups presented their conclusion, the teacher explained how to make a good conclusion by referring to the student' work.

e. After the discussion had finished, the teacher reviewed and explained about how to make a good summary.

f. The students got a test, an essay test which consisted of 10 questions. The test asks about important events and characters, the test uses paraphrasing, and the test asks about word choice. Another test was vocabulary matching. The test consisted of 10 questions. The researcher considered it important because in the criteria of a good summary, it was stated a good summary should represent all the content of the text. Without knowing the vocabulary, the students could not write a good summary. Another reason was the biggest problem on reading a text was vocabulary. So, to train the students, the researcher included this type of test.

C. Reading Comprehension

Comprehension is the end goal of reading, whether an individual reads for pleasure, to learn, or to locate information. Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, Individuals construct meaning from text as they read, absorbing new information and comparing it to their background

knowledge. Readers are able to comprehend text only if the other key components of reading—alphabetic, fluency, and vocabulary—are in place. While reading, an individual decodes words (alphabetic), associates the words with meanings stored in memory (vocabulary), and processes the phrases and sentences rapidly enough (fluency) that meaning is not forgotten during the reading process.

In some cases, learners are unable to comprehend texts because they need additional background knowledge or vocabulary, but many learners struggle with comprehension because they have not yet developed a set of strategies for monitoring and supporting their comprehension. Some learners view reading solely as decoding and do not actively consider comprehension. Other readers struggle with comprehension because they are unfamiliar with various types of texts, such as poems, narratives, or expository texts. Studies from California Adult Education sited in Ghutrie (2004: 25) show that explicitly teaching comprehension in combination with other reading components can improve student comprehension. Some researchers suggest that the way skills are currently taught may be too narrowly focused on learners' functional levels or on extracting information, at the expense of engaging learners in actively constructing meaning.

In regard to readers' type, Blachowicz and Ogle (2008: 20) study about what can make an individual become a good reader. This includes all aspects involving the teacher, instruction, material and the students' attitude. The following figure gives insight about what factors to be a good reader.

1. Meet our needs

   This means the reading material should be suitable for the readers based on their level, age, and background knowledge. This part is the role of the teacher to consider a reading material for their students. A survey or observation is helpful for the teacher to determine an appropriate material for the class.

2. Read variety of genres

   The teacher should give a wide variety of reading text type. It will help the students to make them deal with the key component of reading mentioned beforehand, which are alphabetic, fluency, and vocabulary. Teachers can teach alphabetic, fluency, and vocabulary in the class by using many types of reading. So, the students can improve their reading skill.

3. Examples of what readers should do (reader's attitude)

   This includes the readers' attitude towards the reading material. The readers should be able to find their own way to comprehend a text. It can be motivated by the teacher to help them work it out. Furthermore, the reader should be able to engage with the text as the meaning of reading itself is a short conversation between the writer and the reader. The reader should maximize their thinking process individually and socially. The concept is presented below.

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┌──────────────────┐              ┌──────────────────┐
│ Meet our reader  │              │ Read a wide      │
│                  │              │ variety of genres│
└──────────────────┘              └──────────────────┘
         ▲                                 ▲
         │                                 │
  ┌─────────────┐        ┌──────────────────────┐
  │ Factors of a│───────▶│ Example of what good │
  │ good reader │        │ readers should do    │
  └─────────────┘        └──────────────────────┘
                              │              │
                              ▼              ▼
            ┌──────────────────────┐  ┌──────────────────────┐
            │ Possess reading      │  │ Engage with material │
            │ strategy             │  │ individually and     │
            │                      │  │ socially             │
            └──────────────────────┘  └──────────────────────┘
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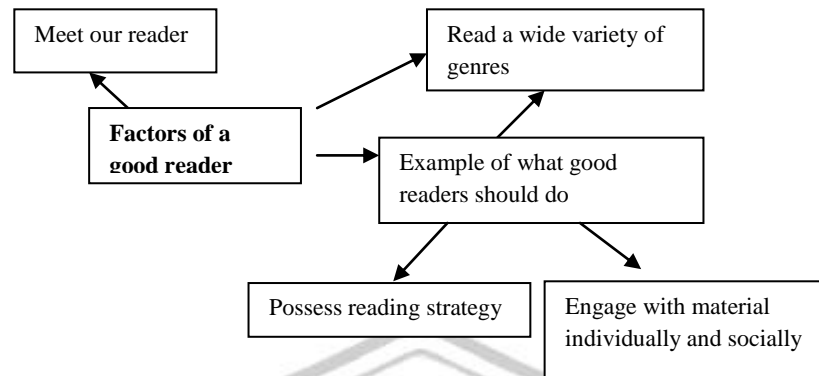
Figure 2.1. Factors of a Good Reader adapted from Mc. Namara (2007: 22)

Furthermore, according Silberstein (1994:12) reading is a complex information processing skill in which the reader interacts with text in order to (re)create meaningful discourse. Reading is a basic tool of communication between reader and author, so the reader tries to comprehend the message or information. It means that to catch the information, a reader should comprehend the message first. Anderson (1997:198) defined comprehension as the process which person understand the meaning of written or spoken language. This is a process of constructing meaning through interaction and involvement with written language.

So, from all the definition above, it can be concluded into this following figure.
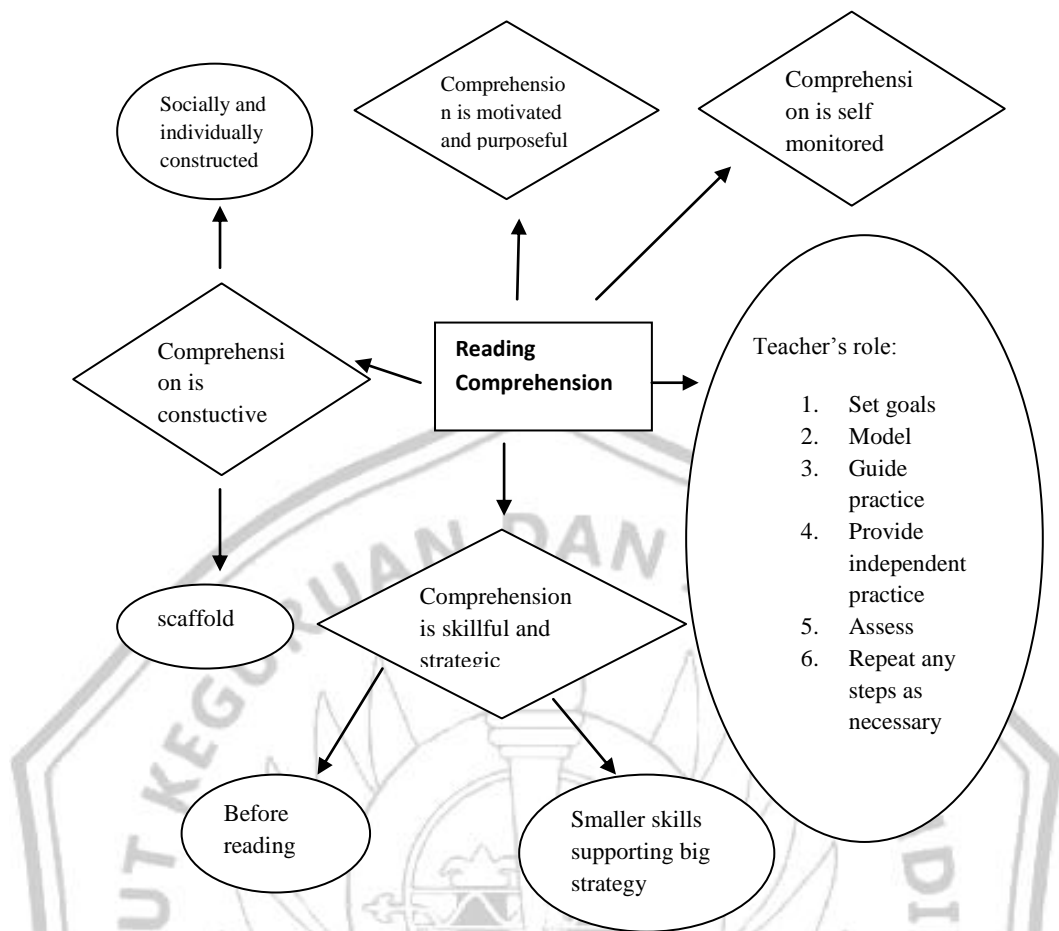
Figure 2. 2. Reading Comprehension adapted from Mc. Namara (2007: 35)

D. Aspects of Reading Comprehension

In reading comprehension, there are some aspects of reading comprehension that used to measure the readers' comprehension of the reading text. In comprehending the reading text, there are some questions that related to the aspects of reading text. Brown (2003:206) "reveals that there are some aspects of reading comprehension in reading test include main idea, inference, detail information (scanning for specific stated detail), vocabulary in context".

1. Main idea

   Main idea is important information that tells more about the overall idea
   of a paragraph. Duffy (2009: 138) says that main idea refers to the "big
   idea" or the most important idea. It constitutes chief point an author is
   making about a topic. Thus, main-idea comprehension should be at the
   core of all reading instruction."

2. Inference

   Inference constitutes information obtained implicitly stated in the text.
   Meneghetti (2005) says that "inferences are a way to achieve
   information not explicitly stated in the text". In inference makes the
   reader feel difficult to find out the answer because it is not explicitly in
   the reading text. Inference test the questions that asked is as to
   identifying the implicit or not explicit information in a passage, and
   identifying the main idea of a paragraph in a passage.

3. Detail information

   Detail information or scanning for specific stated detail in reading text.
   The information can be found directly in the reading text. Day and Park
   called it as literal comprehension. Literal comprehension constitutes the
   understanding of the reader as to some information from the reading
   text related to the explicit information. In literal comprehension the
   reader can find the answer of the question directly in the reading text.
   As Day and Park (2005) state that "literal comprehension refers to an
   understanding of the straightforward meaning of the text, such as facts,

vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text". Thus, in literal comprehension encompasses some questions as to explicit information, specific information and detail information. In sum up, the reader will find the answer easily because the answer can find it directly in reading text.

4. Vocabulary in context

In reading comprehension, students should understand the meaning of the reading text. Then, to know the students' understanding, the teacher should measure their understanding includes their comprehension in vocabulary. Dufy (2009:14) states that "Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. And vocabulary is fundamentally important for understanding the message." Generally the question of reading comprehension test that asked based on the text is about the reference word, synonym or antonym word.

Thus, the researcher decided to choose main idea, inference, detail information, and vocabulary in context in this research. (See appendix X)

E. **Teaching Reading Comprehension**

Teaching is any activities carried by the teacher in classroom which is intended to give students knowledge or skill. In the teaching language, the

skills can be in listening, speaking, reading, and writing. As Brown (2003:40) defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding knowledge, and causing to know or understand, means that the teacher should actively help the students to figure out what they learn by giving motivating instruction and material to make them easier to understand the lesson.

Still, teaching reading comprehension for English Foreign Language (EFL) is not an easy way to do because the EFL learners do not only use reading technique and strategies but also their knowledge such as vocabulary and grammar. Nuttal (1982: 21) stated that the aims of teaching reading is to develop the students' ability to extract message from text contain. In teaching reading comprehension, the teachers are not trying to put something to the students but to help students to get the information by themselves. In teaching reading, the students have to develop the ability to read by themselves. So, the role of the teacher is to equip the students to do so. The teachers' role is not to dictate the students but to make the students have their own ability to read, especially to understand the text well.

In this research, the researcher employed inferential as the reading comprehension skill. Inferences need the readers build sense relationship, puts facts and ideas together to draw conclusions and makes generalizations, and detects the mood of the text. Making inferences needs more on personal insight. This skill is suitable with CORI teaching technique that employed by the researcher, the goal is to make summary.

F. Narrative Text

Narration is the form of writing used to tell a story of acts or events, some usually tells about person, place, animal and thing. A good written story lets your readers response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that "narrative is a piece of text tells a story and in doing so, entertains or informs the reader or listener."

According to Denning (2000: 37) narrative can be divided into imaginary / fiction narrative, factual / non-fiction narrative or combination of both.

1. Non-fiction Narrative

Non-fiction narrative is often used to recount a person's life story, important historical events or news stories. The kinds of non-fiction narratives are as follow:

a. Historical Events

Myth is a traditional story unknown authorship, ostensibly with a historical basis, but serving usually to explain some phenomenon of nature, the origin of man, or the customs, institutions, religious rites of a people. Myth usually involves the exploits of goods and heroes.

b. Legend

Legend is a story handed down for generations among a people and popularly believed to have a historical basis, although not verifiable.

c. Person's Life Story

Person's life story includes two types of story,

- Personal experience is a report of sequence of events that have entered into biography of the speaker by a sequence of clauses that correspond to the order of the original events.

- Adventure story is a story of person's life, it usually tells about someone's story which the events sometimes taken place in the forest, in one island, country or the other place of the adventure goes on.

d. News

News is new information about anything: information previously unknown; or reports, especially collectively or recent happenings. Those broadcast over radio or TV, printed in a newspaper.

2. Fiction Narrative

Fiction narrative relates to an imaginative creation of narrative or pretence that does not represent actually. The kinds of fiction narrative are described as follow:

a. Fable is a fiction story meant to teach a moral lesson: the characters are usually talking about animals. For examples: the smartest parrot, mouse deer and farmer.

b. Fairy story is a story for children about fairies, magic and enhancement. The story has a sense of the numinous, the feeling or sensation of the supernatural or the mysterious.

Generally, a narrative has these three stages:

a. A narrative will start with **Orientation**, where the writer describes "the world" of his story. In this phase, the readers are acquainted to the characters or the participants of the story, and sometimes they are informed where and when the story took place. An atmosphere is created to make the readers curious to follow the story can be shortly written, or can also be some pages of length.

b. In the middle of a narrative there will be **complication** or **problem**. Complication will make the story more interesting to enjoy, because on this phase the characters will face some handicaps to achieve their goals. Complication reflects reality life, and it makes the readers sure that there are always resolutions for any problems.

c. A good narrative gives a **resolution** for the complication. The resolution will finish the complication, even though there are also stories which let the readers think about the end of the stories or how the stories are resolved.

Anderson (1997: 28) in detail mentions the generic structures of a narrative text; Orientation, complication, sequencing event, resolution, and reorientation.

The first generic structure is an orientation/exposition. The readers are introduced to the main characters and possibly some minor characters.

Some indication is generally given of where the action is located and when it is taking place.

The second is complication/rising action. The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. This complication will involve the main characters and often serves to (temporally) toward them from reaching their goal.

The third is sequence of event/Climax. This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

The fourth is resolution/falling action. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering "How did it end"?)

The last is reorientation. It is an optional closure of event. In the example below the researcher provided a narrative text without re-orientation.

The Lion and the Mouse

Orientation {
One day a lion slept in the jungle. A tiny mouse ran over the lions' head and down his nose. The lion awoke with a loud roar. He was very angry. His paw caught the little mouse. The lion opened his huge jaws to swallow the mouse.

Complication
{

"Pardon me, o king. I beg of you," cried the frightened mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too."

The lion began to laugh, and he laughed and laughed.

"How could a tiny creature like you ever do anything to help me?" And he shook with laughter. "Oh well," He shrugged, looking down at the frightened mouse, "You're not so much of a meal anyway." He took his paw off the poor prisoner and the mouse quickly scampered away.

Some times after this, some hunters trying to capture the lion alive. They set up a rope nets in the jungle. The lion fell into the trap. He roared and thrashed. His thunderous bellows echoed through the jungle. The tiny mouse heard the lions' roars.

"That's may be the lion who once freed me," he said, remembering his promise. And he ran to see whether he could help.

Discovering the sad lion was in, the mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap."

Resolution
{

With his sharp teeth the mouse gnawed at the ropes until they broke. The lion had stepped out of the net and was free. Then the mouse said, "Now was I not right?"

"Thank you, good mouse," said the lion gently. "You didn't help me even though I am big and you are so little. I see now that kindness is always worthwhile."

(adopted from Onestopenglish.com accessed on may, 21, 2015)

Besides the generic structure, the researcher applied the scoring which is based on Brown (2003: 35). Brown states that there are some aspects of reading comprehension; main idea, inference, supporting idea, and word chosen or vocabulary. These aspects are used as the questions. In this research, the researcher used two types of narrative text in order to make the students familiar with fiction and non-fiction narrative text.