

CHAPTER I

INTRODUCTION

A. Research Background

Reading one of the skills in language learning which is important to be mastered in learning English besides listening, speaking and writing. It helps the students to practice their mind in understanding written texts using their prior knowledge to get information and others. According to Bernhardt cited in Aliponga (2013:73), the ability to read is acknowledge to be the most stable and durable of the second language modalities. It helps students to comprehend ideas and understand the individual sentences and organization structure of a piece of writing. In the other word, it can say that students who are good in reading get better achievement rather those who are weak in reading.

Reading is not all about know what is written in the texts but it is also about how readers build meaning from the written text, which means comprehension. As Richards and Schmidt (2002 : 180) state that reading can be done silently, the understanding that the result is called reading comprehension. It means that reading comprehension is understanding, gaining meaning, interpreting the text depends on a variety of contexts. Reading comprehension can be described as understanding a text that is read, or the process of making meaning from a text. Comprehension is important when we are reading, because if readers can read the words but do not understand what they are reading then they are not really reading. It means without a good comprehending readers can not gain all information in a written text. Comprehension involves strategies in reading process. It is why reading comprehension is taught to the students. There are some important aspects in reading comprehension that need to be learnt. It is used to well comprehend contents in text. According to Chesla (2001 : 1), to well master reading comprehension, there are four basic

comprehension called aspects that influence the reading success, they are active reader, finding main idea, figuring words meaning without dictionary, and differentiate between fact and opinion.

Generally, in comprehending a written text who are considered as students are confronted with many problems. The main problem that always faced by the students is understand the meaning in the written text, mostly they only read the text without gaining the whole information in the written text. Reading comprehension is the process that intergrates information from the written text with information from prior knowledge. It is the essential to have a wide basic knowledge that can help students comprehend the written text easily, students can understand any specific term in the text that does not explain entirely in text but based on their reading experience before or other sources. The difficulties of reading comprehension are complex may be related to a combination of factors such as: biological, cognitive or behavioral issues.

One of the effective ways the teacher could deal with this problem is by using Concept-Oriented Reading Instruction (CORI) strategy. CORI is considered as one of the appropriate and effective strategy to teach reading comprehension for students. According to Guthrie (2004: 7) CORI is one of strategies that can lead the students reading comprehension. As an instructional strategy, CORI strategy helps students to cope their problem in reading comprehension. In addition, CORI will support the students for the cognitive strategies for knowledge construction during reading and motivational development of learners. When the students are trying to gain conceptual knowledge, the difficult strategies of reading, such as summarizing have an authentic purpose and more readily acquired. Simultaneously, interested motivation for reading are more immediately aroused by concepts. This strategy can attract the activeness and the critical thinking of the students.

Based on the researchers' pre observation in SMP Negeri 1 Anjongan, the researcher noticed the class' situation at eighth grades, such as (1) the students had low motivation in learning English because students are not interested in learning English and believed that English is one of difficult subjects to be learnt. (2) have a lack vocabulary mastery although students had been at eighth grade. (3) students have a low English achievement including in reading comprehension material because students have difficulties in finding main idea, detail information of the text, synonym, antonym, and references in the text.

Therefore, the researcher decided to prove the effectiveness of Concept-Oriented Reading Instruction (CORI) on her research. The researcher applied Concept-Oriented Reading Instruction (CORI) under title "The Effectiveness of Teaching Reading Comprehension by Using Concept-Oriented Reading Instruction (CORI) Strategy" to the eighth grade students of SMP Negeri 1 Anjongan in the academic year of 2018/2019.

B. Research Questions

Based on the background mentioned above, research problems in this research were:

1. Is CORI strategy effective to students' reading comprehension to the eight-grade students of SMP Negeri 1 Anjongan in the academic year of 2018/2019?
2. How is the effectiveness of CORI strategy to students' reading comprehension to the eight-grade students of SMP Negeri 1 Anjongan in the academic year of 2018/2019?

C. Research Purposes

Based on the problems above, the purpose of this research were:

1. To find out whether CORI strategy is effective or not to students' reading comprehension to the eight grade students of SMP Negeri 1 Anjongan in the academic year of 2018/2019.

2. To find out the effectiveness of CORI strategy to students' reading comprehension to the eight grade students of SMP Negeri 1 Anjongan in the academic year of 2018/2019.

D. Research Significances

The result of this research will not only add information and theory but it is also useful for reinforcing teaching and learning process in school level of education especially in the area of motivating the student in learning English subject. For others the significant of this research are as follow:

1. Theoretical Significance

In this research is to give input for the theory of teaching reading skill that can be understood as the matter of the next study.

2. Practical Significance

- a. Students

This research can help students in learning reading comprehension and can encourage them to learn English especially in learning reading so they can enhance their reading comprehension and find the interesting teaching and learning process.

- b. Teacher

This study can be useful for the teacher in teaching reading comprehension. They can get an appropriate strategy so that they can enhance their reading comprehension and make the students' achievement can be better than before.

- c. The Researcher

The result of this research will give more knowledge for the researcher in teaching reading comprehension by using CORI strategy.

E. Scope of Research

In order to focus on the research systematically, the researcher specifies the scope of research in the restriction. There are two focuses on the scope of research as follow :

1. Research Variables

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied (Creswell 2012:112). Variable is anything that becomes the focus of attention defined by the researcher to be studied in order to obtain information about it then draw conclusions. There are two kinds of the variable, independent variable and dependent variable.

a. Independent Variable

Creswell (2012:116) defined the independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In this study, the independent variable is the use of CORI strategy.

b. Dependent Variable

Creswell (2012:115) defined dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. In this study, the dependent variable is the students' reading comprehension.

2. Terminology

There are some terms in this research needed to be explained to avoid misunderstanding and misinterpretation. They are as follow:
Reading Comprehension and CORI

- a. Reading comprehension is the process of making meaning from text. It means that comprehension is to understand the information within the text and also to understand the text itself.
- b. Concept-Oriented Reading Instruction (CORI) is a strategy that provides long term support for students' development of reading comprehension in the classroom by knowing the strategies in reading comprehension such as background knowledge, questioning, searching information, summarizing.

- c. Pre-experimental research is research which has three steps to conduct. The first one is pre-test, the second one is giving treatment and the third one is post-test. Those steps are done to know the effectiveness of one variable to another variable.
- d. Eighth-grade students of SMP Negeri 1 Anjongan are a population that researcher will choose as the example as the sample from several classes and the located in Jalan Anjungan Melancar, Kecamatan Anjongan, Kabupaten Mempawah, Kalimantan Barat.

F. Research Hypothesis

To find the answer to the research question, the research needs to construct hypotheses. Kothari (2004:184) stated that, the hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable. In this research, there are two kinds of hypothesis; Null Hypothesis (H₀) and Alternative Hypothesis (H_a).

1. Null Hypothesis (H₀)

There is no relationship between independent and dependent variables or no difference between groups of an independent variable or a dependent variable (Creswell, 2012:126). The null hypothesis of this research is CORI Strategy is not effective to students' reading comprehension to the eighth-grade students of SMP Negeri 1 Anjongan in the academic year of 2018/2019.

2. Alternative Hypothesis (H_a)

Alternative hypothesis uses a non-directional alternative hypothesis, where the researcher predicts a relationship for variables in a population but does not indicate whether the direction of this prediction will be positive or negative, or greater or less (Creswell, 2012:127). CORI Strategy is effective to students' reading comprehension to the eighth-grade students of SMP Negeri 1 Anjongan in the academic year of 2018/2019.