SKRIPSI

IMPROVING THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING CONCEPT ORIENTED READING INSTRUCTION AT GRADE VIII PRIVATE ISLAMIC JUNIOR HIGH SCHOOL ALI IMRON MEDAN

Summited the Faculty of Tarbiyah and Teachers Training State IslamicUniversity of North Sumatera as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

By :

NURAINUN
NIM. 34.13.1.078

Advisor I   **Advisor II**

Dr. Didik Santoso, M.Pd   **Maryati Salmiah, S.Pd, M.Hum**
NIP: 19660616 199403 1 006   **NIP: 14820501 200901 2 012**

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF

NORTH SUMATERA

MEDAN

2017

Abstract

This research aims at improving the students' reading comprehension in narrative text by using Concept Oriented Reading Instruction strategy. The subject of this research was grade eight at Private Islamic Junior High School Ali Imron Medan in 2017 academic year. This research of this study was conducted by using classroom action research. The data used in this research at the result of the pre-test to know pre-test and post-test, interview sheet, and observation sheet. The result of this research showed that there was increasing of students in reading narrative text. The mean of the pre-test was 39,80. The mean of the first cycle was 87,86, it indicated that the scores and the mean in first cycle were better that the pre-test. The percentage of students who ot point 75 or more there was also grew up. In the pre-test, there was 3 students (11%) who passed or got score up to 75. In the post-test of cycle I thestudents who got point 75 or more there was 26 (100%) and the increasing was about 89%. In other words, the students' reading comprehension in narrative text improved and became well in the first meeting to the next meeting. For the hyphothesis testing used t-test formula from the compulation. It could be seen that coefficient of it could be seen that coefficient of t *observed* (16,63) > t*table* (1,708). Thus, alternative hyphothesis (Hα) could be received. Based on finding, alternative hyphothesis (Hα)saying that CORI strategy could improve students' reading comprehension in narrative text.

Keywords: Reading Comprehension, Narrative Text, Concept Oriented Reading Instruction (CORI)

Acknowledged by:

Advisor I

Dr. Didik Santoso, M.Pd
NIP. 19660616 199403 1 006

ACKNOWLEDGEMENT

Bismillahirahmanirrahim

Alhamdulillahirobbil'alamin. Thanks to Allah SWT who has given the writer His blessing and a chance to complete this *skripsi.* Praise and blessing to the Prophet Muhammad SAW, who has been my figure to serve Allah SWT.

The writing of this *skripsi* entitled "Improving The Students' Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction At Grade Viii Private Islamic Junior High School Ali Imron Medan". This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In the process of completing this *skripsi,* the writer has received many supports and help from many people. Therefore, the writer would like to thanks for:

1. **Dr. Amiruddin Siahaan, M.Pd** as the dean of Faculty of Tarbiyah and Teacher Training State for Islamic University of North Sumatera Medan.

2. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the Head of English Educational Department.

3. **Dr. Didik Santoso, M.Pd** as my first advisor who has given me charm ideas, advice, suggestion, correction and encouragement in process of completion of this *skripsi.*

4. **Maryati Salmiah, S.Pd, M.Hum**as my second advisor who has gicen me advice, dedication, and suggestion in completion of this *skripsi*.

5. All Lectures of Educational English Department for teaching precious knowledge.

6. The principal of Private Islamic Junior High School Ali Imron Medan **Husnul Fitri Hasibuan, SP., M. Pd,** English teacher **Syamsiah Nasution, S.Pd** and all students of VIII class who helped the writer during the research.

7. My beloved parents, for my mother **Rosnalis Damanik** who always give pray, support, loving to me and my father **Alm. Burhansyah** and my uncle as my father also **Drs. H. Miswar Rasyid Rangkuti, MA**. So, I can finish my S1 Degree. I dedicate this *skripsi* you.

8. My beloved brothers **Irpan Syahputra, Andriansyah**, my beloved sister **Fadillah Hanum**,my cousin **Rahmah Nita S.Sos** and **Syahfitri Yayang Wahyuni** that always give me support in completing my study, so I can do everything for this study.

9. All my dearest friends since senior high school **Sri Wulandari, Amd** and **Yulia Anggina**, and my dearest friends in PBI-3, especially **Nurul Amalia, Nurainun Ritonga, Nurhidayah,Syafrini Rezeki Hsb,Asrina Amaliyah Hsb,Wanda Lestari,S.Pd, Helen Hutri Maulida,S.Pd, Erni Yunita,S.Pd, Lily Agustia,S.Pd**and my brother **Imam Satria, S.Pd.I**. Thanks for their support and sharing the happiness and sorrow during finishing this *skripsi* . I'll never forget them all.

      The writer realizes this *skripsi* still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestions to.

TABLE OF CONTENTS

LIST OF APPENDIX

CHAPTER 1

INTRODUCTION

A. Background of the Problem

In the reading skills, the students' are expected to be knowledgeable and familiar with the teacher has explained in the context. It means that the students' are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text.

Reading isnot an easyprocess because itinvolvesthework eye and brainalmosttoget information ormessagefrom the text sothat to make thestudents be able to read effectively, efficientlyand correctly, the teachers shouldto preparegood material in teachingEnglish, especially inreading as mentioned in the Holly Qur'an An – Nahl verse 125. Itsays:

ادْعُإِلسَبِيلِرَبِّكَبِالْحِكْمَةِوَالْمَوْعِظَةِالْحَسَنَةِوَجَادِلْهُمبِالَّتِيهِيَأَحْسَنُإِنَّرَبَّكَهُوَأَعْلَمُبِمَنضَلَّعَنسَبِيلِهِوَهُوَ
أَعْلَمُبِالْمُهْتَدِينَ

Meaning:

"Calluntothe wayof thy lord with wisdom and fair exhortation, and reason with them in the better way. Lo! Thy lord is the best aware of him who strayed from his way, and he is best aware of those who go aright.

From the verseabove, we know that the teachers should use the good method when they are teaching: in order the students will be easy to understand the subject.

Reading as one of the basic language skills has an important role in widening one's knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge.

According to curriculum of Madrasah Tsanawiyah, the objective of learning reading is to improve the students' ability to understand a text, to help them organize their ideas, to consist andcreate meaning, to communicate information and ideas of text and to develop their knowledge in reading text over time, and to make progress their learning purpose in reading.

In other words, the students are expected to get knowledge and understand the context that has been explained in the text. It means that the students need to learn a considerable amount of information from a text. Therefore, the students require abilities to understand and remember main ideas as well as number of details that elaborate the main idea and supporting ideas in the text.

In learning English, students are expected to get some messages from their reading. Since it is generally learned from secondary level of education and higher education, the students are expected in reading a text as well as possible. But in fact, many students have some problems in reading. They still have low ability in reading, especially in reading narrative text, such as difficulties in understood the meaning of the text.

Based on the first observation in Private Islamic Junior High SchoolAli Imron Medan, most second grade students of Private Islamic Junior High SchoolAli Imron had some problems in learning reading narrative text. It could be seen when the researcher asked them to read a text, most of them could not read

narrative text well. The students had some problems which difficult in reading narrative text. First, they lack of vocabularies, they were unable to read and build sentences well. Second, the students were difficult in expressing ideas. Third, the teacher seldom use interesting strategies in teaching reading. In this case, the students felt bored and did not understand how to read narrative text well.

The students were difficult to understand the main idea of the text, and they found difficulties to comprehend the generic structure of narrative text.Generally, if the teacher used strategy, the students would understanding the material easily. However, the students found somedifficulties to comprehend the generic structure of narrative text. Therefore, the researcher offer concept oriented reading instruction strategy as the solution.

Thereare many techniques in learning and teaching to students that can be used to solve the problem above. One of them is Concept Oriented Reading Instruction (CORI). CORI is a complex yet coherent instructional process for teaching students to usemultiple comprehensionstrategies flexibly and interactively around text to increase self-regulated strategy use and student engagement or motivation to foster the learning of content.

CORI has two main aspects:(a) support for the cognitive strategies for knowledge construction during reading, and (b) support for the motivational development of learners. These two aspects are both served by teaching to contents or concept in a discipline. When students are trying to gain conceptual knowledge, the difficultstrategies of reading, such as summarizing,have an authentic purpose and are more readily acquired. Simultaneously,interestand motivation for reading are more immediately aroused by concepts. CORI isan

effective approach for teaching reading comprehension to the students who learn English as a foreign language. However, empirical evidences on its effectiveness to the students who learn English as a foreign language. To obtain such evidences, a research, especially an action research, needs to be conducted.

Based on the explanation above, the writer is interested in conducting or having a research which focuses on CORI strategy under tittle **"Improving theStudents' Reading ComprehensionInNarrativeTextby Using Concept Oriented Reading Instruction atGradeVIIIPrivate Islamic Junior High SchoolAli ImronMedan".**

B. Identification of the Problem

Based on the background of problem, the problems can beidentified as follows : (1) Most of the students are lazy to reading the text. (2) Most of the students feel bored when studied English. (3) The most of students still have less interest, especially in reading the narrative text. (4) The teacher still applies a traditional strategy. (5) Most of the students have low ability in reading comprehension. (6) How can CORI improve the students' reading comprehension?. Many problems that can the researched. Therefore, the researcher would like to limit the problem.

C. Limitation of the Problem

Based on identification of the problem above, thewriter only limits the problem onimproving the students' reading comprehensioninnarrativetextby using CORI atgradeVIIIPrivate Islamic Junior High SchoolAli Imron Medan.

D. Research Problem

Based on the limititaion of the problem above, the research problemof the study, as follows:How can CORIstrategy to improve the students' reading comprehension in narrative text at grade VIII private Islamic junior high schoolali imronmedan?

E. Objective of the Study

Based on research problem, the obectives of the research is to find out : To know the improvement students' reading comprehension in reading narrative text by using CORI at grade VIII private Islamic junior high schoolali imronmedan.

F. The Significance of the Study

The significances which are expected from this research are as follows : (1) For the students as an input can increase their reading comprehension in reading narrative text. (2) For the English teacher as an input to improvethe students' reading comprehension in teaching reading of narrative text. (3) For the stakeholder can improve the teachers' ability in teaching reading of narrative text. (4) For other researcher in order to inspire them to conduct a similar topicin reading comprehension.

CHAPTER 1I

THEORETICAL REVIEW

A. Theoretical Framework

To conduct a research, there are some theories needed to explain some concept or terms appliedin the research concerned. This study also uses someconcern terms that need to the theoretical explained. Thetheoretical elaboration on the concepts and term used will be presented in the following.

1. Reading Comprehension in Narrative Text

a. Reading

Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.[1]Carnie says that reading is the ability to get information from the text.

According to Daiek, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[2] Based on theory of Daiek, reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

---

[1] Carnie. (1990), *Instruction Reading,* (Columbus Ohio: Meril Publishing Company), p. 30.
[2]Anter Nancy, (2004), *Critical Reading for College and Beyond,* (New York: Mc Graw Hill), p. 5.

According to Burns, reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors.[3] Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).

From the explanation above we know how important reading, Allah say in Holy Qur'an in Surat Al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning:

"Read, In the name of your Lord, Who has created (all that exist). Has created man from a clot (a piece of thich coagulated blood), read and your Lord is the most Generous, who has thought (the writing) by the pen (the first person to write was prophet Idress (Enoch). Has taught man that which he know not. [4]

This first word of the verses is IQRA! That means Read. This has a big meaning for us as Allah creature, firstly however, we are the human come to this world cannot read everything at all, but with our ability be permit from Allah finally we can read everything what we want.

---

[3] Burns (et. al). (1984), *Teaching Reading in Today's Elementary School* (3nd edition), (New York: Longman), p. 3.

[4] Lajnah Pentashih Mushaf Al-Qur'an. (2010), *Al-Qur'an Terjemahan Dwibahasa Inggris Indonesia,* (Bandung: Al-Mizan Publishing House), p. 753.

Furthermore, according to Clark et. al define reading as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning which means that the brain does most of the work.[5]

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

It is important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are:[6] (1) Reading requires purpose and motivation (interested, need). (2) Reading requires the meaning for the learner. (3) The teacher must bring much background information to any reading task. (4) Reading is an active process that requires the learner to be active in his learning to read.(5) Reading skills to need the forming of habits. (6) Knowledge of syntactic structure and vocabulary is important. (7) Reading requires practice-time on task. (8) Favorable attitudes are important for effective reading. (9) Reading capabilities are different for each student.And (10) Reason for reading is important to be an effective reader.It is important to apply these principles of learning to the students' mastery of the reading skills in order to make learning process to be efficient and effective.

Grabe states, when we begin to read, we actually have a number of initial decision to make, and we usually make these decisions very quickly, almost

---

[5] Edithia Gloria Simanjuntak. (1988). *Developing Reading Skills for EFL Students. (*Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan), p.15.
[6]*Ibid,* p.18.

unconsciously in most cases. [7] For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper.

Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately[8]. They mention seven purposes of reading: (1) Reading to search for simple information. (2) Reading to skim quickly. (3) Reading to learn from text. (4) Reading to integrate the information. (5) Reading to write (search information needed for writing).(6) Reading to critique texts. And (7) Reading for general comprehension.

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of

---

[7] Grabe William, and Fredricka L Stoller,(2002), *Teaching and Researching Reading.* (New York: Longman), p. 11.
    [8]*Ibid*, p. 13.

selection and the purpose for reading it.[9] On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

b. Comprehension

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about materials, read, and to use, that which is read for relevant purpose.

Comprehension is as the process by which a person understand the meaning of the written or spoken language.[10] It means that someone can understand the meaning of written or spoken language through the process oflistening seriously, and it can make him to be understood the meaning of the written or spoken language.

Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension.[11] It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge.

---

[9] Dorothy Frant Hennings, (2003), *Reading with Meaning, (*Edinburg: Education Limited), p.2

[10] Jack Richards, John Platt, and Heidi Weber. (1998), *Longman Dictionary of Applied Linguistics.* Harlow, essex, (England: Longman), p.558

[11] Sukirah Kustaryo. (2000). *Reading Technique for College Students. (*Jakarta: Publication Ltd), P.67

Comprehension means different things to different people.[12]Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of processes. A general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation of picture in the reader's mind of what the text is about.

c. Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.[13]Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read,

---

[12] Danielle S McNamara,. (2007). *Reading Comprehension Strategies. (*New York: Lawrence Erlbaum Associates), p.28

[13] Grabe William, and Fredricka L Stoller,. (2002), *Teaching and Researching Reading.* (New York: Longman), p. 7

or the process of constructing meaning from a text.[14] It means that a reader must be able to interpret what the meaning of the text well.

Goodman states reading comprehension is as an interaction between thought and language.[15] it means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. The following factors are among those that affect the comprehension of written material Otto:[16] (1) Oral language development related to real objects, experiences, and pictures. (2) Ability to listen with understanding to stories read aloud. (3) Firsthand experiences with people, object, and place. (4) Continuous development of syntactic and semantic features of our language. And (5) Oral language development of syntactic and semantic features of our language.

Furthermore, Shepherd states some principles of learning that must be applied to reading comprehension, they are: (1) A background knowledge of experience and knowledge is necessary for learning. A reader's background knowledge influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetoritically, knowledge of

---

[14] Parthenership for Reading. Http://www.nifl.gov/partnershipforreading/". Accessed on January 5th 2017.
[15] Otto, Wayne, (1979). *How to Teach Reading. (*Philippines: Addison-Wesley Publishing Company, Inc). p. 70
[16] *Ibid*

how one's first language works, knowledge of how the second language works, and cultural background knowledge. If students are reading on an unfamiliar topic, teachers need to begin the reading process by building up background knowledge. New ideas must be connected to existing ideas and information. A background that provides a basic understanding of the vocabulary and enables the student to apply concrete illustrations of the new ideas forms the base on which he can build the new information. (2) Learning must have meaning for the learner. The goal of reading is to enable the reader to get meaning from the printed material it means that he reader must be able to understand the information and to determine its significance. (3) The students must have a purpose and a motivation to learn. It is the fact that practice is a necessary part of skill development, so, if the students do not read because of lack of a purpose and a motivation, he does not get the practice he needs in reading skills. As a result, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in comprehending. (4) The learner must be active in his learning. Learning to read is not a passive process. It is nearly impossible to teach skills to a student if he puts forth little or no effort. The teacher can tech techniques, but the students must practice and apply them. (5) Learning requires the forming of habits. When a student learns how to use reading skills and how to attack a reading assignment he is learning techniques habits that will insure success and efficiency in his effort. For the student to become an efficient reader, many of the skill must be so well development that they function smoothly and simply. (6) Much learning is by association. Learning to read is no exception. The students learns first to use and understand language through listening and speaking. Reading is one additional

from the form of using language. When he reads he recognizes the words and attaches meanings to them from his oral knowledge about them. In addition, a new meaning for a word is easier to remember if the students already knows the word another meaning. (7) Learning requires practice. This is particularly true of learning to read. The student does not learn an effective reading technique merely by being shown.(8) Favorable attitudes toward learning foster toward learning foster effective learning. Students who have difficulty in reading and who develop negative attitudes toward the reading act will find it difficult to use reading an effective learning tool. Their whole mental set will oppose this avenue of learning. (9) Students learn at different rates and in different modes. Humans vary in their traits, capabilities, and development, and the teacher must take these differences into account. Therefore, the teacher cannot expect all students to have the same abilities, needs, and levels of reading. (10) Learning is more effective if the learner knows the reason for what he is learning. In reading skill development the students need to understand the importance and usefulness of each skill. He needs to understand how he skills can increase his reading competence. Such realizations will not only help his improvement in reading, but his motivation will also improve.

Level of comprehension refer to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers.

Heilman et al states there are three main level of comprehension[17]: (1) Literal Comprehension:Understanding the ideas and information explicitly stated in the passage. Abilities: (a) Knowledge of words meanings. (b) Recall of detail

---

[17] W. Arthur Heilman, et al. (1981). *Principles and Practices Reading 5th Edition.* (Washington: A Bell and Howell Company). p.244

directly stated or paraphrased in own words. (c) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth. (d) Recall of main idea explicitly stated. And (e) Knowledge of sequence of information presented in passage.(2) Interpretative Comprehension: Understanding of ideas and information not explicitly stated in the passage. Abilities: (a) Reason with information presented to understand the author's tone, purpose and attitude. (b) Infer factual information, main ideas, comparisons, cause-effect relationships, not explicitly stated in the passage. And (c) Summarization of story content.. (3) Critical Comprehension: Analyzing, evaluating and personally reacting to information presented in a passage. Abilities : (a) Personally reacting to information in a passage indicating it meaning to the reader. And (b) Analyzing and evaluating the quality of written information in terms of some standards. (4) Creative Comprehension: Understanding of ideas and information not explicitly stated in the passage. Abilities: (a) Reason with information presented to understand the cause effect relationship in a text, although it is not stated directly. (b) It must be able to think and use the imaginations. And (c) Solving problem, producing new creations or new ideas and develop new insights.

d. Narrative Text

Narrative is a story that created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or no-fictional events.

According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.[18]

Hornby states that narrative textis a composition which consists of a fiction story. It means that narrative is concerned with the sequences of happening over a period of time. Narrative text has a least three elements that make t moves clearly and lively. The following are the three elements: (1) Plot : A plot is a sequence of event that occurs in narrative text. As narrative consist of certain events in chronological order, the plot is the form into which the author organized these events. Thus plot enables readers to follow the writers thought from the beginning until the end of the story. (2) Setting : The setting of narrative is the time and the place in which event occur. Setting is not only physical location like city, forest, river, mountain, etc. weather is also support the setting that describe to the event in the story. (3) Point of view : Point of view which addresses the reader directly uses first person pronoun such as I, me and mine while point of view that stands back form the events uses third person pronouns such as He, She, They, refers to the characters.

Type of the text that is taught in this study is narrative. Students are expected to be able to know the characteristics of narrative text below.

Social function	Generic structures	Significant lexicogrammatical features
To amuse, entertain, and to deal with	1.Orientation: sets the scene, time, and place	1. Focus on specific and usually

[18] Pradiyono. (2007). *Pasti Bisa!Teaching Genre-Based Writing.* (Yogyakarta: Andi), p. 20

actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which is turn finds a resolution.	and introduces the participants. 2.Evaluation: a stepping back to evaluate the plight 3.Complication: a crisis arises 4.Resolution: the crisis is resolved 5.Reorientation: optional (can be appear or not)	individualized participants. 2. Use of material process 3. The use of simple past tense 4. To use of temporal conjunction 5. The use of noun phrase

The simple way, a narrative test is structured firstly by having orientation which introduces the readers about the setting of the story; either the place setting or time, or might be both of them. It is also recognize who are the characters or anyone who takes account in the story. After the orientation is set, then story flows to an introductory stage that move to the complication where certain conflicts are found between the characters. The final stage of resolution is revealed as problem solving stage when the conflict is intensively down.

In conclusion, reading narrative text is the activity of getting information from the text which aims to entertain or amuse the readers through a sequence of events and ends in resolution.

2. Concept Oriented Reading Instruction (CORI)

a. Definition of CORI

CORI is the first described in detail by Guthrie is[19] a complex yet coherent instructional process for teaching students to use multiple comprehension strategies flexibly and interactively around text to increase self-regulated strategy use and student engagement or motivation to foster the learning of content.

In this definition, the meaning of comprehension strategies and engagement or motivation in reading will be explained more. A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.[20]

Using a strategy helps students build interlinked knowledge that in taught. Reading engagement is the act of choosing to read frequently for a variety of reasons and comprehending the texts appropriately within the context of the reading situation. To pick up a book, read it, comprehend its essence, and permit it to influence one's mental and affective state, the reader engages a composite of motivational and cognitive processes. While motivation for reading are internalized reasons for reading which activate cognitive operations that enable the individual to perform such as acquiring knowledge, enjoying aesthetic, experiences, performing tasks, and participating in social context.

---

[19]J. T Guthrie, P.Van Meter, A. D. McCann, & A Wigfield,. (1996). *Growth of Literacy Engagement: Changes In Motivations And Strategies During Concept-Oriented Reading Instruction.* Reading Research Quarterly, 31, 306-332.

[20] McNamara, S.Danielle. (2007). *Reading Comprehension Strategies.* (New York: Lawrence Erlbaum Associates), p.6

In conclusion, CORI is an instructional reading program whose purpose is to increase students' engagement in literacy. It is intended to improve students' intrinsic motivation and use of cognitive strategies by integrating reading instruction with inquiry science in interesting and unique ways.

b. Principle of CORI

The principles of CORI, There are :[21] (1) Let discovery happen, (2) Use biological concepts, rather than facts, to focus students' observations and investigations, (3) Use simple experiments to teach students how to articulate and test their own theories about the world, (4) Study nature close to home,(5) Get beyond the "Wow!".

c. Design of CORI

Design is the level of method analysis in we consider :

1. Objective

Different theories of language and language learning influences the focus of a method : that is, they determine what a method sets out to achieve. The specification of particular learning objectives, however, is a product of design not approach. Some methods focus primarily on oral skills and say that reading and writing skills are secondary. Some methods set out to teach general communication skill and give greater priority to the ability to express oneself

---

[21] Guthrie, et, al. (2004), *Motivating Reading Comprehension Concept Oriented Reading Instruction.* (London: Lawrence Erlbaum Associates).

meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation.

2. Content choice andOrganization

All methods of language teaching involve the use of the target language. All methods thus involve overt and convert decisions concerning the selection of language items (words, sentence pattern, tenses, constructions, functions, topics, etc.) that are to be used within a course or method. Decisions about the choice of language content relate to both subject matter and linguistic matter. In straight forward terms, one makes decisions about what to talk about (subject matter) and how to talk about it (linguistic matter). The term syllabus has been used to refer to the form in which linguistic content is specified in a course or method.

3. Types of learning and teaching activities

The objectives of a method, whether defined primarily in terms of product or process, are attained through the instructional process, through the organized and directed interaction of teachers, learner and directed interaction of teachers, learners and material in the classroom. Differences among methods at the level of approach manifest themselves in the choice of differences kinds of learning and teaching activities in the classroom. Teaching activities that focus on grammatical accuracy are quite different from those that focus on communicative skills. Activities designed to focus on the development of specific psycholinguistic processes in language acquisition will differ from those directed toward mastery of particular features of grammar.

4. Learners' roles

     The design of an instructional system will be considerably influenced by how learners are regarded. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning of others, and the view of the learner as professor, performer, initiator, and problem solver.

5. Teachers' roles

     Learner roles in an instructional system are closely linked to the teacher's status and function. Teacher roles are similarly related ultimately both to assumptions about language and language earning at the level of approach. Some methods are totally dependent on the teacher as a source of knowledge and direction: other see that teacher's role as catalyst, consultant, guide, and model for learning: still others try to "teacher proof" the instructional system by limiting teacher initiative and by building instructional content and direction into texts or lesson plans. Teacher and learner roles define the types of interaction characteristic of classrooms in which a particular method is being used.

6. The Role of Instructional Methods

     The last component within the level design concerns the role of instructional materials within the instructional systems. The role of instructional materials within a method or instructional system will reflect decision concerning the primary goal of materials (e.g, to present content, to practice content, to facilitate communication between learners, or to enable learners to practice

content without the teacher's help), the form of materials (e.g, textbook, audiovisuals, computer software), the relation of materials to other sources of input(e.g, their competence in the language or degree of training and experience).

The last level of conceptualization and organization within a method is technique. This encompasses the actual moment to moment techniques, practices, and behaviors that operate in teaching a language according to a particular method. It is the level at which describe how a method realizes its approach and design in classroom behavior. At the level of design we saw that a method will advocate the use of certain types of teaching activities as a consequence of its theoretical assumptions about language and learning. At the level of technique teachers are concerned with how these tasks and activities are integrated into lessons and used as the basic for teaching and learning. These are three dimensions to amethod at the level of technique: (a) the use of teaching activities (drills, dialogues, information gap activities, etc to present new language and to clarify and demonstrate formal, communication, or other aspects of the target language, (b) the ways in which particular teaching activities are used for practicing language,(c) techniques used in giving feedback to learners concerning the form of their utterances or sentences.

d. Procedure of CORI

CORI has four phases: (1) Observing and Personalizing, (2) Searching and Retrieving,(3) Comprehending and Integrating, and (4) Communicating to others.

To create a context for the motivation of curiosity, authentic involvement, challenge and self efficacy in reading. Teacher attempted to enable students to

observe and think about the concrete objects and events in the real world around them. Students choice in selecting the subtopics, goals, and material for learning was emphasized. Sustained wok on a conceptual issue of personal interest would enable students to augment their conceptual knowledge as they learned increasingly complex reading strategies. The main point of the observing and personalizing phase of instruction was to support students in developing and expressing their personal interests in the world around them.

Students were taught how to search for subtopics related to their general interests, how to search for information resources, such as books, and how to find opportunities for further real world observation, all of which could extend their knowledge and satisfy their curiosities. Searching through text to learn information and collect scientific data is beneficial both cognitively and motivationally. Cognitively, the ability to search is crucial for reading and learning scientific information. A number of studies have shown that students' ability to search through expository texts increase their reading comprehension. Motivationally, facility in searching and other reading strategies increases students' self-efficacy for reading. When students feel comprehend in themselves in their strategy users, their general efficacy toward reading will be likely to increase.

For students, to become engaged readers, competence in comprehending and integrating information is essential. Cognitively, this competence is fundamental to gaining a new knowledge from text. Knowledge is dynamic and ever growing, and reading strategies, such as summarizing and organizing text, help students become aware of where their knowledge began and where their

growth in knowledge grew. Motivationally, competence in comprehension and integration is essential for intrinsic motivation. There is a reciprocal relationship between understanding the meaning of what they read cannot enjoy nuances of the text meaning. When students' goals are to pursue new knowledge, a change take place in their stance toward reading. No longer is the goal satisfy the teacher of compete with classmates; rather, the goal is to become curious about the text information, to extent their personal knowledge, and to express their knowledge in socially satisfying ways.

Many exciting educational programs contain high expectations for communication. High expectation for purposeful communication are likely to lead students to enjoy the processes of observation, inquiry, reading, and problem solving with peers. Students were expected to identify important information, to organize the information into a coherent form, and express their ideas precisely and convincingly. The major aim to the communicating to other instructional dimension was to enable students to express their understanding about topics of personal interest in a variety of coherent, persuasive, and accurate communication to classmates or other audiences of their choosing.

Drawn from a body knowledge on strategy learning and studies of searching of information, there are some addition of the procedure in CORI, Guthrie selected addition are consistent with the National Reading Report[22]. They are presents briefly here:(1)*Activating Background Knowledge*:The strategy of activating background knowledge refers to recalling experiences and knowledge of text before and during reading for the purpose of linking new text content to

---

[22] Guthrie, et, al. (2004), *Motivating Reading Comprehension Concept Oriented Reading Instruction. (*London: Lawrence Erlbaum Associates), p.13

prior understanding. Students who are proficient in this strategy reveal what they know about a topic and relate it to the text at hand. Their knowledge is interconnected and specifically related to the reading topic; it is neither disconnected nor too vague. When students are not familiar with activating background knowledge, their statement might not necessarily be relevant to the main topic. In CORI, teachers encourage students to improve their statements of background knowledge by increasing their relevance and using the text features to expand the conceptual richness of their statements. (2)*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 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 their own questions enables students to engage in more active and deeper processing of text. The 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 questionrelated to a text. Students set a purpose inquiry that enables them to focuson text context. (3)*Searching for information:*Searching 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 process of searching refers to finding specific information within a large amount of text. (4) *Summarizing:*Summarizing refers to students forming an accurate, abstract representation of text after reading all or a substantial portion of text material. Students are unable to understand what it means to summarize a text. They copy verbatim form 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. (5)*Organizing Graphically:* Organizing text graphically refers to students' construction of a spatial representation of text based knowledge, which may include drawings, concepts maps, and diagrams. This process consist of: (a) Reading an extended text thoroughly, (b) Identifying key concept in the form of words, (c) Locating supporting information in the form of words or phrases, (d) Defining the relationships among key ideas and supporting information, and (e) Organizing this information onto a concept map, chart, diagram, or visual display.

In this research, the writer would like to follow these procedure below in teaching reading comprehension and there are especially steps as follows: (1) Before Reading : (a) Teacher activates students' background knowledge about the topic through demonstrations, video, pictures, objects, field strips, or others real objects.And (b) Teacher involve students in self questioning about the topic

of study. (2) During Reading : (a) Teacher and the students read the text together: teacher read aloud, or choral reading. There will be a rich discussion and interaction around the text. And (b) Students search a variety of texts about the topic additional questions and for answer to questions. (3) After Reading : (a) Students create graphic organizes to integrate information learned. And (b) Students share through the use of posters, diagrams, group projects, and oral report that they have learned.

In these implementation strategies, instructions, and phases in CORI are merged together to teach reading comprehension. Before reading, teacher merges two strategies, *activating background knowledge* and *questioning* to activate students' background knowledge, then *real world interaction* as the instruction, and *observing and personalizing* as the phrase. During reading, teacher uses *searching for information* as the strategy to answer the questions, then *support student choice and self direction* as the instruction, and *searching and retrieving* as he phase. After reading, teacher merges two strategies, *summarizing and organizing graphically,* then *support for students collaboration and in writing as the instruction,* and the phase is *communicating to others.*

Richard and Rodger explained the features of CORI at the levels of approach, design, and technique a shown in the table below[23]:

No	Concept Oriented Reading Instruction (CORI)		
1	**Approach**	a) The Nature of Language	Language as a vehicle in exchange of information and interaction with real world.

[23] Jack Richards and Rodgers. (200). *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press). p.68

		b) The Nature of Language Learning	Cognitive strategies and motivation.
2	**Design**	a) Objectives	1) To make the students understand the text through the concept. 2) To express students idea through drawings, concept maps, and diagrams.
		b) Content choice and Organization	Major topics of Ecology, such as, reproduction, communication, defense, competition, respiration, predation, feeding, locomotion, niche, adaptation, habitat.
		c) Types of learning and teaching activities	1) Activating background knowledge 2) Questioning 3) Searching for information 4) Summarizing 5) Organizing Graphically
		d) Learners roles	1) Questioner 2) Searcher for information to answer the questions 3) Summarizer the text 4) Organizer of graphic, diagram or map
		e) Teacher role	Guide, Consultant
		f) The role of instructional materials	To present material and to facilitate communication between learner through instructions practiced in ConceptOriented Reading Instruction (CORI).

			They are knowledge goals (concept), real world interaction, students choice and self direction, interesting text for instruction, student collaboration in reading and writing.
3	**Technique**		1) Observing and personalizing 2) Searching and retrieving 3) Comprehending and integrating 4) Communicating to other

e. The Advantages and Disadvantages ofCORI

For all of students, learning English as foreign language is not easy. The writer should provide pleasant atmosphere to invite the motivation and interest of all students. It is done to take students' ease in acquiring the language, not only get the prospect of what they have learn but also they shouldget satisfactory from the learning. The advantages of CORIas strategy for teaching narrative text mentioned as follow : (1) The CORImotivated the students to learn English especially in readingnarrative text topic and the students can be motivated to be more active in class.. this instruction overcome students' difficulties in getting some interesting message or information of reading text and also give the teacher easily to prepare the material and comprehensive in their teaching reading comprehension. (2) By seeing CORI show, CORI has been shown to be effective at increase their abilityin reading comprehension and increase intrinsic reading motivation and reading strategies for comprehension. And (3) Helping to give the interactive, and engaging, motivating, involve task that challenges students'

thinking, requires students to thing on their own, active involvement in lessons, and focus their attention for better comprehension.

CORI has some disadvantages also : (1) That is does not encourage asking questions while reading and the fact that some of 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. And (2) 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 our the meanings.

B. Related Study

In doing the research, the writer found some previous research that can be based on consideration for the writer's research. In this point, the writer tries to explain what the previous researches discuss on their research. And the writer will take some points of their researchers that are related to the writer's study.

1. The first study which has relevance with this research was conducted by Nena Syahrani Syahaf Nasution (2011)," Improving students' Achievement in Reading Comprehension through Concept Oriented Reading Instruction (CORI)". A thesis, Faculty of Languages and Arts, State University of Medan.This study attempts to improve students' achievement in reading comprehension through concept oriented reading instruction (CORI). This study was conducted by using classroom action research. The subject of the research is class XI - IA – 3 SMA Prayatna Medan that consist 25 students. The research was conducted in two

cycles and each cycle consisted of three meetings. In this study was used two kinds of terms for collecting quantitative data by using essay test and qualitative data by using diary notes, observation sheet, questioner sheet, and interview.

2. The second study which has effective with this research was conducted by Evalina silitonga (2010); "The Effect of Concept Oriented Reading Instruction (CORI) on students' reading comprehension". Thesis, English Department of Faculty of Languages and Arts, State University of Medan.This study aims at investigating the effect of Concept Oriented Reading Instruction (CORI) on students' reading comprehension. The population of the study was the students of SMA N.1 SIPOHOLON. 60 students from the population (200 students) were taken as the sample of the research. The sample was divided into two groups. The first group (30 students) as the experimental group, while the rest (20 students) as the group.The experimental group was taught by using concept oriented reading instruction (CORI). The instrument for collecting the data was multiple choice tests.To obtain the reliability of the test, the writer used the Kuder Richardson (KR21) formula, the computation showed that the reliability of the test 0.82. The data were analyzed by using t-test formula.The analysis showed that the score of the students in experimental group was significance 0.05 with the degree of freedom 58. The t-observed is 4.3 while the t-table is 2.00. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

3. The third study which has relevance with this research was conducted byMardiah (2013);"Improving students' reading comprehension ability in Narrative Text through Student teams achievement divisions (STAD) at MTsS Al-Ittihadiyah Percut in Academic Year 2013/2014". Thesis, Department of English

education, Faculty of Tarbiyah, State Institute for Islamic Studies North Sumatera Medan. The aim of the research was to find out the application of Student Teams Achievement Division Strategy in improving the students' reading comprehension ability. In constructing this research, the researcher collected data from the classroom action research, which was carried in two cycles in each cycle consist of four steps.The subjects of this study were 30 students at grade IX of MTsS Al-Ittihadiyah Percut in academic year 2013/2014. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, questionnaire sheet, diary note, and document. The quantitative data was taken from the test.

4. The fourth study which has relevance with this research that based on Rezatul Kamal (2010); "Improving students' reading comprehension through paired storytelling technique at the Eight grade MTs Islamic Center North Sumatera.This research was aimed to find out the improving students' reading comprehension through paired storytelling technique at the eight Grade MTs Islamic Center North Sumatera. The total number of the students is 42. The object of this research was to improve the improving students' reading comprehension through paired storytelling technique at the eight grade MTs Islamic Center north Sumatera.This research was conducted by using Classroom Action Research. There were two kinds of data analyzed in this research, qualitative and quantitative. The qualitative data was taken from observation sheet, diary notes and interview. The qualitative data was taken from tests were given in two cycles pre-test and post-test. Post-test 1 were given in the first cycle and post-test 2 in the second cycle.

5. The fifth study which has relevance with this research was conducted by Fadhilah Arfa Hsb (2008); "The Effect of shared reading and active reading on students' ability in comprehending text at SMP N 1 Bukit Mas Besitang". Thesis, Department of English education, Faculty of Tarbiyah, State Institute for Islamic Studies North Sumatera Medan.The research was intended to know students' ability in comprehending to investigate the effect of shared reading and active reading on the students' ability in comprehending text. In addition, the research was aimed at the determining the extent of the influence of the independent variable to dependent variable.The research was carried out as SMP N 1 Bukit Mas Besitang. The population of this research was all the second class students. They were 77 students; in taking the sample the writer used cluster random sampling.

C. Conceptual Framework

In the learning process in the school, learning technique is one of external factor as one way that used to increasing student's motivation in study. So, the achievement of learning technique always gets the changes and the traditional learning technique is not more effectively.

Getting someinformation from reading text is one of student's problems which have to overcome by the teacher. Many students always feel this subject is very difficult to do. So, the score of their reading is very low. Therefore, to solve this problem, the teacher must use a new technique which can attract the student's attention on reading comprehension.

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. CORIis a complex instructional process for teaching students to use multiple comprehension strategies flexibly and interactively around text. It is a suitable instruction in teaching reading comprehension because it can increase self-regulated strategy use and student engagement or motivation to foster the learning of content.

CORI can facilitate the teaching reading to the students through the strategies and instruction in CORI. There are five strategies used in CORI, they are activating background graphically. Then, the instruction used in CORI are knowledge goals (concept), real world interaction, students choice and self-direction, interesting text for information, student collaboration in reading and writing.

CORI can help the students to increase their ability in reading comprehension. Through the instruction in CORI, the students can be motivated to be more active in class. This instruction overcome students' difficulties in getting some interesting message or information of reading text and also give the teacher easily to prepare the material and comprehensive in their teaching reading comprehension.

There are some benefits of using CORI that can facilitate students' reading comprehension. They are the instructions are the strategies that used in CORI which are interactive and engaging, motivating, involve task that challenges students' thinking, requires students to thing on their own, active involvement in lessons, and focus their attention for better comprehension.

D. Actional Hypothesis

Based on the conceptual framework above, the action hypothesis that was submitted in this research was the CORI learning strategy can increase the students' reading comprehension in reading narrative text.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter presents the discussion of the research method. This was presented in two headings. They are the research setting, data and data source, research method, technique of collecting the data, technique analysis the data, and technique of establishing the trustworthiness.

A. Research Setting

This research was done conducted in March 2017 at Ali ImronMedan at class VIII**,** which was located in Jln. Bersama No. 21 Bandar Selamat Kecamatan Medan Tembung. The researcher was research since three meeting in classroom. The reason of the writer choosed this school was done described below: (1) Number of students in Ali Imronis good to do the research. (2) The problem of the research never done in this school.The implementation of the research was in the second semester academic year of 2017/2018.

B. Data and Data Source

In this research, the data was collected by using qualitative and quantitative data. The qualitative data was analyzed from the interview sheet, observation sheet and diary notes to describe the improvement of the students' reading comprehension. The quantitative data was collected by means of administering test, pre-test and post-test.

This researcher got the data from teacher and students when teaching learning process activity (1) Students is a learner, in this research students are the

important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

C. Research Method

This study belongs to classroom action research (CAR), because the study focuses on a particular problem and a particular group ofstudents in a certain classroom. According to Arikunto Suharsimi, classroomaction research is an action researchwhich is carried out at the classroomaimed to improve learning practice quality[24]. Mills defines an action research has any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gatherinformation about (a) how their particular school operates, (b) how teachersteach, and (c) how well their students learn[25].

Based on the definition above the implementation of classroom actionresearch is enable to give improvement of the quality of teaching and learningof school in education since it can diagnose and solve the problem in teachinglearning activity.Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or informationsystematically through four steps: planning, acting, observing, and reflecting.Therefore, there are elements in CAR: (1) Research is an activity to improve an object by using an appropriate methodology rules for getting data and information and then analyze to solve problem. (2) Acting is an activity that is

---

[24]Arikunto Suharsimi, (2009). *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara), p. 58
[25]Mills E Geoffrey. (2003) *Action Research: A Guide for The Teacher Researcher. (2nd ed)*, (New Jersey: Merril Prentice Hall), p. 5

done for certain purpose, in cycle sequence form activity. (3) Class is group of students when at the same time, receive same lesson from their teacher[26]

The procedure of research was conducted by making classroom action research method. The procedure of research have three meeting where divided into two cycles. Each cycles has two meeting and involves of four phases: planning, acting, observing and reflecting.

Figures 3.2

Kemmis Model Cycle
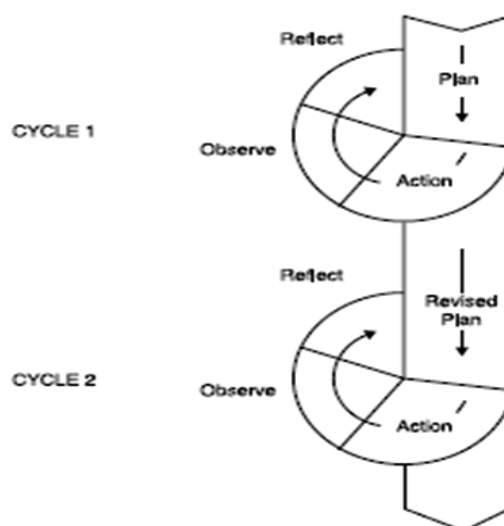
1. The First Cycle

In thefirst cycle, the researcher was observed the situation of teaching learning process in the class simple, make an oral interview with students in order to know their opinions about learning English especially in reading activity, and identify the student's problem in reading process. (1) Planning:Planning was arranged for doing something, considered in advance. It was purposed to the

---

[26] Kunandar. (2008). *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,* (Jakarta: PT Raja Grafindo Persada) p. 45

teacher as a handbook that was used in the classroom to show the action. It was involved detailed planning of lessons in advance such as the whole week's lessons.In this phase, researcher prepared the lesson plan for three meetings and the researcher also prepares assessment and the equipments that were necessary like laptop or LCD and paper. Finally, the researcher was developed an observation format. (2) Action: Acting was the process of doing things. It was the implementation of planning. The researcher was flexible and welcome to the situation changing in the classroom. Thus, the action is dynamic, follows: (a) Teacher activated students' background knowledge about the topic through demonstrations, video, pictures, objects, field strips, or others real objects. (b) Teacher involved students in self questioning about the topic of study.(c) Teacher and the students read the text together: teacher read aloud, or cultural reading. There were a rich discussion and interaction around the text. (d) Students search a variety of texts about the topic for additional questions and for answer to questions.(e) Students create graphic organizers (diagrams) to integrate information learned. (f) Students share through the use of posters, diagrams, group projects, and oral report what they have learned. (3) Observing: was purpose to find out information of action, such as the students' attitude during the teaching learning process and to record how well the process of teaching and learning is. Thus, observation was done through diary note and observation sheet. Diary notes focuses on the activity of students. Every activity of the students related to the scenario of the teaching and learning process was put on diary note. Teacher checklist focused on the activities that was applied by the researcher related to applying CORI. (4) Reflecting: Reflecting was been a feedback process forms the

action, which was done before. Reflection was used to help the teacher make decision. Reflection was evaluatived aspects to evaluate the effect of spacious issue and suggests the way to handle it.In this phase, the researcher reflected everything that was done. The reflecting process bases on the data: composition task, diary note, and interview sheet. Thus, based on the reflecting process, the second cycle was done. The second cycle was a revision of the first cycle.

2. The Second Cycle

The activities which was done on the second cycle are based on the reflection of the first cycle. The second cycle was the follow up to the first cycle.

D. Techniques of Collecting Data

In order to collect the intended data, this study was usedof the following instrumentation:

1. Reading Test

There were two kinds of test to measure students' reading comprehension namely pre-test and post-test. Pre-test or initial reflection was intended to assess the pre-existing reading comprehension of the subjects which was administered in the first meeting before the researcher conducted the research by applying CORI strategy in the classroom. The post-tests were administered in the end. The function of administering post-test was to evaluate the effectiveness of CORI strategy in teaching reading comprehension. Pre-test and Post-test were in the form of multiple choice items which was consisted of 30 question of Pre-test and 30 question of Post-test. The expected answer were A, B, C, and D. Each correct answer had 1 point and incorrect answer got 0 point. The purpose of pre-test

conducted was to find out initial condition of subject in reading comprehension. Meanwhile the post-test wouldreflect the effectiveness of CORI strategy when it was applied in English at grade VIII students ofAli Imron Medan.

2. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. The researcher was collected the data by doneobservation and noted down everything that could be caught by the researcher's sense. In this activity, the researcher observed the students' attitudes, class condition, the teaching.[27] For example, at the beginning of the lesson, the researcher observed and noted down how the teacher opened the lesson by giving several questions and how the students responded to the teacher's questions. Then she explained the material. The observation was done by the researcher and the English teacher as the collaborator. The observation results were recorded in the form of field notes.

3. Interview

The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. In this case, the researcher held the interview with the English teacher and the VIII students about the use of *Concept Oriented Reading Instruction* technique in reading class. The researcher asked the teacher some questions related to class activities, class condition, student's behavior and

---

[27] Sanjaya W. (2010). *Penelitian Tindakan Kelas. (*Jakarta: Kencana Prenada Media Group), p. 42

the students' proficiency level in reading. For example, the researcher asked the teacher to tell her how she explained the material to the students. The researcher also interviewed some students by asking them questions about class activities. For example, the researcher asked the students about their difficulties in understanding the text. The information was recorded into interview transcript.

E. Techniques of Analyzingthe Data

This research was done to apply quantitative and qualitative data. The qualitative data was analyzed by t-test formula. The quantitative data was analyzed in score while teacher taught reading the text by using CORI. Through quantitative data the researcher would know there were an improvement or not on the students' reading comprehension in narrative text by using CORI.

To know the means of the students' score in each cycle, the research was applied the following formula:

$$\overline{X} = \frac{\sum x}{N}$$

$\overline{X}$ = The means of the student

$\sum x$ = The total score

N = The number of students

Then, to know the different of the test success after using text CORI the researcher applied the following t-test formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$\overline{D}$ = Mean of difference of pre-test and post-test

D   = Difference

N   = Subject of Students

While the qualitative data was analyzed by Miles and Huberman[28], qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing. Those can be explained as follows:

1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step in analyzing the data was data display. It was an organized, compressed assembly of information that permits conclusion drawing and action.

---

[28] Miles B Matthew, and. A Michael Huberman, (1994), *Qualitative Data Analaysis,* (USA: Sage Publications,). p. 10

By displaying the data, the researcher was easy to understand and to analyzed what was happened with the data presented. In this study, the researcher was used essay in displaying the data, because it was most common data display was used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that was draw conclusion and verification. Form the start of the data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Technique of Establishing the Trustworthiness

It was important so establish that the findings of the study was validity. There were various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consist of the following component: credibility, transferability, dependability, and confirmability. But in this research, the researcher only used credibility that related to this research.

Credibility was qualitative research means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation, triangulation was accomplished by asking the same research questions of different study

participants and by collecting data from different sources and by using different methods to answer those research questions. (2) member checks, member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they was had a chance to verify their statements tends to cause study participants to willingly fill n any gas from earlier interviews. Trust was an important aspect of the member check process.

Transferability was a trustworthiness concept that can be seen as external validity, transferability can be enhanced through clear descriptions of the research, the participant's diverse perspectives and experiences, methodology, interpretation of results, and contributions from peer debriefers.

Dependability was a trustworthiness concept that closely matches reliability. In positivist research, reliability was the extent to which a variable or a set of variables is consist with that it is supposed to measure when repeated multiple of times.[29] Dependability refers to the confirmation that the data represents the changing conditions of the phenomenon under study and should be consistent across time, researchers and analysis techniques.

Confirmability refers to the degree to which the results could be confirmed or collaborated by others. The researcher can document the procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretationswas based or at least the

---

[29] Boudreau D Siraub, M-C D nad Gefen, (2004), *Validation Guidelines for Is Positivist Research,* (Communications of AIS), p, 23, 24, 380 - 427

availability of the data for impaction. In other words, the researcher should be able to example the data to confirm the results.

The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After analyzing the data, the research finding of this study are:

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was intended to know the students' reading comprehension in narrative text, before they were manipulated by using CORI.

In this preliminary study, the researcher gave reading test, interview, and observation. Reading test was used to evaluate students' reading comprehension and how the result of the scores that they comprehend. The English teacher made 75 as minimum standard (KKM) in English lesson especially in reading. The number of the students who took the test was 26 from the result of reading test in pre-test, the total score of the students was 1035 and the mean of the students' score 39,80.

Based on the test result, it wasindicated that the students' reading comprehension in narrative text was low. It can be seen from the mean score of the students was 1035 and the percentage of the students' score of the test was 3 students who passed or got score up to 75, it was only 11%. On the other hand, 23 students failed or didn't get score up to 75 and it was 89%. This data can be seen in the appendix.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problems in

teachingreading narrative test were the unappropriate use of teaching strategy. The interview also found that the students still had difficulties to find the main idea in a reading text. It was shown form the result of interview with the English teacher as follow: "They felt interest in study of English, but the students still low especially in reading. They felt very difficult to find the main idea in the text, they were also difficult to know meaning the words."(Interview. Teacher).   From the result of interview with the English teacher showed that the students still low in comprehending the reading text and the translate the words.

It was also strengthened by the result of interview with the students as follows: "Membaca teks bahasa Inggris berbentuk Narrative text sulit, karena tidak mengerti pengucapan dan artinya."(Reading the English text form the Narrative text is difficult becauseI am not understanding about the pronunciation and the meaning of the text")(Interview. Student I). From the opinion with the first student showed that the student still difficult to know pronunciation and the meaning of the word because they haven't the good skill for pronunciation and their tongue is stiff and they don't practice and lazy to open the dictionary.

The result of interview with the second student as follow: "Membaca teks bahasa Inggris dalam bentuk Narrative text ada susah dan gampangnya. Susahnya ketika menjawab pertnyaan berdasarkan teksnya "(Reading the English text form the narrative text, sometimes it's difficult and easy. The difficult is to answer the questions based on the text.) (Interview. Student II). From the opinion with the second student showed that the students felt difficult to answer the question based of the text because they don't want to open the dictionary and reading the text before to answer the questions of the text.

" Membaca teks bahasa Inggris dalam bentuk narrative text susah, terutama dalam menentukan ide pokok dari ceritanya." (Reading the English text form the narrative text is difficult, especially depend on the main idea of story) (Interview. Student III). From the opinion with the third students showed that the student still difficult to divide main idea of a text because they felt still confused in searching the mean of the text and finally they can't to divide the main ide of the text.

From those opinions above , it can be concluded that the students' reading comprehension in narrative text was not good yet, so that, the scores of the test in reading test still low. The students are not be able to comprehend the text as a whole.

From the data above, it can be proven that showed when the researcher looked at turned out the students were doing a noise in the classroom, not focus always ask permission to go out of class,sleepy and sleep.

Based on the analysis result, it can be concluded that the students' reading comprehension in narrative text was not good yet and low doing action research in pre-test. So, post-test continued in the first cycle.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was three meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were.

Planning

In this step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were all instruments such as observation sheet, interview question, test had been well prepared. To make improvement in their competence in reading, the use of CORI strategy would be applied. Then the lesson plans and narrative texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher.

Action

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: (1) the teacher explained about narrative text, explain about the text and the CORI strategy by using paper which has photocopy as a learning media. (2) The teacher gave the examples of them. (3) the teacher gave the test to the students. (4) The students answered the questions in the test. (5) The teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual and group learning. (2) The teaher and the students concluded the material.

Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used s basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in the first cycle. The result of the post-test in the first cycle show that the comprehend of students increased when used the CORI strategy in learning process. Based on the dataobservation, there was an improvement in the teaching learning process. The teacher could improve the students' reading comprehension in narrative text.

Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was2284 and the number of the students who took the test was 26. So, the mean of the students' score of the test was 87,86. It can be seen that the student's score in reading narrative text was increased. The percentage of the students' score of the test was 26 students passed and got score 75 or up to 75 it was 100%. So, post-test of the first cycle was categorized successfully. This data can be seen in the appendix X.

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 3 of 26 students (11%). In the post-test of cycle I, the students who got the score 75 or more were 26 of 26 students (100%). The improvement of the pre-test to the post-test of cycle I was about 89%. In this also

used to test the hyphothesis in the research, from the compulation, it could be seen that coefficient of t $_{observed}$ and t $_{table}$ to df = N-1 = 26-1 = 25, with fact $\alpha = 0,05$ was 1,708. Inthe coefficient of t $_{observed}$ (16,63)>t $_{table}$ (1,708). Thus, alternative hyphothesis (H $_a$) could be received. Based on finding, alternative hyphothesis (H $_a$) saying that CORI strategy could improve students' reading comprehension in narrative text. This data can be seen in the appendix XVII.

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done for after implemented the strategy to the English teacher and some students who got the low and hig value during learning process. The result of interview with the students as follow. " Strategi pembelajaran CORI tidak susah, karena strategi ini sangat membantu saya untuk mengetahui point penting dari setiap paragraph. Dengan strategi ini, kami hanya perlu mengisi kolom-kolom yang telah disediakan da nisi dari kolom membantu untuk memahami secara keseluruhan teks." (CORI strategy is not difficult because this strategy help me to know the important point of every paragraph. By this strategy, we just need to fill that had ready and the content from the column help to understand as a whole a text)(Interview StudentS)

From the result of the students' interview, the students stated that they felt better, easier, and interesting to learn reading in narrative text, and more enthusiastic by using CORI strategy.

It was also supported by improving their score of progress. Furthmore, the result of interview with the English teacher were: "CORI strategy is good to apply in learning English subject especially in reading. I saw their improvement in their score after they studied by using CORI strategy and they were also interested."

Based on the result of interview with English teacher, she felt the teaching learning process was more interesting. It can be concluded that the students' reading comprehension in narrative text was increasing. And the teaching learning process by using CORI strategy to be more effectively and successful.

So, In this research, the students was showed the up scores and it happened because there are the good improvement. And some documentation, it was also found that the students were active and focus during teaching learning process after the teacher implemented CORI strategy. It could be seen with the contrast of the students' score at pre-test and post-test the first cycle.

Reflection

In this phase, the feedback of teaching learning process was taken form the result of observation, test, documentation, and interview. The writer could conclude as follows: (1) having checked the students' test, the researcher found that he students' score showed the improvement. Based on the observation sheet, the teacher' ability in teaching reading in narrative text by using CORI, learning strategy showed the improvement, too. The teacher could motivate the students' score showed the improvement. It can be seen from the mean of the students' score, they were 39,80 in the pre-test cycle I and 87,86 in the post-test of cycle I. it also can be seen from the percentage of the competent students, the were 11% in pre-test of cycle I and 100% in the post-test of cycle I. the improvement of pre-test I to the post-test I was about 89%. There was 100% of 26 the students who got score 75 and more. It made the researcher felt that the cycle could be stopped because the students' reading comprehension in narrative text was improved by using CORI learning strategy.

B. Discussion

The research was conducted to find out the improving of the students' reading comprehension in narrative text by using CORI strategy. CORI strategy was one of many learning strategy which could be used by the teacher in teaching English especially in reading.

This research had proved that CORI strategy was effective to be used in teaching reading in narrative text. It can be seen in the table of the students' score improvement from the pre-test until the post-test of cycle I. the improvement was because the teacher controlled the class better. Another was because the application of CORI strategy made more help stimulate students' thinking in learning reading in narrative text, so easy to determine the main idea of the text. The teacher was also easy to apply CORI strategy in teaching reading.

Based on the result of the quantitative data, the result showed that the students improved their reading comprehension in narrative text. The students' score was getting better from the first meeting until the third meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 39,80. It was low because only 3 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 87,86. It was higher than the pre-test of cycle I. the improvement of the students' mean score from the pre-test of cycle I to the post-test of cycle I was 16,62.

Then, the percentage of the students who got the score 75 and more in the pre-test was three of twenty three students (11%). The percentage of the students' who got the score 75 and more in the post-test of cycle I was twenty six of twenty

six students (100%). The improvement of the competent students percentage form the pre-test to the post-test cycle I was 89%. It indicated that the improvement of the students' reading comprehension in narrative txt was significant.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of CORI strategy could motivate the students became more enthusiastic in learning reading in narrative text.

From the explanation above, it could be concluded that the result of the research showed that the application of CORI strategy could improve the students' reading comprehension in narrative text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test of cycle I. it also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning reading in narrative text.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the research, it could be concluded that:

1. In the preliminary study, quantitatively showed that score of the students was 1035 and the mean of the students' score 39.80. the percentage of the students' score of the test was 3 students who passed or got more score up to 75, it was only 11%. There was 23 students who got failed. Qualitatively showed from the result of observation and the interview, it can be proven that the students' reading comprehension was not good yet and low in reading test of the pre-test.

2. In the first cycle, quantitatively showed that the total score of the students was 2284 and the mean of the students' score of the test was 87,86. The percentage of the students' score of the test was 26 students who passed and got score 75 or up to 75 it was 100%. Qualitatively, showed from the result of interview, it can be concluded tat the students felt better, easier, and interesting to learn reading narrative text by using CORI strategy.

3. Based on the data analysis, the result of the research showed the improvement of the students' reading comprehension in narrative text by using CORI strategy.

B. Suggestions

The result of this research showed that the application of CORI strategy could improve the students' reading comprehension in narrative text. Therefore, the following suggestions were offered:

1. For the principal of MTs Ali Imron Medan, it is useful to make an instructional concept in English subject especially in teaching reading in narrative text by using CORI strategy.

2. For the English teacher, it is useful to apply CORI strategy as one of the alternative way in teaching reading in narrative text to make a variation in teaching reading in narrative text so that the students do not get bored in learning English especially in reading in narrative text.

3. For the students, they feel more interest and motivated in learning reading in narrative text because they can enrich their knowledge and helps stimulate their thoughts in reading.

4. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.

REFERENCES

Burns et. al. (1984), *Teaching Reading in today's Elementary School* (3nd edition), (New York: Longman)

Carnie, (1990), *Instruction Reading,*(Columbus Ohio: Meril Publishing Company)

Dorothy Frant Hennings, (2003), *Reading with Meaning, (*Edinburg: Education Limited)

Downing, John, (1973), *Comparative Reading* , (USA: Macmilan Company)

Geoffrey E. Mills. 2003 *Action Research: A Guide for The Teacher Researcher. (2nd ed)*, New Jersey: Merril Prentice Hall.

Guthrie, J. T., Van Meter, P. McCann, A. D., & Wigfield, A. (1996). *Growth Of Literacy Engagement: Changes In Motivations And Strategies During Concept-Oriented Reading Instruction*. (Reading Research Quarterly)

Guthrie, et, al. (2004), *Motivating Reading Comprehension Concept Oriented Reading Instruction. (*London: Lawrence Erlbaum Associates).

Heilman, Arthur, W. et al. (1981). *Principles and Practices Reading 5th Edition. (*Washington: A Bell and Howell Company).

Hornby A.S, (1995), *Oxford Advanced Learner's Dictionary of Current English, (*Great Britian: Oxford University Press).

Kunandar. (2008) *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,*(Jakarta: PT Raja Grafindo Persada).

Kustaryo, Sukirah, (2000). *Reading Technique For College Students. (*Jakarta: Publication LTD).

Lajnah Pentashih Mushaf Al-Qur'an, 2010 *Al-Qur'an Terjemahan Dwibahasa Inggris Indonesia, (*Bandung: Al-Mizan Publishing House).

Nancy Anter, (2004), *Critical Reading for College and Beyond,* (New York: Mc Graw Hill)

Matthew B. Miles and A. Michael Huberman, 1994, *Qualitative Data Analaysis,* (USA: Sage Publications)

McNamara, Danielle S. (2007). *Reading Comprehension Strategies. (*New York: Lawrence Erlbaum Associates).

Otto, Wayne. (1979). *How To Teach Reading. (*Philippines: Addison-Wesley Publishing Company. Inc)

Parthenership for Reading. Http://www.nifl.gov/partnershipforreading/". Accessed on January 5th 2017.

Pradiyono. (2007). *Pasti Bisa!Teaching Genre-Based Writing.* (Yogyakarta: Andi)

Richards, Jack, Jhon platt, and Heidi Weber. (1998), *Longman dictionary of applied linguistics.* Harlow, essex, (England: Longman)

Richards Jack and Rodgers. (200). *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press).

Simanjuntak, Edithia Gloria. (1988). *Developing Reading Skills for EFL Students.* Jakarta: (Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan).

Siraub, D, Boudreau, M-C nad Gefen, D, (2004), *Validation Guidelines for Is Positivist Research, (*Communications of AIS)

Suharsimi Arikunto, (2009). *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara).

William, Grabe and Fredricka L Stoller. (2002), *Teaching and Researching Reading.(* New York: Longman)

W, Sanjaya. (2010). *Penelitian Tindakan Kelas. (*Jakarta: Kencana Prenada Media Group)

Appendix I

LESSON PLAN

(Meeting I)

Name of School   : MTs Ali Imron Medan

Subject   : English

Class/ Semester   : VIII / 2(genap)

Kind of Text   : NarrativeText

Theme   : The legend of the Kesodo Ceremony and a boy stole

Aspect/Skill   : Reading

Time   : 2 x 40 minutes

Meeting   : 1

1. **Standard Competence   :**

   1. Reading

   The Understanding of functional meaning in the written text and simple

   short essays in narrative text form to interact with the surrounding

2. **Basic Competence   :**

   1.1 The understanding in the form of simple short narrative written texts

   by using a variety of written language accurately, fluently and

   acceptable to interact with the surrounding environment.

3. **The Indicators**

   a. Answer the question based on the text

b. Identifying main idea of the text

c. Identifying specific information of the text

d. Finding out words meaning of the text

4. The Objectives of Learning

In the end of learning process**:**

a. The students are able to answer the question based on the text

b. Students are able to identifying main idea of the text

c. Students are able toidentifying specific information of the text

d. Students are able to find out words meaning of the text.

❖ The students' characteristic are expected:

- Trustworthiness

- Respect

- Diligence

5. Materials

- Definition of narrative text

Narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

Narrative text has a generic structure such as follows:

a. Orientation : the part where the writer describes the setting, the context or situation in which the story takes place and the characters (who involved in the story)

b. Complication/Proble : the part where the writer introduces a problem, a change in the situation,or an action that require a response.

c. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text

- Narrative text use Grammar past

6. Time Allotment

2 x 40'

7. Teaching Method

CORI (Concept Oriented Reading Instruction) Strategy

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1	**Introduction** **Apperception :** - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and	15 Minutes

	reading about The legend of the Kesodo Ceremony and a boy stole **Motivation** - Delivering the objectives of learning - Explaining the importance of the material	
2	**Main Activities** Exploration: In the exploration activity, the teacher: - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the CORI strategy. - Facilities the students' interaction among the students with the teacher, the environment and other learning resources. - Involves the students actively in each learning activity. **Elaboration:** In the elaboration activity, the teacher: - Explains about narrative text. - Gives the example of the narrative text. - Explains about CORI Strategy - Gives a test which contains 10 questions and its form is a multiple choice. - Asks the students to answer test based on their understanding of the tests that ave been learned. - Provides an opportunity for the students to think, solve	60 minutes

	problem and act without a fear.	
	- Facilities the student to compete in a sportive way to improve the learning objectives. **Confirmation:** In the confirmation activity, the teacher; - Asks the students to read and do the test. - Collect student answer sheets.	
	Closing Activities (15 minutes) In the closing activity, the teacher: - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting.	15 minutes

9. **Evaluation**

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. What does the first paragraph talk about? a. The earthquakes and thunders in the sky b. The condition of the volcano on one day c. The condition of Kesuma's family

| | | d. The voice in the sky |
| | | e. The couple's promise |

The Instructional Scoring

$$\text{The students' score} = \frac{the\ correct\ answer}{the\ total\ questions} \times 100$$

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

11. Learning Sources

Anwar Sofyanda and friends. 2005. *Competenced- Based English for grade VIII Junior High School (*SMP/MTs). Bandung: Grafindo Media Pratama.

Medan, March 29th 2017

Appendix II

LESSON PLAN

(Meeting II)

Name of School   : MTs Ali Imron Medan

Subject   : English

Class/ Semester   : VIII / 2(genap)

Kind of Text   : Narrative Text

Theme   : TheStory of Siti Masyitoh

Aspect/Skill   : Reading

Time   : 2 x 40 minutes

Meeting   : 1

1. **Standard Competence   :**

   1. Reading

   The Understanding of functional meaning in the written text and simple short essays in narrative text form to interact with the surrounding

2. **Basic Competence   :**

   1.1 The understanding in the form of simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. **The Indicators**

   a. Answer the question based on the text

b. Identifying main idea of the text

c. Identifying specific information of the text

d. Finding out words meaning of the text

4. The Objectives of Learning

In the end of learning process**:**

a. The students are able to answer the question based on the text

b. Students are able to identifying main idea of the text

c. Students are able to identifying specific information of the text

d. Students are able to find out words meaning of the text.

❖ The students' characteristic are expected:

- Trustworthiness

- Respect

- Diligence

5. Materials

- Definition of narrative text

  Narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

  Narrative text has a generic structure such as follows:

a. Orientation : the part where the writer describes the setting, the context or situation in which the story takes place and the characters (who involved in the story)

b. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.

c. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text

- Narrative text use Grammar past

6. Time Allotment

2 x 40'

7. Teaching Method

CORI (Concept Oriented Reading Instruction) Strategy

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1	**Introduction** **Apperception :** - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and	15 Minutes

	reading about TheStory of Siti Masyitoh	
	Motivation	
	- Delivering the objectives of learning	
	- Explaining the importance of the material	
2	**Main Activities** Exploration: In the exploration activity, the teacher: - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the CORI strategy. - Facilities the students' interaction among the students with the teacher, the environment and other learning resources. - Involves the students actively in each learning activity. **Elaboration:** In the elaboration activity, the teacher: - Explains about narrative text. - Gives the example of the narrative text. - Explains about CORI Strategy - Gives a test which contains 10 questions and its form is a multiple choice. - Asks the students to answer test based on their understanding of the tests that ave been learned. - Provides an opportunity for the students to think, solve problem and act without a fear.	60 minutes

	- Facilities the student to compete in a sportive way to improve the learning objectives. **Confirmation:** In the confirmation activity, the teacher; - Asks the students to read and do the test. - Collect student answer sheets.	
	Closing Activities (15 minutes) In the closing activity, the teacher: - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting.	15 minutes

9. **Evaluation**

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. Who is Siti Masytoh? a. Comber of pharaoh's daughter b. Princess c. Pharaoh daughter d. Pharaoh's wife e. The wife

The Instructional Scoring

The students' score = $\dfrac{the\ correct\ answer}{the\ total\ questions}$ x 100

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

11. Learning Sources

Anwar Sofyanda and friends. 2005. *Competenced- Based English for grade VIII Junior High School (*SMP/MTs). Bandung: Grafindo Media Pratama.

Medan, March 30th 2017

LESSON PLAN

(Meeting III)

Name of School   : MTs Ali Imron Medan

Subject   : English

Class/ Semester   : VIII / 2(genap)

Kind of Text   : Narrative Text

Theme   : The Story of the Smart Parrot

Aspect/Skill   : Reading

Time   : 2 x 40 minutes

Meeting   : 1

1. **Standard Competence   :**

   1. Reading

   The Understanding of functional meaning in the written text and simple

   short essays in narrative text form to interact with the surrounding

2. **Basic Competence   :**

   1.1 The understanding in the form of simple short narrative written texts

   by using a variety of written language accurately, fluently and

   acceptable to interact with the surrounding environment.

3. **The Indicators**

   a. Answer the question based on the text

b. Identifying main idea of the text

c. Identifying specific information of the text

d. Finding out words meaning of the text

4. The Objectives of Learning

In the end of learning process**:**

a. The students are able to answer the question based on the text

b. Students are able to identifying main idea of the text

c. Students are able to identifying specific information of the text

d. Students are able to find out words meaning of the text.

❖ The students' characteristic are expected:

- Trustworthiness

- Respect

- Diligence

5. Materials

- Definition of narrative text

    Narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

    Narrative text has a generic structure such as follows:

a. Orientation : the part where the writer describes the setting, the context or situation in which the story takes place and the characters (who involved in the story)

b. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.

c. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text
- Narrative text use Grammar past

6. **Time Allotment**

   2 x 40'

7. **Teaching Method**

   CORI (Concept Oriented Reading Instruction) Strategy

8. **Procedures of Teaching**

No	Learning Activities	Time Allotment
1	**Introduction** **Apperception :** - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and	15 Minutes

	reading about The Story of the Smart Parrot	
	Motivation	
	- Delivering the objectives of learning	
	- Explaining the importance of the material	
2	**Main Activities**	60 minutes
	Exploration:	
	In the exploration activity, the teacher:	
	- Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the CORI strategy.	
	- Facilities the students' interaction among the students with the teacher, the environment and other learning resources.	
	- Involves the students actively in each learning activity.	
	Elaboration:	
	In the elaboration activity, the teacher:	
	- Explains about narrative text.	
	- Gives the example of the narrative text.	
	- Explains about CORI Strategy	
	- Gives a test which contains 10 questions and its form is a multiple choice.	
	- Asks the students to answer test based on their understanding of the tests that have been learned.	
	- Provides an opportunity for the students to think, solve problem and act without a fear.	

	- Facilities the student to compete in a sportive way to improve the learning objectives. **Confirmation:** In the confirmation activity, the teacher; - Asks the students to read and do the test. - Collect student answer sheets.	
	Closing Activities (15 minutes) In the closing activity, the teacher: - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting.	15 minutes

9. **Evaluation**

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. Where does the story take place? a. London . b. Puerto Rico c. Jakarta d. Buenos Aires e. Bali

The Instructional Scoring

The students' score = $\dfrac{the\ correct\ answer}{the\ total\ questions}$ x 100

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

11. Learning Sources

Anwar Sofyanda and friends. 2005. *Competenced- Based English for grade VIII Junior High School (*SMP/MTs). Bandung: Grafindo Media Pratama.

Medan, April 01th 2017

Pre-Test

(CYCLE I)

Name :

Grade :

Time :

Instruction: Read the text and choose the right answer based on the text

Text 1

The legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a Baby. Every time they prayed to the Gods, asking for a child.

Once day, there was a loud voice in the sky when they were praying."You are going to born baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered,"We will do it", "You must sacrifice your first so for the goals".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and give birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kusuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the God.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about chair promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying. Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods". Then he jumped onto the crated of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?

    a. The earthquakes and thunders in the sky
    b. The condition of the volcano on one day
    c. The condition of Kesuma's family
    d. The voice in the sky
    e. The couple's promise

2. How was Kesuma's personal characteristic?
    a. Melancholic   c. Tragic   e. Shameful
    b. Heroic   d. Fearful

3. What problem was faced by Kesuma's parents?
    a. They had to give sacrifice for the Gods
    b. They couldn't get a baby after getting married for a long time
    c. They couldn't bring their children to the Gods to be scarified
    d. Thevillagers would force to sacrifice themselves

e. They couldn't save all their children from the earthquake

4. How was the couple's effort to get a baby?
   a. They took another baby from other parents
   b. They mediated and prayed to their Gods
   c. They gave sacrifices to the God
   d. They asked other people to give them a baby
   e. They asked other people to give sacrifices to the Gods

5. What lesson can we get from the story?
   a. Kesuma is very brave
   b. Kesuma's parents loved him very much
   c. Gods want sacrifices from the people
   d. Everyone must keep his promise
   e. A promise must be said clearly

6. 'The baby grew up into a handsome, <u>taught man</u>. "What is the synonym of the underlined word?
   a. Strong   c. Hard   e. Easily Offended
   b. Handsome   d. Very Firm

Text 2 for questions number 7 through 10

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commented him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowed and violently beat her breast in sorrow, whereupon the young man said,

"Iwish to say something to my mother in her ear". She came close to him, and he quickly seized her ear with his teeth and bit it off.

The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death".

7. What is the text about?

   a. The effect of supporting bad attitudes
   b. What a mother must do to the children
   c. The life experiences of a professional thief
   d. The relationship between a son and the mother
   e. How a boy became a thief

8. What did the mother do to his son when he stole in the first time?

   a. She bit him   c. She encouraged him
   b. She bound his arms   d. She bits his ears   e. She advised him

9. Why did the mother violently beat her beast in sorrow?

   a. She wanted to show the people that she was sorrowful
   b. She wanted the people to think that she had educated his son well
   c. She wanted the people to support her as the mother
   d. She wanted her son to be set free
   e. She wanted to hurt herself

10. Why did the thief blame his mother for what happened to him?
    Because ….
    a. He was actually a good man
    b. He wanted his mother to die first
    c. She had encouraged him to steal again and again
    d. She had taken all the things that he stole
    e. She was angry when he stole things

Text 3 for questions number 11 through 20

The Story of Siti Masyitoh

On Prophet Muhammad's journey in al-Isra' and al-Mi'raj, the Prophet smelled a very nice odor. He asked *Jibril* about this pleasant scent and *Jilbril* informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh's daughter's hair. This woman was a good pious believer. One day, as she was combing Pharaoh's daughter's hair, the comb fell from her hand. At this she said, *"Bismillah"* Pharaoh's daughter asked her, "Do you have a God other than my father?" The woman said, "Yes, My Lord and the Lord of your father is Allah."

Pharaoh's daughter told her father what had happened. Pharaoh demanded this woman blaspheme and leave *Islam,* but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to *Islam,* even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, *Allah* enabled this child to speak. He said to his mother," Oh Mother, be patient. The torture of the hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right".

At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The good odor the Prophet smelled coming from her grave is an indication of her high

status. May Allah accept our good deeds. May Allah make us among the pious on the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best.

11. Who is Siti Masytoh?

    a. Comber of pharaoh's daughter   c. Pharaoh daughter

    b. Princess   d. Pharaoh's wife   e. The wife

12. What is the communicative purpose of the story?

    a. To entertain the readers

    b. To describe the way things

    c. To retell an event with humorous twist

    d. To describe particular person, place or things

    e. To persuade the readers or the listeners that something should or should not be the case

13. What is the generic structure of the story?

    a. Orientation – Complication – Resolution

    b. Orientation – Events – Twist

    c. Identification – Description

    d. Identification – Events – Reorientation

    e. Complication – Resolution

14. What she said, when the comb fell from her hand?

    a. Alhamdulillah   c. Bismillah

    b. Subhanallah   d. Masya Allah   e. Allahu Akbar

15. What kind of text is it?

    a. Descriptive   b. Narrative   c. Recount   d. Story tale   e. Report

16. What did Pharaoh's daughter do?

    a. Silent   c. Smile

    b. Cry   d. Told with her father   e. Speak

17. What did Pharaoh felt?

    a. Happy   b. Shy   c. Angry   d. Sad   e. Hungry

18. What kind of tenses is used in the story?

    a. Past tense   c. Present continuous

    b. Present tense   d. Present perfect   e. Past future

19. Why Allah enable Siti Masyitoh's child to speak?

    a. Because She afraid

    b. Because she don't want into the boiling water

    c. Because she feel pity for her child

    d. Because pharaoh angry

    e. Because pharaoh cry

20. What Siti Masyitoh ask with Pharaoh?

    a. Save their bone

    b. Bury their bone in the same grave

    c. Throw their bone

    d. Bury their bone into palace

    e. Put their bone on the table

Text 4 for questions number 21 through 30

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

21. Where does the story take place?

   a. London
   c. Jakarta
   b. Puerto Rico
   d. Buenos Aires   e. Bali

22. What is the word that the parrot cannot say?
   a. Catano
   c. Canato
   b. Tacano
   d. Nacato   e. Takano

23. How often did the owner teach the bird how to say the word?
   a. Always
   c. Many times
   b. Everyday
   d. Every second   e. every week

24. Which statement is true according to the text?

    a. The parrot could say Catano

    b. At last the parrot could say Catano

    c. Catano was the name at the parrot

    d. The man never got angry at the parrot

    e. The parrot could cry Catano

25. What does the man do to the bird because the bird cannot say the name of a place?

    a. The man ate the bird.

    b. The sold the bird.

    c. The man killed the bird.

    d. The man taught the bird.

    e. The bird ate the man

26. It is most likely that ….

    a. The bird killed the three chickens.

    b. The three chickens killed the bird.

    c. The bird played with the chicken.

    d. The bird killed one of the three chickens.

    e. The five chickens killed the bird

27. What is the story about?

    a. A parrot and a cat   d. A parrot, the owner, and chickens

    b. A parrot and a chicken   e. A cat

    c. A parrot and the owner

28. "It was very smart"

    The underlined word refers to ….

    a. The man   c. The chicken

    b. The bird   d. Puerto Rico   e. The teacher

29. "The parrot was very smart"

The word 'smart' means ….

a. Stupid   c. Stubborn
b. Clever   d. Beautiful   e. Brave

30. "The parrot was <u>screaming</u> at the fourth chickens"

What does the underlined word mean?

a. Smiling   c. Shouting
b. Crying   d. Laugh   e. Sleeping

Appendix V

Reading Test

(CYCLE I)

Name   **:**

Grade   **:**

Time   **:**

Instruction: Read the text and choose the right answer based on the text

Text 1

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commented him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowed and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear". She came close to him, and he quickly seized her ear with his teeth and bit it off.

The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death".

1. What did the mother do to his son when he stole in the first time?
   a. She bit him   c. She encouraged him
   b. She bound his arms   d. She bits his ears   e. She advised him

2. What is the text about?

    a. The effect of supporting bad attitudes

    b. What a mother must do to the children

    c. The life experiences of a professional thief

    d. The relationship between a son and the mother

    e. How a boy became a thief

3. Why did the thief blame his mother for what happened to him?

    Because ….

    a. He was actually a good man

    b. He wanted his mother to die first

    c. She had encouraged him to steal again and again

    d. She had taken all the things that he stole

    e. She was angry when he stole things

4. Why did the mother violently beat her beast in sorrow?

    a. She wanted to show the people that she was sorrowful

    b. She wanted the people to think that she had educated his son well

    c. She wanted the people to support her as the mother

    d. She wanted her son to be set free

    e. She wanted to hurt herself

Text 2 for questions number 5 through 10

The legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a Baby. Every time they prayed to the Gods, asking for a child.

Once day, there was a loud voice in the sky when they were praying. "You are going to born baby, and later you will give birth to many children. But I

have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered,"We will do it", "You must sacrifice your first so for the goals".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and give birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kusuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the God.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about chair promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying. Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods". Then he jumped onto the crated of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

5. What does the first paragraph talk about?
   a. The earthquakes and thunders in the sky
   b. The condition of the volcano on one day
   c. The condition of Kesuma's family

d. The voice in the sky

e. The couple's promise

6. How was Kesuma's personal characteristic?

   a. Melancholic   c. Tragic   e. Shameful

   b. Heroic   d. Fearful

7. What problem was faced by Kesuma's parents?

   a. They had to give sacrifice for the Gods

   b. They couldn't get a baby after getting married for a long time

   c. They couldn't bring their children to the Gods to be sacrificed

   d. The villagers would force to sacrifice themselves

   e. They couldn't save all their children from the earthquake

8. How was the couple's effort to get a baby?

   a. They took another baby from other parents

   b. They mediated and prayed to their Gods

   c. They gave sacrifices to the God

   d. They asked other people to give them a baby

   e. They asked other people to give sacrifices to the Gods

9. What lesson can we get from the story?

   a. Kesuma is very brave

   b. Kesuma's parents loved him very much

   c. Gods want sacrifices from the people

   d. Everyone must keep his promise

   e. A promise must be said clearly

10. 'The baby grew up into a handsome, <u>taught man</u>. "What is the synonym of the underlined word?

    a. Strong   c. Hard   e. Easily Offended

    b. Handsome   d. Very Firm

Text 3 for questions number 11 through 20

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

11. How often did the owner teach the bird how to say the word?
    a. Always   c. Many times
    b. Everyday   d. Every second   e. every week

12. Where does the story take place?

    a. London   c. Jakarta

    b. Puerto Rico   d. Buenos Aires   e. Bali

13. What is the word that the parrot cannot say?

    a. Catano   c. Canato

    b. Tacano   d. Nacato   e. Takano

14. What does the man do to the bird because the bird cannot say the name of a place?

    a. The man ate the bird.

    b. The sold the bird.

    c. The man killed the bird.

    d. The man taught the bird.

    e. The bird ate the man

15. Which statement is true according to the text?

    a. The parrot could say Catano

    b. At last the parrot could say Catano

    c. Catano was the name at the parrot

    d. The man never got angry at the parrot

    e. The parrot could cry Catano

16. What is the story about?

    a. A parrot and a cat   d. A parrot, the owner, and chickens

    b. A parrot and a chicken   e. A cat

    c. A parrot and the owner

17. It is most likely that ….

    a. The bird killed the three chickens.

    b. The three chickens killed the bird.

    c. The bird played with the chicken.

d. The bird killed one of the three chickens.

e. The five chickens killed the bird

18. "The parrot was very smart"

The word 'smart' means ….

a. Stupid   c. Stubborn

b. Clever   d. Beautiful   e. Brave

19. "It was very smart"

The underlined word refers to ….

a. The man   c. The chicken

b. The bird   d. Puerto Rico   e. The teacher

20. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

a. Smiling   c. Shouting

b. Crying   d. Laugh   e. Sleeping

Text 4 for questions number 21 through 30

The Story of Siti Masyitoh

On Prophet Muhammad's journey in al-Isra' and al-Mi'raj, the Prophet smelled a very nice odor. He asked *Jibril* about this pleasant scent and *Jilbril* informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh's daughter's hair. This woman was a good pious believer. One day, as she was combing Pharaoh's daughter's hair, the comb fell from her hand. At this she said, *"Bismillah"* Pharaoh's daughter asked her, "Do

you have a God other than my father?" The woman said, "Yes, My Lord and the Lord of your father is Allah."

Pharaoh's daughter told her father what had happened. Pharaoh demanded this woman blaspheme and leave *Islam,* but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to *Islam,* even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, *Allah* enabled this child to speak. He said to his mother," Oh Mother, be patient. The torture of the hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right".

At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The good odor the Prophet smelled coming from her grave is an indication of her high status. May Allah accept our good deeds. May Allah make us among the pious on the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best.

21. What is the generic structure of the story?
    a. Orientation – Complication – Resolution
    b. Orientation – Events – Twist
    c. Identification – Description
    d. Identification – Events – Reorientation
    e. Complication – Resolution

22. Who is Siti Masytoh?

    a. Comber of pharaoh's daughter   c. Pharaoh daughter

    b. Princess   d. Pharaoh's wife   e. The wife

23. What is the communicative purpose of the story?

    a. To entertain the readers

    b. To describe the way things

    c. To retell an event with humorous twist

    d. To describe particular person, place or things

    e. To persuade the readers or the listeners that something should or should not be the case

24. What kind of tenses is used in the story?

    a. Past tense   c. Present continuous

    b. Present tense   d. Present perfect   e. Past future

25. What she said, when the comb fell from her hand?

    a. Alhamdulillah   c. Bismillah

    b. Subhanallah   d. Masya Allah   e. Allahu Akbar

26. What kind of text is it?

    a. Descriptive   b. Narrative   c. Recount   d. Story tale   e. Report

27. What did Pharaoh's daughter do?

    a. Silent   c. Smile

    b. Cry   d. Told with her father   e. Speak

28. What did Pharaoh felt?

    a. Happy   b. Shy   c. Angry   d. Sad   e. Hungry

29. What Siti Masyitoh ask with Pharaoh?

    a. Save their bone

b. Bury their bone in the same grave

c. Throw their bone

d. Bury their bone into palace

e. Put their bone on the table

30. Why Allah enable Siti Masyitoh's child to speak?

a. Because She afraid

b. Because she don't want into the boiling water

c. Because she feel pity for her child

d. Because pharaoh angry

e. Because pharaoh cry

Appendix VI

THE ANSWER KEY OF THE TEST

Pre-Test

1. C	11. A	21. B
2. B	12. A	22. A
3. C	13. A	23. C
4. B	14. C	24. B
5. D	15. B	25. D
6. A	16. D	26. A
7. A	17. C	27. C
8. C	18. A	28. B
9. A	19. C	29. B
10. C	20. B	30. C

Post-Test

1. C	11. A	21. C
2. A	12. A	22. B
3. C	13. A	23. A
4. A	14. B	24. B
5. B	15. C	25. B
6. C	16. C	26. D
7. C	17. D	27. A
8. D	18. C	28. C
9. B	19. A	29. C
10. A	20.B	30. B

Appendix VII

THE SCHEDULE OF MEETINGS

MEETINGS	CYCLES	TESTS
Meeting I	Cycle I	Pre-Test
Meeting II	Cycle I	
Meeting III	Cycle I	Post-Test

Appendix VIII

The Students' Score In The Pre-Test Of Cycle I

Grade VIII

Private Islamic Junior High School Ali Imron Medan

No	The Initial Of Students' Name	The Students' Score Description	
		Score	Criteria (> 75)
1	AS	33	FAILED
2	AWS	33	FAILED
3	AF	76	PASSED
4	ASR	36	FAILED
5	DAL	40	FAILED
6	ER	43	FAILED
7	FA	33	FAILED
8	FPS	76	PASSED
9	IH	30	FAILED
10	MR	40	FAILED
11	MAP	43	FAILED
12	MS	33	FAILED
13	MFH	43	FAILED
14	MF	30	FAILED
15	MN	43	FAILED
16	NS	13	FAILED
17	NE	76	PASSED

18	NHN	23	FAILED
19	PF	46	FAILED
20	PNH	43	FAILED
21	PRH	30	FAILED
22	PZ	49	FAILED
23	RH	33	FAILED
24	RT	30	FAILED
25	RSN	20	FAILED
26	RSC	40	FAILED
TOTAL		$\sum$ = **1035** **X** = **39,80**	

Appendix IX

THE PERCENTAGE OF THE STUDENTS' SCORE IN PRE-TEST OF

CYCLE 1

Criteria	Total Students	Percentage
Passed	3	11 %
Failed	23	89 %
TOTAL	26	100 %

Appendix X

The Students' Score In The Post-Test Of Cycle I

Grade VIII

Private Islamic Junior High School Ali Imron Medan

No	The Initial Of Students' Name	The Students' Score Description	
		Score	Criteria (> 75)
1	AS	89	PASSED
2	AWS	96	PASSED
3	AF	96	PASSED
4	ASR	89	PASSED
5	DAL	80	PASSED
6	ER	89	PASSED
7	FA	96	PASSED
8	FPS	96	PASSED
9	IH	89	PASSED
10	MR	96	PASSED
11	MAP	76	PASSED
12	MS	89	PASSED
13	MFH	86	PASSED
14	MF	79	PASSED
15	MN	86	PASSED
16	NS	92	PASSED
17	NE	92	PASSED

18	NHN	92	PASSED
19	PF	86	PASSED
20	PNH	79	PASSED
21	PRH	76	PASSED
22	PZ	82	PASSED
23	RH	86	PASSED
24	RT	92	PASSED
25	RSN	86	PASSED
26	RSC	89	PASSED
TOTAL		$\sum$ = **2284** **X** = **87,86**	

Appendix XI

THE PERCENTAGE OF THE STUDENTS' SCORE IN POST-TEST OF

CYCLE 1

Criteria	Total Students	Percentage
Passed	26	100 %
Failed	0	0
TOTAL	26	100 %

THE OBSERVATION SHEET

(Meeting I, March 29th 2017)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	√	
		2. The teacher greets the students.	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the learning objectivities	√	
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students.	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teachermanages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	

			√	
		12. The teacher manages the class effectively		√
		13. The teacher conveys the text lesson plan	√	
2.	Students	1. The students come to class on time.		√
		2. The students answer the teacher's greeting	√	
		3. The students listen and pay attention to the teacher's explanation		√
		4. The students study seriously.		√
		5. The students answer the questions which are given by the teacher.	√	
		6. The students are interested and enthusiastic in learning reading narrative text by using CORI learning strategy	√	
		7. The students read the text and answer the questions	√	
		8. The students give good responses to the material given	√	
		9. The students uses the dictionary to find the meaning		√
		10. The students use dictionary to do the test	√	
		11. All of the students answer the test given	√	
3.	The context	1. The classroom is noisy	√	
		2. The classroom is comfortable		√

		3. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Medan, March 29th 2017

THE OBSERVATION SHEET

(Meeting II, March 30th 2017)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	√	
		2. The teacher greets the students.	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the learning objectivities	√	
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students.	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	

			√	
		12. The teacher manages the class effectively	√	
		13. The teacher conveys the text lesson plan	√	
2.	Students	1. The students come to class on time.	√	
		2. The students answer the teacher's greeting	√	
		3. The students listen and pay attention to the teacher's explanation	√	
		4. The students study seriously.	√	
		5. The students answer the questions which are given by the teacher.	√	
		6. The students are interested and enthusiastic in learning reading narrative text by using CORI learning strategy	√	
		7. The students read the text and answer the questions	√	
		8. The students give good responses to the material given	√	
		9. The students uses the dictionary to find the meaning	√	
		10. The students use dictionary to do the test	√	
		11. All of the students answer the test given	√	
3.	The context	1. The classroom is noisy		√
		2. The classroom is comfortable		√

		3. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Medan, March 30th2017

THE OBSERVATION SHEET

(Meeting III, April 01th 2017)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	√	
		2. The teacher greets the students.	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the learning objectivities	√	
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students.	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	

			√	
		12. The teacher manages the class effectively	√	
		13. The teacher conveys the text lesson plan	√	
2.	Students	1. The students come to class on time.	√	
		2. The students answer the teacher's greeting	√	
		3. The students listen and pay attention to the teacher's explanation	√	
		4. The students study seriously.	√	
		5. The students answer the questions which are given by the teacher.	√	
		6. The students are interested and enthusiastic in learning reading narrative text by using CORI learning strategy	√	
		7. The students read the text and answer the questions	√	
		8. The students give good responses to the material given	√	
		9. The students uses the dictionary to find the meaning	√	
		10. The students use dictionary to do the test	√	
		11. All of the students answer the test given	√	
3.	The context	1. The classroom is noisy		√
		2. The classroom is comfortable	√	

		3. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Medan, April 01th2017

Appendix XV

THE INTERVIEW REPORT

The Interview Result With The English Teacher Before Conducting

The Research

The Researcher : How long have you been teaching in this school ?

The Teacher : I have been teaching in Mts Ali Imron Medan for ten years

The Researcher : Do the students in this class like English lesson?

The Teacher : I think the second class of Mts Ali Imron, every students likes English language or English lesson, but it is very difficult for them, the first when they will reading, they got the problems less understanding about meaning of text and so on. Because, they don't bring the dictionary.

The Researcher : How about the previous students in this class?

The Teacher : The second class of Mts, There are the part of active students and the part of passive students.

The Researcher : Do you think they are good in reading skill?

The Teacher : Not yet, because the second class of Mts seldom to bring dictionary which it can to help them in search meaning of words in the dictionary, and one of obstacle is less additional of subjects form out class.

The Researcher : So, what do you do in teaching reading to them?

The Teacher : I give to them a text and I begin to be a reader in front of them and they should be following when I'm reading and I will shoot them with one by one for reading the text and then I repair the reading of them. And perhaps, I make some groups in reading of class for discussion about the topic of text.

The Researcher : Is it important to use a learning strategy in teaching reading?

The Teacher : Yes, it is so important for us as a teacher in teaching, because to encourage students more active in classroom.

The Researcher :Do you use medias in teaching reading to them?

The Teacher : A handbook, dictionary and etc.

The Interview Result With The English Teacher After Conducting The Research

The Researcher : What do you think about CORI strategy that had been implemented in teaching reading?

The Teacher : I think, this strategy is so effective when used in teaching reading and this strategy can to help my students when they will reading easily.

The Researcher : What do you thinkthis method can improve the students'reading comprehension in narrative text?

The Teacher : I think, this method can improve the low students' reading comprehension in narrative text.

The Interview Result With The Students Before Conducting The Research

The Researcher : Apakah kamu pernah membaca text berbentuk narrative text dalam bahasa inggris?

Student I : Pernah Miss

Student II : Gak pernah Miss

Student III : Pernah Miss, tapi Cuma sekilas saja .

The Researcher : Menurut kamu susah atau mudah membaca teks bahasa inggris berbentuk narrative text?

Student I : Susah miss, saya rasa pengucapan dan artinya yang susah miss.

Student II : Susah miss, saya tidak tahu artinya dan sulit membaca dan menjawab pertanyaannya.

Student III : Kalau menurut saya miss, sulit ketika menetukan ide pokok dari teksnya.

Appendix XVI

The Students' Initial and Name List

No	The Students' Name	The Students' Initial
1.	AHMAD SUYUDI	AS
2.	AHMAD WIRA SETIA	AWS
3.	AHMAD FADLY PRANANDA	AF
4.	AJENG SEKAR RINI	ASR
5.	DINI AFSYAH LUBIS	DAL
6.	ERNISYAH	ER
7.	FADLY	FA
8.	FAJAR PUTRA SIREGAR	FPS
9.	IMAM HARAHAP	IH
10.	M. RIDUAN	MR
11.	M. ASRI PRATAMA	MAP
12.	MAHARANY SALMI	MS
13.	M. FADIL HASIBUAN	MFH
14.	M. FIRMAN	MF
15.	M. NAZRI	MN
16.	NASHWA SHAFIRA	NS
17.	NHATASYA EFENDI	NE
18.	NUR HALISAH NASUTION	NHN
19.	PUPUT FEBRIYANI	PF
20.	PUTRI NUR HALIMAH	PNH

21.	PUTRI RHOUDOTUL HASANAH	PRH
22.	PUTRI ZAINAB	PZ
23.	RAHMAD HIDAYAH	RH
24.	RENI TANIA	RT
25.	RIO SYAHPUTRA NASUTION	RSN
26.	RIYA SYAHFITRI CHANIAGO	RSC

Appendix XVII

THE TESTING HYPOTHESIS

THE STATISTIC ANALYSIS OF THE RESULT OF

STUDENTS'SCOREIN THE PRE-TEST AND POST-TEST

No	Pre-Test in Cycle I	Post-Test in Cycle II	D	D^2
1.	33	89	56	3136
2.	33	96	63	3969
3.	40	96	56	3136
4.	36	89	53	2809
5.	40	80	40	1600
6.	43	89	46	2116
7.	33	96	63	3969
8.	76	96	20	400
9.	30	89	59	3481
10.	40	96	56	3136
11.	43	76	33	1089
12.	33	89	56	3136
13.	43	86	43	1849
14.	30	79	49	2401
15.	43	86	43	1849
16.	13	92	79	6241
17.	76	92	16	256

18.	23	92	69	4761
19.	46	86	40	1600
20.	43	79	36	1296
21.	49	76	27	729
22.	33	82	49	2401
23.	30	86	56	3136
24.	20	92	72	5184
25.	40	86	46	2116
26.	30	89	59	3481
			$\sum D = 1285$	$\sum D^2 = 69.277$
			D= 1285/26 = 49,42	
			T = 16,63	

Appendix XVIII

The Students' Attendance List During The Research

MTs Ali Imron Medan

Grade VIII

No	The Students' Name	Meeting I	Meeting II	Meeting III
1. .	AHMAD SUYUDI	√	√	√
2.	AHMAD WIRA SETIA	√	√	√
3.	AHMAD FADLY PRANANDA	√	√	√
4.	AJENG SEKAR RINI	√	√	√
5.	DINI AFSYAH LUBIS	√	√	√
6.	ERNISYAH	√	√	√
7.	FADLY	√	√	√
8.	FAJAR PUTRA SIREGAR	√	√	√
9.	IMAM HARAHAP	√	√	√
10.	M. RIDUAN	√	√	√
11.	M. ASRI PRATAMA	√	√	√
12.	MAHARANY SALMI	√	√	√
13.	M. FADIL HASIBUAN	√	√	√
14.	M. FIRMAN	√	√	√
15.	M. NAZRI	√	√	√
16.	NASHWA SHAFIRA	√	√	√
17.	NHATASYA EFENDI	√	√	√
18.	NUR HALISAH NASUTION	√	√	√

19.	PUPUT FEBRIYANI	√	√	√
20.	PUTRI NUR HALIMAH	√	√	√
21.	PUTRI RHOUDOTUL HASANAH	√	√	√
22.	PUTRI ZAINAB	√	√	√
23.	RAHMAD HIDAYAH	√	√	√
24.	RENI TANIA	√	√	√
25.	RIO SYAHPUTRA NASUTION	√	√	√
26.	RIYA SYAHFITRI CHANIAGO	√	√	√

Appendix XIX

DOCUMENTATION