

THESIS
IMPROVING THE STUDENTS' READING COMPREHENSION BY USING
CONCEPT ORIENTED READING INSTRUCTION (CORI) STRATEGY
AT TEN GRADE SENIOR HIGH SCHOOL
AT MA HIFZHIL QURAN ISLAMIC CENTRE

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
As a Partial Fulfillment of the Requirement for Degree of Scholar of English
Education

By

EKA DAMAYANTI PASARIBU
NIM. 34133140

Advisor I

Advisor II

Dr. M. Dalimunthe, M.Hum
NIP. 19710328 199903 1 003

Maryati Salmiah, S.Pd, M.Hum
NIP. 19820501 200901 2 012



DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2017

ABSTRACT

**IMPROVING STUDENTS' READING COMPREHENSION BY USING
CONCEPT ORIENTED READING INSTRUCTION AT MA TAHFIZHIL
QURAN ISLAMIC CENTRE**

EKA DAMAYANTI PASARIBU
34.13.3.140.

Keyword: Concept Oriented Reading Instruction, Students' Reading Comprehension, Students' Achievement.

This research was conducted to know Concept Oriented Reading Instruction can improve the students' reading comprehension. The subjects of this research were ten grade students of MA Tahfizhil Quran Islamic Centre. This research was conducted by using classroom action research. This research was used pre-test and post-test data, interview sheet, observation sheet, and diary note data. The result of this research showed that there was improving of students' reading comprehension. The mean of the pre test was 50.5, the mean of the first cycle was 70.3 and the mean of second cycle was 80.1, they showed that the mean in second cycle were better than the first cycle. The percentage of students who got point 75 up also grew up. In the pre-test, there were five students who got point 75 up. In the post-test of cycle I, the students who got point 75 up there were 16 of students (61.5%). It means that there was an increasing about 61.5%. In the post-test of cycle II, students who got point 75 up were 21 students (80.7%) and the increasing was about 19.2%. For the total increasing of the students' score from pre-test to post-test of cycle II was 80.7%. In other words, the students' reading comprehension improved from the first meeting to the next one. For the hypothesis testing, it was used t-test formula from the computation, it could be seen that coefficient of $t_{\text{table}}(2.06)$ with fact level $\alpha = 0.05$ was 7.626 in the coefficient of $t_{\text{observation}}(7.626) \geq t_{\text{table}}(2.06)$. Thus, alternative hypothesis (H_a) stating that Concept Oriented Reading Instruction (CORI) could improve the students' reading comprehension and could make the classroom activities alive and active.

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : **EKA DAMAYANTI PASARIBU**

NIM : 34.13.3.140

Jur/Program studi : Pendidikan Bahasa Inggris/ S-1

Judul Skripsi :

**“IMPROVING STUDENTS’ READING COMPREHENSION BY USING
CONCEPT ORIENTED READING INSTRUCTION (CORI) AT MA
TAHFIZHIL QURAN YAYASAN ISLAMIC CENTRE IN 2016/2017
ACADEMIC YEAR”**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semua telah saya jelaskan sumbernya.

Apabila kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh institute batal saya terima.

Medan,

Yang Membuat Pernyataan

EKA DAMAYANTI PASARIBU

NIM. 34.13.3.140

No : Istimewa
2017

Medan, April

Lamp :-

Kepada Yth:

Hal : Skripsi

Bapak Dekan Fakultas Tarbiyah

Eka Damayanti Pasaribu

UIN-SU

Di

Medan

Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya , terhadap skripsi mahasiswa

Nama : Eka Damayanti Pasaribu

NIM : 34.13.3.140

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : “Improving the Students’ Reading Comprehension by Using Concept Oriented Reading Instruction at Ten Grade Senior High School At MA Tahfizhil Qur’an Islamic Centre Medan.”

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas, perhatian saudara kami ucapkan terimakasih Wasalammualaikum Wr. Wb.

Advisor I

Advisor II

Dr. Muhammad Dalimunte, S.Ag. SS. M.Hum

NIP. 19710328 199903 1 003

Maryati Salmiah, S.Pd, M.Hum

NIP. 19820501 200901 2 012

ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim

First of all, the writer like to thank to Allah SWT, who has given blessing and a chance to complete this thesis entitled **“IMPROVING STUDENTS’ READING COMPREHENSION BY USING CONCEPT ORIENTED READING INSTRUCTION (CORI) AT MA TAHFIZHIL QURAN YAYASAN ISLAMIC CENTER IN 2016/2017 ACADEMIC YEAR”** Praise and blessing to the Prophet Muhammad SAW, who has been my figure to serve Allah SWT.

In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thanksfor:

1. The Dean of faculty of tarbiyah and teacher training state Islamic University of North Sumatera Medan.
2. Dr. Sholihatul hamidahdaulay, S.Ag, M.Hum, the head of English educational department
3. Dr. Muhammad Dalimunte, S.Ag.SS. M.Hum as my Advisor I who has given me advice and suggestion in completion of this thesis.
4. Maryati Salmiah, M.Hum, As my Advisor II who has given me advice and suggestion in completion of this thesis.
5. All Lecturers of Educational English Department
6. My beloved parents, for my mother (Alm. MardiahSiagian) and my father (Nurdin Pasaribu) who always give pray, support, loving to me. So, I can finish MyS1 Degree. I dedicate this thesis to you.
7. Abdul Rahim Gea, MA the head Master of MA Tahfizhil Quran Yayasan Islamic Center
8. Rahayu Nur Syahri, S.pd the English teacher of MA Tahfizhil Quran Yayasan Islamic Center.
9. All of my students MATahfizhil Quran Yayasan Islamic Center

10. My sisters Mega Rosliana Pasaribu, S.pd and Hindun Neni Sari Pasaribu that always give me support, so I can do everything for this study.
11. My cousin-in-law Puji SatriaSetiawanS.pd, Thanks for your support and hope, So I am motivated to do everything for this study .
12. My dearest best friend all of PBI 2 and PBI 5, Especially R. Damaiyanti Panggabean, Sri Dewi Wulandari, Abdul Muhsin Polem, and Riza Yuanna. Thanks for your support and sharing the happiness and sorrow during finishing this thesis, I'll never forget them all.
13. My beloved friend Yayan Jumarsi. Thanks for your support and help during finishing this thesis. I will never forget you.
14. My best friend Nurmaya Wulandari. Thanks for your support and help, I will not forget it, I can finish this thesis because of your support, I hope we graduate together.
15. My sister in the dormitory. Sri Handayani Thanks for your support and always kept silent when during finishing this thesis.

The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.

Medan, 12 April 2017

EKA DAMAYANTI PASARIBU

NIM: 34.13.3.140

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF APPENDIX	vii
CHAPTER I : INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem	2
C. Formulation of the Study	3
D. The Aim of the Sttudy	3
E. The Significance of the Study	4
CHAPTER II : REVIEW OF LITERATURE	5
A. Theoretical Framework.....	5
A.1 Reading.....	5
A.1.1 Reading Classification	6
A.1.2 Level of Reading	7
A.1.3 Reading Purposes	9
A.2. Reading Comprehension	10
A.3. Students Reading Comprehension	11
A.4. The Assessment of Students’ Reading Comprehension.....	12
A.5 Concept Oriented Reading Instruction	13
A.5.1 Phases in Concept Oriented Reading Instruction.....	15
A.5.2 Implementation in Concept Oriented Reading Instruction.....	17
B. Related Study.....	17
C. Conceptual Frameworks	18
D. Hypothesis	19
CHAPTER III : RESEARCH METHOD.....	20
A. Research Design.....	20
B. Subject of the Research.....	20

C. Location and Time of the Research	21
D. The Procedure of Action Research	21
D.1 Cycle I	22
D.2 Cycle II	23
E. Instrument of \Data Collection	23
F. Technique of Data Collection	24
F.1 Qualitative Data	24
F. 2 Quantitative Data	26
G. Technique of Analyzing Data	26
G.1 Quantitative Data.....	27
G.2 Qualitative Data.....	28
CHAPTER IV : DATA ANALYSIS AND RESEARCH FINDING.....	32
A. Data Description.....	32
A.1 The Qualitative Data	32
A.2 The Quantitative Data	33
B. Data Analysis	35
B.1 The Qualitative Data.....	35
B.2 The Quantitative Data.....	40
B.3 The Testing Hypothesis.....	49
C. Research Finding.....	51
D. Discussion	52
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	54
A. Conclusions	54
B. Suggestions	54
REFERENCES.....	56

LIST OF TABLE

Table

3.1	Subject of The Research.....	20
4.1	The students' Score during Cycle I (Pre-test and Post-test I)and Cycle II (Post-test II)	34
4.2	The Students' Score in Pre-test	41
4.3	The Percentage of The Student's Score in Pre-Test.....	42
4.4	The Students' Score in Post-test I	43
4.5	The Percentage of The Student's Score in Post-Test ofFirst Cycles.....	44
4.6	The Students' Score in Post-test II.....	45
4.7	The Percentage of The Student's Score in Post-Test II.....	46
4.8	The Mean Score of Cycle I (Pre-test and Post-test I)47 And Cycle II (Post-test II)	47
4.9	The Percentage of Students' Reading Comprehension	48
4.10	The Statistic Analysis of The Result of Students' Score In First Cycles and The Second Cycles	49

List of Appendix

Appendix

- I Lesson Plan Meeting I
- II Lesson Plan Meeting II
- III Pre Test
- IV Post Test in Cycle I
- V Post Test in Cycle II
- VI The Students' Score in Cycle I and Cycle II
- VII The Students' Test Result In Pre Tesr
- VIII The Students' Test Result In Post Test (Cycle I)
- IX The Students' Test Result in Post Test (Cycle II)
- X Interview Sheet With English Teacher

- XI Interview Sheet With the Students
- XII Observation Sheet Students' Activities (Cycle I and Cycle II)
- XIII Observation Sheet Teachers' Activities (Cycle I and Cycle II)
- XIV Diary Note
- XV Students Attendance List

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the communication skills that should be acquired by students. Students are expected to get knowledge, information and understand about the context that has been explained in the text. In the other words, reading must be comprehended by the students.

In 1999, the Office of Educational Research and Improvement of the U.S. Department of Education is the Rand Reading Study Group (RRSG), RRSG began its thinking by defining the term *reading comprehension* as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

Based on the observation that has been done by the writer at MA Tahfizhil Quran Yayasan Islamic Centre the writer found problems from the students and the

teacher. The first problem is occur from the students at ten grade senior high school in the class IPA, the researcher get the data from interviewing the English teacher at MA Tahfizhil Quran Yayasan Islamic Centre the students can't understand the text well because they lack of the vocabulary, need too long time to understand the text, and do not know how to make the conclusion from the text.

The second problem is occur from the teacher, the researcher get the data from interviewing one of students at MA Tahfizhil Quran Yayasan Islamic Centre teacher only used the traditional method in teaching reading. The teacher just read the text and discuss it with the whole class, until the students did not have time to share about the text freely. This condition made the students have low motivation in reading activity. Finally, their grade in reading were not good.

They are many way that can be used to solve the problem above. One of the ways is Concept-Oriented Reading Instruction (CORI), an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation.

The CORI program is designed to foster reading engagement and comprehension, through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read. "Concept-Oriented Reading Instruction," to reflect the central position of conceptual knowledge in teaching reading comprehension.

CORI has two main aspect (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 concepts in a discipline.

Thus, in order to make the students comprehend the text, the writer was very interested in conducting a study with the title “Improving The Student’s Reading Comprehension By Using Concept Oriented Reading Instruction Strategy MA Tahfizhil Quran Yayasan Islamic Centre”.

B. Identification of Problems

Related to the background, the writer can identification the problems of the students reading comprehension as follow :

1. Most of the students need too long time to understand the text.
2. Most of the students get difficult to understand the text because they are lack of vocabulary.
3. Most of the students lack of concentration

C. Formulations of Study

In background of the research, the writer specifies the research in improving the students’ reading comprehension in the ten class A grade senior high school at MA Tahfizhil Quran Yayasan Islamic Centre. The formulations of the problems are:

1. Can Concept Oriented Reading Instruction strategy (CORI) improve the students to understand the text well?
2. What are the students’ responses used Concept Oriented Reading Instruction (CORI) strategy by the teacher in teaching reading comprehension?
3. How the process in applying Concept Oriented Reading Instruction strategy in teaching reading comprehension?

D. The Aims of Study

Based on the background of the research, the aims of this study are:

1. To find out whether Concept Oriented Reading Instruction strategy (CORI) improve students' reading comprehension at ten class IPA grade senior high school at MA HifzhilMA Tahfizhil Quran Yayasan Islamic Centre.
2. To describe the student's responses to Concept Oriented Reading Instruction material used by teacher in teaching reading comprehension.
3. To describe the process of Concept Oriented Reading Instruction strategy (CORI) at teaching reading comprehension in the ten class IPA grade senior high school at MA TahfizhilQuran yayasanIslamic Centre.

E. Significances of Study

The result of this study is expected to be useful theoretically and practically. Theoretically significance of this study is for science development to improve the learning quality especially related to the learning strategy used in English learning.

While practically this study is useful for :

1. The students

This research is useful to improve the students' reading comprehension about what the teacher specifically want them to know about the text.

2. The teacher

The teacher can use Concept Oriented Reading instruction as an alternative technique in teaching reading.

3. The other researcher

This research is useful for the other researcher to improve the researcher ability in teaching English especially teaching reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In doing a research, the term used must be clarified in order to have a clear perspective of the implementation in the field. The term may function to give a limited concept which is specifically meant in a particular context. By doing so, the research will be free from unnecessary interpretation of the readers. In this case it is very important to list the following terms for the purpose of the research.

A.1. Reading

“Recite in the name of your Lord who created (1) create man from a clinging substance (2) "recite, and your Lord is the most Generous (3) who taught by the pen (4) taught man that which knew not (5)”

Based on the above verse, it is clear that we as Muslims are encouraged to read. This is because reading certainly add to our knowledge even by reading we will find out about the truth. In addition, the word of “Iqra” in the verse above is repeated twice. It means that we have to read so that we have knowledge and know our situation in this universe.

A.1.1 Reading Classification

There are three kinds of reading:

1. Reading Aloud

In reading aloud, the students will get experience in producing the sound, which should be practice as many as possible.

2. Silent Reading

Silent reading is reinforcing the readers to find out the meaning of the words. This kinds of reading leads the reader to the better comprehension. This reading kinds is skill to criticize what is written, to discuss written meaning and to draw inference and conciliation as well as to tell the new ideas on the text of what is read.³ Silent reading is read the text without sound to find out the meaning of words and to get the information from the text, in silent reading the reader is analyze and criticize what is written.

Silent reading is divided into two kinds, there are intensive reading and extensive reading.

³ Yeti Mulyati, *Keterampilan Membacadan Mempelajarinya PDF*, Bandung: Directori File UPI, P.2

a. Intensive Reading

Intensive reading is reading activity by having attention the grammatical forms, discourse markers and other surface structure details for the purpose of understanding the literal meaning.⁴ It means that intensive reading is read the text by giving attention at grammatical forms, discourse markers and focus on grammatical structure of understanding the literal meaning.

b. Extensive Reading

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long text for global understanding, the principal goal being obtaining pleasure from the text. Characteristic of the extensive reading are:

1. Student read as much as possible
2. A variety of materials on range of topics is available
3. Reading speed is usually faster than slower
4. Students select what they want to read
5. Reading is individual and silent
6. The purpose of reading are usually are related to pleasure, information and general understanding.⁵

Based on the characteristic above the writer conclude that the aims of extensive reading are to built reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas not for the specific details.

3. Speed Reading

⁴ Kevin Miller, *Intensive Reading, Extensive Reading and the English Reader Marathon PDF*, at Tsurumi University, P. 69

⁵ Timothy Bell, (2001), *Etensive Reading; Speed and Comprehension, The reading matrix Journal*, Vol. 1, at 8.38 AM, 03 December 2016

Speed reading used to improve speed and comprehension in reading. This skill must be contiguous with the main purpose of reading that is comprehension.

A.1.2 Level of Reading Comprehension

According to Mohammad (1986) there are three levels of reading comprehension:

1. Literal Comprehension Level

Comprehension at this level involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly state in the text. In addition, it is also appropriate to test vocabulary. In this level the reader will understand the text literally, the reader will get the information from the text explicitly. Literal reading comprehension is appropriate to test students' vocabulary.

2. Interpretive or Inferential Comprehension

Inferential comprehension refers to the ability of a reader to take an information that is inferred or implied within a text. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.⁶ In this level the readers will take an information from the text implicitly. They will comprehend the text based on their paradigm.

3. Critical Reading Comprehension Level.

Critical reading comprehension is Analyzing, evaluating, and personally reacting to information presented in a passage. Personally reacting to information

⁶ Danny Brassell& Timothy Rasinski,(2008), *Comprehension That Works*, Huntington: shell education, p.17

in a passage indicating the meaning to the reader. Analyzing and evaluating the quality of written information in terms of some standards.⁷ In this level the reader will analyze and evaluate the information and the idea in a passage, the reader can analyze and evaluate the text if they have understood well.

A.1.3 Reading Purposes

1. Reading to search for simple information and reading to skim

Reading to search for simple information is common reading ability; though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search we typically scan the text for a specific piece of information or a specific word.

Reading to skim is the technique of reading by the signposts, the clues set up by the author. These signposts are: chapter titles, main headings, first degree subheadings, second degree subheadings, bold face, italicized types or emphasized technique.⁸

Based on the theory above the writer can conclude that in reading to search information the reader typically scan the text for specific word to get the information that they are need, and in reading to skim the reader not read the whole text word for word, the reader can use signpost and clues to give some background information. Signpost is used to skip the material which they are not need and to sort the information which they are need.

2. Reading to learn from texts

⁷Heilman (1981), *Principles and Practices of Teaching Reading*, United States of America: Merrill Publishing, p.246.

⁸Arunakoneru,(2008), *Professional Communication*, New Delhi: Tata McGraw-Hill, p.306.

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information. Reading to learn is usually carried out at a reading rate some what slower than general reading comprehension.⁹ Reading to learn means read the text to learn some materials which the reader want to know and to get the knowledge, reading to learn typically occurs in academic and professional context.

3. Reading to Escape

Reading to escape happen when the people read the novel. Sometimes this type called genre fiction, includes in expensive and mass produced works of entertainment that people read to while away their time or ease their stress. There is nothing wrong with some relaxing reading for pleasure, so that why this purpose reading seldom in applying to the academic world.¹⁰ Reading to escape means that read the text to entertainment the readers, in reading to escape the reader will read novel and short story.

A.2. Reading Comprehension

Comprehension occurs as the reader builds a mental representation of the text (Perfetti et al., 2005). Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to

⁹Kimberly, Donna M. Scanlon, (2010)*Early Intervention for Reading Difficulties the interactive strategies approach*, New York: The Guilford press, p.13-14

¹⁰Donal Hall, (1983), *Four kinds of reading*, New York: Knopf, p.164

the topic of the text.¹¹ Based on the Perfetti theory comprehension occurs if the reader can build a mental representation of the text which they are need. Comprehension is the way to construct the process in understanding the text.

Comprehension is the essence of reading and the active process of constructing meaning from text. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.¹² Based on the theory above the writer can conclude that there are some elements in comprehending the text, the elements are follow :

- The *reader* who is doing the comprehending
- The *text* that is to be comprehended
- The *activity* in which comprehension is a part.¹³

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.¹⁴

So the writer can take the conclusion that reading comprehension is not just a saying words but also the process in understanding the whole of the text. The reader expected to understand the aim of the text and to construct the

¹¹ Donna. M. Scanlon, (2010), *Early Intervention for Reading Difficulties*, New York :The Guilford Press,p.276

¹² Amy L, Moore, *Reading Comprehension*, p.2

¹³ Snow, Catherine E, (2002), *Reading For Understanding*, RAND.p. 11-14

¹⁴ Woolley G, (2011), *Reading Comprehension Assisting Children Learning Difficulties*, Netherlands: Springer Netherlands, p.15

meaning. Therefore, comprehension is an active activity which involved the reader cognitive side in interpreting meaning and activating the prior knowledge.

A.3. Students Reading Comprehension

Students' reading comprehension is to ensure that the students know how to use metacognitive and cognitive strategies flexibly as they interact with texts. According to Almasi metacognitive and cognitive strategy are mental approaches or tools of the reader consciously use to monitor, repair, and facilitate their comprehension of narrative and informational text.

According to Bergman students' reading comprehension is the way for students to monitor their understanding and solve problem as they read. Problem solving includes students' resolution of comprehension from the text.

Based on the research which has done by shanahan et all 2010, andstahal 2013, the students has comprehension of narrative text if the students are able to use the organizational structure of narrative and informational text to enhance meaning, making and recall the text.¹⁵

So, the writer take the conclusion that students' reading comprehension is the students know how to use their cognitive or intellectual in understanding the text that they are reading, so they can make a conclusion and get the information from the text and the text is refers to the knowledge which they are need.

A.4. The Assessment of Students' Reading Comprehension

According to Turner states that in scoring the students' reading comprehension, there are some aspect of measuring students' reading comprehension. They are :

¹⁵ Katherine A, (2015), *Developing Reading Comprehension*, New York: Guilford press, p. 79

1. Different sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

2. Paraphrase recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherency between the main idea with supporting idea.

3. Information transfer

The teacher assess the students' reading comprehension not only through their pronunciation, but also how they transfer the information to others.¹⁶

Based on Turner theory above it can be conclude that in asses the students' reading comprehension there are some aspect that can be used by teacher, they are: the students' pronunciation when they are read the text, the students ability in developing the main idea from the text by using their own word, and the students ability in sharing the information which they have got from the text, the students share the information to the others.

Based on the academic goals determining the students' reading comprehension of getting information from the text, the minimum score of standard competency is 75.¹⁷The teacher will successful in teaching reading if the students' can get score 75 in reading comprehension subject.

A.5. Concept Oriented Reading Instruction strategy (CORI)

¹⁶ Muhammad OttisYudhaprawiraRamadhan,(2014), *Thesis "Improving Students' achievement in reading comprehension of narrative text through task based instruction"*. UNIMED, p. 17-18.

¹⁷ Liza Andini,(2012), *Thesis "Improving students' narrative reading achievement through generating interaction between schemata and text strategy"*, UNIMED, p.21

Guthrie and his colleagues (1998) implemented a classroom intervention to emphasize conceptual instruction in reading and science called Concept Oriented Reading Instruction (CORI). Concept Oriented Reading Instruction (CORI) is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. Motivating students by providing choices and control.

Instruction that integrates conceptual themes with reading instruction is called *Concept-Oriented Reading Instruction* (CORI), because concepts direct the teacher's and the students' goals for reading.

The CORI practice of using knowledge goals in a conceptual theme is motivating, but it is also likely to support strategy development because it enables strategies to be used in a rich domain of interesting information. Therefore, strictly speaking, we claim that these practices are engagement supporting because they build internal motivations and foster cognitive strategies simultaneously. Obviously, the strategies may also be seen as motivational because they encourage and engender the development of internal motivations for reading activities.¹⁸ The technique of CORI is easy to apply, this is based on Daniel McNamara books which quoted by the writer.

In applying Concept Oriented Reading Instruction (CORI) students read a variety of materials in order to answer questions they have asked about various topics. At the same time, students are taught how to search for information in the

¹⁸ Danielle S. McNamara, (2007) *Reading Comprehension Strategies*, London : Lawrence Erlbaum Associate, p.248

text and to use that information to answer their questions. Students using this approach appear to gain both strategic and conceptual knowledge.¹⁹

So the writer conclude that Concept Oriented Reading Instruction is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. CORI is an strategy which can used for teaching reading, CORI is useful to motivate the students in reading the text, the students not only can read text but also can understand the whole of text easily.

A.5.1 Phases in Concept Oriented Reading Instruction (CORI)

Furthermore, Concept Oriented Reading Instruction (CORI) moves through four phases :

1. Observing and Personalizing

To create a context for the motivation of curiosity, aesthetic involvement, challenge, and self efficacy in reading, we attempted to enable students to observe and think about the concrete, tangible objects and events in the real world around them. Students participation and choice in selecting the subtopics, goals, and materials for learning were emphasized.

We expected that sustained work on a conceptual issue of personal interest would enable students to enrich their conceptual knowledge and to learn increasingly complex reading strategy. The main point of this phase of instruction was to support students in developing and expressing their interest about the world around them. This phase also include bringing background experience and knowledge into learning and exploring processes.

¹⁹ Robert J. Seidel,(2007) *From Principles of Learning to Strategies for Instruction*, USA: Springer, P. 60, 150.

2. Searching and Retrieving

Students were guided to learn how to search for subtopics related to their general interest and to search for informative resources, such as books, and opportunities for further real world observation, which extended their knowledge and satisfied their curiosities. Students acquired concepts of their choices they would be motivated to form increasingly higher order observations and generalizations about the theme they were studying. This instructional dimension emphasized the cognitive strategies that students need to pursue and satisfy their explicitly stated topical interest.

3. Comprehending and Integrating

This portion of the instructional framework encompassed the comprehension strategies of determining the topic of a textual selection, detecting critical details, summarizing the text, making comparisons between texts, developing criteria for evaluating a book, and critically reflecting on the author's point of view and presentation of information. Within this instructional dimension we embedded the objective of connecting literary experience to conceptual understanding. Teacher wanted students to be able to identify plot, character, setting, and theme in narrative and literary works such as novels, folktales.

4. Communicating to Others

Many exciting educational programs contain high expectations for communication. Students were expected to identify important information, to organize the information into coherent form, and to express their ideas precisely

and convincingly. Students were expected to establish criteria, to develop a critical stance toward texts.²⁰

The major aim of this instructional dimension was to enable students to express their understanding about topics of personal interest in a variety of coherent, persuasive, and accurate communications to classmates or other audiences of their choosing.

A.5.2 Implementation in Concept Oriented Reading Instruction (CORI)

There are three parts in implementation Concept Oriented Reading Instruction (CORI) in teaching reading comprehension stated on D. Ray Reutzel quoted by Nena Syahrani Syahaf Nasution²¹. They are explained in follow:

Before reading

1. Teacher activities students' background knowledge about the topic, through demonstration, video, pictures, objects, or other real object;
2. Teacher involves students in self questioning about the topic of study.

During reading

1. 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.
2. Students search a variety of text about the topic. For additional question and answer to question.

After Reading

1. Students create graphic organizer (diagram) to information learned.

²⁰ Linda Baker,(2009) *Developing Engaged Readers in School and Home Communication*, New York: Library of Congress cataloging publishing, P.171,172,173.

²¹Nena Syahrani syahaf nasution,(2012),*Thesis "improving the students achievement in reading comprehension through Concept Oriented Reading Instruction(CORI)"*, UNIMED, p.15-16.

2. Student share through the use of poster, diagram, group projects, and oral report what they have learned.

B. Related Study

The studies that have relevant with this study are :

1. This strategy had been used by ResyOktadela (2014) in her thesis under the title “Improving Students’ Reading Comprehension of Academic Texts by Using Synthesizing Strategy at Semester IV/B of the English Department of FKIP UIR Pekanbaru”. Her research concluded that the students could improve their reading comprehension of academic texts by using synthesizing strategy.
2. Nena Syahrani Syahaf Nasution (2012) conducted a study related to the same topic, “Improving Students’ Achievement in Reading Comprehension Through Concept Oriented Reading Instruction” the result of research showed that Concept Oriented Reading Instruction could improve the students achievement in reading comprehension.
3. This strategy had been used by E. Milaningrum (2011) in her thesis under the title “Improving Students’ Reading Comprehension by Using Buzz Groups Technique” (A Classroom Action Research Conducted at the Seventh Grade of SMP Negeri 7 Surakarta in the Academic Year of 2010/2011) Her research concluded that the students could improve their reading comprehension of academic texts by buzz groups technique.

C. Conceptual Framework

Reading is one of the communication skills that should be acquired by students. Students are expected to get knowledge, information and understand

about the context that has been explained in the text. One of strategy that can improve students' reading comprehension is Concept Oriented Reading Instruction CORI, CORI is an instruction program that can be motivated the students to read a text and to get the information from the text.

Concept Oriented Reading Instruction (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 the 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.

Based on the statement above, Concept Oriented Reading Instruction as a strategy of teaching reading that can help the students in learning English especially in learning reading comprehension.

D. Hypothesis

Based on the conceptual framework above, hypothesis in this research is formulated as follow : “ Concept Oriented Reading Instruction (CORI) can improve the students' reading comprehension at ten grade MA Tahfizhil Quran Yayasan Islamic Centre.

CHAPTER III

RESEARCH OF METHOD

A. Research Of Design

The method was applied in this study is Classroom Action Research (CAR). According to Suryabrata Classroom Action Research is the research aims to develop skills or new approach to solve the problem with a new application in the world. research aimed at overcoming the problems associated with the practical needs (research done to address the problem that needs to be addressed immediately, the research results are immediately used to address the problem.²²

Based on Suryabrata theory Classroom Action Research is the research aims to develop skills or new approach to solve the problems, in this research the

²²Sugito, Anam Ibrahim, and Syahrudin, (2015), *Metode Penelitian Pendidikan* senirupa, UNIMED: P.17-18.

researcher will apply the new strategy in teaching reading at MA Tahfizhil Quran Yayasan Islamic Centre namely Concept Oriented Reading Instruction (CORI) to improve the students' reading comprehension.

B. Subject of the Research

The subject or participant in this research were the students of ten grade at senior high school TahfizhilQuran Islamic Center academic year 2017/2018. The number of students was 26.

Table I

Subjects	Class	Number
Students	X IPA	26 students

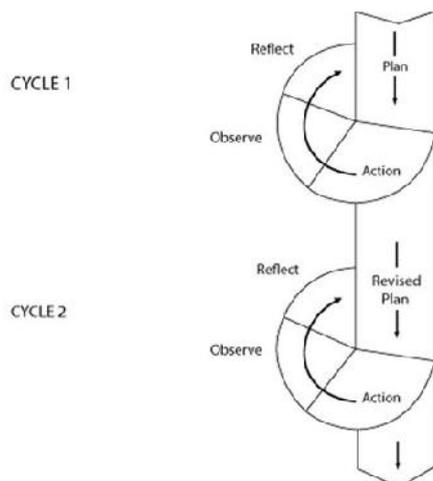
C. Location and Time of Research

This research was conducted at MA Tahfizhil Quran Islamic Centre in which is located in Jl. William Iskandar Kecamatan Percut Sei Tuan Kab Deli Serdang. The writer choose this location because some reasons, they are:

1. The English teacher never used Concept Oriented Reading Instruction in teaching English.
2. This school was accessible in terms of time and fund so that the data could be collected easily.
3. The school welcomed that aimed to improve the teaching learning quality.

D. Procedure of Action Research

The Procedure of data collection comprised into four steps, they were: Planning, action, observation, and reflection.



Based on the research design above, there are two cycle and four steps in each cycle: Planning, Acting, Observing phase, and reflecting. The cycle would be described as follow:

D.1. CYCLE I

The procedure of action research in the first cycle was shown as follow

1. Planning Phase

planning phase is the researchers conducted a preliminary study to reflect on their teaching practice in a particular class.²³In this step, the researcher was made a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The topic of reading comprehension in lesson plan was based on the syllabus in curriculum. The reading material that the researcher used some media for teaching-learning process, for example some pictures, suitable text, etc. Time and schedule of this research was confirmed with the situation in the school.

²³AsulWiyantodanMustakin, (2012), *PanduanKaryaTulis Guru*, Yogyakarta: p.135.

2. Acting Phase

In this step, the researcher was implemented the activities of teaching reading in the lesson plan. The researcher conducted two cycle in this research. Each cycle consisted of two meeting and each meeting was taken about 2x45 minutes. The step of implementation stage was divided into three sections. These were opening section, main activity section which cover pre-reading, whilst reading, and post-reading and closing section.

3. Observing Phase

Observation is observed outcome or impact of the actions taken or imposed against the student.²⁴

In this step, the observer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research is in progress. And in this step the English teacher as the observer will observe students' understanding, students' participation, students' activity, and students' comprehension in the teaching-learning process.

4. Reflecting Phase

After carrying out the teaching process, the researcher recited the result of the activities which occurred in classroom as the reflection of the action. The researcher evaluated the process and the result of the implemented of the CORI strategy that used in the reading class. It is a basic consideration to make plan and conduct the next meeting. It would also used to answer the hypothesis that has been proposed by the writer before the action is carried out.

D.2. CYCLE II

²⁴Fitrianti, (2012), *SuksesProfesi Guru DenganPenelitianTindakanKelas*, Yogyakarta: Deepublish, P.21

The first cycle started at the first meeting until the third meeting, and the researcher continued to the second cycle if the researcher got fail in the first cycle. The second cycle was conducted in order to solve the students' problem and the teacher that the researcher found in the first cycle. This cycle consisted of four steps similar to the first cycle.

E. Instrument of Data Collection

The following instrument was used in collecting the data of the research:

1. Interview

The kind of interview in this research was structured interview or guide interview. The guide of interview was asked the English teacher and some students of MA Tahfzihil Quran Islamic Centre. In interviewing the researcher recorded or wrote in a note based on the questions that had prepared before by the researcher. So as an instrument to collect the data from the interview we have to prepare a paper of questions, a pen, or a tape record.

2. Observation sheet

There are two kinds of observation sheet used during observation. They are the observation sheet of the students' activities during the learning in the classroom and the observation sheet of the teachers' activities during the learning in the classroom.

3. Diary note

Diary notes are the records of the events during the research is conducted. These note tell about the activities which are done from the first until the lass meeting.

4. Test

Test was conducted to know the students ability in reading comprehension. The kind of the text is objective test in multiple choice form. It consisted of pre test and post test. Pre test was given before Concept Oriented Reading Instruction is implemented. While post test was given after Concept Oriented Reading Instruction is implemented.

F. Technique of Data Collection

There are two types for collecting data, they are qualitative data and quantitative data.

F.1 Qualitative data

The qualitative data describes the condition, situation, and response of the students during teaching learning process. The qualitative data of this research is collected by using interview, observation, and diary note, the explanation as follow:

1. Interview

Interview is a technique to collect the data directly between the researcher and the participants, in interview the researcher and the participant are face to face.²⁵.

In this case, the researcher interviewed the teacher and some students about learning and teaching English. The first step the researcher was made an appointment with the English teacher and students, it would be done in the school area and asked them about the things that connected with this research. The interview was wrote down in a note.

2. Observation sheet

²⁵SuryanidanHendrayadi,(2015) *metoderisetkuantitatif*, Jakarta: prenadamedia grup, p.183.

Observation is a technique to collect the data by observing the activities that happen. And make a note by using check list, anecdotal record, and rating scale.²⁶

In this step, the observer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research was in progress. And in this step the English teacher as the observer. The indicators in the observation sheet were: the technique of conducting the strategy of CORI, the teachers' way in teaching process, and the students participate in learning process.

3. Diary notes

Diary note is done to write and to report the moments of events and daily activity that happen in the class. The diary note is using to know the progress of the students in learning process.²⁷ A diary notes can also contain data collected by other research methods.²⁸

In this case the researcher took a note to write and to report the moments of events and daily activity in learning process, the researcher seen the progress of the students in learning process. These useful of this data were to see the condition of the class, the daily activity of the students and the progress of the students result in learning process.

²⁶Winasanjaya, (2007)*penelitianindakankelas*, Jakarta:Kencana, p.102

²⁷Ibid p.102, 103.

²⁸ Herbert Altrichter, Peter Poseh, and Bridget Somekh, (1993), *Teacher Investigate their Work "An Introduction to the methods of action research"*, New York and London: Routledge, P.10

F.2. Quantitative Data

The researcher gave tests of reading comprehension they were pre-test and post-test which were used to collect the data of the improvement. On the pre test the students were instructed to read a text and answer 10 multiple choice questions which related to the texts and pre test was given before doing treatment. While in post test the researcher was instructed the students to read a text and answer 10 multiple choices questions which related to text after doing treatment in the first cycle.

The questions in the pre test and post test¹ were same. While the questions in the post 2 were different, the researcher gave post test 2 if the researcher got fail in the first cycle.

G. Technique of Analyzing the Data

The classroom action research in this study was successful if there is an improvement of students' reading comprehension. This could see when the students could do the test and got the standard value, the students feel it easy and enjoy learning reading in the classroom. In this research the researcher was analyzed the data by using quantitative and qualitative.

G.1 Quantitative Data

The quantitative data was used to analyze data from the result of teaching learning process. In analyzing quantitative data, the researcher used descriptive statistic. The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycle. Then, the researcher compared those scores. The improvement could see from the scores of post-test which was higher than the score in the pre-test.

The mean score of pre-test and post-test could calculate with the formula as follows:

$$X = \frac{\sum x}{n}$$

$$Y = \frac{\sum y}{n}$$

in which:

X : Mean of pre test scores

Y : Mean of post test scores

N : Number of subject

$\sum X$: The sum of pre test score

$\sum Y$: The sum of post test score

Based on the academic goals determining that the students' reading comprehension of getting information from the text the minimum score of standard competency is 75. The implementation of scoring by analyzing rubric assessment for reading narrative text.

Based on the curriculum assessment reveals that reading comprehension is approximately 40 percent of grade level material. The standardized test score indicates a general need in reading comprehension, the measured beginning level of performance provides a frame of benchmark for an annual goal to improve reading comprehension to 70 percent and 80 percent.²⁹So, to categorize the percentage of the students who were competent in reading comprehension. The following formula was applied:

²⁹Edward Burns, (2006), *Writing and Implementing Individualized Education Programs (IEPs)*, New York: Charles C Thomas Publisher, p.90

$$P = \frac{R}{T} \times 100\%$$

Where: P = The percentage of those who got the points up 75

R = The number of students who get the points up to 75

T = The total number of the students

Then, to see the different of the test successful test after using the Concept Oriented Reading Instruction strategy. The researcher was applied the following formula t-test:

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

Where :

\bar{D} = Mean of difference of post test I and post test II

D = Difference

N = Subject of Students

G.2 Qualitative Data

The qualitative data was used to analyzed the data that were taken during the teaching learning process. The writer used the indicators that show the improvement of the students' reading comprehension. In analyzing the qualitative data, the researcher was analyzed the data from the result of observation, interview, diary note to describe how the process of teaching reading by using Concept Oriented Reading Instruction (CORI) runs in the classroom.

According to McKernan (1996) in Burns (1999: 156-160) there are five steps in analyzing the data. They are:

a. Assembling the data

assemble the data that the researcher has collected over the period of the research: field notes, interview, and so on. At this step, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

In this step the researcher was analyzed the data to assemble and to select the data which had collected by interview, observation, and diary note. So the data could compare and contrast.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis become more messy and coding becomes less clear cut when the researcher dealing with diary entries, classroom recording, or open-ended survey questions.

In this step the researcher was reduced the data which had selected in the first step, so, data will more manageable categories of concepts, themes, or types, data which has analyzed become more clear.

c. Comparing the data

Comparison is made to see whether themes or patterns are repeated or developed across different data gathering techniques. At this step, the researcher is able to map frequencies of occurrences, behaviors or responses. The main aim at this step is to describe and display the data rather than to interpret or explain them.

In this step the researcher described and displayed the data which had reduced at the second step, the aim of this step is described and displayed the data rather than to interpret or explain them.

d. Building interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data.

In this step the researcher was found out the sense of the meaning from data. In this step the researcher was tried to make a conclusion or interpretation from the data which has got from the interview, observation, and diary note.

e. Reporting the outcomes

This step involves presenting an account of the research for others.³⁰ This is the last and the important one in analyzing the qualitative data, because in this step the researcher will present and report an account of the research for other.

Finally, by analyzing the data from qualitative and quantitative data, the researcher was able to draw a conclusion whether or not Concept Oriented Reading Instruction (CORI) could improve students' reading comprehension. If almost the students gave positive response to the teaching learning activities and their post-test score was higher than pre-test score, Concept Oriented Reading Instruction strategy (CORI) was successful in improving the students' reading

³⁰ E. Milaningrum, (2011), *Thesis "Improving The students ability in reading comprehension by using buzz group technique"* Surakarta: p. 40,41,42.

comprehension, but if the students gave negative response during the lesson and their post-test is lower than pre-test, Concept Oriented Reading Instruction (CORI) was not successful in improving the students' reading comprehension.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Description

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score. The qualitative data were taken from observation sheet, interview, and diary note. This research was conducted in one class with 26 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, acting, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test.

A.1 The Qualitative Data

a. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview was also done after implementing the technique. From the students and teacher's answer in interview showed that there were different feeling before and after implementing the strategy.

The teacher felt the learning process was more active and students' reading comprehension was improved after the technique implemented. The students also

showed that they felt pleasure and enjoyed learning the reading comprehension by using Concept Oriented Reading Instruction. (See the Appendix X and XI).

b. Observation

The observation was conducted to observe the activity of teacher and students during the learning process, included the students' behavior, attitude, attention, and all activities during the learning process. Thus the result of observation was collected as the data, and the data used as basic reflection. In this research, the researcher acted as a teacher in the class, and the observer was the English teacher who observed the activity during the learning process. We worked together to solve the students' problem in learning.

The observation sheet was prepared for the teacher and students. From the observation, the researcher noted that the teacher has done all the activities in learning process, and the students were so excited, active, and enthusiastic in learning reading by using Concept Oriented Reading Instruction strategy. (See the Appendix XII and XIII).

c. Diary note

Diary note was done in the first meeting and second meeting. The researcher wrote the moments of events and daily activities in the class. It was taken when the students did the reading test, and during the teaching-learning process in the classroom. From the diary note will be found that the students result in learning process was progress. (See appendix XIV).

A.2. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research and the test was given in the last of each cycles. The results of the test score of students were shown in the table.

Table 4.1

The students' Score during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

NO	NAME OF STUDENTS	SCORE		
		Pre Test	Cycle I	Cycle II
			Post Test (I)	Post Test (II)
1	PH	20	50	65
2	NA	50	75	80
3	MMS	20	55	60
4	JFP	60	80	85
5	RL	35	60	80
6	WRA	30	55	75
7	UH	35	75	80
8	DA	55	80	85
9	IZZ	30	60	70
10	MS	30	50	70
11	SQ	70	80	85

12	PHH	50	75	80
13	SC	25	55	70
14	ES	40	60	80
15	MF	75	85	90
16	AAS	75	80	85
17	NML	85	90	95
18	AA	55	70	80
19	EA	75	80	85
20	KR	75	85	90
21	FAZ	50	75	80
22	DF	50	75	80
23	FK	50	60	80
24	IM	70	80	85
25	RSH	65	75	85
26	FD	40	60	85
TOTAL		x = 1315	x = 1825	x = 2085
		X = 50.5	X = 70.1	X = 80.1

From the data above the researcher found there is the improving of the students' reading comprehension. It could be seen from the mean of the value from pre-test, posttest of cycle I and post-test of cycle II that increase. It also could be seen from the table below that showed the students value failed or passed.

From the table above the writer found the students' achievement are:

Pre-Test

In the Pre-test the students score include to the low result, because in Pre test the students did not understand yet about the material and still shy to ask the teacher. It gave influence in students' reading comprehension. From the table it showed in the pre-test there were five students who able to pass the passing grade.

Post-Test I

In the Post-Test I the students score got improving. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material that they did not know. And the reaction of the students gave influence in students' achievement to improve. From the table it showed in the post-test I there are sixteen persons who able to pass the passing grade 75.

Post-Test II

In the post-test II the students score got increasing. In the post-test II students gave the positive reaction and more motivated in doing the test, the students also by Concept Oriented Reading Instruction created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in the post test II there were twenty people who pass the passing grade 75. It means more than 50 % students could improved their reading comprehension by using Concept Oriented Reading Instruction (CORI) strategy.

B. Data Analysis

B.1. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

a. The First Cycle

The first cycle was done in two meetings, the detail was below:

1. Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which discussed was about narrative text. In planning of action research, research had been prepared:

- a. Made lesson plan
- b. Material about reading comprehension in a text
- c. Sources of material
- d. Made learning media.
- e. Exercise as the instrument of collecting data Concept Oriented Reading Instruction (CORI) strategy.

All the materials above used by researcher to teach the students in the classroom.

2. Action

In this classroom action research, the researcher had done some cases in the action step. The researcher implemented Concept Oriented Reading Instruction (CORI) strategy in teaching learning process and the researcher had done all of procedures that mentioned in planning step.

a. Procedure

1. The teacher comes to the class on time
2. The teacher read the attendance list
3. The teacher prepared materials in teaching
4. The teacher gave a little ice breaking to get the students attention
5. The teacher used Concept Oriented Reading Instruction (CORI) strategy.

b. The steps of learning process

1. The teacher explained about the material in a text
2. The teacher gave to the students a text
3. The teacher explained about Concept Oriented Reading Instruction (CORI) strategy.
4. The teacher used Concept Oriented Reading Instruction (CORI) strategy in teaching reading comprehension based on the text.
5. The students asked about rule of Concept Oriented Reading Instruction (CORI) strategy.
6. The teacher and the students discussed about the text.

c. Closing

1. The teacher and students concluded the text together to know howfar the students understand about the text.

3. Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Most of the students

had participated effectively during teaching and learning process and also when they did Concept Oriented Reading Instruction (CORI) strategy in the class although some of them still lack of understanding about the text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

To know further about the students' activity could be seen in diary note which wrote by researcher during the teaching-learning process in classroom. We could see the students enjoyable, happy and enthusiastic than before. (See Appendix XII)

4. Reflection

Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, the students' score in the first cycle had improved than the score of pre-test. But, it was needed more increasing in their reading comprehension because some of them still confused and difficult to understand the text. In the second cycle, researcher as teacher improved the students' reading comprehension by giving more explanation about the text.

b. The Second Cycle

After doing the first cycle, the students' problems were found and it gave information about the students' reading comprehension. Therefore, researcher had a good motivation to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research got better than the first cycle. In this cycle, researcher gave the motivation

and also more explanation about the material. The second cycle of action research as follows:

1. Planning II

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching reading comprehension. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and comprehending the text. Besides that, the researcher as the teacher used some pictures as media to make the students more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

2. Action II

In this phase, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this phase, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher as follow:

a. Procedure

1. The teacher comes to the class on time
2. The teacher read the attendance list
3. The teacher prepared materials in teaching
4. The teacher gave a little ice breaking to get the students attention

5. The teacher used Concept Oriented Reading Instruction (CORI) strategy.
- b. The steps of learning process
 1. The teacher explained about Concept Oriented Reading Instruction (CORI) strategy.
 2. The teacher gave some clues to students, to make the students easily in comprehending the text.
 3. The teacher asked the difficult to the students during teaching learning process.
 4. The teacher and the students discussed about the text.
 - c. Closing
 1. The teacher and students concluded the text together to know howfar the students understand about the text.

3. Observation II

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about the text. They liked to learn about reading by using Concept Oriented Reading Instruction (CORI) strategy which given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

4. Reflection II

Having checked the students' reading comprehension by giving test to them, it was found that the students' score showed the increasing. Based on

the observation and the result of their test, the researcher concluded that the students could improve their reading comprehension by using Concept Oriented Reading Instruction (CORI) strategy. The students' score in the second cycle had improved than in the first cycle.

B.2. The Quantitative Data

The data was taken from test that gave to the students in the last of each cycle. Based on the result of every meeting and the tests in every cycle which have been conducted, it was found that the students score kept improve since the first until the last meeting. It can be seen from the students' score increased from the pre-test, post-test in cycle I until the post-test in cycle II. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II was higher than the post-test of cycle I.

Table 4.2
The Students' Score in Pre-test
(See Appendix VII)

No	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS (≥ 75)
1	PH	20	Unsuccessful
2	NA	50	Unsuccessful
3	PHH	50	Unsuccessful
TOTAL		x= 1315 X= 50.5	

From the table of pre-test, the total score of the students was 1315 and the number of the students who completed took the test from pre-test, post-test

in cycle I and the post test in the cycle II was 26 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{n}$$

in which:

X : Mean of pre test scores

N : Number of subject

$\sum X$: The total score

So the mean of the students was: $x \frac{1315}{26} = 50.5$

From the analysis above knew that students' reading comprehending were very low. The mean of the students was 50.5 and the student categories still in poor level. And the number of the students who were competent in vocabulary in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = The percentage of those who got the points up 75

R = The number of students who get the points up to 75

T = The total number of the students

$$P1 = \frac{5}{26} \times 100\% = 19.2\%$$

$$P2 = \frac{40}{40} \times 100\% = 100\%$$

Table 4.3

The Percentage of the Student's Score in Pre-Test

	Criteria	Total of Students	Percentage

P1	Successful	5	19.3 %
P2	Unsuccessful	21	80.7 %
Total		26	100 %

From the percentage above known that the students who competent inreading comprehension were very low.

Table 4.4
The Students' Score in Post-test I
 (See Appendix VIII)

No	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS (≥ 75)
1	PH	50	Unsuccessful
2	NA	75	Successful
3	PHH	75	Successful
TOTAL		x= 1830 X= 70.3	

From the table of post-test of cycle I, the total score of the students was 1890 and the number of the students completed took the test from pre-test, posttest in cycle I and the post test in the cycle II was 26 of students, to see the mean of the students in this test the researcher applied the following formula:

$$Y = \frac{\sum x}{n}$$

in which:

Y : Mean of post test scores

N : Number of subject

$\sum X$: The total score

So the mean of the students was: $x \frac{1830}{26} = 70.3$

From the analysis, knew that the student's reading comprehension got improving. The mean of the students was 70.3 and include fair level. And the number of the students who were competent in reading comprehension test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = The percentage of those who got the points up 75

R = The number of students who get the points up to 75

T = The total number of the students

$$P1 = \frac{16}{26} \times 100\% = 61.5\%$$

$$P2 = \frac{40}{40} \times 100\% = 100\%$$

Table 4.5

The Percentage of the Student's Score in Post-Test of First Cycles

	Criteria	Total of Students	Percentage
P1	Successful	16	61.5 %
P2	Unsuccessful	10	38.5 %

Total		26	100 %
--------------	--	----	-------

From the analysis, knew that the student's reading comprehension got improving. The mean of the students was 70.1. From the score who got ≤ 75 were 16 or it was 61.5% and 10 students got the score under ≥ 75 or it was 38.5%. It could be concluded that the student's reading comprehension in go higher in post-test in cycle I than pre-test. But, the student's achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 61.5%, the researcher wanted the percentage of students who pass the passing grade was 75 %. Therefore the next action continued on the cycle II.

Table 4.6

The Students' Score in Post-test II

(See Appendix IX)

No	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS 75
1	PH	65	Unsuccessful
2	NA	80	Successful
3	PHH	80	Successful
TOTAL		x= 2085 X= 80.1	

From the table of score in post-test of cycle II, the total score of the students was 2085, and the number of the students completed took the test

from pre-test, post-test in cycle I and the post test in the cycle II was 26, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{n}$$

in which:

X : the mean of the students

N : Number of subject

$\sum X$: The total score

So the mean of the students was: $x \frac{2085}{26} = 80.1$

From the analysis, knew that the student's reading comprehension improved. The mean of the students was 80.1. And the number of the students who were competent in reading comprehension was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = The percentage of those who got the points up 75

R = The number of students who get the points up to 75

T = The total number of the students

$$P1 = \frac{21}{26} \times 100\% = 80.7\%$$

$$P2 = \frac{40}{40} \times 100\% = 100\%$$

Table 4.7

The Percentage of the Student's Score in Post-Test II

	Criteria	Total of Students	Percentage

P1	Successful	21	80.7%
P2	Unsuccessful	5	19.3%
Total		26	100%

From the percentage, the student's reading comprehension was classified on good level when doing the action research on cycle II. The student's score showed the improving which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.8
The Mean Score of Cycle I (Pre-test and Post-test I)
And Cycle II (Post-test II)

X	Pre-test	Post test 1	Post test 2
Mean	50.5	70.3	80.1

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' reading comprehension by using Concept Oriented Reading Instruction (CORI) strategy improved from 50.5 to 80.1.

The number of the students who were competent in reading comprehension was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = The percentage of those who got the points up to 75

R = The number of students who get the points up to 75

T = The total number of the students

The percentage of the increasing of students' vocabulary mastery could be seen as follows:

- a. The percentage of competent students in the pre-test was:

$$PI = \frac{5}{26} \times 100\% = 19.3\%$$

- b. The percentage of the competent students in the post-test I was:

$$PI = \frac{16}{26} \times 100\% = 61.5\%$$

- c. The percentage of the competent students in the post-test II was:

$$PI = \frac{22}{26} \times 100\% = 80.7\%$$

Table 4.9

The Percentage of Students' Reading Comprehension

CYCLE		THE COMPOTENT STUDENTS	PERCENTAGE
Cycle I	Pre test	5	19.3%
	Post test I	16	61.5%
Cycle II	Post test II	21	80.7%

From the table above, the result showed the improving of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score 75 were 5 students of 26 students (19.3%). In the second test (post-test cycle I) the students who got the score 75 were 16 students of 26 students (61.5%). In the third test (post-test cycle II) the students who got the score 75 were 22 students of 40 students (80.7%). The improving of the pre-test to the post-test of cycle I was about 42.3% and the improving of post-test of cycle I to the post-test of cycle II was about 19.2%.

B.3. The Testing Hypothesis

Statistic was used to test the hypothesis in the research, as follow:

Table 4.10

The Statistic Analysis of the Result of Students' Score In First Cycles and the Second Cycles

NO	Post Test In Cycle I	Post Test In Cycle II	D	D²
1	50	65	15	225
2	75	80	5	25
3	55	60	5	25
4	80	85	5	25
5	60	80	10	100
6	55	75	20	400
7	75	80	5	25
8	80	85	5	25
9	60	70	10	100
10	50	70	20	400
11	80	85	5	25
12	75	80	5	25
13	55	70	15	225
14	60	80	20	400
15	85	90	5	25
16	80	85	5	25
17	90	95	5	25

18	70	80	10	100
19	80	85	5	25
20	85	90	5	25
21	75	80	5	25
22	75	80	5	25
23	60	80	20	400
24	80	85	5	25
25	75	85	10	100
26	60	85	25	625
			D = 250	D² = 3450

From the table was

$$D \frac{250}{26} = 9.61$$

The calculation was done as the formula:

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

$$t = \frac{9.61}{\sqrt{\frac{\sum 3450 - \frac{(\sum 250)^2}{26}}{26(26-1)}}}$$

$$= \frac{62500}{26} = 2403.8$$

$$= 3450 - 2403.8 = \frac{1046.2}{650} = 1.6095$$

$$\sqrt{1.6095} = 1.26$$

$$t = \frac{9.61}{1.26} = 7.626$$

From computation above, it could be seen that the coefficient of $t_{\text{observation}} = 7.626$ and t_{table} to $df = N - 1 = 26 - 1 = 25$, with the level $\alpha = 0.05$ or 5% . In the coefficient of $t_{\text{observation}} (7.626) > t_{\text{table}} (2.06)$. Thus, alternative hypothesis (H_a) could be accepted. Based on the finding, the alternative hypothesis (H_a) stated that the implementation of Concept Oriented Reading Instruction (CORI) strategy could improve on the students' reading comprehension.

C. Research Finding

The result indicated that there was an improving on the students' reading comprehension by using Concept Oriented Reading Instruction strategy. The mean of the first cycle was 70.1, it was good enough. The mean of second cycle was 80.1, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 75 also grew up. In the pre-test, the students who got point ≥ 75 up were 5 students (19.3 %). In the post-test of cycle I students who got point 75 up were 16 students (61.5%). It means that there was an improving about 61.5 %. The post-test of cycle II, students who got point 75 to up there were 21 students (80.7%) and the improving was about 19.2%. For the total improving of the students' score from pre-test to post-test of cycle II was 80.7 %. In other words, the students' reading comprehension improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the, observation sheet and interview. All of these data indicated that the students given their attitude and responses during teaching-learning process. Observation sheet for the students, it could be concluded that the students were reactive during the teaching-learning process, although at the first meeting they were not interested and confused about the meaning of the text and some of them were shy and afraid of asking what they did not know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the student felt interesting in learning reading comprehension from day by day.

From Diary note it was found that student were active and enthusiastic in following teaching-learning process. In this based on the result of the quantitative and qualitative data, it could be concluded that Concept Oriented Reading Instruction could improve students' reading comprehension especially at Ten Grade MA Tahfizhil Quran Islamic Centre.

D. Discussion

This research was conducted to find out the improving of the students' reading comprehension by using Concept Oriented Reading Instruction. Concept Oriented Reading Instruction (CORI) strategy was one of strategy that could be used by the teacher in teaching English to improve the students' reading comprehension.

Based on the result of the research in quantitative data by using Concept Oriented Reading Instruction (CORI) could help the students in improving the students' reading comprehension in the first meeting to the next meeting.

And based on the qualitative data, it showed the increasing of teacher's and students' activity during teaching-learning process. The data could be seen from observation sheet, interview sheet and diary note that indicated the students were active and paid attention the subject that the teacher taught.

So, it could be concluded that the students' reading comprehension got improved after being taught using Concept Oriented Reading Instruction (CORI) strategy, the researcher found it enough to stop the research in cycle II because the result has met success indicator of the research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, it could be concluded that:

- a. Concept Oriented Reading Instruction (CORI) could improve the students' reading comprehension at MA Tahfizhil Quran Yayasan Islamic Centre.
- b. Based on the result of qualitative showed , it could be concluded that the students' responses were more active, enthusiastic, spirit, and enjoyable in learning reading comprehension by using Concept Oriented Reading Instruction (CORI) strategy.
- c. From the result of research analysis, it was found that the improvement of student's reading comprehension was improved. The mean of post-test in cycle I was better than pre-test and the mean of post-test in cycle II was better than post- test in cycle I. The percentage of students who got 75 up improved in each cycle. And also based on the finding of alternative hypothesis (H_a) stated that Concept Oriented Reading Instruction (CORI) strategy could improve students' reading comprehension accepted.

B. Suggestions

This research showed that the implementation of Concept Oriented Reading Instruction (CORI) strategy could improve students' reading comprehension especially at MA Tahfizhil Quran Yayasan Islamic Centre. There were following suggestion offered:

1. For the English teacher, it is useful to apply Concept Oriented Reading Instruction (CORI) strategy as one of alternative teaching and do the variation of teaching-learning process so the students' will feel spirit.
2. For the students, they will feel spirit, interest and motivated so that they can understand the material.
3. It is also suggested to the readers who are interested in further study (University Students) related to research explore the knowledge to enrich their understanding on how to improve the students' reading comprehension as the additional references.

BIBLIOGRAPHY

- Altrichter, Herbert, Peter Posch, and Bridget Somekh, *Teacher Investigate their Work “An Introduction to the methods of action research”*, New York and London: Routledge, (1993).
- Burns, Edward, *Writing and Implementing Individualized Education Programs (IEPs)*, New York: Charles C Thomas Publisher, (2006).
- Andini, Liza, *Thesis “Improving students’ narrative reading achievement through generating interaction between schemata and text strategy*, UNIMED, (2012).
- Baker, Linda, *Developing Engaged Readers in School and Home Communication*, New York: Library of Congress cataloging publishing, (2009).
- Bell, Timothy *Extensive Reading: Speed and Comprehension, the reading matrix journal*, Vol 1, (2001).
- Brassell, Danny & Timothy Rasinski, *Comprehension That Works*, Huntington: shell education, (2008).
- Catherine, E Snow, *Reading For Understanding*, RAND, (2002).
- Danielle, S. MCNamara, *Reading Comprehension Strategies*, London :Lawrence Erlbaum Associate, (2007).
- E. Milaningrum, *Thesis “Improving The students ability in reading comprehension by using buzz group technique”* Surakarta, (2011).
- Fitrianti, *SuksesProfesi Guru DenganPenelitianTindakanKelas*, Yogyakarta: Deepublish, (2012)
- Hall, Donna, *Four kinds of reading*, New York: Knopt, (1983).
- Heilman, *Principles and Practices of Teaching Reading*, United States of America: Merrill Publishing, (1981),.
- Kalmane, Ruta, *Improving Reading Comprehension with Online Text Visualization Tools*, United Kingdom: Lulu press, (2012), .
- Katherine A, *Developing Reading Comprehension*, New York: Guilford press, (2015).
- Kimberly, Donna M. Scanlon, *Early Intervention for Reading Difficulties the interactive strategies approach*, New York: The Gulford press, (2010).
- Koneru, Aruna, *Professional Communication*, New Delhi: Tata McGraw-Hill, (2008).

- Miller, Kevin, *Intensive Reading, Extensive Reading and the English Reader Marathon PDF*, at Tsurumi University.
- M. Scanlon, Donna, *Early Intervention for Reading Difficulties*, New York The Guilford Press, (2010).
- Mulyati, Yeti, *Keterampilan Membacadan Mempelajarinya PDF*, Bandung: Directori File UPI.
- Nasution, Nena Syahraniyahaf, *Thesis "improving the students achievement in reading comprehension through Concept Oriented Reading Instruction (CORI)"*, UNIMED, (2012).
- Ramadhan, Muhammad Ottis Yudhaprawira, *Thesis "Improving Students' achievement in reading comprehension of narrative text through task based instruction"*. UNIMED, (2014).
- Sanjaya, Wina, *penelitian tindak kelas*, Jakarta: Kencana, (2007).
- Scanlon, Donna M, *Early Intervention for Reading Difficulties the interactive strategies approach*, New York: The Gulford press, (2006).
- Seidel, Robert J, *From Principles of Learning to Strategies for Instruction*, USA: Springer, (2007)
- Sugito, Anam Ibrahim, and Syahrudin, *Metode Penelitian Pendidikan senirupa*, UNIMED, (2015).
- Suryanidan Hendrayadi, *metoderiset kuantitatif*, Jakarta: prena damedia grup, (2015)
- Wiyanto, Asul dan Mustakin, *Panduan Karya Tulis Guru*, Yogyakarta, (2012).
- Woolley G, *Reading Comprehension Assisting Children Learning Difficulties*, Netherlands: Springer Netherlands, (2011),

APPENDIX I**LESSON PLAN****(CYCLE I)**

Name of School : MA Tahfizhil Quran Islamic Centre

Class : X (Ten)

Subject : English

Alokasi waktu : 2x45 minute

A. Competency Standards : Reading

Understanding the meaning in narrative text which related with surrounding environment.

B. Basic competence

To respond the meaning and the steps of rhetoric in the essay with various written text accurately, fluently, and appropriately in daily life and to access knowledge.

Indicators :

1. Identifying the meaning and information in reading text
2. Identifying the generic structure of reading text
3. Find the meaning of difficult word

1. Learning objectives

1. Students are able to identify the meaning and the information in reading text

Evaluation Rules

$$P = \frac{R}{N} \times 100\%$$

Where:

S = Score of test

R = The number of correct answer

N= The total number of question

Minimum score = 0

Maximum score = 100

Medan, 4 April 2017

Mengetahui

Headmaster

English Teacher

ABDUL RAHIM GEA, MA

RAHAYU NUR

SYAHRI, S.Pd

APPENDIX II**LESSON PLAN****CYCLE (II)**

Name of School : MA Tahfizhil Quran Islamic Centre

Class : X (Sepuluh)

Subject : English

Time : 2x45 minute

A. Competency Standards : Reading

Understanding the meaning in narrative text which related with surrounding environment.

B. Basic competence

To respond the meaning and the steps of rhetoric in the essay with various written text accurately, fluently, and appropriately in daily life and to access knowledge.

Indicators :

1. Identifying the meaning and information in reading text
2. Find the meaning of difficult word

C. Learning objectives

1. Students are able to identify the meaning and the information in reading text
2. Students are able to identify difficult word

D. The characteristic of students

Discipline, respect, responsibility, and courage

E. Subject material : Narrative text

Narrative text is kind of text which uses past tense to retell the story. There are characteristic of narrative text :

Social function : a text amuses, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

Generic structure : a) orientation: set of the time, place and introduce the participant, b) evaluation: a stepping back to evaluate the plight, c) complication: problem.

F. Learning method/strategy : Concept Oriented Reading Instruction (CORI)

G. Learning steps

a. Beginning activities

1. Greetings
2. Pay together before star the lesson
3. Asked how the students

b. Main activities

i. Eksploration

- a.** The teacher asked the students to extent to which students knowledge of the material to be delivered.

- b. The teacher give motivation to the students how important reading course material before entering into the classroom or before start the lesson.

ii. Elaboration

- a. The teacher delivered definition of narrative text
- b. The teacher will ask the students about the story.
- c. The students will take 10 questions of multiple choice text
- d. The students ask though about the procedure of **Concept Oriented Reading Instruction (CORI)** as strategy to improve the students' reading comprehension.
- e. The teacher puts the students in group, each students in the group takes out piece of paper and answer the questions.
- f. the teacher tells to them to search the clues around of them that has been prepared by the teacher, the clues is used to answer the questions.
- g. The students will be asked personal to answer the questions that accept.
- h. The students will be asked by individuals who are required to share their answer to the others group.
- i. After each group write their answer, ask them to compare answer with another group.
- j. The teacher give enough time so that learners can develop more integrative knowledge.
- k. The teacher give specific question to all of group.

iii. Confirmation

- a. The teacher give some question to know the students ability after giving explanation about narrative text.
- b. Teacher provided reinforcement materials has been delivered.

iv. Closing Activity

v. Evaluation

- a. Asking the students about material which has given
- b. Concluding the material together
- c. Closing the lesson

vi. Resources and Media of Teaching

English books, some picture related to the story

vii. Instrument of Assesment

Once upon a time,in Dumai, there was a Kingdom named Seri Bunga Tanjung. The leader of the kingdom was Queen Cik Sima. She had seven beautiful daughters. The most beautiful one was the youngest daughter.

One day, the seven princesses took bath in Sarang Umai pool, making joke and remaining in the water for long time. While doing so, they were noticed by some guys. Those were Prince Empang and his guardsmen who were passing by the pool. They peeped at the seven princesses through shady bushes nearby the pool. The prince was amazed of seeing those beautiful ladies, but his eyes could not stop watching the most beautiful, Princess Mayang Sari. (Beautiful lady in Umai pool in Umai...ya..in Umai) mumbled Prince Empang Kuala. Seemingly, the prince felt in love with Mayang Mengurai. He set his heart upon marrying her.

Few days later, The Princes Empang Kuala sent an proposal to the Seri Bunga Tanjung Kingdom for proposing the beautiful princess (the youngest). Mayang Manurai rejected the proposal. However, instead of the youngest, it should be

addressed to the oldest. Feeling embarrassed, the Prince was angry and he ordered his commander and soldiers to attack Seri Bunga Tanjung Kingdom.

During the war, Queen Ratu Cik Sima ordered his commander to take her seven daughters to the jungle, hide them in the hole covered by trees. As their food supply, the queen asked his to bring some food for three months supply. Three months passed, the war still broke out. The war happened four months.

Queen Cik Sikma was a great woman. She had a great skills and martial arts. The prince could not beat the queen. And finally the queen could kill the prince. Before the prince was dead. He remembered Mayang Mangurai when he first met her in Sarang Umai. He was dying and he was only able to say, "Umai! Umai!!

People were very grateful that the war was over. And commemorate the war, people named the area as Dumai. It was from the last word said by Prince Empang Kuala.

1. Where does the story take place?
 - a. Umai
 - b. Riau
 - c. Sarang Umai
 - d. Seri Bunga Tanjung Kingdom
2. What is the purpose of the text?
 - a. To described about Dumai.
 - b. To inform the history of Seri Bunga Tanjung Kingdom in Riau.
 - c. To retell about the legend of Dumai.
 - d. To show the reader about Dumai city
3. What is the main point of paragraph seven?
 - a. Queen Cik Sikma was so worried with the war

- b. Many of Cik Sikma's soldiers were deed
 - c. Ask her soldier to hide her daughters
 - d. A brief history about the war
4. Who did sent an proposal to the Seri Bunga Tanjung Kingdom for proposing the beautiful princess?
- a. Empang Kuala prince
 - b. Soldier
 - c. Oldest daughter
 - d. All the answers are right
5. Why did Empang Kuala Prince get angry?
- a. Because Mayang Mangurai would like to see her oldest daughter to get married first.
 - b. Because he felt that he was being felt in love
 - c. Because Mayang Mangurai does not want to receive Empang Kuala prince's proposal
 - d. Because Mayang Mangurai couldn't rejected the proposal
6. How did Empang Kuala Prince fell after he met with mayang mangurai?
- a. He felt angry
 - b. He felt in love
 - c. He felt shy
 - d. He felt humiliated by the queen
7. What did Empang Kuala prince ask to his soldier after Mayang Mangurai rejected his proposal?
- a. He asked his soldier to propose Seri Bunga Tanjung Kingdom
 - b. He asked Seri Bunga Tanjung Kingdom to rejected the proposal

- c. He doesn't asked his soldier to attack Seri Bunga Tanjung Kingdom
 - d. He asked his soldier to zap Seri Bunga Tanjung Kingdom
8. What did Cik Sikma do to Empang Kuala prince when the war continued?
- a. She thought that the prince already gave up
 - b. She couldn't killed the prince
 - c. She was not able to pulled Empang Kuala prince
 - d. She be able to killed Empang Kuala prince
9. The antonym of word accidentally in the second paragraph at line four is...
- a. express
 - b. intentionally
 - c. seemingly
 - d. uncontrollably
10. In the paragraph eight at line 2, the word they refers to...
- a. Mayang mangurai and Cik sikma
 - b. Mayang Mangurai and Empang Kuala
 - c. Empang Kuala and his soldiers
 - d. Seri Bunga Tanjung ' soldiers and Cik Sikma

Evaluation Rules

$$P = \frac{R}{N} \times 100\%$$

Where:

S = Score of test

R = The number of correct answer

N= The total number of question

Minimum score = 0

Maximum score = 100

Medan, 4 April 2017

Mengetahui

Headmaster

English Teacher

ABDUL RAHIM GEA, MA

RAHAYU NUR

SYAHRI, S.Pd

APPENDIX III**PRE TEST**

Subject : English

Material : Narrative Text

Name :

Class : X IPA MA

Once upon a time, in Dumai, there was a Kingdom named Seri Bunga Tanjung. The leader of the kingdom was Queen Cik Sima. She had seven beautiful daughters. The most beautiful one was the youngest daughter.

One day, the seven princesses took bath in Sarang Umai pool, making joke and remaining in the water for long time. While doing so, they were noticed by some guys. Those were Prince Empang and his guardsmen who were passing by the pool. They peeped at the seven princesses through shady bushes nearby the pool. The prince was amazed of seeing those beautiful ladies, but his eyes could not stop watching the most beautiful, Princess Mayang Sari. (Beautiful lady in Umai pool in Umai...ya..in Umai) mumbled Prince Empang Kuala. Seemingly, the prince felt in love with Mayang Mengurai. He set his heart upon marrying her.

Few days later, The Princes Empang Kuala sent an proposal to the Seri Bunga Tanjung Kingdom for proposing the beautiful princess (the youngest). Mayang Manurai rejected the proposal. However, instead of the youngest, it should be addressed to the oldest. Feeling embarrassed, the Prince was angry and he ordered his commander and soldiers to attack Seri Bunga Tanjung Kingdom.

During the war, Queen Ratu Cik Sima ordered his commander to take her seven daughters to the jungle, hide them in the hole covered by trees. As their food supply, the queen asked his to bring some food for three months supply. Three months passed, the war still broke out. The war happened four months.

Queen Cik Sikma was a great woman. She had a great skills and martial arts. The prince could not beat the queen. And finally the queen could kill the prince.

Before the prince was dead. He remembered Mayang Mangurai when he first met her in Sarang Umai. He was dying and he was only able to say, "Umai! Umai!.

People were very grateful that the war was over. And commemorate the war, people named the area as Dumai. It was from the last word said by Prince Empang Kuala.

11. Where does the story take place?
 - e. Umai
 - f. Riau
 - g. Sarang Umai
 - h. Seri Bunga Tanjung Kingdom
12. What is the purpose of the text?
 - e. To described about Dumai.
 - f. To inform the history of Seri Bunga Tanjung Kingdom in Riau.
 - g. To retell about the legend of Dumai.
 - h. To show the reader about Dumai city
13. What is the main point of paragraph seven?
 - e. Queen Cik Sikma was so worried with the war
 - f. Many of Cik Sikma's soldiers were deed
 - g. Ask her soldier to hide her daughters
 - h. A brief history about the war
14. Who did sent an proposal to the Seri Bunga Tanjung Kingdom for proposing the beautiful princess?
 - e. Empang Kuala prince
 - f. Soldier
 - g. Oldest daughter
 - h. All the answers are right

15. Why did Empang Kuala Prince get angry?
- e. Because Mayang Mangurai would like to see her oldest daughter to get married first.
 - f. Because he felt that he was being felt in love
 - g. Because Mayang Mangurai does not want to receive Empang Kuala prince's proposal
 - h. Because Mayang Mangurai couldn't rejected the proposal
16. How did Empang Kuala Prince felt after he met with mayang mangurai?
- e. He felt angry
 - f. He felt in love
 - g. He felt shy
 - h. He felt humiliated by the queen
17. What did Empang Kuala prince ask to his soldier after Mayang Mangurai rejected his proposal?
- e. He asked his soldier to propose Seri Bunga Tanjung Kingdom
 - f. He asked Seri Bunga Tanjung Kingdom to rejected the proposal
 - g. He doesn't asked his soldier to attack Seri Bunga Tanjung Kingdom
 - h. He asked his soldier to zap Seri Bunga Tanjung Kingdom
18. What did Cik Sikma do to Empang Kuala prince when the war continued?
- e. She thought that the prince already gave up
 - f. She couldn't killed the prince
 - g. She was not able to pulled Empang Kuala prince
 - h. She be able to killed Empang Kuala prince
19. The antonym of word accidentally in the second paragraph at line four is...

- e. express
 - f. intentionally
 - g. seemingly
 - h. uncontrollably
20. In the paragraph eight at line 2, the word they refers to...
- e. Mayang mangurai and Cik sikma
 - f. Mayang Mangurai and Empang Kuala
 - g. Empang Kuala and his soldiers
 - h. Seri Bunga Tanjung ' soldiers and Cik Sikma

ANSWER KEY PRE TEST

- 1. B
- 2. C
- 3. A
- 4. B
- 5. C
- 6. B
- 7. D
- 8. D
- 9. B
- 10. D

APPENDIX IV

POST TEST IN CYCLE I

Subject : English

Material : Narrative Text

Name :

Class : X IPA MA

Once upon a time, in Dumai, there was a Kingdom named Seri Bunga Tanjung. The leader of the kingdom was Queen Cik Sima. She had seven beautiful daughters. The most beautiful one was the youngest daughter.

One day, the seven princesses took bath in Sarang Umai pool, making joke and remaining in the water for long time. While doing so, they were noticed by some guys. Those were Prince Empang and his guardsmen who were passing by the pool. They peeped at the seven princesses through shady bushes nearby the pool. The prince was amazed of seeing those beautiful ladies, but his eyes could not stop watching the most beautiful, Princess Mayang Sari. (Beautiful lady in Umai pool in Umai...ya..in Umai) mumbled Prince Empang Kuala. Seemingly, the prince felt in love with Mayang Mengurai. He set his heart upon marrying her.

Few days later, The Princes Empang Kuala sent an proposal to the Seri Bunga Tanjung Kingdom for proposing the beautiful princess (the youngest). Mayang Manurai rejected the proposal. However, instead of the youngest, it should be addressed to the oldest. Feeling embarrassed, the Prince was angry and he ordered his commander and soldiers to attack Seri Bunga Tanjung Kingdom.

During the war, Queen Ratu Cik Sima ordered his commander to take her seven daughters to the jungle, hide them in the hole covered by trees. As their food supply, the queen asked his to bring some food for three months supply. Three months passed, the war still broke out. The war happened four months.

Queen Cik Sikma was a great woman. She had a great skills and martial arts. The prince could not beat the queen. And finally the queen could kill the prince. Before the prince was dead. He remembered Mayang Mangurai when he first met her in Sarang Umai. He was dying and he was only able to say, "Umai! Umai!.

People were very grateful that the war was over. And commemorate the war, people named the area as Dumai. It was from the last word said by Prince Empang Kuala.

21. Where does the story take place?

- a. Umai
 - b. Riau
 - c. Sarang Umai
 - d. Seri Bunga Tanjung Kingdom
22. What is the purpose of the text?
- a. To described about Dumai.
 - b. To inform the history of Seri Bunga Tanjung Kingdom in Riau.
 - c. To retell about the legend of Dumai.
 - d. To show the reader about Dumai city
23. What is the main point of paragraph seven?
- a. Queen Cik Sikma was so worried with the war
 - b. Many of Cik Sikma's soldiers were deed
 - c. Ask her soldier to hide her daughters
 - d. A brief history about the war
24. Who did sent an proposal to the Seri Bunga Tanjung Kingdom for proposing the beautiful princess?
- a. Empang Kuala prince
 - b. Soldier
 - c. Oldest daughter
 - d. All the answers are right
25. Why did Empang Kuala Prince get angry?
- a. Because Mayang Mangurai would like to see her oldest daughter to get married first.
 - b. Because he felt that he was being felt in love

- c. Because Mayang Mangurai does not want to receive Empang Kuala prince's proposal
 - d. Because Mayang Mangurai couldn't rejected the proposal
26. How did Empang Kuala Prince felt after he met with mayang mangurai?
- a. He felt angry
 - b. He felt in love
 - c. He felt shy
 - d. He felt humiliated by the queen
27. What did Empang Kuala prince ask to his soldier after Mayang Mangurai rejected his proposal?
- a. He asked his soldier to propose Seri Bunga Tanjung Kingdom
 - b. He asked Seri Bunga Tanjung Kingdom to rejected the proposal
 - c. He doesn't asked his soldier to attack Seri Bunga Tanjung Kingdom
 - d. He asked his soldier to zap Seri Bunga Tanjung Kingdom
28. What did Cik Sikma do to Empang Kuala prince when the war continued?
- a. She thought that the prince already gave up
 - b. She couldn't killed the prince
 - c. She was not able to pulled Empang Kuala prince
 - d. She be able to killed Empang Kuala prince
29. The antonym of word accidentally in the second paragraph at line four is...
- a. express
 - b. intentionally
 - c. seemingly
 - d. uncontrollably

30. In the paragraph eight at line 2, the word they refers to...
- Mayang mangurai and Cik sikma
 - Mayang Mangurai and Empang Kuala
 - Empang Kuala and his soldiers
 - Seri Bunga Tanjung ' soldiers and Cik Sikma

ANSWER KEY PRE TEST

- B
- C
- A
- B
- C
- B
- D
- D
- B
- D

APPENDIX V

POST TEST (CYCLE II)

Subject : English

Material : Narrative Text

Class : X IPA MA

Once upon a time, there lived a couple called Kyai Pasir and his wife Nyai Pasir in the jungle of Lawu Mountain, East Java. Kyai Pasir was a farmer. He worked in a field. Nyai Pasir just stayed at home. Every day she cleaned up the house and cooked for them.

It was a beautiful morning when Kyai Pasir left the house and went to his field. While he was walking, he stumbled upon something. He looked at it and was curious what it was. It looked like an egg, but it was very big. He put the egg back to ground.

When he was at home, Kyai Pasir told his wife about the egg. Nyai Pasir asked him to bring the egg home so that they would eat it.

On the following day, when Kyai Pasir went to the field, he looked for the egg and found it. He then brought it home. Nyai Pasir also wondered that the egg was very big. Then, she boiled it and they both ate the egg.

The both felt very fully, and it made them very sleepy. Not long after that they fell asleep. In the morning Kyai and Nyai Pasir woke up as usual. Kyai Pasir took a bath, then he went to the field.

On the way to the field, he felt his body so uncomfortable. He felt itchy. He stretched his body. Suddenly, he felt his throat so hot and very thirsty. He was screaming in pain. He was so shocked! He saw his skin changing into scales. A horn was growing on his head, and he also had a tail. He had changed into a dragon!

Meanwhile, at home Nyai Pasir also felt the same. She panicked and ran to the field to look for her husband. When she arrived at the field, she saw a dragon moving his body on the ground.

Slowly Nyai Pasir also changed into a dragon. The two dragons were trying to walk, but they were too weak to do that. They just could moved their bodies on the ground. They moved their bodies so heavily that it made a very big hole. The hole was getting deeper and deeper. Soon water came out of the hole. The water came out very much, and it changed into a lake. Since then, people named the lake Telaga Pasir.

1. where does the story take place?
 - a. west java
 - b. East java

- c. North Sumatera
 - d. Riau
2. What is the purpose of the text?
 - a. To amuse the readers with the story of telaga pasir
 - b. To describe telaga pasir
 - c. To inform about telaga pasir
 - d. To give information about Nyai pasir
 3. Which statement is true according to the text?
 - a. Kyai pasir has a kingdom
 - b. Kyai pasir doesn't found an big egg.
 - c. Kyai pasir found an big egg
 - d. Kyai pasir didn't talk about that egg to his wife.
 4. What did Nyai pasir do when her husband brought the egg?
 - a. She boil that egg
 - b. She was screamed
 - c. She bought that egg
 - d. She save that egg
 5. How did they feel after they ate the egg?
 - a. Full and Sleepy
 - b. Happy
 - c. Sad
 - d. Angry
 6. What was happen with them after they ate the egg?
 - a. They changed into a dragon and made a lake
 - b. They changed into a crocodile
 - c. They have a daughter
 - d. They felt happy
 7. What is the meaning of word "screaming" in the six paragraph?
 - a. Smilling
 - b. Crying
 - c. Shouting
 - d. Laugh

8. Meanwhile, at home Nyai Pasir also felt the same. She panicked and ran to the field to look for her husband.

The underlined word in the seventh paragraph refers to...

- a. Nyai Pasir
 - b. Kyai pasir
 - c. The egg
 - d. The dragon
9. What is the story about?
- a. The legend of dragon
 - b. Kyai and Nyai pasir story
 - c. The legend of telaga pasir
 - d. The big egg and dragon
10. What is main point of paragraph six?
- a. An interesting legend of Nyai pasir dan Kyai pasir
 - b. A brief story of telaga pasir
 - c. The process of Kyai pasir to be a dragon.
 - d. Kyai pasir felt happy and she shocked

KEY ANSWER

1. B
2. C
3. C
4. A
5. B
6. A
7. C
8. A
9. C
10. C

APPENDIX VI

The students' Score During Cycle I (Pre Test and Post test) and

Cycle II (Post Test II)

NO	NAME OF STUDENTS	SCORE		
		Pre Test	Cycle I	Cycle II
			Post Test (I)	Post Test (II)
1	PH	20	50	65
2	NA	50	75	80
3	MMS	20	55	60
4	JFP	60	80	85
5	RL	35	60	80
6	WRA	30	55	75
7	UH	35	75	80
8	DA	55	80	85
9	IZZ	30	60	70
10	MS	30	50	70
11	SQ	70	80	85
12	PHH	50	75	80
13	SC	25	55	70
14	ES	40	60	80
15	MF	75	85	90
16	AAS	75	80	85

17	NML	85	90	95
18	AA	55	70	80
19	EA	75	80	85
20	KR	75	85	90
21	FAZ	50	75	80
22	DF	50	75	80
23	FK	50	60	80
24	IM	70	80	85
25	RSH	65	75	85
26	FD	40	60	85
TOTAL		x = 1315	x = 1825	x = 2085
		X = 50.5	X = 70.1	X = 80.1

APPENDIX VII

The Students' test Result in Pre Test

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	CRITERIA
1	PH	20	UNSUCCESSFUL
2	NA	50	UNSUCCESSFUL
3	MMS	20	UNSUCCESSFUL
4	JFP	60	UNSUCCESSFUL
5	RL	35	UNSUCCESSFUL
6	WRA	30	UNSUCCESSFUL
7	UH	35	UNSUCCESSFUL
8	DA	55	UNSUCCESSFUL
9	IZZ	30	UNSUCCESSFUL
10	MS	30	UNSUCCESSFUL
11	SQ	70	UNSUCCESSFUL
12	PHH	50	UNSUCCESSFUL
13	SC	25	UNSUCCESSFUL
14	ES	40	UNSUCCESSFUL
15	MF	75	SUCCESSFUL
16	AAS	75	SUCCESSFUL
17	NML	85	SUCCESSFUL
18	AA	55	UNSUCCESSFUL
19	EA	75	SUCCESSFUL
20	KR	75	SUCCESSFUL

21	FAZ	50	UNSUCCESSFUL
22	DF	50	UNSUCCESSFUL
23	FK	50	UNSUCCESSFUL
24	IM	70	UNSUCCESSFUL
25	RSH	65	UNSUCCESSFUL
26	FD	40	UNSUCCESSFUL
TOTAL		x = 1315 X = 50.5	

APPENDIX VIII

The Students' test Result in Post Test In Cycle I

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	CRITERIA
1	PH	50	UNSUCCESSFUL
2	NA	75	SUCCESSFUL
3	MMS	55	UNSUCCESSFUL
4	JFP	80	SUCCESSFUL
5	RL	60	UNSUCCESSFUL
6	WRA	55	UNSUCCESSFUL
7	UH	75	SUCCESSFUL
8	DA	80	SUCCESSFUL
9	IZZ	60	UNSUCCESSFUL
10	MS	50	UNSUCCESSFUL
11	SQ	80	SUCCESSFUL
12	PHH	75	SUCCESSFUL
13	SC	55	UNSUCCESSFUL
14	ES	60	UNSUCCESSFUL
15	MF	85	SUCCESSFUL
16	AAS	80	SUCCESSFUL
17	NML	90	SUCCESSFUL
18	AA	75	SUCCESSFUL
19	EA	80	SUCCESSFUL
20	KR	85	SUCCESSFUL

21	FAZ	75	SUCCESSFUL
22	DF	75	SUCCESSFUL
23	FK	60	UNSUCCESSFUL
24	IM	80	SUCCESSFUL
25	RSH	75	SUCCESSFUL
26	FD	60	UNSUCCESSFUL
TOTAL		x = 1830 X = 70.3	

APPENDIX IX

The Students' test Result in Post Test in Cycle II

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	CRITERIA
1	PH	65	UNSUCCESSFUL
2	NA	80	SUCCESSFUL
3	MMS	60	UNSUCCESSFUL
4	JFP	85	SUCCESSFUL
5	RL	80	SUCCESSFUL
6	WRA	75	SUCCESSFUL
7	UH	80	SUCCESSFUL
8	DA	85	SUCCESSFUL
9	IZZ	70	UNSUCCESSFUL
10	MS	70	UNSUCCESSFUL
11	SQ	85	SUCCESSFUL
12	PHH	80	SUCCESSFUL
13	SC	70	UNSUCCESSFUL
14	ES	80	SUCCESSFUL
15	MF	90	SUCCESSFUL
16	AAS	85	SUCCESSFUL
17	NML	95	SUCCESSFUL
18	AA	80	SUCCESSFUL
19	EA	85	SUCCESSFUL
20	KR	90	SUCCESSFUL

21	FAZ	80	SUCCESSFUL
22	DF	80	SUCCESSFUL
23	FK	80	SUCCESSFUL
24	IM	85	SUCCESSFUL
25	RSH	85	SUCCESSFUL
26	FD	85	SUCCESSFUL
TOTAL		x = 2085 X = 80.1	

APPENDIX X**INTERVIEW SHEET**

The interview between the researcher and the English teacher

R : Ok good morning Sir?

T : yes, good morning too.

R : I would like to ask you some question about my research, but the first I want to ask you about what media do you use in teaching reading comprehension?

T : Reading passage (fiction, non fiction, fable, legend, folk tales, etc) or showing them by watching video about fable, legend, folktales and etc. teacher downloads some stories from internet.

R : what are obstacles in teaching reading comprehension?

T : Vocabulary mastering, because the students didn't bring dictionaries.

R : what strategies, technique, or approach do you use in teaching reading comprehension?

T : group discussion or a pair of group/chair mate

R : have you ever heard Concept Oriented Reading Instruction (CORI) in learning reading comprehension?

T : yes, I have

R : what do you think of CORI?

T : CORI, I think it can applied to teach reading comprehension. It effectively applied, because students are given some picture before they read the reading text. So firstly they can imagine what stories about, after they know what story about they can comprehend the text easily.

R : do you think CORI can improve your students' reading comprehension?

T : yes I think CORI can improve the students' reading comprehension and make the students more active and enthusiastic.

R : do you want to try this strategy?

T : why not. I will try to apply CORI strategy.

APPENDIX XI

Interview Sheet with the students

Before Implementing

(I)

The researcher : apakah belajar reading sulit?

The students I : eeem, lumayan

The student II : Lumayan

The researcher : kesulitan kesulitan apa yang kamu rasakan saat belajar reading?

The student I : mengapakan lafalnya dan artinya lumayan susah miss

The student II : memahami kalimatnya gitu miss

The researcher : kalau keadaan kelasnya gimana?

The student I : kadang garing, kadang semangat gitu

The student II : kalau belajar reading enaknya suasana tenang gitu, kalau biasanya ribut miss.

Interview Sheet with the students

After Implementing

(II)

The Researcher : Selamat Pagi fadhil?

The Student I : Selamat pagi miss

The Researcher : Apa kabarnya hari?

The Student I : Alhamdulillah sehat Miss

The Researcher : Miss, mau tanyak tiga pertanyaan sama kamu, apa pendapat kamu tentang CORI?

The Student I : CORI miss bagi kami menyenangkan dan mudah di pahami.

- The Researcher : Apakah CORI memotivasi kamu dalam membaca teks fadil?
- The student I : Sangat Miss, karna teks itu mudah kamu pahami dengan strategi CORI miss
- The researcher : Bagaimana keadaan kelas, apakah keadaan kelas menjadi aktif?
- The Student I : Masyaallah Miss, aktif sekali, kami belajarnya menyenangkan, tidak mengantuk
- The Researcher : terimakasih Fadil.

(III)

- The researcher : Assalamualaikum Qalbi
- The Student II : Waalaikum Miss
- The researcher : Miss mau tanyak ni, apa pendapat kamu tentang CORI?
- The Student II : Seru, mudah dimengerti
- The researcher : Apakah CORI memmotivasi kamu dalam membaca teks cerita?
- The Student II : sangat memotivasi, karnakan kita udah tau gambarnya duluan, jadikan kita mudah pajam.
- The researcher : Apakah suasana kelas menjadi aktif?
- The Students II : aktif, terus berisik tapi berisiknya itu berisik berisik bermanfaat
- The researcher : terimakasih Qalbi
- The Student II : iya Miss

(IV)

- The researcher : Selamat pagi polem

- The Student III : Selamat pagi Miss
- The researcher : Miss mau tanyak ni, apa pendapat wulan tentang CORI?
- The Student III : Menurut wulan sih CORI itu menyenangkan Miss karna mudah dipahami
- The researcher : Apakah CORI memotivasi kamu dalam membaca teks cerita?
- The Student III : Sangat memotivasi Miss, karna membaca teksnya jadi menyenangkan menurut saya.
- The Researcher : Bagaimana keadaan kelas ketika memakai strategi CORI?
- The Student III : Sangat menyenangkan Miss, karna biasanya kalau saya belajar reading itu garing tapi kalau pakai strategi CORI jadi enak, karna belajar sambil bermain.

APPENDIX XII

OBSERVATION SHEET

Observation Sheet of Students' Activity in Cycle I

These following are available of learning activities aspect. Please give assign checklist exactly:

1 = bad 2= good enough 3= good 4= very good

NO	Descriptions	Value (cycle 1)			
		1	2	3	4
1	Students' bravery in giving their opinion			√	
2	Students interaction in learning process			√	
3	Students are able to be active and spirit doing the learning is going on			√	
4	Students look enthusiasm during following the lesson			√	
5	Relationship between students and teacher in teaching learning process.			√	
6	Enjoy following the learning process			√	
7	The students respond to the				√

	teacher's explanation.				
8	Students conclude the material well.			√	
	TOTAL	26			

$$\frac{\text{THE VALUE}}{\text{DESCRIPTION}} = \frac{26}{8} = 3.25 = 3 = \text{good}$$

OBSERVATION SHEET

Observation Sheet of Students' Activity in Cycle II

These following are available of learning activities aspect. Please give assign checklist exactly:

1 = bad 2= good enough 3= good 4= very good

NO	Descriptions	Value (cycle II)			
		1	2	3	4
1	Students' bravery in giving their opinion				√
2	Students interaction in learning process			√	
3	Students are able to be active and spirit doing the learning is going on				√
4	Students look enthusiasm during following the lesson				√
5	Relationship between students and teacher in teaching learning process.				√
6	Enjoy following the learning process			√	
7	The students respond to the				√

	teacher's explanation.				
8	Students conclude the material well.			√	
	TOTAL	29			

$$\frac{\text{THE VALUE}}{\text{DESCRIPTION}} = \frac{29}{8} = 3.62 = 4 = \text{very good}$$

APPENDIX XIII

OBSERVATION SHEET

Observation Sheet of Teachers' Activity in Cycle I

These following are available of learning activities aspect. Please give assign checklist exactly:

1 = bad 2= good enough 3= good 4= very good

NO	Description	The value (cycle 1)			
		1	2	3	4
1	The teacher's ability to open the class			√	
2	The teacher's ability to present the material			√	
3	The teacher's ability in mastering the material			√	
4	The teacher uses the media to present the material.				√
5	The teacher's ability to manage the class			√	
6	The teacher's ability to close the lesson		√		
7	The teacher's ability to use the time effectively.			√	
8	The teacher's ability to conclude the				√

	lesson				
	TOTAL	25			

$$\frac{\text{THE VALUE}}{\text{DESCRIPTION}} = \text{Total } \frac{25}{8} = 3.12 = 3 = \text{good}$$

Observation Sheet of Teachers' Activity in Cycle II

These following are available of learning activities aspect. Please give assign checklist exactly:

1 = bad 2= good enough 3= good 4= very good

NO	Description	The value (cycle II)			
		1	2	3	4
1	The teacher's ability to open the class			√	
2	The teacher's ability to present the material				√
3	The teacher's ability in mastering the material			√	
4	The teacher uses the media to present the material.				√
5	The teacher's ability to manage the class				√
6	The teacher's ability to close the lesson			√	
7	The teacher's ability to use the time effectively.				√
8	The teacher's ability to conclude the lesson				√
	TOTAL			29	

$$\frac{\text{THE VALUE}}{\text{DESCRIPTION}} = \text{Total } \frac{29}{8} = 3.62 = 4 = \text{very good}$$

APPENDIX XIV**DIARY NOTES****Meeting I (06 March 2017)**

In the first meeting, The researcher introduce her self and explained of her coming and ask the students about narrative text. The researcher show up the pictures, the researcher gave some pictures about Dumai city, seven princess, and proposal picture. The researcher explained the pictures means and the correlation between picture and the text. There are many problems have been found during teaching learning process. They have a problem in comprehending the difficult word. So it could be concluded that the students still had difficult in reading comprehension especially in narrative text.

Meeting II (07 March 2017)

The second meeting was better than the first meeting, the students enjoyed during teaching learning process and the students gave good response. The researcher explained the narrative text by using Concept Oriented Reading Instruction, the researcher explained about narrative text by using pictures, the researcher showed three pictures that relate to the text, after the researcher showed the picture the researcher made the correlation between the picture and the text, the researcher gave concept which oriented to the picture and the students expressed their idea about subtopic that they though was interesting for them. The researcher and the students red the text together, sometimes the researcher asked the students to red the text and translate into Indonesia. Some of the students could not translate the text. So the researcher motivated the students to be confidence to show up their ability.

APPENDIX XV

The Students' Attendance List During the Research

No	NAME OF STUDENTS	MEETING			
		1	2	3	4
1	AFWAN AL SYADRY	√	√	√	√
2	ASIFAH ANGGRAINI	√	√	√	√
3	DHEA A. ANASTASYA	√	√	√	√
4	DWI FAJRI	√	√	√	√
5	ELDA AYUMI	√	√	√	√
6	EVA SRIRAHMAYANI	√	√	√	√
7	FARHAN KHOLISH	√	√	√	√
8	FATIMAH AZ ZAHRA	√	√	√	√
9	FADHIL	√	√	√	√
10	IBNATI MAWADDAH	√	√	√	√
11	IZZATUNNADIA	√	√	√	√
12	JEMIDUN FAHMI P	√	√	√	√
13	KHAIRUL RAHMAN	√	√	√	√
14	MIFTAHUL MAHYA SULISTIYO	√	√	√	√
15	MUHAMMAD FACHRY	√	√	√	√
16	M. SUBHAN	√	√	√	√
17	NAUFAL MASAWA LUBIS	√	√	√	√
18	NUR AZIZAH	√	√	√	√
19	PADLAN HABIB SRG	√	√	√	√
20	PUTRI HASANAH HASIBUAN	√	√	√	√
21	SHAFNIA QOLBI	√	√	√	√

22	SITI CHAIRANI S	√	√	√	√
23	RISWANI SYUITA HARAHAP	√	√	√	√
24	ROHANIS LUTHFIYAH	√	√	√	√
25	USWATUN HASANAH	√	√	√	√
26	WAHDINI RIZKY AMALI SIREGAR	√	√	√	√

Rubric assessment for reading narrative text

No	Criteria	Indicator	Score	Score Maximum
Generic Structure				
1	Orientation	a. Where and when the story happened	10	20
		b. Who and what is involved in the story	10	
2	Complication	c. Tells the beginning of the problem the leads to the crises of the main participants	20	20
3	Resolution	d. It tells the solution of problem	15	15
4	Re-orientation	e. The closing of the story optional	15	15
Linguistic Features				
5	Grammar	a. Using past tense	5	15
		b. Using temporal conjunctions and temporal circumstances		
		c. Good in sentence building		
6	Vocabulary	a. Using the English word common	5	15
		b. Using appropriate words	5	
		c. Using in translation	5	
Total				100

The researcher and the teacher prayed together



The researcher explained about material (narrative text)



The reseacher showed the picture that relate to the text



The researcher and the the students were red the text together



English teacher observed the reseacher in doing the treatment



The students answered the test

