

**IMPROVING THE STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT BY USING CONCEPT ORIENTED
READING INSTRUCTION (CORI) AT EIGHT
GRADE OF SMP NEGERI 4 BIREUM**

SKRIPSI

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Degree (S-1)

**STUDY PROGRAM
ENGLISH DEPARTEMENT**



PERPUSTAKAAN IAIN LANGSA	
Tgl. Terima	: 16 / 08 / 2024
Tahun	: 2021
No. Inventaris	: 7155
No. Klasifikasi	: 371.345 9811 611

**THE MINISTRY OF RELIGIOUS AFFAIRS STATE
INSTITUTE OF ISLAMIC STUDIES
LANGSA
2021 M/ 1444 H**

STATEMENT OF APPROVAL

**IMPROVING THE STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT BY USING CONCEPT ORIENTED READING
INSTRUCTION (CORI) AT EIGHT GRADE OF
SMP NEGERI 4 BIREM BAYEUN**

Submitted of Tarbiyah And Teacher Training Faculty State Institut for Islamic
Studies Langsa as Fulfillment of The Requirement For The Degree of *Sarjana*
Pendidikan (S.Pd) In English Education

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"Improving the students' reading comprehension in narrative text by using concept oriented reading instruction (CORI) at eight grade of SMP Negeri 4 Bireum Bayeun".

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Has been defended in Sidang Munaqasyah by the board of Examiners and has been accepted
as a Partial Fulfilment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department
of Tarbiyah and Teacher Training Faculty on:

Langsa, February 04th 2022
3 Rajab 1443 H

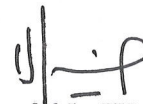
Council of Thesis Examiners

Chairman,



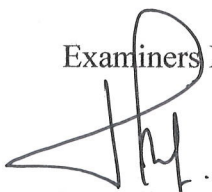
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ACKNOWLEDGEMENT

Bismillahirrahmaanirrahiim...

Praise God Almighty, for the presence of plenty of mercy and his grace, so that the writer can complete the thesis. Shalawat and salam are presented to the prophet Muhammad SAW who had guided people to the right of life.

The researcher complete the thesis with the title: *"Improving The Students' Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction (CORI) At Eight Grade Of SMP Negeri 4 Bireum Bayeun"*

This is to meet one of the conditions and completed studies in order to obtained Sarjana Pendidikan (S1) in English Department of Tarbiyah and Teacher Training Faculty

Appreciation and thanks the sincere to beloved father and mother Aminuddin & Kamariyah who have put all our love, affection, and attention to moral aswell as material. May Allah SWT always bestow grace, health, gifts and blessings in the world and in the hereafter over budi good that has been given to the author.

Appreciation and thanks the author gave to Mother Shafridawati, M.A. as a Supervisor I and Mother Wahidah, M.Ed. as Supervisor II which has helped this thesis writing. As well as a thank you to all of my friends in unit 1

The final word the author realized that in the writing of this thesis is still far from perfection. Therefore, the authors invoke suggestions and criticisms which is build for the sake of perfection and may be useful for all of us. Ameen

Langsa, 16 Desember 2021


Salamiah

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ABSTRACT

Salamiah 2022.

“Improving the students’ reading comprehension in narrative text by using concept oriented reading instruction (CORI) at eight grade of SMP Negeri 4 Bireum Bayeun”. Skripsi English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

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This research was a mixed-method design with an explanatory sequential approach. This research aimed to find the differences in students' performance in comprehending the text from screens and papers. Then, it was to obtain students' preferences between reading on-screen and papers. The participants of this study were taken using purposive sampling from students of MTs Swasta Bustanul Huda in the eighth class. The overall participants were 18 students but the final participants were 9 students consisting of 6 females and 2 males. Besides that, there were three kinds of instruments namely the reading test (reading on screen and paper) pre-post test, observation, and the interview was used as a tool for data collection. In this study, both quantitative and qualitative technique was used for analyzing the data. The data from the reading test was analyzed quantitatively and the data from observation and interview was analyzed qualitatively. The findings of this study revealed that students' comprehension of material from a paper was better, more effective, and more focused than reading on a screen. In addition, the reading format also affected reading performance. Students reading on-screen has difficulties and are less focused on comprehending the text. In terms of preferences, most of the students in the eighth grade preferred reading on paper rather than reading on screen. Therefore, only half of them preferred reading on screen due to the advantages of reading formats. For the English reading class, all of the students favored printed materials. Only one of them prefers both printed text and screen-based formats because technology made them appear more sophisticated.

Keywords: *Reading, Screen Reading, Printed Reading, Students’ Performance*

CHAPTER I

INTRODUCTION

A. Background of Study

Study Background Through communication, people can communicate their feelings, ideas, and thoughts through using language as a medium of information transfer and requirement. People communicate with one another in our world using English, which is an international language. Learning English is beneficial for the students, due to the competitive globalization assert the people to enrich themselves with knowledge in order to have progression for adapting in the modern era. Thus, English is learnt by everyone.

Speaking, writing, listening, and reading are the four components of English language learning. According to Jeremy Harmer, since speaking and writing include the production of language, they are seen as productive talents. Contrarily, reading and listening are considered receptive abilities because they require receiving information.¹ Reading is hence the receptive knowledge for comprehending in the English language, making it the essential skill at the start of language learning.

It is anticipated that one of the key skills for improving pupils' English proficiency will be reading ability. Reading is a method for getting knowledge and information out of a text. According to Daiek, reading is an active process that depends on the ability of the writer to convey meaning through language and the reader's ability to infer meaning from it. Reading gives one the chance to learn comprehending the meaning in written or printed content. Does the author's message's construction make sense? The reader decodes the printed language and

¹. ¹Jeremy Harmer, 1989. The Practice of English Language Teaching, New York: Longman p. 199

reconstructs the message after the author constructs it and encodes it.² Understanding is the primary goal of reading a text that contains the author's messages so that the readers can learn them. According to Karen R. Harris and Steve Graham, reading comprehension is a multifaceted, incredibly complex process that involves interactions between readers and the knowledge they bring to the text (prior knowledge, strategy use), as well as factors particular to the text itself (interest in text, understanding of text types). The reader interacts with the text that is read by using prior knowledge and a strategy to understand the material. Additionally, the reader is involved in comprehending the reading text by choosing texts that are engaging and of various forms.

Thus, in the learning process, comprehending the reading is the key for considering the meaning from the text. So that, reading skill has important role to improve for increasing the English. In the school, The students are provided to have the reading skill, however reading comprehension is not as easy as we think, it needs the concentration to understanding every detail meaning of the text and messages, also elaborate the main idea and supporting ideas in the text. The difficulties of reading as a basic skill is frequently encountering by the students, especially for the junior high school in the 8th grade.

Based on an observation in SMP Negeri 4 Bireum Bayeum, the problem of reading could be seen when the writer asked them to read the narrative reading text, the problem as follows; First, lack of vocabularies, they are unable to read in a right pronunciation. Second, the students were difficult in finding moral value and comprehending the narrative text. Third, the strategies that used for teaching reading is less interesting as a result, the students felt bored and did not understand how to read narrative text well. Fourth, lack of motivation and enthusiasm in learning reading. Obviously, the students face difficulties in

². Mark Sadoski , *Conceptual Foundations of Teaching Reading*, (New York : A Division of Guilford Publications, Inc., 2004), p.67

understanding the main idea of the text and comprehending the generic structure of narrative text.

For overcoming one of the problem, in the teaching reading, there are many technique can be applied to enhance the quality of teaching. The writer concern on the concept oriented reading instructional (CORI) which are appropriate to be the solution for the problems that mentioned above. Base on the Guthrie, Wigfield, & Perencevich explanation reading Instruction is a reading instructional program designed to foster children's reading motivation, engagement, and comprehension.³

Concept oriented reading instruction (CORI) is one of the technique of teaching language that use many flexible and interactive strategies to motivate and engage the students in order to success in delivering the teaching reading. According to Guthrie Concept oriented reading instruction (CORI) is a complex yet coherent instructional process for teaching students to use multiple comprehension strategies flexibly and interactively around text to increase self-regulated strategy use and student engagement or motivation to foster the learning of content.⁴

The teaching technique of CORI is baneficial for improving the reading comprehension. It is capable to assist the students to increase their interest in reading, motivation in learning, have long concentration, understand the text and increase their score in reading.

Based on the description above, that writer conclude that the effort for solving the problem that is experienced by the students in class VIII SMP Negeri 4 Bireum Bayeum in order to increase the reading abilities with the use of the Concept-Oriented Reading Instruction (CORI) technique. In this case, the researcher will conduct Class Action

³. Judith L. Meece and Jacquelynne S. Eccles, Handbook of Research on Schools, Schooling, and Human Development, (Taylor & Francis, 2010) ,p. 466.

⁴. J. T Guthrie, P. Van Meter, A. D. McCann, & A. Wigfield, (1996). *Growth of Literacy Engagement: Changes In Motivations And Strategies During Concept-Oriented Reading Instruction*. Reading Research Quarterly, 31, 306-332

Research in class VIII SMP Negeri 4 Bireum Bayeum school with the implementation of the Concept Oriented Reading Instruction (CORI) strategy. Therefore, the writer constructs a study entitled *“Improving the students’ reading comprehension in narrative text by using concept oriented reading instruction (CORI) at eight grade of SMP Negeri 4 Bireum Bayeun”*

B. Identification of the Problem

Based on the background of problem, the problems can be identified as follows:

1. They are lack of motivation in reading English
2. They feel bored when learning reading English
3. They are less interest to learn the narrative text
4. They are low of reading skill
5. Problem in pronunciation
6. Comprehanding the narrative text
7. Problem in finding the moral value

C. Research Question

The question of the research formulated as follow; can concept oriented reading instruction (CORI) improve students’ reading comprehension in narrative text at the eighth grade of SMP Negeri 4 Bireum Bayeun?

D. Objective of the Study

Based on the research question, the obective of the research is to find outimprovement of the students’ reading comprehension in narrative text by using

concept oriented reading instruction (CORI) at the eighth grade of SMP Negeri 4 Bireum Bayeun.

E. Significances of Study

The aim of the study are expected as follows:

Theoretically, the result of this study is able to be a beneficial input for adding the current theories about, concept oriented reading instruction (CORI) this study is expected to be a reference for others who decide to conduct research on the same object.

The author splits the practical importance into three perspectives. First off, the application of concept-oriented reading instruction (CORI) in this study is anticipated to expand knowledge and experience for the author. The second reason why this study is important for the students is because it will help them learn to interpret narrative texts more effectively. Thirdly, this study will help English teachers educate students to read narrative texts more effectively by increasing their reading comprehension.

F. Scope of Study

The writer limited this study on improving the students' reading comprehension in narrative text by using concept oriented reading instruction (CORI) at eight grade of SMP Negeri 4 Bireum Bayeun.

G. Definition of Key Terms

These are list important terms in this study. *“Improving the students’ reading comprehension in narrative text by using concept oriented reading instruction (CORI) at eight grade of SMP Negeri 4 Bireum Bayeun”*. To have some interpretation of these key terms, here the researcher provided the meaning below;

1. Reading: According to Carnie, reading is defined as obtaining knowledge from and interpreting written material. Reading, then, is the capacity to extrapolate from printed language and accurately evaluate the information..⁵
2. Comprehension is as the process by which a person understand the meaning of the written or spoken language.⁶
3. Narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.⁷
4. In order to increase self-regulated strategy use and student engagement or motivation to foster the learning of content, concept-oriented reading instruction (CORI) teaches students to use multiple comprehension strategies flexibly and interactively around text..⁸

⁵. Carnie. (1990), *Instruction Reading*, (Columbus Ohio: Meril Publishing Company), p. 30

⁶. Jack Richards, John Platt, and Heidi Weber. (1998), *Longman Dictionary of Applied Linguistics*. Harlow, Essex, (England: Longman), p.558

⁷. Pradiyono. (2007). *Pasti Bisa! Teaching Genre-Based Writing*. (Yogyakarta: Andi), p. 20

⁸.Opcit

CHAPTER IV

FINDING AND DISCUSSION

A. The Description of the Finding

The researcher reported the students' reading comprehension scores in this chapter before and after they received instruction using Concept Oriented Reading Instruction (CORI). Tests and observation were utilized by the researcher to gather the data. CAR, or classroom action research, was the research methodology used in this study. The students' scores were calculated using the reading test's mean, which was objectively collected, and the information from the observation was analyzed qualitatively.

The research was conducted to improve the students reading skill at SMP Negeri 4 Bireun Bayeun. There are 34 (thirty four) students in the A class. The students were administered two kind of test, consists of pre-test and post-test. The pre-test was given before applying the CORI and the post-test was given after applying the CORI. The researcher observed the whole activity in the class during each cycle.

This study conducted in two cycles, the reasearcher conducted a pre-test before applying the CORI on Saturday November 10th 2021. Below are the result of the pre-test

1. The Result of Pre-Test

No	Name	Score	KKM
1	Habib Muhammad Rizki Barokah	70	Failed
2	Dwi Firmansyah	70	Failed
3	Abil Dira Pranata	70	Failed
4	Rusdi	60	Failed
5	Pandu Ikhsan	90	Passed
6	Syuhada Gustia	60	Failed
7	Ilham Fadil	60	Failed
8	Irgi Giansyah	50	Failed
9	Dimas Aot Prayoga	80	Passed
10	Arahman	40	Failed
11	Zira Suhadi Ayus	60	Failed
12	David Kurniawan	70	Failed
13	Peri Bowo	50	Failed
14	Dika	40	Failed
15	M. Fajri Nurafin	40	Failed
16	Asmada	20	Failed
17	Mat Rizky	10	Failed
18	M. Afdal Affandi	60	Failed
19	Poniman	60	Failed

20	Rendi Ardiansyah	70	Failed
21	Sugianto	70	Failed
22	Sandi Aril Firnanda	80	Passed
23	Andika Dwi Syahputra	60	Failed
24	Denis Hernando	70	Failed
25	Rafi	70	Failed
26	Risqi	70	Failed
27	Yunus	60	Failed
28	Sabanah Syahputra	50	Failed
29	Reski	30	Failed
30	Jumiadi Hakim	20	Failed
31	Assabil Kahfi	20	Failed
32	M.Agus Hamzah	10	Failed
33	Erwin Sanjaya	70	Failed
34	Gustiar	10	Failed
TOTAL		1820	
AVERAGE		53.5	

The mean of the students' score used the following formula

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

$$= \frac{1820}{34}$$

$$= 53.5$$

To determine the percentage the students who passed and failed of pre- test, the researcher used the following formula:

$$P = \frac{\sum X}{N} 100\%$$

$$P_{Passed} = \frac{3}{34} \times 100\%$$

$$P_{Passed} = 6.6\%$$

Meanwhile:

$$P_{Failed} = \frac{31}{34} \times 100\%$$

$$P_{Failed} = 91.17\%$$

The result of the students' pre-test score : Failed > passed. The data showed that most of the students failed in the pre-test. There were 31 or 91.17% of the students who failed in the pre-test. Only 3 or 6.6% of the students who passed. The total of the students is 34. In this pre-test, the average score was 53.5. This situation motivated the researcher to apply CORI method for improving the students' reading comprehension.

2. The Implementstion of CAR

a. Cycle I

1). Planning

After conducting the pre-test, the researcher planned the teaching strategy based on the students problem by applying CORI. She provided the lesson plan and teaching media such as cinderella and rat pictures, she also prepared reading material and reading test. So the researcher can find the solutive planning. Additionally the researcher provided reasearch instrument, such as observation sheet.

2). Action

The researcher started the meeting on Wednesday 11th 2021. The researcher started the class by praying together, after that she introduced her self and greet the students. Then, she checked the attendant list. The reasearcher tried to convey the students' attention and motivated them to have willingnes for learning English, in order that the students willing to listen the researcher's explanation about the topic of cinderella and the rat & elephants. Then, the researcher activate the students background knowledge by asking the question while demonstrating the cinderella and the rat & elephant pictures that related to the reading text. Next, the researcher encouraged the students to read and identify the reading text that were given by the researcher. After that the students have opporutuity to give a question about thepictures of the cinderella and rat & elephants. Furthermore, the researcher taught the students how to read, search and retrieve the text. Additionally the researcher taught and guided them to questioning, answering, detecting critical details, and summaring the text. Next, the researcher devided the students into some groups. Than the students discussed the reading material about cinderella and rat & elephants in group together. After that, the researcher gave them a homework for summarizing the reading text in group. On Tuesday 17 November 2021, every group of the students submitted the homework and did post test I. The following are the result of the post-test I:

3) The result of Post-test I

No	Name	Score	KKM
1	Habib Muhammad Rizki Barokah	80	Passed
2	Dwi Firmansyah	80	Passed
3	Abil Dira Pranata	80	Passed
4	Rusdi	70	Failed
5	Pandu Ikhsan	90	Passed
6	Syuhada Gustia	70	Failed
7	Ilham Fadil	70	Failed
8	Irgi Giansyah	80	Passed
9	Dimas Aot Prayoga	80	Passed
10	Arahman	80	Passed
11	Zira Suhadi Ayus	70	Failed
12	David Kurniawan	80	Passed
13	Peri Bowo	70	Failed
14	Dika	80	Passed
15	M. Fajri Nurafin	80	Passed
16	Asmada	60	Failed
17	Mat Rizky	60	Failed
18	M. Afdal Affandi	90	Passed
19	Poniman	90	Passed
20	Rendi Ardiansyah	90	Passed
21	Sugianto	90	Passed

22	Sandi Aril Firnanda	70	Failed
23	Andika Dwi Syahputra	70	Failed
24	Denis Hernando	80	Passed
25	Rafi	90	Passed
26	Risqi	80	Passed
27	Yunus	60	Failed
28	Sabanah Syahputra	60	Failed
29	Reski	60	Failed
30	Jumiadi Hakim	60	Failed
31	Assabil Kahfi	50	Failed
32	M.Agus Hamzah	50	Failed
33	Erwin Sanjaya	70	Failed
34	Gustiar	50	Failed
TOTAL		2490	
AVERAGE		73.2	

To determine the mean of the students' score the researcher used the following formula:

$$\begin{aligned}
 M &= \frac{\sum x}{n} \\
 &= \frac{2490}{34} \\
 &= 73.2
 \end{aligned}$$

To determine the percentage the students who passed and failed of post-test, the researcher used the following formula:

$$P = \frac{\sum X}{N} 100\%$$

$$P_{Passed} = \frac{17}{34} \times 100\%$$

$$P_{Passed} = 50\%$$

Meanwhile:

$$P_{Failed} = \frac{17}{34} \times 100\%$$

$$P_{Failed} = 50\%$$

The result of the students' post-test score : Failed = Passed. The data shows half of the the students failed and passed in the post-test. There are 17 or 50% of the students passed the test and 17 or 50 % of the students failed in the test. The average score of the post test I is 73.2.

4) Observation

To obtain the information needed, the researcher conducted the observation checklist . She checked the teaching learning process and every situation that happened in the classroom. The researcher as the English teacher conducted the observation while she was teaching. The result of the observation showed that, some of the students did not actively participate in the class. Some of them are not responsive, and they did not ask and answer the question. The class was noisy so they did not focus on the researcher explanation intensively. Half of them passed the post-test I.

5) Reflection

The researcher took into account the preparation, activity, and observation that took place in the classroom during this phase. The cycle's results indicated that there are some issues that need to be resolved, such as some students' lack of concentration, their continued inability to analyze and identify vocabulary in reading tests, their difficulties pronouncing words correctly, their lack of responsiveness, and their lack of active participation in class. The research therefore requires a revision of the teaching-learning process. She concerned to teach the students how to analyse the detail of the text and how to identify them. She must implement the CORI more attractively, effectively and efficiently. The researcher must encourage and motivate the students. She must detaily explain the material in detail

3. Cycle II

1). Planning

In the cycle II, the researcher took the lesson from the cycle I. She revised and rearranged the way of teaching and learning but the lesson plan was still the same. This was to solve the problems that was found in the cycle I. The researcher prepared the lesson plan, media, reading material, reading test and observation sheet.

2) Acting

The meeting of the cycle II was conducted on Wednesday 18th November 2021. The researcher started the learning with praying. She motivated and greet the students with a friendly smile, she created an engagement with the students and concerned in the students enthusiasm to learn. In order to persued the students to pay attention to the researcher. After that, she explained the topic in detail, while showing a media like a picture, she activated students background knowledge and involved all of the students to participate in the discussion, starting from explanation of the generic sturcture, translation, and vocabulary and pronunciation. She guided the students to identify the text. Next, the researcher

invited the students to questioning, answering and detecting critical detail together. Then the researcher taught how to summarise in their group one by one directly and gave them illustration to clarify and comprehend the text. After that the researcher gave feedback and motivated the students to have enthusiasm to do the task. She asked and answered to make the clarification of the lesson and then she concluded the learning.

On the Tuesday 24th November 2021, every group submitted the group work that was given by the researcher. She discussed the task than they conclude it together until everyone of them comprehend the reading comprehension. After that, the researcher conducted the post-test II, here are the result of post-test II:

The table of Post-test II

No	Name	Score	KKM
1	Habib Muhammad Rizki Barokah	90	Passed
2	Dwi Firmansyah	90	Passed
3	Abil Dira Pranata	90	Passed
4	Rusdi	80	Passed
5	Pandu Ikhsan	90	Passed
6	Syuhada Gustia	80	Passed
7	Ilham Fadil	80	Passed
8	Irgi Giansyah	90	Passed
9	Dimas Aot Prayoga	90	Passed
10	Arahman	90	Passed

11	Zira Suhadi Ayus	80	Passed
12	David Kurniawan	90	Passed
13	Peri Bowo	80	Passed
14	Dika	90	Passed
15	M. Fajri Nurafin	90	Passed
16	Asmada	70	Failed
17	Mat Rizky	60	Failed
18	M. Afdal Affandi	90	Passed
19	Poniman	90	Passed
20	Rendi Ardiansyah	90	Passed
21	Sugianto	90	Passed
22	Sandi Aril Firnanda	80	Passed
23	Andika Dwi Syahputra	80	Passed
24	Denis Hernando	90	Passed
25	Rafi	90	Passed
26	Risqi	90	Passed
27	Yunus	80	Passed
28	Sabanah Syahputra	80	Passed
29	Reski	80	Passed
30	Jumiadi Hakim	70	Failed
31	Assabil Kahfi	60	Failed
32	M.Agus Hamzah	60	Failed
33	Erwin Sanjaya	80	Passed
34	Gustiar	60	Failed

TOTAL	2790
AVERAGE	82

To find out the mean of the students' score used the following formula

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

$$= \frac{2790}{34}$$

$$= 82$$

The percentage the students who passed and failed of post-test, the researcher used the following formula:

$$P = \frac{\sum X}{N} 100\%$$

$$P_{Passed} = \frac{28}{34} \times 100\%$$

$$P_{Passed} = 82.3\%$$

Meanwhile:

$$P_{Failed} = \frac{6}{34} \times 100\%$$

$$P_{Failed} = 17.6\%$$

The result of the student's post -test score : Failed < Passed. The data showed that most of the students Passed in the post-test. Only 6 students or 17.6 % failed the test. But

28 or 82.3% students passed the test. The average of the post test II was 82. More than 70% of the students were passed the test, it is meant that the implementing of the CORI can improve the students reading comprehension was successful.

3) Observation

The result of the observation in the cycle II the situation of the class was conducive, so that the students paid attention to the teacher explanation. The students was responsive and they actively participate in the class. The students answered and asked the questions. The students individually identify and analyse the materials topic. They have strong willingness to answer the test. They are enthusiastic do their homework in group. They cooperated well so they can finish their task well. The students were interested in learning reading narrative text by using CORI learning strategy.

4) Reflection

After applying the CORI in the two cycle. It can be concluded that its implementation was successful. The students improve their reading comprehension in reading narrative text through the guidance of the researcher as the teacher in the classroom. The students were capable to identify, question, answer, detect, critical detail and summarizing the narrative text based on the strategy of CORI. The problems of the students in reading have found the appropriate solution.

B. Discussion

In the discussion, the researcher explains about the two cycle of CORI that have been implemented. All of the meeting were five times. The first meeting was the pre-test. The two meeting was the implementation of CORI. Before implementing the CORI, the researcher conducting the pre test. The result was most of the students failed in the test. Only three of

them passed of the test. There were 91.17% students failed and 6.6% students passed. The average score of the pre test is 53.3

Then, in cycle I half of the students passed the test and half of them failed the test. There were 17 students passed and 17 students failed which was about 50% of the students passed and 50% of the students failed. The average score was 73.2. Half of the students was still confuse about the text. Some of them did not pay attention and the class was noisy. Few of them actively participated and gave response.

In the cycle II most of the students passed the test. There were 28 students passed the test and 6 students failed in the test. About 82 % of the students passed the test and 17 % failed. The average score of the post-test II was 82. Based on the explanation above more than 70% of the students passed the test. It meant that the implementation of CORI was successful in improving the students' reading comprehension. Based on the previous research, that was conducted by Umi Khairiah, she was a students of IAIN Metro. She successfully implemented The CORI to improve students reading comprehension at eight grades of Mts Maarif NU 24 Margototo. The result showed that, the average score of pre-test was 53,25, then in the post test was 59 become 76.³³

In the observation, the students showed the improvement. They were capable to identify the narrative text, had good pronunciation, and enrich their vocabulary. Based on the previous research that was conducted by Nurainun, students of UINSU. She successfully implemented the CORI to improve the students reading comprehension at VIII grade Private Islamic Junior high school Ali Imron Medan. She concluded that the students felt better, easier and interesting to learn reading narrative by using CORI.³⁴

³³ . Umi Khoiriah, Skripsi: *The Use of Concept Oriented Reading Instruction to Improve The Reading Comprehension Skills of The Eight Graders Of Mts Maarif Nu 24 Margototo East Lampung*, (Lampung: IAIN Metro, 2020).

³⁴ Nurainun, Skripsi, *Improving the Students Reading Comprehension in Narrative text by Using Concept Oriented Reading Instruction at Grade VIII Private Islamic School Ali Imron, Medan*, (Medan, UINSU, 2017)

At the current research, the researcher also found that, the students are interested in learning English, and enthusiastic in answering the test. Additionally, they can focus on the teacher explanation and actively participated in the classroom. The class is conducive.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this study, that was conducted at SMPN 4 Bireun Bayeun. The Concept Oriented Reading Instruction (CORI) was effective to improve students reading comprehension:

1. Reading comprehension can be enhanced by concept-oriented reading instruction (CORI). It is evident that the children' scores were improving. Three students (6.6%) who took the pre-test and passed it did so with an average score of 53.5. There were 17 students in cycle I (50%) with an average grade point average of 73.2. 28 students (82.3%) from cycle II passed the exam. The typical result was an 82. According to the explanation provided above, 70% of the students successfully completed the exam. It indicated that the concept-oriented reading instruction (CORI) implementation was successful.

2. The outcome of the observation revealed that the pupils' motivation to learn English through reading had increased. By adopting concept-oriented reading instruction (CORI), they are more enthusiastic and interested in reading the English test. The study came to the general conclusion that concept-oriented reading instruction (CORI) was the best method for raising students' comprehension levels at SMPN 4 Bireun Bayeun. This helped the kids comprehend the text more readily and increased their interest in learning to read.

B. Suggestion

The researcher provides the following suggestion:

1. For the students, they should reupgrade their reading comprehension skill by using CORI at home individually.

2. For the English teacher, the CORI can be the solutive way to solve students' reading problem. This can be reference to enrich the way of teaching.
3. For the principal of SMPN 4 Bireun Bayeun, this instructional concept is effective. So this can be offered to the teachers to implement CORI in every reading class.
4. For the other researcher. It can be a reference to conduct a research which related to the teaching and learning reading in English.