AN UNDERGRADUATE THESIS

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

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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THE USE OF CONCEPT ORIENTED READING INSTRUCTION TO IMPROVE THE READING COMPREHENSION SKILLS THE EIGHT GRADERS OF MTS MAARIF NU 24 MARGOTOTO EAST LAMPUNG

Presented as a Partial Fulfilment of the Requirment

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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1441 H/ 2020 M

NOTA DINAS

Number :
Appendix : -
Matter : Pengajuan Munaqosyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Umi Khoiriah
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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SKILLS OF THE EIGHT GRADERS OF MTS MAARIF NU 24
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To:
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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Umi Khoiriah

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Title   : **THE USE OF CONCEPT ORIENTED READING INSTRUCTION TECHNIQUE TO IMPROVE THE READING COMPREHENSION SKILLS OF THE EIGHT GRADERS OF MTS MAARIF NU 24 MARGOTOTO EAST LAMPUNG**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF CONCEPT ORIENTED READING INSTRUCTION TO IMPROVE THE READING COMPREHENSION SKILLS OF THE EAIGHT GRADERS OF MTS MAARIF NU 24 MARGOTOTO EAST LAMPUNG, written by Umi Khoiriah, student number 1501070315, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22nd January 2020 at 11.00 – 13.00 am.

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag	(.......................)
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THE USE OF CONCEPT ORIENTED READING INSTRUCTION TO IMPROVE THE READING COMPREHENSION SKILLS THE EIGHT GRADERS OF MTS MAARIF NU 24 MARGOTOTO EAST LAMPUNG

ABSTRACT

BY

UMI KHOIRIAH

The pupose of this research was to know whether the use of CORI can increase the students reading comprehension skill in English learning. This condition which was researcher found at the eight graders of MTs Maarif NU 24 Margototo East Lampungwhere many students had difficulties in English learning especially in reading comprehension, so it caused their result of learning was low. Hence, to improve the students reading comprehension skill, the researcher used CORI Technique in learning process. CORI is one of technique that effective and easy to be applied in the teaching and learning process.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consisted of planning acting, observing, and reflecting. Object of this research was the students reading comprehension. In collecting the data, the researcher used test, observation, and documentation. This research was conducted in MTs Maarif NU 24 Margototo East Lampung.

The result of this research showed that CORI Technique had positive role in improve the reading comprehension skill at the eight of MTs Maarif NU 24 Margototo East Lampung. It can be proved by the students average score from pre test to post test. The average score in pre test was 53.25 and in post test was 59 became 76. It means that the using of CORI Technique in reading especially descriptive text can improve the students reading comprehension skill.

Keywords: *Reading Comprehension, Concept Oriented Reading Instruction (CORI)*

PENGGUNAAN CONCEPT ORIENTED READING INSTRUCTION UNTUK MENINGKATKAN KEMAMPUAN MEMAHAMI BACAAN SISWA DI KELAS DELAPAN MTS MAARIF NU 24 MARGOTOTO LAMPUNG TIMUR

ABSTRAK

OLEH

UMI KHOIRIAH

Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan CORI dapat meningkatkan kemampuan pemahaman membaca siswa dalam pelajaran bahasa inggris. Dalam hal ini peneliti temukan di kelas delapan MTs Maarif NU 24 Margototo para siswa mengalami kesulitan dalam pembelajaran bahasa inggris khususnya dalam pemahaman membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan teknik CORI dalam proses pembelajaran. Cori merupakan pengajaran membaca yang berorientasi pada konsep.

Bentuk dari penelitian ini adalah penilitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari prencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi. Penelitian ini dilaksanakan di kelas VIII MTs Maarif NU 24 Margototo Lampung Timur

Hasil dari penelitian ini merupakan bahwa CORI memiliki peran positif dalam meningkatkan kemampuan pemahaman mereka siswa kelas VIII MTs Maarif NU 24 Margototo Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre-test adalah 53.25, dan post test 59 menjadi 76. Iniberarti penggunaan teknik CORI dalam membaca teks deskripsi dapat meningkatkan kemampuan pemahaman membaca siswa.

Katakunci: *Kemampuan Pemahaman Membaca, Concept Oriented Reading Instruction (CORI)*

STATE OF RESEARCH ORIGINALITY

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State that this undergraduated thesis is originally the result of the writers reseracher, in exception of certain parts which are except from the bibliographies mentioned.

Metro, January 2020
The writer,

Umi Khoiriah
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	: Umi Khoiriah
NPM	: 1501070315
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020
Penulis,

Umi Khoiriah
NPM.1501070315

MOTTO

وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ ۖ

وَسَتُرَدُّونَ إِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ

تَعْمَلُونَ

And Say: "Work yo, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) Who knows the unseen and the real, then He tells you what you have do it. (At-Taubah:105)

DEDICATION PAGE

I highly this undergraduate thesis to:

1. Allah SWT and prophet Muhammad Saw, who always give me chance in every step 1 take and make me stand up again after fail and fall many times.

2. My beloved parents, Mr. Supomo and Mrs. Marmiati who always support me in their endless love, thank you so much for everything.

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4. My beloved friends Rio Hendi Prastowo, Bunda Paud, Ibu Persit, Genduks, Ibu IMPAS, Adek Manizz who always give me idea and suggestion.

5. My beloved almamater of State Institute For Islamic Studies Of Metro.

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First of all, the researcher would like to prise to Allah SWT for this blessing so that to she can finished this undergraduated thesis. The main goal of this thesis is to fulfull one requirement in accomplishing the S-1 degree of the English Education at IAIN Metro Lampung. This thesis is titled: **"The Use of Concept oriented Reading Instruction Technique To Improve The Reading Comprehension Skill The Eight Graders of Mts Maarif NU 24 Margototo East Lampung".**

In this opportunities, the researcher wolud like to express her deepest gratitude especially to:

1. Prof Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.

2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

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4. Dr. Mahrus As'ad, M.Ag, as the first advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.

5. Headmaster, Teacher, Staff of the MTs Maarif NU 24 Margototo, who gives permission to the writer conduct the research in this school.

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7. All of "TEAM GHIBAH", thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and readers generally.

Metro, January 2020

Umi Khoiriah
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

A. **Backgound of the Study**

English is an International language that plays an important role in various aspects of life. English is a vital component in international communication. In Indonesian, English is a foreign language taught in both the formal and non-formal education. Through English, people can communicate to one another for a long time ago, like expressing our ideas, feelings, and thoughts**.**

In addition, reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[1] Through reading comprehension, the students get new ideas, get the information needed, support their ideas, help complete their tasks and increase their motivation to know the whole world. Besides that, reading is an important point for students to get as much knowledge as possible. The level of one's knowledge can be seen from how much he reads. Furthermore, the main purpose of reading is to make understanding in getting the meaning of the text and measuring the extent of understanding

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[1] Karen R Harris and Steve Graham. *Teaching Reading Comprehension to Students with learning Difficulties,* (New York: The Guilford Press, 2007),P. 8.

the topic. Therefore, the students will get more information from their reading activities.

In addition, reading is an interactive process where readers build meaningful text representations using effective reading strategies. Effective reading strategies are considered as significant skills that have received trials on the skills of students' reading comprehension. Reading has a variety of extraordinary benefits as part of the communication process. Reading can add insight and knowledge. Because of the books, people read carry knowledge or information.

Reading comprehension can also create spaces of imagination. The information taken from the book will take the reader to feel the occurrence of the text being read. In addition, reading can also add new vocabulary because the book has a broad vocabulary that can add vocabulary to the reader. The more books people read the more new vocabulary they get. Reading skill is included in 2013 curriculum of English subject syllabus at Junior High School. In this case, the researcher finds the content of descripive text reading in English subject.

However, reading is not an easy language skill to master in a short time. There are many problems experienced by students in the reading learning process. Reading problems caused by weak linguistic aspects include limited English vocabulary, low mastery of English grammar, and difficulties in developing key ideas and supporting ideas. In addition, reading problems caused by weak non-linguistic aspects include of low

reading motivation, low habit in reading, and low support from the environment.

The pre survey results above are represented in the following table:

Table 1

The Pre-Survey Data Of Reading Comprehension of the Eight Grade

Students of Mts Maarif NU 24 Margototo

No	Grade	Frequency	Precentage	Criteria
1.	< 70	24 students	77,4%	Incomplete
2.	> 70	7 students	22,5%	Complete
Total		31 Students	100%	

Minimum Mastery Criteria (MMC) = 70

Based on the results of the pre-survey above, it is known that the percentage of students with less reading ability than Minimum Mastery Criteria (MMC) is 77,4%; while the percentage of students with more reading ability than MMC is 22,5%. This result means that the percentage of students whose abilities are less than MMC is greater than the percentage from MMC. Therefore, it can be concluded that the reading ability of class VIII MTs MAARIF NU 24 Margototo is insufficient.

Based on the data above, many students failed in reading test. It means that they do not have good reading comprehension of the text. Many students say that they do not have many vocabularies to get understanding and they have low motivation in leraning process, they have difficulties to identify main idea and specific information, they have difficulties to retell the text to others, they haven't read a text effectively. So that the teacher have to get many strategies in learning process.

Based on the problems of reading above, there should to be an effort to improve reading skills by implementing appropriate strategies or techniques. One effective teaching techniques for teaching reading is the Concept Oriented Reading Instruction (CORI) technique. Guthrie, Wigfi eld, & Perencevich in book Handbook of Research on Schools, Schooling, and Human Development Concept-Oriented Reading Instruction is a reading instructional program designed to foster children's reading motivation, engagement, and comprehension.[2]

Concept Oriented Reading Instruction (CORI) has good benefits in determining the quality of reading students. Benefits of Concept-Oriented Reading Instruction is to help students become active readers, make them focus on the text, attract their motivation, have long-term memory in understanding the text and increase their scores on the test.

Based on the whole description above, the meaningful effort that will be carried out by the researcher is in the form of increasing reading abilities with the use of the Concept-Oriented Reading Instruction (CORI) technique. In this case, the researcher will conduct Class Action Research in class VIII MTs Maarif NU 24 Margototo school with the implementation of the Concept Oriented Reading Instruction (CORI) strategy. Therefore, the researcher constructs a research proposal entitled "The Use of Concept Oriented Reading Instruction to Improve the

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

Reading Comprehension Skills the Eight Graders of MTs Maarif NU 24 Margototo."

B. Problem Identification

Based on the research background, researchers have identified the research problems as follows:

1. The students have low motivation in reading.
2. The students have difficulties in identifying main idea, and specific information.
3. The students have insutisfied reading comprehension.

C. Problem Limitation

From the identification above, the researcher focuses on the problem of number 3 that is students' insutisfied reading comprehension. Efforts to limit this problem will be complemented by the application of teaching technique called Concept Oriented Redaing Instruction (CORI). Therefore, the title of this research is " The Use of Concept Oriented Reading Instruction Technique to Improve The Reading Comprehension Abylity The Eight Graders of Mts Maarif NU 24 Margototo."

D. Problem Formulation

The researcher have formulated the research problem including:

" Can the use of Concept-Oriented Reading Instruction (CORI) technique improve reading comprehention abylity and learning active the graders VIII graders at MTs Maarif NU 24 Margototo in 2019/2020.

E. Objective and Benefit of the Study

1. **Objective of the Study**

   The purpose of this study "the use of the Concept-Oriented Reading Instruction (CORI) technique could improve the reading comprehension ability and their learning active of class VIII students at MTs Maarif NU 24 Margototo."

2. **Benefits of the Study**

   This research is expected to provide significant benefits not only for researcher but also for students, teachers, and other researchers.

   a. For the Students

   This research is expected to contribute positively to students in improving English language skills, especially reading. This is because with this research students can sharpen their reading skills in English through the application of Concept-Oriented Reading Instruction (CORI) technique. In addition, it is desirable that students' learning motivation in English can be increased.

   b. For the Teachers.

   This research is expected to be able to provide the benefits of English teachers in the form of inspiring the application of effective teaching techniques in teaching reading. This study can provide information to English teachers in the form of effective

efforts in teaching reading. The application of this strategy can help teachers to create a conducive reading learning atmosphere.

c. For the Other Researcher

For the other researcher, this research will be one of the references that will help the next researcher in conducting research related to this research variable. Through this research, the next researcher will get information about the effectiveness of using the Concept-Oriented Reading Instructuin (CORI) technique in teaching reading. Therefore, the other researcher can consider matters that need to be explored to be followed up in the next form of research.

F. Prior Research

This research will be conducted by considering a number of prior research which focus on the research domain of the use of Concept Oriented Reading Instruction (CORI) in reading comprehension. The first prior research was conducted by Abdullah Azis with the research title "The Use of Concept-Oriented Reading Instruction (CORI) to Improve Teaching and Learning of Reading Students of Grade VIII-B Students of Siak Islamic Center Middle School." The research method used in the first prior research is classroom action research. The sample of the first prior research is Grade VIII-B Students of the Siak Islamic Center Middle School. The results of the first prior research were related to the results of a qualitative analysis of factors that caused improvement. During the two

cycles, the findings of the research show that using CORI strategy improve the effectiveness of teaching and learning processes of reading skills.[3]

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of language skills. Both of these studies have similarities in the realm of research that is in the CORI study in reading comprehension. This research and the first prior research have differences in the research method, namely this study uses the CAR method while the first prior research uses the method of classroom action research. In addition, this research uses descriptive text type text while the first prior research uses narrative text types. Then the difference between this study and the first prior research lies in the difference in the study sample. The sample of this study was MTs Maarif NU 24 Margotot Class VII students; while the first prior research sample is Grade VIII-B Students of SMP Islamic Center Siak.

The second prior research was carried out by John T. Guthrie, Allan Wigfield, Pedro Barbosa, Kathleen C. Perencevich, Ana Taboada, Marcia H. Davis, Nicole T. Scafiddi, and Stephen Tonks under the title Research Increasing Reading Comprehension and Concept-Oriented Engagement Reading Instruction. The research method used in the second prior research is quantutatie (experimental study). The sample of the second prior research is the category that was implemented in two schools

[3] Abdullah Azis, *The Use of Concept-Oriented Reading Instruction (CORI) to Improve Teaching and Learning of Reading Narrative Texts to Grade VIII-B Students of SMP Islamic Center Siak,* (Journal English Language Teaching (ELT) Volume 1 Nomor 1, Maret 2015), p.5.

to all-grade student in eight classrooms. The results of the prior second research In CORI, the five motivational practices that are integrated with six cognitive strategies for reading comprehension. In the first study, the second researcher compared this framework to an instructional framework emphasizing strategy instruction (SI), but not including motivation support. In the second study, the first prior research compared the CORI to SI and the traditional instruction group (TI), and used additional measures of major constructs. In both studies, class-level analysis shows that students in the CORI classrooms are higher than SI and / or IT students on reading comprehension, reading motivation, and reading strategies.[4]

This research and the second prior research have similarities and differences. The similarity between this study and the second prior research lies in the similarity of language skills. Both of these studies have similarities in the realm of research, namely the research on Concept Oriented Reading Instruction in Reading Compehension. This research and the second prior research have similarities in the research method, namely this study uses the class action research method while the second prior research uses quantitative (experimental study). Then the difference between this study and the second prior research lies in the study sample. The sample of this study was grade VIII students at MTs Maarif NU 24

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[4] John T. Guthrie, Allan Wigfield, Pedro Barbosa, Kathleen C. Perencevich, Ana Taboada, Marcia H. Davis, Nicole T. Scafiddi, and Stephen Tonks, *Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction,* (Journal of Educational Psychology Copyright 2004 by the American Psychological Association 2004, Vol. 96, No. 3, 403–423), p.403.

Margototo while the second prior research was implemented in two schools to all third-grade student in eight classrooms.

The third prior research was conducted by John T. Guthrie, Peggy Van Meter, Gregory R. Hancock, Solomon Alao, Emily Anderson, and Ann McCann with the title Does Concept-Oriented Reading Instruction Increase Strategy for Use and Conceptual Learning From Text. The research method carried out in the third prior research is quantitative (experimental study). The sample from third prior research is the student of MeGraw Hill Basas program for both grade 3 and 5. The result of the third prior research is A path analysis showed that CORI have a positive effect on strategy use and text comprehension for students at Grades 3 and 5 when accounting for past achievement and prior knowledge. CORI also have a positive, indirect effect on conceptual knowledge mediated by strategy use, and this instruction facilitated conceptual transfer indirectly through several paths simultaneously. The findings are discussed in relation to a growing literature on instructional contexts for motivated strategy use and conceptual learning from text.[5]

This research and the third prior research have similarities and differences. The similarity between this research and the third prior research language skills. Both of these studies use the Concept Oriented

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[5] John T. Guthrie, Peggy Van Meter, Gregory R. Hancock, Solomon Alao, Emily Anderson, and Ann McCann, *Does Concept-Oriented Reading Instruction Increase Strategy Use and Conceptual Learning From Text?,* (Journal of Educational Psychology Copyright t998 by the American PsychologicalA ssociation, Inc. 1998, Vol. 90, No. 2, 261-278). p.261.

Reading Instruction research in reading comprehension. The difference between this research and the third prior research is the method used in this research, namely Class Action Research while the third prior research is the Quantitative (Experimental Study) method. Then the difference between this research and the third prior research lies in the sample. The study sample was conducted in class VIII at MTs Maarif NU 24 Margototo and the third prior research were conducted in two schools to third-grade students in eight classrooms.

Based on all the descriptions related to some prior research, it can be concluded that Concept Oriented Reading Instruction (CORI) in reading comprehension is an important thing to study. That is because the application of Concept Oriented Reading Instruction (CORI) is very effective for use in teaching reading. therefore taking into account the several prior research, researchers have a strong foundation to improve the reading skills of class VIII MTs Maarif NU 24 Margototo Subdistrict Metro Kibang by using the Concept Oriented Reading Instruction (CORI) Technique.

CHAPTER II

LITERATURE RIVIEW

A. The Concept of Reading Comprehension

1. The Definition of Reading Compehension Skill

Homby states in an Oxford Advanced Learner's Dictionary that skill is the ability to do something well.[6] A skill is an ability which has been automatized and operates largely subconsciously. In addition, Richard argues that skill is an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinted processes and actions. Many aspects of language learning are traditionlly regarded as the learning of skills, such as learning to speak, or read fluenctly.[7] It can be concluded that skill is an ability to do perform something well, such as learning to speak or read fluently in language learning process.

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 the topic of the text.[8]

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[6] As Homby, *Oxford Advabced Learner's Dictionary of Current English,* (New York: Oxford University Press,2000), P.543.

[7] Richard, Jack C, and Richard Schmidth, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London:Person, Education Limited,2002), P.532.

[8] Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early intervention for reading difficulties: the interactive strategies approach*, (NY : A Division of Guilford Publications, Inc., 2010), p.276.

Comprehension is there construction of the author's message the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.[9]

According to Carolline T. Linse reading is a set of skills that involves making sense and deriving meaning from the printed words.[10]

Dr. M. F. Patel Praveen M. Jain states that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.[11]

Danielle S. McNamara explains that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.[12]

Katleen said that reading comprehension is focusing on getting information and knowledge from text.[13] It means that reading comprehension means contruct the meaning from text that they have read and it does not just imitate the word by word. Moreover, in this case emphasize in kwoledge.

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

[10] Caroline T. Linse, *Practical English Language Teaching : Young Learners,* (New York : The McGraw-Hill Companies, Inc, 2005), p.69.

[11] Dr. M.F. Patel Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur : Sunrise Publishers & Distributors, 2008), P.114.

[12] Danielle S. McNamara, *Reading Comprehension Strategies : Theories, Interventions, and Technologies*, (New York : Lawrence Erlbaum Associates, Inc., 2007), P.111.

[13] Ibid

Based on the explanation ebove, the researcher conclude that reading comprehension skill is skill of ho to comprehension in reading activity.

2. **Kinds of Reading Comprehension Skill**

David Nunan's book infers some elements of reading comprehension skill, there are:

a. Drawing Conclusion

Drawing conclusion is just another example of inferring that in turn is just another example of predicting. An author seldom states directly what a reader should conclude. More typically, a conclusion is implied. Consequntly, drawing conclusion, like predicting and inferring, requires readers to be proactive in looking for clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction about what the author wants us to conclude on the basis of what makes sense in terms of past experinece. As with so many comprehension strategies, drawing conclusions is another example of the questioning good comprehenders do as they read. That is, when redaing a text, readers ask themselves what the author wants them to be thinking at that point.[14]

b. Finding the Main Idea

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[14] Gerald G.Duffy. Explanation reading: A Resource for Teaching Concept Skill and Strategies. P.161.

Main idea refers to the "big idea" ot the most important idea found in expository text. "Main Idea" is often confused with "topic". In a book about locomotives, for instance, the topic may be "locomotives," but the main idea is what the author wants readers to understand is relatively easy to identify topic, it is harder to deternime what the author thinks is important.[15]

Moreover, the main idea is what the passage is about. In paragraphs, it is often contained in the first sentence. In longer passages, the main idea may be in the title, chapter headings, proposed solutions to problems or in concluding statements.

c. Sequencing

Sequencing is one of many skills that constributes to students ability to comprehend what they read. sequencing refers to the identification of the components of a story, such as the beggining, middle, and end and also to the ability to retell the events within a given text in the order in which they occurred.[16]

Moreover, sequencing is process of putting events ideas, and object in a logical order. Knowing the sequence of events in a story is an important skill for students to learn. Without it they will struggle with understanding what they read. to understand the text, students need to be able to make sense of it as it is being read so they are able to recall it later.

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[15] Ibid. p.138
[16] Ibid

d. Predicting

Prediction is linked to the strategy of activating prior knowledge. prediction creates anticipation and gets students thinking about previous experiences they many have had about the topic before they read about it.

According Hamer state that when we read texts in our own language, we frequently have a good idea of the content before we actually start reading. book covers give us a clue about what it is in the book, photographs and headlines hint at what articles are about, we can identfy reports as repots from their appearance before we read a single word. The moment we get these clues the book cover, the headlines, the web page banner our banner starts predicting what we are going to read.[17]

e. Use of Questions

Another important technique good readers is use questioning. Asking question before reading and posing questions while reading strategies that hev been identified as being effective by fluent readers of english.

3. Measurement of Reading Comprehension Skill

To know the achievement of reading comprehension skill should be measured by using the assessment of reading. there are the

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[17] Jeremy Harmer, *How To Teach English,* Edinburgh Gate Harlow, England, 2007, P.101.

measurements of reading comprehension related to Grenall and Swan, as follow:

Table

The maesurement of Reading Comprehension Skill

No	Criteria	Score
1.	Students can draw conclusion of the text	0-20
2.	Students can able to finding the main idea of the text	0-25
3.	Students can be able to sequencing of the text	0-25
4.	Students can be able to predicting of the text	0-15
5.	Students can use of questions of the text	0-15
6.	Total	100

B. The Understanding Of Concept Oriented Reading Instruction (CORI)

1. The Definition of Concept Oriented Reading Instruction (CORI)

According to Stephanie Macceca, Concept Oriented Reading Instruction is one Technique to reading instruction that is specific to science. [18]

Guthrie, Wigfi eld, & Perencevich in book Handbook of Research on Schools, Schooling, and Human Development Concept-Oriented Reading Instruction is a reading instructional program

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[17] Stephanie Macceca, *Reading Strategies for science,* (Shell Education Publishing, 2014),P. 232.

designed to foster children's reading motivation, engagement, and comprehension. [19]

According, John Guthrie, Ana Taboada and colleagues in Reading Comprehension Strategies Theories, Interventions, and Technologies describe Concept Oriented Reading Instruction (CORI), a broad strategy intervention for elementary school children that includes an emphasis on motivational practices for encouraging conceptual goal setting and affording student choice and collaboration.[20]

2. **The Principles of Concept Oriented Reading Instruction**

The principles of Concept Oriented Reading Instruction (CORI), as follow:[21]

    a. Using a conceptual theme,

    b. Connecting science inquiry with literacy instruction,

    c. Directly teaching important reading comprehension strategies.

3. **The Strategies of Concept Oriented Reading Instruction**

The strategies of Concept Oriented Redaing Instruction are, as follows:[22]

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[18] Judith L. Meece and Jacquelynne S. Eccles, *Handbook of Research on Schools, Schooling, and Human Development,* (Taylor & Francis, 2010), P.466.

[19] Danielle S. McNamara, *Reading Comprehension Strategies Theories, Interventions, and Technologies,* (New York: Lawren), p. 10.

[21] Ibid.

a. Activating Background Knowledge.

A first benchmark of instruction is that students should activate knowledge that is relevant to the text topic and use important text cues, such as the title and headings, so that their knowledge statements link to the new text. The second, more advanced benchmark for instruction is that background knowledge should represent interconnected concepts and information related to the text topic. CORI teachers encourage students to improve their statements of background knowledge by increasing their relevance and using the text features to expand the conceptual richness of their statements.

b. Questioning.

A first benchmark is that students should pose questions that are stated as complete sentences, related to central concepts of the topic or the text. The second, higher level benchmark for instruction is that the students' questions should address multiple concepts, with supporting evidence, and a statement of interrelationships and patterns among concepts in the text. For example, advanced questioning about literature shows an elaborate

[21] John T. Guthrie Allan Wigfield Kathleen C. Perencevich, *Motivating Reading Comprehension Concept-Oriented Reading Instruction,* (lawrence erlbaum associates, publisher Mahwah, New Jersey London: 2004), p.13.

understanding of character goals and actions, as well as events, plot, or facts about the characters.

c. Searching for Information.

A first benchmark of instruction is that students are able to generate multiple goals, and use keywords to guide their search. Accompanying this, students should learn the most obvious access systems to text such as the index, table of contents, and topic sentences. A second, higher level benchmark of searching for information is that students identify multiple texts to use as sources for information, integrate information from multiple texts, and relate knowledge of cultural or historical information with text-based information about characters or events in literary texts.

d. Summarizing.

They struggle to identify central ideas or concepts within a text as short as one paragraph. A first benchmark for teaching summarizing can consist of enabling students to identify central ideas in a passage by locating keywords and identifying supporting factual information. A higher level benchmark consists of students writing summaries with all the important concepts identified, accompanied by full statements of accurate supporting evidence from the text.

e. Organizing Graphically.

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

4. The Procedures Concept Oriented Reading Instruction (CORI)

Consequently, the framework that termed by Concept Oriented Reading Instruction (CORI) Technique, consisted of five steps of instructional dimension of which follow:

a. Observing and personalizing

To create a context for the motivations of curiosity, aesthetic involment, challenge, and self-efficacy in reading. students were attempted to observe and think about the concrete objects and events in the "real world" around them. Students choice in selecting the subtopics, golas, and materials for learning was emphasized. We expected that sustained work on a conceptual issue of personal interest would enable students to augment their conceptual knowledge as they ;earned increasingly complex reading strategies.

The main point of the observing and personalizing phase of instruction was to support students in developing and expressing the students personal interests in the world around the students themselves. This phase also included bringing background experience and knowledge into the learning and exploration processes. The students were encouraged to select an important subject and to identify topics to which the students wabted to devote time and energy in the students learning.

From the explanation above, observing and personalizing is the step when the teacher should be build the students motivatin about their curiosity through reading materials. The teacher should involve and attempted the students to observe and think about the concrete object the real world arround them.

b. Searching and retrieving

Students were taught how to search for subtopics related to the students general interests, how to search for informative resources, such as books, and how to find opportunities for further real-world observation, all of which could extend the students knowledge and satisfy the students curiosities. Students choose the science trade books to use in learning about the subtopics that have been selected. Students are expected can acquire according to the choices, the students would be motivated to form increasingly

higher order abstractions and generalizations about the thenes the students were studying.

This instructional dimension emphasized the cognitive strategies students needed to pursue and satisfy their explicitly stated topical interest. Studnts are thought to search and select resources. Forming an overview of resources such as books, globes, or sites for field observations was important, as was understanding the organization of a classroom library, an expository trade book, and the pages of an illustrated refernce work, and being able to skim and scrutinize texts, graphs, charts, maps, tables, and schedules.

c. Comprehending and Integrating

The comprehening and integrtaing portion of the instructional framework encompassed the following comprehension strategies: a) determining the topic of a text selection; b) detecting critical details; c) summarizing the text; d) making comparisons between texts; e) developing criteria for evaluating a book; and f) critically reflectting on the author's point of view and presentation of information.

To create an ininclusive base for students literacy development, students have to incorporate the objective of connecting literary experinece to conceptual understanding.

Students were wanted to be able to identify plot, character, setting, and theme in narrative and literary works such as novels and folktales. Students also wanted enable to respond aesthetically to literature through considering other points of view.

d. Communicting to Others

Many exciting educational programs contain high expectations for communication. Some programs emphasize writing where as others emphasize construction of a tangible artifact such as a mapor a diorama. High expextations for purposeful communocation are likely to lead students to enjoy the processes of observtion, inquiry, reading, writing, an dproblem solving with peers.

In this fremework, presenting a coherent message in the form of a written report, a class-authored book, or a dioramawere considered appropriate syntheses. Students were expected to identify important information, to organize that information into a coherent form, and to express their ideas precisely and convincingly. They were expected to develop critical stances toward texts by applying evaluation criteria to a variety of materials. The major aim of the communicating to others instructional dimension was to enable students to express their understandings about topics of personal interest in a variety of

coherent, persuasive, and accurate communications to classmates or other audiences of their choosing.

e. Peer-peer interction

In this dimension, teachers createda cycle of opportunities for social interaction. Evidence is accumulating that participating in a learning community sustains interest in learning, permits higher order integration of ideas, and fosters the internalization of social processes of contructing meaning. However, some social communication structures are more likely than others to foster efficient, coherent, and complete.

5. The Benefit of Concept Oriented Reading Instruction (CORI)

Concept Oriented Reading instruction have positive benefit, as follows:[23]

1. Concept-Oriented Reading Instruction (CORI) increases reading comprehension because students learned more strategies, such as questioning, summarizing, and searching text.

2. CORI increases comprehension by its effects on oral reading fluency.

3. CORI had a positive effect on reader engagement because the strategy may also be seen as motivational because they encourage

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[23] Danielle S. McNamara, *Reading Comprehension Strategies*, (Lawrence Erlbaum Associates, Inc., Publishers, New York London: 2007), p.55.

and engender the development of internal motivations for reading activities.

D. Action Hypothesis

Based on the frame of theories and assumption the research formulates the hypotheses as follow: The use of Concept Oriented Reading Instruction (CORI) can improve the reading comprehension skill of the at eight grade students of MTs Ma'arif NU 24 Margototo in the academic year 2019/2020.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variables

Definition operational variable explains about variables that used in this research. This research consists of two variable, those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research in this research is the students reading comprehension. The increasing of students reading comprehension can seen after using concept oriented reading instruction (cori).

The way of measuring in dependent variable is through test, and measuring instrument using written test. Indicator of this variable is students can master their reading comprehension.

2. Independent Variable

Independent variable is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is the use of concept oriented reading instruction (cori) which can be defined as the Technique that can make students' easier to study reading in the class. Students need supporting condition and enjoy teaching learning process, so choosing concept oriented reading instruction (CORI)

Technique can be one of many ways to teaching reading.

Moreover, indicator of this variable is the student can make concrete and interest of what is talked about. The way of measuring in independent variable is through observation and measuring instrument using observation sheet.

B. Research Location

Classroom action research conduct at MTs Maarif NU 24 Margototo. The location of the research is Jl. Raya Margototo Kecamatan Metro Kibang.

C. Subject and Object of The Research

The subject of this research is the eight graders of MTs Maarif NU 24 Margototo. The total of students are 29 students. While, the object of this research is the use Concept Oriented Reading Instruction (CORI) Technique can increase the students reading comprehension in the eight graders of MTs maarif nu 24 Margototo.

Table 2

The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	VIII	19	12	31

D. Action Plan

1. Classroom Action Research

The research uses the classroom action research. According to Car and Kemmis by Anne Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.[24] It means that through self-reflection the teacher conducts that study in own class.

In addition, Donald Ary et.al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[25] It means that we focus on the use of action research in education.

Meanwhile, Patrick explanaion above, action research is described as cyclic, with action and critical reflection taking place in turn.[26] It means that action research is reflection to used to review the previous action and plan the next one.

From several theories or explanations above, it can be inferred that the calssroom action research is a dynamic process that has our

[24] Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999). p.30.

[25] Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning,2010, 2006). p512.

[26] Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003). p.4.

aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.[27] This phases can be seen by following figured:
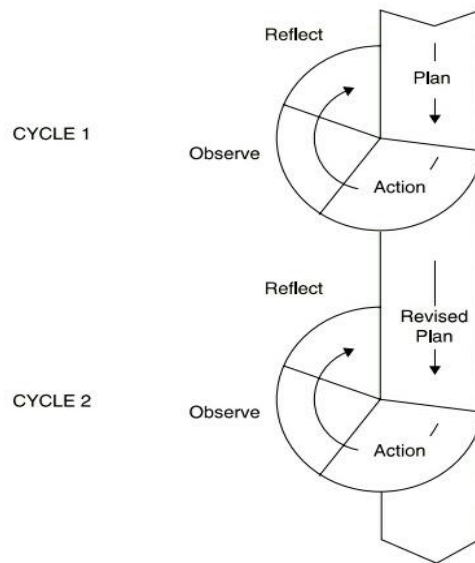
Figure 1. Kemmis and Mc Taggart Model[28]

This figure describes the sequence of the research which is precede by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The acumption is if the

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[27] Ibid. p.32.

[28] Anne Burns, *Doing Action Reasearch in English Language Teaching*, (New York: Routledge, 2010).p.9.

determine outcame in the first cycle cannot be achive or there may be found new problem, so it probably be continue and resive in the next cycle that have same phase on the first cycle.

In this case, the researcher conduct classroom action research in the tenth graders of MTs Maarif NU 24 Margototo. The reason of why the reseracher conduct classroom action reserch is because the researcher want to increase the reading comprehension of the tenth graders of MTs Maarif NU 24 Margototo by using concept oriented reading instruction Technique.

2. The Steps in the Research

There are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrated by this procedures as follows:

a. Cycle 1

1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading comprehension that occure in the classroom and concluding the finding in preliminary study. Then the researcher prepare some plans to conduct the classroom.

They are the following:

a) The researcher prepares the lesson plan to be apply in acting phase.

b) The researcher prepares learning resource for students. In this case, the reseracher uses concept oriented reading instruction (CORI) Technique to increasing reading comprehension.

2) Action

In the second phase, the researcher collaborates to implement the action that have been arranged in planning phase. This activities are implemented on the following step:

a) Pre teaching avtivity

(1) The researcher starts the lesson by greeting.

(2) The researcher pray together and checks students' attendance.

(3) The researcher informs to the students about the material that should be achieve.

b) While teaching activity

(1) The students are encouraged to select an important subject and to identify topics to which the students wabted to devote time and energy in the students learning (observeand personalize).

(2) The students are taught how to search and retrive for subtopics of the text.

(3) The students are comprehend and intergrate such as determining the topic of a text selecction, detecting critical details and summarizing the text.

(4) The students can comunicating to others, In this framework, presenting a coherent message in the form of a written report, or a class-authored book.

c) Post teaching activity

(1) The researcher gives positive feedback to the students.

(2) The researcher and the students conclude the learning topic that have been discussed.

(3) The researcher greetes the students in end of the meeting.

3) Observation

In the third phase, the observer observes the student' activity, their participations, class situation during learning process, and researcher perfomance by using structure observation form and made note the overall activities. Furthemore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to find out the effectiveness of learning

process which have be occure and the result is concluding and discussing in reflecting phase.

4) Reflection

   In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-Planning

   In the first phase, when the researcher finds the problem in the first cycle, the researcher repair the problem in the next cycle. It explain as a follow :

   a) The researcher analyseses the reflection result to obtain the solving problem.

   b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle to be apply in acting phase.

c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the researcher apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

(1) The researcher starts the lesson by greeting to the students.

(2) The researcher prays together and cheecks student's attendance.

(3) The researcher informs to the students about the material that achive.

b) While teaching activity

(1) The students are encouraged to select an important subject and to identify topics to which the students wabted to devote time and energy in the students learning (observeand personalize).

(2) The students are taught how to search and retrive for subtopics of the text.

   (3) The students are comprehend and intergrate such as determining the topic of a text selecction, detecting critical details and summarizing the text.

   (4) The students can comunicating to others, In this framework, presenting a coherent message in the form of a written report, or a class-authored book.

 c) Post teaching activity

  (1) The researcher gives positive feedback or reinforcement to the students.

  (2) The researcher and students conclude the learning topic that have been discussed.

  (3) The researcher greets the students in the end of the meeting.

  (4) After giving treatment in cycle 2, the researcher gives the post-test. The instrument which is giving to the students have different type in the pre-test.

3) Observation

  In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and researcher perfomance by using structure observation form and made note the overall activities. Furthemore, the researcher also collects the data from the post test and the result of student's activity.

4) Reflection

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of concept oriented reading instruction successsful or unsuccessful in the second cycle and also compare the student's improvement to find out the student's achievement. If there is find good improvement based on the criteria of success that have determine before, the researcher did not continue the action in next cycle.

E. Data Collecting Technique

In collecting data the researcher use the following steps:

1. Test

Test of this research consits of pre-test that conduct before the treatment and post-tests that done at the end of each cycle. The post test done after the treatments. The form and the procedure of the post-test are the same as pre-test. In this case, the researcher do the test in order to know the reading comprehension of the tenth graders of MTs maarif nu 24 Margototo. The tests that done by including of pre-test and post-test. Both of the tests are used multiple choice questions to assess the students reading comprehension.

2. Observation

The aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyse, again employing systematic and plan procedures.[29] It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher observe the learning proccess in the eight graders of MTs maarif nu 24 Margototo in their classroom. During the learning procces, the researcher is going to observe the students' activeness in learning reading comprehension.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's In spectorate reports on the physical state of schools, it can have a number of features.[30] It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the researcher in order to get the complete data about the estabilisment history of MTs Maarif NU 24 Margototo, the organization structure of

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[29] Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), P. 58.
[30] Ibid, P.273.

MTs Maarif NU 24 Margototo, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the mosque and so on.

4. **Field Note**

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.[31] In this research, the researcher use field note to record the student's activity during the learning process. In this research, the researcher conduct the field note in order to get the complete data from the eight graders of MTs Maarif NU 24 Margototo about the students activities in the learning process.

F. **Data Collecting Instrument**

1. **Reading Test Question**

To measure students' reading comprehension in the eight graders of MTs Maarif NU 24 Margototo, the researcher apply some reading tests that consist of pre-test and pos-test. Both of the tests are used multiple choice questions to assess the students reading comprehension.

2. **Observation Sheet**

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[31] Ibid, 526.

In order to observe the learning activity and each cycle, the researcher use observation sheet. It deals with learning activity such as:

a. Interaction with classmate

b. Reactions to particural students, optimal productive pairs and groups of the classroom are more vocal,etc.

c. Frequency of the student-initiated responses

d. Quality of teachser-elicited responses

e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.

f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.[32]

G. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the researcher analyze the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher do is in form of making abstraction of all collecting data. After conducting the research, she make an abstraction of

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[32] H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), P.267-268.

all data. Then, she select the data that is related to the research question and classified them into the tow categories data in learning process.

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean calculate by applying the following formula:

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

Notes: $\overline{X}$ = Mean of average score

$\sum X$ = The total number of students' scores

N = the total number of students[33]

Furthermore, to know the result the researcher compere the average score between pre-test and post-test for each cycle, and then to know the percentage of creasing score in students learning activies, the researcher use the percentage formula as follow:

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

Notes:

P = Percentage

$\sum X$ = Total Score of the Students

N = Total of Students.

H. Indicators of Success

To know the gain of data, the researcher analize the result of test by taking the avarage score of pre-test and post-test. Furthemore, the result

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[33] Ibid, 110

must reach the minimum standard of reading comprehension in this class at least 70. If the mean of post-test has fulfilled at least 70, and 70% and active and learning process of the students has been passed, the researcher not continue to the next cycle. There two minimum cycles in this classroom action research.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. **Research Result**

1. **Description of Research Location**

Geographically, MTs Maarif NU 24 Margototo measuring 1,000m2 is located at the westernmost tip of East Lampung Regency, precisely on Margototo Market street, Metro Kibang District, East Lampung Regency which is directly bound to the city of Metro and South Lampung. The MTs Maarif NU 24 Margototo School was officially inaugurated on January 20, 2001, which is now celebrated as the anniversary of the establishment of the MTs Maarif NU 24 Margototo.

Table 3 Number of Spaces in

Maarif NU MTs 24 Margototo

No	The name of room	Total
1	Priciples Office	1
2	Teacher Office	1
3	Classes	3
4	TU, BK, and UKS	1
5	Library	1
6	Mosque	1
7	Toilet	2
8	Laboratory	1

The situation of MTs Maarif NU 24 Margototo students in the 2019/2020 academic year is 74 students, which will be presented in the table below.

The Table 4 Number of MTs Maarif NU students 24 Margototo TP. 2019/2020

Kelas					
VII		VIII		IX	
Male	Female	Male	Female	Male	Female
7	2	19	12	16	18
total= 74 students					

MTs Maarif NU 24 Margototo is fostered by several teaching staff who are seconded by the Ministry of Religion of East Lampung Regency and the Head of MTs Maarif NU 24 Margototo Foundation, Metro Kibang District, East Lampung Regency. There are 11 teaching staff who are still honorary staff.

2. Description of Research Data

This research, the researcher as an English teacher and Mrs. Resi, S.Pd as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing, and reflecting.

a. Cycle 1

Cycle 1 consist of planing, acting, observing, and reflecting. The researcher conducted pre-test to know the students ability in reading comprehension before giving treatment and it used as the comparison score with pre-test. The students were given 20 questions about descriptive text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 5

Table of the result Score of Students Reading Pre-Test

No	Students Name	Score
1	AA	40
2	AB	50
3	AC	60
4	AD	50
5	AE	40
6	AF	60
7	AG	50
8	AH	40
9	AI	60
10	AJ	50
11	AK	40

12	AL	60
13	AM	50
14	AN	70
15	AO	40
16	AP	50
17	AQ	70
18	AR	40
19	AS	70
20	AT	50
21	AU	40
22	AV	70
23	AW	50
24	AX	60
25	AY	70
26	AZ	40
27	AAA	50
28	AAB	50
29	AAC	70
30	AAD	70
31	AAE	40
Total		1650
Lowest Score		40

Highest	70
Average	53,25

Table 6

The Frequency of Students Mark of Pre-Test of Reading

No	Mark	Frequency	Precentages	Category
1	40-49	9	29,03%	Low
2	50-59	10	32,26%	Low
3	60-69	5	16,13%	Low
4	70-79	7	22,58%	Average
5	80-100	-		High
Total		31	100%	

Based on the table above, 24 students were not succesful and 7 students were successful. The successful students were those who met the indicator of success at least 70. Besides, from the result of pre-test, the researcher get the average 53,25. So, it was the reason why the researcher used Concept-Oriented Reading Instruction Technique to improve the students reading comprehension skill.

1) Planning

The first meeting was done on Wednesday, November 13th 2019. It was open by praying, greeting, checking attendence list, and

introduction the researcher as a teacher for the students. At the day, the researcher has taken the students pre-test score.

Based on the result of pre-test score, the researcher has identifed and found the problem after taking the students pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning processsuch as the English subject lesson plan, the material, media, work sheet, observation sheet the contains about list of students names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the researcher Thursday, November 14th 2019. In this meeting, the researcher as an English teacher and Mrs. Resy Permata Anggraini, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the rsearcher gave some motivation and than give the material about descriptive.

At the beginning of teaching learning process, the researcher gives a motivation about "English is Extraordinary" and the rsearcher asked the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic structure, social function and language feature of descriptive text.

After that, the researcher gave some pictures related to natural disaster such as place, Capital City of Indonesia in the slide presentation. The students observed the pictures and some of them describe about the picture.

Afterwards, the researcher explained about Concep Oriented Reading Instruction (CORI). The researcher divided the students serch in an English book about one of example about descriptive text, and than the students identify about generic structure and main idea of the text. After that, the students should stand in front of the class to read the text carefully one by one. The students must be understand about the text.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test 1 to the students. The post-test 1 was conducted on Wednesday, November 20th 2019. The post-test was done to know how the students reading comprehension ability after giving treatment. The researcher gave 20 multiple choices. The result of post-test in cycle 1 could be seen on the as follow:

Table 7

The Post Test 1 Score

No	Name	Score
1	AA	50
2	AB	60
3	AC	70
4	AD	50
5	AE	40
6	AF	70
7	AG	60
8	AH	40
9	AI	70
10	AJ	50
11	AK	60
12	AL	70
13	AM	50
14	AN	70
15	AO	50
16	AP	60
17	AQ	70
18	AR	50
19	AS	70

20	AT	70
21	AU	60
22	AV	70
23	AW	60
24	AX	70
25	AY	70
26	AZ	60
27	AAA	70
28	AAB	70
29	AAC	70
30	AAD	80
31	AAE	40
Total		1830
Lowest Score		40
Highest Score		80
Average		59

Table 8

The Frequency of the students Mark of Post test 1 of

Reading Comprehension Skills

No	Mark	Frequency	Percentages	Category
1	40-49	3	9,68%	Low
2	50-59	6	19,35%	Low
3	60-69	7	22,58%	Low
4	70-79	14	45,16%	Average
5	80-100	1	3,23%	High
	Total	31	100%	

From the table, it could be abalyzed that the students average score was 59. The highest score was 80 and the lowest score was 40. Based on the minimum mastery criteria, there were 15 students that had passed on post test 1 or got score ≥70. It means that in cycle 1 the students achievement could improve enough, but it was not successful yet.

3) Observing

In observing of the researcher has done, the collaborator observed the students activities. The researcher as a teacher who gave material about reading text expecially descriptive text by using CORI Technique.

In the learning process, there were three activities that used to know the students activity. Every students who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning prcoess, let the observation sheet empty. It can be seen on appendix. The indicators of the students actives were:

a. The students pay attention of the teacher explanation

b. The students ask/answer questions

c. The students active to give an idea

d. The students able do the task

The result of the students learning actives could be seen as follw:

Table 9

The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	25	80,64%
2	Ask/answer questions	5	15,5%
3	The students active to give an idea	20	62,00%
4	The students able do the task	15	48,38%

From the table above, it was revealed that there were 25 students (80,64%) who paid attention to the teacher explanation, 5 students (15,5%) giving respond in learning

process, 20 students (62,00%) made the notes from the material, 15 students (48,38%) following teacher instruction.

According to the result of observation above, it can be concluded that the learning process wa sufficient. The weaknesses in the implementation of the learning process in cycle 1 were the some students made noisy and still confuse with the material was given.

4) Reflecting

In this step, the researcher concluded that cycle 1 did not run well because most of students did not achieve the minumum mastery criteria (MMC). It could be seen from the result of pre-test and post-test 1 score. However, most of the students score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle 1, there were some problems that found, as follow:

a. There were some students that shown unenthusiastic to the teacher explanation.

b. Some studnets did not ask and answer the teacher questions.

Based on the result of reflection in cycle 1, there were soe problem to be revised in cycle 2, such as:

a. The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.

b. The teacher gave more detail explanation and question after explaining the materials to control the students comprehension.

c. The teacher guide the students to understand about the material.

b. Cycle 2

The cycle 2 was similiar with cycle 1. Devided into planning acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle 1, it shown that cycle 1 was not succesfully yet. Therefore, the reseracher and collaborator tried to rebise the several problem that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The resaercher prepared the lesson plan, material, media, answer sheet obseravtion sheet and the test for pre-test and post-test 2.

2) Acting

The description of the teaching and learning process of cycle 2 was not different from the previous cycle. In each

treartment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely, treatment and post-test.

The treatment in cycle 2 was conducted on Thursday, 21th November 2019. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about descriotive text. The researcher asked to the students to mention about definition of descriptive text, generic structure, main idea, social function, and language features. Moreover, the teacher gives the text to all of students about descriptive text. In the each meeting, the students read the text about "Tajmahal" and "Indonesia". Then, the teacher asked them to find about main idea and generic structure from the descriptive text. The teacher guided the students to be active in learning process and after all the students finished the question, the researcher asked some of students to present the result in front of the class and the teacher together with the students corrected their answer sheet.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle 2, the researcher conducted post-test 2 done on Saturday, November 23th 2019. The test was multiple choices. There were 20 question. It was same

type with the first cycle but different questions. After the students

finished the test, they collected the answer sheet to the teacher. The

result of post-test 2 could be seen on the table below:

Table 10

The Post Test 2 Score

No	Name	Score
1	AA	60
2	AB	65
3	AC	70
4	AD	65
5	AE	60
6	AF	80
7	AG	75
8	AH	75
9	AI	80
10	AJ	55
11	AK	70
12	AL	80
13	AM	70
14	AN	85
15	AO	55
16	AP	70

17	AQ	80
18	AR	70
19	AS	80
20	AT	75
21	AU	70
22	AV	80
23	AW	70
24	AX	70
25	AY	85
26	AZ	70
27	AAA	75
28	AAB	70
29	AAC	85
30	AAD	80
31	AAE	70
Total		2245
Lowest Score		55
Highset Score		85
Average		73

Table 11

The Frequency of Students Mark of Post-test 2 of

Reading Comprehension Skill

No	Mark	Frequency	Percentages	Category
1	40-49	-	-	Low
2	50-59	2	6,45%	Low
3	60-69	4	12,9%	Low
4	70-79	15	48,39%	Average
5	80-100	10	32,26%	High
Total		31	100%	

Based on the table above, it could be seen that the students average score in post test 2 was 73. The highest score was 85 and the lowest score was 55. According to minimum mastery criteria (MMC), there are 25 (80,65%) students who passed the score, it means that cycle 2 was successful, because the indicator of success was achieve, that if 70% students passed the test.

3) Observing

In this step, the researcher presented the material by using CORI technique. In learning process, there were also three indicators used to know the students activities like in learning process previously.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was succesful. The result score of students learning activities observation, as follow:

Table 12

The Result of Students Activity in cycle 2

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	29	93,54%
2	Ask/answer questions	15	48,38%
3	Active to give an idea	28	90,32%
4	Able do the task	28	90,32%

From table above, it was revaled that there were 29 students (93,54%) who paid attention to the teacher explanation, 15 students (48,38%) giving respond, 28 students (90,32%) made the notes from the material, 28 (90,32%) following teacher instruction.

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learnig process has done well and the students were active in the class than cycle 1.

4) Reflecting

Finally, the researcher concluded that the problem had been sloved by using CORI Technique. The teacher help student to comprehend the text by gave more motivation to the students in order to study harder and made the learning process more attractive, the teacher gave more detail explanation and question after expalining the materials to control the students comprehension, and the teacher guided the students to understand about the material. And their reading comprehension skills were improving.

B. Discussion

1. Cycle 1

In this research, a researcher gave the students pre-test individually for the porpose to know the students reading comprehension skill before giving a treatment. In the pre-test, there were only 7 students (22,58%) who passed the pre-test and 24 students (77,42%) who failed the pre-test. Furthermore, in the pre-test the lowest score was 40 and the highest score was 70.

After did the pre-test, the researcher gave the treatment to the student in cycle 1. The treatment was conducted by teaching the students using Concept Oriented Reading Instruction (CORI)

Technique. Futhermore, the researcher gave the post-test gave in the next meeting and the post test was named post-test 1.

Afterwards, by analyzing the result of pre-tesr 1, the reseracher concluded that there were 15 (48,39%) students passed the post-test 1. The lowest score was 40, the highest score was 80, and the average score was 59.

From the result of students score in pre-test and post-test 1, there was an increasing from the students result score. It could be seen from the average in pre-test was 53,25 and post-test 1 was 59. Although there was inceasing of the students achievement, cycle 1 was not successfully yet because only 15 (48,39%) students who passed in post-test 1. It means that in the cycle 1, the students achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. **Cycle 2**

After analyzing the students score in the post-test of cycle 1, the researcher had to conduct the next cycle because only 15 (48,38%) passed the test and got score ≤ 70.

In the next cycle, the researcher gave the treatment twice then post-test 2. Furthermore, the researcher analyzed that result of post-test 2 and conluded that there were 25 (80,65%) students passed the test because they got score ≥ 70. In this post-test, the lowest score was 55, the highest score was 85, and the average score was 73.

From the result of the students score from post-test 2, it could be concluded that there were increasing score. The increasing score could be seen on the average score. The average score in the post-test 1 was 59 and post-test 2 was 73, then the increasing score was 14. In the pre-test, post-test 1, and post-test 2, the total students who get score ≥70 were 7, 15, and 25 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle 2.

3. **Students Score in Pre-test, Post-test Cycle 1, and Post-test Cycle 2**

English learning process was successfully in cycle 1 but the students average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2, the students average score was higher than cycle 1. The following was table of illustration score in cycle 1 and cycle 2:

Table 15

Students Score of Pre-test, Post-test Cycle 1, and Post-test Cycle 2

No	Students Score	Category		
		Pre test	Post-test 1	Post-test 2
1	AA	40	50	60
2	AB	50	60	65
3	AC	60	70	70
4	AD	50	50	65
5	AE	40	40	60

6	AF	60	70	80
7	AG	50	60	75
8	AH	40	40	75
9	AI	60	70	80
10	AJ	50	50	55
11	AK	40	60	70
12	AL	60	70	80
13	AM	50	50	70
14	AN	70	70	85
15	AO	40	50	55
16	AP	50	60	70
17	AQ	70	70	80
18	AR	40	50	70
19	AS	70	70	80
20	AT	50	70	75
21	AU	40	60	70
22	AV	70	70	80
23	AW	50	60	70
24	AX	60	70	70
25	AY	70	70	85
26	AZ	40	60	70
27	AAA	50	70	75

28	AAB	50	70	70
29	AAC	70	70	85
30	AAD	70	80	80
31	AAE	40	40	70
Total		1730	1830	2245
Average		53,25	59	73

Based on the result of pre-test, post-test 1 and post-test2, it was known that there was a positive significant increasing of the students score. It could be seen from the average 53,2 to 59 became 73. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had benn achieved.

The researcher shown the graph of the result of pre-test, post-test 1 and post-test 2, as follow:

Figure 1

Grap of the Result of Pre-test, Post-test 1, and Post-test 2
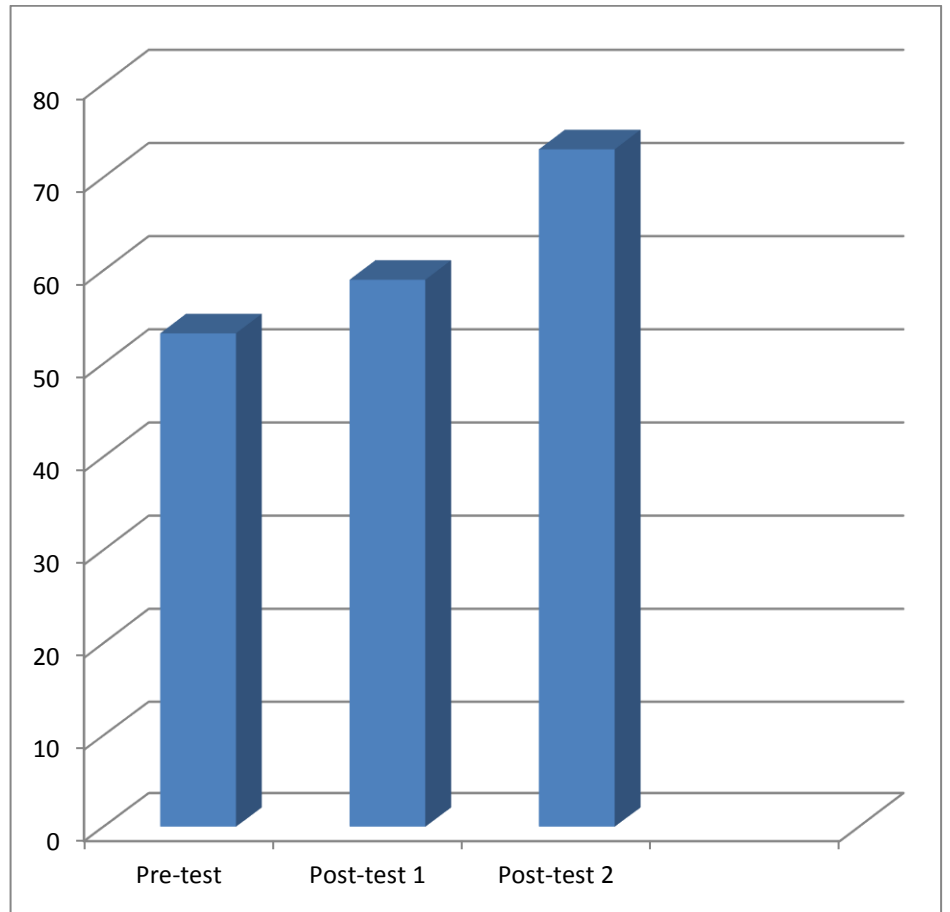
Based on the graph above, it can be infered that CORI Technique could increase the students reading comprehension skill. It is supported by increasing score of the students from pre-test to post-test 1 and post-test 2. The average in pre-test is 53,25 It could be seen from the average 53,25 to 59 became 73. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had benn achieved.

4. **The Result of Students Learning Activities in Cycle 1 and Cycle 2**

The studenst learning activities data was gotten from the whole students learning activities in observation sheet. The table improvement of it as follw:

Table 16

The Table of Students Activities in Cycle 1 and Cycle 2

No	Students	Cycle 1		Cycle 2		Increasing
		Frequency	Percentage	Frequency	Percentage	
1	Attention to teacher explanation	25	80,64%	29	93,54%	12,9%
2	Ask/answer questions	5	15,5%	15	48,38%	32,88%
3	Active to give an idea	20	62,00%	28	90,32%	28,32%
4	Able do the task	15	48,38%	28	90,32%	41,94%

Figure 2

Graph of Students Result of Learning Activities in Cycle 1 and
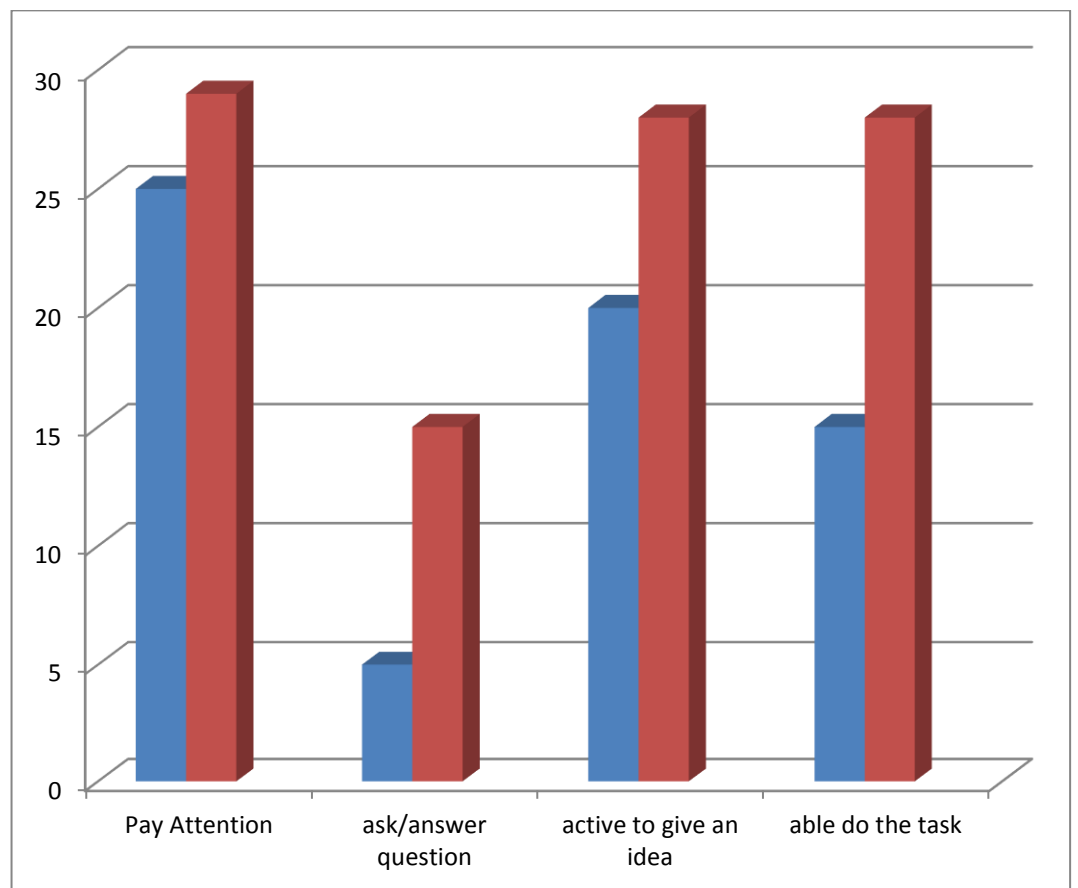
Cycle 2

Based on the data had gotten, it can be explained as follow:

a. The students pay attention to the teacher explanation

      The students attention to the teacher explanation from the first meeting to next meeting was increased. In cycle 1 was only 80,64% and in cycle 2 was 93,54%, it increased 12,9%.

b. The students ask/answer question from the teacher

The students who ask or answered question from the teacher was increased from the first meetng to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was increased 32,88%.

c. The students active to give an idea

The students active to give an idea from the first meeting to next meeting was increasing. For this activities was increased 28,32%.

d. The students were able to do the task

The students who had done the task were increased. For this activities was increased 41,94%.

Based on the data above, it could be conclude that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when CORI Technique was applied in learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Concept Oriented Reading Instruction (CORI) Technique can be effective technique to improve Reading Comprehension skill. The process in this technique made the students become more active and enthusiastic during teaching learning process. In order word made the students easier to comprehend the learning material so it could improve students Reading Comprehension skill.

Based on the result of students average score from pre test 56, test of cycle 1 were 59 and the result of cycle 2 were 76. From the students result of test, it can be seen that the result of test in cycle 2 was higher than pre-test and test in cycle 1. It is clear that Concept Oriented Reading Instruction (CORI) Technique will be able to improve students reading comprehension skill.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. For the Students

    a. The students are suggestion to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading comprehension skill.

    b. The students are suggestion to improve their vocabularies mastery in order that can success in understanding reading texts.

2. For the Teacher

    a. It is suggested for the English teacher to use Concept Oriented Reading Instruction (CORI) Technique as alternative technique in the classroom because this technique can improve the students reading comprehension in the learning process.

    b. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English in difficult subject to learn. Based on the observation of the class, the students will more active after the teacher give motivation to the students.

3. For Head Master

    a. It is suggested fpr the headmaster in order to persuade the teacher to use this technique becuase it is effective is reading the material for the teacher.

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DOCUMENTATION

The researcher explain about generic structure descriptive text

the students are looking for problems topic in the text

the situation of students in the class

CURRICULUM VITAE

The writer was born on April 27rd , 1997 in Margototo, Metro Kibang, East Lampung. Her name is Umi Khoiriah. She is the second daughter of Mr. Supomo and Mrs. Marmiyati. She has older sister named is Nur Halimah.

In 2008, she graduated from SD N 6 Margototo, Metro Kibang, East Lampung. At the time 2011, she graduated from SMP N 1 Kibang, Metro Kibang, East Lampung. Then she continued her study to MAN 1 East Lampung and graduated in 2014. Then she continued her study as students os S-1 English education programme in the State Institute for Islamic Studies of Metro.