

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

Reading comprehension plays a central role in human life, especially in a globalized era. It opens up new world and opportunities for individual. The chief goal of reading is to drive some understanding of what the writer conveyed, use that information-whether for fact gathering, learning a new skill or a pleasure. That is why reading comprehension is so important, without it the readers cannot gather any information, use it efficiently and enjoy the richness of life.

Moreover, the ability to comprehend what they read drives readers to life safely, productively, and to continue develop socially, emotionally, intellectually. Reading comprehension is the construction of the meaning of a written communication. Readers comprehend a text when they are able to take the information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. In other words, reading comprehension is a kind of communication which is found in the written text, and it includes the thought, the message of the text to draw the meaning and the information from written text.

The awareness of the importance of reading comprehension in our life encourages the Indonesia government to make a policy in educational system; reading is a subject that must be taught from Primary until Senior High School. Students are expected to be able to comprehend the written text they read well through teaching and learning reading. This is line with the objectives of reading instruction in Senior High School is to develop the students' reading skill

so that they can read, comprehend English text, summarize and represent the text with their own words effectively and efficiently (Curriculum, 2006).

Although reading comprehension is very important, but there are still most of people just read without knowing what they read. They just simply follow words on a page from left to right while sound them out and fail to comprehend what they read. Comprehension is the ability to go beyond the words, to understand the idea and the relationship between ideas conveyed in text. Their failure makes readers cannot make sense of details that are only implicit and have impression that reading is a bore activity that spend much time.

Furthermore, based on the researcher's preliminary research by interview with the teachers and students in SMA Negeri 1 Tanjung Morawa, there are number of crucial issues concerning the teaching and learning of reading comprehension. First of all, some students always feel bored when they are studying reading because they do not know the technique to understand the reading material easily and they lack of vocabulary. Secondly, students' poor knowledge becomes one cause that makes them difficult to comprehend the reading text. Thirdly, teachers do not use background knowledge to activate their students' minds about what they are going to learn; teachers also do not let their students ask questions due to the use of traditional methods in which teachers take the major role to explain everything; do what the student is supposed to do; while the students role is restricted to only listening to what is inculcated to them by their teachers. In this situation, students are just listeners to what the teacher explains; they do not have a chance to articulate what they know about the topic, what they want to know about the topic or what they have learnt about the topic. That situation makes students misunderstand and fail to construct the meaning. It is showed from their achievement last year that could not get the standard score.

The students' achievement is affected by several factors: teaching strategy, motivation, and learning style (Travers,1970). The use of effective reading comprehension strategy is perhaps the most important means to helping students improve comprehension and learning from text. There is a great deal of evidence for the importance of reading strategy. One source of evidence is that successful students know when and how to use deliberate strategy to repair comprehension. One implication from that finding is that teaching reading strategy to struggling students may be a key toward helping them to improve comprehension.

Concept-Oriented Reading Instruction (CORI) is an instruction that merger reading strategy instruction, conceptual knowledge in science and support for students' motivation" (Guthrie, et.al, 2004). CORI is considered as an effective strategy which helps students to increase their comprehension because it is designed to teach and increase students' reading comprehension by increasing their reading engagement. Reading engagement is reading that intrinsically motivated, strategic, geared toward conceptual knowledge and socially interactive. This strategy includes how to activate background knowledge before reading a text, how to ask question before and while reading a text, how to search the relevant information, how to graphically organize new conceptual knowledge and how to identify the structure of knowledge. Initially, each of those strategies is taught separately. Later, students are taught to combine and integrate each strategy into a repertoire that can be used during collaborative and independent reading.

Some previous researches on the use of CORI have been conducted. A research of the use CORI in reading comprehension for Elementary students was conducted by Guthrie (1998) who used an experimental method. He revealed that students' reading achievement increased after implementing CORI in teaching learning process. Elementary students who received CORI were

more likely to learn and use strategy for gaining knowledge from multiple texts. CORI increased students' ability to use a range of strategies, and students who were more adept in using CORI gained more conceptual knowledge.

The other research on the use of CORI has been conducted by Ofrina (2009). She conducted an action research for Senior High School students. She found that the students' achievement in reading comprehension is better after applying CORI. The students enjoyed the process of teaching learning because they were free to choose the source of knowledge. Students did not only work in group but they had a chance to work individually.

The other strategy that helps students to increase their comprehension is K-W-L (Know, Want to Know and Learn). K-W-L is a strategy which activates students' background knowledge, establish students' goal and monitor students' comprehension in reading. Students recall what they know about the topic of a text before and during reading for the purpose of learning the content as fully as possible and linking the background knowledge to the new knowledge. It will be used to help them to build some questions which deepen the understanding that they have. Questions which are built from the activating background knowledge are more interesting and intriguing. Through K-W-L strategy students are not only encouraged to pose some questions but more to enlarge and deepen their understanding and comprehending actively. They read the text to answer their questions as fully as possible and monitor their comprehending of text by listing what they know after reading the text.

Previous research on the use of K-W-L has been conducted. A research of the use CORI in reading comprehension for Senior High School students was conducted by Mo'minah Mahmoud (2013) who used an experimental method. He found that K-W-L is an effective strategy in improving students' achievement and upgrading them; since it leads to activate

previous knowledge within the students and leads to enhance the students' ability to interpret the reading material and adapt it to cope with their cognitive background.

Based on the explanation above, CORI and K-W-L have some similarities and differences. Both of them activate the students' background knowledge in learning reading comprehension. Background knowledge has an important place in learning reading. They believe background knowledge will not only help students to understand the text but more to expand the meaning of the text. Beside it, CORI and K-W-L help students to set their purpose in reading by generating some questions before reading the text. The purpose will guide the students in reading the text. It helps them to take the important information that they need from the text. Unfortunately, K-W-L does not let the students to learn from many sources. It just provides a text for the students in learning reading comprehension. Meanwhile, CORI provides many sources for students in learning reading comprehension. The students are able to choose the own source in learning. They acquire information from the text and from their environment. Students share with their friend in order to gain more and more information, then, they try to deepen their understanding about the text. In CORI, the students do not only work in a group but they also have a chance to work individually.

From the explanation above, the researcher would like to conduct a research on using CORI and K-W-L in teaching reading comprehension. Research would like to investigate the effectiveness of CORI and K-W-L in improving the students' achievement in reading comprehension.

Teaching strategy cannot stand alone to improve the students' comprehension and students' ability to learn from challenging text, it should be integrated with students' style in learning. Learning style is a preference for the way an individual learns and studies (Pritchard,

2009). Every student has a different style in learning which is affected by personality, environment, cognitive, and metacognition. According to psychological theories, learning style is divided into extrovert, introvert. Extrovert refers to who are happy to try things out and who focus on the world of people. They learn best when they can work with a friend and learn by trying something themselves instead of watching or listening to others. When they have difficulty with understanding, they benefit by talking about their ideas with others. Introvert refers to who are more likely to think things through and to focus on the world of idea. They learn best when they can find quiet place to work and have enough time to reflect on, redraft and improve their work. They often like to make connections between school work and personal interest. The appropriate strategy and style in learning make students more enjoy and interest with the class.

Based on the researcher's preliminary research by interview with the teachers and students in SMA N.1 Tanjung Morawa, the teachers did not pay their attention to the students' style in learning. Teacher felt that all the students have a same way in learning. The students just need a clear explanation from teacher and a lot of assignments. Discussing is not a good way in learning for students, because the students will not get anything from discussing. Students just talk about nothing in discussing group. They need a quite situation in order to help them concentrate with the subject.

From the explanation above, researcher assumes that CORI strategy is better than K-W-L strategy in teaching learning reading comprehension. Because CORI does not just let the students to work in group but it also gives a chance for students to work individually. Meanwhile, K-W-L strategy just allows the students to work in group, so the introvert students are not able to concentrate with the teaching learning process. The using of CORI is more effective for introvert

students than extrovert students. The achievement of introvert students on reading comprehension is significantly higher if they are taught by CORI strategy than K-W-L strategy. And the achievement of extrovert students on reading comprehension is significantly higher if they are taught by K-W-L strategy than CORI strategy. Because of that, the researcher would like to conduct a research on the use of two strategies; CORI, K-W-L and learning styles; introvert style and extrovert style in reading comprehension.

1.2 The Problems of the Research

The problems of the research are formulated as the following:

1. Is the students' reading comprehension achievement taught by using CORI significantly higher than K-W-L strategy?
2. Is the students' reading comprehension achievement with introvert style higher than extrovert style?
3. Is there any significant interaction between teaching strategies; CORI, K-W-L and learning style; introvert style, extrovert style on students' achievement in reading comprehension?

1.3 The Objectives of the Research

The objectives of this research are:

1. to find out whether the students' achievement on reading comprehension that taught by using CORI strategy is significantly higher than K-W-L strategy.
2. to find out whether students' achievement on reading comprehension with introvert style is higher than extrovert style.

3. to find out whether there is interaction between teaching strategies (CORI, K-W-L) and learning style (introvert, extrovert) on student's achievement in reading comprehension.

1.4 The Scope of the Research

The students' reading comprehension is influenced by some factors, they are; internal factors and external factors. The internal factors come from the students, such as; motivation, learning style, interest, self efficacy, etc. Meanwhile, the external factors come from the students' environment, such as; teacher, material, society, the teaching strategy, etc. In line with it, researcher underlies that the teaching strategies will be studied in this research. It is limited on the effect of CORI and K-W-L on students' reading comprehension based on the students' style in learning. It means that by knowing the students' style (introvert, extrovert) in learning and applying the teaching strategies (CORI, K-W-L), the researcher able to describe the effect of teaching strategies (CORI, K-W-L) and learning style (introvert, extrovert) on students' reading comprehension.

1.5 The Significances of the Research

Theoretically, the findings of this research are expected to be able to improve the teaching reading through CORI and K-W-L strategy. This research is also expected as the reference for other researchers to conduct a research in reading comprehension.

Practically, this research findings hopefully will be used for English teacher as alternative teaching strategies in teaching English. Basically, the using of various strategies in teaching learning process especially teaching reading will increase the students' ability in certain subject, in this case reading. It will give broad description for the teacher about the effectiveness of the

application of alternative teaching strategies in teaching English. Meanwhile, students are expected to take benefit from being taught with CORI and K-W-L strategy.



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