Improving Student's Reading Comprehension in Recount Text by Using Concept Oriented Reading Instruction

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Abstract

This research aims to improve the student's reading comprehension in recount text by using Concept Oriented Reading Instruction strategy. The research was classroom action research (CAR). It is divided into pre-cycle, cycle I and cycle II. The writer used test, observation, and interview as the instrument of collecting data. Based on the results of test showed that there was an improvement of students achievement in reading recount text. The mean of pre-test was 47, 82 then, the mean of the first cycle was 56,95 and in the cycle II was 82,60. It indicated that the scores in each cycle was increased and the mean score of post-test in cycle II were better than the mean of the post-test of cycle I. Based on observation and interview showed that most of the students had improvement motivation in learning reading. Moreover, CORI strategy can improve the learning motivation and achievement especially in comprehending recount text. The finding shows an improvement in student's reading comprehension through Concept Oriented Reading Instruction (CORI) strategy. Thus, it can be concluded that the Concept Oriented Reading Instruction can improve the reading comprehension in recount text.

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

I. INTRODUCTION

Reading is one of the important communication skills for students to acquire knowledge, information, and understand the context conveyed in the text (Ardhian et al., 2020; Bunting et al., 2021). As a foundational skill in language, reading plays a crucial role in broadening horizons and accessing information to form meaning (Aziz & Cahyani, 2022). Reading is also one of the essential skills in everyday life, making it an important part of students' learning activities (Agustina & Setiawan, 2020). One important aspect of reading is reading comprehension (Duke et al., 2021). Each aspect of reading has its own set of skills, and only by connecting this entire set of skills can students achieve the main purpose of reading, which is to read to learn and understand.

Reading comprehension itself is a very complex cognitive activity because it involves various linguistic and cognitive processes, such as word reading ability, working memory, inference, comprehension tracking, vocabulary, and prior knowledge (Blaži Ostojić, 2023). According to Perfetti & Adlof, (2012), reading comprehension is the result of interaction between the reader, the text, and the characteristics of the task in a particular socio-cultural context, so it is contextual. Some important components of reading comprehension include inference, knowledge, vocabulary, and comprehension tracking, which have a significant impact on students' comprehension ability and become flexible learning objectives (Zargar et al., 2020). Research by (Stenner, 2023), suggests that the theory and teaching of reading comprehension must be supported by appropriate measurement, although this measurement is not always easy. Comprehension tests do not always correlate closely with each other, and it is sometimes difficult to identify children with comprehension problems (Aziz, 2020; Capin et al., 2022). Therefore, research and teachers need to use a variety of tests and interpret scores according to the characteristics of each test. Perfetti also explains that differences in reading comprehension can be caused by factors such as word recognition, sentence comprehension, and the relationship between reading and oral language strategies.

Concept-Oriented Reading Instruction (CORI) (Guthrie, McGough, et al., 2012), is an instructional framework that integrates strategies such as activating background knowledge, asking questions, searching for information, summarizing, organizing graphically, and constructing stories. These strategies are enriched with motivational practices such as setting content goals, providing hands-on activities, giving students freedom of choice, using engaging texts, and encouraging collaboration in reading learning (Fitzgerald & Palincsar, 2024). CORI is designed to increase the effectiveness of students' reading comprehension by engaging them in more meaningful and in-depth reading activities and increasing motivation to read (Guthrie & Wigfield, 2023). According to Cruz Neri et al. (2024), CORI can deepen text comprehension and overcome reading comprehension difficulties through strategies that encourage students to better recognize text structures. This method supports cognitive strategies in knowledge construction as well as students' motivational development, both of which are achieved through teaching specific content or concepts.

Although Concept-Oriented Reading Instruction has various benefits, there is still limited research on its effectiveness in improving students' reading comprehension especially in the context of recount texts. This study aims to investigate the effectiveness of Concept-Oriented Reading Instruction in improving students' reading comprehension of recount text. The research questions are: How does Concept-Oriented Reading Instruction affect students' reading comprehension on recount text? The purpose of this study is to examine the impact of Concept-Oriented Reading Instruction on students' reading comprehension of recount text. The hypothesis proposed is that Concept-Oriented Reading Instruction will significantly improve students' reading comprehension on recount text compared to traditional reading learning methods.

II. METHODS

This research used the Classroom Action Research (CAR) method because the research focused on a specific problem in a particular group of students

in a class. According to Suharsimi Arikunto (2013), CAR is action research conducted in the classroom with the aim of improving the quality of learning practices. Mills defines action research as a systematic investigation conducted by researchers, principals, and school counselors in a teaching environment to gather information about (a) how their schools operate, (b) how teachers teach, and (c) the extent to which students learn well. There are three elements in CAR: (1) Research, which is an activity to improve an object by using an appropriate methodology to obtain data and information which is then analyzed to solve the problem, (2) Action, which is an activity carried out for a specific purpose in the form of a cycle of sequential activities, and (3) Class, which is a group of students who receive the same lesson at the same time from their teacher. The research procedure based on Kemmis, Stephen and Robin McTaggart (2014) design. It consists of two cycle in which each cycle contains four phases: planning, action, observation, and reflecting.
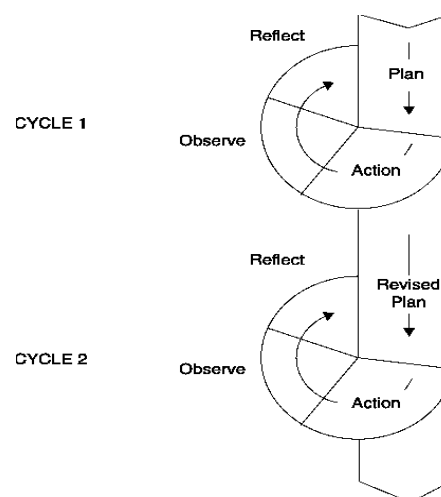
Picture 1 adopted from Kemmis S, Mc Taggart R

The research procedure was conducted using the Classroom Action Research (CAR) method consisting of two cycles, where each cycle included two meetings and involved four main phases: planning, implementation, observation and reflection. In the first cycle, the researcher conducted a pre-test and observed the learning process in the classroom, as well as conducted interviews with students and teachers to understand their views on English learning, especially in reading skills. At the planning stage, the researcher designed the action by identifying problems and devising steps to address them, including making lesson plans, preparing materials, media, time, agenda, and observation instruments. After planning, the researcher

implemented the reading learning activities according to the lesson plan that had been prepared, by applying the steps based on the Concept-Oriented Reading Instruction (CORI) strategy for three meetings, each of which lasted 2x40 minutes. Furthermore, in the observation phase, researchers observed students' activities in the classroom to identify actions needed in learning and analyzed the collected data. In the reflection phase, researchers together with research participants analyzed the results obtained by discussing the successes and obstacles faced, then evaluating and finding solutions to improve the results in the next cycle. If the results are not optimal, the researcher can make modifications to the action as an improvement effort.

In Cycle II, the researcher implemented a second action plan after assessing that the results from Cycle I were insufficient and had not met the success criteria. This cycle followed four similar steps as the first: planning, action, observation, and reflection. In the planning phase, the researcher identified specific issues from Cycle I and explored alternative solutions before implementing the next steps. In the action phase, the researcher carried out a second action plan aimed at increasing enthusiasm for learning by using Concept-Oriented Reading Instruction (CORI) as the primary strategy. During the observation phase, the researcher closely monitored student activities in the classroom, noting the actions students took in response to learning tasks and gathering relevant data for analysis. Finally, in the reflection phase, participants analyzed the collected data and reflected on the effectiveness of the actions, discussing both successes and challenges with collaborators. This reflection also determined whether further cycles were needed, based on post-test results; if students' scores met the minimum mastery criteria, they were deemed successful

INSTRUMENT OF DATA COLLECTION

In this study, the data collection instruments included an observation sheet, interview, and test. The interview aimed to assess the effectiveness of the actions taken, with the researcher interviewing both students and the English teacher about the teaching and

learning activities. Specifically, the researcher discussed the use of the Concept-Oriented Reading Instruction (CORI) technique in reading classes, asking the teacher about class activities, conditions, and student behavior. The observation sheet, filled out by the English teacher acting as an observer, was used to document classroom conditions throughout the teaching process and to evaluate both the researcher and students' activities. Additionally, a test focused on reading comprehension of recount texts was given to measure students' understanding. This test included a pre-test conducted before implementing CORI, to assess students' initial reading competence, and a post-test given afterward to evaluate the improvement in students' performance. The researcher then analyzed the difference between the mean scores of the pre-test and the two evaluation tests to determine progress.

III. FINDINGS

RESULT OF PRE-INTERVIEW

The qualitative data is taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teacher's problems in teaching reading recount text were the unappropriate use of teaching strategy. The interview also found that the students still had difficulties finding the main idea in a reading text. It was shown form the result of interview with the English teacher as follow:

"The students not like to study English language especially in reading text, because they felt its a difficult and bored thing, cause of that the students reading comprehension still low. They felt very difficult to find the main idea in the text, they were also difficult to know meaning of the words".

From the result of interview with the English teacher showed that the students still low in comprehending the reading text and translate the words. It was also strengthened by the result of interview with the students as follows:

"*Membaca teks bahasa Inggris berbentuk Recount text sulit, karena tidak mengerti pengucapan dan artinya.*" (Reading the English text form the Recount text is difficult because not

understand about the pronunciation and the meaning of the text".

From the opinion with the student showed that the student still difficult to know the pronounciation and the meaning of the word because they less vocabulary than they don't practice it and lazy to open the dictionary. it can be concluded that the students reading comprehension in recount text was not good yet, it showed from the scores of the test in reading test still low, it also can be seen that when teaching learning process the students were doing a noise, not focuss, always ask permission to go out of class, bored, and sleepy.

THE RESULT OF PRE-TEST

The pre-test was held before the classroom action research with the number of the students who took the test was 23 from the result of reading test in pre-test. The researcher calculated the mean score to get the result of pre-test:

$$Mx = \Sigma$$
$$Mx = 47, 82$$

To get the class percentage which pass minimum mastery criterion

(KKM) 70 of 23 students, the researcher used the formula:

$$P = \_ X 100\%$$
$$P = \_ X 100\%$$
$$P = 22\%$$

Based on the test result, it was indicated that the students reading comprehension in recount text was low. It can be seen from the mean score of the students was 47,82 and the percentage of the students score of the test was 5 students who passed or got score up to 70, it was only 22%. On the other hand, 18 students failed or didn't get score up to 70 and it was 78%. This data can be seen in the appendix.

Based on the analysis result, it can be concluded that the students reading comprehension in recount text was not good yet and low doing action research in pre-test. So, the researcher tried to carry out the research by using Concept Oriented Reading Instruction (CORI) in teaching reading to improve their skill, and the post-test continued in the first cycle.

Planning

In this phase, after detecting and knowing the problems from preliminary observation, the researcher arranged all of the preparations activities to solve the problems, the activities which were done by the researcher were all instrument such as observation sheet, interview question, test, lesson plan and materials which is listed in appendix had been well prepared to make improvement in their competence in reading. The use of CORI strategy would be applied. Learning sources and the learning media also were prepared. In this research, the researcher would be as the teacher.

Action

In the second meeting of cycle I, the researcher gave the post-test in the end of cycle I. The test was multiple choice with the certain theme related to the materials before. The post-test is conducted to measure how well the students comprehension in recount text improved.

Observation

In this phase the researcher tried to notice all activities in the classroom, the researcher was done observe the teaching and learning process when applying Concept Oriented Reading Instruction strategy in the reading class. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used for basic reflection.

There were two kinds of the observations result, they were collected by quantitative and qualitative, the researcher gave the post-test in the first cycle. The result of the post-test in the first cycle show that the student's comprehension in reading recount text still low it can be seen that the student's mean is 56, 95. Then, the student's responses and class situation in this cycle is some student's seem bored and not pay attention to the teacher explanation.

Reflection

In this phase, the researcher and teacher discuss the feedback of teaching and learning process in this cycle, it was taken from the result of observation, interview, and test. Based on the data that have been collected and analyzed by the teacher and researcher. The result of

observation toward teaching and learning process in this cycle. The result of post-test I showed that only 10 students or 43% who passed the minimum mastery criteria. And this cycle haven't reach the criteria of success. Then, the researcher and the teacher tried to modify the action in the next cycle to get the minimum mastery criterion, altghough the observation sheet showed that teaching and learning activities have done well, but there some problems that shoud be solved.

FINDINGS OF THE SECOND CYCLE

Planning

In this phase, after detecting and knowing the problems from the first cycle the researcher modified the previous leson plan based on reflecting in the first cycle, the researcher arranged all of the preparations activities to solve the problems, the researcher still use the Concept Oriented Reading Instruction (CORI) as the strategy. There were no significant differences with the previous lesson plan. The modifications in this cycle are give the students colour paper to get the student's partisipation and make them more interest to learn the lesson, and also make interaction with the student's by asking their previous story about their last holiday or anything related to the recount text in order to get more the student's understanding about recount text.

Action

There were some activities which were done by the researcher, In the first meeting, there were some activities had done by the researcher related to the modification in the planning phases. Then, in the second meeting the researcher gave the post-test in the end of cycle II.

Observation

In this phase, the researcher found that class situation and student's responses in the learning process was better than the previous cycle. The student's paid attention to the teachers explanation and enjoyed doing the exercise. And based on the result of post-test in this cycle showed that the student's score increased. The student's mean score in this cycle was 82, 60. Based on the data observation, there was an improvement in the teaching learning process. Its mean that the teacher could

improve the students reading comprehension in recount text. So, in this research, the students was show up the scores, it could be seen with the contrast of student's score at pre-test, post-test I and post-test II.

Reflection

In this phase, the researcher and teacher discuss the feedback of teaching and learning process in this cycle. Based on the data that have been collected and analyzed by the teacher and researcher. The result of observation toward teaching and learning process in this cycle, the student's performance is higher than before the teacher could motivate the student's. Then, the student's score showed the improvement. It can be seen from the mean of the student's score in post-test II they were 82, 60. It's mean that there were 20 or 87% students who got score 70 and more. It made the researcher felt satisfied in their effort to improve their reading comprehension. However, the cycle could be stopped because the student's reading comprehension in recount text was improved and had

already succeed by using CORI learning strategy.

The Result of Post-interview

The interview with the teacher and some students talked about the condition in the class during the action of CORI strategy, it was found that the students looked more active, interesting and enthusiastic when teaching learning process.

From the result of the student's interview, the students stated that they felt better, easier, and interesting to learn reading in recount text, and more enthusiastic by using CORI strategy. The teacher also feels that the students reading comprehension improved after implementing CORI method as a teaching learning strategy in reading recount text. However, the result of interview with the English teacher were: "CORI strategy is good to apply in learning English subject especially in reading. I saw their improvement in their score after they studied by using CORI strategy and they were also interested"

However, the teacher stated that he very like with this method because he saw the students participation and interested in learning process. As a result, the student's more active and enthusiastic in learning reading recount text.

The teachers agree that CORI strategy was very effective in English learning especially reading. This method was considered to be able to improve the student's reading comprehension.

The Result of Post-Test

In analyzing the data of post-test I, the first step is to get the mean score of the class. It is calculated as follows:

$$Mx = \Sigma$$
$$Mx = 56, 95$$

Based on the result of post-test I above, the mean score of the class derived 56, 95. Then, To know the percentage of student's score who passed KKM in post-test I it is calculated by using as follows:

$$P = \_ X 100\%$$
$$P = \_ X 100\%$$
$$P = 43\%$$

Based on the data above, the data showed that the mean score of post-test I

was 56, 95 there were just 10 students got above the KKM and 13 students bellow the criterion. Then, the calculation of the mean of student's score in the post-test II gained 82, 60 it was derived from:

$$Mx = \Sigma$$

$$Mx = 82, 60$$

It shows that there are some improvement from the pre-test, post-test I and post-test II mean score, and the calculation of class percentage about the students who passed KKM:

$$P = \_ X 100\%$$

$$P = \_ X 100\%$$

$$P = 87\%$$

Based on the data there was 20 students who pass the KKM, than in the pre-test only 5 students that passed the KKM, and in the post-test I just 10 students passed the KKM. It's mean that there are some improvement from the pre-test, post-test I and post-test II mean score, it can be seen from the pre-test mean score (47,82) to the mean score of post-test I (56,95) it just improves 9,13. Then, the improvement of pre-test to the post-test II (82,60) was about 39,78. It

showed that the first criterion of success had been achieved.

IV. DISCUSSION

The Improvement of the student's Reading Comprehension in Recount Text by Using Concept Oriented Reading Instruction Strategies (CORI)

The application of Concept-Oriented Reading Instruction (CORI) strategies in improving students' reading comprehension, specifically in recount texts, demonstrated positive impacts on student engagement, comprehension skills, and academic performance. One of the most notable observations from implementing CORI strategies was the increase in student engagement during reading activities (Bactong & Besagas, 2022). Unlike traditional reading instruction, which often relies on passive reading and comprehension questioning, CORI emphasizes active, purposeful reading (Nurmasari & Ramdhani, 2023). activities such as brainstorming, prediction exercises, and guided questioning prompted students to approach recount texts with curiosity and attentiveness. This aligns with previous research on CORI, which suggests that motivated, engaged students are more likely to persevere through challenging texts and retain information longer (Guthrie, Mason-Singh, et al., 2012).

In this study, students who initially displayed low interest in reading recount texts were observed participating more actively in discussions and group activities. By tapping into their prior knowledge and building connections between the texts and personal experiences (Aziz et al., 2022), CORI fostered a meaningful reading environment. This engagement not only improved their focus on the material but also encouraged them to contribute insights, ask questions, and predict outcomes (Vongkrachang & Chinwonno, 2015), all of which are fundamental for developing deeper reading comprehension skills.

The use of pre- and post-tests to measure reading comprehension showed a significant improvement in students' ability to understand and interpret recount texts. CORI strategies, which emphasize structured support through scaffolding (Guthrie et al., 2007), allowed students to navigate the

chronological structure and narrative elements typical of recount texts with greater ease. For example, the CORI approach helped students to identify and understand main events, cause-and-effect relationships, and character motivations more effectively.

This improvement is particularly important in recount texts, where sequence and detail are critical. Students were able to better organize information mentally and remember key events by connecting text content to familiar experiences or knowledge. The data suggest that students who received CORI-based instruction had a higher mean score on the post-test compared to the pre-test, which indicates improved comprehension of recount texts specifically. These findings are consistent with studies highlighting CORI's role in supporting comprehension by encouraging readers to take an active role in interpreting text meaning.

Through activities like questioning, predicting, and discussing, CORI encourages students to think critically about the text (Perencevich, 2004). In recount texts, understanding often requires recognizing not just the sequence of events but also the underlying motivations and consequences. CORI activities challenged students to look beyond the surface details, fostering skills such as inferencing, evaluation, and synthesis (Damayanti Pasaribu, 2017).

For instance, in recount texts that dealt with historical or personal experiences, students were guided to ask "why" and "how" questions about the characters' actions and the outcomes. This questioning process led to deeper engagement and understanding, as students moved from basic comprehension to analyzing motives and contexts. As students grew more comfortable with this approach, they began applying these critical thinking skills autonomously, which is a significant indicator of growth in both reading comprehension and cognitive processing.

While CORI strategies proved beneficial, some challenges emerged in implementing them effectively across a diverse group of students. CORI requires students to actively participate and

respond, which was initially challenging for those with lower levels of self-confidence or reading proficiency (Guthrie, 1994). Additionally, the time needed for in-depth CORI activities sometimes stretched the available instructional periods, necessitating adjustments to maintain a balanced pace.

Moreover, the study's success suggests that CORI can be applied to different types of texts, such as narratives, expository passages, and argumentative essays, to enhance comprehension across the curriculum. Given the positive impacts on engagement and comprehension, further research could explore how CORI impacts students' long-term literacy development and the transferability of critical thinking skills to other academic subjects.

The use of Concept-Oriented Reading Instruction (CORI) in teaching recount texts has demonstrated significant benefits for improving students' reading comprehension, engagement, and critical thinking skills. By promoting active participation, connecting learning to students'

experiences, and using scaffolding techniques, CORI fosters a deep, purposeful approach to reading that encourages students to become confident, autonomous readers. Although some challenges were encountered, including time constraints and varying levels of student readiness, the overall effectiveness of CORI supports its application as an effective strategy for reading comprehension instruction.

These findings contribute to a growing body of evidence supporting innovative reading methods that emphasize student engagement and motivation, both of which are key to successful learning outcomes. Educators and curriculum developers can leverage CORI strategies to enhance reading instruction across grade levels and text genres, helping students to develop a lifelong interest in reading and a greater capacity for understanding complex texts.

V. CONCLUSION

The study indicates that Concept Oriented Reading Instruction (CORI) effectively improves reading comprehension among eighth-grade students at Mambaul

Muflihin Islamic Junior High School. Research findings revealed continuous improvement in students' reading comprehension across each cycle, with post-test scores in cycle II surpassing those in cycle I, and a higher percentage of students achieving scores of 70 or above from the pre-test to post-tests I and II. Qualitative analysis also showed that students responded with greater enthusiasm, engagement, and enjoyment in learning reading comprehension through the CORI strategy. However, this study has limitations. It was conducted in a single school and grade level, which restricts the generalizability of the findings. Additionally, the study focused solely on reading comprehension without examining other potentially impacted skills, such as writing or critical thinking. The short duration of the research might also limit the understanding of CORI's long-term effects on students' reading abilities. For future research, it is recommended to expand the sample to include multiple schools or grade levels to enhance the generalizability of results. Further studies could also explore CORI's impact on other language skills or examine its long-term effects. Including variables like student motivation and learning strategies could provide a more comprehensive view of CORI's effectiveness in improving reading skills.

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