

CHAPTER 1

INTRODUCTION

This chapter discusses: (1) background, (2) problems of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study, and (6) criteria of testing the hypotheses.

1.1. Background

Nowadays, English is used for education and the other aspects in society. Ahmed (2010, p. 1) states that in globalization, English holds the important role and considered as universal language in several segments, those are in society. It means that reading is important, no one denies the importance of English as a global language. That's why English is taught from the lowest level of education and students should be prepared to face the globalization era by mastering English.

English is taught in every level of the schools in Indonesia. According to spolsky and Sung (2015, p. 98), English in the curriculum structure was functioned as a compulsory subject indicates that English has an important place in the Indonesian education system. In Indonesia, English as a major subject besides Indonesian, Religion, Mathematic and Natural Science. English is also as a graduation requirement in the national exam. So, the student must learn English harder in order to get maximum result.

In learning English, there are some skills that students need to mastered, there are speaking, listening, reading, and writing. According to Khameis (2006,

p. 111) the four skills naturally appear together in every English class, even in the EFL context. One of the skills which have important function for the students is reading. Cripe and Vetter (2011, p. 13) explained that reading is an essential component throughout education. Brown (2000, p. 185) states that reading is arguably the most essential for success in all educational context, remain a skill of paramount importance as we create assessment of general language ability. Moreover, reading is essential for students, because the student will read important information from the text that they read. In addition reading can help students in getting the information that they do not know and gain knowledge in various fields.

Teaching reading nowadays is directly faced to some problems, especially in reading expository text. According to Holley and Dansereau (2014, p. 129) the difficulty in reading expository text caused by lack of prior knowledge is predictably high for the reading of expository text, and it become much higher when authors use unfamiliar, precise, technical vocabulary to present and discuss unfamiliar, complex concept. Collins, Rodgers and Johnson (2004, p. 93) also said that expository text are presumed to be more difficult than narratives because both their structure and content are less familiar to students. Furthermore, some students were less motivated in reading expository text. It happened because reading expository text is not an easy task, they do not only read the text but also be able to understand what they read

The problems were found in the eleventh grade students of SMA Muhammadiyah 6 Palembang. After doing an informal interview to the teacher of

English and some eleventh grade students of SMA Muhammadiyah 6 Palembang. First, they could not be able to identify the generic structure of expository text like thesis, they could not introduces topic and indicates writer's position, they did not got main arguments in the text, reiteration, they could not able to search main idea of the text, and the last structure is complication, they could not get solution or given the author regandarding the idea. The students had difficulty to understand the content of expository text, because the content of expository text is unfamiliar for the students. The students are lack in vocabulary, because, there are many scientific word in expository text. Most of them were still confused in finding the meaning of each word and students could not get some information in the text so that why, it was so difficult for students in understanding and comprehending about what the text or passage says and they were not curious to read and to explore more details information from the expository text, so that, students were not interested in reading. According to Christenbury, Bomer, and Smagorinsky (2008, p. 81), students may fail to read text at or below their competency because of lack and interest motivation. That is why, the students in SMA Muhammadiyah 6 Palembang more quite and submissive when teacher ask them about what they have read, they could not recall the information of the text, and some of the students' average score for their tests were below standard (60) while the standard (KKM) in that school is 75.

To overcome these problems the teacher should have a specific strategy that can be applied to improve the students' reading ability. One of the strategies is Concept Oriented Reading Instruction (CORI) strategy. Guthrie, Wigfield and

Perencevich (2009, p. ix) state that CORI was designed to impact students' intrinsic motivation, Students assert that CORI is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. Guzzetti (2002, p 92) said that concept instruction can be utilized in multiple domains, including social studies/history or science. For instance, the multiple tiers of conceptual knowledge in history include political themes such as conflict (and diverse viewpoints about those themes). The CORI strategy is designed to foster reading engagement and comprehension, through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read.

CORI strategy is specialized for expository text. According to Guthrie and Scaffiddi (2004, p. 32), CORI search for information from the context of asking question with reading expository text and collecting scientific data. Guzzetti (2002, p. 92) developed a CORI intervention for middle school. According to Diego (2010, p. 15), middle school can include youths anywhere from 12 to 16 years old. However, based on syllabus of senior high school, expository text is used in teaching from tenth to twelfth grade in school.

For these reasons, the writer is interested in conducting a study with the title “Teaching Reading Expository Text by Using Concept Oriented Reading Instruction (CORI) Strategy to the Eleventh Grade Students of SMA Muhammdiyah 6 Palembang”

1.2. Problems of the Study

The problems of this study are formulated as follows:

1. Is there any significant improvement on the eleventh grade students' reading achievement between those who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang?
2. Is there any significant difference in the eleventh grade students' reading achievement between those who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang?

1.3. Objectives of the Study

Based on the problem above, the objectives of this study is follows:

1. To find out whether or not there is any significant improvement on the eleventh grade students' reading achievement between those who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang.
2. To find out whether or not there is any significant difference in the eleventh grade students' reading achievement between those who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang.

1.4. Significance of the Study

This study can be useful for:

1. Teacher of English

To inform the teacher about an alternative strategy to teaching reading that can be applied in schools. The teacher of English will be able to understand about a instructional strategy, that is CORI strategy, this strategy expected to be useful for teaching reading for teacher and the writer hopes that this study will give a contribution in the educational side to improve teaching and learning reading text, especially in reading expository text.

2. Students

By using CORI strategy, the writer hopes that the students will be interested and motivated in learning reading and the writer expects that this study will help reduce the difficulties that the students have in reading expository text. The students can developed their reading by using CORI strategy. It will help the students to understand the text easily. CORI Strategy can increase the students' competence in English reading skill. The students are expected to be motivated and improve their background knowledge of reading expository text.

3. Next Researcher

To provide information to teachers that the CORI strategy is easier to understand than the strategy that usually used by teacher, and it can also be a reference for further research, especially research on reading that is

easy to understand. It can give contribution for the next researchers in choosing a good teaching reading strategy and the writer hopes that the result of this study can help other researchers who conduct a research related to reading can use this as a reference.

1.5. Hypotheses

In this study, the hypotheses were formulated as follows:

1. **Ho1:** there is no significant improvement on the eleventh grade students' reading achievement between those who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang

Ha1: there is a significant improvement on the eleventh grade students' reading achievement between those who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang.

2. **Ho2:** there is no significant difference in the eleventh grade students' reading achievement between those who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang

Ha2: there is a significant difference in the eleventh grade students' reading achievement between the students who are taught by using Concept Oriented Reading Instruction (CORI) strategy and those who are not at SMA Muhammadiyah 6 Palembang.

1.6. Criteria for testing hypotheses

To prove the research problems, testing research hypothesis is formulated as follows:

1. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table (with df= 29) 2.04, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.
2. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table (with df=58) 1.672, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.