

CHAPTER I INTRODUCTION

A. Background of the Problem

Mastering English involves developing proficiency in four essential language skills. They are reading, writing, speaking and listening. Those skills are divided into receptive and productive skills. Reading and listening are receptive skills, while speaking and writing are productive skills. Reading skills is one of the important skills to get information and knowledge in human life, especially for students in learning English. Reading also one of the basic competences that included in English subject that must be learned by students in the school.

Reading is not an easy process because it involves most of the work of brain and eyes to get information from the text. According to Grabe and Stoller (2002), by reading the text the reader will gain a lot of knowledge, boarded the main and refresh the main. The purpose of reading is to get some information from the text. Therefore, students are expected to have more skills to explain the contents of the text after they read the text.

The purpose of learning reading is to enhance students' ability to acquire the knowledge and to comprehend the information that has been describe in the text. It means to help them organize their ideas and construct the meaning, in order to be able to communicate the information of the text and to develop their knowledge when reading text. Therefore, students really need the ability to comprehend the main idea and the details content that described in the text. However, in a reality of life there are many students still have difficulties to comprehend their reading text.

Nowadays, the teaching of reading should be based on the genre of the text. There are some kinds of texts that be taught at SMK N 6 Padang. Those are narrative, report, descriptive, recount and procedure texts. Based on the pre observation in SMK N 6 Padang, researcher can identify some students' problems in learning reading narrative text. There are some difficulties that are faced by students in reading narrative text. First, they fail to comprehend the component of the narrative text such as; the main idea of the text, the purpose, generic structure, vocabulary and language features. It always happened when teacher ask about their understanding after reading text, they cannot recall the information from the text. it makes students become passive learners and students are lazy in reading text. Second, the teacher still applies a traditional strategy in learning activity. It makes the students feel bored during teaching learning process. Third, students are difficult to express their ideas. Because of that, it is necessary to use an appropriate strategy in their learning process to improve students reading comprehension.

There are many strategies in learning and teaching that can be used to solve reading problems. One of them is Concept Oriented Reading Instruction strategy. Concept Oriented Reading Instruction can be applied to improve students reading comprehension. Concept Oriented Reading Instruction (CORI) is a strategy for teaching reading comprehension to the students who learn English as a foreign language. Guthrie (2004) stated that CORI is a comprehension strategy that can builds students' prior knowledge before they read, during reading and after reading the text. Concept Oriented Reading Instruction (CORI) is an effective approach that teacher can use in teaching reading comprehension to the students who learn

English as foreign language. By using this strategy, the students can understand the text easily because they are interested in reading activity.

One of the advantages of CORI is to help teachers in determining the quality of students reading comprehension. Besides that, CORI can help students to focus on the text, attract their motivation and have long term memory in understanding the text which it can build students become an active reader and it can help students to increase their scores on the test. Based on the explanation above, the researcher will conduct research that focus on Concept Oriented Reading Instruction strategy entitle: “Improving Students’ Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction (CORI) Strategy at SMK Negeri 6 Padang Grade XI TKJT 2”.

B. Identification of the Problem

Based on the background above, the researcher manages to identify some of the problems based on this research phenomenon. First, the students are lazy in reading text. Second, the teacher still applies a traditional strategy in learning activity, it makes students feel bored when studying English. Third, most of students have low ability in reading comprehension. Fourth, the improvement of the use of Concept Oriented Reading Instruction strategy in reading comprehension.

C. Limitation of the Problem

The research focuses on improving students’ reading comprehension in narrative text by using Concept Oriented Reading Instruction (CORI) strategy at SMK N 6 Padang grade XI TKJT 2.

D. Research Questions

Based on the problem above, the researcher formulated the problem in this research will answer as follows:

1. How is the students' reading comprehension in reading text after being taught by using conventional method?
2. How is the students' reading comprehension in reading text after being taught by Concept Oriented Reading Instruction (CORI)?
3. Is there a significant effect of Concept Oriented Reading Instruction (CORI) on students' reading comprehension in narrative text?

E. Purpose of the Research

Based on research questions, the purpose of the research can be seen in the following:

1. To know the students' reading comprehension in reading text after being taught by using conventional method.
2. To know the students' reading comprehension in reading text after being taught by Concept Oriented Reading Instruction (CORI).
3. To find out the significant effect of Concept Oriented Reading Instruction (CORI) on students' reading comprehension in narrative text.

F. Significance of the Research

The significance of the research is in the following:

1. Theoretically

- a. The findings of this study can enrich the theories of improving students' reading comprehension in vocational high school.
- b. Provide a useful description for further research who wants to study the same case, so this research can be useful information.
- c. For the readers, they can get more knowledge about teaching reading comprehension.

2. Practically

a. For Students

This research is useful to improve the students' reading comprehension especially in reading narrative text.

b. For Teacher

The teacher can use Concept Oriented Reading Instruction (CORI) as an alternative strategy in teaching reading comprehension.

c. For Researcher

This research is useful for the other researcher to inspire them to conduct similar research in reading comprehension.

G. Definition of Key Term

1. Improving

Improving is an act or process to make one condition be better and to enhance in value or quality.

2. Reading Comprehension

Reading comprehension is the ability to read text, process it and understanding the meaning of the text.

3. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

4. Concept Oriented Reading Instruction (CORI)

CORI is one of reading strategy to increase reading comprehension for the students through the integration of reading.