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The principal aim of *The Explora* is to disseminate theory, research of English Language Teaching, Linguistic (ELT) reviews to the academic community, ELT linguistic studies, those in Indonesia and abroad, and to provide a channel for discussion. The views expressed here in do not necessarily those of the Editorial Board . The Reviewers of Nommensen HKBP University , or of the publishers .

In Indonesia, English as a foreign language, so the journal of English is quite a few. Its overriding objective is to provide a forum for scholars and practitioners within any of the various subspecialties of the discipline to address a broad cross-section of the profession. Appropriates subject include : but not limited to, the dissemination of well –conceived analysis, studies , application of theories research reports material development, book reviews , critical theory, rhetoric etc. An attempt is made to maintain a balance coverage of language, literature, and linguistic issues no area is less welcome than any other as long as the topic is of general interest with in the profession .

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The Effect of Concept-Oriented Reading Instruction (CORI) Strategy on Students' Reading Comprehension'

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Abstract

The purpose of this research is to investigate the effect of concept oriented reading instruction (Cori) strategy on reading comprehension. The population of the study is the grade IX students of SMP Negeri 3 Sidikalang. The total number of students is 120 students. There were 80 students selected as the sample by using purposing sample technique. The experimental group was taught by concept oriented reading instruction (Cori) plan and the control group was taught without using concept oriented reading instruction (Cori) plan. The instrument used in this study was a set of multiple choice tests. The pre-test and post-test were administrated. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed 4.7 while t-table was 1.99 (P=0.05) in two tails with the degree of freedom df (78). It means that the value of t-observed is higher than the value of t-table. In other words, it can be said that the effect of concept oriented reading instruction (Cori) strategy significantly affects on the students' reading comprehension.

Keywords: concept oriented reading instruction, reading comprehension.

1. Introduction

Language proficiency consists of four skills namely: listening, speaking, reading and writing. Many researchers note that reading is the most important language skill for academic achievements, beside speaking, listening and writing. Moreover, in the new globalization Era students need reading activities because there is much information the student will be able share as much as possible. By knowing much information the student will be able to cover the news all over the world. They can read magazine, newspaper and textbook. When they are lazy to read, they get nothing, but when they read often, they will get in information and knowledge.

Language is the tool of communication in the humans' life. Using language, human are allowed to communicate with other people to express the idea, to facilitate the thinking process and there is interaction one to the other person. Language can be used in domestic and also abroad.

A strategy will help the students learn and remember information for a long period of time building bridges in the students. In reading, people are suggested not only to have their own reading strategies, which can be different defend on the texts genre but also to increase their comprehension that enables them to read a variety of text. There are some strategies in teaching reading comprehension, they are activating background knowledge, questioning, searching for information, summarizing, organizing graphically. The teacher should make variations and choose a suitable strategy in teaching reading in order to make the student interest. For this purpose, to provide long term support for students' development of reading comprehension in the classroom, a team of researchers, teachers, and graduate students created a framework for teachers. With success, it expanded to other classrooms and schools, as chronicled in Guthrie and Cox in Guthrie, et al., (2004). They named the framework "Concept-Oriented Reading Instruction," to reflect the central position of conceptual knowledge in reading teaching comprehension.

The Originator of the Concept-Oriented Reading Instruction (Cori) is by Dr. John T. Guthrie and graduate Students at the University of Maryland, College Park. CORI was developed in 1993 by Dr. John T. Guthrie together with K-6 teachers and graduate Students at the University of Maryland, College Park. John T. Guthrie is the Jean Mullan Professor Emeritus in the Department of Human Development at the University of Maryland. He received his Ph.D. in educational psychology from the University of Illinois in 1968.

Dr. Guthrie is Principal Investigator of a 5-year NICHD-funded grant targeting adolescent reading engagement of information text, focusing on Grade 7 students in a

district-wide study from 2007-2012. *Engaging Adolescents in Reading* (2008) is Dr. Guthrie's latest book, which he edited and co-authored with former students. From 2002-2007, Dr. Guthrie was Principal Investigator of a 5-year federally-funded grant to examine Concept-Oriented Reading Instruction in a district-wide intervention.

And why the writer wants to implement this strategy because the writer experience during her internship at STM Teladan Medan. They are less interested in reading because they think reading was boring and they do not understand what the intent of the text content and difficult to read because the text was not understood how to read them properly so they are always wrong in the way reading was good and right. So the writer wants to try using Concept-Oriented Reading Instruction (CORI) strategy ,so that they are more interested and easy to understand what was meant by the text content that there was no saturation in the reading.

The objective of the study is to find out if there is a significant effect on reading ability using teaching reading with Concept-Oriented Reading Instruction (CORI) or teaching reading with Conventional method

Teaching reading comprehension is affected by many factors that can be grouped into these factors related to the reader, reading materials, the teacher, the reading interest, motivation, purposes, etc. The content of the materials that is related to content and formal schemata, cohesion, sentence structure are instances of the factor related to the reading materials. Teaching method and instructional are two examples of the factor related to the teacher. The improvement of teaching reading comprehension should be conducted in the basis of the factors. Because of the time limitation, the scope of the study is limited to teaching instructional, the factor that related to the teacher.

In accordance with theoretical and conceptual frame, the hypothesis is formulated as follows:

Ha : Concept-Oriented Reading Instruction (CORI) has significant effect on reading comprehension.

Ho : Concept-Oriented Reading Instruction (CORI) does not have significant effect on reading comprehension.

The significance of the study is the strategy of Concept-Oriented reading Instruction that can used to improve their ability in teaching reading comprehension.

1. The finding of the study is expected to be useful for the teachers to improve their ability in teaching reading.
2. It is expected that the result of this study will be useful for the headmaster to improve teacher's ability the teachers to use Concept-Oriented Reading Instruction (CORI) in teaching reading comprehension.
3. The benefits to the researcher that the writer is able to teach reading to her students and not boring by using strategies Concept-Oriented Reading Instruction (Cori) so it is easy to understand.
4. Be provided that the result of the study can be useful for the student so that they can study about reading comprehension without bored.

Reading

Reading is one of the basic communicative skills, but is very complex process. It is difficult to arrive at a precise definition of the reading process. Reading is interacting with language that has been coded into print. Reading is language process. The end result of reading instruction is comprehension. There is no one best method of teaching

reading. Diagnosis is the nucleus of effective instruction. Instruction must be differentiated to meet the needs of all students.

According to John T. Guthrie, Lois Bennett and Karen Mc Gough, for the purpose of this report, they proposed the following definition: Internalized motivation to read the reasons to read that activate cognitive operations that allow individuals to perform actions such as acquire knowledge, aesthetic experience, Perform tasks, and participate in a social context. Motivations to read are discussed here in the plural. Different motivations are expected to be useful in the characterization of the relevant school students' reading, including (a) curiosity, like the desire to learn about a topic, (b) the involvement of aesthetics, such as the pleasure experienced in literary texts, (c) challenges, such as in orientation to learn the complex ideas of the text (d) recognition, such as the satisfaction in receiving a tangible form of reward for success in reading, and (e) values, as in the positive evaluation of teachers

Each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated. Consider the following abridged list of common genres, which ultimately from part of the specifications for assessments o reading ability (H. Douglas Brown, 1996, p186). Genres of reading: 1. Academic reading, Job-related reading, 3. Personal reading.

Rading Comprehension

Reading comprehension is a process of making sense of writing ideas though meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability.

There are three levels of reading comprehension are identified. In effort to discipline our thinking regarding the process of comprehension, a long listing of skill is not given. Only those abilities at the core of understanding and reacting to information at different level of thinking are presented.

1. **Literal Comprehension**
   Understanding the idea and information explicitly stated in the passage.
   Abilities: a. Know of word meanings. b. Recall of details directly stated or paraphrased in own words. c. Understanding of grammatical clues-subject, verb, pronoun, conjunctions, and so forth. d. Recall the main idea explicitly stated. e. Know of sequence of information presented in passage.
2. **Interpretative Comprehension**
   Understanding of ideas and information not explicitly stated in the passage.
   Abilities: a. Reasons with information presented t understand the author's tone, purpose, and attitude. b. Infer factual information, main idea, comparisons, cause-effect relationships not explicitly states in the passage.
3. **Critical Comprehension**
   Analyzing, evaluating, and personally reacting to information presented in passage.
   Abilities: a. personally reacting to information in a passage indicating its meaning to the reader. b. Analyzing and evaluating the quality of written information in terms of some standards.

Implementation in using Concept-Oriented Reading Instruction (CORI)

There are three parts in implementation in Concept-Oriented Reading Instruction (CORI) in teaching reading comprehension, before reading, during reading and after reading. They are explained as follows:

1. **Before Reading**
   1. Teacher activates students' background knowledge about the topic through demonstration, video, pictures, objects, field strips, or other real objects.
   2. Teachers involve students in self questioning about the topic of study.

2. **During Reading**
   1. Teacher and the students read the text together: teacher read loud or choral reading. There will be a rich discussion and interaction around the text.
   2. Students search a variety of texts about the topic for additional questions and for answer to questions.

3. **After Reading**
   1. Students create graphic organizers to integrate information leavened.
   2. Students share through the use of posters, diagrams, group projects, and oral report what they have learned.

In these implementations strategies, instructions, and phases in Concept-Oriented Reading Instruction (CORI) are merged together to teach reading comprehension. Before reading, teacher merger two strategies, activating background knowledge and questioning to activate students' background knowledge, then the real world interaction as the instruction, and observing and personalizing as the phrase. During reading, teacher uses searching for information as the strategy to answer the question, then support student choice and self direction as the instructions, and searching and retrieving as he phase. After reading, teacher mergers two strategies, summarizing and organizing graphically, then support for students collaboration in and writing as the instruction, and the phase is communicating to others.

2.6. Concept-Oriented Reading Instruction (CORI): Engaging Classrooms, Lifelong Learners.

Concept-Oriented Reading Instruction: Engaging Classrooms, Lifelong Learners by Emily Anderson Swan is an ideal introduction to CORI (Concept-Oriented Reading Instruction) for those who are eager to integrate reading and subject matter instruction. The goals and underlying principles of CORI provide valuable insights into developing reading plus content-area instruction and creating vibrant classroom community in second and foreign language teaching environments.

CORI was developed in 1993 by Dr. John T. Guthrie and graduate students at the University of Maryland, College Park. CORI is a curricular framework for content learning and reading development, adopted chiefly in first language. It consists of a set of instructional principles, as well as the developmental phases of reading and content learning instruction. The unique characteristics of CORI include its emphasis on curricular coherence and student motivation to read and learn. Instructional coherence in CORI is operational zed by "nurturing sustained student engagement with content material, by assisting students with making connections across texts and across subject areas, by helping students see the transferability of the strategies that they are mastering, and by guiding students in building upon prior knowledge and interests" (Stoller, 2004: 271). In this book, Swan presents nine principles of coherent instruction that are essential for creating engaging classrooms.

According to (John T. Guthrie, Peggy Van Meter, Gregory R. Hancock, and Solomon, 1998) in Journal of education Psychology, in this journal the purpose of CORI is to optimize the development of reading engagement. Our instruction goal was to create classroom environments in which reading engagement was sustained for extended periods of time. We expected that this context would lead to long-term generalized engagement in reading, in which students approach new learning situations with more motivated strategy use than students who have not experienced the instruction.

Conventional Method

Conventional method is the common method used by the English teacher. This method is used in giving teaching material orally. In this method, teacher held the most important role.

When the teacher used this method continuously in teaching learning process, especially in reading class, it will give negative effect for the students. The teacher can be bored during the reading activities because they everything they do just follow the teacher's instruction. Sometimes, students find difficulties in reading process such as lack of vocabularies, doubt on the point of the passage he get, lack of self confident in asking or answering question that make the student be passive. All these influence students' comprehension on the reading passage.

Although collaboration has spread widely, but conventional method does not recognized it. Conventional method just read the text, memorizes the new words, ask the students to answer the questions then the student just put on the spot to find the teacher's right answer. The procedure of conventional method will be used in the researcher based on the teacher done as usual in the class.

Conceptual Framework

The first instructional approach under investigation was CORI Based on the engagement model of reading development, the CORI approach suggests that reading comprehension is facilitated by reading engagement, which in this study consisted of the joint functioning of cognitive comprehension strategies and motivational processes. Consistent with these relationships, the model suggests that effective instruction for comprehension includes support for motivational, cognitive, conceptual, and social processes within the classroom. To implement the practice of using content goals in reading instruction, students were taught reading comprehension in the conceptual theme of ecology in life science, following general science goals prescribed by the county (details about the science activities are presented below). Knowledge content goals provide motivation for students because they provide a purpose for using strategies, such as questioning. In CORI, students perform such strategies as questioning within a meaningful context, which enables students to learn and use the strategies with greater effort, attention, and interest than a context devoid of deep, conceptual themes.

A second CORI motivational practice consists of optimizing student choice during reading comprehension instruction in the classroom. The optimization process enables students to make decisions and choices about tasks and texts in the classroom that are cognitively appropriate and developmentally productive. Choices must be tailored to students' needs and capabilities. For example, students were given individual choices about which birds or animals to study in depth and which information books to read on

the topic. Teachers guided students to match texts to their information needs and reading levels. Team sets at team tables were often used for these choices.

A third practice refers to hands-on experiences related to texts and reading activities. CORI is based on a framework of science inquiry in which students explore ecological issues, such as the survival of birds or aquatic life. Observational activities, systematic investigations, and true experiments provide students with a form of interaction with a topic, such as ecology, that markedly facilitates reading. For example, when students dissect an owl pellet, subsequent reading about owls and the food web in which they exist is energized, long lived, and cognitively sophisticated, compared with a similar reading without the hands-on experience.

The fourth practice of motivational support in CORI is using an abundance of interesting texts for comprehension instruction. We refer to interesting texts as trade books composed by an author and possessing the features of information books, including table of contents, index, illustrations, bold headings, and a coherent array of subsections. Not only are these texts attractive, which compel students' attention and effort, they also afford an opportunity for extended pursuit of knowledge, defined by students' goals and questions. In a classroom, interesting texts serve a crucial role for facilitating strategy development by enabling students to pursue knowledge goals, exercise choices of subtopics for learning, and satisfy curiosities developed from hands-on experiences.

The fifth practice consists of support for student collaboration with a diversity of reading activities. Students' motivation for using complex comprehension strategies is increased when students are afforded opportunities to share their questions, interesting texts, and information being gained. Collaborative activity enables students to clarify their understanding of core concepts of survival, such as defense, predation, or reproduction. Thus, the five practices of motivational support were combined with systematic, explicit instruction in reading comprehension strategies to compose the CORI context for reading development.

2. Research Method

The research design is an experimental study. It means that to collect the data, two groups are used. They are experimental group and control group. The experimental group is the group that received the treatment by using Concept-Oriented Reading Instruction (CORI) on reading comprehension, while the control group is the group that received treatment by using conventional method. The design can be figure as the following:

Table 3.1: Model of Research

Randomly Assigned	Pre Test	Treatment	Post Test
Experimental Group	T_1E	X	T_2E
Control Group	T_1C	-	T_2C

Where: T_1E = Pre-test of experimental group
T_1C = Pre-test of control group
T_2E = Post-test of experimental group

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T_2C = Post-test of control group
X = Teaching reading by using CORI
. = Teaching reading by using conventional method

The experimental group undergone the treatment (X); the experimental group was taught by using Concept-Oriented Reading Instruction (CORI), The treatment is expected to affect reading comprehension skill. Meanwhile, the control one using another approach, the students in control group do not make any annotation and not ponder the annotation, even though they are also read and code the text. Before the treatment conducted, pre test was administrated into the two groups to ensure the quality or homogeneity. After the treatment has done, a post test was administrated.

Population

Arikunto (2010: 173) stated that population was a set (or collection) of all elements processing one or more attributes of interest. The writer makes the population of this research was the third year of SMP NEGERI 3 SIDIKALANG

A sample was a group of individuals who represent the whole individuals in the population (Arikunto, 2010: 174). There are three parallel classes of third year (IX1, IX2, and IX3 IX4, IX5, IX6, and IX7). Each class consists of 40 students, so the total number of the student is 280 students. Owning the number of the students will be chosen randomly to present the whole population. The obtaining the sample, the random sampling technique was used in this study. The writer used cluster random sampling by applying the lottery technique. The sample was divided into classes (group). It was done by selecting the sample and writing each class on a piece of paper and placing all the pieces of papers in a container. The container was shaken and the pieces were selected from the container until the desired classes were gained.

Instrument and Technique for Collecting the Data

This research uses quantitative research. The instrument for collecting the data in this research was reading comprehension test. In collecting the data needed, pre test and post test were conducted in both; experimental and control group. The students were asked to answer the reading comprehension test; it was an objected test a set of multiple choices was administered. These were texts, each text consists of five items and each had five options. Therefore, there were 25 test items.

Scoring the Test

In scoring the test, this research used score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100$$

In which:
S = Score of the Test
R = Number of the Correct Answer
N = Number of Test Items

The Procedure of Research

In getting the data in this study, three procedures were taken by the writer namely: try out, pre-test, treatment (teaching presentation) and post-test.

Before conducting the research, firstly the test on the instrument was tried out to order students. This is important in order to find out the validity and the reliability of the test. Then, the reliability was calculated. If the test was valid and reliable, then the test would be given to both control and experimental group.

Treatment (Teaching Presentation)

To find out the effect of teaching reading by using Concept-Oriented Reading Instruction (CORI) on reading comprehension, a treatment was conducted to the experimental group. The step in teaching in Experimental group and control group were followed the steps:

Table 3.2: Steps in Teaching Reading in Experimental Group and Control Group

Experimental Group (Concept-Oriented Reading Instruction)	Control Group (Conventional Method)
1. Teacher gave some texts, then student chosen one of the texts. 2. Teacher gave an object student, then student observed and personalize the object. 3. Teacher invited the students to convey all questions in their mind about the object. 4. Teacher and students read the text together, teacher read loud. There was a rich discussion and interaction around the text. 5. Students searched information about the topic for additional questions and for answer to questions. 6. Students created graphic organizers to integrate information learned. 7. Students shared information and idea through the use of posters, diagrams, group projects, or oral report what they have learned.	1. Teacher gave a text to the students. 2. The teacher asked the students to read the text. 3. The teacher explained about the reading passage and asked the students to listen carefully, because they have to able to comprehend the text. 4. The teacher asked the students to translate the passage and answers the questions. 5. The teacher asked the students find out the difficult words and answered the question from the text. 6. The teacher will ask the students to give his answer and other students will check the answer. 7. The teacher tried to close, the students were asked to mention vocabulary and tried to find out some difficult words. The function is to know how far the students comprehend the text.

After conducting the treatment, a post test was given to the students. The post - test functioned to get the main, scores of experimental and control group. It was applied to know the effect of teaching presentation in both classes.

Validation of the Test

Test validation consists of the establishment of reliability or validity. These two factors should be fulfilled by a test before it can be used to derive valid data in a research. The establishment and procedure of each aspect is discussed in the following parts.

Reliability

The reliability of a test concerns its precision as measuring instruments or it can be said that reliability refers to the constancy of the measurement. Reliability is the quality of consistency that the instrument or procedure demonstrated over a period of

time. To obtains the reliability of the test. This research used Kuder – Richardson formula (KR21) as following (Arikunto, 2003:232):

$$r_{11} = \left(\frac{K}{(K-1)}\right)\left(1 - \frac{M(K-M)}{KS^2}\right)$$

In which:

r_{11} = Coefficient reliability
K = the number of items in the rest
M = the main of the test scores
S = the standard deviation of the scores

The following classification of reliability is also applied:

0.00 – 0.20	the reliability is low
0.21 – 0.40	the reliability is significant
0.41 – 0.70	the reliability is high
0.71 – above	the reliability is very high.

The Technique for Data Analysis

There are techniques of analyzing data in this research namely:

1. scoring the pre-test and post-test for control group and experimental group. And find out the mean score for each group by using;

$$M = \frac{\sum x}{N}$$

2. tabulating the data for control group and experimental group.

3. comparing the score by using t-test is used in this research in order to prove the hypothesis that stated " There is a significant effect on using Concept – oriented Reading Instruction (CORI) in teaching reading on students achievement in reading comprehension, mean the control group and experimental group compared by using t-test formula on level significance 0, 05. The formula of the t-test according to Arikunto (2003: 311), as followings:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{(Na + Nb) - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

In which:

Ma = Mean of experimental group
Mb = Mean of control group
da = The standard deviation of experimental group
db = The total sample of experimental group
Na = the total sample of experimental group
Nb = Total sample of control group

3.The Data and Data Analysis

The Reliability of the Test

Before the data were collected, the writer conducted to a try out the students. From the try out scores, was calculated to find out the reliability of the test. The reliability of the test was established were related to examine the hypothesis in order to answer the research problem. In order to find out the reliability test, the writer used KR 21 (Kuder-Richardson method formula 21).

$$r_{11} = \frac{K}{(K-1)}\left[1 \quad M\left[\frac{K-M}{KS^2}\right]\right]$$

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$$r_{11} = \frac{25}{(25-1)}\left[1 - 21.1 \;\frac{25-21.1}{25(3.3)^2}\right]$$

$$r_{11} = \frac{25}{24}\left[1 - 21.1 \left[\frac{3.9}{25(10.89)}\right]\right]$$

$$r_{11} = \frac{25}{24}\left[1 - 21.1 \left[\frac{3.9}{272.25}\right]\right]$$

$$r_{11} = 1.04 \,(1 - 21.1\,[0.014])$$

$$r_{11} = 1.04 \,(1 - 0.2954)$$

$$r_{11} = 1.04 \,(0.7046)$$

$$r_{11} = 0.73$$

The calculation shows that the coefficient reliability of the test was 0.73 (for detailed calculations see Appendix B). As Arikunto (2006:132) states that the reliability is high for classroom test typically ranges between 0.61-0.80. It means that the test is reliable.

Validity

In making a good test as measurement, the validity of the test was considered. The validity of the test is measured to know whether the test really measured the students' reading comprehension or not. The writer conducted a try out to check the clarity of the test and to measure the validity of the test. Try out was given to the students at same level with control and experimental group. The students of try out consist of 40 students and they were given same test with control group and experimental group. The result of tryout it can be seen at (Appendix B). From the score of try out students we were known the test isvalid.

The Data Analysis

The data that obtained from pre-test and post-test both control group and experimental group was calculated to get the significant differences between taught by using Concept – Oriented Reading Instruction (CORI) and Conventional Technique. It is calculated by using the score of reading test in both the control group and experimental group. To analyzing the data of both control group and experimental group are by using t-test formula to prove the hypothesis in this study.

To know the different between the students in the experimental group and control group so that to find out whether the using of Concept – Oriented Reading Instruction (CORI) has significant to reading comprehension, the result of the test is calculated by using t-Test formula as in the following:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{Na + Nb - 2}\right]\left[\frac{1+1}{Na+Nb}\right]}}$$

$$t = \frac{15.7 - 8.1}{\sqrt{\left[\frac{da^2 + db^2}{Na - Nb - 2}\right]\left[\frac{1+1}{Na+Nb}\right]}}$$

$$t = \frac{6.7}{\sqrt{\left[\frac{3.1}{1.2}\right]\left[\frac{2}{4.0}\right]}}$$

$$t = \frac{6.7}{\sqrt{[1.456][3.5]}}$$

$$t = \frac{6.7}{\sqrt{1.456}}$$

$$t = \frac{7.5}{1.6}$$

$$t = 4.7$$

Where:
Ma   = Mean of Experimental Group
Mb   = Mean of Control Group
da^2 = The Deviation of Experimental Group
db^2 = The Deviation of Control Group
Na   = The Total Sample of Experimental Group
Nb   = The Total Sample of Control Group
Calculation showed that:
Ma   = 15.7
Mb   = 8.1
da^2 = 3404.4
db^2 = 559.6
Na   = 40
Nb   = 40

The calculation show that the statistic data of both experimental and control group pre-test. The result of calculation showed the t-observed is higher that the t-table (4.7 > 1.99, p = 0.05). This means that the Ha is accepted and calculation is showed that deviation scores and mean of control group and experimental group of pre-test and post-test.

Testing Hypothesis

The basic of the testing hypothesis is as follows. Ha is accepted if the t-observed > the t-table. In this study the calculation of the score by using t-test for degree of freedom (df) 78 at level value is 1.99. The result of computing the t-test shows that the t-observed (t-obs) is higher that t-table. It can be seen as follow:

t – obs > t – table   (p = 0.05, df 78)
47 > 1, 99   (p = 0.05, df 78)

It indicates that "there is a significant effect of teaching by Concept – Oriented Reading instruction (CORI)" at level of significant (0.05), df (78). So, it means that the hypothesis alternative (Ha) is accepted.

Research Finding

Having calculation the data using t-test formula, it was found that t-observe was (4.7) while the value of t-table df (78) at the level (0.05) as (1.99). It shows that t-observe > t-table (4.7 > 1.99). It means that the alternative hypothesis (Ha) is accepted. In other words, Concept – Oriented Reading Instruction (CORI) significantly affects her students' reading comprehension.

4. Conclusion

Having analyzed the data in the previous chapter, it was concluded that Concept – Oriented Reading instruction (CORI) strategy significantly affects on students' reading comprehension, since the t-observed > t-table (df =78, t_o= 4.7 > t_t = 1.99; p= 0.05). Therefore, Ha is accepted. It can be concluded that experimental group gained higher scores than control group.

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