
Using Concept Oriented Reading Instruction to Improve Student Comprehension of Narrative Texts

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Abstrak

Penelitian ini bertujuan untuk meningkatkan pemahaman bacaan taruna dalam teks naratif dengan menggunakan strategi Concept Oriented Reading Instruction. Subjek penelitian ini adalah Taruna Angkatan 58 program studi TPH tahun ajaran 2021-2022. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Data yang digunakan dalam penelitian ini pada hasil pre-test adalah untuk mengetahui pre-test dan post-test, lembar wawancara, dan lembar observasi. Hasil penelitian ini menunjukkan bahwa terjadi peningkatan siswa dalam membaca teks naratif. Rata-rata pre-test adalah 39,80. Rata-rata siklus pertama adalah 87,86, ini menunjukkan bahwa skor dan rata-rata pada siklus pertama lebih baik daripada pre-test. Persentase siswa yang ot poin 75 atau lebih di sana juga tumbuh. Pada pre-test, terdapat 3 siswa (11%) yang lulus atau mendapat nilai hingga 75. Pada post-test siklus I siswa yang mendapat poin 75 atau lebih ada 26 (100%) dan peningkatannya sekitar 89%. Dengan kata lain, pemahaman bacaan siswa dalam teks naratif meningkat dan menjadi baik pada pertemuan pertama hingga pertemuan berikutnya. Untuk pengujian hypotheses digunakan rumus uji-t dari kompulasi. Dapat dilihat bahwa koefisien itu dapat dilihat bahwa koefisien t yang diamati (16,63) > t tabel (1,708). Dengan demikian, hyphothesis alternatif ($H\alpha$) dapat diterima. Berdasarkan temuan, hyphothesis alternatif ($H\alpha$) mengatakan bahwa strategi CORI dapat meningkatkan pemahaman bacaan siswa dalam teks naratif.

Kata kunci: Pemahaman Bacaan, Teks Narasi, Instruksi Membaca Berorientasi Konsep (CORI).

Abstract

This research aims at improving the students' reading comprehension in narrative text by using Concept Oriented Reading Instruction strategy. The subject of this study is at b class of cadet of the Fisheries Processing (TPH) study program batch 58 of the Jakarta Technical University of Fisheries for the 2022/2023 academic year. This research of this study was conducted by using classroom action research. The data used in this research at the result of the pretest to know pre-test and post-test, interview sheet, and observation sheet. The result of this research showed that there was increasing of students in reading narrative text. The mean of the pre-test was 39,80. The mean of the first cycle was 87,86, it indicated that the scores and the mean in first cycle were better than the pre-test. The percentage of students who has point 75 or more there was also grew up. In the pre-test, there was 3 students (11%) who passed or got score up to 75. In the post-test of cycle 1, the students who got point 75 or more there was 26 (100%) and the increasing was about 89%. In other words, the students' reading comprehension in narrative text improved and became well in the first meeting to the next meeting. For the hypothesis testing used t-test formula from the population. It could be seen that coefficient of it could be seen that coefficient of t observed (16,63) > t table (1,708). Thus, alternative hypothesis (H_a) could be received. Based on finding, alternative hypothesis (H_a) saying that CORI strategy could improve students' reading comprehension in narrative text.

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

A. Introduction

Reading is a crucial part of learning English. Reading can help students learn a lot of information and improve their language skills, as well as provide them with new ideas and the information they need to support those ideas. It can also help students finish their assignments and increase their motivation to learn everything there is to know about the world. Reading is also a key component of any national or international final exams (Oktavia et al., 2022; Ningsih, 2015). Reading is one of the fundamental language abilities which is crucial for expanding one's knowledge and for accessing and understanding information. The reading activity is one of our species' most complex and distinctive behaviors, and it is without a doubt a major educational objective. Acquiring knowledge through reading is not only essential to successfully navigate the school system and higher education but is also a fundamental part of everyday life and becoming a responsible and informed citizen (Abusamra et al., 2020). Therefore, reading can be defined as the process of understanding the text and determining its meaning.

The objective of learning reading is to comprehend the text, not to deduce meaning from certain words or sentences. Zaccoletti et al. (2020) said that the ability to read and comprehend texts is crucial for effective learning in the classroom, and reading fluency includes more than just decoding but it also encompasses text comprehension. Then, Durgunoglu et al. (2021) said that reading comprehension is one of the fundamental language abilities which is crucial for expanding one's knowledge and for accessing and understanding information. It produces a mental image of a text's meaning combined with the readers' past knowledge. (Nguyen, 2022). Afterward, Barber & Klauda (2020) said that reading comprehension is a difficult cognitive task. It requires integrating information from different text units, including individual words, phrases, and sentences, as well as paragraphs, chapters, full articles, and books. From the above statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the goal in reading. Understanding comprehension processes is crucial to the study of reading.

The Indonesian government has been working against literacy for a long time by claiming that reading is the best way to increase knowledge (Febriyanti & Riandi, 2020) and it is thought that reading is a crucially important component of achieving success in education and throughout life (Mulcahy et al., 2016). According to curriculum of AUP Polytechnic, the goal of learning to read is to increase students' comprehension of texts, aid them in organizing their thoughts, help them make sense of what they are reading, communicate what they are reading, and gradually increase their proficiency in reading texts.

Thus, it is expected of the cadets to acquire and understand the context that has been given in the text. It suggests that the students must learn a sizable amount of information from a text. Students must, then, be able to comprehend and retain essential ideas as well as a range of details that elaborate on the central idea and supplementary ideas in the text.

Students who are learning English should take away certain lessons from their reading. The students are expected to be able to read a text as thoroughly as they can. It is because reading has typically taught since at secondary and higher school. However, a lot of students struggle with reading. They continue to read poorly, especially when it comes to understanding narrative text's meaning (Sofyan et al., 2021).

Based on the first observation at cadets of the Fisheries Processing Technology (TPH) study program batch 58 of the AUP Polytechnic for the 2022/2023 academic year, they had some problems in learning reading narrative text. It could be seen when the researcher asked them to read a text, most of them could not read narrative texts well. The students had some problems which difficult in reading narrative text. First, they lack vocabularies, they were unable to read and build sentences well. Second, the students were difficult in expressing ideas. Third, the teacher seldom uses interesting strategies in teaching reading. In this case, the students felt bored and did not understand how to read narrative text well. The students were difficult to understand the main idea of the text, and they found difficulties to comprehend the generic structure of narrative text. Generally, if the teacher used strategy, the students would be understanding the material easily. However, the students found some difficulties to comprehend the generic structure of narrative text. Therefore, the researcher offers concept-oriented reading instruction strategy as the solution. There are many techniques in learning and teaching to students that can be used to solve the problem above. One of them is Concept Oriented Reading Instruction (CORI).

CORI which is one of strategies that can lead the student's reading comprehension (Kalsum et al., 2018) is a complex yet coherent instructional process for teaching students to use multiple comprehension strategies flexibly and interactively around text to increase self-regulated strategy use and student engagement or motivation to foster the learning of content. According to Bactong & Besagas, (2022) CORI is one strategy that has the potential to significantly improve students' reading comprehension abilities and achievement scores. Concept-Oriented Reading Instruction (CORI) is a reading comprehension instructional program that can involve students in reading, understand the text better, and motivate students to read. This strategy also intends to improve reading comprehension by: activating background knowledge, questioning, searching for information, summarizing, organizing graphically, and identifying story structure (Oktavia et al., 2022). Briefly, CORI strategy can make students become active in reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test (Vongkrachang & Chinwonno, 2015). It is also an instructional reading program whose purpose is to increase students' engagement in literacy. It is intended to improve student' intrinsic motivation and use of cognitive strategies by integrating reading instruction with inquiry science in interesting and unique ways (Lianah & Sari, 2020).

CORI has two main aspects:(a) support for the cognitive strategies for knowledge construction during reading, and (b) support for the motivational development of learners. Teaching about the concepts or contents of a discipline serves these two objectives (Guthrie, 2004). The challenging reading techniques, like summarizing, have an actual purpose and are easier to learn when students are attempting to acquire conceptual understanding (Lianah & Sari, 2020). Simultaneously, interest and motivation to read more directly are stimulated by concepts. CORI is an effective approach to teaching reading comprehension to students learning English as a foreign language. However, empirical evidence on its effectiveness for students learning English as a foreign language needs to be tested. To obtain such evidence, research, especially action research, needs to be conducted.

B. Methodology

This study's methodology was classroom action research, a sort of applied research used to improve classroom education (Sinulingga, 2020). Research must be taught or learned in the classroom by lecturers, professors, or researchers in order to improve learning outcomes (Susilowati, 2018). As a result, it must be done gradually or over several cycles. Classroom action research offers innovative methods and strategies for raising the caliber of instruction in the classroom (Kunlasomboon et al., 2015). Based on Parnawi's report classroom action

research is conducted by taking specific measures to deal with issues that teachers face when teaching (Parnawi, 2020). As a result, whenever an instructor is confronted.

1. *Research Design*

CAR is implemented in several stages, also referred to as multi-cycles. One of the hallmarks of classroom research, according to Sukardi, (2021), is the existence of organized research steps in the form of cycles, levels, or cycles that let intensive group work and independent work to occur.

2. *Participants (Population and Sample)*

This research was conducted in the TPH Study Program batch 58 class at AUP Polytechnic during the even semester of the 2022–2023 academic year.

3. *Technique of Data Collection*

In this research, the data was collected by using qualitative and quantitative data. The qualitative data was analyzed from the interview sheet, observation sheet and reading test.

4. *Instruments*

The procedure of research was conducted by making classroom action research method. The procedure of research has three meeting were divided into two cycles. Each cycles have two meeting and involves of four phases: planning, acting, observing, and reflecting.

5. *Technique of Data Analysis*

This research was done to apply quantitative and qualitative data. The qualitative data was analyzed by t-test formula. The quantitative data was analyzed in score while teacher taught reading the text by using CORI. Through quantitative data the researcher would know there were an improvement or not on the students' reading comprehension in narrative text by using CORI. To know the means of the students' score in each cycle, the research was applied the following formula: $X = \frac{\sum x}{N}$

X = The means of the student

$\sum x$ = The total score

N = The number of students

Then, to know the different of the test success after using text CORI the researcher applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students

While the qualitative data was analyzed by Miles and Huberman, qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing.

C. Results and Discussion

1. Results

After analyzing the data, the research finding of this study are:

a. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was intended to know the students' reading comprehension in narrative text before they were manipulated by using CORI.

In this preliminary study, the researcher gave reading test, interview, and observation. Reading test was used to evaluate students' reading comprehension and how the result of the scores that they comprehend. The English teacher made 75 as minimum standard in English lesson especially in reading. The number of the students who took the test was 26 from the result of reading test in pre-test, the total score of the students was 1035 and the mean of the students' score 39,80.

Based on the test result, it was indicated that the students' reading comprehension in narrative text was low. It can be seen from the mean score of the students was 1035 and

the percentage of the students" score of the test was 3 students who passed or got score up to 75, it was only 11%. On the other hand, 23 students failed or didn't get score up to 75 and it was 89%.

The quantitative data above was strengthened by the qualitative data 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 teachers' problems in teaching reading narrative text were the inappropriate use of teaching strategy. The interview also found that the students still had difficulties to find the main idea in a reading text. It was shown from the result of interview with the English teacher as follow: "They felt interest in study of English, but the students still low especially in reading. They felt very difficult to find the main idea in the text, they were also difficult to know meaning the words." (Interview. Teacher). From the result of interview with the English teacher showed that the students still low in comprehending the reading text and the translate the words.

It was also strengthened by the result of interview with the students as follows: "Reading the English text form the Narrative text is difficult because I am not understanding about the pronunciation and the meaning of the text"(Interview. Student I). From the opinion with the first student showed that the student still difficult to know pronunciation and the meaning of the word because they haven't the good skill for pronunciation and their tongue is stiff and they don't practice and lazy to open the dictionary.

The result of interview with the second student as follow: "Reading the English text form the narrative text, sometimes it's difficult and easy. The difficult is to answer the questions based on the text". (Interview. Student II). From the opinion with the second student showed that the students felt difficult to answer the question based of the text because they don't want to open the dictionary and reading the text before to answer the questions of the text.

"Reading the English text form, the narrative text is difficult, especially depend on the main idea of story" (Interview. Student III). From the opinion with the third students showed that the student still difficult to divide main idea of a text because they felt still confused in searching the mean of the text and finally, they can't divide the main ide of the text.

From those opinions above, it can be concluded that the students" reading comprehension in narrative text was not good yet, so that, the scores of the test in reading test still low. The students are not able to comprehend the text.

From the data above, it can be proven that showed when the researcher looked at turned out the students were doing a noise in the classroom, not focus always ask permission to go out of class, sleepy and sleep.

Based on the analysis result, it can be concluded that the students" reading comprehension in narrative text was not good yet and low doing action research in pre-test. So, post-test continued in the first cycle.

b. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was three meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were.

1) Planning

In this step, the researcher arranged all the preparations before conducting the research. The activities which were done by the researcher were all instruments such as observation sheet, interview question, test had been well prepared. To make improvement in their competence in reading, the use of CORI strategy would be applied. Then the lesson plans and narrative texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher.

2) Action

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: a) The teacher explained the objectives and the learning procedure. b) The teacher did the apperception by greeting the students, checking the students" attendance list, and asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: a) the teacher explained about narrative text, explain about the text and the CORI strategy by using paper which has photocopy as a learning media. b) The teacher gave the examples of them. c) the teacher gave the test to the students. d) The students answered the questions in the test. e) The teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual and group learning. (2) The teacher and the students concluded the material

3) Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. 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 s basic reflection.

In this phase, there were two kinds of the observations" result, they were collected by quantitative and qualitative, the writer gave the post-test in the first cycle. The result of the post-test in the first cycle shows that the comprehend of students increased when used the CORI strategy in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students" reading comprehension in narrative text.

Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 2284 and the number of the students who took the test was 26. So, the mean of the students" score of the test was 87,86. The student's score in reading narrative text was increased. The percentage of the students" score of the test was 26 students passed and got score 75 or up to 75 it was 100%. So, post-test of the first cycle was categorized successfully.

Based on data above, the result showed the improvement of the students" score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 3 of 26 students (11%). In the post-test of cycle 1, the students who got the score 75 or more were 26 of 26 students (100%). The improvement of the pre-test to the post-test of cycle I was about 89%. In this also used to test the hypothesis in the research, from the copulation, it could be seen that coefficient of t observed and t table to $df = N-1 = 26-1 = 25$, with fact $\alpha = 0,05$ was 1,708. In the coefficient of t observed (16,63) > t table (1,708). Thus, alternative hypothesis (H a) could be received. Based on finding, alternative hypothesis (H a) saying that CORI strategy could improve students' reading comprehension in narrative text. This data can be seen in the appendix XVII.

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done for after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow. "CORI strategy is not difficult because this strategy helps me to know the important point of every paragraph. By this strategy, we just need to fill that had ready and the content from the column help to understand a text". (Interview Students)

From the result of the students" interview, the students stated that they felt better, easier, and interesting to learn reading in narrative text, and more enthusiastic by using CORI strategy.

It was also supported by improving their score of progress. Furthermore, 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."

Based on the result of interview with English teacher, she felt the teaching learning process was more interesting. It can be concluded that the students" reading comprehension in narrative text was increasing. And the teaching learning process by using CORI strategy to be more effectively and successful.

So, in this research, the students were showed the up scores and it happened because there is the good improvement. And some documentation, it was also found that the students were active and focus during teaching learning process after the

teacher implemented CORI strategy. It could be seen with the contrast of the students' score at pre-test and post-test the first cycle.

4) Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The writer could conclude as follows: (1) having checked the students' test, the researcher found that the students' score showed the improvement. Based on the observation sheet, the teacher's ability in teaching reading in narrative text by using CORI learning strategy showed the improvement, too. The teacher could motivate the students' score showed the improvement. It can be seen from the mean of the students' score, they were 39,80 in the pre-test cycle I and 87,86 in the post-test of cycle I. it also can be seen from the percentage of the competent students, they were 11% in pre-test of cycle I and 100% in the post-test of cycle I. the improvement of pretests 1 to the post-test I was about 89%. There was 100% of 26 the students who got score 75 and more. It made the researcher felt that the cycle could be stopped because the students' reading comprehension in narrative text was improved by using CORI learning strategy.

2. Discussion

The research was conducted to find out the improving of the students' reading comprehension in narrative text by using CORI strategy. CORI strategy was one of many learning strategies which could be used by the teacher in teaching English especially in reading.

This research had proved that CORI strategy was effective to be used in teaching reading in narrative text. It can be seen in the table of the students' score improvement from the pre-test until the post-test of cycle I. the improvement was because the teacher controlled the class better. Another was because the application of CORI strategy made more help stimulate students' thinking in learning reading in narrative text, so easy to determine the main idea of the text. The teacher was also easy to apply CORI strategy in teaching reading.

Based on the result of the quantitative data, the result showed that the students improved their reading comprehension in narrative text. The students' score was getting better from the first meeting until the third meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 39,80. It was low because only 3 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 87,86. It was higher than the pre-test of cycle I. the improvement of the students' mean score from the pre-test of cycle I to the posttest of cycle I was 16,62.

Then, the percentage of the students who got the score 75 and more in the pre-test was three of twenty-three students (11%). The percentage of the students' who got the score 75 and more in the post-test of cycle I was twenty-six of twenty-six students (100%). The improvement of the competent student's percentage from the pre-test to the post-test cycle I was 89%. It indicated that the improvement of the students' reading comprehension in narrative text was significant. Based on the result of the qualitative data which was taken from the observation sheet the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of CORI strategy could motivate the students became more enthusiastic in learning reading in narrative text.

From the explanation above, it could be concluded that the result of the research showed that the application of CORI strategy could improve the students' reading comprehension in narrative text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test of cycle I. it also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning reading in narrative text.

D. Conclusions

Based on the result of the research, it could be concluded that:

1. In the preliminary study, quantitatively showed that score of the students was 1035 and the mean of the students' score 39.80. the percentage of the students' score of the test

was 3 students who passed or got more score up to 75, it was only 11%. There were 23 students who got failed. Qualitatively showed from the result of observation and the interview, it can be proven that the students' reading comprehension was not good yet and low in reading test of the pretests.

2. In the first cycle, quantitatively showed that the total score of the students was 2284 and the mean of the students' score of the test was 87,86. The percentage of the students' score of the test was 26 students who passed and got score 75 or up to 75 it was 100%. Qualitatively, showed from the result of interview, it can be concluded that the students felt better, easier, and interesting to learn reading narrative text by using CORI strategy.
3. Based on the data analysis, the result of the research showed the improvement of the students' reading comprehension in narrative text by using CORI strategy.

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