

# CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH  
DAN EKSPRESI KREATIF  
ILMU PENDIDIKAN**

**Peningkatan Hasil Belajar Mahasiswa STKIP PGRI Blitar  
Dalam Belajar Perkembangan Peserta Didik Melalui Metode  
*Economical Blended Learning***

**Peran Pendidikan Politik Dalam Membentuk Perilaku Politik  
Yang Beretika**

**Teaching Reading Descriptive Text Through CORI  
(Concept Oriented Reading Instruction)  
At University Students**

**Pengaruh Kinerja Customer Service Terhadap Kepuasan Pelanggan  
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**Upaya Meningkatkan Kemampuan Menindaklanjuti Permintaan Lain Dari  
Pelanggan Melalui Metode Pembelajaran Bermain Peran Pada Siswa Kelas  
XII Pemasaran SMK**

**Makna Simbolik Tujuh Gending Pusaka Dalam Tradisi Selamatan Nyadran  
Bumi**

**Using Local Culture Based Material To Teach Advanced Writing**

**Peran Ibu Rumah Tangga Dalam Membantu Kesejahteraan Keluarga**

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# TEACHING READING DESCRIPTIVE TEXT THROUGH CORI (CONCEPT ORIENTED READING INSTRUCTION) AT UNIVERSITY STUDENTS

**Intan Susana**  
*intanbanggle@gmail.com*  
**STKIP PGRI BLITAR**

**Abstrak :** Pembelajaran ini di fokuskan pada strategi pembelajaran CORI (Consep Orientasi Pengajaran Membaca). Perwujudan utama CORI adalah pemahaman membaca khususnya teks deskriptif bagi mahasiswa di universitas. Pengajaran dan pembelajaran Bahasa Inggris untuk mahasiswa sangat diperlukan banyak strategi. Tetapi bagi dosen Bahasa Inggris banyak yang mendapat kesulitan mengenai strategi pengajaran yang sesuai untuk mengajar berbagai macam teks. Berdasarkan masalah ini, CORI (Consep Orientasi Pengajaran Membaca) dianjurkan dalam pengajaran membaca pada descriptive teks guna meningkatkan pemahaman dan memotivasi membaca pada mahasiswa.

**Kata Kunci :** *Membaca Teks Deskriptif, CORI (Consep Orientasi Pengajaran Membaca), Mahasiswa Universitas.*

**Abstract:** This study is focused on concept oriented reading instruction (CORI) strategy. The specific practice of CORI implemented of science goals in reading comprehension descriptive text especially in the first grade students at university. The teaching and learning English for students are necessary to have many strategies. But English lecturer can get many difficulties in teaching concerning with the suitable and effective strategy to teach many kinds of genre texts. Based on this case CORI is proposed in teaching reading descriptive text to enhance students' reading comprehension and motivation for reading.

**Key Words :** *Reading Descriptive Text, CORI (Concept Oriented Reading Instruction), University Students.*

## INTRODUCTION

English is one of the important languages that is used all over the world. In English, there are four language skills, namely listening, speaking, reading and writing. All of them take an equal part in showing people's ability in using their language. Reading, in particular help language learners obtain of the text. A lot of knowledge by actively and critically relates the idea. the texts and to be able to learn from them. Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in-printed materials and, ultimately, to contribute

to that knowledge. Good teaching enables students to learnto read and read to learn. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading is a complex and purposeful sociocultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text. Each of these types of knowledge impacts the sense that readers construct through print. For instance by having the reading ability, the students can increase

their knowledge of implicit meaning on text, do assignment well, and many other things.

Many students do not sufficient background knowledge to comprehend the text. Besides, they are not be able to link some ideas, they also cannot acquire complete messages of the text. For example In descriptive text, the purpose of which is to describe things and explain the appearance of something for readers to image but many students can understand about the text. From the case, the researcher proposes a strategy to students easier to learn reading material especially descriptive text. Concept-Oriented Reading Instruction (CORI) is a suitable strategy to build students' motivation for reading, producing greater of reading activity and significantly improving reading activity. Concept-Oriented Reading Instruction (CORI) is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. We define reading engagement as the interplay of motivation, conceptual knowledge, strategies, and social interaction during literacy activities. We believe engagement in reading is crucial for the development of life-long literacy learners.

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.

This study investigates the strategy of Concept-Oriented Reading (CORI), developed by (John Guthrie) is a research-based classroom instructional framework emphasizing reading engagement, reading comprehension, and conceptual learning in content areas. Many empirical studies, including quasi-experimental research

conducted with upper-elementary students, including struggling readers, have provided compelling evidence of CORI's effectiveness to enhance the reading comprehension on Deskriptive text.

### **Learning to Read**

Learning to read is a life-long process. People begin developing knowledge that they will use to read during their earliest interactions with families and communities. In their pre-school years, children learn to understand and use spoken language and learn about their world through meaningful interactions with others. Through these demonstrations by others, children learn the pleasures and purposes of print. They also learn to read and write their names and the names of family members. In addition, they learn vocabulary typical of written language, such as how different types of texts such as grocery lists, personal letters, and fairy tales are structured. They also learn basic concepts of print such as the message of print in books continues across pages.

Reading supports writing development and writing supports reading development. For example, through reading readers learn the power of a strong introduction and eventually use such knowledge as they write their own pieces. Conversely, writing develops awareness of the structures of language, the organization of text, and spelling patterns which in turn contributes to reading proficiency. Learning to read in one language accelerates learning to read in other languages. When readers learn to read text written in a language they understand, they transfer an intuitive understanding of what reading is and how to read when reading in other languages.

Readers continue to grow in their ability to make sense of an increasing variety of texts on an increasing variety of topics

throughout their lives as they learn more spoken and written language, acquire more knowledge on an ever-expanding variety of topics, and have more and more life experiences.

### **Teaching Reading**

Teaching reading consists of two words, Teaching and Reading. Teaching is all activities that are related to teaching and learning process in class. And according to dictionary teaching is an activity in a group. Minimal consists of two people one as a teacher and the other as a student. Jeremy Harmer (1991:190) in the practice of English Language teaching says that "Reading is an exercise dominated by eyes and brains. The eyes receive messages and the brain has to work out the significant of the message, unlike listening the text, reading moves at the speed of the reader to decide how fast he wants to read the text, whereas listener often has to do their best with a text whose speed is chosen by speaker".

In other words, Reading is a vital medium of communication. It means that in recent era, reading takes an important role in getting information compared with any other electronic media, because it can be done anytime, anywhere and any situation. Such as magazine, novel, story and so on. Reading is a process to take some information with critical and creative which done the reader to get comprehension about that reading, followed by evaluation, value, function and the effect of that reading.

Obviously, reading ability gets the main priority in English teaching where it can increase the students' intelligence, opinion and imagination. Reading ability does not only pronounce printed words or read aloud using correct pronunciation and intonation, but also understand or comprehend the content of the texts.

There are several aspects, which need reading, the aspects in reading include reading comprehension, mastering of vocabulary and fluency of reading. Having paid attention to the ability that is needed in teaching reading and the lecturer should pay attention when they give evaluation. The lecturer usually gives evaluation including many kinds of material. Therefore, the lecturer should know what they want to measure it.

### **Reading Descriptive Text**

The way you approach reading a descriptive text is very important. While reading the reader must be able to see relationships, perceive the development of character, theme, symbols, and be able to detect multiple meanings. The reader can reject or accept, like or dislike the work, depending on the effect it has on the reader. The reader should not jump to a final judgment too soon, whether it is about the description described through the text.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular things, animals, persons, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing. (Linda Gerot, Peter Wignell (1995).

To get the most out of genre text, the reader must be aware of several elements in terms and know how to make inferences. Below are a few guidelines to help you understand.

### **Generic Structure Descriptive Text**

The Generic Structure of Descriptive Text consists of Identification and Description:

a) Identification: Identifies phenomenon to be



described, b) Description: Describes parts, qualities, characteristics, etc.

### **Language Features**

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features: a) Focus on specific participants (My English teacher, Andini's cat, My favorite place), b) Use of Simple Present Tense, c) Use of descriptive adjectives (strong legs, white fangs), d) Use of detailed Noun Phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur), e) Use of adverbials to give additional information about behavior (fast, at tree house) and f) Use of Figurative language (John is as white as chalk.)

### **The Purpose of Descriptive Text**

Basically, the purpose of the descriptive text is to give information. The contextual factor/social contexts from this text are the special description of thing, animal, and human (some kind of certain thing, pet or someone we knew well). The relationship between the writer/the author and the reader (Tenor) in descriptive text is as someone who has an authority and unknown readers/listeners. The medium used in written descriptive text is encyclopedia, science magazine, text book, and history texts.

## **CORI (Concept Oriented Reading Instruction)**

### **Definition of CORI**

CORI is a research-supported framework for integrating content area curriculum with reading instruction and fostering long-term engagement in reading. These are

some definition CORI based some researchers: Guthrie, Van Meter, Mc Cann Wigfield, Bennett, Poundstone, Rice, Faibisch, Hunt, & Mitchell (1996), concept oriented reading instruction 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. Concept-oriented reading instruction was the bringing together of psychological research on explicit comprehension strategy instruction (Dole, Duffy, Roehle & Pearson, 1991) and reader motivation theories (Deci, Koestner & Ryan, 1999) for teaching students to use comprehension strategies to learn content from interesting texts within an engaging instructional framework.

### **The Goals of CORI**

The goal of CORI is to increase reading comprehension by teaching students to become competent in using the strategies, building inquiry skills, making them aware of when and how to apply the strategies before, during, and after reading, and observing how students self-initiate the use of the strategies when needed to assure self-regulation of effective reading in all content areas. Besides, CORI's primary aim is to enhance students' reading comprehension. The reading goals include the following comprehension strategies: understanding the main idea, making inferences, monitoring comprehension, and using fix-up strategies for information and descriptive texts. We included oral reading fluency and vocabulary as enabling competencies. Another CORI goal in Grades 3 to 5 is to enhance students' knowledge of life science in the domain of environmental science. CORI also includes instruction in the science processes of observation, experimentation,



and to optimize the development of reading engagement.

#### **Four Components (Phases) for CORI Instruction**

Anderson and Guthrie (1996) go on to state the four main components for successful implementation in the classroom; these components may be done simultaneously. One must *observe and personalize*: the question must be asked, what is the concept students are learning about? The next concept is to *search and retrieve*: students look for ideas and information by performing observations and reading a variety of texts over a period of time. Then one must *comprehend and integrate*, by examining the most vital reading strategies. With this idea in mind students learn to find trade books, locate relevant sections of books, and integrate segments of text. Students learn to collaborate to learn and to demonstrate independent use of reading strategies to different audiences. Lastly comes *communication to others*, in this phase students learn how to communicate their learning to others (Anderson & Guthrie, 1996).

#### **Concept-Oriented Reading Instruction**

CORI is a research-supported framework for integrating content area curriculum with reading instruction and fostering long-term engagement in reading.

CORI instruction moves through four phases (Guthrie, Cox, Knowles, Buehl, Mazzone & Fasulo, 2000) (1) Observe and Personalize, (2) Search and Retrieve (3) Comprehend and Integrate (4) Communicate to Others. Two main strands of instruction comprise the CORI framework: (1) cognitive strategy instruction, and (2) practices supporting students' engagement in reading. CORI teachers are trained to support students in using cognitive reading strategies to help them construct knowledge from text. The strategies are activating background knowledge,

questioning, searching for information summarizing, graphic organizing, and comprehension monitoring.

CORI is designed on the premise that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. CORI teachers are trained to support students' engagement in reading through five motivational practices: (1) focusing on content goals in a conceptual theme, (2) affording choices and control to students, (3) providing hands-on activities to pique students' interest in the theme's topics, (4) using interesting texts that are related to the concepts being learned, and (5) organizing effective collaboration to enable learning from text. CORI students engage in many activities to support their reading engagement and content knowledge growth, including observing tangible scientific phenomena, choosing topics and reading interesting texts that are connected in important ways to the content and strategic reading goals, and engaging in thoughtful text-based writing and knowledge communication.

#### **The Foundational Principles for Concept Oriented Reading Instruction**

In CORI there are some foundational principles such as; a) Learning and Knowledge Goals, b) Real-World Interactions, c) Interesting Texts for Instruction, d) Autonomy Support, d) Strategy Instruction, e) Collaboration Support, f) Rewards and Praise, g) Evaluation for Engagement, and h) Teacher Involvement.

#### **The Implementation Concept Oriented Reading Instruction**

As stated by Anderson and Guthrie (1999), in order to implement Concept-Oriented Reading Instruction, there are new a few necessities for the teacher to complete. In order for CORI to be taught in schools, teachers would need several trade books, their

imagination, a plan, and at least one other teacher or a team of teachers with whom one can share ideas. In order for CORI interventions to be successful, the trade books are some of the most important material (Guthrie, Mcrae, & Klauda, 2007). The books should be selected to be appropriate to the student's reading levels.

### **Implementation of CORI strategy in teaching Reading Descriptive Text**

Students are supposed to prepare descriptive text and the text required to prepare is already regarded to the students 'prior

knowledge. In this case, the students get the CORI strategy to learn more about reading comprehension of the text. What we can explore in what the students can learn can be; 1) vocabulary, 2) sentential analysis, 3) phrases or idioms, 4) words, 5) grammatical patterns, 6) pragmatic cases, 7) cultural info, 8) generic text structures, 9) general information both implicit and explicit, 10) specific information both implicit and explicit, and 11) pronunciation. Those make the classification what the students specifically require to learn. Here is the example of descriptive text :

#### **Safari Park or Taman Safari is a quite unique zoo**

It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, about two kilometers from Hill. This zoo reminds us of the similar park in Kenya, Africa. Although it is not as large as the one in Kenya, we can still enjoy the park which is about one hundred hectares. In conventional zoos, the animals are in cages, but not in the Safari Park; they wander freely. Visitors are in buses or cars. They are not allowed to get off the cars or buses. Visitors who don't have cars can use the touring buses available at the park.

The Concept CORI in class room is :

Before Reading

1. Activate students' background knowledge about the topic of the text above
2. Involve students in self-questioning about the topic.

During Reading

1. Read the text together: teacher read-aloud, or oral reading. Rich discussion and interaction around the text.
2. Students search a variety of generic structure of the text and read questions for answers those questions.

After Reading

1. Students create graphic organizers to integrate information learned.
2. Students share through the use of posters, diagrams, group projects, and oral reports what they have learned.

### **CONCLUSION**

Concept-Oriented Reading Instruction (CORI) is a reading strategy implemented in the classroom to enhance students' reading Descriptive text. CORI is constructed in order to provide classroom context where multiple strategies of activating background knowledge, questioning, searching for information, summarizing, organizing graphically and structuring stories would be taught. CORI cans enhance for reading comprehension. Its building inquiry skills, making them aware of when and how to apply the strategies before, during, and after reading, and observing how students self-initiate the use of the strategies when needed to assure self-regulation of effective reading in all content areas.

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