THE USE OF *CORE* MODEL OF LEARNING IN IMPROVING STUDENTS' READING COMPREHENSION ABILITY

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ABSTRACT

The objectives of the research are to know how to implement of CORE model of learning in teaching reading comprehension ability and to find out the improvement of students in reading comprehension by using CORE model of learning. The subject of the study was the second grade students of SMPN 1 Jatibarang, Indramayu which consists of 31 students. The data of this research was collected by giving the pre-test and post-test. The data analyzed using statistical formula percentage technique. The result of the data analysis could be seen from the result of the post-test both in cycle 1 and cycle 2. The mean of the pre-test was 64.27, whereas the mean of post-test of cycle 1 was 75.21 while the mean of the post test of cycle 2 was 79.06. It indicated that the post-test score in cycle 2 is higher than in cycle 1. So, it could be concluded that the students who were taught by using CORE model of learning have a better achievements than before.
Key Words: **Reading Comprehension, Teaching Reading, Core model of learning.**

INTRODUCTION

In learning a language, one of the aspects that should be improved is reading. Addison (1996:23) states "the reading ability plays a central role in teaching and learning success at all education stages". It is because most of the material of teaching and learning are in written form and that is why students need to improve their reading skill in order to understand the material.

The purpose of teaching language is the students are expected to master all language skills which must be applied in teaching English. Reading is one of the receptive skills that must be mastered by the students besides the other language skills such as listening, speaking and writing. The importance of teaching reading for the teacher is not similar to the importance of reading activity in the classroom for the students. Hager (2005:5) states that in reading teachers are often guided by what they know about the stages and components of the reading process, but they may not share this information with learners. By understanding, how others become fluent readers, learners can reflect on their own process of improving reading skills. Teaching reading is a process where the teacher teaches the students to understand about the text which has been read.

Regarding on the problems above it is necessary to apply the models of learning to solve students' reading comprehension problems. The models are designed to help the students to be able to

read and understand reading passage well. McNamara (2009:36) states "models and strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehender. One of the techniques used by teachers is to use a CORE learning model that emphasizes students to enable students to explore their knowledge. Teachers are expected to adjust to the conditions and learning situations so that students understand the material, so that student learning outcomes increase.

CORE learning model is a model of learning activities that includes four aspects of activity that is *connecting, organizing, reflecting, and extending*. This model emphasizes students' thinking ability to connect, organize, explore, and develop the information gained. In this learning activity of thinking is very emphasized to students. Students are expected to think critically of the information they get from the texts.

Before the writer conducting this research, there were some other researchers who had been conducted research using CORE model of learning, those are: Kd Windu Wardika, on the *Jurnal of JPTE* Universitas Pendidikan Ganesha Jurusan *Pendidikan Teknik Elektro* Volume: 4 No.1 Tahun 2015; Muhlis Ansori, on his e-journal of *Jurnal Media Pendidikan Matematika "J-MPM" Vol. 2 No. 2, ISSN 2338-3836* 329; and Diana Safitri, on her e-journal of Universitas Jember 2014.

Based on the preliminary observation and interview in SMPN 1 Jatibarang, the researcher found several problems related to the English teaching and learning process of reading in the second grade students of SMPN 1 Jatibarang Kabupaten Indramayu. The problems that are related to the students' reading skills can be influenced by some factors. Those factors can be from the model of teaching technique, the media used in teaching and learning processes and the students' reading comprehension ability.

In reference to the limitation of the problems above, the researcher formulates the research problems as: 1) How is the use of CORE (*connecting, organizing, reflecting, and extending*) model of learning improve students' reading comprehension?; 2) Can the use of CORE (*connecting, organizing, reflecting, and extending*) model of learning improve students' achievement in reading comprehension?

Definition of Reading

Reading is a receptive skill which should be learned well by students. Reading has many kinds of definition based on some experts. Reading is usually defined as a communication between a reader and a text but some experts have their own details about reading. Richards and Schmidt (2002: 443) state that reading is an activity to understand a written text. Reading in this case involves written symbols. This definition seems to be the same as what is said by Celce Murcia (2001: 119). He defines reading skill as a process of trying to understand a written text.

Definition of Reading Comprehension

Reading is often connected with reading comprehension. Reading comprehension is usually known as the process of understanding texts but many experts explain it differently. Kligner, Vaughn, and Broadman (2007: 2) say that reading comprehension is the process of constructing meaning by arranging some complex processes in brain that contain

word reading, word, and world knowledge, and also fluency.

Snow (2002:11) defines reading comprehension as below explanation. Reading comprehension is the process of extracting and constructing meaning concurrently through interaction and involvement with written language. The words extracting and constructing are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Those three elements are main parts of reading comprehension because they are the evidence of comprehension's existence. Brown (2001: 306) also has different view related to reading comprehension. Reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies which relate to bottom up procedures and other enhances the top-down processes. Both information in the texts and reader's background knowledge are crucial to attain reading comprehension.

Principles of Teaching Reading

There are some strategies in reading comprehension so the way to teach it should has principles. Some experts also have their view about teaching reading. These are principles in teaching reading based on Harmer (2001: 70): 1) Reading is not a passive skill; 2) Students need to be engaged with what they are reading; 3) Students should be encouraged to respond the content of a reading text, not just the language; 4) Prediction is a major factor; 5) Match the task to the topic; and, 6) Good teachers exploit reading texts to the full.

Williams in Nation (2009: 6) also classifies the principles of teaching reading as below: 1) Meaning - focused input; 2) Meaning - focused output; 3) Language - focused learning; and 4)

Fluency development. Furthermore, Graves, Calfee, and Juel in Kligner, Vaughn and Alison (2007: 104) suggest the following activities prior to reading: 1) Set a purpose for reading; 2) Motivate students to read more; 3) Pre-teach key vocabulary and concept; 4) Link students' background knowledge and experiences with the reading; 5) Relate the reading to students' lives (making connection); 6) Build students' knowledge of the text features. Those principles and activities are generally used to teach reading. In addition, Harmer (2001: 39) adds some views about teaching reading to teenage students. Students should be encouraged to respond to texts and situations with their own thoughts and experience, rather than just by answering questions and doing abstract learning activities. Teachers should give them tasks which they are able to do rather than risk humiliating them. It is also part of teachers' job to provoke intellectual activity by helping students to be aware of contrasting ideas and concepts which they can resolve for themselves. Certainly, it is still with teachers' guidance.

Learning Model *CORE*

Learning Model *CORE* by David Ausubel in Sugandi (2007) argued about meaningful learning that is the process of linking new information with relevant concepts and is contained in a person's cognitive structure. It is known that learning is related to behavior change, behavioral changes that occur because it is preceded by the process of experience and behavior change because learning is relatively permanent and meaningful. According to Khasan (2013) this learning model was popularized by Robert C. Calfee. Learning model that emphasizes students' thinking ability to connect, organize, explore, and develop the

information gained. In this model the thinking activity is strongly emphasized to the students. Students are required to think critically of the information they get.

The syntax of the CORE Learning Model implemented in this study follows the syntax of Suyatno (2009) with the following modifications: 1) Convey learning objectives, prepare students, and provide motivation; 2) Teachers group students into groups; 3) Through a series of questions from teachers, students perform apperception to remember the prerequisite material (Connecting); 4) Students discuss using their knowledge to understand the material (Organizing); 5) Students present the work of the group with one person explaining in front of the class (Reflecting); 6) Students do the exercises to extend their knowledge (Extending); 7) Students conclude the learning activities undertaken with the teacher.

METHODOLOGY
Research Design

The writer uses a Classroom Action Research (CAR) and describes answers and results from the research questions in a descriptive way to get the information about them. So, the writer analyzes and describes the data in the form of words rather than in number. According to Arikunto (2007:23), Classroom Action Research is designed to help a teacher to find out what is happening in the classroom and to solve the problem in the classroom. Arikunto also states that Classroom Action Research is an approach to improve education through change encouraging the teachers to be aware of their own practice, to be critical of their practice, and to be prepared to change it.

Field et al. (in Griffee, 2010:19) define "Action Research Design as small-scale investigation by teachers on specific classroom problems for the purpose of curriculum renewal and/or professional development". This classroom action research is conducted in a cycle model consists of four stages activities namely: (1) *planning the action*, (2) *implementation of the action*, (3) *classroom observation* and (4) *reflection of the action*.

Data Collecting Procedure

This research used classroom action research that is carried out by following the research procedure that are done by the researcher such as, preliminary observation, planning, action, observation, and reflection. All of the activities took place repeatedly in the form of cycles. Thus, the learning process was conducted through classroom action research with some cycles. Meanwhile, the research instruments used in this study are: interview guideline, observation checklist, and also the pre-test and post-test.

Data Analysis

The data that will be analyzed conducted from the result of observation, and supported by the result of test and interview notes. The data will be presented descriptively to explain the result of interview and also the notes. However, numerical form will be needed here since it will help the writer to translate and explain the result of questioners in descriptive way. First of all, the writer explained the way to calculate the result of the observation. However in order to translate the data, the writer calculated it by using percentage technique.

In this study, the minimum passing grade of reading comprehension was

determined as the successful achievement based on the standard of SMPN 1 Jatibarang Kabupaten Indramayu in academic year 2017/2018 that was ideally 76. Therefore, based on minimum passing grade from the school, this research would be ended if 80 % of all students in this research got 76 as the minimum passing grade for their reading comprehension.

FINDINGS AND DISCUSSION

In this study, the research process began with finding problems in the field. There were some activities conducted to gain clearer identification of the field problems. The researcher conducted an interview with the English teacher to find out the problems in English lesson. It was done on Tuesday July 18th, 2017. Then, the interview with the students was done on Wednesday July 26th, 2017 after the classroom observation. The result of the class observation and interviews with the English teacher and the students indicated that there were some problems related to the teaching of reading.

Cycle I

In reference to the data analysis of Cycle I, the following explanation presents the successful and unsuccessful points of the actions. Those are as follow: 1) The use of CORE in the form of sharing and discussion practices gave a contribution to improve students' reading comprehension through the students' involvement in comprehending the text deeply. It made them easy to understand the text. The teaching method had focused on comprehension ability rather than grammar ability. The students also got some new vocabulary items. However, their mastery in reading comprehension of recount texts was still low; 2) The use of CORE in the form of competitive games practices to improve the students'

motivation was successful because games made them interested in reading and escorted them to be competitive in getting rewards. The competitive games could solve the students' low motivation in reading and contributed to make students easy in comprehending the text. However, there were some students who still had low motivation in the process of reading recount texts.

From the result of post-test in cycle 1, it can be inferred that the students' ability in reading comprehension improved because the mean score of the pre-test was 64.27, while in the post-test improved to 75.21.

Cycle 2

In reference to the data analysis of Cycle II, the following notes present the successful and unsuccessful points of the actions. Those are as follow: 1) The use of CORE in the form of discussion practices could improve the students' reading comprehension ability of recount texts because they worked cooperatively with the teacher, their friends, and the materials. The students said that they comprehended the content of the recount text easily through discussion practices. Moreover, they didn't find complicated problems to do the reading activity; 2) The use of CORE in the form of competitive game practices to improve the students' motivation was successful because games guided them to be competitive in getting the winner position and the reward. They were actively involved in the process of teaching reading because the game was challenging and interesting for them. They also could memorize new vocabulary items well through the game. So, they could comprehend the text easily.

Research Discussion

As stated before, the research was aimed to improve reading comprehension for the second grade students at SMPN 1 Jatibarang Kabupaten Indramayu through CORE (connecting, organizing, reflecting, and extending). For this reason, the findings of the research involved the actions to attain that goal. In the first cycle, the implementation of CORE in the form of discussion practices was successful to improve the students' reading comprehension because they worked cooperatively with their friends in group so they shared ideas and knowledge about the materials that guided them to

comprehension. Besides, they also had more chances in reading the text seriously.

The implementation of CORE in the form of game practices also was successful to improve the students' involvement in the process of teaching reading. The students enjoyed the lesson and were encouraged in the process of teaching reading. However, there were some problems occurring in implementing the actions related to the students' motivation and the students' reading comprehension in Cycle I. Therefore the teacher tried to solve the problems so those matters could be improved successfully in Cycle II.

Table 4.14:

Test	Frequency	Mean
Pre-test	31	64.27
Post-test cycle 1	31	75.21
Post-test cycle 2	31	79.06

Table 4.14 shows that the mean score of post-test cycle 2 (79.06) is higher than the mean score of pre-test (64.27). The increase of the score of students' reading comprehension test is 14.79, which shows that there is an improvement in the reading comprehension ability of the students.

CONCLUSION

Based on the result and discussion of the research, the conclusion can be finally derived. It can be concluded that, *CORE* model of learning can improve the reading comprehension ability of the second grade students of SMPN 1 Jatibarang Kabupaten Indramayu. The increase can be seen in the implementation process of learning that lasts in a relaxing yet serious way, because *CORE* model of learning has the excitement dimension. Students are expected to help each other in preparing to

learn by studying the activity sheet and explaining the problems to one another, but when students are playing the game or the task that are assigned to the students should not help each other, in order to make sure that there has been an individual responsibility. It was also believed to improve the students' motivation in the process of teaching reading. This refers to the fact that the students were encouraged to be actively involved in the games because they were driven to be competitive in getting rewards.

The use of *CORE* model of learning in reading can also improve the learning outcome. In connection with Cycle I, the use of *CORE* in the form of discussion practices could improve the students' reading comprehension of recount texts through their participation in comprehending the text deeply. In addition, there was an improvement on students' reading comprehension ability as

displayed in the increase of the gain score (14.79) gained by deducting the mean score of the post-test cycle 2 from the mean score of the pre-test (79.06-64.27). From the results gained as stated above, the implementation of CORE is believed to improve students' reading comprehension in the process of teaching reading.

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