

The Use of Choral Reading Strategy to Improve Students' Reading Skill

Hasim La Midi¹, Heriyanti Tahang², Muhaiminah Akib³, Meida Fitriana⁴, Devi Irjayanti⁵

^{1,2,3,5}Universitas Muhammadiyah Sorong, Indonesia

⁴Universitas Pamulang, Indonesia

¹hasimlamidi1996@gmail.com ²heriyantitahang@um-sorong.ac.id ³mina.akib@gmail.com

⁴meidafitriana90@gmail.com ⁵deviirjayanti0@gmail.com

*[*hasimlamidi1996@gmail.com](mailto:hasimlamidi1996@gmail.com)*

Abstract

This study was classification action research using one class pre-test and post-test 1, posttest 2, which aimed to find out the effectiveness of choral and strategy to improve the students' reading skill at second grade of SMP Negeri 7 Sorong City. The population of this study was the second-year students of SMP Negeri 7 Sorong City. This has 20 students, because the total number of the population is small enough. The writer applied total technique sampling: it means that all the population were taken as the sample. This research used test as the instrument of data collection. The result of this test was used to assess is choral and reading skill effective to improve the reading ability of the second-year students SMP Negeri 7 Sorong City after treatment. After several meetings, this study found out the use of choral and reading strategy significantly effective to improve the students' reading skill. The result of this research was (1) the mean score obtained by students though pre-test was 223.1 and posttest (1) was 386.1 posttest (2) was 509.4 the test value was the higher than t-table 0. It means that, there was a significant difference between the result of the students' pre-test and post 1, posttest 2. There, hypothesis Ho was rejected and H₁ was accepted.

Key words: Reading Skill, Choral Reading Strategy

INTRODUCTION

English is one of international language that is used by people in the world. In this era, people are hoped to master English in order to communicate with other people in other countries. English is also called as a tool of international communication; it must be learned by the people. In Indonesia, people must use English to communicate with other people from other countries. In other to be able to communicate with other people around the world, Indonesia government incorporates English in their educational curriculum as one of the subjects from junior high school. It is expected that there will be chance for Indonesian people to improve their English communication competence.

Moreover, Studying English has some aspects. One of the aspects is linguistic aspect which includes grammar, vocabulary, pronunciation, structure, and so on. Beside of those aspects, the learners need to master some of the skills of the language such as listening, writing, reading, and speaking. It has been known that learners face written text every day. Students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018). The written text can be found in magazine, newspaper, book, article, and other kinds of the written text. In school, texts are presented in the text book. There will be undoubtedly some discrepancies between

what we have learnt in college or university and the actual situation in the classroom Ohorella, H. M. (2019, June).

The students also get some English text books which are written in English. There are various factors that affect the learning ability of the students, Akib, M., & Ohorella, H. M. (2018). These text books have a lot of information related to the subject. In order to access the information, they need to have the knowledge of English. Especially, they must have the skills of reading because the textbooks are written in English so that they can comprehend it well. That is why the reading skill is important to be mastered. Most governments are used to rate the quality of the school and upgrade the educational system, Hasanuddin et al. (2023).

Reading is a complex process, complex to learn and complex to teach (Carnine, silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. In this case, the writer tries to find interesting and effective way to improve students' reading skill. Readers truly understand what they read, making their reading meaningful, Hartanti, R et al. (2024). One of methods which is used is choral reading method. By using this method, the students will be able to read the information from written English textbook. But there are also students who are not interested in learning English because they feel that it does not have an impact on him. language learners have their own way to learn a language (Wael et al. 2023). This fluent reading enables the reader to spend less time on decoding and have greater comprehension of the text (pikulski and chard, 2005).

Reading is one of English skills that is important way of gaining information in language learning and guiding the learners thinking besides listening, writing, and speaking. Reading is very important activity in human's life. This is due to the fact that people mostly get knowledge and information through reading. There are some definitions of reading. According to Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning. It means that readers' background knowledge takes an important role in the reading process and affects the success of reading comprehension. Harmer (2007: 99), reading is useful for language acquisition. It provides that the students more or less understand way they read, the more they read, they better they get at it. Reading also has a positive effect on students' vocabularies knowledge, on their spelling, and on their writing. People know reading deals with the text such as books, newspaper, magazine and website. Brown (2000: 302) states there are two main categories of written text. The first is nonfiction such as reports, editorial letter, greeting card, diaries, journal, memo, massages, Announcement, and etc. The second is fiction such as novel, short story, and comic or cartoon.

According to Wallace (1996: 6) classifies that there are three classifications of the purposes of reading based on the personal reasons as 1). Reading for survival is almost literary a matter of life and death. For example: a warming sign, an admonition sign. Survival reading serves immediate needs or wishes. 2). Reading for learning is expected to be exclusively school related. Reading is intended to support learning. The reader needs to "translate" the text, literally or metaphorically, to vocabulary, to identify "useful" structures or collections, to use a text or a model for writing and to practice pronunciation. For example: one reads a text loudly, then analyzes it and makes the same kind of text. 3). Reading for pleasure is reading to get happiness. The readers want to enjoy the sound, and rhythm of the text. The text is being read is written originally to offer enjoyment. For example: read narrative text. It is written originally to offer enjoyment. This will make students unable to achieve the expected learning objectives (Tahang et al., 2018).

Moreover, Syamriani (2006: 6) classifies reading into two types namely oral reading and silent reading. a) Oral Reading Anderson (1999: 96) stated that in oral reading vocalizes the printed word one by one. Thus, a reader who does oral reading must have good pronunciation. Oral reading is used when a reader is learning to combine words with meaning. Oral reading can be divided into group reading and individual reading. Reading in group is done with a whole group reading loudly usually by imitating the

teacher. This type intends to check pronunciation and intonation of the students one by one. b). Silent Reading does not mean that a reader reads without sounds. Learning interaction also plays an important role in the teaching and learning process, Ibrahim, I. et al. (2021). That kind of communication Shyness, don't want to communicate, dread of speaking in public, and a quiet attitude in communication encounters are all symptoms of anxiety (Uluelang, 2017). A reader may sound in respond to words. But there is no need to say out each word. A reader, in silent reading only says the words in his mind, thus, the main aim in silent reading is understand without any references to pronunciation, stress, or intonation.

According to Kuhn (2005) states that, choral reading is a strategy in which the teacher models how to read a selection whit a group of students. Choral reading is reading aloud in unison with a whole class or group of students. It also helps to build students' fluency, self-confidence, and motivation. Choral reading will have the students who may feel self-conscious or nervous of reading aloud because the students are reading aloud together. Timothy (2003) states that Choral reading happens in the primary grades, but fades away in the intermediate and middle grades. this is unfortunately because choral reading can build fluency, as well as a sense of community. From the definition above, the writer conclude that choral reading strategy is reading materials in unison with one speaker or more at the same time. This strategy provides reading together which builds confidence as those who are struggling feel less self-conscious. in particular conditions, this competence is needed in almost any kind of profession (Saputra et al,2023).

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. The purpose narrative texts is to give meaning to an event or a series of events by telling story. Based on these statements, it can be concluded that narrative texts is concerning with a statement story. The story includes events which is presented to amuse the readers or listeners. So, narrative texts are aimed to entertain the readers. According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Evaluation also mandatory to be conducted during and after the learning process in the classroom. Sahib, N. Z. A. et al. (2024). Meanwhile, Parera (1993: 5) states that a narrative is one of the forms of developing writing. For example, characters told the history of something based on the developments of writing from time to time. From those opinions, it can be included that narrative texts is usually at product of writing which is developed and tied together to become a story that happens in the past. From the statement above, can be concluded that a narrative text is a text which contains story chronologically. In order that the texts can be enjoyed by the readers, the writer shall arrange the texts interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

METHOD

This study used quantitative study. The study used the approach of classroom action research. The study was chosen because it provides a method that can be done by the writers and the teacher in order to improve the practice of teaching and learning process in reading. The writer only focuses on improving students' reading skill by using Choral Reading Strategy. According to Ary et al (2010 : 513) states that in education action research can be applied such areas as curriculum development, teaching strategies, and school reform. Action research in schools is also called practitioner research, teacher inquiry, or teacher research, although the process can certainly be used by other school personal, besides teachers, including, coacher, counselors, principals, superintendents, librarians, technology specialist, and other education professional.

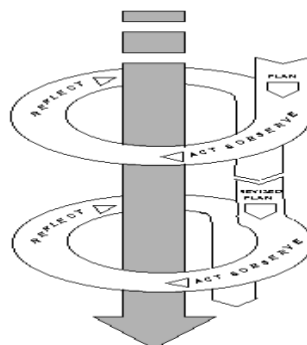


Figure 1. Kemmis and Mc Taggart’s Concept of Action Research (1988: 10).

This study was conducted at SMP Negeri 7 Kota Sorong with 20 samples were taken from class C of seventh grade. The writers applied pre-test and post-test in order to take the data. The instruments used in this study was reading test. The writes prepared the test which contained reading on narrative text. In gaining the data, the writes use three cycles.

RESULT

1. The Result of Pre-Test

The pre-test had done before the classroom action research (CAR). It was conducted by giving a text “The Boy Who Cried Wolf” used by the writer in choral reading form in which the students carried out the test during 60 minutes. The result of pre-test is presented as follows:

Table 1. Students’ Score of Pre-Test

Items	Criteria			Total
	Pronunciation	Fluency	Intonation	
Total	20	21	26	223.1

The table 1 shows that, the total score of students’ pre-test is 223.1 The total score of students’ pronunciation is 20, the total score of students’ fluency is 21, and the total score of students’ intonation is 26. It can be concluded that the total score of students’ intonation in pre-test was higher than the total score of students’ pronunciation and fluency.

2. The Result of Post- Test 1

The post-test 1 had done at the end of the implementation of cycle 1. It was conducted by giving a text of “Fox and A Cat” that used by the researcher in choral reading form in which the students carried out the test during 60 minutes. The result of post-test is presented as follows:

Table 2. Students’ Score of Post-Test 1

Items	Criteria			Total
	Pronunciation	Fluency	Intonation	
Total	32	40	46	386.1

The table 2 shows that, the total score of students’ post-test 1 is 386,1. The total score of students’ pronunciation is 32, the total score of students’ fluency is 40, and the total score of students’ intonation is 46. It can be concluded that the total score of students’ intonation in post-test 1 was higher than the total score of students’ pronunciation and fluency.

3. The Result of Post- Test 2

The post-test 2 had done at the end of the implementation of cycle 2. It was conducted by giving a text of “The Crow and The Jug” in teaching reading by using choral reading strategy in which the students carried out the test during 60 minutes. The result of post-test was presented as follows:

Table 3. Students’ Score of Post-Test 2

Items	Criteria			Total
	Pronunciation	Fluency	Intonation	
Total	47	51	54	509.4

The table 3 shows that, the total score of students’ post-test 2 is 509,4. The total score of students’ pronunciation is 47, the total score of students’ fluency is 51, and the total score of students’ intonation is 54. It means that the total score of students’ intonation in post-test 2 was higher than the total score of students’ pronunciation and fluency.

Based on table 4.1, 4.2, and 4.3, The total score of students’ pronunciation is 47, the total score of students’ fluency is 51, and the total score of students’ intonation is 54 in post-test 2 was higher than The total score of students’ pronunciation is 32, the total score of students’ fluency is 40 , and the total score of students’ intonation is 46 in post-test 1 and The total score of students’ pronunciation is 20, the total score of students’ fluency is 21 , and the total score of students’ intonation is 26 in pre-test.

The Implementation of Teaching Narrative Text by Using choral Reading Strategy

1. Planning

In this phase, the writer made a planning for the action based upon the problem faced by students choral reading strategy. In this case, the writer determined the selected material into a lesson plan. Therefore, narrative text was chosen as the text to be delivered. For students in which it was needed to break down into specific information. In the lesson plan, there were some stories should be read by the students as a medium of students’ learning of narrative text. Beside of making lesson plan, the writer also prepared the post-test 1 in order to collect data, and also to know whether there are students’ improvement scores from pre-test and post-test in cycle 1. So, in the end of teaching learning process the writer can know whether the technique works or not.

2. Acting

The writer implemented the teaching learning process based on the lesson plan had been made. In this step, the writer taught the students by using the lesson plan that had been made before. In the first meeting of cycle one, the writer taught the students by giving deductive explanation of narrative text. The writer asked the students to write down some notes that the writer wrote on the whiteboard. The writer also gave a chance for students to ask something about the material they do not understand yet. Students were given some examples of narrative story in order they could analyze the structures of narrative text by themselves. And the writer also asked some students to read the text aloud know how good they could pronounce the reading text in English.

3. Observing

In this phase, the writer observed the students and tried to notice all activities in the physical classroom activity. It might be about the writer’s performance, class situation, and students’ response. Related to the writer’s performance, as a whole, in a part of explaining the use of choral

reading, it probably seemed unclear because the writer's direction was too fast. It could be seen from students' task result which still read all sentence of the text.

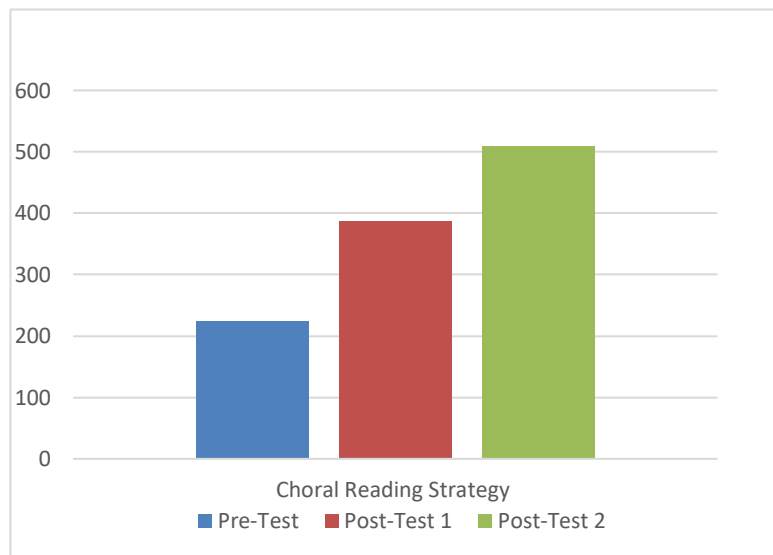
4. Reflecting

The writer analyzed students' achievement and progress based on their test score. In this phase, the writer also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the writer's observation, it could be seen that some students still got difficulties in reading specific words of the text.

DISCUSSION

In the discussion, it presents the discussion about the data analysis on this study that has been presented in the previous findings. The study was conducted to find out the improving of the student's reading skill by using choral reading strategy. Choral reading strategy was one of many strategies that could help the students to be easier in reading narrative text especially narrative text. In this study, based on the analysis above, It can be concluded that the second grade students, in reading narrative text, there is an improvement from the pre-test until post-test II. Based on the results of the study, it can be seen that the students' score of pre-tests was very low 223.1 It was because the students did not know how to pronounce the words correctly.

In the cycle 1, the students' reading skill in narrative text improved. The score of the students' post-test 1 was higher than the score of pre-tests. It was proven by the fact that the mean score in post-test 1 improved. The score of post-tests 1 was 386.1 It showed that the use of choral reading strategy in cycle 1 can improve the students' ability in reading narrative text. The score of post-tests 2 of cycle 2 was 509.4 It was higher than the post-test 1. It showed that the students' reading skill was better than before cycle 1. The results of the study showed that the use of choral reading strategy could improve the students' reading skill in narrative text. Based on the finding in this study, there are any significant different in the students' reading skill before and after using choral reading strategy. It can be shown from the score of the students' pre-test until the score of the students' post-test 2. Thus, it can be concluded that the use of choral reading strategy is effective in improving the students' reading skill.



Gamar 1. Perbandingan Hasil Pre-Test dan Post 1, Post-Test 2

CONCLUSION

After implementing Classroom Action Research (CAR) at the second grade students of SMP N 7 Kota Sorong and according to the results of reading tests, it can be concluded that there was a significant difference before and after implementing choral reading strategy in teaching narrative text. It means that using choral reading strategy in teaching reading is helpful, especially in improving the students' reading skill of narrative text. It can be shown from the result of pre-test, post-test 1, and post-test 2. Furthermore, the students' improvement of reading skill of narrative text can be seen clearly in the students' improvement scores of their achievements in pre-action and two post-actions. The result of pre-action test and post-actions test showed the significant improvement. The students' reading skill before implementing choral reading strategy was still low. It was proven by the score of the students' mean score in pre-test which was 223.1. The data show that the students' reading skill before and after treatment is significantly different. It was found in the students' post-test was higher than the pre-test which were in post-test 1 was 386.1 and post-test 2 was 509.4. At last, all of the calculations above prove that there is an improvement of the students' score in reading narrative text. It can be concluded that the use of choral reading is effective to improve the students' reading skill at SMP N 7 Kota Sorong which means that the null hypothesis (H_0) the use of choral reading strategy is not effective to improve the students' reading skill was rejected and the alternative hypothesis (H_1) the use of choral reading strategy to improve the student' reading skill was accepted.

REFERENCES

- Akib, M., & Ohorella, H. M. (2018). Investigating Students' Ability to Use Gerund and Present Participle at English Education Department of Sorong Muhammadiyah University. *Qalam: Jurnal Ilmu Kependidikan*, 7(1), 45-55.
- Anderson, Mark and Anderson, Kathy. (1997). *Text Types in English 2*. South Yarra: Macmillan Education Australia PIY LTD.
- Ayres, Lioness. *Narrative Texts*. <http://srmo.sagepub.com/view/sage-encycqualitative-research-methods/n278.xml>.
- Brown, H. Douglas. 2000. *Principles of Language Learning And Teaching*. London: Longman Publishing Group.
- Carnine, D. Silbert, J., & Kameenui, E. J., (1990). *Direct instruction reading*. Columbus, Merrill.
- Harmer, Jeremy. 2007. *How to Teach English*. China: Stenton Associates, Saffron Walden, Essex, UK.
- Hartanti, R., Rahman, A., Rosiana, R., & Saputra, D. (2024). Cooperative Script Method: A Study of to Improve Secondary Students' Reading Comprehension on Descriptive Text. *JULIET: Journal of English Language and Literature*, 1(1), 33-38.
- Hasanudin, H., Akib, M., Said, E., Wael, A., & Hartanti, R. (2023). Students' motivation in reading test responses washback effect on learning in higher education. *KnE Social Sciences*, 54-71.
- Ibrahim, I., Akib, M., Lebeharia, E. F., & Saleh, F. (2021). Investigating Students' Perception on Online Learning: A Comparative Study of Gender-Based EFL Learning During Covid-19 Pandemic. *Qalam: Jurnal Ilmu Kependidikan*, 10(2), 89-109.
- Kuhn, M R. (2005). A Comparative Study of Small Group Fluency Instruction. *Reading Psychology*, Retrieved June 23, 2006, from ERIC database.
- Uluelang, K. (2017). EXPLORING STUDENTS' SPEAKING ABILITY AT MUHAMMADIYAH SORONG UNIVERSITY (UMS). *Qalam: Jurnal Ilmu Kependidikan*, 6(1), 33-46.
- Nunan, D. (2003) Nunan, David 2003. *Practical English Language Teaching*. New York : Mc Graw Hill

- Ohorella, H. M. (2019, June). Coping with Barriers on Teaching EFL Classroom by Pre-Service Teachers in Sorong Papua Barat. In *Eleventh Conference on Applied Linguistics (CONAPLIN 2018)* (pp. 357-360). Atlantis Press.
- Sahib, N. Z. A., Ekwir, H., Susim, S., Wael, A., & Akib, R. (2024). The Analysis of Validity of English Test Made By English Teacher at SMA IT Al-Izzah Kota Sorong. *JOLIES: Journal of Linguistic and English Studies*, 1(1), 8-14.
- Saputra, D., Akib, M., Patty, A., Hartanti, R., & Hardianti, R. (2023). ANXIETY IN SPEAKING ENGLISH; STUDENT'S ATTITUDE AND THE ROLE OF GENDER. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 14(1), 78-83.
- Syamriani, (2010). The Effective Using Sq4r Method In Teaching Reading Comprehension To The Second Year Students Of SMP 2 Bontosikuyu Kabupaten Selayar. *Thesis*. IAIN Makassar.
- Tahang, H., Sarmin, S., Yuliana, Y., & Taslim, T. (2018). Language Learning Strategies Employed by Successfull Students in Developing English-Speaking Performance. *Qalam: Jurnal Ilmu Kependidikan*, 7(1), 56-65.
- Wael, A., Akib, M., Hasanudin, H., & Akib, R. (2023). Autonomous Learning Strategies for Academic Speaking by English Education Department Students. *J-SHMIC: Journal of English for Academic*, 10(1), 51-62.
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring Students' Learning Strategies in Speaking Performance. *International Journal of Language Education*, 2(1), 65-71.
- Wallace, Catherine. 1996. *Reading New York*. Oxford: Oxford University Press.