

THE EFFECTIVENESS OF USING CHORAL READING IN IMPROVING STUDENTS' READING COMPREHENSION AT SMP 3 TUMPAAN

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Abstract: This research aims to determine the improvement of students' reading comprehension in terms of finding main ideas and identifying supporting ideas in students' of SMPN 3 Tumpaan for the 2022/2023 school year. This study used Classroom Action Research consisting of two cycles. The sample of this study consisted of 20 students'. Research obtained the data using reading tests. The research of students' reading tests on D-test, cycle I and cycle II have significant differences in scores. There was a better improvement of students' gains at the end of the action in the second cycle. In test D the average score of students' is 57.5, cycle I 68.375 and cycle II 83.25. Based on the result of the analysis, it was concluded that the students' improvement on literal comprehension in term of finding main idea and identifying supporting idea using choral reading method at the seven grade of SMPN 3 Tumpaan were improved.

Keywords: *Choral Reading Method, Reading Comprehension, EFL, Junior*

INTRODUCTION

Language, as highlighted by Pasaribu et al., (2020), serves as a intricate communication system utilized by humans. It is intricately intertwined with human existence, representing the capacity to express thoughts and emotions. Beyond mere communication between individuals, language assumes a crucial role in conveying ideas, concepts, and emotions, thereby significantly contributing to students' success in various fields.

Given its status as the primary foreign language in Indonesia and its global prominence, English holds great importance for individuals to acquire and proficiently grasp. Nur et al., (2023); Lumentut & Lengkoan, (2021) assert that English takes precedence as the first foreign language taught in Indonesian schools. Its widespread

use in diverse aspects of life, including economics, business, politics, as well as education across schools and universities in Indonesia, underscores its status as an international communication tool. Consequently, the acquisition of English emerges as a pivotal endeavor for everyone.

English proficiency encompasses skills in listening, speaking, reading, and writing. Among these, reading comprehension, as emphasized by Maru et al., (2020), stands out as a critical skill that students, particularly, must hone. The comprehension of written material depends on both the content and the format employed to assess understanding. Reading comprehension's significance lies in its complexity, involving mastery of grammar, word selection, sentence structure, and idea extraction. Thus, mastering reading skills is imperative for achieving proficiency in the English language.

Prioritizing reading comprehension holds significant importance for the nation, with the Indonesian government presently implementing an independent curriculum that includes English as a subject from grades 1 to 12. Maru et al., (2021); Kumayas & Lengkoan, (2023); Andries et al., (2019) emphasize that the English language learning focus spans listening, speaking, reading, visualizing, writing, and presenting diverse text types. The emphasis on reading skills is particularly notable, as students are expected to comprehend and reflect on texts in alignment with their objectives, fostering the development of their scientific potential.

In the contemporary era, teachers play a crucial role in facilitating effective methods to enhance students' reading comprehension within the framework of the independent curriculum. Maru et al., (2018) posit that reading comprehension is the outcome of effective reading, enabling readers to comprehend information presented in English texts. Understanding the context of a reading passage is underscored as crucial for obtaining information. Employing effective methods is crucial for guiding students through lessons, thereby enhancing their reading comprehension and understanding contextual meanings.

Tatipang et al., (2021) stress that reading comprehension stands out as one of the most critical language skills for students, serving as a foundational skill for success in school. Reading not only serves as an informational source but also broadens language usage horizons within the classroom. Maru et al., (2023) further

asserts that regular and systematic reading sharpens intelligence, smoothens emotions, refines taste, and provides a perspective for effective participation in social, cultural, and political life. Researchers express interest in conducting an experimental study titled "The Effectiveness of Using Choral Reading in Improving Students' Reading Comprehension in Grade VII Students of SMP Negeri 3 Tumpaan".

RESEARCH METHOD

This research adheres to the principles of Classroom Action Research (CAR), which encompasses four distinct stages: planning, implementing action, observation, and reflection. The study unfolds in two closely interrelated cycles, each involving a series of activities. The focus of the investigation includes the indicator of literal reading comprehension, specifically addressing the main idea and supporting ideas derived from the text. The research involves students from SMP Negeri 3 Tumpaan, South Minahasa, during the 2022/2023 school year, with a sample size of 20 students selected from Grade VII. The research procedure comprises two cycles, each consisting of four steps, including a reflection phase. Prior to initiating Cycle 1, a diagnostic test is administered to assess students' reading comprehension in English. The activities conducted in Cycle II closely resemble those of Cycle I, with adjustments and additional activities incorporated based on the classroom and school environment realities.

Table 1. Rubric for main idea

No.	Criteria	Score
1.	Clearly identify the main idea by providing strong evidence, details relating to the main idea.	4
2.	Identify the main idea and proving adequate evidence, details relating to the main idea.	3
3.	Limited main idea identification and limited evidence, details relating to the main idea.	2
4.	Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Table 2. Rubric for supporting idea

No.	Criteria	Score
1.	Relevant telling quality details give reader important information that go beyond the obvious or predictable.	4
2.	Supporting idea or information is relevant, but one key issue almost unsupported predictable than others.	3
3.	Supporting idea or information is relevant, but one or more key issue are unsupported or fairly predictable.	2
4.	Supporting idea or information is somewhat relevant, but several key issues are unsupported or all fairly predictable.	1

FINDINGS AND DISCUSSION

This section addresses the research findings and engages in a discussion based on the obtained data. The findings reflect the data derived from assessing the academic performance of seventh-grade students at SMP Negeri 3 Tumpaan who were instructed using the Choral Reading Method. The primary objective of this evaluation is to ascertain whether there is a noticeable enhancement in students' reading comprehension following the implementation of the Choral Reading method. The study was conducted in the seventh grade of SMP Negeri 3 Tumpaan during the 2022/2023 school year, involving a total of 20 students.

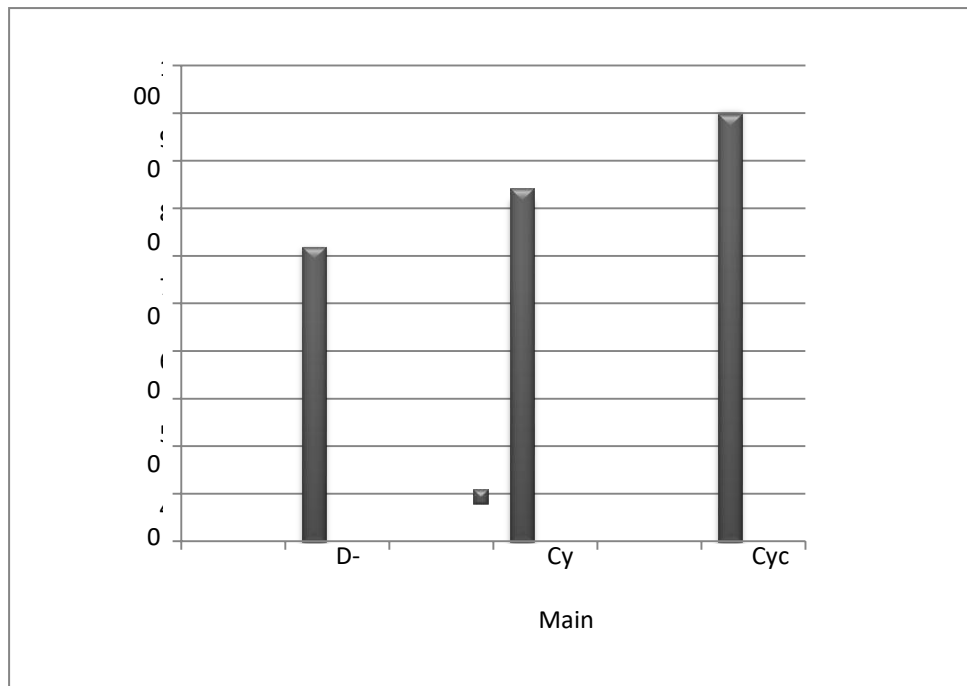
The data findings indicate that employing the Choral Reading method for teaching reading comprehension contributes to a tangible improvement in students' literal understanding of texts, encompassing both the main ideas and supporting ideas in grade VII at SMP Negeri 3 Tumpaan. The results of the data analysis are detailed in the subsequent table, illustrating the efficacy of the Choral Reading method in elevating student reading comprehension.

Table 3. Students' mean score in main idea

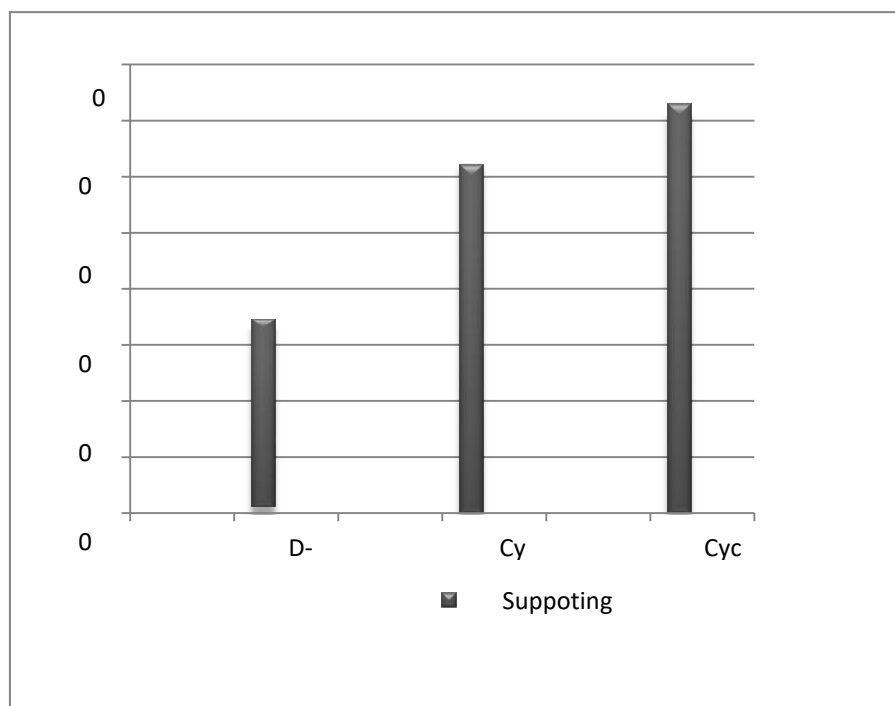
D-Test	48.5
Cycle I	62.25
Cycle II	76.5

The table above shows that the average score of students' main ideas in reading the D-test is 48.5. then in cycle 1 it was shown that the average score of students' reading comprehension was 62.25. The data above can be seen in the form graph below:

Figure 1. Students' mean score in main ide



The graph above shows that the average score of the D-test is 62.25 increased to 74.5 in cycle I, then in cycle II the average score became 90. It shows that the application of the Choral Reading method is very important in improving reading comprehension in grade VII students of SMP Negeri 3 Tumpaam.



The presented graph illustrates a progression in the average D-test scores, starting at 48.5 and rising to 62.25 in Cycle I. Subsequently, in Cycle II, the average score further increases to 72.5. This data underscores the significant role of the Choral Reading method in enhancing students' reading comprehension. It was previously noted that the student scores, analyzed as percentages, were categorized into seven levels according to the Ministry of Education and Culture's classification: very good, good, sufficient, marginal, inadequate, and highly deficient, as detailed in the accompanying table:

Table 4. Rate percentage and frequency

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	96-100	Excellent	-	-			2	10%
2	86-95	Very Good	-	-	2	10%	1	5%
3	76-85	Good	-	-	3	15%	13	60%
4	66-75	Fairly good	-	-	6	30%	4	25%
5	56-65	Fair	15	75%	6	30%	-	-
6	36-55	Poor	5	25%	3	15%	-	-
7	0-35	Very poor	-	-	-	-	-	-
Total			20	100%	20	100%	20	100%

The information depicted above is also visually represented in the chart below. Analyzing the table and graph, it is evident that in the D-test, 15 students (75%) attained satisfactory grades, while 5 students (25%) received lower grades. In the initial cycle, 2 students (10%) achieved excellent grades, 3 students (15%) secured good grades, 6 students (30%) earned moderately good grades, 6 students (30%) attained satisfactory grades, and 3 students (15%) received lower grades. Notably, in the second cycle, no students scored in the categories of satisfactory, marginal, or highly deficient. Instead, 2 students (10%) achieved excellent grades, 1 student (5%) secured very good grades, 13 students (60%) attained good grades, and 4 students (25%) received fairly good scores.

This study emphasizes the paramount importance of enhancing students' reading comprehension, particularly through an evaluation of literal comprehension. The overall literacy understanding results presented in the table above underscore the progress in students' reading skills.

Table 5: Improvement the students' reading comprehension

Indicators	Scores (%)			Improvement (%)		
	D-Test	Cycle I	Cycle II	DT-CI	CI-CII	DT-CII
Main idea	66.5	74.5	90	12.03	89	35.33
Supporting idea	48.5	62.25	76.5	28.35	75.5	36.60
Σx	115	136.75	166.5	18.91	165.5	69.06
—	57.5	68.375	83.25	18.91	82.25	30.93
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Table 4.4 illustrates the progression of students' reading comprehension from the D-test to Cycle I and Cycle II, with Cycle II exhibiting the highest scores. The overall reading comprehension score for students in Cycle II was 162.5, with an average score of 81.25. Comparatively, the total score for students in the first cycle was 134.75, with an average score of 67.375, and the total D-test score was 115, with an average score of 57.5. This indicates a notable improvement in reading comprehension from the D-test in Cycle I by 18.685%. The increase from Cycle I to Cycle II was 20.18%, and the overall improvement from the D-test to Cycle II was 44.525%. These findings highlight a significant enhancement in students' reading comprehension through the effective application of the Choral Reading method.

In this section, the research outcomes regarding the utilization of the Choral Reading method in teaching reading comprehension for seventh-grade students are presented. The study's objective was to investigate the implementation of Choral Reading for Grade VII students at SMPN 3 Tumpaan. To achieve these objectives, the researchers undertook several steps, utilizing tests as instruments for data collection, including diagnostic tests, Cycle I, and Cycle II at the final session. The results indicate a noteworthy improvement in students' reading comprehension, specifically in understanding the main and supporting ideas of English texts, particularly those presented in narrative texts, following the application of the Choral Reading method.

CONCLUSION

Drawing upon the outcomes of data analysis, research findings, and the discourse presented in the preceding chapter, the researchers have concluded that the Choral Reading method proves highly effective in fostering students' ability to develop and comprehend ideas during reading instruction. This assertion finds support in the notable improvement observed in students' grades, although some individuals exhibited challenges in grasping the concepts within reading texts. Issues such as vocabulary comprehension and hesitation in reading English texts were identified, stemming from a lack of reading comprehension, evident in both Cycle I and Cycle II post-treatment. This conclusion is substantiated by the discernible increase in D-test values across the cycles. Specifically, students' reading comprehension scores on the D-test registered 57.5 initially, escalating to 68.375 in Cycle I and significantly reaching 83.35 in Cycle II.

To gain further insights into students' challenges with reading comprehension, the researchers utilized questionnaires. The analysis revealed that Grade VII students at SMP Negeri 3 Tumpaan exhibited both enhancements and difficulties in reading comprehension, a topic extensively discussed in the preceding chapter.

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