THE EFFECT OF CHORAL READING STRATEGY ON TEACHING STUDENTS READING COMPREHENSION

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Abstract : This study aims to determine the reading comprehension of SMP BEREA Tondano eighth-grade students who use the choral reading approach, as well as the reading comprehension of SMP BEREA Tondano second-grade students who do not use the choral reading technique. Those who are taught using a choral reading technique have superior reading comprehension than those who are taught using a non-choral reading strategy. The research method is experimental, with one experimental and control class using the pre-test and post-test procedure. The population for this study is 20 students from the second class of SMP BEREA Tondano in the year 2020. The findings of this study suggest that students who employ the choral reading approach get higher reading comprehension scores than those who do not.

Keywords : *Choral reading, experiment, reading, comprehension, EFL*

1. INTRODUCTION

English has an important role. It is because English is an international language that has to be mastered by the people. English is the first foreign language that should be taught in Indonesian schools. Liando (2012) says *"Indonesia has adopted English as a tool of communication to establish relationship with other countries"*. Also from (Panambunan, Tulung, and Maru, 2016) *Foreign language especially English that every people used to convey inner ideas and emotions, to make sense of complex and abstract thought, to learn to connect with others in order to fulfill our wants and requirements, and to develop and maintain our culture."*

Reading is an activity with purpose (Hasibuan and Ansari, 2007:114). Reading helps students to get more understanding from what they have learned. Many students' assignment or homework is finished by reading before and reading can make the students get more vocabulary also.

As stated by Maru (2009) *Teaching language is not merely a matter of techniques and teachers' teaching role as well as material but also aspect related to an atmosphere or climate within the teaching and learning take place".* Reading is an important element of the teaching and learning process for increasing English student abilities. as Mikulecky and Jeffries (2015) state that Reading is an efficient approach for students to develop their general language skills in English. *"English as a topic has been taught in Indonesia since 1945. Teaching English in Indonesia as a foreign language has been focused on developing the four language skills (reading, writing, speaking, and listening) with various degrees of proficiency"* (Lambe, 2017). It

assists students in learning to think in English because they must grasp or respond to English text when reading it. Reading also aids students in gaining more knowledge, expanding their vocabulary, and improving their writing and speaking skills. It is simple for students to come up with fresh ideas, facts, and experiences because every ability in English is interconnected.

Towards product a good students reading skill or There are various fascinating tactics that can be utilized to read aloud and rapidly, one of which being Choral Reading. Vaughn and Sylvia, (p.52), states that "Reading aloud and as quickly as possible as a group without speed-reading is the choral reading strategy." From the web that writer had read Choral reading is reading aloud in unison with a whole class or group of students. McIntyre, et al, (2011: 106), argue, "Choral reading can assist readers who are unsure of themselves but want to read good material." It means that choral reading technique can assist students with reading difficulties.

Reading is the most significant activity in any class, not only as a source of information, but also as a way to consolidate and enhance one's understanding and mastery of language. (River, 1968: 24). Students should be able to determine the meaning of the text, the topic of the text, the key concepts of the text, particular facts, and supporting ideas of the text when reading. According to Livianni Lambe (2011), *Reading is both an action and a process that a reader engages in in order to comprehend written content.* Reading, according to Mikulecky (2011:5), is a complex conscious and unconscious mental process in which the reader employs a range of tactics to recreate the meaning intended by the author based on evidence. from the text and from the reader's prior knowledge.

Reading Styles

In a language school, there are various different forms of reading that might take place. Brown (1989) suggests that they can be divided into two categories: oral and silent.

1. Oral: The oral translation of printed or written text, which is frequently employed as a measure of a student's overall reading ability in order to analyze characteristics of reading accuracy, fluency, and understanding that cannot be noticed immediately through silent reading.

2. Silent: Intensive reading (linguistics and content)

Extensive reading (Skimming, scanning, and global)

Intensive reading, according to Brown (1989), "draws attention to grammatical forms, discourse markers, and other surface structure features in order to comprehend literal meaning, implications, rhetorical links, and the like." Intensive reading, often known as "Narrow Reading," involves students reading many texts on the same topic or by the same author. When this happens, information and grammatical structures repeat themselves, giving students numerous opportunities to comprehend the text's meanings. The success of "Narrow Reading" in terms of boosting reading comprehension is founded on the idea that the more familiar the reader is with the text, either because of the subject matter or because they have read other works by the same author, the better.

Description of Choral Reading

Choral a ensemble of voices reads a text in an interpretive manner. Individual lines or stanzas may be read aloud, in pairs, or in unison by students. In addition, the teacher reads to assist set the tempo and model accurate pronunciation. Tatiana (2006, p.20) state that The choral reading approach is a way for students to improve their fluency skills by having the teacher assist them in terms of reading. pronunciation. According to Hasbrouck, in choral reading, the teacher and students read one paragraph or sentence at a time, and as a result, "children gain the benefit of a model while practicing reading aloud.

Choral reading, according to Bean (2017), is the practice of numerous voices expressing poetry or lyrical texts in tandem. It might be shown to parents as part of a school presentation, or it can be studied in the classroom for its simple beauty and delight.

The simultaneous oral reading of information by two or more persons, often known as choral reading or choral speech,

2. RESEARCH METODOLOGY

The research is pre-experimental in nature. Such a study aims at describing a cause-and-effect relationship between independent and dependent variables. The independent variable in this study is *choral reading strategy* and the dependent one is *reading comprehension*. Such a study is quantitative in nature because the data are in the form of scores, and In most cases, the analysis is carried out statistically. Quantitative research is concerned with collecting numerical data and generalizing it across groups of people or explaining a phenomenon (Babbie, 2010)

One group pre-posttest design was employed as the pre-experimental design. A pretest is given before the treatment in such a scheme.

T1   X   T2

Where

T1: Pre-test

X : Treatment (use choral reading strategy)

T2 : Post-test

Research Subject

The subject of this study was the eight-grade SMP Berea Tondano which consisted of 20 students, in the academic year 2020/2021

has been proven to be particularly effective in eliminating stuttering. Freeman (1998), p. 188. Reading materials in unison with one or more speakers at the same time is known as choral reading strategy. This method encourages group reading, which boosts confidence by making individuals who are having difficulty feel less self-conscious.

Research Setting

This research took place at SMP Berea Tondano as the place to collect the data that is located on Tondano, Minahasa, North Sulawesi.

Instruments of Collecting Data

The information was gathered using an instrument in a form test. To determine the students' scores, two exams were used: a pretest and a posttest. The examinations were multiple choice based on some text, and they were built using Choral reading approach in reading comprehension instructional material.

Research Procedures

The following are the procedures used in this study:

1) Define and formulate the problem

2) Formulate the hypothesis

3) Determine the technique and research design

4) Choose the class for the subject research

5) Give the pre-test

6) Give the treatment

7) Give the post-test

8) Make a conclusion and write a report of the research

Data Collection Methodology

The data for this study was gathered using the test as the instrument. The exam consisted of multiple-choice questions. There were two tests: a pre-test and a post-test. The pre-test was given before the therapy and the post-test was provided after the treatment. The pre-test was aimed to know students' ability reading in reading comprehension while the post-test was aimed to measure students' achievement after applied Choral reading strategy in the learning process.

Instruments of Collecting Data

The data were collected through instrument in the form test. There were two tests, pretest and posttest employed to obtain the students' score. The tests were multiple choices based on some text and the test was constructed based on instructional material of Choral reading strategy in reading comprehension.

Data analysis

The data collected in this study were statistically analyzed using descriptive statistics. For this purpose, frequency distribution, In order to measure the efficiency of the strategy implementation, the mean and standard deviation of pretest and posttest data were analyzed and compared.

Frequency distribution of both pretest and posttest were calculated using this formula:

Total number of students got a given score

Score % = --

Total number of students

The mean scores were computed using the mean formula:

$$\overline{X} = \frac{\Sigma X}{n}$$

(Butler, 1985:38)

Standard deviation was computed using raw score method

$$S = \frac{\sqrt{\Sigma x^2}}{N} - \left(\overline{x}\right)^2$$

(Moore, 1983: 251)

Analyze the data

This study was Quantitative research through one group pretest and posttest design which involved 20 students of eight-grade SMP Berea Tondano as the subject of the study. In collecting the data, the writer used tests in form of multiple choices question. The following is the data obtained using the test.

Table 1. Pretest & Posttest Data

NO.	pretest (X)	Post test (Y)
1	3	6
2	3	4
3	3	6
4	4	5
5	4	7
6	3	6
7	2	7
8	4	6
9	3	7
10	3	5
11	2	7
12	2	5

13	3	8
14	4	5
15	2	6
16	2	6
17	3	7
18	3	5
19	4	4
20	2	6

As shown in Table 2, of 20 students who took the pretest, one (or 5%) student got a five; four (or 20%) got part a four; nine (or 45%) got a three, and six (or 30%) got a two. The best possible score was five, and the lowest possible score was two. Figure 1 shows the frequency distribution of the pretest data.
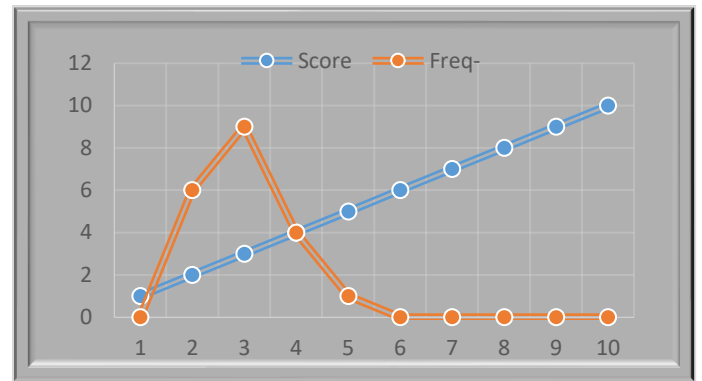

Figure 1. Frequency Distribution of Pretest Data

Based on the data just mentioned, statistical analysis was carried out. Since the analysis was done using descriptive statistics, statistical analysis would include frequency distribution, the mean and standard deviation of both pretest and posttest data.

Frequency distribution of pretest and posttest data were calculated using the formula mentioned in 3.4. The result was presented in Table 2.

Table 2. Frequency distribution matrix of the pretest (X)

Scores	Tally	Freq	Freg-%	Cumulative proportion	Cumulative percentage
5	*I*	1	5	20	100
4	*IIII*	4	20	19	95
3	*IIIII IIII*	9	45	15	75
2	*IIIII I*	6	30	6	30

The frequency distribution of posttest data was also computed in the same way as that of pretest data. The results is presented in Table 3.

Table 3. Frequency Distribution Matrix of posttest (Y)

Scores	Tally	Frequency	Freq-%	Cumulative proportion	Cumulative percentage
8	*I*	1	5	20	100
7	*IIIII*	5	25	19	95
6	*IIIII II*	7	35	14	70
5	*IIIII II*	5	25	7	35
4	*II*	2	10	2	10

Table 3. Showed that were 20 students took the posttest. Of these students, One (or 5%) student got an eight; five (or 25%) got a seven; seven (or 35%) got a six; another five (or 25%) got a five; and two (or 10%) highest score, two (2) students got a four. The highest score was 8, the lowest four. The frequency distribution of posttest data is visually shown in Figure 2.
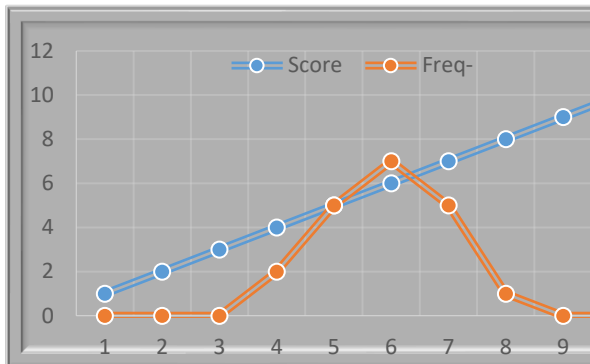

Figure 1. Frequency Distribution of Pretest Data

Having calculated the frequency distribution of pretest and posttest data, the mean of pretest (X) and posttest data (Y) were then calculated. For this purpose, it was necessary to firstly obtain the sums and sum squares of pretest (X) and posttest data (Y).

Table 4. Computing the sums and sum squares of X and Y

No.	Score (X)	X^2	Score (Y)	Y^2
1	3	9	6	36
2	3	9	4	16
3	3	9	6	36
4	4	16	5	25
5	5	25	7	49
6	3	9	6	36
7	2	4	7	49
8	4	16	6	36
9	3	9	7	49
10	3	9	5	25
11	2	4	7	49
12	2	4	5	25
13	3	9	8	64
14	4	16	5	25
15	2	4	6	36
16	2	4	6	36
17	3	9	7	49
18	3	9	5	25
19	4	16	4	16
20	2	4	6	36
N = 20	$\sum X$ =60	$\sum X^2$ = 194	$\sum Y$ 118	$\sum Y^2$ = 718

Based on the above results (as shown in Table 4), the mean score and standard deviation were calculated.

$$\bar{X} = \frac{\sum X}{n}$$

$$Y = \frac{\sum Y}{n}$$

$$= \frac{60}{20} \qquad = \frac{118}{20}$$

$$= 3 \qquad = 5.9$$

Thus, the mean of pretest and posttest were 3 and 5.9 respectively; the posttest mean increased by 2.9.

Standard deviation was calculated based on the sum squares of X and Y mentioned in Table 4. Standard deviation, symbolized as *sd* was calculated using raw score formula (Moore, 1983).

$$sd_x = \frac{\sqrt{194}}{20} - 3^2$$

$$sd_y = \frac{\sqrt{718}}{20} - 5.9^2$$

$$sd_x = \sqrt{9.7 - 9}$$
$$sd_y = \sqrt{35.9 - 34.8}$$
$$sd_x = \sqrt{0.7}$$
$$sd_y = \sqrt{1.1}$$
$$sd_x = 0.8$$
$$sd_y = 1.05$$

Thus, sd_x and sd_y were 0.8, and 1.05 respectively, meaning that in the pretest, the students' reading comprehension ability was more homogeneous than that of the posttest.

3. DISCUSSION

The data analysis revealed that out of the 20 students that took the pretest, the highest score was 5 and the lowest was 2. Only one student got the score, whereas six students got the lowest score, 2. In the posttest, on the other hand, the highest score was 8 and the lowest 4. As with the pretest, only one student got the score whereas two students got the lowest score, 4. The mean of the pretest and posttest are 3 and 5.9 respectively. The posttest mean is higher than that of the pretest. Furthermore, the standard deviations of both tests are 0.8 and 1.05 respectively which means that in the posttest, the spread of students' scores is wider from the mean than that of the pretest scores. It can be briefly said that the result of the posttest was better than that the pretest, indicating that using the Choral Reading Strategy improves students' reading comprehension.

Students' reading comprehension score improved through several steps. In the first session students were given little explanation about the material and how to locate the central idea in a text The students were then given a text with questions and allowed 20 minutes for each session. The students had to first comprehend the material, which included a question and a crucial answer. In the session, the English teacher should coach the students' for 5-10 minutes. Later The English teacher assisted the students in comprehending the book in order to answer the questions, as well as calculating points once they had completed them. So, from the explanation above there are some factors influenced students' reading comprehension improvement such

as choral reading strategy. In other words, Choral reading strategy was effectively for students to understand the text and to motivate them to improve their reading comprehension.

4. CONCLUSION

As pointed out before, of **20** students who took part of pretest, The highest score was a 5, while the lowest was a 2. On the other hand, the highest score on the posttest was 8 and the lowest was 4. The pretest and posttest mean values are 3 and 5.9, respectively. The posttest mean is higher than that of the pretest. Furthermore, the standard deviations of both tests are 0.8 and 1.05 respectively which means that in the posttest, the spread of students' scores is wider from the mean than that of the pretest scores. The results indicate that the posttest result is better than that the pretest. As a result, it can be argued that using the Choral Reading Strategy improves students' reading comprehension.

Suggestion

Based on the findings, the writer would like to make the following suggestions:

1. The teacher must be familiar with a variety of teaching and learning approaches that are appropriate for the material and the students' abilities.

2. The teacher can use Choral reading strategy in reading comprehension session because it's really good for making the students more active and support each other to the understand the text.

3. The students need to realize that learning has two way process, not only the teacher as the center but also students as the center.

4. The students have to read more reading text to have more knowledge.

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