

## **The Effectiveness of Applying Choral Reading Method on The Students' Reading Comprehension in Recount Text**

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### **ABSTRACT**

The objective of this research aims to find out whether a choral reading method effective or not in teaching reading comprehension at eleventh grade in SMA Negeri 2 Kabupaten Sorong. Relate to the objective of the research use pre-experimental quantitative research design. The design of this research is one group pretest- post-test. The population of this research is eleventh grade students divide eight classes that are XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4 and the total them are 137 students. Based on purposive sampling, the researcher chose XI IPA 2 and which total are 31 students. To collect of the data, the researcher used 20 items multiple choice for pretest and post-test. In analyse the data, the researcher used SPSS 20 program to calculation the data. The result finding of the research showed that the result of N-gain is (20.27) or (21%) the categorize is not effective, it means that H<sub>0</sub> is accept and H<sub>a</sub> is rejected. The null hypothesis (H<sub>0</sub>) accept is not effective in teaching reading comprehension using choral reading method between pretest and post-test. but if there seen from the mean score from the pretest is (42,4194) improve on post-test (54,3548). It can be concluded that choral reading method in teaching reading comprehension are not effective in teaching reading.

**Key words:** Students Reading Comprehension; Choral Reading Method; Recount Text

### **INTRODUCTION**

Janette and Sharon states that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively. Reading comprehension is a skill to build throughout whole lifetime. Reading comprehension is the ability to process text, understand the meaning of the text and not what the reader knows. The ability of individuals to understand texts is influence by their skills and their ability to process information. Therefore, the researcher using recount text for students' reading comprehension because recount text is one of the parts learned in reading

learning. Recount text is a text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007). Recount text is a text which tells about something that happened in the past. Based on the explanation above the researcher conducted research with the title is The Effectiveness of Applying Choral Reading Method on the Students' Reading Comprehension in Recount Text at Eleventh Grade in SMA Negeri 2 Kabupaten Sorong.

### **LITERATURE REVIEW**

Comprehension is particularly important with English language learners (ELLs). Moreover, Janette and Sharon states that "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively. Reading comprehension is a skill to build throughout whole lifetime. According to Camille Blachowicz and Donna Ogle, comprehension is an interest-driven process where the purpose for reading can change over time. Reading comprehension is the one question type that regularly asks three to four questions around one block of content. Then, Wagner, et.al states that reading comprehension is a sole product of the ability to decode words. The concluding that reading comprehension is a skill to know how to the extent to which the reader knows about the text when he reads. Good comprehension has learned that they have control over the reading process.

Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read well and widely build a strong foundation for learning in all areas of life. The purpose of reading is to have students answer the questions at the end of the text, then the students need to preview the questions before they read the material.

The benefit of Choral Reading Method based on (Mc Cormack and Pasquarelli), when children are choral reading a 200-word passage, every students gets the same amount of practice. The students are not listening scrutinizing each other. If a student makes an error reading, no one really knows. Choral reading is also an excellent method to build prosody. As the students listen to each other, those students who have natural expression and phrasing will model those characteristics for the other.

In choral reading, students read a design passage aloud. The leader is usually the teacher or another model reader. First, the teacher or model

reader previews a passage for the students, and they all make about what the passage will be about. Then the teacher reads the passage aloud—first by herself, then with the students joining in. Next the teacher fades her voice and allows the students to take the lead reading the passage aloud. The last, the students were asked to retell the text and answer comprehension question according to Mugi Indah Lestari (2017). During this exercise, students should read as quickly as possible as a group without speed-reading. If there is time available, the teacher should select pairs of students to read the passage again. Again, it is important that teachers ensure that English language learners have adequate background knowledge and vocabulary knowledge for the passages they are reading. Also, many English language learners are sensitive about reading aloud because of their pronunciation and difficulties with English. According to “Sylvia Linan-Thompson and Sharon Vaughn, Research-Based Methods of Reading.

### **Previous Related Study**

First, a researcher was conducted in 2012 by Wildatul Khairiah with the tittle is The Effect of Choral Reading Strategy on Reading Fluency in Grade 2 Students at MTs Kuntu, Kampar Regency. The purpose of this research is to find out reading, the experimental subject is a grade II student of MTs Kuntu whose aim is to be taught using the choral reading strategy. In collecting data, this research used tests. There are two kinds of tests: Pretest is used to determine students' reading before receiving treatment and posttest is used to determine reading after receiving treatment. In analyzing this research data using the regression formula. The result of the research is that students are taught reading strategies with mediocre strategies in the good category. Then, good reading students were taught with choral reading strategies being a very important category. The final result shows that there is an influence on the choral reading strategy on the students' reading comprehension.

Second, a research was conducted in 2017 by Mugi Indah Lestari with the tittle is The Influence of Choral Reading Method Toward Students' Reading Comprehension Ability at the Seventh Grade of SMPN 3 Batanghari. Choral Reading method is one method that can help students to understand texts easily. This study aims to determine whether the Choral Reading Method influences reading comprehension skills. The experimental subjects were seventh grade students of SMPN 3 Batanghari. In this research, the research used is quantitative research. To find out whether the use of the Choral Reading Method can affect students' reading comprehension skills. This study involves students by being given a pretest, treatment, and post-test. Researchers used the Chi-square formula and T-test to analyse the data. The Choral Reading method can affect the reading comprehension ability of seventh grade students of SMPN 3 Batanghari.

Third, research was conducted in 2017 by Deni Ismayanti with the tittle is

The Effect of Applying Choral Reading Method on the Students' Comprehension in Reading Recount Text. The purpose of this study was to determine the significant effect of the application of choir reading method on students' understanding in reading recount text. The population in this study were 120 students of SMA Pembangunan. the research take sample with cluster random sampling technique, the sample is class XI-1 and XI-2, so the number of samples is 60 then divided into two groups. Class XI-1 consisting of 30 students as an experimental group taught by using choral reading method and class XI-2 consisting of 30 students as the control group taught using the lecture method. Research design is taught using experimental group and control group. The instruments used in this research are multiple choice with 20 questions. Data were analyze using t-test formula, research shows that students' understanding in teaching recount text by applying the choral reading method more significant. That difference between previous study and this research is the use of recount text meanwhile the similar between previous study and this research use the choral reading method to determine students reading comprehension.

## **METHOD**

### **Design and Samples**

The design of this research was conducted pre-experimental design using quantitative. Quantitative research is inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions, Ary (2010). It is using a quantitative approach because quantitative is the data of all numbers using statistic data. Samples are part of the number and characteristics own by the population, Sugiyono (2011). According to Sukmadinata (2013) sample is a small group that is in real research and drawn conclusions from the population. This technique sample of this research uses purposive sampling. Purposive sampling is a technique to determine sample with a particular. So, Sample is the small group of population that will be research. It means that the sample of this research is the part of number of the eleventh grade at SMA Negeri 2 kabupaten Sorong. The sample of this research are 33 students in the class XI IPA 2.

### **Instrument and Procedure**

Instruments need to collect data collection. Based on Sugiyono (2017) what is meant by research, the instrument is a tool used to measure the observed natural and social phenomena. The researcher gives the students twice tests, namely pretest 20 multiple choice and posttest 20 multiple choice questions about recount text. Data collection techniques were the most major step in research since the main purpose of the research is to get data. Without

knowing the data collection techniques, researchers will not get data that meets the specified data standards. (Sugiyono, 2015). Pretest scores is obtained before the researcher using the choral reading method in teaching reading comprehension. The purpose of the pretest is measuring students' ability in reading comprehension before they enter experimental class. In the pretest, the researcher will give 20 multiple choice questions about recount text. The posttest is obtained after the researcher use choral reading method in teaching reading comprehension. The purpose of the posttest is to measure the effective of a particular treatment on this research is teaching reading comprehension using the choral reading method. In the posttest, the researcher gives 20 multiple choice questions about recount text.

### Data Analysis

After collecting the data, the researcher analyzes the data. The researcher has collected data and processed the answer in problem research using the SPSS application. The procedure process analysis the data as 3.5.1. Scoring the students correct answer of pretest and posttest in assessing reading, the technique use is multiple choice. So, the correct answer will be score 1, the incorrect answer will be score 0, and no answer will be score 0. follows:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Score

R = The number of correct answer

N = The number of question

(Sudjana :1999)

Table 3.1.6. The Classification Score For Test

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Pair
4	40-55	Poor
5	≤ 39	Very Poor

Source : Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan.

Calculating the mean of the students score, mean score is the average of the score. The score was collected by using the result of pretest and posttest, Darmadi (2011).

The researcher determines the mean score with the formula:  $M = \frac{\sum x}{N}$

Where :

M : Mean

$\sum x$  : Total Students Score

N : Total Students

Test hypotheses that can be used using test N-gain. Test N-Gain was conducted to determine the extent to which the students' learning outcomes before and after learning. The difference between the initial test score and the final Test (gain) is seen from the treatment. Hypothesis Testing The hypothesis as follows: Alternative hypothesis (Ha) Ha (Alternative Hypothesis) is accepted if the N-Gain Score is more than 55. Null hypothesis (Ho) Ho (Null hypothesis) is accepted if the N-Gain score is less than 56.

## RESULT AND DISUSSION

The deal of discussion, the researcher is conducting findings the reading comprehension scoring between pretest and posttest of pre-experimental class. In addition, there are technique in this research is choral reading method which is different of students result in teaching reading comprehension with the material is simple past tense. Based on the result of findings research, the researcher found that the technique of choral reading method not effective in teaching reading comprehension students, this is evidence by the mean pretest (42,4294) students are improved on posttest (54,3548) students. Where the mean score on posttest (54,3548) not improve above the KKM (72).

Based on the result, the student's N-Gain value is (20,72) or (21%), if the value of N-Gain ranges from  $< 40$  then category not effective. Based on the results of N-Gain that is 20,72 or 21%, it is confirm not effective. It has proven that the Null Hypothesis (Ho) is accept and the Alternative Hypothesis (Ha) is rejected. It means that choral reading method is not effective in teaching reading comprehension at eleventh grade in SMA Negeri 2 kabupaten Sorong.

Based on the explanation previously, choral reading method was an good method to apply sad by Mugi Indah Lestari (2017) because choral reading method interested the students to read more. So, they were more active and easier in learning process. They were given much more opportunities to explore all their ability, especially in reading. Deni Ismayanti (2017) sad applying choral reading method given significant effect in increasing the student's comprehension in reading. Rosdiana (2018) also sad choral reading has proven to be effective strategy to improve oral reading fluency skill in students, because this strategy requires repeated reading of text out aloud, which proves to provide many benefits for both mainstream and students of all age.

Unfortunately, in this study. The choral reading method was not effective, because the students were not interested in English lessons, that they were not interested in

reading English texts using choral reading method, the researcher could not control the class to apply the choral reading method to the reading comprehension of students who were not interested in English lessons. It becomes a factor of this research is not effective.

## CONCLUSION

Applying the choral reading method is not effective in teaching reading comprehension at SMA Negeri 2 Kabupaten Sorong in the class XI IPA 2 of material recount text. The result of N-Gain is 20,72(21%) it is confirmed not effective. So, the alternative hypothesis is rejected (choral reading method in teaching reading comprehension) and the null hypothesis is accepted. In addition, the result of mean score pretest (42,4294) improve the posttest (54,3548). The reason, choral reading method is not effective in teaching reading comprehension in the class XI IPA 2. Choral reading method was not implemented properly by the researcher in the classroom, so the students were not interested in reading using the choral reading method. Generally, choral reading method can use in reading comprehension if apply the method it properly of the teaching reading comprehension and the teacher should be master of reading skill and the material of the class should be match in this method.

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