



READING STRATEGY

MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS DELAPAN SMP NEGERI 13 PALU MELALUI STRATEGI MEMBACA PADUAN SUARA

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Abstract

The objective of this research was to prove whether using Choral Reading strategy can improve reading comprehension of the eight grade students of SMP Negeri 13 Palu. This research limited the use of Choral Reading strategy in improving students' reading comprehension, which focuses on literal meaning and descriptive text. This research used quasi-experimental research design involving an Experimental class and a control class. The sample of this research were students of VII B as the experimental class, which consisted of 31 students, and the students of VIII A as the control class, which consisted of 31 students. The data was collected through pre-test and post-test. The result confirmed that the mean score of the experimental class had increased from 44.87 to 73.83. On the other hand, in the control class, it has increased from 48.29 to 62.64. The result of the test was analyzed statistically by applying 0.05 level significance. The researcher found that the value of the t-counted was higher than the t-table ($4.59 > 1.67$). In the other words, the implementation of choral reading strategy can develop students' reading comprehension of the eighth-grade students of SMP Negeri 13 Palu. This strategy has a significant impact on the English learning process, especially helping students in reading comprehension to find information about the text and understand the entire meaning of the text, so that students can practice choral reading as their independent reading comprehension strategy in the future

Keywords : Choral reading strategy, improve, reading comprehension

Abstrak

Tujuan dari penelitian ini adalah untuk membuktikan apakah penggunaan strategi Choral Reading dapat meningkatkan pemahaman membaca siswa kelas delapan SMP Negeri 13



Palu. Penelitian ini membatasi penggunaan strategi Choral Reading dalam meningkatkan pemahaman membaca siswa, yang berfokus pada makna literal dan teks deskriptif. Penelitian ini menggunakan desain penelitian kuasi-eksperimental yang melibatkan kelas eksperimen dan kelas kontrol. Sampel penelitian ini adalah siswa kelas VII B sebagai kelas eksperimen, yang terdiri dari 31 siswa, dan siswa kelas VIII A sebagai kelas kontrol, yang terdiri dari 31 siswa. Data dikumpulkan melalui pre-test dan post-test. Hasilnya menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat dari 44,87 menjadi 73,83. Di sisi lain, di kelas kontrol, nilai rata-rata kelas eksperimen meningkat dari 48,29 menjadi 62,64. Hasil dari tes tersebut dianalisis secara statistik dengan menggunakan taraf signifikansi 0,05. Peneliti menemukan bahwa nilai t-hitung lebih tinggi dari t-tabel ($4,59 > 1,67$). Dengan kata lain, penerapan strategi membaca paduan suara dapat mengembangkan pemahaman membaca siswa kelas delapan SMP Negeri 13 Palu. Strategi ini memiliki dampak yang signifikan terhadap proses pembelajaran bahasa Inggris, terutama membantu siswa dalam pemahaman membaca untuk menemukan informasi tentang teks dan memahami keseluruhan makna teks, sehingga siswa dapat mempraktikkan membaca paduan suara sebagai strategi pemahaman membaca mandiri mereka di masa depan.

Kata Kunci : Strategi membaca paduan suara, meningkatkan, pemahaman membaca

1. INTRODUCTION

Reading is an important activity in any language because people can add information from various sources, add their intelligence, knowledge, and create critical thinking in people's minds. Furthermore, reading is needed to build a process of understanding the written text and getting new information. Students who have good reading will have some benefits in language learning. Clarke, Paula, Emma, Charles and Margaret (2014) states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. When students read a text, they will find new words and knowledge. Therefore, students will easily build up their comprehension of a text.

Reading comprehension involves a reader developing a mental representation of a text through the establishment of causal relations based on the ideas and events in the text. According to Hock, Michael F., Irma F. Brasseur-Hock, and Donald D. Deshler (2015), define reading comprehension as a process in which the reader constructs meaning from text-based information. During this process, the reader creates a mental representation of the meaning of the text by using features of the text and the reader's knowledge of the world. When the reader integrates text-based knowledge with prior knowledge, deep comprehension occurs. Furthermore, reading comprehension can be concluded as the ability and process to understand the information that has been read and the development of text using the reader's knowledge. In reading text, there is a process that the readers pass. In the process of reading comprehension, the readers will integrate two kinds; that is text-based knowledge with prior knowledge.

In 2013 curriculum, especially for junior high school, the students in learning reading skills are expected to comprehend various types of texts, such as narrative, recount, procedure factual report and descriptive. The instructional objectives of teaching reading are to understand general information about the text, to identify the main idea explicitly, to identify



the main idea implicitly, to get detailed information about the text and summarize using own words. Hence, students are expected to be able to accomplish all of these objectives.

Based on the researcher's observation of SMP Negeri 13 Palu, students find it difficult to understand the text because they have limited ability in reading comprehension. The researcher found some problems that the students face while they were reading. First, the students were difficult to identify the information of the text because they only know the meaning word by word, as a result they do not whole of the text. Second, the students were difficult to understand the contents. Second, the students were difficult to understand the contents of the text as the result students cannot answer the question well and students get a poor score. Third, the students feel shy when they read by aloud as individual. As the result they don't have confidence and motivation to read on the their own. Those problems happen because the teacher is seldom to give feedback to the students reading comprehension.

Therefore, the researcher is interesting to implement a suitable strategy. The strategy is choral reading strategy. It is strategy that encourages students to read aloud as a group, as the name suggests. It's a great activity for students who lack a bit of confidence when it comes to reading in the class, as they will get mutual support from the rest of the group and the teacher. According Paige (2014), Choral-Reading (CR) all students read aloud from the same text, at the same time, simultaneously with the teacher. It means that choral reading is an activity in which the students and the teacher read aloud together from the same text at the same time. So it has proved that choral reading strategy can be used as an alternative strategy to reading comprehension. Choral reading is also a great way for students to have access to an example of good reading from the teacher and even the other students in the class. This strategy is very interesting because it has a role in improving student's fluency and accuracy when reading in class. The act of reading aloud together can practice intonation, speed and volume skills in reading. It is also a fairly accurate representation of how they way read in their own heads. By following the example given by the teacher in collaboration with other students in a group they will be able to apply this, then practiced in choral reading as their independent reading comprehension strategy in the future.

Based on the explanation above, the researcher will conduct in relation to reading especially in improving the students' comprehensibility which focuses on choral reading strategy.

2. RESEARCH METHOD

This research was conducted using quasi-experimental research design. That means that there were two classes that were given a post-test and a pre-test, but only the experimental class gave treatment using Choral Reading Strategy, while the control class was not. After doing the treatment, both classes got a post-test in order to find out whether the students' reading comprehension can be developed through choral reading strategy. The research used the research design as purposed by Sugiono (2011). The population of this research was VIII students at SMP Negeri 13 Palu, which consists of five classes. In this research, the researcher used a cluster random sampling technique in taking the sample of this research. Cluster random sampling where the researcher will put every name of a class into the box and shake it up until one of them falls down. The paper that fall will take it as an experimental class. The obtain the where data are analyzed statistically with the following step.

To determine the individual score of the students, the researcher was applied the formula proposed by Arikunto (2006). After obtained the individual scores, the researcher



was used the formula recommended by Arikunto (2006). Then, the researcher computed the square deviation by used the formula proposed by Arikunto (2006). After that, the square was composed by used the formula purposed by Arikunto (2006). Finally, the researcher calculated the t-counted in order to analyze the effectiveness of the treatment by used formula proposed by Arikunto (2006). If t-counted result is higher than the t-table, the hypothesis is rejected. In others words, the use of choral reading strategy can develop students' reading comprehension of SMP Negeri 13 Palu.

3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data from the research conducted. The research instruments in this study consisted of pre-test and post-test. Hypothesis testing with SPSS 25 includes mean scores, and significant t-tests. The kind of test was multiple choice and essay. The total number of questions in each test was 15, which consists of 10 multiple choice and 5 essays. For the assessment, each correct answer was awarded one point in multiple choice questions, while the essay test was worth five points. The result of the test can be seen as follows:

Table 1. The Pre-test and post-test of Experimental Class Descriptive Statistics

	Classification	Score	Frequency	Percent
The Pre-test Result Experimental Class	31	14	74	44.87
The Post-test Result Experimental Class	31	37	89	73.83
Valid N (listwise)	31			

Table 2. Scoring Range Pre-test Experimental Class

	Classification	Score	Frequency	Percent
Valid	Very Good	90-100	-	0
	Good	80-89	-	0
	Fair	70-79	1	3.2
	Poor	40-69	22	70.9
	Very Poor	0-39	8	25.8
	Total	0	31	100

Table 3. Scoring Range Post-tes Experimental

	Classification	Score	Frequency	Percent
Valid	Very Good	90-100	-	0
	Good	80-89	13	41.9
	Fair	70-79	10	32.2
	Poor	40-69	7	25.8
	Very Poor	0-39	1	3.2
	Total	0	31	100

The table above shows data pre-test and post-test of experimental class. In the experimental class, the total number of students was 27. The mean score for the pre-test experimental class was 44.87, category poor. The highest achieved score was 74, while the



lowest score was 14. Regarding the scoring range pre-test, there was only one student who achieved the passing standard, one student (3.2%) category fair, twenty-two students (70.9%) category poor and eight students (25.8%) category very poor did not achieve the passing standard. This indicated that the students' reading comprehension level was comparatively low. Which means that the mean scores of some students' reading comprehension were still under the standard passing score of the school.

If compared to the post-test experimental class, there was a significant increase in students' reading comprehension. The mean score was 73.83, category good. The highest score was 89, while the lowest score was 37. Regarding the scoring range post-test, there were twenty-three students who achieved the passing standard, thirteen students (41.9%) category good, ten students (32.2%) category fair, and eight students did not achieve the standard passing score, namely seven students (25.8%) category poor and one student (3.2%) category very poor. The standard passing score of the school (KKM) was 70. This means that the score of the experimental class in the post-test was improved twenty-eight percent in 44.87 category fair to 73.83 fair.

Table 4. The pre-test and post-test of Control Class Descriptive Statistics

	N	Minimum	Maximum	Mean
Pre-test result control Class	31	0	77	48.29
Post-test result control Class	31	29	89	62.64
Valid N (listwise)	31			

Table 5. Scoring Range Pre-test Control Class

Classification	Score	Frequency	Percent
Valid Very Good	90-100	-	0
Good	80-89	-	0
Fair	70-79	3	9.6
Poor	40-69	21	67.7
Very Poor	0-39	7	22.5
Total	0	31	100

Table 6. Scoring Range Post-test Control Class

Classification	Score	Frequency	Percent
Valid Very Good	90-100	-	0
Good	80-89	3	9.6
Fair	70-79	8	25.8
Poor	40-69	18	58.8
Very Poor	0-39	2	6.4
Total	0	31	100

The table above shows data pre-test and post-test of control class. The total number of students was 31. The mean score for the pre-test control class was 48.29 category fair. The highest score was 77, while the lowest score was 0. Regarding the scoring range pre-test, there were three students who achieved the passing standard. The result were three students (9.6%) category fair, twenty-one students (67.7%) category poor and seven students (22.5%) category very poor did not achieve. This indicates that the students' reading comprehension level was under the standard passing score of the school.



Furthermore, the result showed that in the post-test there was also a significant increase in students' reading comprehension. The mean score was 62.64, category poor. The highest score was 89, while the lowest score was 29. Regarding the scoring range, there were eleven students who achieved the passing standard. Namely, three students (9.6%) category good, eight students (25.8%) category fair, eighteen students (58.8%) category poor and two students (6.4%) category very poor did not achieve. The standard passing score of the school (KKM) was 70. This means that the score of the control class in the post-test was improved fourteen percent from 48.29 category poor to 62.64 poor.

The normality test

After getting the mean score of the pre-test and post-test, the researcher used a normality test from the Kolmogorov-Smirnova to see whether the data followed a normal distribution. The result of the normality test can be seen in the table.

Table 7 Tests of Normality used Kolmogorov-Smirnov^a

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
The Pre-test Result Experimental Class	.142	31	.112	.935	31	.060
The Post-test Result Experimental Class	.095	31	.200*	.964	31	.373
The Pre-test Result Control Class	.180	31	.012	.896	31	.006
The Post-test Result Control Class	.153	31	.063	.946	31	.121

*. This a lower bound of the true significance

Lilliefors Significance Correction

Based on the output above, it is known that the significant value (Sig) of the Kolmogorov-Sminorva Test for the experimental clas and control class is > 0.05 . Therefore, it can be concluded that all research data is normally distributed.

Testing Hypothesis

Table 4. Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Mean	Lower	Uper			
Pair 1	Pre-te st and Post-t est	-14.35484	9.81002	1.76193	-17.95318	-10.75649	-8.147	30	0.000

Based on the output, the testing technique used is the Paired Sample t-Test with a significant level of 0.05. Thus, the results of data processing with SPSS version 25 show that the sig (2-tailed) of $(0.000 < 0.05)$. With the degree of freedom (df) = N-1. Where N = (31-1 = 30) df = 30, where t-count = 10.549 and the value (2-tailed) = 0.000.



Therefore, H_0 is rejected, and H_1 is accepted. This indicates that there is a difference in the average student learning of the experimental class between the pre-test and post-test before and after using choral reading strategy to teach descriptive text.

Discussion

The researchers would like to discuss the research findings which aim to answer the problem statement. This research focuses on using choral reading and reading comprehension at the literal level. There is a significant increase after learning by using the choral reading of the students' reading comprehension, supported by the statistical results. The sig. 2 tailed (p) was lower than alpha (α) ($0,000 < 0,05$). Thus, the application of choral reading is an effective strategy to develop reading comprehension. This finding can also be supported by previous studies. Hasri (2017) stated that choral reading was more helpful to be used for teaching students and helps them to build their reading comprehension. It was better than using read-aloud because choral reading was in groups, not individually, so the students became more confident when they read and comprehended the text.

This strategy was enjoyable. All students read the text repeatedly. Thus, students can store it in their memory and automatically recall what they have read. In addition, when the more students practice reading, the more they master the vocabulary. When students have a lot of vocabulary, it will make it easy to comprehend the text. This way, students become more interactive, engaged, and active in the learning process. According to Fontichiaro (2019), choral reading is collaborative and collective in nature and allows active students to talk while learning. It means that at a determined time, students have to actively speak up and then explain the information that they get.

In this research also supported by Deni Ismayanti (2017), applying choral reading strategy has given significant effect in improving the student's comprehension of reading. Rischio (2023) also stated choral reading has proven to be an effective strategy to improve oral reading comprehension for students, because this strategy requires repeated reading of text out aloud, which proves to provide many benefits for students in the future.

Based on the discussion above, we know that the choral reading strategy has an effect in teaching reading comprehension, where the students who were taught using this strategy had a significant improvement, while the students who were not taught using the choral reading strategy did not have a significant improvement. From this result, the researcher concluded that the use of Choral Reading Strategy can improve reading comprehension of the Eight grade students of SMP Negeri 13 Palu.

4. CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that the implementation of Choral Reading Strategy improves the students' reading comprehension of the eight grade students at SMP Negeri 13 Palu. This can be seen from the mean score of experimental class is higher than the mean score of control class. in addition, we can see the significant differences between experimental class and control class. Base on the data analysis show that the research hypothesis is accepted. It is proved by the result of t-counted and t-table in which the result of t-counted (4.59) is higher than t-table (1.67). In short, the previous statements answer the problem statement. It can be inferred that Choral Reading Strategy can improve students' reading comprehension of SMP Negeri 13 Palu.

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