

Improving Southeast Asia Student's Reading Comprehension by Using Choral Reading Method

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Abstract

Reading is a skill that student's must master. Student's will find out new knowledge and new information by reading. This study aims to investigate how does the implementation of Choral Reading Method improve student's reading comprehension at student's XII Grade Social Science SMA PGRI 1 Kasihan Bantul Yogyakarta. This research conducted at SMA PGRI 1 Kasihan Bantul in November 2024 using fundamental framework of Classroom Action Research (CAR). The data collection technique and research instruments were carried out in two cycles by giving questions in the form of descriptive text. Each cycle contains four steps, namely planning, action, observation, and reflection. Before cycle 1 begins, in english lessons with a sample of 8 students, a diagnostic test is administered to determine reading comprehension. The data processing technique in this research uses the scoring method. The results of the research concluded that the Coral Reading Method was very effective in improving reading comprehension in class to Cycle I and then to Cycle II. This can be seen from the D-Test value of 62.25, the Cycle I value of 76.56, and the Cycle II value of 88.75. The increase in score from Test-D to Cycle I was 22.98%, from Cycle I to Cycle II was 15.92%, and the increase in overall score from Test-D to Cycle II was 42.57%.

Keywords: choral reading; descriptive text; reading comprehension

1. INTRODUCTION

Reading is a crucial skill in daily activities, particularly in educational settings. It helps validate written knowledge and is emphasized in English language education. Reading is a purpose-driven activity that aids in acquiring new information or validating existing knowledge. English learners must master reading as one of their language skills, as it establishes a method for comprehending written text and acquiring new information. Reading fluency is equally important as comprehension of the researcher's message, reading skills involves reflecting on your reading habits in your native language. Begin by contemplating the way you approach various types of documents. How do you read newspapers? How do you read novels? How do you read the train schedule? And so on. Taking time to think about this will help give you clues on how to read in English – even if you don't understand every word.

Daily activities involve the intricate process of reading, a skill that individuals consciously or subconsciously employ. Recognized as a crucial skill, reading facilitates

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the validation of knowledge presented in written form. This significance becomes particularly pronounced in educational settings, where reading is emphasized. Within the realm of English language education, reading emerges as a fundamental skill, occupying the topmost position in the hierarchy of language acquisition. Its pivotal role lies in extracting information and knowledge from English texts. [Kalayo, as cited in Khairiah \(2012\)](#), defines reading as a purpose-driven activity. This purposiveness extends to aiding individuals in acquiring new information or validating existing knowledge.

In addition to speaking, listening, and writing, English learners must master reading as one of their language skills. It establishes a method for comprehending written text to acquire new information from reading. [Brassell \(2008\)](#), states that reading is the ability to understand or make sense of written text. Students need to become proficient readers. Through reading, the students will acquire new information and knowledge. Reading helps them understand what they want to learn, enabling them to read well. If they still need to, it will be easier for them to read the text message. Students' comprehension of the researcher's message is as important as their reading fluency. For them to comprehend the passage, they need to know its meaning. A variety of factors can improve the student's reading comprehension. Motivation and interest play a significant internal role in comprehending the text: reading materials, the environment, and teaching strategy from the outside.

Strategy required to improve student's reading comprehension skills. An appealing strategy will make the text more accessible for students to understand. When it comes to reading comprehension, there are numerous strategies: echo reading strategy, paired reading strategy, thieves reading strategy, repeated reading strategy, cori reading strategy, and choral reading strategy are all methods of reading. [McNamara and Muslaini \(2017\)](#), emphasize that comprehension is the ability to understand concepts and their connections in a text beyond words. Reading comprehension is influenced by the text's properties and the reader's contributions. Students can understand a text from various perspectives and build knowledge through reading. Reading comprehension instruction improves students' ability to locate the main point, derive concepts, and connect events to their own lives. However, limited reading comprehension abilities can hinder understanding, as teachers often fail to monitor students' comprehension and the game-based teaching method is monotonous.

Reading is one of four language skills that is vital for the students. [Mckee \(2012\)](#), stated one's academic success has a strong correlation with reading, one of the reasons that reading ability should be built as early as possible. It means reading is knowing more about something and getting information from organizing the passage's ideas.

Factors influencing reading comprehension include motivation, interest, reading materials, environment, and teaching strategies. Strategies to enhance comprehension include echo reading, paired reading, thieves reading, repeated reading, cori reading, and choral reading. Classroom practices like choral reading involve the teacher as a model, teaching correct vocalization and reading speed. Whole-Class-Choral-Reading (WCCR) involves students reading the same text aloud simultaneously to the teacher.

The Choral Reading method involves students and teachers reading the same story simultaneously, enhancing their reading comprehension and vocabulary. This approach boosts self-confidence, motivation, comprehension, and fluency. The researcher found that incorporating choral reading into the curriculum can be beneficial for teaching reading comprehension. This study aims to make reading enjoyable and valuable for students, focusing on improving their reading comprehension using the Choral Reading Method.

The researcher discovers an efficient method for teaching the learning process about the preceding statement. Teaching reading comprehension might benefit from incorporating choral reading into the curriculum. The researcher used the choral reading method in this study to help students improve their reading comprehension. This approach is hoped to make reading enjoyable and beneficial to them.

The study focuses on improving students' reading comprehension skills at SMA PGRI 1 Kasihan Bantul Yogyakarta by implementing the Choral Reading Method. The research aims to understand how the method improves students' understanding of descriptive text. The study's significance lies in its potential for teachers to enhance their reading comprehension skills. The research aims to address students' low reading comprehension ability in this subject.

2. LITERATURE REVIEW

2.1 Dialogue Features And Dialogue Actions

The fundamental definition of reading comprehension is the ability to comprehend what has been read. [Clarke et al. \(2014\)](#), a developed understanding of a text comes from the interaction between it and the reader's response. Reading comprehension is situated within the text itself. He says reading is essential for teaching and learning, and it's important to consider how young students are expected to understand and apply what they read. Additionally, he asserts that children's reading comprehension skills become increasingly significant as they move up the educational ladder. However, the main focus of reading comprehension is the knowledge that the reader is contributing to the comprehension process. It is important to recognize that reading can be a transformative experience influencing readers' thinking and learning. You'll likely encounter new terms, ideas, and perspectives that challenge and extend your knowledge.

Reading is a crucial skill for accessing information and understanding printed words. To enhance reading skills, reflect on your native language reading habits and consider how you approach different documents. Reading activities can be divided into three stages: pre-reading activities, which activate schemata related to the text, and while-reading activities, which help students focus on the text. Pre-reading activities aim to introduce interest, motivate learners, and provide language preparation. While-reading activities help make the text more engaging and engaging. Reflecting on these stages can help improve reading comprehension and overall reading skills. The text emphasizes the importance of engaging students in purposeful interaction with texts. Pre-reading activities help students understand the text's purpose, structure, and content. Post-reading activities evaluate comprehension and relate the text to the student's knowledge or interests. Five aspects of reading help students understand English texts: identifying the topic and main idea, understanding the author's meaning, and relating the text to the student's knowledge or views.

Reading comprehension can be categorized into three models: bottom-up, top-down, and interactive. The bottom-up model involves a reader constructing the meaning of a text based on vocabulary mastery and syntax. The top-down model involves readers in the text, making it from minor units. The interactive model explains that readers use both top-down and bottom-up models when reading a text, depending on the type of text, background knowledge, language proficiency, motivation, strategy use, and cultural beliefs about reading. [Sabatini \(2015\)](#), reading comprehension is the process by which a reader creates a mental representation of a text by casually building relationships based on ideas and events within the text. On the other hand, according to [Hock et al. \(2015\)](#), reading comprehension is the process by which a reader makes sense

of text-based information. Using the text's features and the reader's knowledge of the world, the reader constructs a mental representation of the text's meaning during this process. Deep comprehension occurs when readers combine text-based knowledge with prior knowledge.

According to [Mc Namara in Muslaini \(2017\)](#), a reading comprehension strategy is how teachers transfer information, experience, and cognitive processes to their students. Reading comprehension strategy helps the students become purposeful, active readers who are in control of their reading comprehension. Improved reading comprehension skills can positively impact many faces of the student's academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. [Hasbrouck in Suharfinna \(2017\)](#), states that choral reading is reading aloud simultaneously with the entire class or group of students. Choral reading helps build student's fluency, confidence, and motivation. Because students read aloud together, students who typically feel self-conscious or nervous about reading aloud already have built-in support.

One of the classroom practices is the choral reading activity. The teacher is present in this setting as all students read the exact text aloud. The instructor serves as a model for the students regarding correct vocalization and reading speed during the activity. After the activity, the instructor discusses the characteristics of prosodic reading with the students, explains the features of prosodic reading, and encourages them to practice reading with the chorus ([Paige, 2011](#)). The scientist led this exploration in homeroom activity research in light of the applied system. There are two cycles included in this classroom action research. The analyst centered on further developing understudies' perusing cognizance, particularly in finding principal thought and supporting thought in perusing text utilizing the choral understanding strategy. Consequently, this exploration aims to figure out the execution of the choral perusing technique to develop understudies' understanding and appreciation.

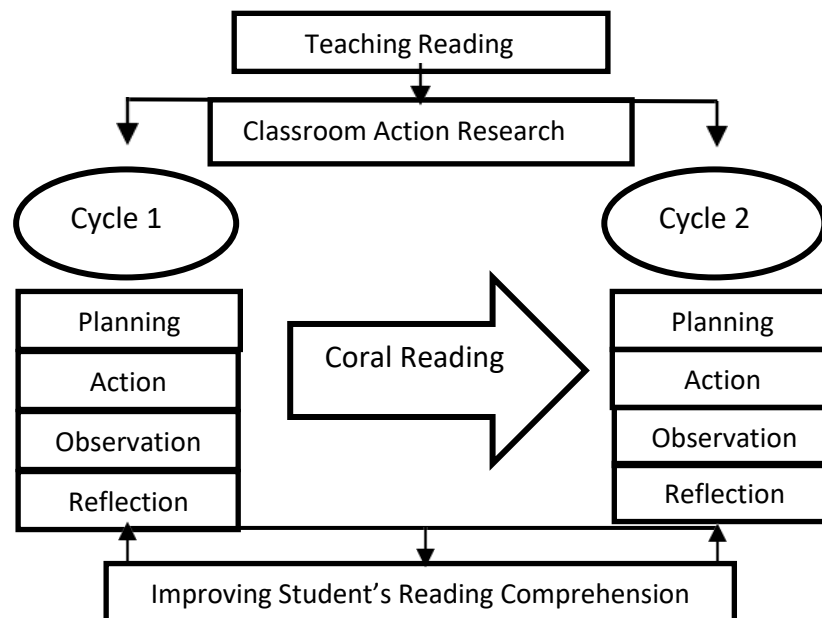


Figure 1. Research Flow

The researcher thinks that while one person might have done it in a single case or subject, three or more previous findings could have done it. They may apply it differently despite having similar topics or subjects. The researcher discovers three related findings here.

First, [Banditvilai \(2020\)](#), conducted research entitled *The Effectiveness of Reading Strategies on Reading Comprehension*. He analyses how reading strategies positively affect the student's reading comprehension. The students have a good attitude towards skimming, scanning, making predictions, and asking questions, and they can apply these strategies to their reading process and help them understand the text better. The researcher's and her studies are similar in that they both describe reading comprehension and techniques, but the researcher's and Banditvilai's studies differ. Banditvilai just uses reading strategies in their reading process to help them comprehend the text better. In this research, the researcher used the choral reading method to improve student's reading comprehension.

Second, [Ismayanti \(2017\)](#), in her thesis entitled *The Effect of Applying Choral Reading Method in The Student's Comprehension in Reading Recount Text*, analyses of applying the choral reading method on the student's comprehension in reading recount text was higher than that student's though without a method for 0,001%. The study's findings indicated that students' comprehension in teaching recount text applying the choral reading method was more significant. The similarity between the research studies and the research conducted by Ismayanti is to describe the effect of the choral reading method on student's reading comprehension. However, there are differences between the study and Ismayanti. Ismayanti describes the impact of applying the choral reading method on the student's comprehension in reading recount text. In this research, the researcher describes students' reading comprehension using choral reading.

Third Research, [Sulung et al. \(2021\)](#), conducted research entitled *The Effect of the Choral Reading Strategy on the Reading Comprehension of Eighth-grade Junior High School Students*. The research aimed to determine the reading comprehension of eighth-grade students who used the choral reading approach. The similarities between the researcher's study and the research conducted by Sulung et al. describe reading comprehension and choral reading methods. Still, there are differences in research between researchers and Sulung. Students' reading using the choral reading method. Future researchers can utilize this gap to answer whether reading comprehension difficulties are caused by the learning method (choral reading) or other factors that must be studied.

In this research, the analysis is related to improving students' reading comprehension using the choral reading method. Researchers used the choral reading method to enhance students' reading comprehension. The researchers also described students' reading comprehension using the choral reading method with a quantitative descriptive design. Further researchers can exploit this gap to answer whether reading comprehension difficulties are caused by the learning method (choral reading) or other factors that must be researched.

The hypothesis in this study as follows:

- H0 : The lower the student's reading comprehension, the lower the student's achievement.
- H1 : The higher the student's reading comprehension, the higher the student's achievement.

3. METHOD

The study adheres to the fundamental framework of Classroom Action Research (CAR), which comprises four integral stages: planning, implementation of action, observation, and reflection. This research is conducted in two cycles, namely the first and second cycles. Each cycle is a sequence of closely related activities, wherein the execution of the second cycle builds upon the insights gained and improvements identified during the first cycle. This iterative process ensures a continuous and refined approach to the research, emphasizing a dynamic and responsive methodology that incorporates lessons learned from the preceding cycle.

The population in this research was carried out in XII Grade Social Science of SMA PGRI 1 Kasihan Bantul Yogyakarta with a population of 8 students. Hence, the sample used was the students in Grade XII Social Science, namely 8 students. The research's data collection methods and instruments are administered over two cycles. There were four steps in each cycle: planning, taking action, observing, and reflecting. In the English lesson, a diagnostic test was administered to evaluate student's reading comprehension abilities prior to the beginning of Cycle I. The stage that will be done in the cycle II is almost same with the cycle I. it will be done by doing some repairs or adding other activities according to the reality in the class as well as school environment.

Table.1 Main Idea (Harmer 2007)

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 Supporting Idea (Harmer 2007)

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

The data from cycle I and cycle II can be analyzed the following :

3.1. To score the student's answer the researcher used the following formula:

Scoring the student's answer:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Maximum Score}} \times 100$$

(Depdikbud 2007)

3.2. Calculating the mean score of student's reading comprehension test by formula:

$$X = \frac{\sum X}{N}$$

Where :

X : Mean

$\sum x$: Whole score of student's

N : Number of student's

(Gay, 2012)

3.3. The researcher analyzed the data from cycles I and II using the percentage method as follows:

$$P = \frac{F}{N} \times 100$$

Where :

P : The class percentage

F : Total percentage score

N : Number of Student's

(Gay, 2012)

3.4. The clasification of the student's score:

- a. 96-100 classified as *excellent*
- b. 86-95 classified as *very good*
- c. 76-85 classified as *good*
- d. 66-75 classified as *fairly good*
- e. 56-65 classified as *fair*
- f. 36-55 classified as *poorly*
- g. 0-35 classified as *very poor*

(Depdikbud in Ar-Rahman, 2014)

3.5. The formula for determining student improvement is:

$$P = \frac{x1 - x2}{x1} \times 100$$

Where :

P : The student's improving

X1 : The mean score of pre-test

X2 : The mean score of post-test

(Depdikbud 2007)

4. RESULT

The purpose of this research is to find out whether there is an increase in student's reading comprehension after using the Choral Reading Methode. This research was conducted on student's XII grade Social Science of SMA PGRI 1 Kasihan Bantul Yogyakarta the academic year of 2024/2024 which consists of 8 student's.

The results of the data findigs found that teaching reading comprehension through the Coral Reading Method improved student's achievement in reading comprehension. This is in accordance with hypothesis 1, The higher the student's reading comprehension, The higher the student's achievement can be seen from the result of the data analysis.

4.1. The Student's Mean Score

The implementation of Choral Reading Method in enhancing reading comprehension can be observed in the following table:

Table.3 Student's Mean Score

D-Test	62,25
Cycle I	76,56
Cycle II	88,75

The table 3 shows that the average student score in the reading D-Test was 62,25. Then in cycle I it showed that the average score for student's reading comprehension was 76,56. In cycle II it showed that the average score or student's reading comprehension was 88,75.

The chart above indicates that the mean score of D-Test was 62,25, it is improving to be 76,56 in Cycle I, and than cycle II the mean score 88,75. It indicates that the application of Choral Reading Method is significant in improving the student's reading comprehension at the XII grade Social Science of SMA PGRI 1 Kasihan Bantul Yogyakarta.

4.2. Scoring Classification

It has been mentioned in the previous chapter that after student scores are tabulated and analyzed into percentage, they are then classified into seven levels based on Depdikbud Classification: Excellent, Very Good, Good, Fairly Good, Fair, Poorly and Very Poor. It can be seen on the following table:

Table.4 Rate Percentage and Frequency

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1.	96-100	Excellent	-	-	-	-	-	-
2.	86-95	Very Good	-	-	-	-	6	75
3.	76-85	Good	-	-	4	50	2	25
4.	66-75	Fairly Good	2	25	4	50	-	-
5.	56-65	Fair	5	62,5	-	-	-	-
6.	36-55	Poorly	1	12,5	-	-	-	-
7.	0-35	Very Poor	-	-	-	-	-	-
	Total		8	100	8	100	8	100

Based on the table 4, it can be seen that in the D-Test there are 2 student's (25%) get fairly good score, 5 student's (62,5%) get fair score and 1 student's (12,5%) get poorly

score. While in the cycle I there are 4 student's (50%) get good score and 4 student's (50%) get fairly good score.

In the cycle II there are no student get fairly good, fair, poorly and very poor score. There are 6 student's (75%) get very good score and 2 student (25%) get good score.

4.3. The Improvement of The Student's Reading Comprehension

In this study, it is evident that sutudents have experienced an improvement in reading comprehension. The gathered data presented in the table below provides a clear overview of this development.

Table.5 Improvement the Student's Reading Comprehension

Reading Comprehension Score			Improvement (%)		
D-Test	Cycle I	Cycle II	DT → CI	CI → CII	DT → CII
62,25	76,56	88,75	22,98	15,92	42,57

Data from table 5 indicates that student's reading comprehension continually improves from the D-Test to cycle I and cycle II. The mean total score in cycle II of student's reading comprehension is the highest was 88,75. Then the total score of student's in cycle I was 76,56 and the total score of student's in D-Test was 62,25. This indicates an improvement of student's reading comprehension from D-Test to cycle I was 22,98%. The improvement from cycle I to Cycle II was 15,92% and the improvement from D-test to cycle II was 42,57%

5. DISCUSSION

In this section, a study is conducted on the use of the Choral Reading Methode in teaching reading comprehension student's. The main objective of this research to know how the Choral Reading Mothode is implemented in the context of teaching reading comprehension to stundents XII grade Social Science of SMA PGRI 1 Kasihan Bantul Yogyakarta. To achieve the research objectives, the researcher undertook several steps. Test were employed as the research instrument to gather data. The steps involen in data collection included the use of D-Test, as well as the implementation of cycle I and cycle II in the final meeting of the research process.

The description in the previous indicates that student's reading comprehension becomes effective and experiences measurable improvement. This is reinforced by changes in frequency, success rate percentage and total scores of student's before and after the implementation of the Choral Reading Methode. Based on these findings, student's reading comprehension in English texts significantly improved after the implementation of the Choral Reading Methode.

After conducting the D-test, Cycle I, and Cycle II, a written test with 10 questions was administered to eight student's. Table 4.4 indicates that the main score of the D-test was 62.25, for Cycle I it was 76.56, and for Cycle II it was 88.75. The results from Table 4.4 show that the total score of student's in Cycle II was higher than the total scores of both the D-test and Cycle I. This signifies that the use of the choral reading method was effective in teaching reading comprehension.

6. CONCLUSION

Based on the results of the research and discussion in the previous chapter, the researcher concludes that the Coral Reading Method is highly effective in improving

the reading comprehension on student's XII grade Social Science of SMA PGRI 1 Kasihan Bantul Yogyakarta the academic year 2024/2024 which consists of 8 student's. This statement is supported by the research findings, where student's' scores increased from D-Test to Cycle I and then to Cycle II. This is evident from the D-Test score was 62.25, Cycle I score was 76.56, and Cycle II score was 88.75. The increase in scores from D-Test to Cycle I was 22.98%, from Cycle I to Cycle II was 15.92% and the overall increase in scores from D-Test to Cycle II was 42.57%.

Declaration of Conflicting Interests

I confirm that neither I nor any of my relatives nor any business with which I am associated have any personal or business interest in or potential for personal gain from any of the organizations or projects linked to the research.

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