**A THESIS**

CHORAL READING METHOD TO IMPROVE READING COMPREHENSION AT SMPN 9 PAREPARE

By

ANDI NURFITRI ALAWIYAH
REG. NUM.16.1300.027

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)

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PAREPARE

2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

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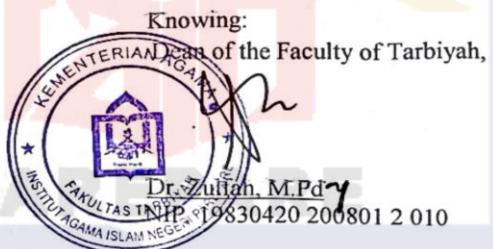
ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : Choral Reading Method to Improve Reading Comprehension at SMPN 9 Parepare

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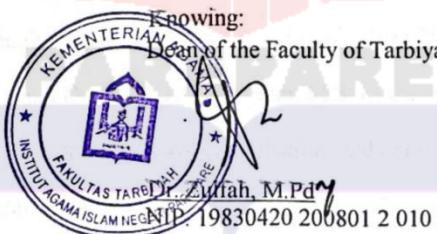
ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْم

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى آلِهِ وَصَحْبِهِأَجْمَعِيْنَ أَمَّا بَعْد

All praise is due to Allâh, the Lord of the Worlds. First of all, the writer would like to thank God Allah SWT. The Most High and Ruler of the universe as well as the creator of everything in this world who still gives health, blessings, mercy to the writer so that he can finish this thesis. Greetings and Salawat Strongly agree sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated people to educated people.

In this beautiful time, the writer would like to thank profusely to all those who have supported and assisted her in completing this thesis as well as possible. He realized that without their support and assistance, he would not be able to complete this "Thesis". On this occasion the author would like to thank profusely to his beloved parents, laminta and mother jurani, family who have given love, advice, support and endless prayers to become a successful student.

We convey high appreciation and deepest gratitude to Drs. Ismail Latif, M.M as the first consultant and Drs. Abd. Rauf Ibrahim, M.Si as the second consultant who has patiently guided and provided advice, motivation and construction corrections to the author for its completion. this thesis.

On the other hand, the author would also like to express special thanks to:

1. Prof. Dr. Hannani, M.Ag. as Chancellor of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd. as the Dean of the Faculty of Tarbiyah IAIN Parepare who has organized positive education for students at the Faculty of Tarbiyah and also allowed the author to conduct research at the Faculty of Tarbiyah.

3. Kalsum, M.Pd. as Chair of the English Program and for outstanding service to students.

4. Mr/Ms lecturer as examiner in the research proposal seminar for all very good input.

5. Faculty of Tarbiyah staff who have worked hard to complete the administration of this research.

6. To my husband Lalu Rendra Yuwansyah and My children Baiq Aza Shakila and Baiq Afizah Raniah, who always supported & accompany me.

Finally, the writer realizes that this thesis cannot be said to be perfect without criticism and suggestions. Therefore, he gladly accepts criticism and suggestions for the perfection of this thesis. Hopefully this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Andi Nurfitri Alawiyah. *Choral Reading Method to Improve Reading Comprehension at SMPN 9 Parepare* (Supervised by Ismail Latif and Abd. Rauf Ibrahim)

The Choral Reading Method serves as a valuable approach to enhance reading comprehension skills among students. This method involves a collective reading activity where students read a text aloud together, led by a skilled reader or teacher. The purpose of this research is to know the Student Reading Comprehension at SMPN 9 Parepare and to know either Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare

The method was experiment design with pre-experimental by using pre-test and post-test with quantitative approach, the total sample was 20 students consisted. The instrument used for test and treatment. The analysis data using SPSS for descriptive analysis.

The result of the research showed that The Student Reading Comprehension at SMPN 9 Parepare showed the mean score for the pretest is calculated as 57,00. This average score represents the category of **Fair** which divided into 1 students for Very Good, 4 students for Good, 6 students for Fair, 9 students for Poor, 0 students for Very Poor. And the mean score for post test was calculated as 86,50. This average score represents the category of **Very Good** which 17 students for very good, 3 students' for Good. Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare showed that t_{hitung} was 4.879 and the t value from t_{table} (t distribution table) was 1.699., there is a significant difference between the two test of data being compared. In this context, The results of the analysis obtained t_{hitung} 4.879 > 1.699., then the null hypothesis was rejected and the ha hypothesis was accepted. So, Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare

Keyword: Reading, Question Answer Relationship, students comprehention

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BAB I

INTRODUCTION

A. Background

Reading is one of the language skills besides speaking, listening, and writing that must be mastered by English learners. It builds a process of understanding the text that is written, to get new information from the reading. Muslaini stated that ―reading refers to the ability to comprehend or make meaning from the written text.[1] Reading is skill that has to be mastered by students. The students will know new knowledge and new information by reading. They are able to have good comprehension in reading because it helps them understand what the information that they want to get. If they have not, they will difficult to get the message from the text. Reading is not only about fluently but also how the students understand.

According to Sari stated that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Furthermore, also stated that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. When the students faced into some text, sometimes they may understand

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[1] Muslaini. "Strategies for Teaching Reading Comprehension". English Education Journal (EEJ), (2017)

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from of pre-passage, pre-sentence or passage per passage and it is important for them to comprehend a reading text with having knowledge in general view of the text. [2]

Reading Comprehension is a cognitive operation that covers a process with all its aspects. Reading comprehension is defined as the process of constructing the - based knowledge. Throughout this process, the reader creates a text mental representation of the meaning of the text using its attributes and his/her own word knowledge. Deep comprehension is achieved one the reader integrates his/her text-based knowledge with preliminary knowledge have more skills to understand the text. Besides, the students are expected to be able to find the main message in the text. The students also could be able to understand what the information that they get after reading are. The students are expected to be able to find ideas from different parts of the text that they have read. The students are expected to be able to comprehend a text by linking events in the text to events of their real life.

Teaching reading at school helps students develop the skill of identifying the main message or central idea of a text. This skill is crucial for comprehension and critical thinking. By being able to grasp the main message, students can understand the purpose and key points of the text, Reading comprehension goes beyond understanding the text itself. It involves connecting the events, ideas, and themes in the text to real-life experiences and contexts. This ability allows students to relate what they read to

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[2] Sari, D. P. *An Analysis of Students' Reading Comprehension Based on the Four Levels Comprehension Skill*. (Indonesia: University of Bengkulu, 2015)

their own lives, make connections, and apply the knowledge gained from the text in practical situations.

Based on the observation at SMPN 9 Parepare that students are difficult to understand a text of a reading book because they have limit ability in reading comprehension. It is very difficult for them to find the main message of the text, to understand the information of the text, to comprehend a text by linking events in the text to events of their real life. Those problems happened because, the teacher do not check the students' reading comprehension. Besides, the teacher teaches monotonously without media, game or method, There are many factors that influence in improving the students' reading comprehension. Internally, motivation and interest play important role in comprehend the text. Externally, reading material, environment and also including teaching strategy. Strategy needed to increase students' ability in reading comprehension. Students will be easier to comprehend a text by an attractive strategy.

According to the explanation above, The choral reading become proper model which may help the students problem at SMPN 9 Parepare. This model become one of the classroom practices. Here, all students read the same text aloud in the presence of the teacher. During the activity the teacher serves as a model for the students regarding to the correct vocalization and the reading speed. At the end of the activity, the teacher gives feedback to the students about the words or vocabulary groups that challenged that and explains the features of prosodic reading, and encourages them to read practice reading with the chorus.

Choral reading is one of a good method that can be implemented by the students as individual or in group which all students read aloud from the same text, at the same time, in unison with the teacher. It means that choral reading is an activity when the students and the teacher read aloud together from a same text at the same time. Based on the explanation above, the researcher is interesting to conduct the research with the tittle of "Choral Reading Method in Improving Reading Comprehension at SMPN 9 Parepare"

B. Research Questions

Based on the background of the study above, the research formulates research question as a follows:

1. What is the Student Reading Comprehension at SMPN 9 Parepare?

2. Is Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare?

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated;

1. To know the Student Reading Comprehension at SMPN 9 Parepare.

2. To know either Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare.

D. Significance of Research

The significance of the research is hopelly give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopelly know their Reading Comprehension after using Choral Reading Method.

2. Teachers

The teacher can know more that, the using of learning model may improve the Student Reading Comprehension at SMPN 9 Parepare. It also helps the students to identify their students regarding to Reading Comprehension.

3. For other researcher

Especially for language researchers, they can adapt the model used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the study of student reading comprehension.
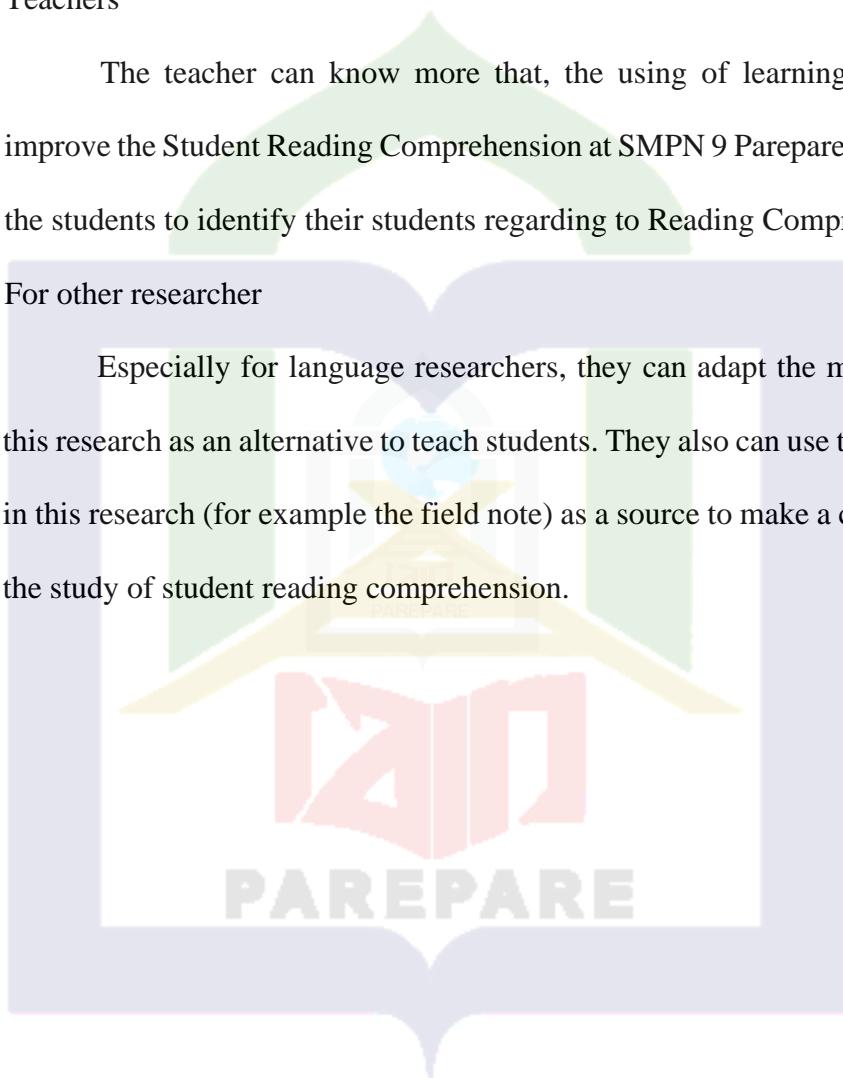
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher's have conducted their research on using of choral reading method in improving reading comprehension. Their findings are consecutively presented below:

First research is conduct from Hasri Wahyu Ningsih which title "The Influence of Using Choral Reading towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Tenth Grade at SMAN 1 Bangunrejo Central Lampung in The Academic Year Of 2017/2018. In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, X IPA 1 and X IPA 2 which consisted of 53 students. The treatments were held in 3 meetings, 2 x 45 minutes for each. The population of this research was the tenth grade students at SMAN 1 Bangunrejo Central Lampung. In collecting the data, the writer used instrument in the form of multiple choise test. After conducting the treatments, the instrument were used for the pre-test and post-test. After giving the pre-test and post-test, the writer analyzed the data by using SPSS to compute independent sample t-test. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.00$ and $\alpha = 0.05$. It means Ha is accepted because $Sig < \alpha = 0.05$. In other words, from this research, it was known that choral reading influence the students' reading comprehension on descriptive text. So, there was influence of using choral reading

towards students' reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 1 Bangunrejo Central Lampung.[3]

Second Research from Mugi Indah Lestari which title "The Influence Of Choral Reading Method toward Students' Reading Comprehension Ability at The Seventh Grade af SMPN 9 Batanghari". In this research, the research used Quantitative research. It aimed to find out whether by using Choral Reading Method could influence the students' reading comprehension ability. This research involved students with given pretest, treatment and post-test. The researcher used Chi-square and T-test formula to analyze the data. Finally, the data indicated "X2 observed" = 10,88 was higher than "X2 table" = 5,991 (5%), and 9,210 (1%) that tobserved = 15,820 was higher than ttable = 1.729 (5%), and 2.860 (1%). It mean that Choral Reading Method can influence toward students' reading comprehension ability at the seventh grade of SMPN 9 Batanghari.[4]

Third research Risco Dwiky Herlambang which title "The Effectiveness of Choral Reading Strategy towards Students' Reading Comprehension on Recount Text at The Second Semester of The Eighth Grade SMPN 20 Bandar Lampung in The Academic Year 2021/2022". The methodology of this research

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[3] Hasri Wahyu Ningsih, "The Influence of Using Choral Reading towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Tenth Grade at SMAN 1 Bangunrejo Central Lampung". (Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Of Lampung, 2022)

[4] Mugi Indah Lestari, "The Influence of Choral Reading Method toward Students' Reading Comprehension Ability at The Seventh Grade of SMPN 9 Batanghari", (State Islamic Institute Of Metro, 2017)

was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the eighth grade of SMPN 20 Bandar Lampung. The total sample in this research was 90 students that were taken from two classes, VIII A and VIII C. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was multiple choice. After giving the post-test, the researcher analyzed the data by using independent sample t-test. From the data analysis, it was found that the value of significant generated Sig. (Pvalue) = $0.031 \leq \alpha = 0.05$. It means that, Ha is accepted and Ho is rejected. So, it could be concluded that there was significant influence of choral reading strategy towards students' reading comprehension on recount text at the second semester of eighth grade at SMPN 20 Bandar Lampung.[5]

B. Some Pertinent Ideas

1. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is essentially defines as the ability to understand the information which has been read. Clarke 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. [6] He states reading is central

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[5] Risco Dwiky Herlambang, "The Effectiveness of Choral Reading Strategy towards Students' Reading Comprehension on Recount Text at The Second Semester of The Eighth Grade SMPN 20 Bandar Lampung" (Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Of Lampung, 2022)

[6] Clarke, Paula J, Emma Truelove, Charles Hulme and Margaret J. Snowling. *Developing Reading Comprehension*. USA: John Wiley & Sons, Ltd. (2014)

to teaching and learning and it is vital to consider the circumstance in which the developing students is required to extract and apply meaning derived from text. He also states reading comprehension skill become more important as children progress through the educational system. However, reading comprehension has focused on the knowledge that the reader brings to the process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concept and perspective can be encountered that challenge and enhance existing knowledge. Leon states reading comprehension involves a reader developing a mental representation of a text through the establishment of casual relation based on the ideas and events in the text.[7] On other hands Hock et al 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 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.[8]

Furthermore, reading comprehension can be concluded as the ability, process for understand the information that has been read and developing of text

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[7] J.A. Leon and I Escudero, "Improving Reading Comprehension of Middle and High School Students. Understanding Casuality in Science Discourse for Middle and High School Students. Summary Task as a Strategy for Improving Comprehnsion". Spain: Department of Fundamental Psychology, Universidad Autonom of Madrid (2015)

[8] M.F.Hock et al, "Reading Comprehension Intruction for Middle and High School in English Language Arts: Research and Evidence-Based Practice". USA: The University of Kansas Center for Research on Learning Lawrence (2015).

using the reader's knowledge. In reading text, there is process that the readers passed. The process of reading comprehension, the readers will integrate two of kind; that is text-based knowledge with prior knowledge. Reading comprehension also defines as comprehending the written text to get information from the text reading. Reading is the process, and the result of reading is the comprehension. The process of reading has a big influence in the result of reading comprehension.

b. Factors in Reading Comprehension

Clarke states five factors which influence the students' score in reading comprehension:[9]

1) Language skill

Language skill can be derived into four areas phonology (the sounds of the words), semantic (the meaning of the words), grammar (structure of words and sentences) and pragmatics (the social use of language).

2) Understanding the meaning of words

Student's understanding of individual word meaning is closely related to their ability to understand connected text. Understanding word meaning is often measured by student's ability to define vocabulary items.

3) Working memory

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[9] Clarke, Paula J, Emma Truelove, Charles Hulme and Margaret J. Snowling, *Developing Reading Comprehnsion.* USA: John Wiley & Sons, Ltd, (2014)

Working memory refers to the ability to hold information in mind while simultaneously performing other attention demanding activities. Working memory processes may be important for text comprehension, because reading involves holding information in mind about what just been read while continuing to decode upcoming word and to integrate this new information with what has gone before.

4) Working with text

The ability to draw an inference and thereby link pieces of information together in a text is critical to successful reading comprehension. Students must not only integrate information in a piece of text but they also use their knowledge of words to support understanding.

5) Environment influences

Motivation and enjoyment are key influences on the development of reading comprehension skills. Motivation to read can be linked to a number of environment influences including teaching methods, reading at home and exposure a range of books. In the factors of reading comprehension, there are some factors that influence in the comprehending of a text. The factors are language skills, understanding the meaning of words, working memory, working with text, and environment influence.

c. The Levels of Reading Comprehension

According to Smith, in Sari there are four different levels in comprehension as follow:[10]

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[10] Sari, D. P. "An Analysis of Students' Reading Comprehension Based on the Four Levels Comprehension Skill". Indonesia: University of Bengkulu (2015)

1) Literal Level

This level is the simplest level. It means that what the reader need to do is to reproduce the fact as they are related by the writer. At this level, questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration. Sample phrases or question for this level are as follow:

a. What is………………………………

b. How old…………………………….

c. When…………………………….

The abilities which refer to the literal level are:

a. Knowledge of word meanings.

b. Recalling of ideas directly stated or paraphrased in own word

c. Understanding of grammatical clue-subject, verb, pronoun, conjunction and so forth.

d. Recalling of main idea explicitly stated.

e. Knowledge of sequence of information presented in the text.

2) Interpretive Level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to note various relationships such as cause effect and relation of the part the whole, to make comparison, to draw conclusion and inference and to make generalizations. Sample phrases or questions for this level are as follows:

a. Why…………………………….

b. What evidence…………………….

c. What you can conclude…………..

The abilities which refer to the interpretive level are:

d. Reasoning with the information presented to understand the writer's

b. Tone, purpose and attitude.

a. Inferring factual information, main ideas, comparison, cause-effect

c. Relationship not explicitly stated in the text.

3) Critical Level

At this level, the students learn to evaluate and judge the information and the writer's use of language for guiding the reader's interpretation; nothing evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness. Sample phrases or questions for critical level are as follows:

a. Judge…………………………………

b. What would be the result of…………

c. How would you describe……………

b. The abilities which refer to the critical level are:

a. Reacting to information in a text indicating its meaning to the reader.

b. Analyzing and evaluating the quality of written information it terms of some standards.

4) Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. Question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value. Sample phrases or questions for this level are as follows:

a. What would you do if……………………

b. Make up…………………………………

c. What does the text tell you about……….

The abilities that refer to the creative level are:

a. Knowledge of emotional response of literary techniques.

b. Knowledge of response of forms, style and structures.

d. Reading Comprehension Strategies

According to McNamara, in Muslaini a reading comprehension strategy is learning are the way in which teachers transfer, information, experience and cognitive process to their students.[11] Reading comprehension strategy helps the students become purposeful, active readers who are in control of their own reading comprehension. Improved reading comprehension skills can positively impact many faces of the student's academic performance. Students who have effectively read

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[11] Muslaini, Strategies for Teaching Reading Comprehension. English Education Journal (EEJ), (2017)p.67-78

and understood reading assignments are better prepared for class, leading to improve class participation and more accurate and complete notes. According to Brown, in Ibrahim there are some strategies in reading comprehension that can be explained as follows:[12]

1) Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know that they are looking for and can weed out potential distracting information. It means that, from the reading the reader can find the information they are looking for in a way the purpose of reading.

2) Skimming the text for main ideas

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose on the passage. In other word, skimming is read the text quickly with the aim of getting the main idea and be able to predict the contents of the text.

3) Scanning the text for specific information

Scanning is quickly searching for some particular piece of information in a text. The purpose of scanning is to extract specific information without reading

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[12] Yulianto, E. "The Influence of Combining Choral Reading Strategy with Question and Answer Relationship Strategy on the Students' Reading Skill Among the Eight Grade at SMP Muhammadiyah Pekalongan in the Academic Year of 2019/2020". Indonesia: State Institute for Islamic of Metro (2019)

the whole text. It means that, scanning is read the text that aims to obtain specific information without read every word in the text. Guessing when the readers are not certain. Teacher can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them. It means that, the teachers can help students by providing appropriate instructions when students feel no doubt with their guesses.

4) Analysing vocabulary

One way for learners to make guessing pay off, when they do not immediately recognize word is to analyse it in terms of what they know about it.

a) Look for prefixes (co-, inter-, etc.) that may give clues.

b) Look for suffixes (-tion -ally, etc.)

c) Look for roots that are familiar.

d) Look for grammatical contexts that may signal information.

e) Look at the topic for clues.

In other word, to figure out and understand unknown words, the reader can analys prefixes, suffixes, root words, grammatical context, and the topic of the text as an alternative way.

5) Distinguishing between literal and implied meanings

You can think of literal and implied meanings as different levels of representation or meaning. Denotation is the first level. It is the dictionary

definition. It is what you literally see. Connotation is the second level and beyond. It is an idea or feeling that's invoked by the literal meaning. It is the emotional associations you make with the signifier and not a literal interpretation of what the signifier represents.

6) Finding topic and main idea

Mikukecky in Farrel, advice the students a lot practice in order to identify topics and main ideas. There are the sequence of exercise that should be identified that reader.[13]

a) Finding the topic from list of words

b) Recognizing the topic of a paragraph

c) Identifying the main idea of a passage

7) The Difficulties in Reading Comprehension

Mohammed stated comprehension relies on mastery of decoding; students who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to group individual words are so exhausting, they have no resources left for understanding. Sign of comprehension difficulty are:[14]

a)   Encounter ambiguous words

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[13] Steve Mckee, *Reading Comprehension, What We Know*: A Review of Research 1995 to 2011. Bangkok, Thailand: Shintawatra International University, (2012)

[14] Lestari, M. I. "The Influence of Choral Reading Method Towards Students' Reading Comprehension Ability at the Sevebth Grade of SMPN 9 Batanghari". Indonesia: State Islamic Institute of Metro (2017)

b) Unfamiliar vocabulary

c) Limited available time to cognitively process the text.

2. Concept of Choral Reading Method

a. Definition of Choral Reading Method

Choral reading is a form of community reading that involves multiple readers reading the same text orally. Group reading can be done with multiple types or texts, but poems are perhaps the most popular medium to use. Poetry's melodic and rhythmic structures make for fun reading material that students enjoy reading aloud. Students only read orally when they feel comfortable doing so, and only after they have practiced the text. Paige (2014) states Whole-Class-Choral-Reading (WCCR) all students read aloud from the same text, at the same time, in unison with the teacher. It means that choral reading is an activity when the students and the teacher read aloud together from a same text at the same time.[15]

Hasbrouck in Suharfinna stated choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.[16]

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[15] David Paige, *Routine for Whole Group Choral Reading* (Bellamine University: Louisville, 2014) p. 23

[16] Suharfinna, W. "The Effect of Applying Choral Reading (CR) Method on the Students' Achievement in Pronouncing Words of the Poem". Indonesia: University of Muhammadiyah Sumatera Utara Medan, (2017)

According to Fontichiaro in Yulianto 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 then explain about the information that they get it. Teachers can also use flexible grouping to encourage choral and duet reading. Students can use choral reading to develop fluency and expression. This kind of reading helps students develop confidence in their ability to speak and read English. In the other word, choral reading improves oral reading fluency for the specific text being read. As a result, students comprehend those pages more fully and gain deeper concepts from the text.[17]

Choral reading is well suited for short story, poetry, rhymes, and dialogues. Choral reading gives students the opportunity to try out language. This practice also helps students improve their sight vocabulary and develop oral language skills Haynes, in Lestari. On the other hand, Wood states that choral reading can be an enjoyable and engaging method to employ. Having students read at a significant point in a selection can increase suspense or express an emotional reaction intended by the author.[18]

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[17] Yulianto, E, "The Influence of Combining Choral Reading Strategy with Question and Answer Relationship Strategy on the Students' Reading Skill Among the Eight Grade at SMP Muhammadiyah Pekalongan in the Academic Year of 2019/2020". Indonesia: State Institute for Islamic of Metro, (2019)

[18] Lestari, M. I. "The Influence of Choral Reading Method Towards Students' Reading Comprehension Ability at the Sevebth Grade of SMPN 9 Batanghari". Indonesia: State Islamic Institute of Metro, (2017)

Based on the state above, the writer concludes that Choral reading is reading together by a group of students. Choral reading method is student activity to find and comprehend the information of the text through grouping activity and share ideas that they get during the learning process. In this method there is a leader that will be guided to read the text. The leader reads loudly and the other students will follow the leader.

b. Types of Choral Reading Method

1) Antiphonal

Device the group into group and assign parts of the text to each group. Give student s an opportunity to practice how they will read before bringing them back together to chorally read together.

2) Dialogue

Select a text that contains different speaking parts. Assign the part of the narrator to one group and each character to other groups.

c. Cumulative Choral Reading

The number of students reading gradually builds as the text is read. An individual or small group reads the first line or section of a passage, and then they are joined by another group. By the end of the passage, the whole group is reading. (This can also be done in reverse, starting with whole group and ending with just one person group).

d. The Benefit of Choral Reading Method

According to McCormack and Pasquarelli, in Ismayanti the benefit of choral reading method is when children are choral reading a 200-word passage, every student gets the same a mouth of practice. The students are not listening or scrutinizing each other. If the student makes an error reading, no one really knows. Choral reading is also an excellent method to build prosody. As students listening each other, those students have natural expression and phrasing will model those characteristics of the others.[19]

Based on statement above, it can be conclude that choral reading can make the students more active in reading because they read aloud with their friends. It can help students to practice their reading comprehension with expression. By choral reading method, the students will enjoy study English especially reading.

e. The Procedure of Using Choral Reading Method

In choral reading, students read a designated passage aloud. The leader is usually the teacher or another model reader. According to Linan et al in Lestari there are some steps of choral reading method: [20]

1) The teacher or model reader previews a passage for the students, and they all make predictions about what the passage will be about.

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[19] Ismayanti, D. "The Effect of Applying Choral Reading Method on the Students' Comprehension in Reading Recount Text". Indonesia: University of Muhammadiyah Sumatera Utara" (2017)

[20] Lestari, M. I. "The Influence of Choral Reading Method Towards Students' Reading Comprehension Ability at the Sevebth Grade of SMPN 9 Batanghari". Indonesia: State Islamic Institute of Metro, (2017)

2) Then the teacher reads the passage aloud—first by herself, then with the students joining in.

3) The teacher fades her voice and allows the students to take the lead reading the passage aloud.

4) The students were asked to retell the text and answer comprehension question. During this exercise, students should read as quickly as possible as a group without speed-reading.

5) 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.

f. Common Elements in Choral Reading Method

According to Barbara and Nancy, in Lestari there are six elements in choral reading method:

1) Students listen to text as they follow along with the book.

2) Students follow along with the print using their fingers as guides.

3) Reading materials can be used that students would be unable to read independently.

4) Procedures are done 10 to 15 minutes daily.

5) More advanced readers provide feedback and assistance.
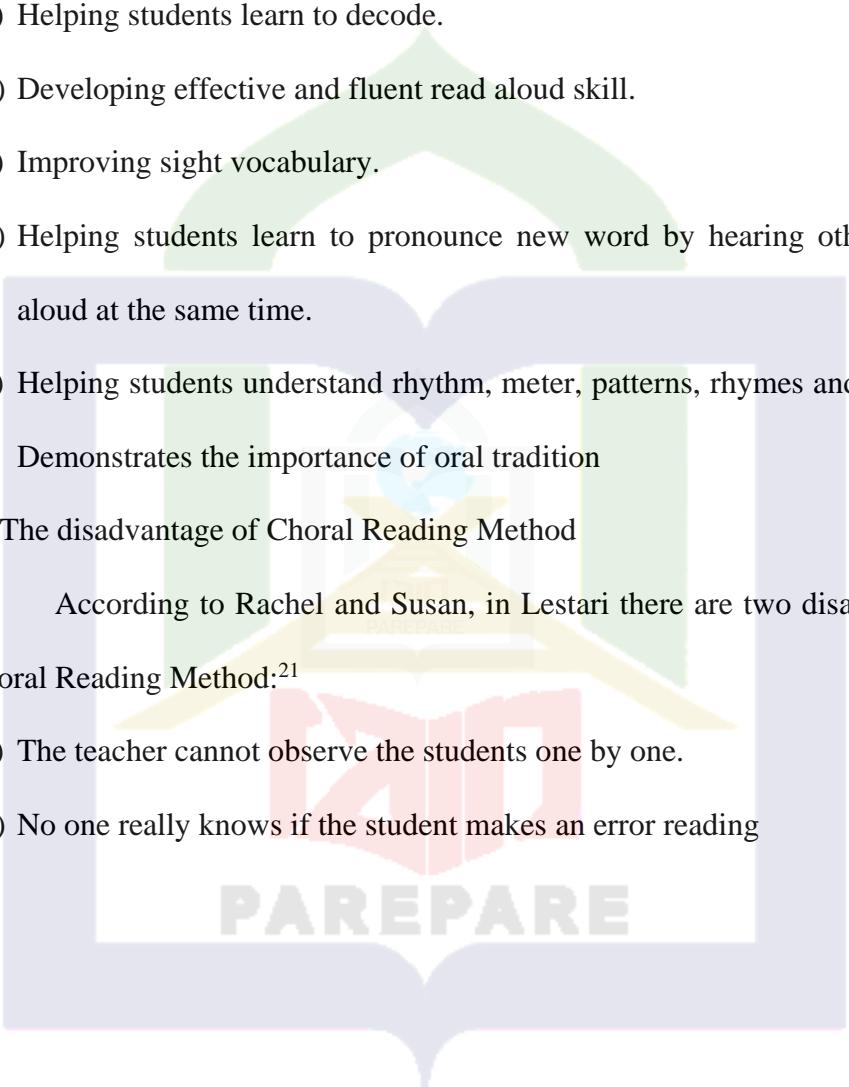
6) Comprehension activities can be added before and after reading

g. The Advantage and Disadvantage of Choral Reading Method

1) The Advantage of Choral Reading Method

a) Helping students learn to decode.

b) Developing effective and fluent read aloud skill.

c) Improving sight vocabulary.

d) Helping students learn to pronounce new word by hearing others reading aloud at the same time.

e) Helping students understand rhythm, meter, patterns, rhymes and characters. Demonstrates the importance of oral tradition

2) The disadvantage of Choral Reading Method

According to Rachel and Susan, in Lestari there are two disadvantage of Choral Reading Method:[21]

a) The teacher cannot observe the students one by one.

b) No one really knows if the student makes an error reading

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[21] Lestari, M. I. "The Influence of Choral Reading Method Towards Students' Reading Comprehension Ability at the Sevebth Grade of SMPN 9 Batanghari". Indonesia: State Islamic Institute of Metro, (2017)

C. Conceptual Framework

The main focus of this research is "Using of choral reading method in improving reading comprehension at SMPN 9 Parepare". The researchers design the conceptual framework of this research by showing diagram below :

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┌─────────────────────────┐
│    SMPN 9 Parepare      │
└─────────────────────────┘
            │
┌─────────────────────────┐
│  Corel Reading  Method  │
└─────────────────────────┘
            │
┌─────────────────────────────────┐
│   Suitable Text                 │
│   Introduce the Text            │
│   Model the Reading Practice    │
│   Repeat and Reinforce          │
│   Individual Practice           │
│   Together                      │
│   Follow-up Activities          │
│   Evaluate    and    Provide    │
│   Feedback                      │
└─────────────────────────────────┘
            │
┌─────────────────────────┐
│  Reading Comprehension  │
└─────────────────────────┘
            │
┌─────────────────────────────────┐
│  Students Reading Comprehension Get │
│           Improvement            │
└─────────────────────────────────┘
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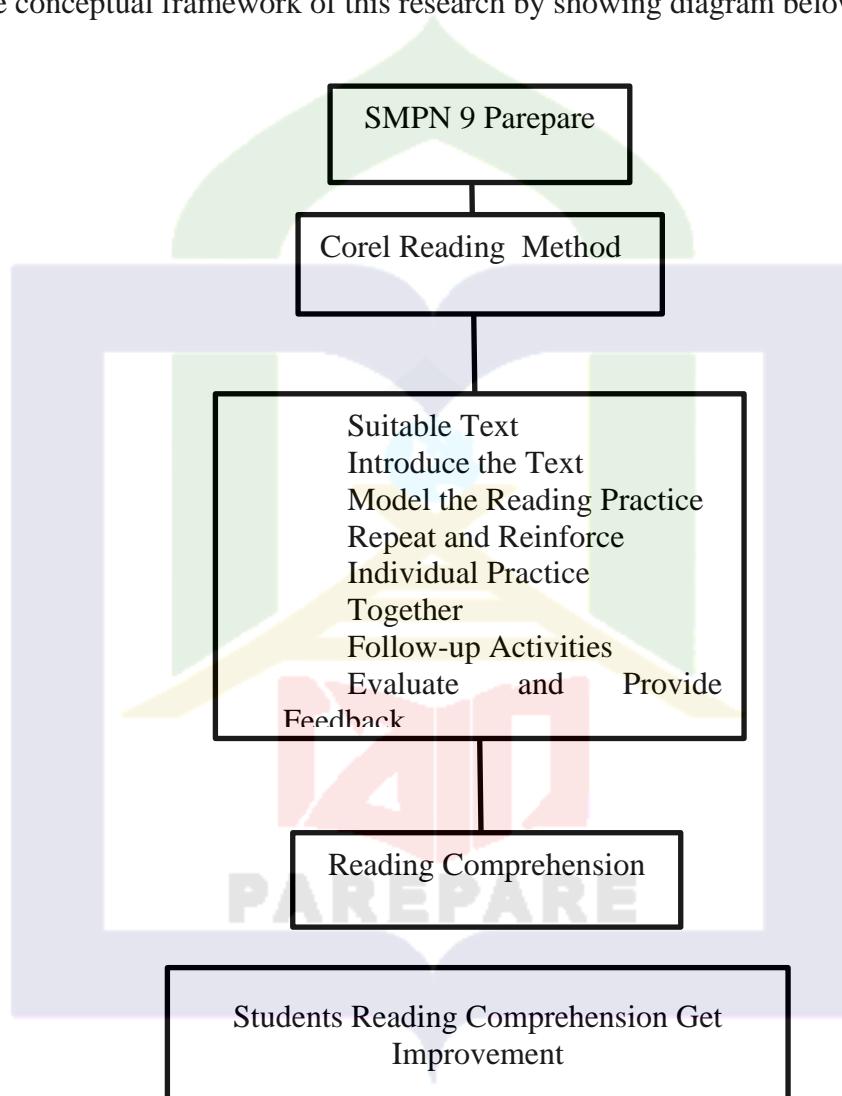
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. This research used experiment to know students' reading comprehension using Choral Reading Method.

Table 3.1 Pretest-Posttest Design

$$O1 \; X \; O2$$

Keterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and duration of the research

The research was conducted in SMPN 9 PAREPARE. It located in Jln. Jend. Sudirman, Bacukiki Barat, and the researcher did research 45 days including of analysis data.

C. Population and Sample of Research

1. Population

The population refers to the entire group of individuals, objects, or events that the researcher wants to study and make inferences about. It represents the larger target group from which the sample is drawn. The population should be clearly defined and should reflect the specific characteristics or criteria that are relevant to the research study. The population of this research Eighth Grade Students' at SMPN 9 Parepare The total of the students as shows in table below:

Table 3.1 Population of Research

No	Class	Total Students
1	VIII 1	21
2	VIII 2	20
3	VIII 3	19
Total Population		50

2. Sample

According to Sugiyono the sample is part of the number and characteristics possessed by the population. So the sampling technique in this research is *Purposive Sampling*. According to Sugiyono purposive sampling is

about sample which proper to the criteria of the class.[22] The sample can be choosen for class experiment for Class VIII 2 which number of students are 20 students. The reason why the researcher choosen Class VIII 2 at SMPN 9 Parepare is because this sample was recommended by the teacher and also the characteristic of the sample is available for implementing experiment research.

D. Procedure of Collecting Data

1. Data Collection

Data collection was an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.

a) Test

The test as a data collection instrument was a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of Class VIII C in SMPN 9 Parepare.

1) *Pre-test* is an activity to test the level of students' reading comprehension of the material had been delivered; the pre-test is carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify the students' Reading comprehension.

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[22] Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, (Cet. X, Jakarta: Bumi Aksara, 2016), p.245.

2) ***The post-test*** is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvement in English. The similar test will be given from pretest.[23]

b) Treatment

   The researcher will give the treatment to students'and give some materials about reading comprehension material. This treatment were conducted for four meetings. The first and the second meetings used descriptive text with the topic of a description of tourist attractions, and the third and the fourth meetings will use descriptive text with the topic of people. The procedure of the treatment as follow:

   1) The researcher greets the students and begins the class.

   2) The researcher gives instructions to recite a prayer before studying.

   3) The researcher explains the purpose of the Choral Reading method.

   4) The researcher hands out descriptive texts to the students and divides them into several groups, with each group consisting of 4-5 students.

   5) The researcher provides a detailed explanation of the Choral Reading method to the research participants.

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[23] Sundayana Rostina, *Statistika Penelitian Pendidikan* (Bandung: Penerbit Alfabeta, 2014).

6) The researcher teaches the students the technique of reading using the Choral Reading method, giving each participant the opportunity to read a section of the text in turns.

7) The researcher conducts a discussion and reflection session after the Choral Reading session, and asks if the students' understanding improved after using this method.

8) The researcher evaluates the results of the Choral Reading method.

9) The researcher draws conclusions regarding the learning of reading comprehension using the Choral Reading method.

E. Instrument of the Research

According to Lorraine saying an instrument is a tool used to collect data. It means that instrument are a tool or facilities that are used by the writer to collect the data completely and systematically.[24] Research instrument is a tool in researching to collect data, as for the instrument that the researcher used to collect data, namely reading test.

F. Technique of Data Analysis

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[24] Eri Kusumawati, Increasing Present Continuos Tense Mastery Using Grammar Transletion Method at Eight Graders of Mts N 1 East Lampung in Academic 2019.

In quantitative research, data analysis techniques directed to answer the problem formulation that has been determined. Caused the data is quantitative, then analyzes the data using statistical methods that have been available.[25]

1. Descriptive Analysis

   Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting infrential analysis.

   a) Scoring the students' correct answer of pre-test and post-test by using formula :

   $$score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

   Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic is done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage,

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[25] Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2014), Cet Ke-4, P.243.

frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.[26]

b) Classifying the score students' classification as follow:

Table 3.3 Classification of Students' reading Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor

(*Score: Suharsimi Arikanto, 2013;281)*

c) Percentage of students' reading score using the following formula:

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

Where:
P : Percentage
F : Frequency
N : Total Number of Students

d) To find out the average score following formula :

$$\underline{x} = \frac{\sum x}{N}$$

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[26] Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi (Cet. X, Jakarta: Bumi Aksara, 2013), p.125.*

Where :

    $\underline{x}$: Mean Score

    $\sum$ x : The total number of the students score

    N   : The number of student

e) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{SS - N}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :   S   : The standard Deviation

                       SS   : The Square Root of The Sum of Square

                       $\sum X^2$: The sum of square

                       $(\sum x)^2$: Total square of The Sum

                       N   : Total number of student [27]

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

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[27] Ph. D Rukminingsi, M.Pd, Dr. Gunawan Adhnan,. Ph.D, Prof. Muhammad Adnan Latief, M.A., "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

f) The formula used in finding out the difference between students' score in

pre-test and post-test following formula:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where :

t	: Test of significance
$\underline{x}1$	: Mean score of Pre Test
$\underline{x}2$	: Mean score of Post Test
SS_1	: Sum square of Pre Test
SS_2	: Sum square of Post Test
n_1	: Number of students' of Pre Test
n_2	: Number of students' of Post Test
1	: Constant number
2	: Number of class [28]

T test become very essential test for comparing the two findings

result data which has different category of sample and average result.

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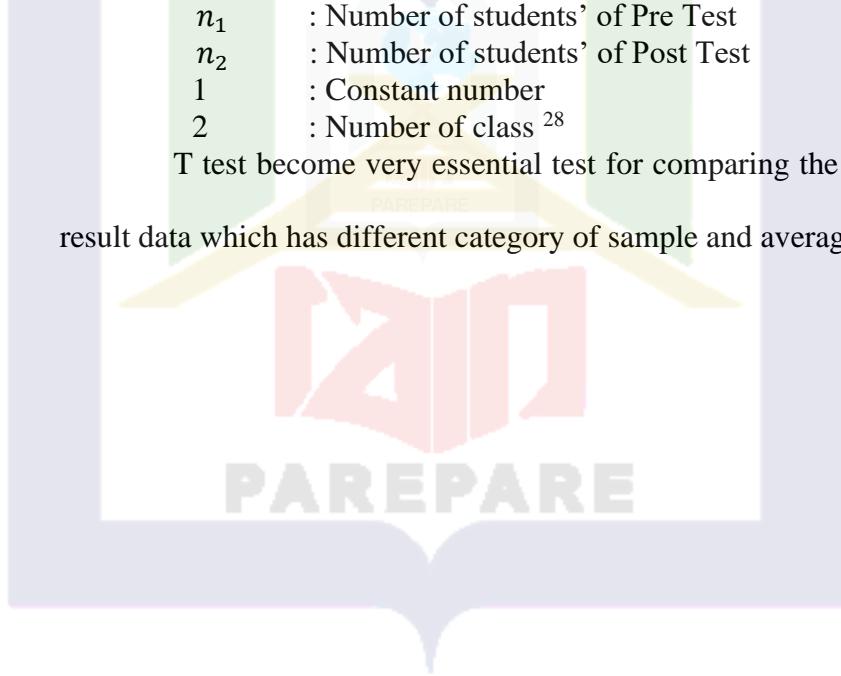
[28] Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

  This research conducted at SMPN 9 Parepare is a public junior high school located in the Pareparee, Indonesia. It is one of several state-owned junior high schools in the area of Parepare. The school is situated in a convenient and accessible location within the city. SMPN 9 Parepare provides a conducive learning environment for its students. The school consists of well-maintained buildings and facilities, including classrooms, administrative offices, a library, a laboratory, and sports facilities. These resources support various academic and extracurricular activities.

  The school aims to provide quality education to its students and offers a comprehensive curriculum approved by the Ministry of Education. The curriculum covers a range of subjects, including mathematics, science, social sciences, languages, and physical education. Additionally, the school encourages the development of students' talents and interests through extracurricular clubs and activities.

  SMPN 9 Parepare is staffed by a team of dedicated and qualified teachers who are committed to helping students achieve their academic and personal goals. The school emphasizes discipline, teamwork, and character development alongside academic excellence. The condition of teachers and official employee in SMPN 9 Parepare has 20 teachers and 4 Tendik, PTK 24 and total students for 209 students.

All of them have helped the researcher to finishing this research. Especially for the English teacher at SMPN 9 Parepare there are 2 teachers, Muhammad Ali Anwar and Itam Supriati, S.Pd. The researcher did research in experiment class, the class conducted in two class namely class treatment and class control. This research conducted at June 2023 and finish in July 2023. According to the data, the result findings explained based on the explanation below:

1. The Student Reading Comprehension at SMPN 9 Parepare

Second explanation related to effective of Choral Reading Method to improve students reading comprehension at SMPN 9 Parepare. The findings can be explained below:

a) Result Data Pre test

Table 4.1 Result Data Pre test

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	1	5,00
2	(Good) 66-79	4	20,00
3	(Fair) 56-65	6	30,00
4	(Poor) 40-55	9	45,00
5	(Very Poor) <39	0	0,00

Sources: Data Output SPSS, 2023

According to the data above, the scoring system provided categorizes performance or quality into five different levels: Very Good, Good, Fair, Poor, and Very Poor. Each category represents a specific range of scores and is associated with a weightage that reflects its importance or value:

1) The "Very Good" category, scores ranging from 80 to 100 are considered excellent, receiving a weightage of 5.00. This indicates a high level of performance or quality, surpassing expectations and demonstrating exceptional competence.

2) The "Good" category encompasses scores ranging from 66 to 79. These scores indicate a commendable level of performance or quality and are assigned a weightage of 4.00. Although not reaching the highest level, this category still reflects satisfactory outcomes.

3) Scores falling within the range of 56 to 65 are classified as "Fair" and carry a weightage of 3.00. This category suggests an average level of performance or quality, meeting basic requirements but with room for improvement.

4) The "Poor" category includes scores ranging from 40 to 55. Performance or quality in this range is deemed below average and receives a weightage of 2.00. It indicates a significant need for enhancement or corrective measures.

5) The "Very Poor" category represents scores below 39, receiving a
weightage of 0.00. This indicates severe underperformance or extremely
low quality, requiring immediate attention and intervention.

The distribution of scores in the pretest shows a negative trend, with a
majority of students achieving Poor. This suggests that the implementation
of natural method impact on the students' reading comprehension.

Descriptive Statistics Experiment Class

		Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	40.00	80,00	57,00	34,416
Valid N (listwise)	20				

Sources: Data Output SPSS, 2023

The minimum score obtained by any student in the class is 20
students, while the maximum score achieved is 80,00. These values provide
insight into the range of scores within the class, indicating that there is
variation in the performance levels of the students. The mean score for the
class is calculated as 57,00. This average score represents the category of
Fair. The standard deviation, which is 34.416 in this case, measures the
spread or dispersion of the scores around the mean. A higher standard

deviation suggests a wider range of scores, indicating greater variability among the students' performances.

b) Result Data Post test

Table 4.2 Result Data Post test

N0	Category	Result of Post Test	
		Frequency	Percent
1	(Very Good) 80-100	17	85,00
2	(Good) 66-79	3	15,00
3	(Fair) 56-65	0	0,00
4	(Poor) 40-55	0	0,00
5	(Very Poor) <39	0	0,00

Sources: Data Output SPSS, 2023

According to the data above, it can be explained that the table represents the frequency of students' post-test scores categorized into five levels: Very Good, Good, Fair, Poor, and Very Poor. Here's the explanation based on the frequency:

a) Very Good: The highest number of students (17) achieved scores in the range of 80-100, falling into the "Very Good" category. This indicates that a significant portion of students performed exceptionally well in the post-test.

b) Good: Three students attained scores ranging from 66 to 79, placing them in the "Good" category. Although fewer in number, these students demonstrated a commendable level of performance in the post-test.

c) Fair, Poor, and Very Poor: No students obtained scores in the "Fair," "Poor," or "Very Poor" categories. This means that no students fell within the score ranges of 56-65, 40-55, or less than 39, respectively. Thus, there were no students with below-average or low scores in the post-test.

The majority of students performed exceptionally well, with a significant number achieving scores in the "Very Good" category. This indicates a high level of competence and understanding in the subject matter assessed by the post-test.

Descriptive Statistics Experiment Class

		Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	70,00	100,00	86,50	34,416
Valid N (listwise)	20				

Sources: Data Output SPSS, 2023

The minimum score obtained by any student in the class is 20, while the maximum score achieved is 100. These values provide insight into the range of scores within the class, indicating that there is variation in the

performance levels of the students. The mean score for the class is calculated as 86,50. This average score represents the category of **Very Good**. The standard deviation, which is 34.416 in this case, measures the spread or dispersion of the scores around the mean. A higher standard deviation suggests a wider range of scores, indicating greater variability among the students' performances.

2. Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare.

Table 4.4. Accumulation of Students Reading comprehension:

No	Test Result	Score	Category
1	Pre Test	57,00	Fair
2	Post Test	86,50	Very Good

Sources: Data of SPSS 25

According to the data above that the score obtained in the test for the pretest is 57.00. Based on the score, the student falls into the category of Fair. The score obtained in the test for the post test is 86.50. Based on the score, the student falls into the category of Very Good. After identifying the class score, than evaluation of effectiveness by using The t-test Independent which allows for a comparison between two group: one test that pretest and another test is posttest after using choral reading. Following are the results of the data description:

Paired Samples Test

		Paired Differences						
		Mean	Std. Deviation	95% Confidence Interval of the Difference		t	f	Sig. (2-tailed)
				Lower	Upper			
Pair 1	Pretes posttest	71,75	31.908	21,008	8,337	4.879	20	,000

Based on the results of the analysis, it is obtained that the t_{hitung} value is 4.879 where to find out whether the t_{hitung} value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t_{table}. And to see the t_{table} it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 20-1 = 19. It refer to the t_{table} value of 1.699.

If the calculated t_{hitung} was 4.879 and the t value from t_{table} (t distribution table) was 1.699., then the researcher concluded that there is a significant difference between the two test of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted. The results of the analysis obtained t_{hitung} 4.879 > 1.699., then the null hypothesis was rejected and the ha hypothesis was accepted. So, Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare.

B. Discussion

According to the research about Choral Reading Method in Improving Reading Comprehension at SMPN 9 Parepare, the discussion can be explained that:

1. The Student Reading Comprehension at SMPN 9 Parepare

Based on the data provided, the distribution of scores in the pretest shows a negative trend, with a majority of students achieving scores in the "Poor" category. This indicates that the students' reading comprehension skills were below average before the implementation of the natural method. However, it's important to note that there is variation in the performance levels of the students, as reflected by the range of scores.

The minimum score obtained by any student in the class is 20, while the maximum score achieved is 80. This range of scores highlights the diversity in the students' abilities and the potential for improvement. The mean score for the class is calculated as 57, placing the overall performance in the "Fair" category. This suggests that, on average, the students met the basic requirements but still have room for improvement.

The standard deviation of 34.416 indicates a relatively wide spread or dispersion of scores around the mean. This means that there is a considerable variability in the students' performances, with some students scoring significantly higher or lower than the average. The higher standard deviation

suggests that the students' abilities and comprehension levels vary to a significant extent.

The initial data from the pretest indicates a need for improvement in students' reading comprehension skills. The implementation of the natural method aims to address these deficiencies and enhance the students' overall performance. The variations in scores and the wide range of performances highlight the importance of tailoring teaching strategies to meet the individual needs of students and promote better reading comprehension outcomes.

Based on the data provided, the post-test scores of the students at SMPN 9 Parepare were categorized into five levels: Very Good, Good, Fair, Poor, and Very Poor. The frequency distribution shows that the majority of students performed exceptionally well, with 17 students achieving scores in the "Very Good" category (80-100 range). This indicates a high level of competence and understanding among these students.

Additionally, three students obtained scores within the range of 66-79, placing them in the "Good" category. These students demonstrated a commendable level of performance in the post-test. It's worth noting that no students fell into the categories of Fair, Poor, or Very Poor, suggesting that there were no students with below-average or low scores in the post-test.

The descriptive statistics further support these findings. The minimum score obtained by any student in the class was 20, while the maximum score

achieved was 100. This indicates a wide range of scores and highlights the variability in the students' performances. The mean score for the class was 86.50, indicating an overall performance level in the "Very Good" category.

The standard deviation of 34.416 reflects the spread or dispersion of the scores around the mean. This suggests that there is a considerable variability among the students' performances, with some students scoring significantly higher or lower than the average.

The data indicates a high level of performance among the students, with a majority achieving scores in the "Very Good" category. This suggests that the implementation of the natural method had a positive impact on the students' reading comprehension skills at SMPN 9 Parepare.

according to the data provided, there was a significant improvement in students' reading comprehension after the implementation of the Choral Reading Method. Before the method was introduced, the majority of students' reading comprehension was categorized as "Fair." However, after the method was implemented, the majority of students' performance shifted to the highest level of "Very Good."

This improvement can be observed through the comparison of the frequency distribution in the pretest and post-test results. In the pretest, there were no students in the "Very Good" category, indicating that students' reading comprehension was below the desired level. However, in the post-test, a considerable number of students achieved scores in the "Very Good"

category, demonstrating a high level of understanding and competence in reading comprehension.

This positive shift in performance can also be supported by the descriptive statistics. The mean score for the class increased from a level categorized as "Fair" before the Choral Reading Method to "Very Good" after its implementation. This improvement suggests that the Choral Reading Method had a significant impact on enhancing students' reading comprehension abilities.

The data indicates a clear improvement in students' reading comprehension after the implementation of the Choral Reading Method. The majority of students achieved scores in the highest category, reflecting a high level of understanding and competence. This suggests that the Choral Reading Method effectively contributed to enhancing students' reading comprehension skills at SMPN 9 Parepare.

2. Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare

Second discussion explained that the data analysis indicates that the Choral Reading Method was effective in improving students' reading comprehension at SMPN 9 Parepare. The pretest score of 57.00 categorized the students' reading comprehension as "Fair," indicating a moderate level of understanding. However, after implementing the Choral Reading Method,

the post-test score significantly increased to 86.50, placing the students in the category of "Very Good," reflecting a high level of comprehension.

Evaluate the effectiveness of the Choral Reading Method, a paired samples t-test was conducted. The results showed a significant difference between the pretest and post-test scores. The calculated t-value (thitung) of 4.879 exceeded the critical t-value (ttable) of 1.699, indicating a significant improvement in students' reading comprehension.

Based on the findings, the null hypothesis, which assumes no difference between the pretest and post-test scores, was rejected. Conversely, the alternative hypothesis, stating that there is a difference between the two sets of data, was accepted. Therefore, it can be concluded that the Choral Reading Method was successful in enhancing students' reading comprehension at SMPN 9 Parepare.

These results demonstrate the effectiveness of the Choral Reading Method as a teaching approach to improve students' reading comprehension skills. By engaging students in group reading activities, this method promotes active participation, enhances understanding, and contributes to overall academic achievement. The positive impact observed in this study suggests that the Choral Reading Method can be a valuable tool for educators in enhancing students' reading comprehension abilities.

The Choral Reading Method has proven to be a valuable tool for educators in enhancing students' reading comprehension abilities. This

method involves students reading aloud together as a group, led by the teacher or a designated reader. The synchronized reading allows students to follow along and listen to the correct pronunciation, intonation, and rhythm of the text.

One of the main benefits of the Choral Reading Method is that it promotes active engagement and participation among students. By reading together as a group, students feel supported and encouraged to join in, even if they may initially feel hesitant or less confident in their reading skills. This cooperative learning approach fosters a sense of belonging and creates a positive learning environment.

The Choral Reading Method helps students develop fluency in reading. As they repeatedly read the text aloud, students become more comfortable with the words and phrases, improving their speed and accuracy. This increased fluency contributes to better comprehension as students can focus more on understanding the meaning and context of the text rather than struggling with decoding individual words.

Choral Reading Method enhances students' reading skills. By listening to their peers read, students gain exposure to different reading styles, accents, and interpretations. This exposure broadens their understanding of language and improves their ability to comprehend spoken information.

The Choral Reading Method fosters a sense of community and collaboration in the classroom. Students work together as a team, supporting

and encouraging one another. This cooperative atmosphere not only enhances reading comprehension but also promotes social skills, communication, and teamwork.

Choral Reading Method offers a dynamic and effective approach to enhance students' reading comprehension abilities. By incorporating this method into their teaching practices, educators can create an engaging and supportive learning environment where students can develop their reading skills, fluency, listening abilities, and overall comprehension.

According to the previous research the similarity between the research description and the research studies center on the enhancement of students' reading comprehension skills, particularly within the context of SMPN 9 Parepare. A common thread between them is the utilization of a pre-test and post-test framework to gauge the influence of a teaching method, specifically choral reading, on students' reading abilities.[29] By computing mean scores, these approaches categorize students' performance levels, ranging from "Very Good" to "Very Poor," in order to assess their progress. Employing quantitative analysis, both the studies and your information deploy a t-test to quantitatively scrutinize the effects of the choral reading intervention. The

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[29] Hasri Wahyu Ningsih, "The Influence of Using Choral Reading towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Tenth Grade at SMAN 1 Bangunrejo Central Lampung". (Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Of Lampung, 2022)

similarity between the research from the explanation of there was influence of using choral reading towards students' reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 1 Bangunrejo Central Lampung which also identified from this research that Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare.

FINDINGS AND DISCUSSION

A. Conclusion

Based on the findings about Choral Reading Method in Improving Reading Comprehension at SMPN 9 Parepare, the concussion can be explained below:

1. The Student Reading Comprehension at SMPN 9 Parepare showed the mean score for the pretest is calculated as 57,00. This average score represents the category of **Fair** which divided into 1 students for Very Good, 4 students for Good, 6 students for Fair, 9 students for Poor, 0 students for Very Poor. And the mean score for post test was calculated as 86,50. This average score represents the category of **Very Good** which 17 students for very good, 3 students' for Good.

2. Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare showed that t_{hitung} was 4.879 and the t value from t_{table} (t distribution table) was 1.699., there is a significant difference between the two test of data being compared. In this context, The results of the analysis obtained t_{hitung} 4.879 > 1.699., then the null hypothesis was rejected and the ha hypothesis was accepted. So, Choral Reading Method able to improve students Reading Comprehension at SMPN 9 Parepare.

B. Suggestion

1. For Teacher, Implement regular Choral Reading sessions: Allocate dedicated time during class for Choral Reading activities. Encourage students to read aloud together as a group, focusing on pronunciation, intonation, and rhythm. Provide guidance and support as needed

2. For students, Continue participating in Choral Reading activities and fully engage in the process. Focus on reading the text aloud with proper pronunciation, expression, and rhythm. Actively listen to your peers' readings and observe their techniques to broaden your own understanding of reading.

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APPENDICES

APPENDIX 01 : Instrument

<table>
<tr>
<td rowspan="2"></td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</td>
</tr>
<tr>
<td>INSTRUMEN PENELITIAN PENULISAN SKRIPSI</td>
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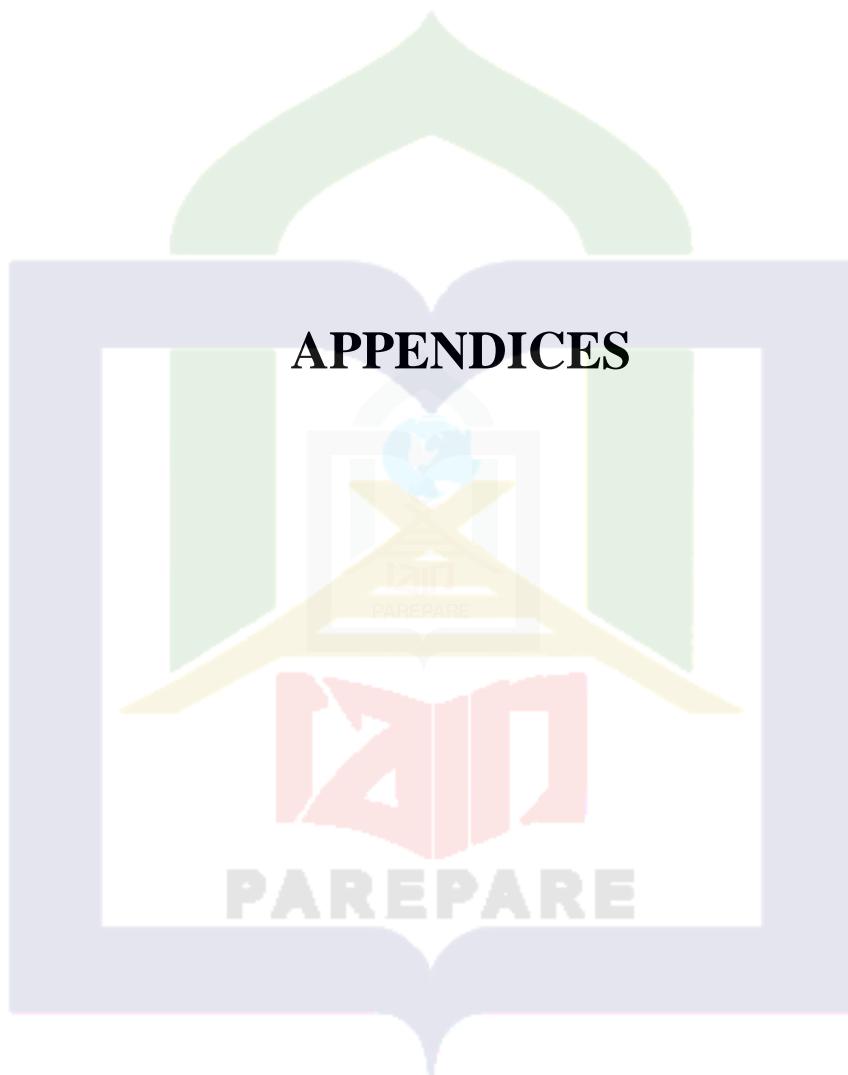
Name of The Student	:	Andi Nurfitri Alawiyah
The Title of Thesis	:	Choral Reading Method to Improve Reading Comprehension at SMPN 9 Parepare
Student Reg. Number	:	16.1300.027
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Reading Text (Descriptive Text)

TEXT

SALO KARAJAE KOTA PAREPARE

Salo Karajae, located in Parepare, South Sulawesi, is a picturesque and culturally significant destination that showcases the traditional way of life of the Bugis people. Nestled amidst lush greenery and serene landscapes, Salu Karajae offers visitors a glimpse into the unique customs and traditions of this vibrant community. Let's explore a descriptive text about Salu Karajae in Parepare:

Salo Karajae is a traditional Bugis village nestled in the heart of Parepare, South Sulawesi. This enchanting village is known for its well-preserved traditional houses,

locally known as "rumah adat," which reflect the architectural heritage of the Bugis people. The houses are constructed using traditional methods and materials, featuring intricate carvings and vibrant colors that add to their visual appeal.

As you step into Salu Karajae, you will be greeted by the warm hospitality of the local community. The villagers, known for their friendliness and welcoming nature, are eager to share their traditions and way of life with visitors. It's a wonderful opportunity to engage with the locals, learn about their customs, and gain insight into the Bugis culture.

Walking through the village, you will notice the traditional houses lining the streets. These unique structures are built on stilts, allowing for natural ventilation and protection from flooding. The intricate carvings adorning the facades depict ancestral stories, mythical creatures, and symbols that hold cultural significance for the Bugis people.

The village's central gathering place, known as "balai adat," serves as a hub for community events and celebrations. This open-air structure, often decorated with colorful fabrics and traditional ornaments, is where the villagers come together for important ceremonies, cultural performances, and storytelling sessions. Visitors have the opportunity to witness traditional dances, music performances, and theatrical displays that showcase the Bugis cultural heritage.

ANSWERED THE TEST BELOW:

1. Salu Karajae is located in which city?
a) Makassar
b) Parepare
c) Toraja
d) South Sulawesi

2. What type of houses can be found in Salu Karajae?

a) Traditional Javanese houses

b) Modern concrete houses

c) Bugis traditional houses

d) Toraja traditional houses

3. What is the significance of the carvings on the traditional houses?

a) They depict ancestral stories and mythical creatures.

b) They are purely decorative.

c) They represent modern art forms.

d) They are symbols of religious beliefs.

4. What is the purpose of the "balai adat" in Salu Karajae?

a) It is a village market.

b) It is a community gathering place.

c) It is a religious shrine.

d) It is a school for traditional arts.

5. What can visitors witness at the "balai adat"?

a) Traditional dances and music performances

b) Modern concerts and fashion shows

c) Sports competitions and games

d) Political rallies and speeches

6. What can visitors observe local craftsmen doing in Salu Karajae?

a) Creating traditional fabrics

b) Carving wooden sculptures

c) Making pottery

d) Building traditional boats

7. What type of natural surroundings can be found in Salu Karajae?

a) Desert landscapes

b) Lush green fields and coconut trees

c) Snow-capped mountains

d) Dense rainforests

8. What is a popular dish in Bugis cuisine?

a) Sushi

b) Pasta

c) Carp fish dishes

d) Pizza

9. What is the atmosphere of Salu Karajae like?

a) Bustling and crowded

b) Serene and tranquil

c) Noisy and chaotic

d) Industrial and polluted

10 What is the purpose of visiting Salu Karajae?

a) To learn about the Javanese culture

b) To experience modern city life

c) To immerse oneself in the Bugis traditions

d) To enjoy beach activities

Answers:

1. b) Parepare
2. c) Bugis traditional houses
3. a) They depict ancestral stories and mythical creatures.
4. b) It is a community gathering place.

5. a) Traditional dances and music performances

6. a) Creating traditional fabrics

7. b) Lush green fields and coconut trees

8. c) Carp fish dishes

9. b) Serene and tranquil

10. c) To immerse oneself in the Bugis traditions

APPENDIX 02 : Result

No	Nama Siswa	RESULT PRETEST
		Nilai
1	ADRIAN	60
2	AINUN RAMADANI ILHAM	70
3	AKMAL ZAKI	50
4	ALFIANSYAH SARDI SAING	50
5	AMELIA ANANDA	60
6	ANDINI PURNAMASARI	70
7	GEISYA AL NAMIRAH	40
8	HAFSAH	50
9	KIKI AMELIA	60
10	LARASATI LUKMAN	70
11	MUH. AGIL	50
12	Muhammad Aufa Nabil	60
13	MUHAMMAD FAHRI	50
14	MUHAMMAD FARHAN	60
15	MUHAMMAD FITRAH RAMADHAN	70
16	MUHAMMAD HASMAIL	60
17	MUHAMMAD RAFA NURHIJAYA	80
18	NUR ALIF	40
19	nurfadillah arifin	50
20	NURFATIMAH	40
	average	57
	min	40
	max	80

No	Nama Siswa	RESULT PRETEST
		Nilai
1	ADRIAN	90
2	AINUN RAMADANI ILHAM	100
3	AKMAL ZAKI	80
4	ALFIANSYAH SARDI SAING	80
5	AMELIA ANANDA	90
6	ANDINI PURNAMASARI	100
7	GEISYA AL NAMIRAH	70
8	HAFSAH	80
9	KIKI AMELIA	90
10	LARASATI LUKMAN	100
11	MUH. AGIL	80
12	Muhammad Aufa Nabil	90
13	MUHAMMAD FAHRI	80
14	MUHAMMAD FARHAN	90
15	MUHAMMAD FITRAH RAMADHAN	100
16	MUHAMMAD HASMAIL	90
17	MUHAMMAD RAFA NURHIJAYA	100
18	NUR ALIF	70
19	nurfadillah arifin	80
20	NURFATIMAH	70
	average	86,5
	min	70
	max	100

APPENDIX 03 : Documentation

APPENDIX 04 : Curriculum Vitae

Andi Nurfitri Alawiyah, lahir di Parepare pada tanggal 07 Agustus 1998 merupakan anak kedua dari tiga bersaudara. Ayahanda bernama Sukardi Siang dan ibunda bernama Andi Ike Kesumawati. Penulis memulai pendidikan di SD Negeri 28 Parepare tamat pada tahun 2010 kemudian penulis melanjutkan pendidikan di SMP Negeri 9 Parepre dan tamat pada tahun 2013. Kemudian pada tahun yang sama penulis melanjutkan pendidikan ke SMA Negeri 2 Parepare dan berhasil lulus pada tahun 2016. Setelah itu penulis melanjutkan pendidikan di Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare dan mengambil program studi Pendidikan Bahasa Inggris Fakultas Tarbiyah.

Akhir kata penulis mengucapkan srasa syukur yang sebesar-besarnya atas terselesaikannya skripsi yang berjudul "Choral Reading Method to Improve Reading Comprehension at SMP Negeri 9 Parepare"