

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a tool that human use to communicate with each other. Without language, it would be difficult for humans to understand what happen around them. Therefore, the importance of learning and understanding language is something that humans must do to synergize and create good communication with others. Globally, English is an internationally recognized language as a common language used in almost every country. This is in line with the statement from Sharifian (2009), which says that English is used in intercultural communication across the globe. Moreover, in the current era of globalization, learning English is very crucial to be able for communicate and establish relationships with other people from different countries.

Learning a language is not as easy as we think. There are many things and aspects that we must to pay close attention. Language learning covers four aspects of language skills, namely listening, speaking, reading, and writing (Tarigan, 2008:1). Characteristically, the four skills are stand alone, but in the use of language as a communication process, they cannot be separated from one to another and must receive a balanced portion and be implemented in an integrated manner. This shows that the language is an integration of several aspects. One aspect of language skills contained in English language learning is reading skills.

Reading is actually a human habit as a form of need for information. In Indonesia, this reading habit is something that is very rarely done even in this era of advanced technology. It is an era where all forms of information are wide open and only need the intention to read and use it wisely. Based on research conducted by Central Connecticut State University in March (2016), which was published under the title "Most Littered Nation in the World", Indonesia is ranked 60th out of 61 countries in terms of reading interest (Table 1). The high rate of poverty and the low level of education in Indonesia are the main reasons this can happen. Thus, the

Indonesian government continues to strive to create a prosperous society through good quality education. This step has been started by building good educational facilities, qualified education teachers, and a curriculum that can support the improvement of students' abilities.

As one of the educational infrastructures, schools become places for students to gain knowledge as a provision to pursue their goals to improve a better standard of living. For this reason, teachers as educators are required to create and compile a curriculum along with learning designs that will support the learning process in the classroom, and in the end can achieve learning objectives. As stated by Azis (2018), the curriculum is a tool to achieve the goals of education and as well as a guide in the implementation of teaching on all types and levels of education. It is hoped that with an effective curriculum and efficient teaching methods, students can develop the best potential within themselves.

Reading is one of the most basic things beside seeing, feeling, and thinking which aims to get information for humans. It is not surprising that reading has been introduced to humans from an early age. Likewise, reading is taught to children from elementary school to college level. In Indonesia, it is also recommended to read from an early age, along with early childhood education, students are expected to start reading activities with pictures while introducing them to the world through these activities.

According to Patel & Jain (2008:114) state that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Getting information is the initial goal of us doing reading activities, but more than that we can even develop our knowledge about how to use the foreign language we read. This proves how importance for us to mastery reading skills. Even though, in the process of developing reading skills, there are obstacles that are present in it, such as students having difficulty spelling and reading words in English properly and correctly. This is due to the limited vocabulary they have and the willingness to read. This problem is a challenge for teachers to find interesting methods and increase students' interest in reading English text.

At the junior high school level, English is introduced with short texts that are relatively easy for students to understand, one of them is descriptive text. The use of descriptive text in learning English helps students in understanding objects contained in reading, such as people, objects, and places. However, many students still have difficulty in reading and understanding the purpose of the descriptive text itself. This is because students are still stammering and shy to read in English, even though the essence of reading itself is to get information from what we read.

To overcome the problems above, it is necessary to use an appropriate reading teaching method for students in increasing students' interest and reading ability in classroom. One form of method that can be used by teachers is Choral Reading. In general, Choral Reading aims to encourage students to build fluency, comprehension, self-confidence, and motivation in reading (Septiawan, 2021). These aspects are very important for students to achieve in order to achieve good English reading skills both in the learning process in class, as well as fluency in English communication in general.

Based on background above the writer interested to investigate about how to maximize the students' reading ability through the research "THE EFFECTIVENESS USING CHORAL READING METHOD IN TEACHING READING DESCRIPTIVE TEXT AT SEVENTH GRADE STUDENTS OF SMP NEGERI 18 PALEMBANG".

B. Research Questions :

The problems of the study will be formulated in the following question :

- (1) Is it effective to use the choral reading method in learning descriptive text for seventh grade students at SMP Negeri 18 Palembang?

C. The Objective of the Study

Related to the research question, the objective of the study is to find out whether or not the use of the choral reading method is effective in learning descriptive texts for seventh grade students at SMP Negeri 18 Palembang.

D. Significance of the Study

This study can give several contributions to the Teacher of English, students, and others. For the Teacher of English, this study might help them to use the right method in teaching reading. For the students, this study can build their reading skills even better in the future. Lastly for the others, this study could be as a reference for them who want to make a research in similar field.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Teaching Reading

1. The Definition of Teaching Reading

Teaching is guiding and facilities of learning, enabling the learner to learn, setting the condition for learning (Brown, 2007). This means that teaching reading helps students to read English fluently in the classroom. The teacher will recognize it for teaching. They need to use terms such approaches, methods, or techniques in teaching and learning. The learning process should be effective where teachers are required to take advantage of the approaches, methods, or techniques that correspond used in the learning process.

With the existing diversity in the classroom, teachers are required to be more creative and innovative while teaching students in the classroom. It is in need in order to learn the condition can be more effective and efficient in transferring knowledge. In line with the opinion from Ahmad cited in Sarjan and Mardiana (2017) stating that teachers implement the three stages in the teaching of reading, that is pre-reading, reading and post-reading. In the pre-reading stage, they gave several questions to students as a provision to know and enrich students' vocabulary mastery. This step is very important and also help students enter the topic being discussed.

2. Stages of Teaching Reading

According to Junaidin (2017) about stages in teaching of reading, there are number of steps or stages which can be applied by the teacher to achieve the objectives stated and to make the students effective and skilled reader. There are three stages of teaching reading:

1. Pre-Reading

This reading stages is intended to arouse the students' interest. The students can answer the all of the teacher question. Pre-reading is based on the students' experience or knowledge. Pre-reading can be done by some activities, those are:

- a. Using picture in class. It means that a teacher will give a picture to get response of the students about the topic of reading. In this case, the students will try to tell about the essence of the picture that the teacher gives and the students will answer some questions that have relation with the picture.
- b. Completing the title. After determining the picture, the teacher will ask the students what is the possible title for the picture and the students will answer it.

2. While-Reading

During the activity, the teacher gives the task before the students read the text. It is called "surface problem". It can be done with several activities, such as *asking simple wh-question (factual), yes-no question, completing a table, and making a list*. In this step, the students read the text quickly and do the task individually, while the teacher checks them. After finishing the surface problem activities, the teacher provides the tasks which are given after the students read the text. It is called "deep problem" it can be done by:

- a. Giving more difficult wh-question.
- b. Giving true or false statement with reason.
- c. Giving problem with new words by deducting the meaning from the context.

3. Post-Reading.

Post-Reading is a final activity that the students have to communicate in English. It also meant to develop the students' understanding. This activity can be done by:

- a. Retelling the content of reading text. In this case, the teacher is going to know the students preparation in mastering reading text. The students retell the content in their own words.
- b. Summarizing the content. It can be done by using the key word to summarize the content of text.
- c. Giving other suitable communicative activity in the form of jumble sentences. In this case, the students will give a response to the problem found in the text. During this activity, the students do the task given by the teacher, while the teacher monitors and check the whole groups.

At the end, the teacher should have understood what goals must be achieved in teaching students in class, so that they can effectively choose the right method or technique to achieve the expected goals.

B. The Concept of Descriptive Text

In this part, the researcher explains the definition of genre, kinds of genre and descriptive text as follows :

1. Definition of Genre

According to Richard and Schmidt (2002:549), genre is type of discourse that occurs in particular setting, that has distinctive and recognizable patterns and norms organization and structure, and that has particular and distinctive communication function.

On the other hand, Hartono (2005:4) states the term genre is used to refer to articular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose, also the level of context dealing with social purpose.

In general sense, text is any form of written material. A text is any stretch of language which is held together cohesively through meaning (Feez, S., & Joyce, H., 1998), whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meaning of the stretch of language working together as a unified whole.

2. Kinds of Genre

There are a lot of text types in English. They are categorized into two kinds, namely story genres and factual genres (Hartono, 2005:5). Each text has a common and usual language.

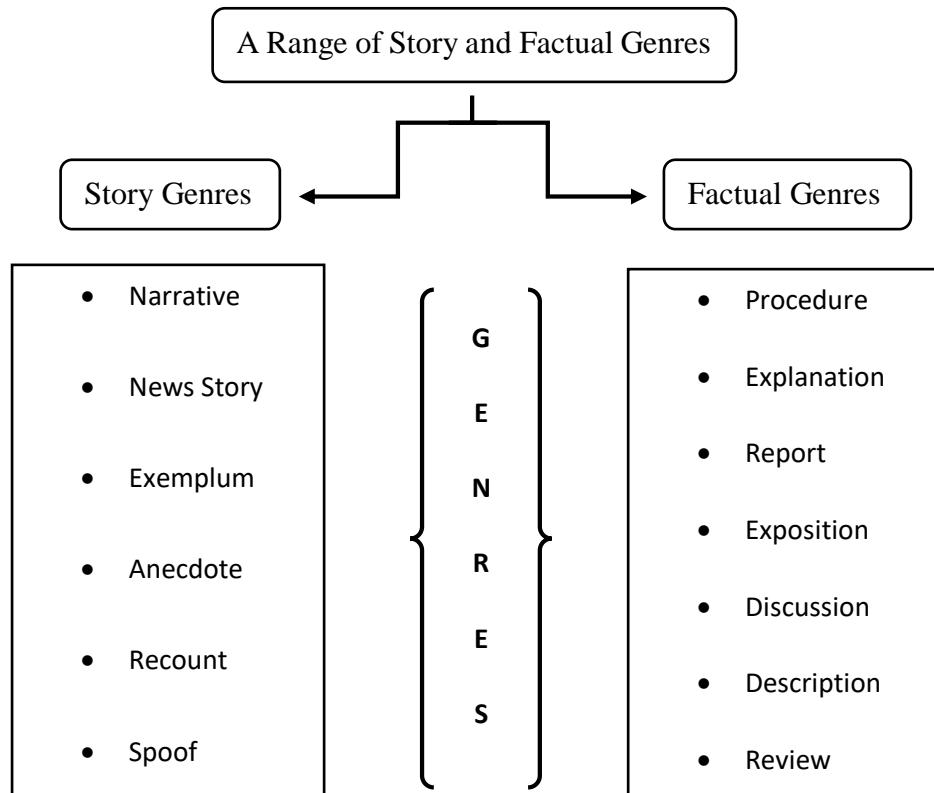


Figure 1. The Genres Schema (Source: Hartono, R. (2005). *Genres of texts.*)

Hartono (2005: 6) defines genre to two parts that are story genre and factual genre, Story genre includes some parts as follows:

1. Narrative

Narrative text is a kind of text which amuses and entertains the reader. It deals with actual or various experience in different ways.

2. News Items

News item text is a factual text which informs reader's events of the day which are considered newsworthy or important.

3. Anecdote

Anecdote text is a text which shares an account of an unusual or amusing incident.

4. Recount

Recount text is a text which retells events for purpose of informing or entertaining.

5. Spoof

Spoof texts a text which retells an event with a humorous twist.

While the factual genre includes some parts as follows:

1. Procedure

Procedure text describes how something is accomplished through a sequence of actions or steps.

2. Explanation

Explanation text explains the processes involved in the formation or workings of natural or socio-cultural phenomena.

3. Report

Report text describes the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition text is a text which persuades the reader or listener that something is the case.

5. Hortatory Exposition

Hortatory Exposition text is a text which persuades the reader or listener that something should or should not be the case.

6. Discussion

Discussion text presents at least two points of view about an issue.

7. Description

Description text is a text which describes a particular person, place or thing.

8. Review

Review text uses to critique an art work or event for public audience.

3. Descriptive Text

There are many texts has been taught in almost every single level of education. But in this research, the researcher focuses on descriptive text. According to Hartono (2005:6), descriptive text are texts that describe a particular place, person, or thing. Descriptive text is one of the easier type of text which can help students to develop their ability in reading. There are two elements as requirement for a text to be identified as Descriptive text; Identification or General Statement and Description element (Emilia and

Christie, 2013:63). Anggun (2016:149) states that the elaboration of schematic structure of descriptive text is discussed below.

- a. Identification: the identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the Descriptive text (Emilia and Christie, 2013:36)
- b. Description: the description aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities (Emilia and Christie, 2013:36).

In terms of linguistic features, Nafisah and Kuriniawan (2007) describe several linguistic features as stated below :

- a) Focus on specific participants as the main character;
- b) Use present tense as dominant tenses;
- c) Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena);
- d) Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text;
- e) Use mental verb or mental process when describing feelings;
- f) Use nominal group frequently to describe;
- g) Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic;

- h) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

C. The Concept of Choral Reading Method

1. Definition of Choral Reading Method

Choral reading is one of the methods used to make it easier for teachers to develop students' reading skills in the classroom. According to Freeman cited in Septiawan (2021) states choral reading also referred to as choral speech, the simultaneous oral reading of material by two or more people, has been reported to be highly effecting in reducing stuttering. In general, there are still students at the primary and secondary education levels in Indonesia who stutter in terms of reading. Therefore, coral reading should be used as an alternative method to overcome these problems.

Hasbrouck cited in Soto Tabares (2016) explains that in choral reading, teacher and students read a passage or sentence at a time and in this way students get the benefit of a model while they practice reading aloud. Reading aloud makes it easier for students to pronounce and understand word by word and slowly builds their confidence.

Based on explanation above, the writer concludes that Choral reading is kind of strategies that used by the English teacher in classroom to help the students understanding the word in a passage, by making small groups and then read aloud together. The purpose of this process is not only to avoid students from stuttering but also increase their fluency in English and slowly build their self-confidence.

2. Procedure of Choral Reading Method

In general, the application of the coral reading method in the classroom has several stages that need to be considered. According to Paige (2009) he explains these stages as follows:

1). Text Selection

Text should reflect the current content being taught in class. A good idea is to be a week ahead of instruction to “prep” students. Text may be taken directly from the textbook but should be slightly modified. A good idea is to use summaries from the chapter.

2). Before Reading

Step 1: Introducing New Words

1. Before modeling the text, select specific words that the students may not be familiar with or may have difficulty pronouncing.
2. Pay attention to unfamiliar content words.
3. Teacher models these words aloud for the class while students are looking at the word.
4. Students repeat word after teacher pronounces it.

Step 2: Modeling the Text

1. While students are following along silently with their text, the teacher models reading the text aloud.
2. Teacher uses appropriate expressive reading and reading rate.
3. Pay attention to commas, periods, and phrases.

3). During Reading

Step 3: First Reading

1. Students now read the text aloud in unison.
2. To begin the class reading together, teacher uses a “3-2-1” countdown.

3. Teacher must read aloud in a loud voice.
4. Teacher “travels” the room during the reading.
5. Teacher makes a mental note of difficult words and phrases to review after reading.

4). After Reading

Step 4: Review problem words and phrases

1. Teacher models words and phrases that were difficult for the class.
2. Ask the class for questions regarding any text that was confusing or difficult.

Step 5: Second Reading

1. Students read the text once per day.
2. Teacher uses “Step 3” procedures.
3. Gradual Release of Responsibility: Students take “Ownership for Reading”.
4. As students become familiar with the text, it is important to transfer responsibility for reading to them.
5. To do this, the teacher simply reduces vocal volume (as with the neurological impress method).
6. Explain to students that they must listen to each other in order to “stay together” during the reading.

3. The Advantages and disadvantages of Choral Reading Method

a. The Advantages of Choral Reading Method

- 1) Developing students’ self-confidence.
- 2) Helping students learn English easier to understand.
- 3) Improving students’ vocabulary by listening from others while they practice reading in the classroom.

- 4) Make the students more focus in terms of topic they discuss with the teacher.
- b. The disadvantages of Choral Reading Method
- 1) Students who have a lack of self-confidence will easily feel embarrassed because they are required to read aloud.
 - 2) It is very difficult to read aloud while paying attention to the correct pronunciation for students.

D. Hypothesis

Based on previous discussion on the background of the research, the hypothesis is formulated as follows :

- Ha : There is any effectiveness of using Choral Reading Method in teaching reading descriptive text at seventh grade students of SMP Negeri 18 Palembang.
- Ho : There is no effectiveness of using Choral Reading Method in teaching reading descriptive text at seventh grade students of SMP Negeri 18 Palembang.

CHAPTER III

RESEARCH METHOD

A. Method

In carrying out this study, the writer will use a quasi-experimental research method with a non-equivalent control group design model. According to Sugiyono (2010) there are two forms of quasi-experimental design, namely time series design and non-equivalent control group design. The design used in this study is a quasi-experimental design and uses a nonequivalent control group design model. Before being given treatment, both the experimental group and the control group were given a test, namely the *pre-test*, with the intention of knowing the condition of the group before treatment. Then after being given treatment, the experimental group and the control group were given a test, namely the *post-test*, to find out the condition of the group after treatment.

The steps for the design of a quasi-experimental non-equivalent control group design group can be described as follows :

TABLE 2. Research Design Pretest Posttest Control Group Design

Group	<i>Pre-Test</i>	Treatment	<i>Post-Test</i>
EG	O ₁	X	O ₂
CG	O ₃	-	O ₄

Description:

EG : The experimental group

CG : The control group

O₁ : *Pre-test* experimental group

O₂ : *Post-test* experimental group

O₃ : *Pre-test* control group

O₄ : *Post-test* control group

X : The use of Choral Reading method in teaching reading descriptive text

The researcher use one class in this research as an experimental special treatment through Choral Reading Method. The researcher will give an assignment like a passage and then students use choral reading method to know the information. In this research the researcher use special treatment that is teaching reading descriptive text by using coral reading method. The researcher will give the test two times. These is pre-test and post-test which is do before and after treatment to compare the effect from giving the treatment.

B. Variables of the study

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables (Ary et al, 2006:37).

The variables in this study were classified into two, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) is a variable that affects or is the cause of the change or the emergence of the dependent (bound) variable. In this study, the independent variable is the use of Choral Reading in teaching reading descriptive text. The dependent variable (Y) is the variable that is influenced or that becomes the result of the independent variable. In this study, the dependent variable is students' English reading skill.

C. Population and Research Sample

1. Population

According to Sugiyono (2017) population is an area of generalization consisting of objects/subjects that have certain qualities

and characteristics that are determined by researchers to be studied and then drawn conclusions. The population of this study is the seventh grade students of SMP Negeri 18 Palembang.

2. Research Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2017). The sampling technique chosen by the researcher is a non-probability sampling technique. Sugiyono (2017) divides non-probability sampling techniques into several types, including *systematic* sampling, *quotas*, *incidental*, *purposive*, *saturated*, and *snowball* sampling. In this study, the writer determined the type of sampling, namely *purposive* sampling.

The writer should be sure that the sample is representative and suitable with the purpose of research since it was impossible to take the sample randomly in case of the design and the agreement from the school. At the end, the writer use this kind of sampling to get sample consist of 36 students from seventh grade for the experimental group and also as the control group.

D. Data Collection

The writer will use *pre-test* and *post-test* in collect data in the field. The pre-test conducted before giving the treatment. The purpose of the pre-test was to know how far the students' reading ability. The post-test conducted after giving the treatment. This kind of test is to find out whether there is significant different between pre-test and posttest.

E. Validity and Reliability of the Test

Researchers used several instruments to obtain the data needed in this study. The instrument used is the instrument validity test. Sugiyono (2007) explains that one of the instrument validity tests can be done by testing the validity of the

constructs. Testing the validity of the construct is an instrument test that is carried out using experts or commonly referred to as expert judgment. The researcher should know the validity of the test to know whether the test has a good validity or not. The level of validity of the *pre-test* and *post-test* questions is known by the assessment of the lecturer from the English education department as a material expert. The number of material experts who will test the validity of the questions is 2 people. Validity refers to benefit of the test not to test itself. Test is valid if it measures what it purpose to measure. Reliability is the extent to which a test produces consistent result when administered in the same conditions. In other word, whether it is consistent predictability and accuracy.

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