

# ***THE EFFECT OF CHORAL READING STRATEGY ON STUDENTS' READING FLUENCY ABILITY AT THE FIRST YEAR IN SMK TARUNA SATRIA PEKANBARU***

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**Abstract:** *This research was aimed to know the effect of Choral Reading Strategy on students' reading fluency ability in SMK Taruna Satria Pekanbaru. This research was pre-experimental research with one group pretest-posttest design model. The first year students in academic were 2018/2019 chosen as the population of this research. The sample of this research was class 1 TKJ 1 that consisted of 29 students chosen by cluster sampling technique. Descriptive text was chosen as the instrument of this research. To collect the data the students read the text aloud individually. The reading text consisted of 158 words. Ms. Excell 2013 was used to analyze the data. Based on the results, the mean score of post-test was higher than the mean score of pre-test. The mean score for pre-test was 62.10 while the mean score in post-test was 65.47. The value of t-test was higher than t-table ( $6.1026 > 2.77$ ) at 1% of the significant level. In short, the null hypothesis ( $H_0$ ) of this research was rejected. It can be concluded that, there is significant effect of choral reading strategy on students' reading fluency.*

**Keywords:** *Choral Reading Strategy, Reading Fluency, Descriptive Text*

# **PENGARUH STRATEGI CHORAL READING TERHADAP KELANCARAN MEMBACA SISWA DI TAHUN PERTAMA DI SMK TARUNA SATRIA PEKANBARU**

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**Abstrak:** Tujuan dari riset ini adalah untuk mengetahui efek dari strategi belajar Choral Reading terhadap kelancaran membaca siswa di SMK Taruna Satria Pekanbaru. Riset ini merupakan pre-experimental riset bermodelkan one group pretest-posttest. Seluruh siswa kelas X tahun ajaran 2018/2019 dipilih sebagai populasi. Sampel dari riset ini adalah siswa kelas 1 TKJ 1 yang memiliki 29 siswa dan dipilih dengan menggunakan cluster sampling. Materi pembelajaran descriptive text dipilih sebagai instrument pada riset ini. Untuk mengumpulkan data, siswa harus membaca teks dengan keras secara individu. Teks yang digunakan terdiri dari 158 kata. Ms. Excell 2013 digunakan untuk menganalisa data pada riset ini. Berdasarkan hasil yang didapat, nilai rata-rata siswa pada post-test lebih tinggi dibandingkan nilai rata-rata siswa pada pre-test. Nilai rata-rata pada pre-test adalah 62.10 sedangkan pada post-test adalah 65.47. Nilai t-test lebih besar dibandingkan nilai t-table ( $6.1026 > 2.77$ ) pada tingkat signifikan 1%. Singkatnya, hipotesis nol pada riset ini ditolak. Dapat disimpulkan bahwa, terdapat efek yang signifikan dari strategi Choral Reading terhadap kelancaran membaca siswa.

**Kata kunci:** Strategi Choral Reading, Kelancaran Membaca, Descriptive Text

## **INTRODUCTION**

Nowadays, English is so important to be comprehended. English is used as an international language. People use it to communicate with people from other countries. English is also used in economic, politic, science, technology and many more. Reading is an important ability to personal development, social, economic and civic life (Holden, 2004). In learning English there are four skills that students have to comprehend, they are speaking, listening, writing and reading. Reading is one of the most important skills that should be developed by students. Reading is the process of looking at a series of written symbols and getting meaning from them. By reading students can get the information from written or printed material.

Reading helps students to enlarge their vocabulary. Reading results in incidental vocabulary acquisition (Lechman, 2007). When students read the text, they will find new words then they will find out the meaning of that words. In addition, reading also helps students to improve their grammar and knowledge. Unfortunately, many students can't comprehend the text well and their reading fluency is so poor. Research continues suggest that many adolescents are struggle with reading skill (Biancarosa & Snow, 2006). Students' reading comprehension and reading fluency are connected. Reading fluency strategies can be used to help increase overall reading comprehension in students. McIntyre (2011) states that "Non-fluent reading greatly affects children's comprehension, and those who struggle may begin to view reading as a word attack exercise rather than an enjoyable, meaning-making activity".

Pikulski and Chard (2005) have described fluency as a bridge from word recognition accuracy and text comprehension. Nonfluent reader greatly affects children's comprehension and those who struggle may begin to view reading as a word attack exercise rather than an enjoyable, meaning-making activity. According to National Institute of Child Health and Human Development (NICHD) (2000), one of the most important things of effective reading instruction is reading fluency. Fluency is very important in reading. One of the most necessary component for successful reading is fluency. Reading fluency strategies can be used to help increase overall reading comprehension in students.

### **Definition of Reading Fluency**

Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. A key reason that fluency is viewed as a critical component of reading programs is that fluency is associated with reading outcomes, including comprehension. Fluency is manifested in accurate, rapid, expressive oral reading. Reading fluency is sometimes defined as the ability to recognize words rapidly and accurately (La Berge & Samuels, 1974).

Recent reviews of fluent reading (Kuhn & Stahl, 2003; National Reading Panel, 2000) indicate that fluency-oriented approaches to literacy instruction are effective at increasing students' accurate and automatic word recognition, assisting with their comprehension, and promoting their use of prosodic features, such as stress, pitch, and suitable phrasing. In another word, it can be stated that fluency is not only read the text

rapidly with a good comprehension, but also with a good expression. Students should use a suitable pitch, stress and phrase of the text that they will read.

Reading fluency consists of three principal components, they are accuracy, rate/automaticity and prosody. Accurate reading is connected text at a conversational rate with appropriate prosody (Hudson, Mercer, & Lane, 2000).

- a. Accuracy of decoding refers to the ability to correctly generate a phonological representation of each word, either because it is part of the reader's sight-word vocabulary or by use of a more effortful decoding strategy such as sounding out the word. The skills which are required for accuracy of decoding include: alphabetic principles, the ability to blend sounds, the ability to use cues to identify words in text, and a large sight-word vocabulary of high-frequency words (Torgesen & Hudson, 2006).
- b. Automaticity of word recognition refers to the ability to quickly recognize words automatically with little cognitive effort or attention. Automaticity requires quick and accurate identification of individual words as well as speed and fluidity in reading connected text (Torgesen & Hudson, 2006). Being automatic means the reader does not consciously apply phonological decoding principles (Compton, Appleton & Hosp, 2004).
- c. Prosody is the ability of the reader to read the text in proper expression. Prosody is an indicator for the reader to construct the meaning of a passage as they read (Torgesen & Hudson, 2006). Indeed, prosody may both serve as the indicator of students' comprehending as they read and also aid comprehension (Rasinski, 2004).

### **Definition of Choral Reading Strategy**

Choral reading is one of the reading strategy to build students' reading fluency. Choral reading involves student reading a text in unison with loud voice (Gillet & Temple, 2000). In addition, choral reading strategy asks students to read a text in unison, indirectly it helps students to build confidence and extend enjoyment of the reading process (Opitz & Rasinski, 1998). According to Paige in 2011 there are some steps of choral reading strategy.

- 1) The teacher distributes the reading material and review words anticipated to be difficult.
- 2) The teacher asks the students to discuss the passage to activate their background knowledge as an aid to comprehension.
- 3) Then, the teacher reads the passage loudly with appropriate pronunciation and expression while students read along silently.
- 4) Then teacher ask students to read the passage together after teacher give a cue by counting down aloud "three-o-one".
- 5) While students reading the passage together, teacher simultaneously listen for words and phrases that students get difficulty on pronouncing.
- 6) After reading together finish, teacher review again the difficult words and phrases in order to reinforce appropriate pronunciation.

In the other hand, Hasbrouck in 2010 provide similar steps of choral reading strategy.

- 1) The teacher and students' read the passage together. The teacher has to read the passage with appropriate pronunciation and expression.
- 2) Students will follow the teacher's pace, so students get the benefit of a model while they practicing reading aloud.
- 3) The teacher can stop at any time to ask questions, comment about the text and discuss a vocabulary term.

## Hyphotheses

Null Hypothesis ( $H_0$ ): There is no significant effect of using choral reading strategy on the first year students' reading fluency before and after choral reading strategy implemented in the class.

Alternative Hypothesis ( $H_1$ ): There is a significant effect of using choral reading strategy on the first year students' reading fluency before and after choral reading strategy implemented in the class.

## RESEARCH METHODOLOGY

This pre-experimental research aims to know the effect of choral reading strategy on students reading fluency. This research was conducted at SMK Taruna Satria Pekanbaru which is located at Delima street number 5 from July to August in 2018. The population of this research were the first year students of SMK Taruna Satria Pekanbaru. The sample were selected by using cluster sampling. The data were collected by recording the students read the text aloud individually. The data were analyzed one by one, from accuracy, rate and prosody aspect. The calculation of the data were calculated by Microsoft Excel 2013 and helped by SPSS 16.00. The writer asked three raters to score students' test to make it more objective. The raters were graduated from English department. These following formula was used to calculate the students' score per aspect of reading fluency.

$$\text{Accuracy} : \frac{WCPM}{WCPM \times \text{Any Uncorrected Words}} \times 100\%$$

Rate : WCPM of the students.

Prosody : Measure by multidimensional fluency rubric.

The levels of accuracy in reading, adapted from an examination of several IRIs, reflect various levels of word decoding accuracy.

Table 1. Levels of Performance for Word Decoding Accuracy

Independent Level	97-100%
Instructional Level	90-96%
Frustration Level	<90%

Readers whose score in the 97-100% range (independent level) are able to read the assessment text or other text of similar difficulty without assistance. Readers whose score within the 90-96% range (instructional level) are able to read the assessment text or other text of similar difficulty with some assistance. Those readers whose score below 90% in word accuracy (frustration level) find the assessment text or other texts of similar difficulty too challenging to read, even with assistance.

Assessing student's prosody is quite difficult to measure. Since expression of text is difficult to quantify, researcher have turned to qualitative rubrics or rating scale to guide the assessment process. The example of rubric to assess students' prosody was explained by table 2 that created by Zutel and Rasinski (1991):

Table 2. Multidimensional Fluency Rubric

Dimension	1	2	3	4
Expression and Volume	Read words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
Phrasing	Reads in monotone with little sense of phrase boundaries; frequently read word-by-word.	Frequently reads in two- and three-words phrases, giving the impression of choppy reading; improper stress and	Reads with a mixture of runs-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.

		intonation fail to mark ends of sentences and clauses.		
Smoothness	Makes frequent extended pauses, hesitation, false starts, sound-out, repetition, and/or multiple attempts.	Experiences several “rough spots” in text where extended pauses or hesitation are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally read smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.
Scores range 4-16. Scores below 8 indicate that fluency is a concern level. Scores of 8 or above indicate that the students are in a good level. (Zutell and Rasinski, 1991)				

To testing the hypotheses of this research the writer used t-Test. T-test was formulated as follow:

$$t = \frac{Md}{SE_{MD}}$$

Where:

Md = Mean of difference

SE<sub>MD</sub> = Standard error from mean of difference

(Sudijono, 2014)

## RESEARCH FINDINGS

### 1. Pre-Test Results

The pre-test was given at the beginning of the research before the choral reading strategy had applied. There were three aspects of reading fluency that the raters have to score. The writer asked three raters to score students' ability in their reading fluency to make it objective.

Table 3. Pre-Test of Accuracy Aspect

Accuracy from All Raters	Score
Rater 1	82.18
Rater 2	72.71
Rater 3	73
Average	75.96

Table 4. Pre-Test of Prosody Aspect

Prosody from All Raters	Score
Rater 1	6.18
Rater 2	7.11
Rater 3	6.64
Average	6.64

Table 5. Pre-Test of Rate Aspect

Rate from All Raters	Score
Rater 1	102.71
Rater 2	104.43
Rater 3	104.00
Average	103.71

Table 6. Pre-Test Total Score

Aspect of Reading Fluency	Average (R1+R2+R3)
Rate	103.71
Prosody	6.64
Accuracy	75.96
Average	62.10

Based on the pre-test results that the writer had calculated, it can be stated that, students' accuracy was in the frustration level, where the mean of accuracy aspect was 75.96. According to Informal Reading Inventories (IRIs), students' accuracy is good when the score is 97-100%. Furthermore, if students' score below 90% it means that students' accuracy in the frustration level. While the mean score for prosody aspect was 6.64, it indicated that students' prosody is in concern level. The mean score of the rate aspect, students only could get for about 103 words per minute.



## 2. The Post-Test Results

The writer did the post-test in order to know the students' reading fluency ability after being taught using choral reading strategy. Afterwards, the data were computed and the result was found and presented to each aspect of reading fluency, as follows:

Table 7. Post-Test of Accuracy Aspect

Accuracy from All Raters	Score
Rater 1	84.32
Rater 2	80.57
Rater 3	80.68
Average	81.85

Table 8. Post-Test of Prosody Aspect

Prosody from All Raters	Score
Rater 1	8.32
Rater 2	9.36
Rater 3	8.75
Average	8.81

Table 9. Post-Test of Rate Aspect

Rate from All Raters	Score
Rater 1	106.11
Rater 2	105.79
Rater 3	105.36
Average	105.75

Table 10. Post-Test Total Score

Aspect of Reading Fluency	Average (R1+R2+R3)
Rate	105.75
Prosody	8.81
Accuracy	81.85
Average	65.47

From the three aspects of reading fluency, the mean score of rate aspect was 108.88. The mean score of prosody aspect is 8.81 and the mean score of accuracy was 81.85. Although the mean score of every aspect improved, but students' reading fluency ability was still poor. The in terms of accuracy was still in frustration level, but students' prosody were in a good level. Then, the gap between the pre-test and the post-test of rate aspect is the lowest than the others.

### 3. The T-Test Score

**Table 11. T-Test Score**

	Paired Differences					T	Df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post-Test – Pre-Test	30.286	25.787	4.9628	40.46851	20.10292	6.1026	27	.00

The value of t-test score is 6.1026. Based on the results, the t-test is larger than the t-table on significant ( $\alpha$ ) = 1% and the t-table with the level significant ( $\alpha$ ) = 5% is smaller than the t-test. It can be formulated as  $2.05 < 6.1026 > 2.77$ . From this result it can be concluded that there is significant effect of choral reading strategy on students' reading fluency ability.

## DISCUSSIONS

Teaching by using choral reading strategy is quite effective to improve students' reading fluency ability of the first year students of SMK Taruna Satria Pekanbaru in academic 2018/2019. McIntyre (2011) states that "Choral reading what's their appetite for more reading. It encourage risk taking and builds confidence. It helps building vocabulary as well as fluency. It also builds classroom community in the same way that singing does". By using choral reading strategy, students will be more confident to read the text because they read the text together. Besides, students also can hear to their friends' pronunciation when they don't know how to pronounce the new words.

In this research, the lowest score is rate aspect. The gap score between the pre-test and the post-test is 2.04. Rate aspect is how many words students can read in one minute. Unfortunately, the improvement in rate aspect is not significant, many students more focused on how pronounce the words. The teacher have to make sure that the students have to know a lot of pronunciation of the words, so they won't get stuttering to read the text. In addition, the teacher have to improve students' sight-word ability. Sight-word ability is the ability of the students to know how to pronounce the word when they look at the word for once.

In the accuracy aspect, the students' score also has improvement. The gap between the pre-test and the post-test is quite large. The effect of choral reading for accuracy aspect quite significant. Many students can pronounce the words properly although they have to read it severally, slowly and laboriously. Unfortunately, in the pre-test students are in the frustration level meanwhile in the post-test they are still in that level. The teacher have to encourage their students to read the text repeatedly. So the students will remember how to pronounce the words in the text. In addition, the students have to familiar with a lot of vocabulary. When students know a lot of vocabulary, they will know how to pronounce it well.

The prosody aspect in this research is improve. There is significant effect of choral reading strategy to prosody aspect. Nevertheless, there are many students' more

focus on pronouncing the word than make an appropriate expression while reading the text. Many of them read the words in multiple times to get it right and it effecting students' expression in reading the text. Then, there are many students still read in a quiet volume and read the text word by word. It is important to make a sure that the students know the punctuation of the text such as comma, full stop, question mark and exclamation mark. It will give an intonation in reading the text.

These three aspects of reading fluency will build students' reading fluency ability. When students' accuracy aspect is good, indirectly the students' rate aspect will improve. The students will pronounce the words in the text without hesitation because they know how to pronounce it and they will read the text in appropriate time. Besides that, when the students read the text in appropriate time and appropriate pronunciation, the prosody aspect also improve. Based on the data that the writer had calculated, the writer can conclude that there is significant effect of choral reading strategy on students' reading fluency ability in this research.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the result of this research, it can be concluded that choral reading strategy can improve students reading fluency ability in every aspect. It can be proven from the result of pre-test and post-test score. The mean score of the post-test is higher than the mean score of pre-test. The gap between these two scores are quite big. According to the results the writer can conclude that there is significant effect of choral reading strategy on students' reading fluency.

It can happen because choral reading strategy can improve students' confidence in reading the text, they have to read it together. Besides, the students can hear what their friends were saying when they cannot pronounce the word in the text. Furthermore, in using choral reading strategy repeating reading is important. By repeating reading students can practice to read the text well. So, teacher should use choral reading strategy several times for one text. In short, choral reading is the appropriate strategy for teacher to improve students' reading fluency.

### **Suggestions**

1. The teacher should ask students to read the text silently before the choral reading strategy is started. When students read the text silently they can scan the word in the text, so they can estimate how to pronounce the words in the text.
2. The teacher can choose their students randomly to read the text alone loudly, so teacher know the effect of choral reading strategy to their students.
3. There are some disadvantages in using choral reading strategy in a big class. There are many students only mumbling when they read the text even they don't read the text at all. Besides that, the teacher get difficulty in controlling them when they read

the text, because there are many students read the text at the same time. The teacher can divide the class into some group to make the class more controllable.

4. Teacher have to improve students' vocabulary first to improve students' accuracy aspect in reading fluency. The more vocabulary students know, the more accurate their pronunciation. Then the teacher can ask the students to read the text repeatedly to make the students remember the pronouncing of the words.
5. The teacher have to make students familiar with the punctuation such as coma, exclamation, full stop and question mark. It will give an intonation in reading the text.
6. The teacher have to improve students' sigh-word ability to improve students' rate aspect. Sigh-word ability is the ability of the reader to know how to pronounce the words in once. If the students know how to pronounce the words in the first glance, the students can read the text in appropriate time.

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