



**INCREASING THE STUDENTS' READING COMPREHENSION
THROUGH CHORAL READING STRATEGY AT SEVENTH GRADER
OF PRIVATE ISLAMIC JUNIOR HIGH SCHOOL JAMI' AL
KAUTSAR TAPUNG HILIR**

A SKRIPSI

*Submitted to Faculty of Tarbiyah and Teachers Training State Islamic University of North
Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan*

By:

NADIA ZORRELA

NIM. 34.13.1.071

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
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Overall, the writer hopes this *skripsikan* give a bit contribution to the language education, especially major of English, and further pedagogical research.

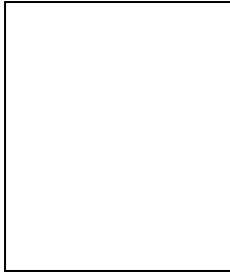
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ABSTRACT



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Keyword : choral reading strategy, teaching reading comprehension

This study aims at increasing the students' reading comprehension through choral reading strategy. It is a classroom action research. The subjects of this research are 31 students and a teacher. The techniques of collecting data of this study are reading comprehension test, interview, observation, and document study. The data of this research are analyzed by using t-test for quantitative data and Miles and Huberman technique for qualitative data. The finding of this research shows that choral reading strategy can increase the students' reading comprehension qualitatively and quantitatively.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

The objective of teaching reading comprehension is that the students are expected to 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 are the information that they get after reading. 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.

However, in reality, the 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 that the teacher teach monotonously without media, game or method.

There are many factors that influence in increasing 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. There are many kinds of strategy in reading comprehension: echo reading strategy, paired reading strategy, thieves strategy, repeated reading strategy, cori strategy, including choral reading strategy.

Choral reading help build students' reading comprehension, fluency, self-confidence, and motivation. The students are reading aloud together, those who may ordinarily feel nervous about reading aloud may have built in support. By doing a group reading, the students may get the practice.

Concerning the statement above, the researcher find an effective way of teaching learning process. Choral reading might be a good strategy to be applied in teaching reading comprehension. For this research, the researcher applied choral reading strategy in order to help the students improve their reading comprehension. Hopefully, this strategy might make reading not only beneficial for them but enjoyable as well.

Based on the background above, the researcher is interested in conducting a study entitled **“INCREASING THE STUDENTS’ READING COMPREHENSION THROUGH CHORAL READING STRATEGY AT SEVENTH GRADER OF PRIVATE ISLAMIC JUNIOR HIGH SCHOOL JAMI’ AL-KAUTSAR TAPUNG HILIR”**

1.2. Identification of the Problem

There are many problems that can be identified related to reading comprehension: (1) the students have difficulties to find the main message of the text. (2) they have difficulties to understand the information of the text. (3) they have difficulties to comprehend a text. (4) the teacher do not check the students' reading comprehension. (5) the teacher teach monotonously without media, game or method.

1.3. Limitation of the Problem

In learning of language, there are four competencies must be mastered, such as: listening, speaking, reading and writing. From those competencies, reading is one important

way to comprehend a text. Therefore, the researcher would like to limit in increasing the students' reading comprehension.

There are many kinds of strategy in teaching reading comprehension, such as: echo reading strategy, paired reading strategy, thieves strategy, repeated reading strategy, cori strategy and also choral reading strategy. This research, choral reading is used to increase the students' ability in reading comprehension.

1.4. Formulation of the Problem

Based on the limitation of the problem, the research problem can be formulated as follows: "How can choral reading strategy increasing the students' reading comprehension?"

1.5. Objective of the Study

The objective of the study is to find out that the choral reading strategy can increase the students' reading comprehension.

1.6. Significance of the Study

The result of this research is expected to be useful for: (a) Teachers, in order to increase their strategy in reading comprehension. (b) Students, in order to increase the number of mastery in reading comprehension. (c) Readers, who are interested and want to increase their knowledge. (d) Other researcher, as information to conduct a research in the same subject.

CHAPTER II

THEORETICAL REVIEW

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in this study that is on using choral reading in reading comprehension. To support the ideas of this research, some theories and some information will be included to help the writer design this research.

2.1.1. Reading comprehension

Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes. To understand written text, a child needs to decode printed words and to access their meanings, relevant background knowledge needs to be activated, and inferences have to be generated as information is integrated during the course of reading¹

Broek and Espin said that reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.² Based on the definitions, comprehension depends on three matters: (1) characteristics of the reader, such as prior knowledge and working memory (2) language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure,

¹ESRC, *Reading Comprehension: Nature, Assessment and Teaching*, Accessed on 2017/02/21 (<http://download.learningrx.com/reading-comprehension-research-paper.pdf>)

² Amy L Moore, *Reading Comprehension*, Accessed on 2017/02/21 (<http://download.learningrx.com/reading-comprehension-research-paper.pdf>)

inferencing, and motivation (3) strategic processes, such as metacognition and comprehension monitoring.

Allah says in Al-Qur'an in Al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

Read! In the name of your Lord who has created (all the exists). He has created man from a clot(a piece of thickconglutated blood). Read! And your Lord is the most Generous. Who was taught (the writing) by pen. He has taught man that which he knew not.³

Based on the verse above it is clear that we as Muslims are encouraged to read. That is because the reading will certainly add to our knowledge even with the reading we will find out about the truth.

Grabe and Stoller said that reading comprehension abilities are quite complex and they vary in numerous ways depending on tasks, motivations, goals and language abilities.⁴ However, they divide the underlying processes that are activated as we read into two parts. They are lower level processes and higher level processes. The lower level processes are lexical access (word recognition), syntactic parsing, semantic proposition formation and working memory activation. These processes represent the more automatic linguistic processes and are typically viewed as skill orientated. The higher level processes include text model of comprehension, situation model of reader interpretation, background knowledge

³ Asjad, *Al-Qur'an dan Terjemahnya*, (Sinar Baru Algesindo: Bandung, 2008), p.479

⁴ W. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Pearson Education: England, 2002), p.19

use and inferencing and executive control processes. They generally represent comprehension processes that make use of the reader's background knowledge and inferencing skills. However, lower level processes are not in any way easier than higher level processes.

According to Burns, there are four levels of reading comprehension.⁵ Namely: literal comprehension, interpretative comprehension, critical comprehension, creative comprehension. In literal comprehension, it involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: (a) Inferring main ideas of passages in which the main ideas are not directly stated (b) Inferring cause-effect relationships when they are not directly stated (c) Inferring referents of pronouns (d) Inferring referent of adverbs (e) Inferring omitted words (f) Detecting mood (g) Detecting the author's purpose in writing (h) Drawing conclusion.

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he

⁵E. Sinambela, et. Al., "*English Linguistic Research*", Accessed on 2017/01/27

(www.Sciedupress.com/journal/index.php/elr/article/viewfile/7547/4747)

or she has considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

Maria defines that reading comprehension is the holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text, ex. Word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader's interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read.⁶

From the definition above, the writer concluded that reading comprehension is an active process to understand the meaning text and reading comprehension is the ability to process the written or printed material from what has been read and to improve a construct if ideas in mind depend on the experience or prior knowledge of the reader and understand of the text idea. And also reading comprehension is the ability to getting knowledge from the written text.

2.1.2. Choral Reading Strategy

⁶ K.M. Roehl and Connie Shiue, *Developing Reading Comprehension Skills in EFL Level University Students*, (St. John's University: Taiwan), accessed on 2017/02/20 (www.litu.tu.ac.th/journal/FLLTCP/Proceeding/177.pdf)

Choral reading involves reading aloud in unison. It can strengthen fluency and comprehension, engage students by providing an authentic reason to read and reread while practicing reading.

2.1.2.1. Definition of Choral Reading Strategy

The choral reading strategy is a way in which students can develop their fluency skills by being helped by the teacher in terms of pronunciation. According to Hasbrouck, 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 aloud⁷

Bean states choral reading is the art of multiple voices speaking poetry or other lyrical writings in unison. It can be performed for parents as part of a school presentation, or it can be explored within the classroom for the sheer beauty and delight of it. And also, choral reading is quite rewarding and relatively easy to organize. Children seem to love the challenge of speaking aloud together, and it piques the interest of many students to read additional poetry or to write poetry of their own. It also teaches spoken language skills, such as diction, pronunciation, volume, rate, and pitch.⁸

⁷Erika Tatiana S. T. 2006. *The Implementation of Reading Fluency Strategies in Second Graders*, Colombia: Universidad Tecnológica De Pereira. p.20

⁸List Bean. *Choral Reading*. Accessed on 2017/02/23
(<https://education.byu.edu/sites/default/files/ARTS/documents/LisaBeanChoralReading.pdf>)

According to Freeman, choral reading is 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.⁹

From the definition above, the writer concluded that choral reading strategy is reading materials in unison with one speaker or more at the same time. This strategy provides reading together which builds confidence as those who are struggling feel less self-conscious.

2.1.2.2.Principle of Choral Reading Strategy

Recently progressive teachers have modified choral speaking as program material into choral reading as a classroom activity. The thoughts of various educators as to the benefits and values derived from choral reading reading when used as a classroom activity which can be listed: personality development, social attitudes, the aesthetic, and skills.¹⁰

The development of the child's personality is the major concern of the classroom teacher. Choral reading tends to bring out the timid child from his shell and the bold child tends to submerge his dominating personality for the benefit of the group as a whole.

Good social attitudes is an entering wedge towards the development by choral reading. Choral reading should start as soon as the children are able to read, and continue through the school program. Gaining, poise, acquiring speech

⁹Kathryn Freeman. *Stuttering reduction During Choral Reading*, *journal of speech-language pathology and audiology*. Journal of Speech-Language Pathology and Audiology, Vol .22, No.3, september 1998. p.188

¹⁰Bertha N. Bane. 1954. *Choral Reading*. MassaChussets: Boston university. p.4

habits, and being able to talk to a group stems from the early practice in choral reading.

The aesthetic values derived from such an activity tend to help children develop taste, appreciation, and a love for poetry and descriptive prose. children need to know they can have fun with some of their reading work. The enrichment of word meanings and stimulation of the imagination are made enjoyable through the use of choral reading.

The development of skills is the most important results obtained from choral reading. The first, vocabulary is increased and proper word phrasing can be developed in a group rendition of choral reading. The second, pitch plays important part in reading to get the attention of the audience. Choral reading help to develop a variety in pitch in the individual voice.

2.1.2.3.Design of Choral Reading Strategy

According to Rodgers, design is the level of method analysis in which consider a) what the objectives of a method are; b) how language content is selected and organized within method, that is, the syllabus model; c) the types of learning tasks and teaching activities the methods advocates; d) the roles of learners; e) the roles of teachers; f) the role of instructional materials.¹¹It means that there are six items to design of choral reading strategy, they are: learning objective, syllabus model, learning activity, role of teacher, role of students, and the role of material.

¹¹Gang Zhou, *Approaches to Language Teaching and Learning*. Journal of language teaching and research, Vol. 6, No.4, pp. 798-802, July 2015. doi:10.1750/jltr.0604.11

The objective of choral reading strategy is to help students to develop reading fluency in a meaningful context. This strategy is designed to help students who have little to no experience with reading fluently to gain confidence, speed and process words automatically.

Based on School-based curriculum (KTSP), the aim of teaching English is to achieve students' communicative competence. The students are expected to master five competencies. They are *linguistic competence* (vocabulary, grammar, punctuation and pronunciation), *socio-cultural competence* (how to communicate such as politeness, formal or informal, etc.), *discourse competence* (context), *strategic competence* (how to overcome the problems in communication) and *actional competence* (listening, speaking, reading and writing). Indonesian students have to achieve those four actional competences, and one of them is reading. Based on BSNP,¹² the aims of the teaching and learning process of reading in junior high schools is to understanding the meaning of short functional text in daily life and a structural syllabus is needed as a list of the basic structures and this studies is based on curriculum. The learning activity is comprehending the text that use teacher's guidance by using choral reading strategy in teaching learning class.

The role of the students in choral reading strategy are following the teacher's guidance and do what the teacher said to read individual lines, in pairs or in unison. Harmer says that the age of our students is the major factor in our

¹²Badan Standar Nasional Pendidikan (BSNP). 2006. *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas . p. 307

decisions about how and what to teach. People in different age have different needs, competences, and cognitive skills.¹³

The role of teacher in choral reading strategy is as the center to guide the students to develop effective and fluent read aloud skills by using choral reading strategy guidance. An important role of a teacher is as a facilitator of learning process. Harmer, says that there are several roles of teacher in the teaching and learning process; organizer, observer, feedback organizer, prompter.¹⁴

The role of material in choral reading strategy are posters, large books and overhead projector. The reading posters, large books, and projector are consist of suitable reading material text will be learned in the junior high school. In the area of teaching reading of the seventh grade students Junior High School, students are expected to be able to understand the meaning of short functional text in daily life in the first semester.

2.1.2.4. Procedure of Choral Reading Strategy

In this research, there are five steps for choral reading. They are: before reading, Modeling the text, during reading, after reading, second reading.¹⁵ **Step 1: Before reading.** Before reading, introducing new words. Before modeling the text, select specific words that the students may not be familiar with or may have difficulty pronouncing. Pay attention to unfamiliar content words. Teacher models

¹³M, Briggs. 2014. *The Second Language Teaching and Learning: the Roles of Teacher, Students, and the Classroom, Environment*. Utah State University: United State. p.13

¹⁴J, Harmer. 2007. *The Practice of English Language Teaching*. Person Education Limited: England). pp. 283-286

¹⁵David Paige. 2009. *Routine for Whole Group Choral Reading*. Bellamine University: Louisville. p.23

these words aloud for the class while students are looking at the word. Students repeat word after teacher pronounces it.

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

Step 3: During reading. Students now read the text aloud in unison. To begin the class reading together, teacher uses a “3-2-1” countdown. Teacher must read aloud in a loud voice. Teacher travels the room during the reading. Teacher makes a mental note of difficult words and phrases to review after reading.

Step 4: After reading. Review problem words and phrases. Teacher models words and phrases that were difficult for the class. Ask the class for questions regarding any text that was confusing or difficult.

Step 5: Second reading. Students read the text once each day.

2.1.2.5. Advantage and Disadvantage of Choral Reading Strategy

According to Yoneoka,¹⁶ there are four advantages cited in the survey above and reiterated below should be just as valid, if not more so, in a group reading setting as in an individual one. Consider: (1) Expansion of oral vocabulary-choral reading with a native or near-native pace making model provides a setting conducive to deriving meanings of unknown vocabulary from the context of the material, especially if the process is repeated several times and

¹⁶ Judy Yoneoka, “*Choral Reading vs. Individual Oral and Silent Reading: Relative Validity of the Alternatives in the English Reading Classroom*”, accessed on 2017/02/23, (www.kumagaku.ac.jp/teacher/~judy/gyoseki/09/09.doc)

key vocabulary words are introduced between readings, (2) Developing awareness of the sounds of the language – the pace making model not only provides an immediate pronunciation for unknown words which is simultaneously produced by the student, but also provides immediate feedback for words which students have mispronounced, (3) Facilitation of chunking of words in meaning ful groups – choral reading naturally leads students to read in “chunks”, following breaks between the word groups provided by the model. (4) Development of self-confidence – the constant, spontaneous and to a great extent unvarying feedback by the model provides a measure by which students can infer the extent of their own improvement, both in reading speed and understanding.

The disadvantage of choral reading strategy are: (1) choral reading frequently will slow down our reading speed that it always emphasize to improve. (2) choral reading only can give a few students chances of practice while the others feel bored. (3) the students are easy to be embarrassed when reading. They will read worse when being corrected by teacher. (4) compared to conversation and discussion, choral reading has little practical value unless the student will be the announcer in the future.

2.2.Related Study

There are several related study gives below:

1. Khairiah conducted a research about The Effect of Choral Reading Strategy toward Students' Reading Fluency. This study presents a research report of the effect of choral reading strategy toward students' reading fluency. The study was conducted by using classroom action research method. This study

was conducted at the second year (grade-VII) students of MTs Kuntu Kampar. Two classes from the two classes was selected as the subjects of this research. The number of the subject of this research was 53 students. The class was taught by using choral reading strategy. Data were collected by using oral reading test. The test was given twice. The first was pre test and the last was post test.¹⁷

2. Nasution conducted a research about Increasing the Students' Reading Comprehension by Using the Power of Two Strategy at Eighth Grader MtsIBSilapingPasaman Barat. This study was conducted by applying classroom action research method. The research was conducted at eighth grader class (VII-2) MTsIBatahanSilaping. One class was selected as the subjects of this research. The number of the subject of this research was 27 students. The class was taught by using the power of two strategy. The research was conducted in to two cycle. Cycle 1 consisted of three meetings and cycle II consisted of two meetings. The instruments for collecting data were quantitative data (reading comprehension competence test), and qualitative data (interview sheets, observations sheets, test).¹⁸

¹⁷Wildatul Khairiah, *The Effect of Choral Reading Strategy toward Students' Reading Fluency at the Second Year Students of Islamic Junior High School Kuntu Regency of Kampar*, (Thesis: Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau, 2012)

¹⁸ Muhammad Zikri Nasution, *Increasing the Students' Reading Comprehension by Using the Power of Two Strategy at Eighth Grader MtsIB Silaping Pasaman Barat*, (Thesis: Department of English education Faculty of Tarbiyah and Teachers' Training State Institute for Islamic Studies North Sumatera Utara, 2013)

2.3. Conceptual Framework

Choral reading strategy can increase the students' reading comprehension because the students can be motivated to more confidence in the class. The students will get some message or information when they read aloud a text courageously. In addition, choral reading help the students read words accurately. The students will understand the words accurately when they comprehend of what has been read.

Reading comprehension means understanding what has been read. Reading comprehension cannot separated from the readers and the reading text. Reading comprehension is often called by literal comprehension that reading activity is used to understand, remember, review the text to get the main idea after reading.

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

2.4. Actional Hypothesis

From the conceptual framework above, the hypothesis of the study is the students' reading comprehension can be increased by using of choral reading strategy.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1. Research Setting

This research was conducted at MTs Jami' Al Kautsar, which is located on Sutomo street, desaKijangMakmur, kec. TapungHilir. The writer chosen this location because some reasons, namely: (1) this school it's not far from the writers' place, (2) the same title has not been done before.

3.2. Data and Data Source

In this research, the data would be used are quantitative data and qualitative data. Data that are in form of information are gotten by researcher from: (1) interview transcript (result of interview with English teacher), (2) lesson plan and syllabus, (3) list of score, (4) some photos. These data are the important aspect in conducting the qualitative research. On the other side, the quantitative data uses pre-test and post-test.

In this research, the data sources are students, teachers, and collaborators. Therefore, the researcher took effort to get data from the informants. In this research, the researcher classified subject of data sources into students and English teacher as collaborator.

3.3. Research Method

This study was classroom action research (CAR). Action research can be defined as a process in which a group of people with a shared issue of concern

collaboratively, systematically and deliberately plan, implement and evaluate actions¹⁹

There are four steps to conduct classroom action research namely: (1) Planning phase, identify a problem or issue that interests and puzzles. Then identify a plan of action that aims to bring about an improvement in understanding. (2) Action phase, implement the plan or intervention that has been carefully developed to address a particular problem or sets of problems. (3) Observation phase, systemic observations of particular, relevant aspects of classroom are made to determine what is happening. This phase involves collecting the data needed to answer a question. (4) Reflection phase, reflect on what is happening and then develop revised action plans based upon new understanding or question that arose during the previous phases.²⁰

The four steps above was applied to each cycle, because action research is cyclical process/ if the result of the first cycle is fail, it can be continued to the next cycle. If there is any alteration significantly or it means that the students' reading comprehension is increased, the cycle has be stopped.

The procedure of data collection of the study was conducted in four meetings within two cycles. Each cycle consists of two meetings and involves 4 phases, namely: planning, acting, observing and reflecting.

¹⁹R.J. Fisher. 2006.*what is Action Research?*. Australia: University of Sydney: Australia

²⁰Li-Shih Huang.*Action Research*. accessed on 2017/03/12,
(www.li-shihhuang.ca/Articles-files/BCTEALActionResearch2012.pdf)

According to Kemmis in Hopkins in Vaccarino provides a diagrammatic representation of an action research protocol, which each cycle comprising four steps: plan, action, observe, and reflect²¹

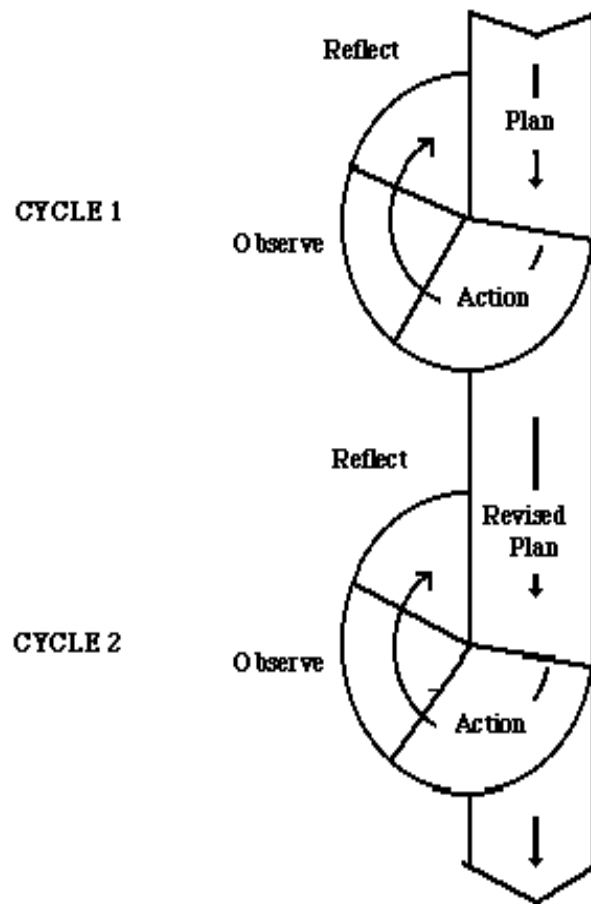


Figure 3. Kemmis' action research protocol (cited in Hopkins, 1985)

1. The first cycle

The procedure of action research in the first cycle was shown as follows:

²¹Franco Vaccarino, et. al. 2006. *Action research initiatives : the wanganui adult literacy and employment programme*. New Zealand: Massey University. p.15

- a. **Planning.** To increase the students' reading comprehension, the researcher worked together with the English teachers. The aim of the action is to increase the students' reading comprehension through choral reading strategy. The action plans planned are follows: (a) Implementing choral reading strategy in teaching reading. (b) Reviewing the material and strategy. (c) Testing the students' reading comprehension.
- b. **Action and Observation.** The researcher implemented some action plans in the classroom in two cycles. Each cycle was done in three meetings. Besides implementing some action plans, the researcher observed and recorded the teaching and learning process, and did the interview with some students of grade VII after the actions have been done. During the process of conducting the actions, the researcher observed everything happening in the classroom. The result of the discussion was an important data to serve as an evaluation for the implementation of the action plans to improve the next actions.
- c. **Reflection.** After the action and observation steps, the researcher evaluated the problems during the actions and tried to find the solution. The researcher evaluated the process, problems, effects, and measures whether the action is successful or not. In addition, each member of the research invited to contribute their perceptions, suggestions, and ideas in the discussion. Then, the researcher could do better in the next cycle by changing the unsuccessful actions into ones that are more suitable. Besides, the successful actions were applied again in the next actions.

2. The second cycle

Based on the result in cycle I, the researcher as the teacher found the weakness in teaching learning process. Therefore, the teacher did the second cycle. The purpose of the second cycle was to improve data in the first cycle I. In the second cycle II, it included in four step too, planning, action, observing and reflection. All of the steps same with the first cycle, but the researcher added some activities in planning and action activities

a. Planning

The researcher planned the implementation of lesson plan that related to the cycle I that had evaluated and developed for the action of cycle II.

b. Action

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

c. Observation

In this section, the collaborator checked the observation sheet making a checklist in the observation format. The researcher did interview to known the classroom and the actions that happened in the classroom.

d. Reflection

In this section, the researcher reflected the evaluation of teaching learning process and evaluated what had been done in the cycle II.

3.4. The Technique of Collecting the Data

The qualitative and quantitative data analysis was used in this research. In collecting quantitative data, the researcher gave multiple choice to the students as the instrument. On the test, the students were asked to comprehend the text given. While the qualitative data was collected during and after the process where the researcher used observation sheet, diary note or notebook.

The observation sheet that was taken by the collaborator provides the information of the information of the condition in the classroom. While the diary notes was the record of the events in chronology which reflects the general impression of the classroom and it's climate and teachers' personal evaluation about the class.

3.5. The Technique of Analyzing the Data

The technique of analyzing data of this study was applied by using quantitative and qualitative data. The technique of analyzing data are very important in any research. All data that has been collected is meaningless, if not conducted analysis. The result of the analysis was given a direction, purpose and intent of the study. The results of this analysis can be found through:

3.5.1. Quantitative data

The data of this research was analyzed by using t-test. T-test is used to compare the two means from primarily study from cycle one to cycle two. The formula of the t-test is as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

3.5.2. Qualitative data

The qualitative data were analyzed based on Miles and Huberman techniques. The process of the analysis is starting from: data reduction, data display, and conclusion drawing/verification.²²

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Miles and Huberman. It means that the researcher had been reducing the data before, during and after collecting the data as well as analyzing the data. The data reduced in this study were found in the interview transcript.

After that, continue with data display, it is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and to analyzed what was happening with the data presented.

²²Mathew B. Miles and A. Michael Huberman (1994), *Qualitative Data Analysis*, (USA: Sage Publications), p. 10

The last step was conclusion drawing or verification, in this step was drawing conclusion or verification. From the start of the data collection, the qualitative analysis was beginning to decided what things mean- is nothing regulations, patterns, explanation, possible configurations, causal flows and preposition. The conclusion in qualitative research was discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher get the result and the conclusion of the research.

3.6.Trustworthiness of the Study

It is important to establish that the findings of the study are valid (trustable). There are various ways to establish a sense of trustworthiness. According to Lincoln and Guba,²³ the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.

Credibility in qualitative research means the research of qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a

²³Y. S, &Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, P. 289.

chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasize the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these change effected to the research approached of study.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher get document procedures for checking and rechecking the data throughout the study. *Confirmability* entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations.

The researcher only limits of the technique of establishing the trustworthiness on credibility through source methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1. Research Finding

The finding of this research exist in the preliminary study and two cycles;

4.1.1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. The preliminary study is intended to know the students' reading comprehension before they were treated by the choral reading strategy.

In this preliminary study, the researcher gave multiple choice test, interview and observation. Multiple choice test is used to evaluate students' reading comprehension and how the scores that they achieved. The school made 75 as the Minimum Passing Grade in that school.

The number of students who took the test was 31. From the result of the pre-test in preliminary study, it is indicated that the students' ability in mastering reading comprehension was low. It can be seen from the total of students' scores in pre test is 1900. So, the mean score of the students was 61.29. There were 5 students who succeeded or got score up to 75 and passed, and the other students were not successful or did not achieve 75.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before

conducting the first cycle. It was found out that the teachers' problem in teaching English were interest students in learning English, especially to improve their ability in reading comprehension. It is shown from the result of interview with the English teacher as follow: "The students in this class do not like English. There are lazy to study English. Only five students like this lesson." The teacher statement show that the students ability in reading comprehension still low. Most of students was not interested in learning English.

From the result of interview with the English teacher above show that the students' reading comprehension still low. Most of students was not interested in learning English. It was strengthen by the result of the interview with the students as follows:

"SayatidakasukamembacateksbahasaInggrismisskarenasusahbacanya." (I do not like to read English text because it is difficult). The student statement show that the student is difficult to read English text. When the student feels difficult to read, the student does not want to try to read it.

The other student said that "Sebenarnya miss kalo ditanya suka membaca saya suka membaca tapi kalau bahasaInggrissayagaksuka miss karena gak tau artinya. (actually I like to read but it is not English text. I do not like to read English text because I do not know the meaning of the text). The student statement show that the student does not know the meaning of the text. The student does not want to read English text when the student does know the meaning of the text.

The last student said that “Saya gak suka baca teks bahasa Inggris miss karena susah baca teksnya. Tulisannya lain, dibaca lain.” (I do not like to read English text because it is difficult to read it. A way of reading is different from the form of the text). The student statement show that the student is confuse about a way of reading and a form of the text. The student thinks that there is different to read Indonesian text and English text. When the student read Indonesian text, it is same with form of the text itself.

From the data above, it can be proven that show the students was not interest to read English text. Therefore, it can be concluded that the students’ reading comprehension was still low in pre-test. So, the researcher continued to the first cycle.

4.1.2. Cycle I

Based on the researchers’ observation, the students’ response in learning teaching process was enough. It could be seen on list of the observation sheet that have done by researcher as English teacher in the class. The researcher got the result that they still difficult in mastering reading comprehension, the atmosphere of the class was not enjoy and quite, many students kept silent and confuse to the English instruction and did not pay attention to the teacher while learning.

Based on the researchers’ observation, the students got bored in learning English, because they always studied about English but they still hard to understand the reading text well. It was caused by they seldom get the exercise, especially in reading comprehension itself.

The researcher also did some steps in the first cycle, they were planning, action, observing and reflecting. Here are the activities that have done in every steps:

Planning

The researcher managed lesson plan before conducting cycle one. All the preparations needed during research was arranged and prepared well. There were some activities had been done by the researcher, namely: arranging time allocation, adapting standard competence and basic competence, arranging indicator, choosing material, making test.

The first, arranging time allocation. The teacher arranges time allocation in cycle one for two meetings or one hundred sixty hours. Arrangement of time allocation must be appropriate with syllabus.

The second, adapting standard competence and basic competence. The teacher adapt standard competence and basic competence of seventh grade from syllabus. Standard competence contains understanding the meaning of short functional text in daily life. Then, the teacher compare to basic competence. The teacher choose reading as language skill so basic competence must about reading too. Basic competence contains responding the meaning of short functional text accurately, fluently, appropriately in daily life.

The third, arranging indicator. After adapting standard competence and basic competence, the teacher must arrange indicator as goal of learning. The teacher arranges indicator based on syllabus. The teacher compare indicator to basic competence. In cycle one, the teacher arrange indicator as the students

should be able to find information of introduction text and the students should be able to identify the kind of personal pronoun.

The fourth, choosing material. The teacher choose material related with introduction one self in general from syllabus. The teacher check the material from syllabus with the book as reference.

The fifth, making test. The teacher make test to evaluate the students. The teacher make test from indicator. The teacher makes some question for every indicator. In one indicator, the teacher makes four until five questions which is use what, where, who, when, why and how.

Action

In this step, there were some activities which were done by the researcher, including: introduction, the main activity, and closing. In introduction, there were some activities had done by the researcher, such as: The first, the teacher explained the objectives and the learning procedure. The second, the teacher did the apperception by greeting the students, checking the students' attendance list, giving motivation to the students about the advantages of English.

In the main activity, there were some activities had done by the researcher, such as: The first, the researcher introduced herself as an example of introduction oneself. The second, the teacher explained about introduction other self. The third, the teacher gave text of introduction oneself. The fourth, the teacher asked the students to read the text together. The fourth, the teacher asked the students to made introduction text about their selves. The fifth, the teacher asked the students to introduce their selves in front of the class one by one.

Last activity of the action is closing. In closing, there were some activities had done by the researcher, as follows: The first, the researcher gave appreciated to the students and gave motivation to be harder than before. The second, the researcher and the students conclude the material.

Observation

Observation proposed to find out information action by the researcher in the classroom. The observation was done to observed what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the researcher gave the post-test in this first cycle. The result of the post-test in the first cycle show that the students' ability in mastering reading was increased when use choral reading strategy in the teaching learning process. The teacher could increase the students' reading comprehension but many students still not active and were not interested while the researcher taught them about reading. But, when the researcher read the text for them, they kept attention to the researcher. Although some of the students had did the activities seriously and 25 of them got scores 75 above and passed, and only 6 students failed in the test.

Quantitatively, the result of the post-test of the first cycle showed that the total score of the students was 2350 and the number of the students who succeeded the test were 25 from 31 students. So, the mean of the students' score of the test

west was 75.80. It can be seen that the students' score in post-test I was increased higher than pre-test. The percentage of the students' score of the test was 25 students succeeded and got score 75 or up to 75 is 80.6 %. So, post-test of the first cycle was categorized successful.

Qualitatively, the interview was done in the first cycle. The result of interview with result of interview with the English teacher as follow: "They difficult to understand and comprehend about the material because they are not interest in teaching learning process, especially in reading. Then I rarely use strategy in teaching reading."

From the result of interview with the English teacher above show that many students does not understand about English text because the teacher does not use strategy or method in teaching reading. It was strengthen by the result of the interview with the students as follows:

The student said "Saya merasa sulit membaca ceritadalam bahasa Inggris karena saya tidak tau artinya." (I feel difficult to read English text because I do not know the meaning of the text). The student statement show that the students did not understand about the meaning of the text so the student was not interest to read the text. When the student was not interest to read, the student rarely practice to read English text.

The other student said that "Susah miss soalnya kan cerita bahasa Inggris itu panjang – panjang, terus saya dan teman teman saya tidak pernah membahas cara membacanya secara diskusi." (it is difficult because the English text is very much. Then, my friends and I never discuss about the way to read it). The student

statement show that the student never discuss about the way to read English text with the student's friends so the student always find the difficult English words.

The last student said that "Susah missudahgak tau bacanya, di tambahlagigak tau artinya." (It is difficult because I do not know to read it. Then, I do not the meaning of the text). The last student statement show that the student do not about the way to read and the meaning of the text. The student felt confuse about English learning because the student has not more skill in English.

From the students' response and the students' score above, the researcher stated to continue in cycle two in hoping to be the best. Second cycle was held to achieve the improvement score of the students.

Reflection

As being explained in the observation result of the cycle I, some students have not reached the minimum passing grade. It was 80.6% of the students who got scores more than 75. However, it does not mean that the students are not able to improve their ability in reading comprehension. The students' score in cycle I were much better than their scores in pre test. This proved that choral reading strategy is able to increase the students' reading comprehension.

Nevertheless, there were still some obstacles found in cycle I. The first, some of students were confused about the instruction which is given by the teacher, some of the students always ask the teacher when the teacher start to read the text. The second, a lot of students were not follow to read together. Some of them only silent when the other students follow the teacher read the text. .

Based on the result of observation above, the researcher decided to continue this cycle to cycle two in hoping the best one. Second cycle was held to achieve the improvement score of the students' ability in mastering reading comprehension.

4.1.3. Cycle II

The researcher choose to continue the researcher in cycle two. The aim was to improve the students' score in reading mastery post-test in the first cycle. The students' response in learning reading was improved. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning reading by using choral reading strategy. The phenomenon in the class also changed. The students were more active than before and paid attention to the teacher. The researcher also looked at the improvement of the students in every meeting.

Then, it could be seen from the additional activities that have been done by the researcher while teaching reading comprehension in four steps, planning, action, observing and reflection.

Planning

The researcher managed prepared some activities that was enclosed in lesson plan, namely: arranging time allocation, adapting standard competence and basic competence, arranging indicator, choosing material, making test.

The first, arranging time allocation. The teacher arranges time allocation in cycle one for two meetings or one hundred sixty hours. Arrangement of time allocation must be appropriate with syllabus.

The second, adapting standard competence and basic competence. The teacher adapt standard competence and basic competence of seventh grade from syllabus. Standard competence contains understanding the meaning of short functional text in daily life. Then, the teacher compare to basic competence. The teacher choose reading as language skill so basic competence must about reading too. Basic competence contains responding the meaning of short functional text accurately, fluently, appropriately in daily life.

The third, arranging indicator. After adapting standard competence and basic competence, the teacher must arrange indicator as goal of learning. The teacher arranges indicator based on syllabus. The teacher compare indicator to basic competence. In cycle one, the teacher arrange indicator as the students should be able to find information of introduction text and the students should be able to identify the kind of personal pronoun.

The fourth, choosing material. The teacher choose material related with introduction other self in general from syllabus. The teacher check the material from syllabus with the book as reference.

The fifth, making test. The teacher make test to evaluate the students. The teacher make test from indicator. The teacher makes some question for every indicator. In one indicator, the teacher makes four until five questions which is use what, where, who, when, why and how.

Action

In this step, there were some activities which were done by the researcher, including: introducing, the main activity and closing. In introduction, there some activities had done by the researcher, as follows: the first, the teacher explained the objectives and the learning procedure. The second, the teacher did the apperception by greeting the students, checking the students' attendance list, and motivated the students to improve their ability in reading.

In the main activity, there were some activities had done by the researcher, such as: the first, the researcher gave stimulus to the students to remember the previous material. The second, the researcher explained about introduction other self. The third, the researcher gave introduction text to the students. The fourth, the researcher asked the students to read the introduction text together. The fifth, the teacher give the task to the students. The sixth, he researcher asked the students to answer the task. The seventh, the researcher correct the result of students' working then explain to the students.

Last activity of the action is closing. In closing, there were some activities had done by the researcher, such as: the first, the researcher gave appreciated to the students and gave motivation to be harder than before. The second, the researcher and the students conclude the material.

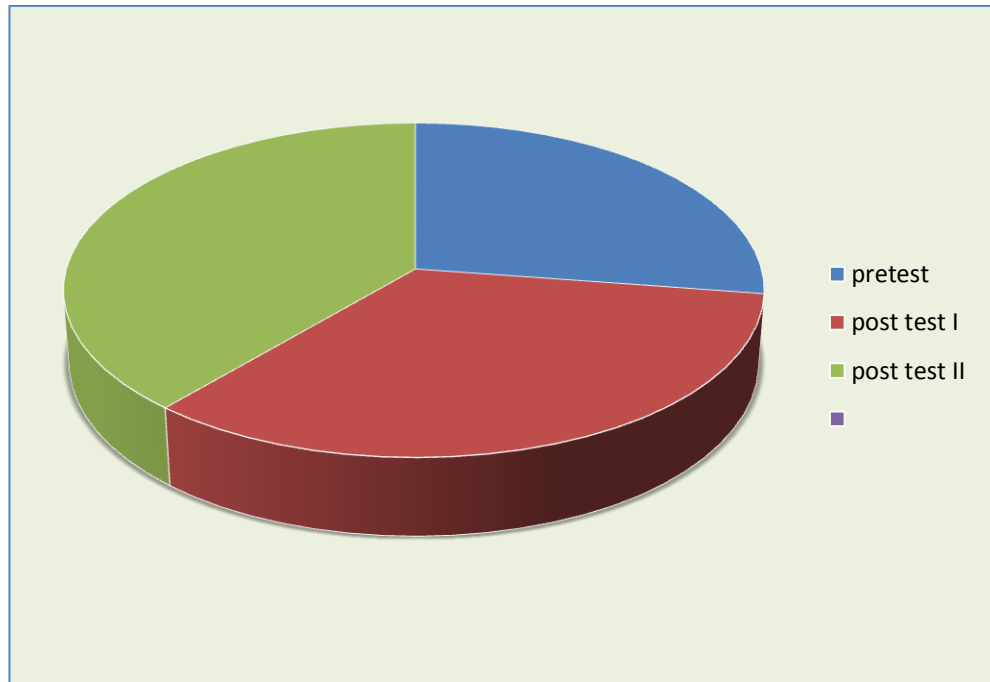
Observation

In this cycle, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the researcher gave the post-test in the second cycle. The result of the post-test in the second cycle show that the

students' reading comprehension was increased when use choral reading strategy in the teaching learning process. The students enjoyed while the researcher taught them about reading.

Quantitatively, the result of the pos-test of the second cycle, it showed that the total score of the students was 2695 and the number of the students who succeeded the test was 31. So, the mean of the students' score of the test was 86.93. We can conclude that the students' score in post-test II was increased. The percentage of the students' score of the test was 31 students succeeded and got score 75 or up to 75 it was 100%. So, post-test of the second cycle was categorized succesfull.

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 5 of 31 students (16%). In the post-test of cycle I, the students who got score 75 or more were 25 of 31 students (81%). In the post-test of cycle II, the students who got score 75 or more were 31 of 31 students (100%). In the first test there was 16 % (5 students) who got score 75 or more. In the second test, there was 81 % (25 students) who got score 75 or more. It means that there was an improvement about 65%. In the third test, there was 100 % (31 students) who got score 75 or more. There was improvement about more than 19% from the second test, and about 84% from the test to the third test. Most of students' score increased from the first test to the third test.



In this also used to test the hypothesis in the research, from the compilation, it could be seen that the coefficient of $t_{\text{observed}}(11.415) > t_{\text{table}}(2.04)$. Thus, the alternative hypothesis (H_a) saying that choral reading strategy could increase students' reading comprehension.

Qualitatively, the result of interview with the students as follows: the student said that “Tidakmis, sekarang saya lebih mudah memahami teks bahasa inggris dengan mengikuti instruksi yang miss gunakan. (No miss, now I am easy to comprehend English text by following your instruction). The student statement show that the student are able to comprehend English text after using choral reading strategy.

The other student said that “Saya jadi lebih mudah memahami teks bacaan dengan membaca bersama sama dengan teman saya.” (I am easy to comprehend

the text by reading together with my friends). The student statement show that the student are very easy to comprehend the text when the student read together with the student's friends. Because the student use choral reading strategy, the student could read together with the student's friend.

The last student said that "Iyamis, saya mudah memahami teks bahasa inggris karena membacanya secara berulang ulang." (Yes miss, I am easy to comprehend the text repeatedly). The student statement show that the student is easy to comprehend because there is repetition in reading.

From the result of interview with the students above show that many students are able to comprehend the text after using choral reading strategy. It was strengthen by the result of the interview with the students as follows: The teacher said that "The strategy that you have used can be increased the students interesting and motivation to learn, especially reading because you apply it very well." The teacher statement show that the teacher agree that choral reading strategy can increase the students' reading comprehension because the strategy is applied very well.

Based on the students' response and the students' score above, the researcher decided to continue this research to reflection in order to know about the increasing of the student's reading comprehension.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. Based on the observation showed that the students were the students were enthusiastic in

teaching learning process. It can be seen from the result of the test when they worked the test, and also can be seen from the students' braveness to read English text loudly what ever they felt wrong of reading the grammar in the text.

Choral reading strategy was improved the students' scores in every evaluation. It can be seen from the mean of the students' score, in the pre-test, the students who got the score 75 or more were 5 of 31 students (16%). In the post-test of cycle I, the students who got score 75 or more were 25 of 31 students (81%). In the post-test of cycle II, the students who got score 75 or more were 31 of 31 students (100%). In the first test there was 16 % (5 students) who got score 75 or more. In the second test, there was 81 % (36 students) who got score 75 or more. It means that there was an improvement about 65%. In the third test, there was 100 % (31 students) who got score 75 or more. There was improvement about 84% from the test to the third test. Most of students' score increased from the first test to the third test. It made the researcher felt that the cycle could be stopped because the students' achievement in reading comprehension was improved by using choral reading strategy.

4.2. Discussion

The research was conducted to find out the improvement of students' ability in reading comprehension by using choral reading strategy. Choral reading strategy was one of the strategy which could be used by the researcher in teaching English especially to motivate the students to improve their ability in reading comprehension.

This research had proved that choral reading strategy was effective to be used in teaching English. It can be seen in the table of the students score improvement from the pre-test, post-test I and post-test II. The improvement was because the teacher controlled the class better. Another was because the application of choral reading strategy made more help the students' of understanding an English text. The teacher was also easy to apply the choral reading to help the students to their ability in reading comprehension.

Based on the result of the quantitative data, the result showed that the students improved their ability in reading. The students' score was getting better from the first meeting until the third meeting in the test. The mean of the students' score in the pre-test was 61.29. It was low because only 5 students who got score 75 and more. The mean of students' score in the post-test I was 75.80 and post-test II was 86.93. It was higher than the pre-test to post-test I until post-test II. The improvement of the students' mean score from the post-test I and post-test II was 14.55 and the improvement of the students' mean score from the pre-test to post-test II was 11.13.

Then, the percentage of the students who got the score 75 and more in the pre-test was 5 from 31 students (16%). The percentage of the students who got the score 75 and more in the post-test I was 25 from 31 students (80.64%). The percentage of the students who got the score 75 and more in the post-test II was 31 from 31 students (100%). The improvement of the component students' percentage from the pre-test to 65% from post-test I to post-test II was 19%, pre-test to post-test II was 84%. It indicated that the improvement of the students' achievement reading comprehension was significant.

Based on the result of the qualitative data which was taken from the observation sheet at the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning English and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher (the researcher) and the students' activities during the teaching learning process. It indicated that the application of choral reading strategy could motivate the students became more enthusiastic in learning reading comprehension.

From the explanation above, it could be concluded that the result of the research showed that the application of choral reading strategy could improve the students' ability in mastering reading. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning English and understanding reading text better.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Choral reading strategy could increase the students' reading comprehension. It was proved by quantitative and qualitative data. In quantitative, when the pre test was conducted to the students, there were only 16.13% or five students who got the score up to 75. In the first cycle, post test I was conducted to the students. There were 80.64% or twenty five students who got the score up to 75. It means that there were an increased of the students in their reading comprehension. In the second cycle, post test II was conducted to the students. There were 100% or 31 students who got the score up to 75. It means that choral reading strategy could be said worked well which helped students to increase their reading and more interesting and enjoyable in reading.

In qualitative, it can be seen from the result of observation sheet and interview reported that showed the improvement. Before conducting the first cycle, the interview with the English teacher and the students showed that the students' reading comprehension still low. The students were not interested to read English text. In the first cycle, the interview with the English teacher showed that the teacher does not use strategy or method in teaching reading so many students does not understand about English text. In the second cycle, the interview with the students showed that many students were able to comprehend the text after using choral reading strategy.

5.2 Suggestions

Based on the conclusion of this research, the researcher would like to give some suggestions:

1. For English teachers, it is better to use choral reading strategy to make the teaching and learning process more interesting and the variation technique suitable task for the students to increased the students' reading comprehension.
2. For students, it is suggested that they are expected to improve their reading comprehension to conduct further researcher by using choral reading strategy.
3. For the head master in supervising the English teacher to choose appropriate the strategy in teaching English that suitable for the students.
4. For the readers who are interested for further study (university students) related to this research should explore the knowledge to enlarge their understanding about how to increase the students reading comprehension and search another reference.

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APPENDIX I

LESSON PLAN

School : MTs Jami' Al-kautsar Tapung Hilir

Subject : English

Class/ Semester : VII/ I

Meeting : I

Allocation of Time : 2 x 40 minutes

A. Standard Competence

5. Reading

Understanding the meaning of short functional text in daily life

B. Basic Competence

5.2 Responding the meaning of short functional text accurately, fluently, appropriately in daily life

C. Indicators

- The students should be able to find information of introduction text
- The students should be able to identify the kind of personal pronoun

D. Teaching Objectives

- to comprehend the text
- to answer the task based on the text

❖ **the students character are expected to :** -Trustworthines

- respect

-diligent

E. Learning Material

1. I am Kholifah
2. She is Ahmad, my friend
3. She is Dahlia, my sister
4. It is Si Belang, my cat
5. You are Mr. Hendrawan, my teacher
6. We are students
7. They are classmates
8. The children are playing football in the yard

Study the pattern:

I	Am	Complement
He	Is	
She		
It		
You	Are	
We		
They		

F. Learning Methods

- Work individually
- Work in pairs

G. Teaching Learning Process

1. Opening Activities
 - Greeting
 - Absence
 - Giving motivation
 - Praying

2. Main Activities

Exploration

- The teacher giving the material of introduction
- The teacher asks the students to read together the introduction text

Elaboration

- The teacher give the task to the students
- The students should be able to work the task
- The teacher correct the result of student's working then explain to the students

Confirmation

- The teacher with the students discuss the difficulties of the material

3. Closing

- The teacher give the conclusion
- The teacher close the lesson
- Praying

H. Source

- Internet
- LemberkerjasiswabahasaInggrisuntuk SMP/ MTs kelas VII

I. Assessment

Complete these sentence with: am, is, or are

1. I ... a student
2. Mr. Suhendra a teacher
3. Ery and Dikri my classmates
4. I have a funny cat. Its name Manis

5. I very happy today
6. We in the seventh year of Junior High School
7. Therefive students in the classroom
8. Hafid and Hamid tall boys
9. your parents at home ? No, they are not
10. Mr. Hasan from Malang ? Yes, he is

Evaluation rules

$$S = \frac{R}{N} \times 100 \quad \text{Where } S = \text{Score of test}$$

R = number of correct answer

N = number of questions

Minimum score = 0

maximum score = 100

TapungHilir, 17 July 2017

Known by :

**Headmaster of
MTs Jami' Al-Kautsar**

English Teacher

Researcher

(Anuar, M.Pd)

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

LESSON PLAN

School : MTs Jami' Al-kautsar Tapung Hilir

Subject : English

Class/ Semester : VII/ I

Meeting : II

Allocation of Time : 2 x 40 minutes

A. Standard Competence

5. Reading

Understanding the meaning of short functional text in daily life

B. Basic Competence

5.2 Responding the meaning of short functional text accurately, fluently, appropriately in daily life

C. Indicators

- The students should be able to find information of introduction text
- The students should be able to identify the kind of personal pronoun

D. Teaching Objectives

- to comprehend the text
- to answer the task based on the text

❖ **the students character are expected to :** -Trustworthines

- respect

-diligent

E. Learning Material

Hello, my name is Edo

I am twelve years old

I am a student of SMP Negeri 2 Biak

I live in Biak, Papua

I like swimming and reading books

My favorite color is green

My favorite food is fried rice

Nice to meet you

F. Learning Methods

- Work individually
- Work in pairs

G. Teaching Learning Process

1. Opening Activities

- Greeting
- Absence
- Giving motivation
- Praying

2. Main Activities

Exploration

- The teacher asks the previous material of introduction text
- The teacher give the different text material of introduction
- The teacher asks the students to read the text material together

Elaboration

- The teacher asks the students to make introduction text in English

- The students introduce their selves in front of their friends
- The teacher helps the students to introduce their selves

Confirmation

- The teacher with the students discuss the difficulties of the material

3. Closing

- The teacher give the conclusion
- The teacher close the lesson
- Praying

H. Source

- Internet
- Lembar kerjasiswabahasa Inggris untuk SMP/ MTs kelas VII

I. Assessment

Answer The Following Question By Choosing A, B, C, D!

1. Who is Edo?

- | | |
|--------------------|-------------------|
| a. He is a teacher | c. He is a doctor |
| b. He is a student | d. He is a police |

2. How old is Edo?

- | | |
|---------------------|-----------------------|
| a. Eleven years old | c. thirteen years old |
| b. Twelve years old | d. fourteen years old |

3. Where does he live? He lives in ...

- | | |
|----------|--------------|
| a. Biak | c. Pekanbaru |
| b. Medan | d. Surabaya |

4. What is Edo's favorite color?

- a. Red
- b. White
- c. Green
- d. Grey

5. What is Edo's favorite color?

- a. Meat ball
- b. Fried chicken
- c. Fried rice
- d. Fried noodle

Key answer

- 1. B
- 2. B
- 3. A
- 4. C
- 5. C

Evaluation rules

$$S = \frac{R}{N} \times 100 \quad \text{Where } S = \text{Score of test}$$

R = number of correct answer

N = number of questions

Minimum score = 0

maximum score = 100

TapungHilir, 19 July 2017

Known by :

Headmaster of

English Teacher

Researcher

MTs Jami' Al-Kautsar

(Anuar, M.Pd)

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

LESSON PLAN

School : MTs Jami' Al-kautsar Tapung Hilir
Subject : English
Class/ Semester : VII/ I
Meeting : III
Allocation of Time : 2 x 40 minutes

A. Standard Competence

5. Reading

Understanding the meaning of short functional text in daily life

B. Basic Competence

5.2 Responding the meaning of short functional text accurately, fluently, appropriately in daily life

C. Indicators

- The students should be able to find information of introduction text
- The students should be able to find the kind of personal pronoun

D. Teaching Objectives

- to comprehend the text
- to answer the task based on the text

❖ **the students character are expected to :** -Trustworthines

- respect

-diligent

E. Learning Material

Pattern of personal pronoun :

Number	Person	Case		
		Subjective	Objective	Possessive
Singular	1 st	I	Me	Mine
	2 nd	You	You	Yours
	3 rd	She, he, it	Her, him, it	Hers, his, its
Plural	1 st	We	Us	Ours
	2 nd	You	You	Yours
	3 rd	They	Them	Theirs

F. Learning Methods

- Work individually
- Work in pairs

G. Teaching Learning Process

4. Opening Activities

- Greeting
- Absence
- Giving motivation
- Praying

5. Main Activities

Exploration

- The teacher giving the material to the students about personal pronoun
- The teacher asks the students to read together various of personal pronoun

Elaboration

- The teacher give the task to the students
- The students should be able to work the task
- The teacher correct the result of student's working then explain to the students

Confirmation

- The teacher with the students discuss the difficulties of the material

6. Closing

- The teacher give the conclusion
- The teacher close the lesson
- Praying

H. Source

- Internet
- Lembar kerjasiswabahasa Inggris untuk SMP/ MTs kelas VII

I. Assessment

Fill in the blanks with correct personal pronoun !

1. I have parents. (...) father is a doctor and (...) mother is a teacher
2. Rina and Shanti come to my house. (...) call me in front of my house.
3. My brother give me a gift. (...) is very kind
4. Anggi has a cat. (...) cat is very funny
5. my sister miss me and I miss (...)

Evaluation rules

$$S = \frac{R}{N} \times 100 \quad \text{Where } S = \text{Score of test}$$

R = number of correct answer

N = number of questions

Minimum score = 0

maximum score = 100

TapungHilir, 24 July 2017

Known by :

**Headmaster of
MTs Jami' Al-Kautsar**

English Teacher

Researcher

(Anuar, M.Pd)

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

LESSON PLAN

School : MTs Jami' Al-kautsar Tapung Hilir

Subject : English

Class/ Semester : VII/ I

Meeting : IV

Allocation of Time : 2 x 40 minutes

A. Standard Competence

5. Reading

Understanding the meaning of short functional text in daily life

B. Basic Competence

5.2 Responding the meaning of short functional text accurately, fluently, appropriately in daily life

C. Indicators

- The students should be able to find information of introduction text
- The students should be able to identify the kind of personal pronoun

D. Teaching Objectives

- to comprehend the text
- to answer the task based on the text

❖ **the students character are expected to :** -Trustworthines

- respect

-diligent

E. Learning Material

Textmaterial :

I have a best friend. His name is Jack. Jack is my classmate. He is tall and big fat. He has curly hair. He is wearing a pair of glasses. His hobby is reading and playing Play Station. When we have spare time, we always play PS together. We usually play it in afternoon from three to four. Jack is the same age as I am. He is thirteen years old. Most of my friends like Jack because he is a nice boy. He is polite and helpful.

F. Learning Methods

- Work individually
- Work in pairs

G. Teaching Learning Process

7. Opening Activities

- Greeting
- Absence
- Giving motivation
- Praying

8. Main Activities

Exploration

- The teacher giving the material
- The teacher asks the students to read together text of introduction

Elaboration

- The teacher give the task to the students
- The students should be able to work the task
- The teacher correct the result of student's working then explain to the students

Confirmation

- The teacher with the students discuss the difficulties of the material

9. Closing

- The teacher give the conclusion
- The teacher close the lesson
- Praying

H. Source

- Internet
- Lembar kerjasiswabahasa Inggris untuk SMP/ MTs kelas VII

I. Assessment

Answer The Following Question By Choosing A, B, C, Or D!

1. What is the text about ?
 - a. Jack's friend
 - b. Telling story
 - c. The writer's friend
 - d. Jack's hobby

2. How old is Jack
 - a. 11 years old
 - b. 12 years old
 - c. 13 years old
 - d. 14 years old

3. What does Jack look like ?
 - a. He is fat and short
 - b. He is tall and thin
 - c. He is short with curly hair
 - d. He is fat and wearing a pair of glasses

4. "he" in the text refers to ...
- a. The writer
 - b. The play station owner
 - c. Jack
 - d. the writer's brother
5. "we" in the text refers to
- a. The writer
 - b. The writer and Jack
 - c. the writer's brother and Jack
 - d. Jack

Key Answer

- 1. C
- 2. C
- 3. D
- 4. C
- 5. B

Evaluation rules

$$S = \frac{R}{N} \times 100 \quad \text{Where } S = \text{Score of test}$$

R = number of correct answer

N = number of questions

Minimum score = 0

maximum score = 100

TapungHilir, 26 July 2017

Known by :

**Headmaster of
MTs Jami' Al-Kautsar**

English Teacher

Researcher

(Anuar, M.Pd)

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

APPENDIX II

PRE TEST

Name :

Class :

Answer The Following Question By Choosing A, B, C, D!

This text is used to answer the question of number (1- 6)

My name is Deny. I am an SMP student. I live at Suryakantastreet. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

1. Who is Deny?
 - a. He is an SMA student
 - b. He is a teacher
 - c. He is a doctor
 - d. He is an SMP student

2. How many children does Mr. Rahman have?
 - a. Two
 - b. Three
 - c. Four
 - d. Five

3. What is Deny's father?
 - a. He is a programmer
 - b. He is a teacher
 - c. He is a student
 - d. He is a doctor

4. What is Deny's mother?
 - a. She is a programmer
 - b. She is a teacher
 - c. She is a student
 - d. She is a doctor

5. Where does Deny's eldest sister work?

- a. In a hospital
- b. In a school
- c. In a private company
- d. In a airport

6. Where does Deny's father work?

- a. In a hospital
- b. In a school
- c. In a private company
- d. In a airport

This text is used to answer the question of number (7 – 12)

My name is Nadia, I have a best friend. Her name is Shinta. Shinta also the name of her grandmother. Shinta is tall. She is about 158 centimeters. She has short hair and it is black. I first meet Shinta at school. She just moved to our school from Bandung. Shinta is very kind. She always helps each other.

7. What is the text about?

- a. Shinta's friend
- b. Telling stories
- c. Nadia's grandmother
- d. The writer's friend

8. Who is Shinta ?

- a. The writer's friend
- b. The writer's sister
- c. The writer's mother
- d. The writer's aunt

9. Which of the following is true based on the text above?

- a. Shinta has long black hair
- b. The writer lives in Bandung
- c. Nadia's house is far from Shinta's
- d. The name of Shinta's grandmother is Shinta

10. "She" in the text above refers to ...

- a. Nadia
- b. Shinta
- c. Grandmother
- d. The writer

11. What is the color of Shinta's hair?
- a. Black
 - b. Brown
 - c. Red
 - d. Grey

12. How much does Shinta high? She is about ...
- a. 158 centimeters
 - b. 159 centimeters
 - c. 160 centimeters
 - d. 161 centimeters

This text is used to answer the question of number (13 - 15)

Hello, (13)... name is Yolanda. (14)... amthirteen years old. I live in Bima, Nusa Tenggara. My school is SMPN 3 Sape, Bima. Now, (15)... am in the seventh grade. I go to school by bus.

13. a. My
- b. Your
 - c. Her
 - d. His
14. a. I
- b. You
 - c. We
 - d. They
15. a. I
- b. You
 - c. We
 - d. They

This text is used to answer the question of number (16 – 20)

I am Kenny. I am in the first year of SMP Puring. I go to school on foot. I wear a uniform to school. I wear a white shirt and a pair of blue shorts. I wear a badge too. I like to wear a T-shirt and a pair of shorts at home . I like to wear slippers, too.

16. What does Kenny wear to school? He wears ... to school.
- a. A uniform
 - c. A T-shirt

b. Slippers

d. Sandals

17. What does Kenny like to wear at home? He likes to wear T-shirt, a pair of shorts and ...

a. Shoes

c. A hat

b. Slippers

d. A tie

18. Kenny goes to ...

a. SMA Puring

c. Puring University

b. SMP Puring

d. Hospital

19. What does Kenny's color shirt? She wears a ... shirt.

a. Red

c. Blue

b. Green

d. White

20. Kenny goes to school ...

a. By bus

c. By motorcycle

b. By bicycle

d. On foot

APPENDIX III

POST- TEST I

Name :

Class :

Answer The Following Question By Choosing A, B, C, D!

This text is used to answer the question of number (1- 6)

My name is Deny. I am an SMP student. I live at Suryakantastreet. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

1. Who is Deny?

- | | |
|-------------------------|-------------------------|
| a. He is an SMA student | c. He is a doctor |
| b. He is a teacher | d. He is an SMP student |

2. How many children does Mr. Rahman have?

- | | |
|----------|---------|
| a. Two | c. Four |
| b. Three | d. Five |

3. What is Deny's father?

- | | |
|-----------------------|--------------------|
| a. He is a programmer | c. He is a student |
| b. He is a teacher | d. He is a doctor |

4. What is Deny's mother?

- | | |
|------------------------|---------------------|
| a. She is a programmer | c. She is a student |
| b. She is a teacher | d. She is a doctor |

5. Where does Deny's eldest sister work?

- a. In a hospital
 - b. In a school
 - c. In a private company
 - d. In a airport
6. Where does Deny's father work?
- a. In a hospital
 - b. In a school
 - c. In a private company
 - d. In a airport

This text is used to answer the question of number (7 – 12)

My name is Nadia, I have a best friend. Her name is Shinta. Shinta also the name of her grandmother. Shinta is tall. She is about 158 centimeters. She has short hair and it is black. I first meet Shinta at school. She just moved to our school from Bandung. Shinta is very kind. She always helps each other.

7. What is the text about?
- a. Shinta's friend
 - b. Telling stories
 - c. Nadia's grandmother
 - d. The writer's friend
8. Who is Shinta ?
- a. The writer's friend
 - b. The writer's sister
 - c. The writer's mother
 - d. The writer's aunt
9. Which of the following is true based on the text above?
- a. Shinta has long black hair
 - b. The writer lives in Bandung
 - c. Nadia's house is far from Shinta's
 - d. The name of Shinta's grandmother is Shinta
10. "She" in the text above refers to ...
- a. Nadia
 - b. Shinta
 - c. Grandmother
 - d. The writer
11. What is the color of Shinta's hair?
- a. Black
 - c. Red

- a. Shoes
- b. Slippers
- c. A hat
- d. A tie

18. Kenny goes to ...

- a. SMA Puring
- b. SMP Puring
- c. Puring University
- d. Hospital

19. What does Kenny's color shirt? She wears a ... shirt.

- a. Red
- b. Green
- c. Blue
- d. White

20. Kenny goes to school ...

- a. By bus
- b. By bicycle
- c. By motorcycle
- d. On foot

APPENDIX IV

POST – TEST II

This text is used to answer the question of number (1 - 6)

My name is RendyArdiansyah. I am a student. I study in SMP 1 Sukabumi. I was born in Sukabumi, 21st April 2001. I live at Benteng street number 40. My hobby is jogging. My parent's name are Mr. HediSubagja and Mrs. YunitaAmretasari. My blood type is AB.

1. Who is Rendy?
 - a. He is a teacher
 - b. He is a student
 - c. He is a doctor
 - d. He is a police

2. Where does he study? He studies ...
 - a. In SMP 1 Sukabumi
 - b. In SMA 1 Sukabumi
 - c. In SMP 1 Bandung
 - d. In SMA 1 Bandung

3. Where was he born? He was born ...
 - a. In Jakarta
 - b. In Bandung
 - c. In Sukabumi
 - d. In Surabaya

4. Where does he live? He lives ...
 - a. At Purwostreet number 17
 - b. At Bentengstreet number 40
 - c. At Bajak street number 62
 - d. At Negara street number 211

5. Who are his parents's name? his parent's name are ...
 - a. Mr. HediSubagja and Mrs. YunitaAmretasari
 - b. Mr. Erwinsyah and Mrs.YunitaAmretasari
 - c. Mr. HediSubagja and Mrs. Nindy
 - d. Mr. Ghaly and Mrs. Bilqis

6. What are his hobbies? His hobbies is ...
 - a. Eating
 - b. Jogging
 - c. Reading
 - d. Travelling

This text is used to answer the question of number (7 – 11)

I have a best friend. His name is Jack. Jack is my classmate. He is tall and big fat. He has curly hair. He is wearing a pair of glasses. His hobby is reading and playing Play Station. When we have spare time, we always play PS together. We usually play it in afternoon from three to four. Jack is the same age as I am. He is thirteen years old. Most of my friends like Jack because he is a nice boy. He is polite and helpful.

7. What is the text about ?

- a. Jack's friend
- b. Telling story
- c. The writer's friend
- d. Jack's hobby

8. How old is Jack

- a. 11 years old
- b. 12 years old
- c. 13 years old
- d. 14 years old

9. What does Jack look like ?

- a. He is fat and short
- b. He is tall and thin
- c. He is short with curly hair
- d. He is fat and wearing a pair of glasses

10. When does the writer usually play PlayStation ?

- a. After studying
- b. In their spare time
- c. After reading books
- d. In the morning

11. Which statements is true according to the text ?

- a. Jack's is polite boy
- b. The writer wears glasses
- c. The writer does not like playing Play Station
- d. Jack's always play Play Station in the evening

This text is used to answer the question of number (12 – 14)

Mr. Bambang is an English teacher. (12) ... speaks English fluently. His wife, Mrs. Vanya is a doctor. (13) ... helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. (14) ... are diligent

students. Their father teaches them every night, so they can speak English fluently. He is very proud of them.

12. a. They c. She

13. a. They c. She
b. He d. it

14. a. They c. She
b. He d. it

This text is used to answer the question of number (15 – 20)

I have a friend. Her name is Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 70 kilograms. He has a very chubby check. His family and friends like him very much.

15. Who is Indra?

a. The writer's friend c. The writer's teacher
b. The writer's brother d. The writer's father

16. What is his hobby?

a. Swimming c. Dancing
b. Eating d. Singing

17. "His" in the text above refers to ...

a. Indra c. Andi
b. Erwin d. Sahil

18. How much does he weight?

a. 70 kg c. 90 kg
b. 80 kg d. 100 kg

19. He has a very ...

a. Beautiful face c. Handsome face
b. Nice attitude d. chubby check

20. He is a very ... person

a. Tall

c. Thin

b. Fat

d. Short

APPENDIX V

KEY ANSWER

PRE TEST

1. D	6. A	11. B	16. A
2. B	7. D	12. A	17. B
3. D	8. A	13. A	18. B
4. B	9. D	14. A	19. D
5. C	10. B	15. A	20. D

POST TEST I

6. D	6. A	11. B	16. A
7. B	7. D	12. A	17. B
8. D	8. A	13. A	18. B
9. B	9. D	14. A	19. D
10. C	10. B	15. A	20. D

POST TEST II

1. A	6. B	11. A	16. B
2. A	7. C	12. B	17. A
3. C	8. C	13. C	18. A
4. B	9. D	14. A	19. D
5. A	10. B	15. A	20. A

APPENDIX VI

DIARY NOTES

Monday, July 17th, 2017 (meeting I)

The first meeting was used for pre-test. In this moment, most of the students were present at the day. The students had not taught about anything related to the material would be search. So, the students felt confuse because they do not have preparation before doing the test. It was seemed while they were doing the test by themselves. To neutralize the problem, the researcher give them a stimulus such brain storming before did the test. The researcher give them such a game and finished it with take a breath deeply and thrown it step by step. The students started to be concentrated. But most of them give bad result in the pre-test.

Wednesday, July 19th, 2017 (meeting II)

In the second meeting was concentrated to the teaching learning process of showing a strategy to the students. The students give good response in this meeting and it makes them enjoy the situation. In this meeting the researcher explain how important to study English especially reading. The students looked enjoy the class so the researcher shown a strategy of choral reading to make reading easier and enjoyment. After understand the strategy, the researcher gave the students a test related to the choral reading strategy as treatment to the students. And the result were the students gave good response.

Monday, July 24th, 2017 (meeting III)

In the third meeting, the researcher started to give the post-test I, but before that the researcher reviewed the material about choral reading strategy, after that the researcher gave the post-test I to the students. The result were excited, because they gave good improvement in the test. Most of them got up to 75 from the passing grade.

Wednesday, July 26th, 2017 (meeting IV)

In the last meeting, the researcher gave the post-test II to the students to get the last score for them. The researcher did not reviewed and did not gave treatment to the students, because the researcher considered that the students had a knowledge that had taught before. And finally they were really really showed excited result. Most of them got score up to 85 to 100 higher than the passing grade.

APPENDIX VII

OBSERVATION SHEET

Date : Monday, 17th of July 2017

Class : Seventh Grade

Subject : English

Meeting : First Meeting

Put a checklist (√) in column 1, 2, 3 and 4 based on Observation

1 = Less

2 = Good

3 = Very Good

Focus	Topic	1	2	3
The researcher as the teacher	• Teacher comes to the class on time			
	• Teacher greets the students			
	• Teacher absents the students			
	• Teacher motivates the students			
	• Teacher tells to the students the goal of learning			
	• Teacher prepare the material			
	• Teacher explain the material clearly			
	• Teacher gives the students chance to ask the teacher related to the topic			
	• Teacher gives the test to the students			
	• Teacher uses the time effectively			
Students	• Students come to the class on time			
	• Students pay attention and response			

	<ul style="list-style-type: none"> • Students participate in learning process 			
	<ul style="list-style-type: none"> • Students answer the question that the teachers gave 			
	<ul style="list-style-type: none"> • Students ask the teacher about the material that do not understand 			
	<ul style="list-style-type: none"> • Students are active to give their opinion when they discuss 			
	<ul style="list-style-type: none"> • Students make noisy in the class 			
	<ul style="list-style-type: none"> • Some students still confuse and do not know what to do 			
	<ul style="list-style-type: none"> • All the students submit their test 			
Context	<ul style="list-style-type: none"> • The classroom is comfortable (clean and calm) 			
	<ul style="list-style-type: none"> • The classroom has media such as board marker, white board and duster 			
	<ul style="list-style-type: none"> • The class room is far from the crowd 			

Monday, 17th of July 2017

English teacher

Researcher

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

OBSERVATION SHEET

Date : Wednesday, 19th of July 2017

Class : Seventh Grade

Subject : English

Meeting : Second Meeting

Put a checklist (√) in column 1, 2, 3 and 4 based on Observation

1 = Less

2 = Good

3 = Very Good

Focus	Topic	1	2	3
The researcher as the teacher	<ul style="list-style-type: none"> • Teacher comes to the class on time 			
	<ul style="list-style-type: none"> • Teacher greets the students 			
	<ul style="list-style-type: none"> • Teacher absents the students 			
	<ul style="list-style-type: none"> • Teacher motivates the students 			
	<ul style="list-style-type: none"> • Teacher tells to the students the goal of learning 			
	<ul style="list-style-type: none"> • Teacher prepare the material 			
	<ul style="list-style-type: none"> • Teacher explain the material clearly 			
	<ul style="list-style-type: none"> • Teacher gives the students chance to ask the teacher related to the topic 			
	<ul style="list-style-type: none"> • Teacher gives the test to the students 			
	<ul style="list-style-type: none"> • Teacher uses the time effectively 			
Students	<ul style="list-style-type: none"> • Students come to the class on time 			
	<ul style="list-style-type: none"> • Students pay attention and response 			
	<ul style="list-style-type: none"> • Students participate in learning process 			
	<ul style="list-style-type: none"> • Students answer the question that the teachers gave 			

	<ul style="list-style-type: none"> • Students ask the teacher about the material that do not understand 			
	<ul style="list-style-type: none"> • Students are active to give their opinion when they discuss 			
	<ul style="list-style-type: none"> • Students make noisy in the class 			
	<ul style="list-style-type: none"> • Some students still confuse and do not know what to do 			
	<ul style="list-style-type: none"> • All the students submit their test 			
Context	<ul style="list-style-type: none"> • The classroom is comfortable (clean and calm) 			
	<ul style="list-style-type: none"> • The classroom has media such as board marker, white board and duster 			
	<ul style="list-style-type: none"> • The class room is far from the crowd 			

Monday, 19th of July 2017

English teacher

Researcher

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

OBSERVATION SHEET

Date : Monday, 24th of July 2017

Class : Seventh Grade

Subject : English

Meeting : Third Meeting

Put a checklist (√) in column 1, 2, 3 and 4 based on Observation

1 = Less

2 = Good

3 = Very Good

Focus	Topic	1	2	3
The researcher as the teacher	• Teacher comes to the class on time			
	• Teacher greets the students			
	• Teacher absents the students			
	• Teacher motivates the students			
	• Teacher tells to the students the goal of learning			
	• Teacher prepare the material			
	• Teacher explain the material clearly			
	• Teacher gives the students chance to ask the teacher related to the topic			
	• Teacher gives the test to the students			
	• Teacher uses the time effectively			
Students	• Students come to the class on time			
	• Students pay attention and response			
	• Students participate in learning process			
	• Students answer the question that the teachers gave			

	<ul style="list-style-type: none"> • Students ask the teacher about the material that do not understand 			
	<ul style="list-style-type: none"> • Students are active to give their opinion when they discuss 			
	<ul style="list-style-type: none"> • Students make noisy in the class 			
	<ul style="list-style-type: none"> • Some students still confuse and do not know what to do 			
	<ul style="list-style-type: none"> • All the students submit their test 			
Context	<ul style="list-style-type: none"> • The classroom is comfortable (clean and calm) 			
	<ul style="list-style-type: none"> • The classroom has media such as board marker, white board and duster 			
	<ul style="list-style-type: none"> • The class room is far from the crowd 			

Monday, 24th of July 2017

English teacher

Researcher

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

OBSERVATION SHEET

Date : Wednesday, 26th of July 2017

Class : Seventh Grade

Subject : English

Meeting : Fourth Meeting

Put a checklist (√) in column 1, 2, 3 and 4 based on Observation

1 = Less

2 = Good

3 = Very Good

Focus	Topic	1	2	3
The researcher as the teacher	• Teacher comes to the class on time			
	• Teacher greets the students			
	• Teacher absents the students			
	• Teacher motivates the students			
	• Teacher tells to the students the goal of learning			
	• Teacher prepare the material			
	• Teacher explain the material clearly			
	• Teacher gives the students chance to ask the teacher related to the topic			
	• Teacher gives the test to the students			
	• Teacher uses the time effectively			
Students	• Students come to the class on time			
	• Students pay attention and response			
	• Students participate in learning process			
	• Students answer the question that the teachers gave			

	<ul style="list-style-type: none"> • Students ask the teacher about the material that do not understand 			
	<ul style="list-style-type: none"> • Students are active to give their opinion when they discuss 			
	<ul style="list-style-type: none"> • Students make noisy in the class 			
	<ul style="list-style-type: none"> • Some students still confuse and do not know what to do 			
	<ul style="list-style-type: none"> • All the students submit their test 			
Context	<ul style="list-style-type: none"> • The classroom is comfortable (clean and calm) 			
	<ul style="list-style-type: none"> • The classroom has media such as board marker, white board and duster 			
	<ul style="list-style-type: none"> • The class room is far from the crowd 			

Wednesday, 26th of July 2017

English teacher

Researcher

(EndahEndriYani, S.Pd)

(Nadia Zorrela)

APPENDIX VIII

THE INTERVIEW REPORT

Interview with the students in the first session

- The researcher : Apakahkamusukamembaca? Khususnyamembacateksbahasainggris?
(Do you like reading? Especially read English text?)
- The student 1 : Sayatidak sukamembacateksbahasaInggris miss karenasusah bacanya.
(I do not like to read English text because it is difficult to read)
- The student 2 :
Sebenarnyamisskaloditanyasukamembacasayasukamembacatapikalaub
ahasaInggrissayagaksuka miss karenagak tau artinya. (actually I like to
read but it is not English text. I do not like to read English text because
I do not know the meaning of the text)
- The student 3 : SayagaksukabacateksbahasaInggris miss karenasusah bacateksnya.
Tulisannyalain, dibaca lain. (I do not like to read English text because
it is difficult to read it. A way of reading is different from the form of
the text)
- The researcher : Biasanyaseringbacaapa? Dan
berapasingkamumembacadalamsatuhari? (What do you often to
read? And how much do you often to read in a day?)
- The student 1 : Gakseringseringamat, paling kalaurajinsaja (I seldom to read and I
do it when I want it)

- The student 2 : Seringsihmistapibacakomik (I often read comic)
- The student 3 : Kadangkadangmis, itupunbaca novel (Sometimes, I read novel)
- The researcher : Kesulitanapasaja yang kalian hadapidalammemahamiteksbahasainggris? (What are difficulties that you found in comprehending English text?)
- The student 1 : SayamerasasulitmembacaceritadalambahasaInggriskarenasayatidak tau artinya. (I feel difficult to read English text because I do not know the meaning of the text)
- The student 2 : Susah missoalnyakanceritabahasaInggrisitupanjang – panjang, terussayadantemantemansayatidakpernahmembahascaramembacanyase caradiskusi. (It is difficult because the English text is very much. Then, my friends and I never discuss about the way to read it)
- The student 3 : Susah missudahgak tau bacanya, di tambahlagigak tau artinya. (It is difficult because I do not know to read it. Then, I do not the meaning of the text)

Interview with the students second session

- The researcher :
- Apakahkamusekarangmerasasulituntukmemahamiteksbahasainggride nganmenggunakanstrategi choral reading? (Now, do you feel difficult to comprehend English text by using choral reading strategy?)

The student 1 : Tidak mis,
sekarang saya lebih mudah memahami teks bahasa Inggris dengan mengikuti
instruksi yang miss gunakan. (No miss, now I am easy to comprehend
English text by following your instruction.)

The student 2 :
Saya jadi lebih mudah memahami teks bacaan dengan membaca bersama
madang teman saya. (I am easy to comprehend the text by reading
together with my friends)

The student 3 : iyamis,
saya mudah memahami teks bahasa Inggris karena membacanya secara berulang.
(Yes miss, I am easy to comprehend the text repeatedly)

Interview with the teacher at the first session

The researcher : what do the students in this class like English lesson?

The teacher : the students in this class do not like English. There are lazy to study English. Only five or six students like this lesson

The researcher : how about their skill in English?

The teacher : their skill in English are not good. Only some of them have ability in English lesson

The researcher : do you think they are good in reading especially to comprehend text?

The teacher : They difficult to understand and comprehend about the material because they are not interest in teaching learning process, especially in reading. Then I rarely use strategy in teaching reading.

The researcher : so, what do you do in teaching reading to them?

The teacher : I ask them to read the text in the book individually. Then, I give them exercise.

Interview with the teacher at the second session

Researcher : according to you, how about the strategy of teaching that I had used in teaching learning process, especially in reading comprehension?

English teacher : it's very good. You can prepare the strategy and media to teach in the class

Researcher : do you think that the strategy can be improve students' reading comprehension?

English teacher : yes of course. The strategy that you have used can be increased the students interesting and motivation to learn, especially reading because you apply it very well

Researcher : thank you mom

English teacher : you are welcome

APPENDIX IX

List of Student's Name Initial

Number	Name of Students	The Students' Initial Name
1.	Andini Tri Amanah	ATA
2.	AnyeurDea Amanda	ADA
3.	ArdiDwiAkmal	ARDA
4.	Aulia Tri Wahyuni	ATW
5.	Budi Cahaya	BC
6.	DickyFebriansyah	DF
7.	DilaAprillia	DA
8.	Dimas Syahputra	DS
9.	DwiKarmila	DK
10.	Kevin Afriadi	KA
11.	Khairul Anwar	KAN
12.	LatifaRamadhanti	LR
13.	Maya Sari	MS
14.	Meldyan Toro	MT
15.	Melisa	M
16.	Merentiana	MRN
17.	Muhammad Ardiansyah	MA
18.	Muhammad ArsyadFaiz	MAF
19.	Muhammad Edo Sahrup	MES
20.	Ovy Nadia Afanda	ONA
21.	Rio Waldi	RW
22.	RizkiFazar	RF
23.	Risky Rifaldo	RR
24.	Roma Dhani	RD
25.	Roy PermanaPohan	RPP
26.	SahrulGunawan	SG
27.	Seftyyani Br. Tarigan	SBT
28.	SellaMelaniSafitri	SMS
29.	Sri Ayu Eris Kiana	SAEK
30.	WindaApriani	WA
31.	ZuniaHartani	ZH

APPENDIX X

Student's Result of Reading Test

Number	The Students' Initial Name	PRE TEST	NOTE	POST TEST I	NOTE	POST TEST II	NOTE
1.	ATA	65	Failed	80	Passed	90	Passed
2.	ADA	80	Passed	85	Passed	100	Passed
3.	ARDA	40	Failed	70	Failed	80	Passed
4.	ATW	70	Failed	85	Passed	90	Passed
5.	BC	70	Failed	75	Passed	90	Passed
6.	DF	50	Failed	60	Failed	85	Passed
7.	DA	55	Failed	75	Passed	80	Passed
8.	DS	65	Failed	75	Passed	85	Passed
9.	DK	70	Failed	75	Passed	90	Passed
10.	KAF	75	Passed	75	Passed	85	Passed
11.	KAN	65	Failed	65	Failed	80	Passed
12.	LR	55	Failed	90	Passed	95	Passed
13.	MS	60	Failed	75	Passed	85	Passed
14.	MT	60	Failed	85	Passed	90	Passed
15.	M	55	Failed	75	Passed	80	Passed
16.	MRN	60	Failed	85	Passed	90	Passed
17.	MA	75	Passed	75	Passed	90	Passed
18.	MAF	30	Failed	75	Passed	80	Passed
19.	MES	70	Failed	75	Passed	85	Passed
20.	ONA	50	Failed	70	Failed	80	Passed
21.	RW	55	Failed	65	Failed	85	Passed
22.	RF	65	Failed	80	Passed	85	Passed
23.	RR	40	Failed	75	Passed	85	Passed
24.	RD	40	Failed	75	Passed	90	Passed
25.	RPP	75	Passed	80	Passed	100	Passed
26.	SG	65	Failed	75	Passed	85	Passed
27.	SBT	65	Failed	65	Failed	75	Passed
28.	SMS	70	Failed	75	Passed	95	Passed
29.	SAEK	70	Failed	75	Passed	80	Passed
30.	WA	75	Passed	80	Passed	95	Passed
31.	ZH	60	Failed	80	Passed	90	Passed
	Total (Σx)	1900		2350		2695	
	Mean (X)	61.29		75.80		86.93	

APPENDIX XI

DOCUMENTATION



Picture 1. The researcher gave the pre-test



Picture 2. The students' were doing pre-test



Picture 3. The researcher implemented choral reading strategy



Picture 4. The teacher gave the post test 1



Picture 5. The researcher looked the students' while doing post-test