

The implementation of choral reading method in improving student's reading fluency

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Abstract

This study aims to improve students' reading fluency through choral reading method at the Seventh Grade Students of SMP N. 1 Botupingge totaling of 22 students. This is a classroom action research (CAR). This study consisted of two cycles and each cycle consisted of stages of planning, implementation, observation, and reflection. Data were collected from test, observation, and documentation by using observation sheet, the test of reading fluency (accuracy, Rate, and Prosody), and documentation as research instruments. The collected data were analyzed using qualitative descriptive analysis technique and supported by quantitative data. The results of this study indicate that the implementation of choral reading can improve students' reading fluency in students of class VII SMP N. 1 Botupingge both in terms of process and product. The improved processes were indicated by the increase of students' attention to learning, enthusiastic liveliness, and more conducive atmosphere of learning in the classroom. Improving process quality has a positive impact on product quality improvement as well which was seen in the test results of reading fluency starting from cycle 1 up to cycle 2. Based on this result, it can be concluded that choral reading method can improve students' reading fluency at seventh grade of SMP N. 1 Botupingge.

Keywords: improving, Choral Reading Method, reading fluency

INTRODUCTION

Learning English entails developing both the ability to use language effectively for a variety of purposes and the ability to converse in the language being used. Students will develop various contributing skills and strategies in the English subject, including speaking, listening, reading, and writing. Reading is one of the essential skills.

The ability to use contextual, semantic, and grammatical information in comprehending the meaning of a text and the ability to use graphological and phonological information to differentiate between various sounds and relate them to different written symbols are all skills and strategies that influence the reading process. Reading strategies and skills also include the capacity to locate information in a text, skim texts to grasp the overall idea, scan texts for specific information, and navigate an electronic text successfully (Helingo, 2021).

When readers comprehend entire texts, they establish connections between them and their prior experiences, cultural background, knowledge of other texts, and text structure. Reading is a complex process involving a text, a reader, and the social-cultural context in which the reading occurs. Two critical perspectives are the text and the reader. The reading process highlights the interaction between textual factors (for example, language, grammar, and grammatical structure) and those emphasizing the reader's significance. The critical skill that readers must learn before they can communicate successfully is reading as a receptive skill. It can be utilized by readers to extend their perspective, improve their information, and increase their understanding. That is why the reader must comprehend the message conveyed by the author in the text. Reading is the most critical skill for the second language (L2) students in academic settings.

As reading becomes more widely acknowledged as a valuable source of language input, the teaching of other language skills—writing, listening, and speaking—becomes increasingly integrated with reading. Reading deserves special attention because it affects other skills. However, English is still one of the lessons felt difficult by most students in Junior High School. Several reasons for this include the complexity of the English material itself, the students' underdeveloped English competence, and the reduction of time allocated to English subjects under the implementation of Curriculum 2013, which allocates just 2 X 45 minutes per week to English. As a result, teachers of English subjects face a hurdle when teaching English to students.

In terms of reading fluency, the majority of seventh-grade students at SMP N. 1 Botupingge are still unable to do the following: locate specific information, either expressed or implied, general information, the main idea in each paragraph, summarize the text presented and specify the reference in a given text type, whether it is a narrative text, recount, procedure, descriptive, hortatory, discussion, analytical exposition, or news item. Every student requires

the ability to comprehend written information in English. This is compatible with the curriculum's requirements and objectives, particularly at the Junior High School level.

Reading instruction in Junior High School receives a high level of attention, as seen by the English material offered in text-based genres, where the majority of English material is presented in various types of texts (Bhatti et al., 2021). Students are expected to enhance their language skills through adequate textual comprehension by presenting texts. Thus, all students must be able to comprehend English literature. Reading instruction must be taken very seriously, as the National Exam question demands students to read. However, reading instruction is still not optimal.

Meanwhile, producing students capable of comprehending the literature offered is difficult and time-consuming. Students should continue to be trained at the student center to paralyze the learning process, either alone or in pairs. As a result, individuals have a more significant opportunity to communicate the outcomes of their creation to a friend.

In addressing the issue above, the researchers discover an effective method of teaching and learning process. It is a method of choral reading. It may be an effective method to use while teaching reading comprehension. The researchers used choral reading strategies to assist students in increasing their reading comprehension in this study and help students discover that reading is beneficial and pleasurable.

METHODS

Kind and research design

This research is Classroom Action Research because it was conducted under Kurt Lewin's problem-solving model in classroom practice, which begins with planning, action, observation, and reflection. The Subjects of this research are the seventh-grade students of SMP N. 1 Botupingge, consisting of 22 students.

The researchers carried out two cycles in this research; every cycle consists of two meetings. After the first cycle was implemented, the second cycle followed the first cycle. The designs of activities applied, according to Kemmis and Mc Taggart, 1988 are as follows:

1. Planning

In this stage, the researchers prepared instruments which supported the learning process, they are: formulating the purpose of learning, preparing material, making lesson plans, and designing the steps in the class action; preparing sheets for classroom observation; preparing

camera to take photos of the situation of the class; preparing post-test to measure students' reading fluency.

2. Action

In this action, the researchers implemented the actions of research include teaching reading fluency in the class by using Choral Reading, opening session to the students to ask any difficulties or problems, and asking the students some question orally and giving posttest.

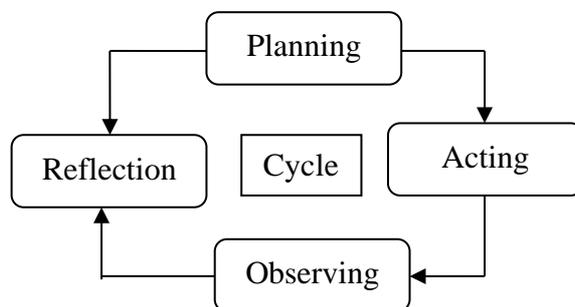
3. Observation

Observation is one of the instruments to know the students feeling, thinking and anything they do in the learning process. The researchers observed the action of the students in learning process by field noting. In this research, the students were also given post-test which then analyzed by the researchers.

4. Reflection

In this step, reflection and conclusion to what happen in classroom are made. The four steps above can be seen as follows:

Picture 1. Classroom Action Research Model of Kurt Lewin



Technique and instrument of collecting data

The researchers collected data on students' performance and test scores. The scores are determined through the teaching and learning processes. The instruments used in this research are observation, test, and documentation.

The Researchers observed the performance of teacher and students' activities in teaching and learning process. The observation sheet highlights the following aspects of the teacher's activities: teacher readiness to open lessons in classroom situations, teacher mastery of the material, teacher application of Choral Reading, teacher questioning ability, and teacher competence in closing the class. Meanwhile, the following aspects of students' activities are

noted on the observation sheet: students' readiness to accept the opening lesson, students' comprehension of the material, students' readiness to implement the Choral Reading, students' ability to inquire, students' liveliness in-group/partner, and closing.

A pre-test was used to determine the students' reading fluency in this research. Furthermore, a post-test is used to determine the extent to which students' competence has improved due to using Choral Reading. The researchers collected visual data about the learning process or the outcome of learning in the classroom. Thus, the researchers assured of the students' learning activities in class.

Technique of data analysis

A descriptive quantitative analysis was employed to analyze students' reading fluency data. The following formula was used to analyze the assessment criteria for teachers and students' activities during the teaching and learning process, as well as the results of students' assessment tests:

$$\text{Percentage} = \frac{nm}{N} \times 100 \%$$

Note: NM = Number of Checking aspects

N = Total Criteria of Assessment aspects.

The reading fluency test was administered using paper test sheets to determine a student's reading fluency score. Students should articulate their responses by reading the test sheet aloud. The student's table mate would then evaluate each word pronounced. The scores were calculated using a rubric for evaluating reading fluency.

Reading fluency is evaluated on two components: accuracy and speed. Both reading accuracy and speed would be evaluated on the same scoring sheet.

1. Reading Accuracy Scoring Rubric

The students' reading accuracy is determined by crossing out every mispronounced word in the text they read. The next step was to tally the points. The correct words were counted by subtracting the total number of words from the number of mispronounced words. Following that, the correct words were multiplied by 100. The result is then divided by the total number of words. The procedure for obtaining the scoring data is as follows:

$$\text{Total Score} = \frac{\text{Correct words}}{\text{Total words}} \times 100$$

2. Reading Speed scoring Rubric

The reading rate is calculated by the number of words spoken in a minute. The assessor noted where the reader arrived at the word within a minute. The following step is to determine the number of words read per minute.

3. Reading Prosody Rubric

The following Tables illustrate the scoring rubric for prosody reading.

Table 1: The scoring rubric for prosody reading

No.	Aspects	Score			
		1	2	3	4
1.	Student placed vocal emphasis on appropriate words.				
2.	Student's voice tone rose and fell at appropriate points in the text.				
3.	Student's inflection reflected the punctuation in the text (e.g., voice tone rose near the end of a question).				
4.	In recount text with dialogue, student used appropriate vocal tone to represent characters' mental states, such as excitement, sadness, fear, or confidence.				
5.	Student used punctuation to pause appropriately at phrase boundaries.				
6.	Student used prepositional phrases to pause appropriately at phrase boundaries.				
7.	Student used subject-verb divisions to pause appropriately at phrase boundaries.				
8.	Student used conjunctions to pause appropriately at phrase boundaries.				

To evaluate the percentage of students who meet the minimum mastery criteria-Kriteria Ketuntasan Minimal (KKM) 75 (Seventy-five), the following formula is used:

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

Note: **P**: Class Percentage, **F**: Total Percentage Score, **N**: Number of Students

To ascertain the extent to which teacher and student activities in the teaching and learning process have been successful, the researchers involves the following procedure:

85% - 100% is categorized Excellent

70% - 84% is categorized Good

50% - 69% is categorized enough

34% - 49% is categories Poor.

RESULTS AND DISCUSSION

Results

1. The Result of Cycle 1

Planning

This step ensured the preparation required for the first cycle's actions, started from creating a lesson plan. It included English materials and Choral Reading instructions. Secondly, an observation sheet for both the teacher and students is composed. Thirdly, the students were divided into two groups.

Action

The cycle was implemented into three meetings. The first and second meetings focused on applying the Choral technique to the process of reading fluency acquisition, while the third meeting provided an evaluation or post-test.

Observation

This process was carried out collaboratively by the teacher and the researchers. A teacher collaborator evaluates the researchers during the teaching and learning process. Teacher collaborators demonstrate the steps involved in using Choral Reading to teach English in the classroom. The following table summarizes the findings of the observation:

Table 2. The Result of Observation of Teacher Activities in Cycle 1

No	Activity	Criteria		
		Good	Enough	Poor
		3	2	1
1	Teacher Readiness	√		
2	Opening lesson skill	√		
3	Teacher explanation about the material		√	
4	Teacher applied the choral method		√	
5	Question skill	√		
6	Closing the class	√		
Total		4	2	0
Percentage %		67%	34%	0

*Successful Indicator 75%

According to the research on teacher activity, 67 percent of teachers met the criterion for good, 34% met the criteria for enough, and 0% for poor. This indicates that while practical teacher activities in cycle 1 achieved acceptable standards, they fell short of meeting the standard criteria of 75%. The following table summarizes the findings of students' observations:

Table 3. The Result Students Observation in Cycle 1

No	Activity	Criteria		
		Good 3	Enough 2	Poor 1
1	Students' Readiness	√		
2	Students' understanding teacher explanation about the material		√	
3	Students' Readiness in following the applied of the method		√	
4	Students' skill to ask	√		
5	Closing the class	√		
Total		3	2	
Percentage %		60%	40%	0

*Successful indicator: 75%

Based on observations of students' activities during cycle 1, it was determined that a good criterion was only reached in 60% of cases. It can be concluded that most students in cycle 1 were not classified according to standardized criteria. This indicates that successful students' cycle 1 activity has not yet been completed.

The Result of Post-Test in Cycle 1

Two meetings were held to facilitate the learning process in the first teaching cycle because many students could not obtain the required standard score of 75. However, the researchers always facilitate the learning process for the students.

Regarding the cycle 1 learning process, a post-test was administered during the final meeting to determine whether students' reading fluency had improved. Reading fluency is evaluated on three levels: accuracy, rate, and prosody. The table below summarizes the students' reading fluency.

Table 4. Result of Accuracy in the Post-test Cycle 1

ACCURACY

No	Name	Correct Word	Mispronounced	Total Score
1	ATA	410	90	82
2	ADA	335	165	67
3	ARDA	409	91	81.8
4	ATW	315	185	63
5	BC	406	94	81.2
6	DF	421	79	84.2
7	DA	354	146	70.8
8	DS	389	111	77.8
9	DK	377	123	75.4
10	KAF	387	113	77.4
11	KAN	413	87	82.6
12	LR	378	122	75.6
13	MS	377	123	75.4
14	MT	380	120	76
15	ONA	377	123	75.4
16	RW	360	140	72
17	RF	315	185	63
18	SG	348	152	69.6
19	SBT	344	156	68.8
20	SM	333	167	66.6
21	SAE	300	200	60
22	WA	310	190	62
Average				73.07

From the table above, it is concluded that 13 students are successful to pass minimum value and 9 students have not passed. The result of data analysis of this cycle is 73,07%. It is categorized into good criteria. But this result does not reach the minimum standard of this research. Therefore, this research would be continued to next cycle. The result of rate can be seen in the bellow:

Table 5. Result of Rate in the Post-test Cycle 1

RATE				
No	Name	Total Words	Time	Total
1	ATA	500	3	167
2	ADA	500	4	125
3	ARDA	500	3	167
4	ATW	500	3.2	156
5	BC	500	3	167

6	DF	500	3	167
7	DA	500	3	167
8	DS	500	3	167
9	DK	500	2.5	200
10	KAF	500	2	250
11	KAN	500	2	250
12	LR	500	4	125
13	MS	500	3	167
14	MT	500	3.5	143
15	ONA	500	3	167
16	RW	500	3	167
17	RF	500	3	167
18	SG	500	4	125
19	SBT	500	3.1	161
20	SM	500	4	125
21	SAE	500	3.4	147
22	WA	500	4	125
Average			3.2	164

In *Rate* components, the total words in recount text given to the students are 500 words. Standard *Rate* determined in this research is 175 words read in a minute. Based on the data above, it can be seen that the average score gotten by the students is 164 words in minute. It means that, the *Rate* or the speed of students' reading is not fulfilling the standard in this research.

The next component of reading fluency is Prosody. The result can be seen in the table below:

Table 6. Result of Prosody in the Post-test Cycle 1

		PROSODY								Total	Score
No	Name	Indicators									
		1	2	3	4	5	6	7	8		
1	ATA	2	2	2	1	2	3	1	2	15	68.18
2	ADA	2	2	3	2	2	1	2	2	16	72.73
3	ARDA	2	1	2	2	2	2	2	1	14	63.64
4	ATW	1	2	2	2	2	2	2	2	15	68.18
5	BC	1	2	2	1	2	2	2	2	14	63.64
6	DF	2	1	3	2	2	1	2	1	14	63.64
7	DA	3	2	2	2	2	2	2	3	18	81.82
8	DS	2	2	2	3	3	2	2	2	18	81.82

9	DK	2	3	2	2	1	2	2	3	17	77.27
10	KAF	1	2	2	2	3	2	2	1	15	68.18
11	KAN	2	1	2	2	2	2	3	2	16	72.73
12	LR	3	2	3	1	2	3	3	2	19	86.36
13	MS	3	3	1	2	3	2	1	2	17	77.27
14	MT	3	2	2	2	2	3	3	2	19	86.36
15	ONA	3	2	2	2	1	2	2	2	16	72.73
16	RW	2	1	1	2	3	2	2	3	16	72.73
17	RF	1	2	2	3	3	2	2	2	17	77.27
18	SG	1	3	2	2	3	4	2	2	19	86.36
19	SBT	2	1	2	3	2	3	3	2	18	81.82
20	SM	2	1	1	2	1	2	3	2	14	63.64
21	SAE	2	2	2	2	2	2	1	2	15	68.18
22	WA	2	1	2	2	2	1	2	2	14	63.64
Average										73.55	

Based on the table above, it can be seen that the result of Prosody is 73, 55%. It means that the standard determined in this research is not achieved yet.

Reflection

After conducting the action in cycle 1, the researcher makes the reflection on the teaching and learning process. Based on the data observation toward teaching and learning process in this cycle, the findings are:

1. Teacher was not explaining the material clearly, and because of that the students did not clearly understand the material.
2. While reading the text, teacher did not repeat the specific words and the students could not repeat the word because the teacher only read the text aloud and did not give the student chance to repeat the word.
3. The teacher also did not clearly explain about the rule.
4. The students were not more active during the learning process.

From the result of the observation sheet of students' and teacher activities, it can be concluded that teaching and learning process in cycle 1 did not reach into successful indicator and so did the students' result on post-test. The only reason why the students failed on their post-test was because the teacher did not apply complete procedure of choral method in reading.

Thus, the researchers decided to continue the research to the next cycle because the success indicator was not achieved in cycle 1. Therefore, in the next cycle, the researchers repaired all the lack on the cycle 1.

2. The Result of Cycle 2

Planning

The planning in cycle 2 was conducted in two meetings. After analyzing the weaknesses of choral reading application in cycle 1, the researchers, in this step, made well preparation about teaching and learning include lesson plan, the English material about recount text, and the steps of choral reading, as well as observation for both teacher and students.

Action

The implementation of cycle 2 was planned for 3 meetings. The first and second meetings were the application of Choral method in reading fluency learning process and the third meeting was the final evaluation or post-test.

Observation

In this step, the teacher collaborator assessed the researchers during teaching and learning process. Teacher collaborator observed the researcher while teaching in the class applying the steps of Choral Reading in teaching English in the class. The result of observation can be seen in the table below:

Table 7. The Result of Observation of Teacher Activities in Cycle 2

No	Activity	Criteria		
		Good	Enough	Poor
		3	2	1
1	Teacher Readiness	√		
2	Opening lesson skill	√		
3	Teacher explanation about the material	√		
4	Teacher applied the choral method	√		
5	Question skill	√		
6	Closing the class	√		
Total		6	0	0
Percentage %		100%	0	0

*Successful indicator 75%

According to the table above, the successful indicator has been achieved and showed improvement compared to cycle 1. From the table above, it indicates that 100% of teacher's activities get into good criteria.

Table 8. The Result of Students Observation in Cycle 2

No	Activity	Criteria		
		Good 3	Enough 2	Poor 1
1	Students' Readiness	√		
2	Students' understanding teacher explanation about the material	√		
3	Students' Readiness in following the applied of the method	√		
4	Students' skill to ask	√		
5	Closing the class	√		
Total		5	0	0
Percentage %		100%	0	0

In cycle 2, students' activities also got into good categorize and improved than cycle 1. Based on the table above, students' activities in cycle 2 improved and reached 100% into good criteria.

This means that the students in cycle 2 were very active compared to previous cycle. And it can be concluded that the application of Choral Reading in cycle 2 was a success.

The Result of Post-Test in Cycle 2

In the post test in cycle 2, a post-test was carried out in the last meeting to know the improvement of students' reading fluency. There were three components assessed in reading fluency, they are accuracy, rate, and prosody. The result of students' reading fluency can be seen in the table below.

Table 9. the result of students' accuracy in reading

ACCURACY				
No	Name	Correct Words	Mispronounced	Total Score
1	ATA	410	90	82
2	ADA	380	120	76
3	ARDA	415	85	83
4	ATW	355	145	71
5	BC	416	84	83.2
6	DF	451	49	90.2

7	DA	388	112	77.6
8	DS	400	100	80
9	DK	400	100	80
10	KAF	399	101	79.8
11	KAN	425	75	85
12	LR	401	99	80.2
13	MS	407	93	81.4
14	MT	410	90	82
15	ONA	400	100	80
16	RW	401	99	80.2
17	RF	335	165	67
18	SG	380	120	76
19	SBT	395	105	79
20	SM	387	113	77.4
21	SAE	327	173	65.4
22	WA	310	190	62
Average				78.11

Based on the table, it can be seen that the accuracy of students in reading recount text improved significantly. The average score gotten by the students in this cycle is 78,11%. The Rate also has a significant improvement. The result can be seen on the table below:

Table 10. the result of students' rate in reading

RATE				
No	Name	Total Words	Time	Total
1	ATA	500	2.1	238
2	ADA	500	2	250
3	ARDA	500	2.13	235
4	ATW	500	2.2	227
5	BC	500	1.55	323
6	DF	500	2.45	204
7	DA	500	1.33	376
8	DS	500	1.29	388
9	DK	500	1.44	347
10	KAF	500	1.1	455
11	KAN	500	1.1	455
12	LR	500	1.21	413
13	MS	500	1.56	321
14	MT	500	1.44	347
15	ONA	500	2.35	213

16	RW	500	2	250
17	RF	500	2	250
18	SG	500	3	167
19	SBT	500	2.55	196
20	SM	500	2	250
21	SAE	500	2.88	174
22	WA	500	3	167
Average			1.9	284

Based on the table above, the students can read the text 284 words in per 1,9 minute. Although there are still 8 students who read the text above 2 minute, the speed of students in reading improve significantly. Furthermore, the result of students' prosody can be seen on the table below:

Table 11. The result of students' prosody in reading

No	Name	PROSODY								Total	Score
		Indicators									
		1	2	3	4	5	6	7	8		
1	ATA	2	2	2	2	2	3	1	2	16	72.73
2	ADA	2	2	3	2	2	2	2	3	18	81.82
3	ARDA	2	2	3	2	2	2	2	1	16	72.73
4	ATW	2	2	2	2	2	2	2	2	16	72.73
5	BC	2	2	2	1	2	2	2	2	15	68.18
6	DF	2	1	3	2	2	2	2	1	15	68.18
7	DA	3	2	2	2	2	2	2	3	18	81.82
8	DS	2	2	2	3	3	2	2	2	18	81.82
9	DK	2	3	2	2	2	2	2	3	18	81.82
10	KAF	1	2	2	2	3	2	2	1	15	68.18
11	KAN	2	1	2	2	2	2	3	2	16	72.73
12	LR	3	2	3	2	2	3	3	2	20	90.91
13	MS	3	3	2	2	3	2	2	2	19	86.36
14	MT	3	2	2	3	2	3	3	2	20	90.91
15	ONA	3	2	2	2	2	2	2	2	17	77.27
16	RW	2	1	2	2	3	3	2	3	18	81.82
17	RF	1	2	3	3	3	2	2	2	18	81.82
18	SG	1	3	2	3	3	4	2	2	20	90.91
19	SBT	2	1	2	3	2	3	3	2	18	81.82
20	SM	3	2	1	2	2	2	3	3	18	81.82
21	SAE	2	2	2	2	2	2	1	2	15	68.18
22	WA	2	1	2	2	2	1	2	2	14	63.64

Average	78.10
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Based on the above, it is shown that the prosody of students have a significant improvement. The average score gotten by the students is 78,10%. It means that the standard score has been achieved.

Reflection

After conducting the action in cycle 1 and cycle 2, the reflections made are as follow:

1. The students' reading fluency improved significantly because the researchers explained the material clearly and also the students clearly understood about the materials.
2. The teacher also explained the rule clearly
3. The teacher did not miss any step while applying the choral method.
4. Students were more active in class.

Therefore, the researcher stopped for the next cycle, because successful indicator has been reached more than 75 %.

DISCUSSIONS

The procedure of the implementation of Choral Reading Method in improving students' Reading Fluency at the seventh grade of SMP N. 1 Botupingge

The Implementation of Choral Reading method in cycle 1 and 2

1. Planning

Teaching and learning was planned for three meetings by giving motivation, delivering learning indicators, conveying learning objectives, conveying the benefits of learning materials, submitting group work plans and making observations, preparing student worksheets including pre-test, preparing learning resources, developing assessment formats, and developing observation formats.

In the delivery of materials using choral reading strategies, researchers applied the following learning steps: (1) choosing a reading material that is familiar with students; (2) Understanding the contents of the given reading about the recount text. Students are sitting in round table or face-to-face when reading; (3) the teacher reading the text loudly then all students repeating it and reading together; (4) students taking turn with their group alternately to know their reading fluency individually.

Another planning prepared was: making RPP, looking at the choral reading strategy, and preparing data collection instruments such as student worksheet and Observation Sheet for the students and for the teacher, and the last is post-test.

2. Action

The implementation of action was in accordance with learning scenarios and worksheets students. Implementation of the action to be performed using the steps learning that will be done as an effort to improve reading fluency. The process of action is repetitive work or (cycle), so that obtained learning that can assist students in improving reading fluency. This research was conducted with two cycles. Each cycle is done twice two-hour lesson meetings. In each cycle there are plans, actions, observations and reflections.

3. Observation

Researchers observed student and teacher activities during the learning activities and what happens during the learning and teaching process is underway. The instrument used for observation was the observation guidelines.

4. Reflection

Researchers analyzed and did a reflection when the learning process is complete. Analysis and reflection were done by researchers and collaborator. The analytical activity was carried out by conducting an evaluation of the deficiencies and advantages of the learning process, time effectiveness of each step of activity, suitability of use of instruments, evaluation of the process and the result of post-test.

The implementation of Choral Method in Reading Fluency at the seventh grade of SMP N. 1 Botupingge

In this research, the Choral Reading method has been applied in accordance with the measures suggested by experts. This is evidenced by the results of the final evaluation or fluency reading test using Choral Reading method every cycle both cycle I and cycle II continues to increase. However, in cycle I, the use of Choral Reading method in the fluency of reading skill has not shown any significant improvement.

The result of teacher's observation in cycle 1 is 67%. It is categorized into good criteria. The criterion of enough is 34%, and a criterion of poor is 0%. Meanwhile in cycle 2, the implementation of choral reading has good improvement. This is proven by the average score gotten by the teacher. The score gotten in this cycle is 100% or it is categorized excellent.

Because the teaching process done the teacher is significant, it gives good impact to the activities of students. Based on the result of observation in cycle 1, the average score a reached 60% or it can be categorized into good criterion. Meanwhile in cycle 2, it has significant improvement. The average score gotten by the students is 100% or it is categorized into excellent.

A well application of choral reading in teaching process also gives a good impact to the reading fluency of students. It is proven by the result of students' post-test. The result of post-test can be seen at table below:

Table 12. The result of post-test

No	Reading Fluency	Average Score	
		Cycle 1	Cycle 2
1	Accuracy	73,07	78,11
2	Rate	164	284
3	Prosody	73,55	78,10

Based on the table above, it can be seen that the average score each cycle has a significant improvement. The average score of the accuracy in cycle 1 is 73,07% meanwhile in cycle 2 is 78,11%. Then, the average score of the rate in cycle 1 is 164 and in cycle 2 284. It means that the speed of students in reading improved. In cycle 1, the students can read the text 164 words per 3,2 minutes meanwhile in cycle 2 the students can read 284 words per 1,9 minutes. Furthermore in prosody, the average score in cycle 1 is 73,55 meanwhile cycle 2 is 78,10. Therefore, it can be concluded that the choral reading can improve the students' reading fluency at the seventh grade of SMP N. 1 Botupingge.

CONCLUSIONS

The procedure of the implementation of Choral Reading method is designed into two cycles. Every cycle consists of planning, action, observation, post-test, and reflection.

Choral Reading method can improve students' reading fluency. The result of teacher's observation in cycle 1 is 67%. It is categorized into good criteria. The criterion of enough is 34%, and a criterion of poor is 0%. Meanwhile in cycle 2, the implementation of choral reading has good improvement. This is proven by the average score gotten by the teacher. The score gotten in this cycle is 100% or it is categorized excellent. Furthermore, The average score of the accuracy in cycle 1 is 73,07% meanwhile in cycle 2 is 78,11%. Then, the average score of

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