

**THE EFFECTIVENESS OF CHORAL READING STRATEGY TOWARDS
STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE
SECOND SEMESTER OF THE EIGHTH GRADE
SMP N 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR
2021/2022**



**A Thesis Proposal
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

**By:
RISCO DWIKY HERLAMBANG
NPM.1611040421**

Study Program : English Education

**Advisor : Iwan Kurniawan, M. Pd
Co-Advisor : Yulan Puspita Rini, M.A.**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
OF LAMPUNG
2022**

ABSTRACT

THE EFFECTIVENESS OF CHORAL READING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE SMP N 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2021/2022

**BY:
RISCO DWIKY HERLAMBANG**

This research is conducted based on the preliminary research that are some problems for reading comprehension such as not knowing understanding word for word and fewer vocabularies. The students still failure to understand how sentences relate to the overall meaning of the text and the class condition was less attractive. The students' reading comprehension score is below the criteria minimum mastery (KKM) at SMP N 20 Bandar Lampung. The objective of the research was to find out whether there is effectiveness of choral reading strategy toward recount text on reading comprehension at the second semester of the eighth grade SMPN 20 Bandar Lampung in the academic year 2021/2022.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the eighth grade of SMPN 20 Bandar Lampung. The total sample in this research was 90 students that were taken from two classes, VIII A and VIII C. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was multiple choice. After giving the post-test, the researcher analyzed the data by using independent sample t-test.

From the data analysis, it was found that the value of significant generated Sig. (Pvalue) = $0.031 \leq \alpha = 0.05$. It means that, H_a is accepted and H_o is rejected. So, it could be concluded that there was significant influence of choral reading strategy towards students' reading comprehension on recount text at the second semester of eighth grade at SMPN 20 Bandar Lampung.

Keywords: Recount Text, Choral Reading, Quasi Experimental Design, Reading Comprehension Ability.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

APPROVAL

Title : THE EFFECTIVENESS OF CHORAL READING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF THE EIGHT GRADE SMPN 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

**Student's Name : Risco Dwiky Herlambang
Student's Number : 1611040421
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Iwan Kurniawan, M.Pd
NIP. 19740520 20003 1 002

Co-Advisor,

Yulan Puspita Rini, M.A
NIP.19860711 201503 2 003

**The Chairperson
Of English Education Study Program**

Dr. Mohammad Muhassin, M. Hum
NIP. 19770818 200801 1 012



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

ADMISSION

A thesis entitled “**The Effectiveness of Choral Reading Strategy Towards Students’ Reading Comprehension on Recount Text at the Second Semester of the Eight Grade SMPN 20 Bandar Lampung in the Academic Year 2021/2022**”, by: **Risco Dwiky Herlambang, NPM: 1611040421**, Study Program: English Education, was tested and defended in the examination session held on: Thursday, November 10th 2022.

Board of Examiner:

Chairperson : Dr. Moh. Muhassin, M.Hum

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Secretary : Sri Suci Suryawati, M.Pd

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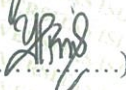
Primary Examiner : Nunun Indrasari, M.Pd

()

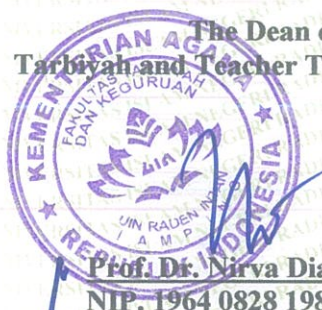
Co-Examiner I : Iwan Kurniawan, M.Pd

()

Co-Examiner II : Yulan Puspita Rini, M.A

()

**The Dean of
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Nirva Diana, M.Pd
NIP. 1964 0828 1988 032 000**

DECLARATION

The researcher is a student with the following identity:

Name : Risco Dwiky Herlambang
Students Index Number : 1611040421
Thesis Title : The Effectiveness of Choral Reading
Strategy towards Students' Reading
Comprehension on Recount Text at The
Second Semester of The Eight Grade SMP N
20 Bandar Lampung in The Accademic Year
2021/2022

I hereby state that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' or experts' opinions or finding included in the thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, November 2022

Risco Dwiky Herlambang
NPM. 1611040421

CURRICULUM VITAE

The Researcher's name is Risco Dwiky Herlambang. He was born in Bandar Lampung on November 10th, 1996. He is the second child from 3 siblings of Mr. Arif Wahyoko and Mrs. Suryowati, He has one brother and one sister, their name is Benny Wiratama and Ceysa Deswita Aryanti.

He studied at the first time in Kindergarten at TK Dwi Warna Panjang and finished in 2003. Then, He studied at Elementary of SDS Dwi Warna Panjang and graduated in 2009. He continued in Junior High School of SMP N 31 Bandar Lampung and finished in 2012. Then, He continued her study in Senior High School of SMA N 12 Bandar Lampung and finished in 2015. In 2016, He entered of The State Islamic of University Raden Intan Lampung and took an English Education as his major.

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom not enough only writes their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. The Greatest Allah SWT, Alhamdulillah' alakullihalwanni'mah
2. The Greatest inspiration I my life, beloved Father and Mother, Mr. Arif Wahyoko and Mrs. Suryowati who always pray for me my whole life. Thanks for all the motivation and support, I love you endlessly.
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5. My beloved younger sister, Ceysa Deswita Aryanti
6. My beloved future wife, Arnilah
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Thanks a million, there is no word but pray may Allah multiply rewards for all your kindness.

MOTTO

... يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will exalt the degree of faithful people among you and people given knowledge (QS. Al-Mujadalah: 11)

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Finally, I realize that this skripsi is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. May Allah always bless us, Aamiin.

Bandar Lampung, November 2022

Risco Dwiky Herlambang
NPM.1611040421

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CHAPTER I INTRODUCTION

A. Background of The Problem

There are four kinds of language skills: listening, speaking, reading and writing. These skills are related. According to Harmer, reading is considered beneficial for language acquisition. This means that as long as students understand more or less what they are reading, the more they read, the better they get it.¹ Reading is just another way for the brain to accept written language. Reading ability is superimposed on language. The same brain region that we use to learn and use language is also used for reading. Reading is a receptive skill. We receive information. But the complex reading process also requires speaking skills, so that we can say the words we read. In this case, reading is also a productive skill because we receive information and transmit it.

The command to read is in the first revelation, although it is addressed through the Prophet SAW who is not good at reading, this shows the importance of reading. Surah Iqro or Surah Alaq is the first letter revealed to the Prophet SAW. The letter is a Makkiyyah letter. At the beginning of the letter contains the command to read. God's commandments and prohibitions can be known by reading. So humans are not just created in the world, but they are also ruled and forbidden. That is the urgency of reading, then read, read.²

Allah the Exalted said:

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 by (mentioning) the name of your rabb who created, he has created man from a clot of blood. Read it, and your rabbm is the most generous. Who teaches (human)

¹Jeremy Harmer, *How to Teach English* (London: Pearson Education Limited, 2007), p. 99

²<https://rumaysho.com/3505-tafsir-surat-iqro-1-bacalah-dan-bacalah.html>

with intermediary's qolam (pen). He teaches humans he does not know. "(Surah Al 'Alaq: 1-5)

This letter is the first to come down to the Prophet SAW. The letter came down at the beginning of prophet hood. At that time he did not know how to write and not understand about faith. Then Gabriel came with a message or revelation. Then Gabriel ordered the prophet to read it. He sallallaahu 'alayhiwasallam was reluctant. He said,

مَا أَنَا بِقَارِئٍ

"I can't read."(HR. Bukhari No. 3). He kept saying that until he finally read it. Then the verse comes down,

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

"Read with (mention) the name of your Lord Who created". What is meant by creating here is creating creatures in general. But what is specifically meant here is humans. Man was created from a clot of blood as referred to in the next verse.³

According to Chotimah and Rukmini, reading is considered an interactive process and thought to transfer printed letters into meaning to communicate certain messages between the researcher and reader. It means reading is the act of constructing meaning when dealing with text.⁴ Just as we use information in schemes to understand and interact with the world around us. We use this knowledge to understand printed words. Reading is the process of seeing a series of written symbols and getting meaning from them. When we read, we use our eyes to accept written symbols such as letters, punctuation and spaces. We use our brain to turn it into words, sentences and paragraphs. It communicates something to us. Reading can be silent in our heads or out loud and other people can hear.

There are some problems for reading comprehension such as not knowing understanding word for word and fewer

³*Tafsir Al Qur'an Al 'Azhim*, Ibnu Katsir, terbitan Dar IbnulJauzi, cetakan pertama, tahun 1431 H

⁴Chotimah, Rukmini, *The Effectiveness of Student Team Achievement Division (STAD) and Group Investigation (GI) Technique to Teach Reading Comprehension to Students with high and low motivation*, 2017,p.7

vocabularies. According to Sharon Comprehension is an active process of building the meaning of texts, it involves accessing prior knowledge, understanding vocabulary and concepts, making conclusions and connecting key ideas.⁵ Three common difficulties in reading teaching; decoding problems, poor comprehension, speed and although many people discourage reading, it is very important as a teacher to provide an understanding of the importance of reading. Based on the preliminary, research was conducted at SMP N 20 Bandar Lampung. The researcher interviewed the English teacher, she had been teaching English for 15 years. She had been teaching class VII and VIII currently. Every class had 30 students. I got an explanation from her about the difficulties she faced while teaching, especially in reading. The researchers found out that some students had problems with reading comprehension. The problems students had in learning reading comprehension based on the teacher were: (1) students were not capable to read and understand the text, (2) students were failure to understand how sentences relate to the overall meaning of the text, and (3) students were making mistakes because they were lack of vocabulary. On the other hand, the strategies used in reading activities was monotonic. In fact, the teacher just asked the students to read the text and answer the questions that the students asked to her.

As we know, reading in Indonesia is a less desirable activity eventhough from reading we can get a lot of explicit information. To make students enjoy reading, they provide stimulation so students enjoy learning English. Then move on to more specific views, motivating, and pleasant views so that students can enjoy and feel happy by reading. Giving students a brief knowledge of the contents of the text is the best way to start reading, students can understand globally without having to know the vocabulary. Those way students will use to meet new lexicon without having to busy searching for meaning while reading, they will

⁵Wray D, Madwell J, Poulson L (1999), *Teaching Reading: Lessons From The Expert Vol 33*, P. 22

understand themselves are advantages, more new vocabulary. In conclusion students must read more because reading has many benefits to provide information, to improve vocabulary, to improve grammar, to linguistic skills, and others.

Choral reading strategies are ways in which students can develop their fluency skills with the assistance of the teacher in pronunciation. According to Hasbrouck, in the choir reading the teacher and students read a passage or sentence at a time and in this way students benefit from a model when they practice reading aloud. Choral reading is a strategy in which the teacher models how to read options with a group of students. Choral reading is reading to the class or group of students. Choral reading helps build students' confidence, and motivation. Choral reading can help students who are accustomed to themselves or are nervous about reading aloud because students read together aloud. Students reading each choir have their own text translations, and all read aloud together. Start with a short and interesting part.

Based on interview with the teacher at SMP N 20 Bandar Lampung, there were still many students who were not interested in reading and it could be construed like that because there were too many students who did not visit the library to read. Then, in the class when students read books, they did not respond to what was conveyed by teacher's subject and students had less enthusiasm for reading. Students preferred to tell stories with their classmates compared to listen and understand what their teacher said or teacher's material.⁶ The results of interviews and initial observations with one of the teacher, she said that the cause of the problems occurred was there were still many students who were not fluent in reading. They still read using the syllable method and they were not able to read quickly and students also had never used learning methods in reading other than the traditional method.

⁶Marlina, An English Teacher, *Interview to English Teacher*, SMPN 20 Bandar Lampung

In addition, the researchers interviewed not only teachers, but also some eighth-grade students. Based on the questionnaire had given to the students, the researchers found out that students still had difficulty in comprehending the text. Most of students tended to find the meaning of each word, rather than the idea of understanding the text. The main problem in this situation was that the students may lack the necessary reading strategies to deal with these challenges. This was a question for the eighth graders of SMPN 20 Bandar Lampung. In addition, class conditions and teachers' teaching and learning methods was also unattractive.

There are many learning strategies to teach reading skills and help them to solve the problems, one of the strategies is the choral reading strategy. Choral reading is a great strategy that can be implemented by students individually or in groups. This strategy aims to increase students' interest through an experiential textual approach, where students can relate to things or experiences they have experienced so that students can participate in classroom learning.

Based on Mugi's previous research findings, he stated that choral reading was an effective strategy for improving students' reading comprehension. By using this strategy, students were more motivated to read more. Therefore, they were more active and relaxed in the learning process. They had more opportunities to explore all their abilities, especially in reading.⁷ In this research, the researcher focused on reading skills in the recount text to help the students organized and understood the reading passage that they had read.

In another previous research arranged by Hasri, the results showed that the choral reading was more helpful to be used for teaching the students and help them to build their reading comprehension, it was better than using read-aloud because choral reading was in groups not individually, so the students became more confident when they read and comprehended the

⁷Mugi Indah Lestari, *The Influence of Choral Reading toward Students Reading Comprehension Ability at the Seventh Grade of SMP N 3 Batanghari In Academic Year 2017*, SI Thesis, (Lampung: IAIN Metro, Unpublished, 2017). <http://repository.metrouniv.ac.id>

text.⁸ In other words, from this research, it was known that choral reading influenced the students' reading comprehension on descriptive text. The differences between the previous research and the researcher's thesis were previously in Lestari's thesis used Choral Reading for students reading comprehension ability and in Hasri's thesis used Choral Reading for reading comprehension ability on descriptive text, while the researcher focused on using Choral Reading for students reading comprehension on recount text.

Based on the explanations above, the researcher conducted a research entitled: "The effectiveness of choral reading strategy toward reading comprehension on recount text at the second semester of the eighth grade SMP N 20 Bandar Lampung in the academic year 2021/2022".

B. Identification of The Problem

Based on the background of the problem above, the researcher identifies the problems as follows:

1. Students were not capable to read and understand the text.
2. Students were failure to understand how sentences related to the overall meaning of the text
3. Most students tended to find the meaning of each word, rather than the idea of understanding the text.
4. Class conditions and teachers' teaching and learning methods was also unattractive.

C. Limitation of The Problem

Based on the background and the identification of those problems, the researcher limited the problem only on the effectiveness of choral reading strategy toward recount text on reading comprehension at the second semester of the eighth grade SMP N 20 Bandar Lampung in the academic year 2021/2022.

⁸Hasri Wahyu Ningsih, *The Influence of Using Choral Reading Toward Students Reading Comprehension on Descriptive Text at the First Semester of the Tenth Grade at SMA N 1 Bangunrejo Central Lampung in the Academic Year 2017/2018*, S1Thesis, (Lampung: UIN RadenIntan, Unpublished, 2018), <http://repository.radenintan.ac.id>

D. Formulation of The Problem

Based on the identification and limitation of those problems, the researcher formulated the problems as follows:

Was there a significant effectiveness of using choral reading strategy towards students' comprehension ability on recount text at the second semester of the eighth grade SMP N 20 Bandar Lampung in the academic year 2021/2022?

E. Objectives of The Research

Related to formulation of the problem, the objective of the research was to find out the effectiveness of using choral reading strategy toward students reading comprehension on recount text at the second semester of the eighth grade SMPN N 20 Bandar Lampung.

F. Significance of The Research

The researcher expected that the findings of this research might brought the following benefits.

1. Theoretical Contribution of the Research
The results of this study were expected to support theories that explain the effectiveness of choral reading strategy toward recount text on reading comprehension
2. Practically Contribution of the Research
 - a. For students, the students enjoyed the process of improving reading, and got an easy strategy to master reading comprehension.
 - b. For teachers
The teacher was expected to apply the Choral Reading strategy, especially in Class VIII (eighth) A and C of SMP N 20 Bandar Lampung because Choral reading strategy was more effective to be used in teaching reading skills in recount text.

G. Scope of the Research

The scopes of research were as follows:

1. Subjects of the Research
The subjects of this study were students of class VIII (eight) A and C of SMP N 20 Bandar Lampung in the academic year 2021/2022

2. Object of the Research

The object of research were Choral Reading strategy and students' reading comprehension.

3. Place of the Research

This research was conducted at SMP N 20 Bandar Lampung

4. Time of the Research

This research was conducted in the academic year 2021/2022

CHAPTER II INTERVIEW OF RELATED LITERATURE

A. Concept of Reading

Reading is the process of receiving and interpreting information encoded in language form via the medium of print.⁹ Patel added that reading is an active process which consists of recognition and comprehension skill.¹⁰ It means that reading is a process which done by the reader to comprehend and get information from printed text so the reader can understand the researcher means.

Reading is an interactive process that takes place between the text and the readers processing strategies and background know ledge.¹¹ It means that reading is an important activity. By reading, students can get more information and know what the researchers' mean from the text that they read. There is another definition of reading. Reading is the construction of meaning from printed or written message. The construction of meaning involves the reader connecting information from the written message with the previous knowledge to arrive at meaning at an understanding.¹² It means that reading is process to get information or knowledge from the text and to understand the content of the material being read. Allah also states in Surah Thaaha Verse 114.

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُلْ
رَبِّ زِدْنِي عِلْمًا

That Means: “Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the

⁹William Grabe, *Reading in a Second Language (Moving from Theory to Praticce)*, (Cambridge University Press: 2009), p.14

¹⁰M. F. Patel, Praveen M. Jain, *English Language Teaching (Methods, tools and Technique)*, (Jaipur: Sunrise, 2008), p.114

¹¹Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p.33

¹²Richards R. Day and Julian Bamford, *Extensive Reading in the SeconfLaguage Classroom*, (Cambrifhe: Cambridge University Press, 1988), p. 12

Quran before its revelation is made complete to you and say: O my Lord! Increase my knowledge.”(Thaaha:114).¹³

In section above, Allah command us to read Qur’an slowly no hurried. So, we can get an information and knowledge from it (Qur’an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, we will be easier to write, listen and speak.

Based on those explanation, it can be concluded that reading is the readers activity in order to get information from printed text using eyes and brain to understand what the author thinks in his/her writing. Reading is very important skill for students. Reader’s background knowledge of the world will influence their achievement in reading comprehension.

According to Harmer, reading is an exercise dominated by the eyes and the brain.¹⁴ Nunan says that reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences).¹⁵ On the other hand, Hesham Suleiman argues that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic.¹⁶

From all the explanations above, it can be concluded that reading is an active process to gain the meaning of current information by relating readers’ background knowledge to the

¹³ A. Yusuf Ali, *The Holy Qur’an Text Translation and Commentary*, (Maryland: Amana Crop, 1983), p. 788

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, Inc.1985), p. 153

¹⁵ David Nunan, *Language Teaching Methodology*, (New York: Prentice hall, 1991), p. 17

¹⁶ Hesham Suleiman, Alyousef, *Teaching Reading Comprehension to Esl/Efl Learners*, (Vol. 5, No. 2, 2005), p. 144

information provided in the printed text. Reading skill is not a matter of reading only, but the reader should comprehend what they have read.

1. Types of Reading

According to Nation, generally reading is divided into two types; they are intensive reading and extensive reading. The definition of each type is as follows:

a. Intensive Reading

Intensive study of reading text can be meant of increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners¹⁷. It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and comprehension of the text. In other words, intensive reading uses translation to comprehend the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier.

Intensive work on reading text can focus on aspects such as comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.¹⁸

b. Extensive Reading

Extensive reading is a form of learning from meaning – focused input. During extensive reading learners should be interested in what they are reading.¹⁹ It means that extensive reading is learning process with accuracy. While reading the text, learners should be engaged with the text and focus

¹⁷I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*,(New York : Rutledge, 2009),p.25

¹⁸*Ibid*, p.27

¹⁹*Ibid*. p. 59

with the text which they read. The reader also should pay attention to get the meaning of the text. Day and Bamford state that characterize extensive reading is involving large quantity of varied, self selected, enjoyable reading at a reasonably fluent speed. Not all text for extensive reading need to be simplified texts as there are other ways of helping with the vocabulary load of extensive reading such as glossing, computer – assisted reading, elaboration.²⁰

Based on those explanations, it can be concluded that intensive reading is a technique of reading to increasing their comprehension in understand language features (regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies) from a text by using translation to make easier in understand the text. Furthermore, extensive reading is a process of reading text with accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. In other word, in extensive reading, the reader has to choose an interesting text.

2. Concept of Reading Comprehension

Comprehension is the centre of reading.²¹ According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using

²⁰ Ricard R. Day Julian Bamford. *Loc. cit*

²¹ Karen Tankersley, *Treads of Reading: Strategy for Literacy Development*, (New York: Library of Congress Cataloging In Publication Data, 2003), p. 90

memory and knowledge of letters and sounds patterns, matching their spelling pronunciation to meaning, and finally connect these words into idea units.²² It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

According to Grabe and Stoller reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effort less and enjoyable activity for fluent readers.²³ Reading comprehension means that the reader gets new information and understands what they not understood yet, after they read.

The comprehension skills categories are cumulative, in that one is built on the other. Based on the language assessment theory of Brown, especially in reading, there are some criteria are commonly used in measuring students' Reading Comprehension ability, they are:

- a) Main Idea (topic)
- b) Expressions/idiom/phrases in context
- c) Inference (implied detail)
- d) Grammatical features
- e) Detail (scanning for a specifically stated detail)
- f) Excluding facts not written (unstated detail)
- g) Supporting ideas
- h) Vocabulary in context.²⁴

3. Aspects of Reading

According to Nuttal, there are several aspects of reading skills: main idea, specific information, references,

²²Jo Anne Schudt Caldwell, *Comprehension Assessment A Classroom Guide*, (New York: The Guildford Press, 2008), p. 5

²³William Grabe, *Reading in A Second Language*, (New York: Cambridge University Press, 2009), p.17

²⁴H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Pearson Longman, 2003), p.206

inference, and vocabulary.²⁵ These aspects will be explained below:

- a) Main Idea
Main idea is the most important piece of information the author wants to know about the concept of paragraph. Determining main idea is a skill to grasp and find the main point of the passage by summarizing its passage and looking for repetition of ideas/words.
- b) Specific Information
It means by looking for the information which is relevant to the goals in mind and try to ignore the irrelevant information.
- c) Reference
Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another.
- d) Inference
Inference is a good guess or conclusion drawn based on the logic of the reader. Finding inference means the readers only read a passage or some line and then, conclude what the whole text is about logically.
- e) Vocabulary
This is the basic thing for those who want to produce something both oral and written. In reading, the readers will be able easier to understand the text if he/she is rich in vocabulary.

²⁵Nut tall, *Teaching Reading Skill in a Foreign Language*,(London: Heinemann Educational Books, 1985), p .

B. Concept of Choral Reading

Choral reading is one of a good strategy that can be implemented by the students as individual or in group. Paige says, in whole-class-choral-reading (WCRR) all students read aloud from the same text, at the same time, in unison with the teacher.²⁶ It means that choral reading is an activity when the students and the teacher read aloud together from a same text at the same time.

Choral reading involves students reading together with a fluent reader. It is an instructional strategy for incorporating fluency training into the general education setting.²⁷ In choral reading, or unison, reading students read along as a group with you (or another fluent adult reader). Of course, to do so, students must be able to see the same text that you are reading.²⁸ It means that in choral reading, the teacher will be a fluent reader and then the students will read a text by imitating the teacher. Because of that, the teacher must be a good fluent reader to the students.

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 aloud.”²⁹

²⁶David D. Paige, *Reading Fluency in the Middle and Secondary Grades* (International Electronic Journal of Elementary Education) Vol (1),(Louisville: Bellarmine University, October 31st, 2014),p.87. Access in http://www.iejee.com/index/makale_indir/119/reading-fluency-in-the-middle-and-secondary-grades on Maret 22th, 2020 at 17:44 p.m

²⁷Wildatul 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* (S1 Thesis, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012), p.12. Access in http://repository.uin-suska.ac.id/9510/1/2012_2012491.pdf on Maret 22rd,2020 at 08.13 a.m

²⁸Bonnie B. Armbruster, *et.al.*, *Put Reading First: Kindergarten through Grade 3* (3rd Ed), (New York: National Institute for Literacy, 2000),p.24

²⁹Erika Tatiana S. T. 2006. *The Implementation of Reading Fluency Strategies in Second Graders*, Colombia: Universidad Tecnológica De Pereira. p.20

Bean states choral reading is the art of multiple voices speaking poetry or other lyrical writings in unison.³⁰ 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. 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.³¹

From the definition above 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.

1. Procedure of Choral Reading in Reading Recount

According Paige there are five steps for choral reading. They are: before reading, modeling the text, during reading, after reading, second reading.

- a. 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 these words aloud for the class while students are looking at the word. Students repeat word after teacher pronounces it.
- b. Modeling the text. While students are following along silently with their text, the teacher models reading the

³⁰List Bean, *Choral Reading*. Accessed on 2017/02/23 (<https://education.byu.edu/sites/default/files/ARTS/documents/LisaBeanChoralReading.pdf>)

³¹Kathryn 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

text aloud. Teacher uses appropriate. Expressive reading and reading rate. Pay attention to commas, periods, and phrases.

- c. 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.
- d. 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.³²

2. Advantages and Disadvantages of Choral Reading Strategy

Tracy Wood states that choral reading means reading out loud with your child, the same text at the same time.³³

According to Patel and Jean Praveen, reading aloud also play important role in teaching of English. As reading aloud, choral reading has advantages and disadvantages as follow:

Advantages:

- a. It enables learner to develop the skill of reading very well by speaking or expressing ideas.
- b. Gain fluent decoding and comprehending skill
- c. It enables learner to develop the skill of pronounce very well.
- d. It makes reading very enjoyable while teacher uses reinforcement during reading.
- e. Language learning is a kind of imitation. When teacher says anything or read any text, the learner also

³²David Paige, *Routine for Whole Group Choral Reading* (Bellamine University: Louisville, 2009) p. 23

³³Tracy Wood, *Overcoming Dyslexia for Dummies*, (Indianapolis: Wiley Publishing, Inc, 2006) p.216

tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

Disadvantages:

- a. Over crowded class is very big problem. The teacher cannot provide sufficient opportunities to all students.
- b. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
- c. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average students hardly get the chance of reading. So they become the passive learners.
- d. Reading aloud takes more time so it is time consuming. All students cannot read at a time so managing classroom becomes impossible.³⁴

C. **Recount Text**

Recount text is one text type that retells past events. According to Anderson, a recount is a piece of text that retells past event, usually in order in which they happened.³⁵ Thus, the special features of recount text could be found in its sequence one event in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and entertain.

A recount is a text which retells past events orderly. For example, when we write a diary talk, we sometimes tell the story about our activities from what we do from morning until we go to sleep. In this case, we will write it based on the chronological and time order. When we write a diary, we also create a recount text. The purpose of writing recount texts is to give a description of what occurred and when it occurred. Because of this is kind of a text which is taught in 29 schools,

³⁴ M. F. Patel, M. Jean Praveen, *English Language Teaching: Method, Tool, Techniques*, (Jaipur: Sunrise Publisher & Distributor, 2008) p. 120

³⁵ Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997). p.48

recount text is the same as with the other texts, has its generic structures. The first paragraph provides a background of information about who, what, where and when the story occurs. It is usually called an orientation. The next paragraph describes a series of events in chronological order. The last paragraph is a conclusion. The conclusion is optional, some recount texts do not use concluding paragraph to finish their stories. In order to achieve the instructional objective of teaching how to write recount texts, the English teacher should consider some micro skills of writing recount texts. First, the teacher should present and discuss a flow-chart text containing communicative purpose, rhetorical structure, and grammatical pattern of the text. Second, the teacher should guide the students to write the text which is initiated by orientation and followed by sequence of events that leads to reorientation. To make a good recount text, the students have to consider some grammatical features in composing the text. The first consideration is the use of past tense to retell past events. There are some irregular verbs which cannot be added by –Ed. The form of those irregular verbs is changed based on the verb itself. For example sleep becomes slept. Students always have difficulties to form the verb into past tense. Next, the students have to consider the use of descriptive words to give details about who, what, when, where and how it happened and the use of sentence connector to show the order of the events such as first, next, then, etc. However, good writing involves more than the ability to write grammatically correct sentences. The students also have to master some learning concepts such as the rule for constructing paragraphs into unity and coherence to make their texts can be understandable by the audience. In short, writing recount texts is not an easy task although the students are creating this text of their daily life. They must consider how to construct paragraphs into unity and coherence. They also have to understand the time order and its grammatical features such as the use of proper nouns, past tense, descriptive words and sentence connector. It needs the help of media to compose the

texts. Picture series is implemented in this research as a medium to help the students in the writing process.³⁶

In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, latter, conversation, television interviews, and speeches.

1. The Kinds of Recount Text

Recount text is classified into three; they are personal recount, factual recount, in imaginative recount.³⁷

a. Personal Recount

A personal recount retells an activity that the researcher or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

b. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is

³⁶*Ibid*, p. 24

³⁷University of Canberra, *UC High School Kaleen Writing Handbook*, (Canberra; University of Canberra, 2011), p.26

usually written in third person using pronoun she, she and they. It may be written in the passive voice.

c. Imaginary Recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details maybe changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the researcher and reader or speaker and listener, for example my diary as a child in space.

d. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

e. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or us but maybe written in the passive voice. For example, a recount of exploration in antarcticamay critically assesses the damage caused to the environment and ecosystem by this exploration.

1. Generic Structure of Recount Text

The recount text has three parts:

- a) Orientation
Orientation takes in the first paragraph that give background information about who, what, where and when
- b) Event
Tell what happened and in what sequence. A record of event usually recounted in chronological order, named, event 1, event 2, and event 3.
- c) Re-orientation
- d) Consist of optimal-closure of event/ ending
In orientation, the researcher sets the recount in time and place. While the series of events arranged in a temporal sequence and often expressed in .terms. The reorientation is the optimal element.

2. The Language Features of Recount Text

There are some language features of recount text, as follows:

- a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdotal storytelling (just imagine I'm in the park and I suddenly see a giant bat flying towards me!).
- b. Words that show the order of events (then, next, first, afterwards, just before that, at last, meanwhile).³⁸
- c. The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind).
- d. Personal recounts are common (first person: I was on my way to school we got on the bus).³⁹
- e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.⁴⁰

³⁸*Ibid.* p.50

³⁹Lancashire Council, op. cit., p. 7

⁴⁰Government of South Australia, *Engaging in and Exploring Recount Writing: A Practical Guide for Classroom Teachers*, (Australia: Government of South Australia Department for Education and Child development, 2012), p.2

D. Translation Strategy

Translation is the process of transferring the meaning and style of the source language to the target language to the closest equality. It is explained by Nida and Taber, translation consists of reproducing in the receptor language, the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.⁴¹ The conclusion that can be drawn is that a good translation is a translation that is both easy to understand and implicit and understandable, so that it is easy for readers to convey the meaning of the original text. According to Zoya translation is language code switching. As when translating, we switch from one language to another one.⁴² It means that translation is the meaning in the source text and can be converted into the target text, and the form in the target text should be as natural as possible to follow the meaning contained in the source text.

Translation is the meaning in the source text can be transferred to the target text and the form in the target text should be as natural as possible to follow the meaning contained in the source text. According to Finlay, translation must reproduce the sense of the original, omitting nothing and adding nothing.⁴³ It can be concluded that, translation is transferring the meaning in the source language into the target language as natural as possible with maintain the original of source language and emphasize the linguistic, visual, cultural and socio-cultural context of the source and target language without any adding or omitting.

Translate without means, without content original form. Although free does not mean can freely translate the original text into the target language so that the main core of the missing translation. According to Newmark, free translation reproduces the matter without the manner, or the content without the form

⁴¹E. A. Nida and R. Taber, *The Theory and Practice of Translation*, (Leiden: E.J. Brill, 1982), p.12

⁴²Zoya Prosmina, *Theory of Translation 3d edition*, (Vladivostok: Far Eastern University Press: 2008), p. 8

⁴³Finlay, Ian F, *Translating*, (Edinburgh: T&A Constable Ltd, 1974), p. 2.

of the original.⁴⁴ Free translation here can translate to modify a sentence when translating is not limited or bound by any form or sentence structures used in the source language. Based on the explanation above, it can be concluded that translation is a kind of teaching strategy for teaching reading by converting the meaning of the source text, so that readers can understand easily.

1. Procedure of the Translation Strategy

That is why the translation quality becomes the scale to measure the good of the translation product. A translation technique is a procedure to analyze and classify how translation equivalence works. Larson pointed out that to get the best translation, the translation strategy should be:

1. Use the common language form of the receiver language.
2. As far as possible, communicate with the users of the accepted language with the same meaning as understood by the users of the original language.
3. Keep the original source language text dynamic. Keeping the "dynamic" of the original source text means that the translation should be done in such a way that it hopes to elicit the same response as trying to elicit the source text.⁴⁵

Based on these explanations, it can be concluded that translation is a strategy that includes the practice of translating text in one language (the source of the language) with equivalent text materials in another language (the target language). By looking up the dictionary to translate the text, it is easy to help students find the main idea or information of the text.

⁴⁴Peter Newmark, *A Text Book of Translation*, (London: Central London Pergamon Press Polytechnic, 1988), p. 5.

⁴⁵Mildred Larson, *Meaning Based Translation: A Build to Cross Language Equivalent*, (Lanham, MD: University Press of America, Inc, 1984), p. 6

2. The Strengths and Weaknesses of the Translation Strategy

Based on the research of Albany there are some advantages and disadvantages of translation strategy based on explanations above are as follows:

- a. Help students better understand the meaning of abstract words and complete sentences.
- b. Make it easier for students to understand texts to be translated verbatim from one language to another.
- c. The systematic study of grammatical rules plays an important role in cultivating students' reading comprehension ability and producing grammatically correct sentences.

There are some weaknesses about the translation strategy are as follows:

- a. Lack of originality. We do think that because we tend to change words, there would be a lack of original content, so the text itself has a slightly different or slightly different meaning.
- b. It takes time to explain, it really takes time to explain, study, research and finally translate the full text.⁴⁶

From these explanations, it can be concluded that the use of translation strategies can make students feel bored, and it can also make it easier for students to understand text by translating words from one language to another.

E. The Relevant Research

One of the efforts to improve students' reading fluency is to repeatedly stimulate word-reading to help students remember vocabulary. This is an advantage of this strategy as it improves students' reading skills. In this research, they found that the first meeting, students read the words letter by letter. Then, when the

⁴⁶Albany *Advantages and Disadvantages of translation*, <http://tccl.rtt.albany.edu/knilt/index.php/umit3>. what-is-the-advantage-of-using-tranlation-as-a teaching- recouce /, Accessed on January, 17th 2018

students studied through repeated exposure, the students read them more holistically, at least in chunks.

Another research from Yoneoka talks about Choral Reading VS individual oral and silent reading states that this experiment was performed to determine the relationship of choral reading ability to follow overall ability and shadowing ability. It was found that students' ability to follow a model while reading chorally differed greatly, and that a higher degree of ability in choral reading indicated not only a higher oral reading speed, but a higher degree of overall comprehension as well. The result indicate that introduction of choral reading in the classroom would serve not only as an indicator of students ability and progress, but could also serve to improve pronunciation and intonation as well as reading comprehension.

In this research has similarity towards their search above. The first research talking about reading fluency and the second research is talking about choral reading strategy. This research conducted about the effect of choral reading strategy toward the students' reading fluency.⁴⁷ It can be said that reading the chorus will improve students' reading skills by repeating the vocabulary over and over so that students will remember to remember the vocabulary.

F. Hypotheses

Based on the theories and frame of thinking, the researcher proposed the hypotheses as follows:

H_a : There is a significant effectiveness of the coral reading strategy on the recount text of students of class VIII A and C of SMP N 20 Bandar Lampung.

H₀ : There is no significant effectiveness of the coral reading strategy on the recount text of students of class VIII A and C of SMP N 20 Bandar Lampung.

⁴⁷Ellen McIntyre et. al. *Reading Instruction for Diverse Classrooms; Research-Based, Culturally Responsive Practice* (New York: The Guilfo Rd Press.2011)p.98

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