IMPROVING THE TENTH GRADERS' READING ACHIEVEMENT ON DESCRIPTIVE TEXTS USING CHORAL READING STRATEGY AT SMK GAJAH MADA 3 PALEMBANG

A Thesis by

LENNY ITA MARBUN

Student's Number 2004410003

English Education Study Program

FACULTY OF TEACHING TRAINING AND EDUCATION

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Faculty of Teacher Training and Education

Approved By

ADVISOR I

Dr. Hj. Gaya Tridinanti, M.Ed.

ADVISOR II

Heru Setiawan, M.Pd.

Certified By
Dean of Faculty of Teacher Training And Education

Nyanyu Lulu Nadya, M.Pd.

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DESCRIPTIVE TEXT USING CHORAL READING STRATEGY AT SMK
GAJAH MADA 3 PALEMBANG

Name : Lenny Ita Marbun
Students' Number : 2004410003

This thesis was defined by the writer is the Final Program Examination and
was approved by the examination committees on:

Day : Thursday
Date : September 19th, 2024

Examination Committee   **Signature/Date**

1. Chair Person : Dr. Hj. Gaya Tridinanti, M.Ed.

2. Member : Heru Setiawan, M.Pd.

3. Member : Dr. Darmawan Budiyanto, M.Pd.

Palembang, October 2024
Dean of Faculty of Teacher Training
and Education,

Nyayu Lulu Nadya, M.Pd.

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MOTTO

" If you ask Me anything in My name, I will do it. "

(John 14 : 14)

This thesis is decided to :

1. *Lord Jesus Christ, the Savior of eternal life.*

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Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur- unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta proses sesuai dengan peraturan perundang-undang yang berlaku (UU) No. 20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, Oktober 2024

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2004410003

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Palembang,   October 2024

The Writer,

LENNY ITA MARBUN

ABSTRACT

The objective of this research was to determine whether there was a significant difference in reading achievement on descriptive text between tenth grade students at SMK Gajah Mada 3 Palembang who were taught using the choral reading approach and those who were not. The participants in this research were tenth grade students from SMK Gajah Mada 3 Palembang. This research sample consisted of 41 students chosen using a purposive selection approach. They were placed into two groups: experimental and control groups. This research used a quasi-experimental design. The data collection tool was a reading achievement exam, which was administered twice to the sample (pretest and posttest). There were 20 valid multiple-choice questions. The test resulted in a two-tailed significance level of 0.000, which was less than 0.05. With df 39, the independent sample t-test resulted in a t-table of 6.051. Because the t-value was greater than the t-table (1.6849), the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) confirmed. There was a substantial difference in reading achievement on descriptive text between tenth grade students at SMK Gajah Mada 3 Palembang who were taught using choral reading strategies and those who were not.

Keywords : *Reading Achievement, Choral Reading Strategy, Descriptive Text.*

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CHAPTER I

INTRODUCTION

This study discussed about: (1) background, (2) the problems of study, (3) the formulation of problem, (4) the objective of study, and (5) the significances of study.

1.1 Background of Study

English as an international language is currently widely utilized in a varietyof professions all around the world. Learning English is vital, and individuals worldwide choose to acquire it as a second language. Everyone uses English to interact and communicate (Mandasari & Wahyudin, 2021). Many nations included Indonesia English is used as a second language in their school curricula, and children began studying English early (Sinaga, 2021). English was a vital subject in our educational system. Concrete choices made by the Indonesian government reveal that English was being included in the curriculum at the high school or vocational level.

One part of the English skills was reading. As stated by Sari (2019), reading is a process of interactions between the reader and the material in which all the schematic knowledge is interacted with all the reader's social and contextual factors. Nur and Djuwairiah (2017) stated that reading was a part of language skills that required an interactive approach through text to comprehend the meaning and get information from written text. Reading is one of the English skills learners must acquire, along with speaking, listening, and writing. Burhan (2012, p. 9) stated that reading skill was a physical and cerebral activity that reveals the meaning of written texts, and

it included the process of learning letters. To grasp the meaning of the text, students must be able to analyze and interpret the text, which makes it easier to understand the text itself. Students must also understand the goals of the writers' points of view in order to understand the text.

The goal of reading was to be able to comprehend the text more effectively. Additionally, reading a text will provide the students with fresh perspectives and knowledge that will boost their intelligence and prepare them for problems in the real world. Students should master all genres of texts; one of them was a descriptive text. In addition to Loka (2020), descriptive text was intended to describe a particular thing, person, animal, or place. When reading a descriptive text, students need to grasp that it has four linguistic features: action verbs, simple present tense, utilizing adjectives to describe nouns, and specified participants. According to Eko (2017), the process of description was done by ordering their characteristics clearly, starting with being named, classified, and dealing with their attributes, behaviors, functions, and so on, so that the readers or hearers could possibly notice what the writer was writing about as if they could directly see it through their own eyes.

Based on the researcher's observation and interview with one of the English teachers at SMK Gajah Mada 3, the researcher found that the students still lacked English skills. One of the most common challenges with learning is a lack of motivation, which can lead to difficulty in vocabulary, grammar, reading, writing, speaking, and listening in English. It was in line with Filgona et al (2020) statement that motivation was crucial since it

encouraged and energized learners to think, concentrate, and learn successfully. Certain things could impact motivation. These aspects included students' needs, interests, enjoyment, social lives, teachers, instructional methods, and learning environments.

Thus, some students at SMK Gajah Mada 3 still got low grades, only 50% of students there who passed the minimum grades. This is problematic because most of the questions assessed require reading the text and also Vocational High Schools in which students master English have a significant impact on their future skill capital, the researcher was attempting to increase students' reading accomplishment to earn maximum grades, and the researcher was interested in expanding this title to include a study that assists students and teachers in matching the strategy of teaching and improving their reading comprehension.

Table 1. The Students English Score

No	Score (KKM)	Classes			The Number of Students	Percentage
		X.AK	X.MP 1	X.MP 2		
1	>70	13	11	4	28	50 %
2	< 70	8	9	11	28	50 %
Total		21	20	15	56	100 %

(Source: Teacher's Documentation of the Tenth Grade of SMK Gajah Mada 3 Palembang)

Lack of interest in reading was one of the issues the students had with reading, not their lack of ability (Sakinah 2018). Readers must read regularly and often to increase their reading achievement. As long as students have a favorable attitude toward reading activities, they will adopt this behavior if

they perform this reading exercise frequently and consistently. This study aims to provide a solution to the taught method by utilizing the choral reading strategy to address this issue. Thus, the researcher taught students the choral reading technique. To use this technique, the students read confidently and applied the choral reading strategy; nobody notices when they make mistakes when they read. It is hoped that using this approach will help students love reading.

According to Tri (2021), choral reading, also known as choral speaking, is the simultaneous oral reading of information by two or more people and has been shown to be extremely effective in eliminating stuttering. According to Soto Taberes (2016), in choral reading, the teacher and students read a paragraph or sentence at a time, giving them the advantage of a model while practicing reading aloud. Choral reading helps students gain confidence by making it simple to pronounce and grasp words one at a time. As a result, the choral reading strategy should be used as an alternative method of dealing with these challenges. To sum up, the classroom strategies include using choral reading strategies by teachers to help students absorb the words in a chapter by establishing small groups and then reading aloud together. This procedure's purpose was not only to protect students from stuttering but also to increase their English fluency and progressively boost their self-confidence.

Here were some previous studies related to this research, the first came from Sulung (2021) found that choral reading strategy has succeeded in enriching students reading comprehension. This strategy increased the

interaction of the teacher to all students. Meanwhile, Ayuba (2022) in him research implementation of Choral Reading Method to seventh-grade in improving students' reading fluency at SMP N 1 Botupingge. The result of the research was that it was effective to be used in reading class to effect students reading fluency. Next, based on the result of the study by Ismayanti (2017), indicated that using the choral reading strategy had a considerable influence on students reading comprehension. Thus, the research's findings revealed that students' understanding of how to teach recount material using the choral reading strategy was more significant. Then, Midi (2024) his research found out the use of choral and reading strategy significantly effective to improve the students' reading skill. The last from Nasution (2019), his research proved that the use of Choral Reading learning strategies is very effective. It can be concluded that the Choral Reading Strategy can improve reading achievement in students.

Based on result of previous researcher and the problems above, the researcher tried to promote choral reading strategy in teaching reading achievement for SMK Gajah Mada 3 Palembang at tenth grade. The reason for choosing choral reading strategy is to make students motivated reading achievement which more interesting, focus on individual in groups.

Thus, the researcher was interested in conducting a study on the title "Improving the Tenth Graders' Reading Achievement on Descriptive Texts by Using Choral Reading Strategy at SMK Gajah Mada 3 Palembang.".

1.2   The Problem of the Study

1.2.1 Limitation of the study

The limitation of the study focused on the teaching of reading achievement. Futhermore, the lack of students' reading achievement on descriptive text is the problem at this moment of the tenth-grade students of SMK Gajah Mada 3 Palembang. Thus, Choral reading strategy was applied to improve the students' reading achievement.

1.2.2 Formulation of the Problem

The formulation of this research is formulated as follows: "was there any significant difference in reading achievement on descriptive text of the tenth graders at SMK Gajah Mada 3 Palembang who were taught by using choral reading strategy and those who were not?".

1.3   Objectives of Study

Based on the problem above, the objectives of this study was to find out whether or not there was significant difference in reading achievement on descriptive text of the tenth graders at SMK Gajah Mada 3 Palembang who were taught by using choral reading strategy and those who were not**.**

1.4   Significance of the Study

This study would be useful in learning English for:

a.   The Students

This study hope help students increasing the fluency and success of their reading. The student's knowledge and understanding of text-reading proficiency aregood. To lessen their difficulties reading English, they might use the choral readingstrategy.

b.   The Teachers

To provide guidance to teachers on how to used the Choral Reading Strategy to address issues with reading achievement Learners. This strategy may be able to teach reading more effectively if they apply the findings of this study.

c.   The Researcher and Other Researchers

Hopefully, this study can serve as a broad summary of the issues affecting students' reading performance in order to provide alternative methods and approaches that might be applied to raise students' reading achievement in texts in later research. As references to perform more study in the same issue across severaltopics in the varied context. This study might serve as a model for others who desire to do research in a comparable sector.

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