

**THE INFLUENCE OF USING CHORAL READING  
TECHNIQUE TO THE ELEVENTH GRADE  
STUDENTS' READING MASTERY  
AT SMA NEGERI 1 KASIMBAR**



**THESIS**

*Thesis Submitted in partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd) in English Tadris Study Program at  
Teacher Training and Tarbiyah Faculty State Institute for  
Islamic Studies (IAIN) Palu*

**By**

**ANDI ALDI  
NIM : 16.1.16.0040**

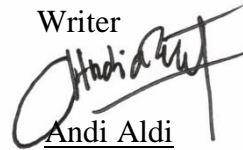
**STUDY PROGRAM OF ENGLISH TADRIS  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALU  
2021**

## STATEMENT OF THESIS AUTHENTICITY

The writer who signed below states that this thesis is the result of his own work. If in the future it is proven that this thesis is the result of duplication, imitation, plagiarism, or made by other people, partially or completely, then the thesis and degree obtained will be canceled and released by law.

Palu, 17 June 2021 M  
06 Zulkaidah 1442 H

Writer

A handwritten signature in black ink, appearing to read 'Andi Aldi', written over a horizontal line.

Andi Aldi

NIM.16.1.16.0040

## APPROVAL SHEET

Thesis entitled “The Influence of Using Choral Reading Technique to the Eleventh Grade Students’ Reading Mastery at SMA Negeri 1 Kasimbar” by Andi Aldi, NIM: 16.1.16.0040, student of English Tadris study program at the Teacher Training and Tarbiyah Faculty, State Institute for Islamic Studies (IAIN) Palu. After observing and correcting the thesis, each supervisor sees that the thesis has been fulfilled scientific requirements to be examined.

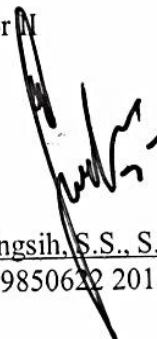
Palu, 17 June 2021 M  
06 Zulkaidah 1442 H

Advisor I



Drs. Muhammad Ihsan, M.Ag  
NIP. 19650530 199203 1 006

Advisor II



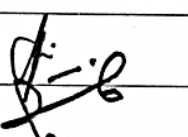
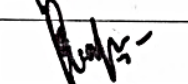
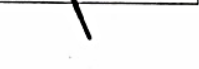


Fitriningsih, S.S., S.Pd., M.Hum  
NIP. 19850622 201503 2 002

## RATIFICATION

Thesis by Andi Aldi NIM: 16.1.16.0040 with title “The Influence of using Choral Reading Technique to the Eleventh Grade Students’ Reading Mastery at SMA Negeri 1 Kasimbar” which has been examined in front board examiner Teacher Training and Tarbiyah Faculty, State Institute for Islamic Students (IAIN) Palu on 13 April 2021 M/01 Ramadhan 1442 H. It is seen that thesis has met the criteria for writing scientific papers and can be accepted as a requirements to be obtain a Degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program with some improvements.

### Board Examiner

Position	Name	Signature
Head	Hikmatur Rahmah, Lc., M.Ed	
Examiner I	Dr. Hj. Nur Asmawati, S.Ag., M.Hum	
Examiner II	Afifah, S.Pd., M.Hum	
Advisor I	Drs. Muhammad Ihsan, M.Ag	
Advisor II	Fitriningsih, S.S., S.Pd., M.Hum	

Knowing:

Plt. Head of English Tadris Study  
Program



Rasmih, S.Pd., M.Pd  
NIP. 19860624 201903 2 011

Dean Faculty of Tarbiyah and Teacher  
Training



Dr. Hamlan, M.Ag  
NIP. 19690606 199803 1 002

## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ.

Praise to Allah SWT for His Blessing and Mercy, the writer can finally accomplish this undergraduate thesis. Sholawat and salam always we sent to prophet Muhammad SAW who had delivered the truth to human being in general and muslim in particular.

When finishing this thesis, the writer has obtained so much help, assistance, aid support and many valuable things from various sides. Therefore, the writer would sincerely thank:


1. Both of the writer's parents, Andi Rahman and Suaida. This research will be dedicated to them who always have given great motivation and suggestions since the writer was in Elementary School until this point.
2. Prof. Dr. H. Sagaf S. Pettalongi, M.Pd., as the rector of Institute for Islamic Studies Palu, along with the elements of leadership, who had encouraged and had given policies to the researcher in the various ways.
3. Dr. Hamlan M. Ag as the Dean of the Faculty of Tarbiyah and Teacher Training (FTIK) who had given permission in the preparation of this thesis.
4. Rasmi, S.Pd., M.Pd as the Head of English Tadris Study Program at IAIN Palu who had provided input for further thesis improvement.
5. Drs. Mohammad Ihsan, M. Ag and Fitriningsih, S.S., S.Pd., M.Hum as the supervisor and co. supervisor for their time, guidances, valuable suggestions, and corrections during the research.
6. Misra, SE. MM, as the Head Master of SMA Negeri 1 Kasimbar who had facilitated the writer during the research.

7. Umar A. Amir, SE. M.Si, as the Vice HM Curriculum for studentship affairs of SMA Negeri 1 Kasimbar who had provided data about the school and assisted the writer during the research.
8. Herawati S. Pd. as the English teacher of SMA Negeri 1 Kasimbar, who had helped and provided direction to writer while conducting the research.
9. All of the writer's classmates of TBIG 2, the second generation of the English Study Program who always encourage the writer to compile this thesis.
10. The deepest thanks to all of the lecturers and staff of the Department of English Tadris Study Program at State Institute of Islamic Studies (IAIN) Palu, who have provided a lot of knowledge to the writer during his study at IAIN Palu.
11. All of the participants (all of the eleventh-grade students of SMA Negeri 1 Kasimbar) who have been willing to take the time for writer to conducted the research in their class.

At last, the writer always wishes that all the assistance given in-depth will get unlimited rewards from Allah SWT.

Palu, 17 June 2021 M  
06 Zulkaidah 1442 H

Writer

  
Andi Aldi  
NIM. 16.1.16.0040

## TABLE OF THE CONTENTS

STATEMENT OF THESIS AUTHENTICITY .....	i
APPROVAL SHEET .....	ii
RATIFICATION.....	iii
ACKNOWLEDGMENTS.....	iv
TABLE OF THE CONTENTS .....	vi
LIST OF TABLES .....	viii
LIST OF CHARTS .....	ix
LIST OF APPENDICES .....	x
ABSTRACT .....	xi
CHAPTER I INTRODUCTION	
A. Background .....	1
B. Research Question .....	6
C. Objective of the Research .....	6
D. Significance of the Research.....	6
E. Focus of the Research .....	7
F. The Outlines.....	7
CHAPTER II REVIEW OF LITERATURE	
A. The Previous Studies .....	9
B. Literature Review .....	11
C. Theoretical Framework .....	26
D. Hypothesis .....	26
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design .....	28
B. Population and Sample .....	29
C. Variables of the Research .....	31
D. Instrument of the Research .....	33
E. Technique of Data Collecton .....	34
F. Technique of Data Analysis.....	37

#### CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Profile of SMA Negeri 1 Kasimbar: Research Setting .....	41
B. The Background of the School .....	42
C. Findings of the Data.....	46
D. Findings of the Observation.....	46
E. Findings of the Pre-test .....	48
F. Findings of the Post-test .....	54
G. Deviation and Standar Deviation .....	59
H. Testing Hypotheses.....	62
I. Discussions .....	64

#### CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion .....	66
B. Suggestion.....	66

#### REFERENCES

#### APPENDICES



## LIST OF TABLES

1. Scheme of Research.....	29
2. The Blueprint of Pre-test and Post-test.....	35
3. Facilities and Infrastructures of the School.....	41
4. Data of Teachers and Official Employees.....	44
5. Total of Students at SMA Negeri 1 Kasimbar.....	45
6. The Checklist of the Learning Process in the Class.....	47
7. Qualification of Students' Score.....	49
8. The Result of Pre-test of Control class.....	49
9. The Result of Pre-test of Experimental Class.....	52
10. The Result of Post-test of Control Class.....	55
11. The Result of Post-test of Experimental Class.....	57
12. Deviation and Square Deviation of Control Class.....	59
13. Deviation and Square Deviation of Experimental Class.....	60

## **LIST OF CHARTS**

1.	The Result of Pre-test of Control Class.....	51
2.	The Result of Pre-test of Experimental Class.....	53
3.	The Result of Post-test of Control Class.....	56
4.	The Result of Post-test of Experimental Class.....	58

## **LIST OF APPENDICES**

1. One tail test and two tail test
2. Lesson plan
3. The students' pre-test and post-test
4. Berita acara dan daftar hadir seminar proposal skripsi
5. Surat izin penelitian untuk menyusun skripsi
6. Certificate of completion of research (SK tanda selesai meneliti)
7. Consultation book
8. Seminar card
9. Research documentation
10. Curriculum vitae

## ABSTRACT

Nama Penulis : Andi Aldi  
NIM : 16.1.16.0040  
Judul Thesis : THE INFLUENCE OF USING CHORAL READING  
TECHNIQUE TO THE ELEVENTH GRADE  
STUDENTS' READING MASTERY AT SMA NEGERI 1  
KASIMBAR

---

Reading mastery is the ability to process the text, understand the meaning of the text and integrate it with what the reader knows. The students' reading mastery at SMA Negeri 1 Kasimbar is still low. To overcome the students' weaknesses in reading mastery, the writer applied choral reading technique. Choral reading is one of a good technique that can be implemented by the students as individual or in group. Choral reading involves students reading together with a fluent reader. The objective of this research is to know whether there is or not a significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.

This research was conducted at SMA Negeri 1 Kasimbar and employed quasi and need pre-test and post-test to both the experimental class and control class. The population of this research were the students of the eleventh grade of SMA Negeri 1 Kasimbar. The sample was selected by using a quota sampling technique. The sample were 42 students of IPA class, each class totals 21 students. IPA1 as experimental class and IPA2 as control class .

The writer analyzed the data statistically. In analyzing the data, the writer used a 0.05 level of significance and the degree of freedom (  $df = N_x + N_y = 21 + 21 - 2 = 40$  ).

The results of the data analysis show that the mean score of the experimental class (71,19), it was higher than the mean score of the control class (58,81). The result of t-counted (3,729) which was higher than the t-table (2,023), means that the hypothesis of the research was accepted.

In conclusion, there was significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.

## CHAPTER I

### INTRODUCTION

#### ***A. Background***

Reading is one important skill in learning English especially in schools. For beginners, reading is important to increase their knowledge. Reading is a process of interpreting the message. A good reader must have a good ability in order to know the meaning and the main point of the text. In order to accomplish success one needs to have a good reading and reading comprehension. Without these skills, students will struggle to grow academically as reading is the foundation to all academic subjects such as history, science and also influences the students' ability to write.

Reading also is one of the skills that has to be mastered by students. The students will learn new knowledge and new information by reading. They are able to have good mastery in reading because it helps them understand the information that they want to get. If they do not, they find it difficult to get the message from the text. Reading is not only about fluency but also how the students understand the information conveyed by the writer. They should know the meaning of the text in order to make them know the passage.

According to David Nunan, reading is a set of the skills that involves making sense and deriving meaning from the printed word.<sup>1</sup> Beside that, most of

---

<sup>1</sup> David Nunan, *Practical English Language Teaching*. (New York: McGraw Hill Companies Inc ,2005), 69.

the readers can get much information based on what they read such as health, technology, art, politic, culture, sport, etc.

In SMA Negeri 1 Kasimbar, the students almost never read English text because they feel difficult to understand the texts. Because of it, they are still low in mastering in English mainly in reading mastery. Reading mastery lessons incorporate accuracy and fluency instruction by daily oral reading, repeated readings, and partner reading. In the beginning of each lesson, students orally read lists consisting of words that they will encounter in the text for that specific lesson. Students take turns reading parts or all of the reading selection aloud. If a student makes a mistake, he or she is asked to reread the sentence. There is an error limit for each section. If students exceed the error limit, they are required to read the section again for extra practice. In addition, students receive practice with fluency by reading sections aloud with partners. Teachers can monitor students' progress by specific rate and accuracy criteria provided in the program. The level of expectation increases as students' progress through the different levels of reading mastery.<sup>2</sup>

The students also have less vocabulary and it is difficult to pronounce the English text. It is one of the problems of the students. They should practice reading English texts to make their reading mastery better.

---

<sup>2</sup>Sara J. Gervase. "Reading Mastery: A Descriptive Study of Teachers Attitudes and Perceptions Towards Direct Instruction. A Thesis, (Bowling Green University Graduate Student, 2005), 14

The writer found problems in English, such as the students at SMA Negeri 1 Kasimbar, especially grade XI IPA that do not interest learning their reading subject more. The students feel difficult to understand the reading texts, so they feel bored and lazy to learn English reading subject.

The reading ability of students especially grade XI IPA is still so low, due to several aspects, among others in terms of students, media, strategies, and infrastructure. Grade XI IPA students of SMA Negeri 1 Kasimbar on average do not have supporting books/reading material, reading with the index finger followed, reading still stammers, students read carelessly, almost all of the sentences that are not read according to the correct rules. The media used is still monotonous, not yet varied, causing students not be interested in attending the lesson. During the learning process, many students only talk to their friends, some play smartphones, dumbly, get sleepy, make the subjects underestimated. The use of learning techniques is still not appropriate. So that the material delivered by the teacher is not about the target.

Most of the students are silent, indifferent to the lessons delivered by the teacher. They are preoccupied with their own activities, even some students are sleeping. The available infrastructure is still limited so that not all students can use it simultaneously at the same time, for example an English dictionary and LCD/projector. Students do not have student worksheet books let alone other reference books. So, learning depends only on the teacher in front of the class. This has caused the students' reading mastery to not reach a standard competency.

Based on the results of learning that have been done so far, the competencies that are expected cannot be achieved due to the application of techniques that are still not appropriate and the use of media that is not appropriate. Therefore it is necessary to apply choral reading techniques through the explanation text as the media. So students become more interested, creative, innovative to follow the lessons so that they can develop their fluency and reading mastery.

Creative and innovative learning is an effort to realize meaningful learning for students according to the expected goals in each subject. In this study, the writer can formulate that reading skills can be improved by using choral reading technique through the explanation text as the learning media.

In choral reading technique, students read a passage in unison. The leader is usually the teacher or another model reader. This technique is more interesting for students. The students can practice to read together with their friend. Poor readers as well as shy ones can use the whole-group format to avoid humiliating corrections while they gain confidence in themselves. The obtrusive student may be tempered through the same whole-group format, which discourages that students from showing off.

Hasbrouck states, choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' mastery, fluency, self-confidence, and motivation.<sup>3</sup> Choral reading involves students and teachers simultaneously reading the text together. During choral reading, it is the teachers'

---

<sup>3</sup>Hasbrouck, J. *Choral Reading*. from [https:// www. readingrockets. Org / strategies / choral reading](https://www.readingrockets.org/strategies/choral-reading). (2006).( accessed on 06 June, 2016).



job to set the pace of the reading. When the teacher reads, students read along with him or her, imitating his or her inflection and tone of voice. It provides students with supported word recognition and provides them with access to the text. There may be variations in choral reading to develop students' reading mastery. So, the more students practice reading, the more they master vocabulary. When the students have many vocabularies, it will make them easier to comprehend the text. So, choral reading technique is the technique that can help students to improve their reading mastery.

What was stated by Wood, that choral reading means read aloud with the same text at the same time. According to Wood, by reading together in unison, and the child hears our voice, it is automatic guide and support in reading. Meanwhile according to Stoodt, Amspaugh, & Hunt, uses one choice with various choral reading methods, so that students learn about various ways to express meaning. By choosing wrong one method of choral students can express meaning correctly because reading aloud together makes it easy for students to grasp the, meaning.

So by reading unanimously together with the whole class or student groups can help students' reading mastery, fluency, confidence, and motivation. Because by reading aloud, students who usually feel nervous when reading will have direct support.

In this research, the writer uses a kind of text namely explanation text as the media. In which the students not only read but understand the aim of the text. An explanation text is a non-fiction text that is used to describe how or why things

happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).<sup>4</sup>

The purpose of this study is to find out the steps of the model choral reading technique through explanation text as learning media to improve the activeness and learning outcomes of class XI IPA students of SMA Negeri 1 Kasimbar, and develop the students' reading mastery of class XI IPA through the application of learning models choral reading technique explanation text as learning media at SMA Negeri 1 Kasimbar.

Based on background above, the writer was interested to investigate about the effect of choral reading in students' reading comprehension entitled "The Influence of Using Choral Reading Technique to the Eleventh Grade Students' Reading Mastery at SMA Negeri 1 Kasimbar".

### ***B. Research Question***

The research question of this research as follows:

Is there significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar?

### ***C. Objective of the Research***

To find out whether there is or not significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.

### ***D. Significance of the Research***

---

<sup>4</sup>Mahrukh Bashir, *Bahasa Inggris: SMA/ MA/ SMK/ MAK Kelas XI*, (Jakarta: Pusat Kurikulum dan Perbukuan, 2014), 101.

In general, this research are expected

1. To make a positive contribution to obtain accurate information about reading mastery in schools.
2. To support the existence of theories about students' understanding and mastery in reading.
3. To contribute to the teaching and learning process at SMA Negeri 1 Kasimbar by introducing choral reading technique.

#### ***E. Focus of the Research***

In order to limit and direct this research, the writer will focused on:

1. The using of choral reading technique in learning process in the classroom.
2. The use of several kinds of text, namely explanation text, which will be the material on eleventh grade students at SMA Negeri 1 Kasimbar.

#### ***F. The Outlines***

In providing a systematic and logical description of the discussion in the preparation of this thesis, the writer set the sistematic discussion into five chapters. The chapters are Chapter I, Chapter II, Chapter III, Chapter IV and Chapter V. Following are details of these chapters:

1. Chapter I contains introduction with a background, research question, the objective of research, significance of the research, focus of the research, and the outlines.
2. Chapter II is presented with a review that pleases with the title. This is used to a reference or guide and at the same time provides direction in discussing this thesis.

3. Chapter III discusses approach and research design, population and sample, variables of the research, instrument of the research, technique of data collection, and technique of data analysis. These things are very important in conducting research so that research can run well and get the desired results.
4. Chapter IV is a chapter that contains profile of SMA Negeri 1 Kasimbar, the history of SMA Negeri 1 Kasimbar, findings of the data, observation, pre-test and post-test, deviation and standar deviation, testing hypotheses and discussion.
5. Chapter V is the closing chapter which contains the conclusions and suggestions from the author to develop further research.

## CHAPTER II

### REVIEW OF LITERATURE

#### *A. The Previous Studies*

This part discusses the previous studies especially those concerning with the analysis about the effect of using choral reading technique on student's reading mastery.

Margaretta, conducted a research entitled: *"Teaching Reading Descriptive Text Using Choral Reading Method"*.<sup>5</sup> The objective of this research was to describe the effectiveness of choral reading method in teaching reading descriptive text. The writer takes the 8<sup>th</sup> grade students. The design of this research was experimental research. The finding of this research was teaching reading descriptive text using choral reading method is effective.

Deni Ismayanti, conducted a research entitled: *"The Effect of Applying Choral Reading Method on the Students' Comprehension in Recount Text"*.<sup>6</sup> The aim of this study is examines the use of choral reading method in teaching recount text. Sample of this study was the middle students in Junior High School. The design of this research was classroom action research. The research finding shown that use choral reading method able to improve the students' reading comprehension of recount text.

---

<sup>5</sup>Margaretta "Teaching Reading Descriptive Text Using Choral Reading Method". Online Published (Pontianak: English Education Department of Teacher Training and Education Faculty, Tanjungpura University, Pontianak, 2014)

<sup>6</sup>Deni Ismayanti "The Effect of Applying Choral Reading Method on the Students' Comprehension in Reading Recount Text". Online Published (Medan: Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara, Medan, 2017)

Wildatul Khairah conducted a research entitled: *“The Effect of Choral Reading Strategy Toward Students’ Reading Fluency”*.<sup>7</sup> The objectives of this research are to find out whether choral reading method is effective in improving the students’ reading fluency. There were two classes use as samples were the second year of Junior High School. The design of this study was experimental research. The finding of this research was the students’ reading fluency was improved after was taught by using choral reading method.

Based on previous studies above, the writer used descriptive text and recount text as the media in choral reading method, while in this study the writer use explanation text as the media. In previous studies, they used the design in their study were experimental research and classroom action research, while in this study the writer use quasi-experimental research (nonequivalent control group design). In this study the writer takes the eleventh grade students as population and two classes as sample.

Concerning with the previous studies above, the writer assumed that the choral reading can help the teacher and the students in teaching process. It can be an alternative technique for teaching learning since it was expected to make the students interested and enjoy in learning English particularly in reading mastery.

From three of those studies, they have the same result that by using choral reading technique as the means to increase students’ reading skills is the a good alternative especially in reading mastery.

---

<sup>7</sup>Wildatul Khairah “The Effect of Choral Reading Strategy Toward Students’ Reading Fluency at the Second Year Students of Islamic Junior High School Kuntu Regency of Kampar”. Online Published (Pekanbaru: Department of English Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012)

## ***B. Literature Review***

### **1. The Nature of Reading Mastery**

#### *a. Reading*

Reading is one of requirements that enhance individuals' ability of adaptation to social life and fulfill their needs. People using their reading skills from childhood to the end of life. It is an active process that builds new learning by combining new information with the current knowledge.<sup>8</sup> Reading as one aspect of the four language skills, plays an important role in language teaching. Said to be important because, in Addition to teaching listening, speaking and writing. Reading skill is one very powerful tool for obtaining a wide range or specific information, including science and technology. Everyday we read books, magazines, advertisements, paper, etc. To get information from a book, we need to comprehend it well.

From reading, students gets many benefit. Reading is not only a source of information but also as a means of consolidating and extending one's knowledge of language. I.S.P nation says that reading is a source of learning and enjoyment. With reading, the learners can learn new vocabulary and grammar. Reading can also be a source for enjoyment and a way of gaining information in the world. Zuchdi and Budiasih also has explained that:

Reading is one type of written language skills who are receptive. Called receptive because by reading a person will obtain information, acquire science and knowledge and new experiences. All of which is obtained

---

<sup>8</sup>Hülya Kodan "The Effects of the Methods of Choral, repeated and Assisted reading on the Reading and Reading Comprehension Skills of Poor Readers", conducted under the supervision of Hawaii Akyol. Online published (Turkey: Bayburt University, Education Faculty, Departement of Primary Education, 2017), 160.

through reading would allow a person to enhance the power of thought, sharpen vision, and broaden their horizons.<sup>9</sup>

For adult, being able to read individuals the opportunity to become more autonomous, to make choices, to evaluate different points of view, to make informed decisions and to gain access to new idea or new points and to analyze information. It is clear that the children's purpose in reading are different from adults. Most of the children read the text for pleasure.

As explained above, reading can be easier to do if we do it as a pleasure activity. Reading is a process. Kalayo and fausan says that reading is interactive process that goes on the between reades and the text. Resulting comprehension. According to David Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that we can build meaning of text if we are combining our background knowledge and information from the text. Ann browns also says that reading is an active and complex process which draw on the application of a number of skills and knowledge about language and print. It means that we read the text, we should apply our skills to gain the meaning from the text.

#### *b. Models of reading*

Most models maybe placed in one of three classes, as follows:

##### 1) Top-down Model

---

<sup>9</sup>Zuchdi and Budiasih, *The Nature of Reading*, (*Learning Media*, <http://jundanjin.blogspot.com/2011/01/nature-of-reading.html>), (accessed on December 06, 2019)



According to J. Charles, “top down model mean that Approaches emphasis the importance of these schemata, and the reader’s contribution over the incoming text “. <sup>10</sup> In top-down model, the peruser's earlier information and intellectual and semantics skill assume key jobs in the contracion of significance.

The end is in the top-down model, the reader assumes a functioning job all the while understudy attempts to anticipate the perspective of the content dependent on students own earlier information to get the data from the content.

## 2) Bottom-up Model

Bottom-up model, means that approaches are serial models,where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings. <sup>11</sup> It means that when people are reading, they pick up the graphic or symbol information from the text (letters, words, phrases,sentences). Next syntactic and semantic processing will be happened. As the result, the written text are understood by the reader.

## 3) Interactive Model

Interactive models are not merely are compromise Between bottom-up and top-down model. Neither the bottom up now top-down, is an adequate characterisation of the reading process, and more adequate models are known as interactive models. <sup>12</sup>

---

<sup>10</sup>J. Charles Alderson, *Assesing Reading*, (New York: Cambridge University Press, 2000),

<sup>11</sup>*Ibid* , 16.

<sup>12</sup>*Ibid.*, 18.

It means that this model occurs when both of bottom-up and top-down model processes accuracy when the reader read the text.

*c. Reading Mastery*

According to Schieffer et al. (n.d.), “Reading Mastery are basal reading programs ( that develop vocabulary, reading skills and strategies through systematic, small steps that make it possible for all students to learn and learn in a timely manner)”<sup>13</sup>

Schieffer et al. (n.d.) explain that reading mastery recognizes that a prerequisite to learning to read is oral language skills. Oral language skills necessary to understand what is spoken, written, and read in the classroom are taught in the reading mastery.

Reading mastery is best used in small group setting, and is often adopted by a whole school. Direct instruction takes place between the teacher and the students. During the initial phases of a lesson, students respond to the teacher as a group. Once the concept or skill is firm, children are called on to respond on an individual basis. Students also do private work in a series of workbooks, designed to consolidate their learning.<sup>14</sup>

Reading mastery targets the development of four reading-related skills. In sequential order:

1) Phonemic Awareness

---

<sup>13</sup>Sara J. Gervase. “Reading Mastery: A Descriptive Study of Teachers Attitudes and Perceptions Towards Direct Instruction. A Thesis, (Bowling Green University Graduate Student, 2005), 11

<sup>14</sup><http://www.sraonline.com>

Students are taught how to segment or break words down in their smaller sound-units. Common, high-frequency letters and sounds are taught how to blend phonemes together to form words.

## 2) Decoding

Students are then taught to use what they have learned in decoding and spelling words. Reading mastery uses a specific orthography at this stage, designed to aid children with decoding words. The orthography provides visual cues about, for example, which letters are stressed and which are not. It is gradually faded out so that students read conventional letter-formations after having sufficient practice with phoneme awareness.

## 3) Irregularities

The next step involves teaching sight recognition of common irregular words, i.e those which cannot be decoded phonetically. It involves repetition and practice.

## 4) Reading Accuracy and Fluency

Students read the text aloud which are primarily composed of words they already know. Students can be constantly monitored for reading the words with correctly and quickly.<sup>15</sup>

## 2. Choral reading

### a. Definition

---

<sup>15</sup>*Ibid*

Choral reading technique is a technique for concert reading. According to Sylvia and Sharon, choral reading is reading of text by several students in unison.<sup>16</sup>

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.<sup>17</sup>

Choral reading is well suited for short story, poetry, rhymes, and dialogues. Choral reading give students the opportunity to try out language. This practice also helps students improve their sight vocabulary and develop oral language skills.<sup>18</sup> In the other hand, Wood states that choral reading can be an enjoyable and engaging method to employ. Having students read at significant point in a selection can increase suspense or express an emotional reaction intended by the author.<sup>19</sup>

Choral reading is quite rewarding and relatively easy to organize. Students 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.

---

<sup>16</sup>Sylvia Linan-Thompson and Sharon Vaughn, *Research-Based Methods of Reading Instruction for English Language Learners grades K-4* (USA: ASCD, 2007), 152.

<sup>17</sup>Kathryn 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. 188.

<sup>18</sup>Judie Haynes, *Getting Started with English Language Learners*, (USA: ASCD, 2007), 83.

<sup>19</sup>Barbara J. Wendling and Nancy Mather, *Essentials of Evidence*, (Autralia: Wiley, 2008), 38.

From the definition above, the writer presumed that choral reading technique is reading materials as one with one speaker or more simultaneously. In this technique there is a leader that will guide the text. The leader reads loudly and the other students will follow the leader.

*b. Types of choral reading*

- 1) Refrain is one of the most common forms of choral speaking. One person reads the narrative portion of the text while the rest of the class join in the refrain.
- 2) Unison, calls for the whole group to read the material together, additional sound effects might be incorporate.
- 3) Antiphon calls for the class to be divided into two or more groups, with each group being responsible for a certain part of the selection.
- 4) Cumulative choral reading or speaking revers to a method where groups of voices are added to or subtracted from the choral reading. Depending on the message or the meaning communicated by the selection.
- 5) Solo lines is a type of choral reading where individuals read spesific lines in appropriate places throughout the group activity.
- 6) Line around is more solo work where each line is taken by different person in the group.

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading help builds student's fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-consciuous or nervous about reading aloud have built-in

support. It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own. It provides a model for fluent reading as students listen. It helps improve the ability to read sight word.

Choral reading can use with choose a book passage that the works well for reading aloud as a group; patterned or predictable (for beginning readers), not too long, and it is at the independent reading level of most students. Provide each student a copy of the text so they may follow along. Read the passage of story aloud and model fluent reading for the students. Ask the students to use a marker for finger to follow along with the text as they read. Reread the passage and have all students in the group, read the story or the passage aloud in unison. Purpose: to makes students active participants in the poetry experience. Also helps develop fluency in reading. Rationale: better readers and fluency makes for better comprehension of the text being read.

*c. Arrangements*

- 1) Echo reading: the leader reads each line, the group then repeats the line just read.
- 2) Leader and the chorus reading: the leader reads the main part of the poem, and the group reads the refrain or chorus in unison.
- 3) Small group reading: the class decide into two or more groups and each group reads one part of the poem.
- 4) Cumulative reading: one student or group reads the first line or stanza and then another student/group joins in as each line is read.

*d. Procedure*

- 1) Select poem and use the copy to a chart or make individual copies.
- 2) Work with students to decided how to decided how arrange the poem for reading.
- 3) Read with students several times. Emphasize that students should pronounce words clearly and read with expression.

*e. The advantages and disadvantages*

1) Advantages

According to Yunoeka, there are four advantages cited in the survey above and reiterated below should be just as valid, if not more so, in a group reading setting as in an individual one, consider:

- a) Expansion of oral vocabulary-choral reading with a native near-native peacemaking model provides a setting conducive to deriving meanings of unknown vocabulary from the context of the material, especially if the process is repeated several times and key vocabulary words are introduced between readings,
- b) Developing awareness of the sounds of the language – the pace making model not only provides an immediate pronunciation for unknown words which is simultaneously produced by the student, but also provides immediate feedback for words which students have mispronounced,
- c) Facilitation of chunking of words in meaning full groups – choral reading naturally leads students to read in “chunks”, following breaks between the word groups provided by the model,

d) Development of self-confidence – the constant, spontaneous and to a great extent unvarying feedback by the model provides a measure by which students can infer the extent of their own improvement, both in reading speed and understanding.<sup>20</sup>

## 2) Disadvantages

The disadvantages of choral reading technique are:

- a) Choral reading frequently will slow down our reading speed that it always emphasize to improve.
- b) The students are reading easy to embarrassed when reading. They will read worse when being corrected by teacher.
- c) Compared to conversation and discussion, choral reading has little practical value unless the students will be announced in the future.<sup>21</sup>

## **3. The use of choral reading technique to improve students' reading mastery**

This technique can be applied in every grade, teacher can choose the appropriate material that can be use to improve students' reading mastery. Moreover, according to Garrett, choral reading provides support for students who may ordinarily feel self-conciuos or nervous about reading aloud in class.<sup>22</sup>

---

<sup>20</sup>Judy Yoneoka. Choral Reading vs. Individual Oral and Silent Reading: Relative Validity of the Alternatives in the English Reading Classroom.[Electronic Version], Assessed on May 5, 2011, Unpublished), 3.

<sup>21</sup>Nadia Zorrela "Increasing Students' Reading Comprehension Through Choral Reading Strategy at Seventh Grade of Private Islamic Junior High School Jami' Al Kautsar Tapung Hilir". Online published (Medan: Departement of English Education Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatra Medan, 2017), 12.

<sup>22</sup>Laura Garett. Choral Reading Strategy. [Electronic Version] from [http:// myweb.stedwards.edu/~mikekb/ReadStrong/choralreading.html](http://myweb.stedwards.edu/~mikekb/ReadStrong/choralreading.html). (accessed on May 05, 2011)



Reading along with more fluent readers enables less proficient readers to be successful with a shared text. Choral reading may provide the support necessarily necessary to encourage struggling readers to take risks and build their confidence. When students participate in choral reading on a regular and repeated basis, students will internalize the fluent reading of the text being read and begin to transfer their improving fluency and mastery to other texts.

Based on the expert above, choral reading technique can decrease students' nervousness. This technique also increases students' confidence in reading the material aloud. Then, students can read the material well with good confidence.

Choral reading can be an excellent tool for older readers who are not confident but who want to read the good stuff. Children track print as they read, so it can also be a good tool for emergent and beginning readers. This, they can "read" material they cannot read on their own. Choral reading whets their appetite for more reading. It encourages risk taking and builds confidence. It helps build vocabulary as well as comprehension. It also builds classroom community in the same way that singing does. It is excellent for older readers too.

Therefore, choral reading technique is a good technique to improve students' reading comprehension. This technique can increase students' vocabulary and students' reading comprehension. It also helps the students to build their confidence in reading the text.

In conclusion, choral reading technique is a good tool for students in any grade, from the beginner grade until older readers.

#### **4. Explanation text**

### *a. The Definition of Explanation Text*

An explanation is one of writing text that has multiple definitions sorted by experts. According to Blake, it is a text which establishes that the phenomenon exists and explains why or how this came about.<sup>23</sup> A similar definition of explanation text is also defined in a national curriculum school book Bahasa Inggris as a non-fiction narrative used to describe natural, social, and scientific phenomena formed.<sup>24</sup> Based on the description above, the writer can draw a big picture of explanation text: a text which gives the reason ‘why’ and ‘how’ the process of events that has no human involved in.

### *b. The Purpose of Explanation Text*

To explain why and how something in the universe happen is an explanation text’s function. The text is more concerned to actions that have scientific and technical processes. In other words, the purpose is to illustrate a series of actions or operations conducting to an end involved in the formation or working of pristine or something that involves a combination of social and cultural factors phenomena.<sup>25</sup>

### *c. The Schematic Features of Explanation Text*

#### 1) Title

---

<sup>23</sup> Blake, *Explanation Texts Structure and Features of Explanation Texts*, (Blake Education Fully Reproducible, 2011), 62.

<sup>24</sup> Mahrukh Bashir, *Bahasa Inggris: SMA/ MA/ SMK/ MAK Kelas XI*, (Jakarta: Pusat Kurikulum dan Perbukuan, 2017), 101.

<sup>25</sup> Achmad Doddy, Ahmad Sugeng, and Effendi, *Developing English Competencies 3: for Senior High School (SMA/MA) Grade XI of Natural and Social Science Programmes*, (Jakarta: Pusat Perbukuan, 2008), 52.

Explanations have a title that provides and drives the reader to the text. This can appear in a sort of forms from a topic that identifies the action to a how and why issue or a problem that is answered by the explanation.

## 2) General statement

A general statement begins in the first paragraph to introduce or identify the scientific or technical phenomenon. The audience gets a brief introduction to the event or thing and an understanding of the type of text that is to follow.

## 3) Series of sequenced paragraphs

At this stage, students' explanations are producing causal connections as well as consecutive ones. The logically sequenced paragraphs more describe the cause of something rather than concentrating on an object. The explanation order should consist of a series of events, actions, causes, or processes that are the aim of the text type. Actions, causes or events, that link text results in the phenomenon about which the explanation, is written. Events may be associated with period or cause or by both and should be specific and precise, guaranteeing that all components have been involved. Sequences often develop by demonstrating how the events appear over a period of time: this happens and follows the next event. It is important that in addition to investigating the facts, students get the reasons following these facts. Attention should be focused on writing these reasons in their explanations.

## 4) Labelled diagrams and flow charts

Labelled diagrams and flow charts are an addition that can be used to clarify information or to add additional information not included in the explanation. In the scientific text, specific charts and figures are essential to support them.

#### 5) Concluding paragraph

An optionally final statement can bind the information. An optional concluding statement can tie up the explanation<sup>26</sup>

#### *d. The Types of Explanation Text.*

An explanation text has various types as follow:

##### 1) Explaining something-mechanical works

It maybe power-driven demonstrating how a garden engine works, technological about how a computer operates, and natural when illustrating how landslides happen.

##### 2) Explaining things happen

This type explains about why objects and contact something. For example, why bathroom mirrors mist up when somebody showers.<sup>27</sup>

#### *e. Language Features of Explanation Text*

Many language use components mostly should be considered to write an explanation text as follow:

---

<sup>26</sup> Blake, *Explanation Texts Structure and Features of Explanation Texts*, (Blake Education Fully Reproducible, 2011), 62-63.

<sup>27</sup> Blake, *loc. Cit.*

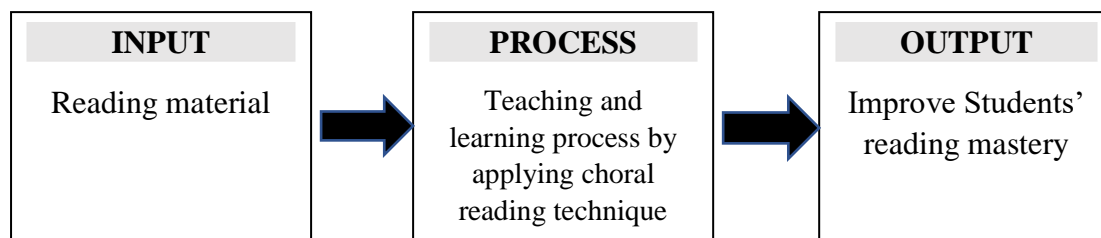
- 1) Use present tense as the text tells about an evidence. For example: The lungs, trachea, and nose trachea, and lungs are the central organs which shape up the respiratory system.
- 2) Use abstract nouns (phrases) as a subject or an object. For example: It all happens in the space of a single breath.
- 3) Use pronouns for words already introduced. For example: This oxygen is brought first in by the nose or mouth. It later moves into the trachea (the pharynx) and on within the voice box (the larynx).
- 4) Use action verb with its agreement. For example: The intercostal muscles push the rib cage back inwards.
- 5) Use adverbial phrases of time and place to tell when and where actions happen. For example: Amazon valley produces the world's oxygen by forty percent.
- 6) Use time sequence connectors, like first, then, after, etc. For example: After moving down the trachea, the oxygen goes into the lung underneath either the right or left bronchus.
- 7) Use passive voice to link the events through cause and effect. The bronchioles and alveoli are covered with small blood vessels called capillaries.
- 8) Use time conjunctions to keep the text flowing. Placing them in the beginning of sentence can hook reader's attention. For example: When a Tsunami comes, it hits everything like trees and building.<sup>28</sup>

---

<sup>28</sup> Blake, op. cit., p. 62.

### ***C. Theoretical Framework***

The theoretical framework of this research which has been done served in the



following diagram:

In which:

1. Input, refers to the reading materials with any activities that were committed to know the prior knowledge the students in the class during the research based on the choral reading technique.
2. Process, refers to the reading test given whose aims to know the affectivity of choral reading technique.
3. Output, as the output of the process, it refers to students' reading mastery.

### ***D. Hypothesis***

Hypothesis of this research is:

1. The Alternative Hypothesis ( $H_a$ )

There is significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.

2. The null hypothesis ( $H_0$ )

There is no significant influence of using choral reading technique to the eleventh grade students' mastery at SMA Negeri 1 Kasimbar.

### CHAPTER III

### RESEARCH METHODOLOGY

#### ***A. Research Design***

Research design is the way of thinking and doing preparation to complete research and achieve the goal of the research. In this research, there were two variables. The first variable was choral reading technique (X1) and the second variable was students' reading mastery as (Y1).

This research as called quantitative research because it used numbers of statistics. The following definition, taken from Aliaga and Gunderson, describes what we mean by quantitative methods very well:

Quantitative research is 'Explaining phenomena by collecting numerical data that analysed using mathematically based methods (in particular statistics).'<sup>29</sup>

We could make the own definition through what has mentioned about that quantitative research is the research which is the data processed by using statistic system and will be involving.

The design of this research has used quasi-experimental design which will focused on the non-equivalent control group. Quasi-experimental design are meant to approximate as closely as possible the advantages of true experimental design where the problems mentioned above occur, such as having to implement a programme in a burst school setting.<sup>30</sup>

---

<sup>29</sup>Daniel Muijs. Ed in Aliaga Gunderson., *Doing Quantitative Research in Education with SPSS* (london: Sage Publication, 2004), 1.

<sup>30</sup> *Ibid*, 26.



In conducting this research, two classes of the eleventh grade students was involved. The first class is an experimental class and the second class is a control class. The experimental class will use the choral reading technique while the control class will not use the choral reading technique.

This design was a popular approach to quasi experiments, the experimental group A and the control group B were selected not random assignment. Both groups took a pre-test and post-test.

According to Creswell<sup>31</sup> the type of this research can be designed as follows:

**Table 1. Scheme of Research**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
E	Test1	X	Test2
C	Test1	-	Test2

In which:

E = Experimental group

C = Control group

T1 = Pre-test to experimental and control group

X = Receive the treatment using the explicit instruction technique

T2 = Pos-test to experimental and control group

## ***B. Population and Sample***

---

<sup>31</sup> John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, 2008), 313.

## 1. Population

Donal Ary et.al population is defined as all members of any well-defined class of people, events or subject.<sup>32</sup> Marczyk et.al defines, "Population is all individuals of interest to the writer".<sup>33</sup> The population of this research were the students of the Eleventh grade of SMA Negeri 1 Kasimbar consists of six classes. There are about 197 students, 96 male and 101 female as the population.

## 2. Sample

Gay, Mills and Airasian states that sample is defined as a group of individuals, items or events that represents the characteristics of the larger group from which the sample is drawn.<sup>34</sup> Testing a sample, especially in quantitative study can allow the writer to make inferences about the performance of the larger group.

The writer has used a technique of sampling namely quota sampling, This sampling technique takes the number of samples that have been determined by the writer<sup>35</sup>. Quota sampling is also known as judgmental, selective, or subjective sampling. The sample that used in this sampling technique is limited.

---

<sup>32</sup>Donald Ary, et.al, *Introduction to Research in Education* (Canada: Wadsworth, .2006), 101.

<sup>33</sup>Geoffrey Marczk, et.al., *Essensial of Research Design and Methodology* (New Jersey: John Willey & Sons, Inc, 2005), 18.

<sup>34</sup>Gay and Airasian in Maskhurin (<http://repo.iain-tulungagung.ac.id/394/3/thesis%20CHAPTER%20III%2026-36.pdf>) (accessed on December 09, 2019)

<sup>35</sup> Heri. "10 Teknik Pengambilan Sampel dan Penjelasannya Lengkap (SAMPLING)", Salamadian, <https://salamadian.com/teknik-pengambilan-sampel-sampling/> [n.d.] (accessed on August 27, 2020)

Quota sampling is to nonprobability sampling what stratified random is to probability sampling. In other words, quota sampling involves ensuring that the sample is like the population or certain characteristics.<sup>36</sup>

Thus, corresponding with technique of sampling which has mentioned, the eleventh grade of SMA Negeri 1 Kasimbar would be the sample of this research. In which divided two classes, class IPA1 and IPA2. Class XI IPA1 were considered as experimental class (with treatment) consists 36 students, while class XI IPA2 were the control class (without treatment) consist 32 students.

### ***C. Variables of the Research***

Variable is the properties that have been given number (quantitative) or can also be interpreted variable is a concept that has values, in form quantitative or qualitative value can fluctuate.<sup>37</sup> Variable in this research were choral reading technique and reading mastery. Based on the statement above, the operational defines as follows:

#### **1. Independent Variable**

Independent variable is one or more group receive the experimental manipulation, or treatment from the writer. It is the variable which is measured, manipulated or selected by the writer to determine the relationship with a symptom that will observed.<sup>38</sup> Independent of this research was choral reading technique.

---

<sup>36</sup> Sherri Jackson. *Research Method: A modular Approach* (US: ICC Macmillan Inc. 2007)99, <https://books.google.co.id/books?id=j09b2rTVRsAC&printsec=frontcover&hl=id#v=onepage&q&f=false> (accessed on August 31<sup>st</sup>, 2020)

<sup>37</sup> Sofyan Siregar, *Statiska Deskriptif untuk Penelitian: Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 1*, (Rajawali Pers: Jakarta, 2010), 109-110

<sup>38</sup> Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, (Jogjakarta: Grahaha Ilmu, 2006), 54.

By knowing independent variable, the measurements of implementing Choral reading method in reading mastery ability are:

- a.* Being able to find main idea and detail information from answering.
- b.* The students could read aloud the text correctly.
- c.* The students could apply choral reading technique to the reading mastery texts.

Moreover, based on the explanation above, the writer uses indicator as follow:

- a.* The teacher or model reader will preview a passage for the students, and they all make predictions about what the passage will be about.
- b.* The teacher would read the passage aloud—first by herself, then with the students joining in.
- c.* The teacher would fade her voice and allows the students to take the lead reading the passage aloud.
- d.* During this exercise, students could read as quickly as possible as a group without speed-reading.
- e.* The teacher could select pairs of students to read the passage again.

In this research, the writer was used choral reading to observe the students' reading mastery in the eleventh grade of SMA Negeri 1 Kasimbar. In addition, the writer was collect the data by using multiple choice test. This test was used to know how far the students' mastering ability is.

## 2. Dependent variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable.<sup>39</sup> Dependent variable of this research is reading mastery. It can be defined as knowledge in identifying the text that students have been read. This variable is measured by giving written test.

The criteria of measurement for the dependent variable are:

- a. Be able to find the main idea from the text.
- b. Be able to find the supporting idea.
- c. Be able to know detail information.

Moreover, based on the explanation above, indicator of a good category in reading mastery are:

- a. The students could find out the main idea of the reading mastery text well.
- b. Students could comprehending and identify sentence by sentence of the text.
- c. The students could get the message from the text, include main idea and specific information.

### ***D. Instrument of the Research***

Instrument is the tools used by the writer to collect data. Gay, Mills and Airasian states that instrument is a tool that is used in collecting data.<sup>40</sup> While,

---

<sup>39</sup>*Ibid*, 54.

<sup>40</sup>Gay and Airasian in Maskhurin (<http://repo.iain-tulungagung.ac.id/394/3/thesis%20CHAPTER%20III%2026-36.pdf>) (accessed on December 09, 2019)

Arikunto reveals that instrument in collecting data is a tool that is used by writers to help them in collecting data in order to make it more systematic and easy.<sup>41</sup>

The pre-test and post-test was administrated to two classes which consist of XI IPA1 and XI IPA2. The pre-test was administrated before the treatment and the post test aims at finding out the students' reading mastery after the treatment. Treatment was given by teaching choral reading technique. This activity also is intended to find out whether the students' skill keep holding of the material after doing the treatment.

#### ***E. Technique of Data Collecton***

To collect data, the following intrument will be used:

##### **1. Observation**

Observation is used to evaluate teaching and learning process activity using an observation sheet. The observation sheet consists of the teacher's activity in teaching process. Whether or not the teacher applied appropriate activities using the intended teaching strategy.

The direct observation technique in this research was an observation about the physical condition of the school, facilities, and infrastructure, the learning process, the condition of educators and students.

The writer conducted the observations before the writer entered the class to teach, during the observation process the writer followed the teacher teaching in the class. The writer observed and noted the important things during the

---

<sup>41</sup> *Ibid*

learning process. The writer also made the checklist of learning process in the class.

## 2. Test

The purpose of the test is to know the score of students' reading comprehension ability. In this test, the writer will give pre-test and post-test. The type of this research is written test. The technique used by writer was multiple choices.

Hughes says that there are many techniques that can assess the students' reading comprehension; one of them is multiple choice techniques.<sup>42</sup> Then, the writer used multiple choice techniques consisting of 20 items. Multiple choice techniques is a technique designed by using four choices and the participants choose one of the correct answer. This technique could assess the reading comprehension.

**Table 2. The blueprint of pre-test and post-test**

NO	Indicators	Number of items	Item
1	Identifying topic of texts	14,17	2
2	Identifying main idea of texts	2,5,6,11	4
3	Finding the detail information of texts	1,8,9,10,12,15,16,19,20	9
4	Identifying meaning of vocabulary in texts	3,7,13	3
5	Identifying communicative purpose of texts	4, 18	2
<b>Total</b>			<b>20</b>

---

<sup>42</sup>Arthur Hughes, *Testing for Language Teacher: 2nd Edition* (Cambridge: Cambridge University, 2003), 143.

The students' ability classified according to the score they got from test. Then, their ability classified into five levels. According to Arikunto,<sup>43</sup> the levels of ability were as follows:

*a. Pre-test*

Before treatment, the students given pre-test to know their ability in reading comprehension. The aim of pre-test was to know how far students' reading mastery ability was to both experimental and control class. The writer given the test in form of multiple choice and kind of the text is explanation text. The aim of this research is to know the level of reading comprehension of the students.

*b. Treatment*

After giving pre-test to the students, the writer given treatment explained about the material for six times through the choral and repeated reading technique for experimental class. The materials applied in this treatment was reading explanation text. In giving treatment, the writer will carry out the class meeting.

The ways of research to present the material in the classroom interaction are follows:

- 1) The teacher explains and plays the material about choral and repeated reading.
- 2) The teacher explains about explanation text from definition, function, aim, example, generic structure and language features.

---

<sup>43</sup>Arikunto, S. *prosedur penelitian satu pendekatan praktik, edisi revisi ke-6* (2006)



- 3) The teacher ask students about material.
- 4) After the explanation, the teacher devide the students into two groups consist 10-11 students, and asked one group of students to read an explanation text has provided teacher with together and aloud voice, after that the teacher asked another group read an explanation text with same technique and the teacher asked one by one of the students read the text.

*c. Post-test*

Post-test was the last procedure in this study and kind of the test same as the pre-test. It has been given to the students after giving the treatment. The post-test is conducted to find out the students' achievement and progress. It was used to know the result of treatment. It was also used to know whether there was an significant influence or not.

### **3. Documentation**

Suharsimi Arikunto defines the documentation method as way to collect data about things in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on".<sup>44</sup>

The writer used the documentation in this study to obtain the data related to the utilization of the school environment as a source of learning for students at SMA Negeri 1 Kasimbar.

### ***F. Technique of Data Analysis***

---

<sup>44</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2008), 274.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that it could be easily understood, and the findings can be shared with others <sup>45</sup>.

To determine the individual score, the writer was analyzed the students' standard score in the pretest and the posttest by using the following formula. <sup>46</sup>

$$\frac{A}{N} \times 100$$

Where:

A = the number of students who answered the item correctly

N = the total number of students who attend the item

100 = constant number

Then, the writer was analyzed the mean of the groups on pretest and posttest using the formula purposed by Hatch and Farhady <sup>47</sup> as follows;

$$\bar{X} = \frac{\sum X}{N}$$

Where:

---

<sup>45</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung : CV Alfabeta, 2013), 244.

<sup>46</sup> Cohen L, *Research Method in Education* (fifth ed.). (London: Taylor & Francis e-Library, 2006), 312

<sup>47</sup> Hatch, E & Farhady. H. (1982 :55) *Research Design and Statistic For Applied Linguistics*.

$\bar{X}$  = mean score

$\sum x$  = amount of each data

$N$  = amount of data

After getting the mean score of both of the experimental and the control class, the writer was computed the mean score and the square of the deviation to find out the significant difference between the experimental and the control class. The writer was compared the mean score and the significant deviation by using formula suggested by Arikunto<sup>48</sup> as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

$\sum x^2$  = Deviation score of experimental class

$\sum y^2$  = Deviation score of control class

$N$  = Number of students

Then, to know the different of the test success after using Folklore Story the writer applied the following t-test formula:

---

<sup>48</sup> Arikunto, (2006:312) “*Prosedur Penelitian Suatu Pendekatan Praktik*”

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

$\bar{D}$  = Mean of differences of pre-test and post-test

$D$  = Difference

$N$  = Subject of students

In order to find the significant difference or testing hypothesis, the writer was analyzed the data by using t-count formula<sup>49</sup> as follows:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{n_x + n_y - 2} \right] \left[ \frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

Where:

$Mx$  = Mean of experimental class

$My$  = Mean of control class

$\sum x$  = Sum of Square of experimental class

$\sum y$  = Sum of Square of control class

$N_x$  = Number of students of experimental class

$N_y$  = number of students of control class.

---

<sup>49</sup> Arikunto, S. *prosedur penelitian satu pendekatan praktik, edisi revisi ke-6* (2006)

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### *A. Profile of SMA Negeri 1 Kasimbar: Research Setting*

Name of the school : SMA Negeri 1 Kasimbar

Head master : Misra., SE., MM

Reg. Number : 40202948

Address : Jln. Trans Sulawesi No. 1

Email : smankasimbar@yahoo.com

Postal code : 99462

Facilities and infrastructure of the school:

**Table 3. Facilities and infrastructure of the school**

No	Types of facilities and infrastructure	Total	Note
1	Classroom	17	Fine
2	Principal's room	1	Fine
3	Teacher's Room	1	Fine
4	Admisnistration room	1	Fine
5	Mosque	1	Fine
6	Library	1	Fine
7	Student's toilet	9	Fine
8	Tecaher's toilet	2	Fine
9	Electricity/voltage	PLN/Diesel	-
10	Student's desk	483	-
11	Students's chair	483	Fine
12	White board	17	Fine
13	Computer laboratory	1	Fine
14	Biology laboratory	1	Slightly damage

15	UKS	1	Fine
16	Chemistry laboratory	1	-
17	Sofa for guest	3	Fine
18	Bookcase	1	-
19	File cabinet	3	-
20	Computer	39	
21	Printer	3	Fine
22	Basketball field	1	Fine
23	Football field	1	Fine
24	Volleyball field	1	Fine

## ***B. The Background of the School***

### **1. The History of SMA Negeri 1 Kasimbar**

SMA Negeri 1 Kasimbar was established in the 2003/2004 academic year on January 6, 2003, with a statement letter to grant land. So in the 2004/2005 academic year the school was completed in the APBN budgeting, then the Parigi Moutong Regency government inaugurated the school to be occupied and used as a new school building and was allowed to open new student admissions in June 2004 for the odd semester of the 2004/2005 school year. as the principal of the first school, the principal of SMA Negeri 1 Ampibabo is still concurrently: Drs. Isman Pangale. The school is SMA Negeri 2 Ampibabo, precisely in Kasimbar Village, Ampibabo District.

As time went on, the Subdistrict was divided. Then the Ampibabo District expanded Kasimbar Village to become the Kasimbar District. So that SMA Negeri 2 Ampibabo in Kasimbar Village changed the name of the Middle School based on Klatour Nomen according to the District, according to the circular of the

Head of the Parigi District Education Office. Moutong Number: 047/5869 / Disdik, 26 October 2009. The changes are: SMA Negeri 2 Ampibabo in Kasimbar to SMA Negeri 1 Kasimbar in Kasimbar, Kasimbar District, Parigi Moutong Regency.<sup>50</sup>

## **2. Vision and Mission of SMA Negeri 1 Kasimbar**

- a. Vision: “the realization of superior school that have the concept of science and technology, impact, and the environment”
- b. Mission:
  - 1) Increase in faith and devotion.
  - 2) Increase students’ academic achievement by developing their abilities.
  - 3) Increase in non-academic achievement based on the talents, interests, and abilities of students.
  - 4) Excels in science, technology, sports, and the arts.
  - 5) Improving the quality of educational processes and outcomes.
  - 6) Increase in the value of the national character to students in interacting with the school environment and society.<sup>51</sup>

## **3. The Geographic location of the school**

SMA Negeri 1 Kasimbar is located on Jl. Trans Sulawesi, Desa Bagis, Kecamatan Kasimbar

---

<sup>50</sup>The Result of Documentation of SMA Negeri 1 Kasimbar.

<sup>51</sup>*Ibid.*

#### 4. Data of the Teachers and Official Employes of SMA Negeri 1 Kasimbar

The number of teachers and official employes of SMA Negeri 1 Kasimbar in academic 2020/2021 are 44 that can be identified based on the educational background as follow:

**Table 4. Data of teachers and official empolyes**

No	Name	Gender	Occupation
1	Misra, SE.MM	Female	Headmaster
2	Umar A. Amir,SE.M.Si	Male	Vice HM Curriculum/Economic teacher
3	Masita S.Ag	Female	Vice HM Student/Islamic teacher
4	Muliati S.Pd	Female	Vice HM Insfrastructure/English teacher
5	Drs. Sudirham	Male	Vice HM Social/Geography teacher
6	Rusni, S.Pd	Female	Biology Teacher
7	Hj. Rusni, S.Pd.M.Si	Female	Indonesia language teacher
8	Muslimin, S.Pd.M.Si	Male	PKN teacher
9	Amirudin S.Ag	Male	Islamic teacher
10	Zulfiah Sumaga S.Pd	Female	Mathematics teacher
11	I Gede Nurcaya, SE	Male	Economy teacher
12	Made Kartika Dewi, S.Kom	Female	Computer teacher
13	Rusdin S.Pd	Male	Biology teacher
14	Syarifuddin, S.Sos	Male	Sociology teacher
15	Hartini, S.Pd	Female	Mathematics teacher
16	Lisda, S.Pd	Female	PKN teacher



17	Arfiat, S.Pd	Male	Physics teacher
18	Moh. Ikhwan, S.Pd	Male	Biology teacher
19	Muliati H. Tallu, S.Pd	Female	English teacher
20	Fitriani S.Pd	Female	Indonesia languagr teacher
21	Saparuddin Sadri, S.Pd	Male	BK teacher
22	Siti Hajirah, S.Pd	Female	History teacher
23	Hasniar, S.Pd	Female	English teacher
24	Muh. Irsan, S.Pd	Male	English teacher
25	Balgis Sumaga, S.Pd	Female	Geography teacher
26	Hajrah, S.Pd	Female	Mathematics teacher
27	Moh. Rifai I Lawangka, S.Pd	Male	Penjas teacher
28	Al Ikram, S.Pd	Male	Indonesia language teacher
29	Muh. Nur Hi Mustafa, Pd I	Male	Islamic teacher
30	Mansur Altinapa, S.Pd	Male	BK teacher
31	Herawati, S.Pd	Female	English teacher
32	I Ketut Karuniada, S.Pd	Male	Penjas teacher
33	Fajrawati Sahabu, S.Pd	Female	Chemistry teacher
34	Mohammad Idrus, S.Pd	Male	Penjas teacher
35	Nelan Sri Ayu, S.Si	Female	Physics teacher
36	Nurmahijrah, S.Mat	Female	Mathematics teacher
37	Hermin	Female	Administration
38	Feriansyah Tangahu	Male	Treasurer of committee
39	Salbia, S.Sos	Female	Administration
40	Masliani, SE	Female	Administration
41	Hamka, S.Pd	Male	Dipodic operator
42	Abdul Rahman	Male	Caretaker
43	Hafid, A.MaPd	Male	School guard
44	Mursalin	Male	Security

Source by: Documentation of SMA Negeri 1 Kasimbar in the Academic year 2020/2021

### 5. Data of students at SMA Negeri 1 Kasimbar

SMA Negeri 1 Kasimbar has students, it divided into some classes that could identify as follow:

**Table 5. Total of students at SMA Negeri 1 Kasimbar**

No	Class	Male	Female	Amount
1	X	98	66	168
2	XI	96	101	197
3	XII	54	72	126
<b>Total</b>		<b>248</b>	<b>239</b>	<b>491</b>

*Source by: Documentation of SMA Negeri 1 Kasimbar Academic year 2020/2021*

#### ***C. Findings of the Data***

The writer obtained the data of this research through some steps and total meeting in this research are eight times. Firstly, from the observation that was conducted in one day. Secondly from the observation during the writer teaching in the class. Thirdly through giving the test including pre-test and post-test, the test given was in the form of fill-in multiple choices, and the test material related to the explanation text which was the material from the writer. Lastly, the writer tabulated the data by using manual statistical calculations.

#### ***D. Findings of the Observation***

The observation here aimed to obtain the data based on visions and observations made by the writer during the research process. The observations of this research divide into two parts. The first observation was carried out in one day and before the writer entered the classroom to teach, and the second, during

the reseracher teach the class. At first observation, the writer followed the teacher to enter the class and paid attention to the learning activities. Thus, the writer made notes about the activities in the class as follows.

At the first observation, the writer made the checklist sheet about the process of learning in the class as follows:

**Table 6. The checklist of the learning process in the class**

No	Observed aspects	Description done or not	
		Yes	No
1	The students pray before the class began	✓	
2	Attendance	✓	
3	Readiness to receive learning		✓
4	The students listen and answer the initial explanation	✓	
5	The courage of the students to take apart of the reading activity in the class		✓
6	The students pay attention to the teacher's explanations	✓	
7	Actively notes the various explanations given		✓
8	The students work on assignments from the teacher in orderly manner		✓
9	All of the students submit the assignment to the teacher	✓	
10	The teacher together with the students to conclude the learning	✓	
11	The students pray before leave the class	✓	

*Source : the writer's observation checklist*

After the class was over, the writer's observations were based on the notes of the writer above, the writer concluded that the teacher as a whole carried out the procedures for the class activities properly and sequentially.

Furthermore, the writer's observations were continued by interviewing with the English teacher. Subsequently, the writer also interviewed the students about their learning process of reading in the class. As a result of the interviews from the teacher, the students' English mastery were still lacking, notably in pronunciation and reading mastery.<sup>52</sup>

The next observation conducted by the writer during the treatment by using choral reading technique. At this stage, the writer tried to find the differences about the students attention of the learning method that the teacher applied at the first observation and when the writer gave the treatment by using choral reading technique, the writer made the note about the learning process in the class during the treatment process. Based on the observation result, the fact was the students more active in the class when they taught by using choral reading technique compared to the technique applied by the teacher.

### ***E. Findings of the Pre-test***

The pre-test aimed to measure the students' initial ability to understand reading English text. The pre-test was conducted on November, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> of 2020, and it was held at the first meeting and before treatment. The writer prepared material in form of multiple choices and consisted of 20 questions, each

---

<sup>52</sup> Herawati S. Pd English teacher of SMA Negeri 1 Kasimbar, *interview*, Kasimbar November 20<sup>st</sup>, 2020

question along with A, B, C, D, and E options. The students had 45 minutes. The writer also provided the text above of questions, the students were asked to answer and choose the correct answer by reading the text.

At the first meeting, the writer entered both of the classes, which were XI IPA1 class (as the experimental class) and XI IPA2 class (as the controlled class). Why did the writer decide to combine both of those classes at the first meeting? Because at the first meeting the writer just one to introduced himself and gave the test. Moreover, the test that was given to both of the classes was the same.

After the writer got the result of the students' test. The writer provided category provisions for the given test, namely:

**Table 7. Qualification of Students' Scores**

Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good
80-89	Very good
90-100	Excellent

*Source: Archive file belonging to SMA Negeri 1 Kasiimbar*

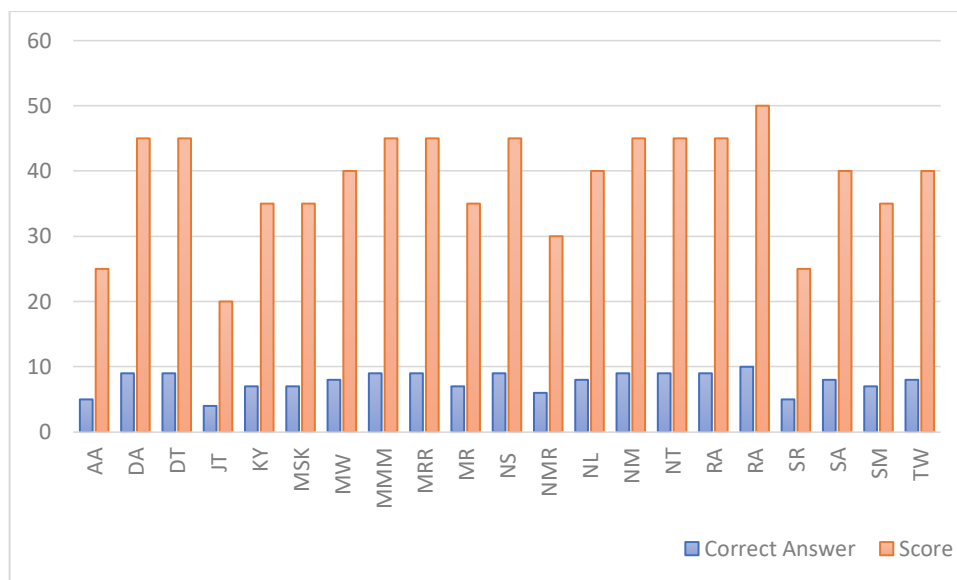
**Table 8. The results of pre-test of the controlled class**

No	Name	Correct Answer	Score	Category	Qualification
1	AA	5	25	Very low	Unsuccessful
2	DA	9	45	Low	Unsuccessful
3	DT	9	45	Low	Unsuccessful
4	JT	4	20	Low	Unsuccessful

5	KY	7	35	Low	Unsuccessful
6	MSK	7	35	Low	Unsuccessful
7	MW	8	40	Low	Unsuccessful
8	MMM	9	45	Very low	Unsuccessful
9	MRR	9	45	Low	Unsuccessful
10	MR	7	35	Low	Unsuccessful
11	NR	9	45	Low	Unsuccessful
12	NMR	6	30	Low	Unsuccessful
13	NL	8	40	Low	Unsuccessful
14	NM	9	45	Low	Unsuccessful
15	NT	9	45	Low	Unsuccessful
16	RA	9	45	Low	Unsuccessful
17	RA	10	50	Low	Unsuccessful
18	SR	5	25	Very low	Unsuccessful
19	SA	8	40	Low	Unsuccessful
20	SM	7	35	Low	Unsuccessful
21	TW	8	40	Low	Unsuccessful
<b>Amount</b>		162	810		

Beside the data presented as the table, the writer also made the chart form of the data as follows:

**Chart 1. The results of pre-test of the controlled class**



Based on the table and chart above, it can be seen that total correct answer from all of the students was 162, while the total score of all of them was 810. The passing grade of the English subject was 70. Then, If seen from the results of each of them there was no one that successful to reach the passing grade of English subject. It means that IPA2 class students (controlled class) were still low in reading skills at the first test.

After the writer obtained the data. Therefore, the writer needed to know mean score by using formula proposed by Hatch and Farhady<sup>53</sup> as follows:

$$\bar{X} = \frac{\sum X}{N}$$

<sup>53</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied

$$\bar{X} = \frac{810}{21}$$

$$\bar{X} = 38,57$$

According, based on the calculation above the mean (average score) of the pre-test of the controlled class = 38,57

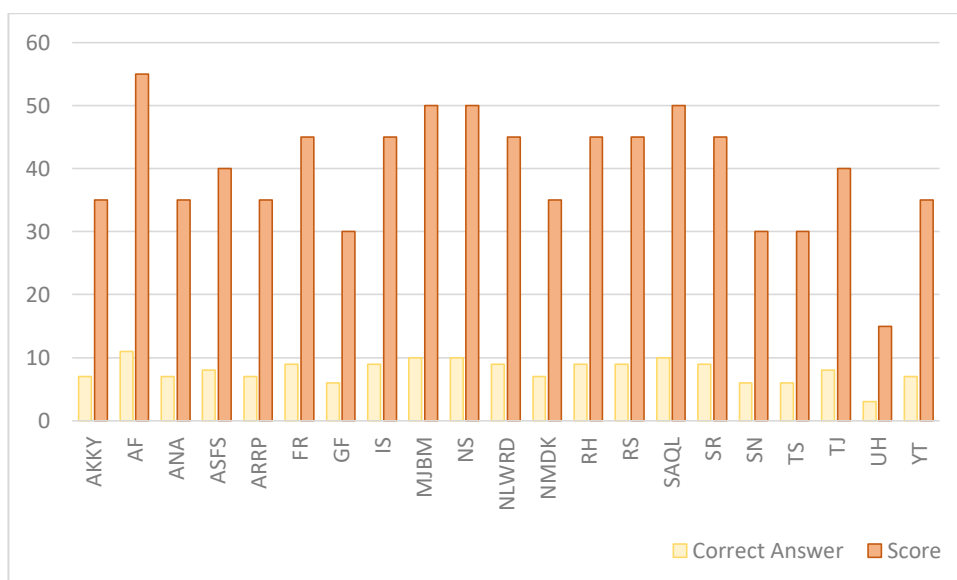
**Table 9. The results of pre-test of the experimental class**

No	Name	Correct Answer	Score	Category	Qualification
1	AKKY	7	35	Low	Unsuccessful
2	AF	11	55	Low	Unsuccessful
3	ANA	7	35	Low	Unsuccessful
4	ASFS	8	40	Low	Unsuccessful
5	ARRP	7	35	Low	Unsuccessful
6	FR	9	45	Low	Unsuccessful
7	GF	6	30	Low	Unsuccessful
8	IS	9	45	Low	Unsuccessful
9	MJBM	10	50	Low	Unsuccessful
10	NS	10	50	Low	Unsuccessful
11	NLWRD	9	45	Low	Unsuccessful
12	NMDK	7	35	Low	Unsuccessful
13	RH	9	45	Low	Unsuccessful
14	RS	9	45	Low	Unsuccessful



15	SAQL	10	50	Low	Unsuccessful
16	SR	9	45	Low	Unsuccessful
17	SN	6	30	Low	Unsuccessful
18	TS	6	30	Low	Unsuccessful
19	TJ	8	40	Low	Unsuccessful
20	UH	3	15	Very low	Unsuccessful
21	YT	7	35	Low	Unsuccessful
<b>Amount</b>		167	835		

**Chart 2. The results of pre-test of experimental class**



Based on the table and chart about the result of the pre-test of the experimental class students above, it can be seen that the amount of all of the students' correct answers after added up was 167, and the amount of the score of all the students after added up was 835. Build upon the result, the writer

concluded that the reading skills of IPA1 class (experimental class) still low and below of passing grade. Same as the controlled class, in the experimental class there was no one successfull before the writer conducted the treatment.

After the writer obtained the data. Therefore, the writer needed to know mean score by using the formula proposed by Hatch and Farhady<sup>54</sup> as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{835}{21}$$

$$\bar{X} = 39,76$$

Accordingly, based on the calculation above the mean (average score) of the pre-test of the experimental class = 39,76, it was higher than the controlled class.

#### ***F. Findings of the Post-test***

Post-test aimed to determine whether there were changed in students' reading skills after the pre-test and after given treatment. The writer held the post-test on November 23<sup>th</sup>, 24<sup>th</sup>, 25<sup>th</sup>, and 26<sup>th</sup> of 2020. The test of post-test was same with the pre-test, it consisted of 20 questions of multiple choices along with A,B,C,D, and E answer and the students have 45 minutes time to finished it. The results of post-test will be described below:

**Table 10. The results of post-test of the controlled class**

---

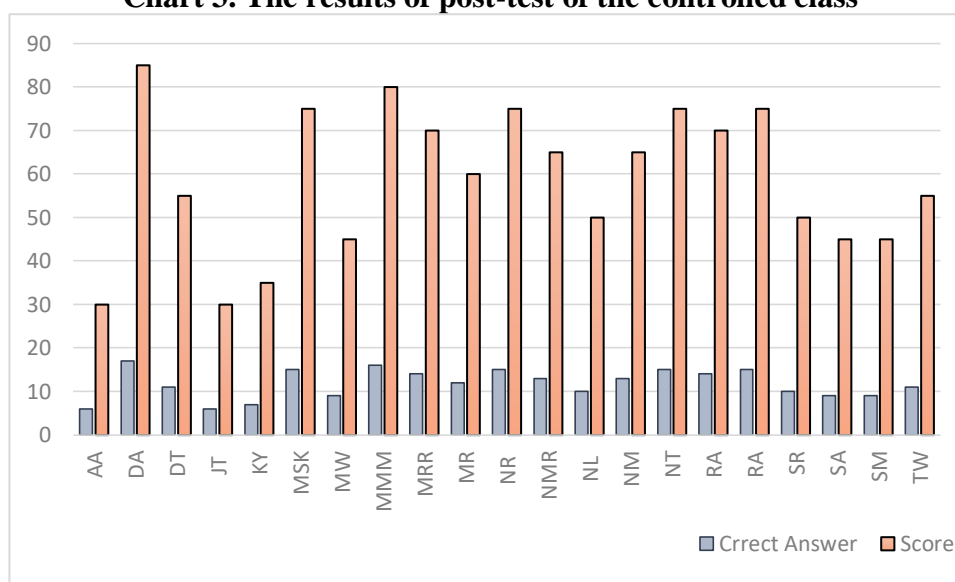
<sup>54</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied

No	Name	Correct Answer	Score	Category	Qualification
1	AA	6	30	Very Low	Unsuccessful
2	DA	17	85	Very Good	Successful
3	DT	11	55	Low	Unsuccessful
4	JT	6	30	Low	Unsuccessful
5	KY	7	35	Low	Unsuccessful
6	MSK	15	75	Good	Successful
7	MW	9	45	Low	Unsuccessful
8	MMM	16	80	Very good	Successful
9	MRR	14	70	Good	Successful
10	MR	12	60	Enough	Unsuccessful
11	NR	15	75	Good	Successful
12	NMR	13	65	Enough	Unsuccessful
13	NL	10	50	Low	Unsuccessful
14	NM	13	65	Enough	Unsuccessful
15	NT	15	75	Good	Successful
16	RA	14	70	Good	Successful
17	RA	15	75	Good	Successful
18	SR	10	50	Low	Unsuccessful
19	SA	9	45	Low	Unsuccessful
20	SM	9	45	Low	Unsuccessful

21	TW	11	55	Low	Unsuccessful
<b>Amount</b>		247	1.235		

Apart from the table above, the writer also provided the result of post-test of controlled class as follows:

**Chart 3. The results of post-test of the controlled class**



After the writer made the table and chart of the post-test of the control class result, he also needed to know the the mean of these data. It will be formulated by using the formulation proposed by Hatch and Farhady<sup>55</sup> as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1.235}{21}$$

$$\bar{X} = 58,81$$

<sup>55</sup> Hatch, E & Farhady. H. (1982:55) "Research Design and Statistic For Applied

Then, the mean was 58,81. And it was higher than mean of their pre-test.

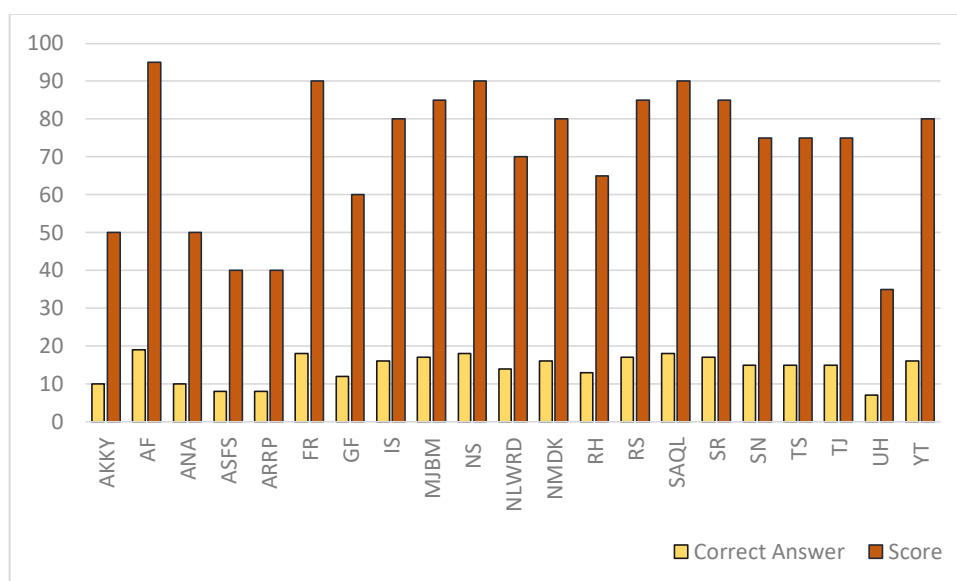
**Table 11. The results of post-test of the experimental class**

No	Name	Correct Answer	Score	Category	Qualification
1	AKKY	10	50	Low	Unsuccessful
2	AF	19	95	Excellent	Successful
3	ANA	10	50	Low	Unsuccessful
4	ASFS	8	40	Low	Unsuccessful
5	ARRP	8	40	Low	Unsuccessful
6	FR	18	90	Excellent	Successful
7	GF	12	60	Enough	Unsuccessful
8	IS	16	80	Very good	Successful
9	MJBM	17	85	Very good	Successful
10	NS	18	90	Excellent	Successful
11	NLWRD	14	70	Good	Successful
12	NMDK	16	80	Very good	Successful
13	RH	13	65	Low	Unsuccessful
14	RS	17	85	Very good	Successful
15	SAQL	18	90	Excellent	Successful
16	SR	17	85	Very good	Successful
17	SN	15	75	Good	Successful
18	TS	15	75	Good	Successful

19	TJ	15	75	Good	Successful
20	UH	7	35	Very low	Unsuccessful
21	YT	16	80	Very good	successful
<b>Amount</b>		299	1.495		

In addition to the result of the data above, the writer also made it in chart form as follows.

**Chart 4. The results of post-test of the experimental class**



After the writer made the table and chart of the post-test of the controlled class result, he also needed to know the the mean of these data. It will be formulated by using the formulation proposed by Hatch and Farhady<sup>56</sup> as follows :

<sup>56</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1.495}{21}$$

$$\bar{X} = 71,19$$

Then the mean was 71,19. It was higher than the mean of their pre-test.

### *G. Deviation and Standar Deviation*

**Table 12. Deviation and square deviation of controlled class**

No	NAME	Tests Score		Deviation	Square deviation
		Pre	Post	Y	y <sup>2</sup>
1	AA	25	30	5	25
2	DA	45	85	40	1600
3	DT	45	55	10	100
4	JT	20	30	10	100
5	KY	35	35	0	0
6	MSK	35	75	40	1600
7	MW	40	45	5	25
8	MMM	45	80	35	1225
9	MRR	45	70	25	625
10	MR	35	60	25	625
11	NR	45	75	30	900
12	NMR	30	65	35	1225
13	NL	40	50	10	100
14	NM	45	65	20	400
15	NT	45	75	30	900
16	RA	45	70	25	625
17	RA	50	75	25	625
18	SR	25	50	25	625
19	SA	40	45	5	25
20	SM	35	45	10	100
21	TW	40	55	15	225
<b>Amount</b>		<b>810</b>	<b>1235</b>	<b>425</b>	<b>11675</b>

After made the table of deviation and square deviation of controlled class, hence the writer made the deviation and square deviation of experimental class as follows.

**Table 13. Deviation and square deviation experimental class**

No	Name	Tests Score		Deviation	Square deviation
		Pre	Post	$\bar{X}$	$x^2$
1	AKKY	35	50	15	225
2	AF	55	95	40	1600
3	ANA	35	50	15	225
4	ASFS	40	40	0	0
5	ARRP	35	40	5	25
6	FR	45	90	45	2025
7	GF	30	60	30	900
8	IS	45	80	35	1225
9	MJBM	50	85	35	1225
10	NS	50	90	40	1600
11	NLWRD	45	70	25	625
12	NMDK	35	80	45	1225
13	RH	45	65	20	100
14	RS	45	85	40	400
15	SAQL	50	90	40	900
16	SR	45	85	40	625
17	SN	30	75	45	625
18	TS	30	75	45	625
19	TJ	40	75	35	25
20	UH	15	35	20	100
21	YT	35	80	45	225
<b>Amount</b>		<b>845</b>	<b>1495</b>	<b>660</b>	<b>24600</b>

After obtained the deviation and square deviation of the controlled and experimental classes.



Then, the writer was carried out to calculate the mean deviation (MD) of the two classes used the formula:

$$M_x = \frac{\sum x}{n}$$

1. Controlled Class

$$M_y = \frac{425}{21}$$

$$M_y = 20$$

2. Experimental class

$$M_x = \frac{660}{21}$$

$$M_x = 31$$

Next, the writer analyzed the square deviation of control and experimental classes by using the formula as follows:

1. Controlled class

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

$$\sum y^2 = 11675 - \frac{(425)^2}{21}$$

$$\sum y^2 = 11675 - \frac{180625}{21}$$

$$\sum y^2 = 11675 - 8601,2$$

$$\sum y^2 = 3073,8$$

2. Experimental class

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 24600 - \frac{(660)^2}{21}$$

$$\sum x^2 = 24600 - \frac{435600}{21}$$

$$\sum x^2 = 24600 - 20742,8$$

$$\sum x^2 = 3857,2$$

t-counted

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{31 - 20}{\sqrt{\left(\frac{3857,2 + 3073,8}{21 + 21 - 2}\right) \left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$t = \frac{11}{\sqrt{\left(\frac{6931}{40}\right)\left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$t = \frac{11}{\sqrt{\left(\frac{6931}{40}\right)\left(\frac{2}{42}\right)}}$$

$$t = \frac{11}{\sqrt{(173,275)(0,05)}}$$

$$t = \frac{11}{\sqrt{(8,664)}}$$

$$t = \frac{11}{2,95}$$

$$t = 3,729$$

### ***H. Testing Hypotheses***

The last step was testing the hypothesis, there were two hypotheses in this research, namely the alternative hypothesis ( $H_a: \beta \neq 0$  : there is significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar ), and the null hypothesis ( $H_o: \beta = 0$  : there is no significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar). The writer needed to know which hypotheses that accepted, so that the writer tested the hypotheses, where :

- 1) If the t-counted was higher than the t-table, it means that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, there is significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.
- 2) If the the t-counted was lower than the t-table, it means that the null hypothesis was accepted and alternative hypothesis was rejected. In other words, there is no significant influence of using choral reading technique

to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.

However, before decided which hypothesis was accepted and rejected, the writer needed to know the critical t-table using 0.05 level significance and the degree of freedom (df)  $N_x + N_y - 2 = 21 + 21 - 2 = 40$ . The writer used the interpolation formula as follows:

$$\frac{a}{b} \times c$$

Based on the result of degree of freedom above, we know that the value 40 lied between the interval 30 and 60, so :

$$a = 40 - 21$$

$$= 9$$

$$b = 60 - 40$$

$$= 20$$

$$c = 30 \Rightarrow 2,042$$

$$= 60 \Rightarrow 2,000$$

$$= 2,042 - 2,000$$

$$= 0,042$$

$$\frac{a}{b} \times c = \frac{9}{20} \times 0,042$$

$$= 0,0189$$

$$Df (40) = 2,042 - 0,0189$$

$$t\text{-table} = 2,023$$

Based on the result of the data analysis above, we can see that t-table was 2,023, while the t-counted was 3,729. It means that  $H_a$  was accepted. In other words, there is significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.

### ***I. Discussions***

In this section, the writer described and discussed about the results of the research. This research was conducted in the middle of the Corona pandemic, and the eleventh-grade students did not carry out the learning process at school effectively, in another sense they did offline learning at the teacher houses in four villages. Where two villages as the control class and the other two villages as the experimental class. So that some activities of the learning process was briefly, such as the time allocation of learning in the previous was 2 x 45 minutes when the writer conducted the research.

In the first meeting of research, the writer gave the pre-test to the students. In the pre-test, there were no students either in the controlled class or the experimental class who passed the minimum of standard achievement KKM (70).

The writer applied the treatment ( choral reading technique) at the second meeting until the seventh meeting. In the last meeting, the writer gave the pre-test to the students. So, there were eight times of meeting's total for each class.

In the last meeting, the writer gave the post-test to the students. It aimed to measure the students reading comprehension after given the treatment. Based on the result of their post-test, it showed that in the controlled class, there were 8

students out of 21 who can pass the minimum of standard achievement 70 (KKM), while in the experimental class there were 15 students out of 21 who success to passed the KKM. It is clearly stated based on the result of t-counted that shows 3,729 that higher than t-table 2,023. It shows that the using of choral reading technique was effective to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### ***A. Conclusion***

Based on the result of this research, there was significant influence of using choral reading technique to the eleventh grade students' reading mastery at SMA Negeri 1 Kasimbar. The result shows that the result of the t-counted was 3.729, while the t-table was 2,023 lower than the t-counted. It means that null hypothesis is rejected and alternative hypothesis is accepted.

#### ***B. Suggestion***

In favor of increase the English teaching quality, the writer would like to give some suggestions as follows:

1. The teachers are suggested to apply choral reading technique as a variation in mastering the reading text which can help them to read better.
2. The students should read more in school or out of school.
3. The students should pay more attention when the teacher reads the text.
4. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.

## REFERENCES

- Alderson, J Charles. *Assesing Reading*. New York: Cambridge University Press, 2000
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2008.
- Ary, Donald et al. *Introduction to Research in Education*. Canada: Wadsworth, 2006.
- Bashir, Mahrukh. *Bahasa Inggris: SMA/MA/SMK/MAK Kelas XI*. Jakarta: Pusat Kurikulum dan Perbukuan, 2014.
- Blake. *Explanation Texts Structure and Features of Explanation Texts*. Blake Education Fully Reproducible, 2011.
- Cresswell, John W. *Educational Research Planning Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Person Education, 2008.
- Cohen L. *Research Method in Education (fifth ed)*. London: Taylor & Francis e-Library, 2006.
- Doddy, Achmad, Ahmad Sugeng, and Effendi. *Developing English Competencies 3: for Senior High School (SMA/MA) Grade XII of Natural and Social Science Programmes*. Jakarta: Pusat Perbukuan
- Freeman, Kathryn. "Stuttering Redaction During Choral Reading" *Journal of Speech-Language Pathology and Audiology*, no. 3 (1998)
- Garett, Laura. "Choral Reading Strategy" online ([http:// myweb. stedwards. edu mikekb/ReadStrong/choralreading.html](http://myweb.stedwards.edu/mikekb/ReadStrong/choralreading.html),) (05 May 2011)
- Gay, L.R & Peter Airasian. *Educational Research Competencies for Anlysis and Application*. New Jersey: Prentice-Hall Inc, 2003.
- Gay and Airasian in Maskhurin [http:// repo. iain-tulungagung.ac.id/ 394 /3/ thesis%20 CHAPTER% 20III%2026-36.pdf](http://repo.iain-tulungagung.ac.id/394/3/thesis%20CHAPTER%20III%2026-36.pdf). (09 December 2019)
- Gervase, Sara J. "Reading Mastery. A Descriptive Study of Teachers Attitude and Perceptions Towards Direct Instruction". A Thesis, Bowling Green University Students, 2005
- <http://www.sraonline.com>
- Hatch, E & Farhady. H. *Research Design and Statistic for Applied*, 1982 : 55

- Hasbrouck J. *Choral Reading*. online ([http:// www. readingrockets. Org/ strategies/choral\\_reading](http://www.readingrockets.Org/strategies/choral_reading)). (06 June 2016)
- Haynes, Judie. *Getting Started with English Language Learners*. USA: ASCD, 2007.
- Heri. *10 Teknik Pengambilan Sampel dan Penjelasannya Lengkap (SAMPLING)*, Salamadian, ([https:// salamadian. com/ teknik- pengambilan- sampel- sampling/](https://salamadian.com/teknik-pengambilan-sampel-sampling/) [n.d.]) (09 December 2019)
- Herawati S.Pd. English Teacher of SMA Negeri 1 Kasimbar, interview (20 November 2020)
- Huges, Arthur, *Testing for Language Teacher: 2<sup>nd</sup> Edition*. Cambridge: Cambridge University, 2003.
- Ismayanti, Deni. "The Effect of Applying Choral Reading Method on the Students' Comprehension in Reading Recount Text". Thesis, Medan: Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara, Medan, 2017
- Jackson, Sherri. *Research Method: A Modular Approach (US: ICC Macmillan Inc. 2007)* 99, <https://books.google.co.id/books?id=j09b2rTVRsAC&printsec=frontcover&hl=id=v=onepage&q&f=fake> (31 August 2020)
- Khairah, Wildatul. "The Effect of Choral Reading Strategy Toward Students' Reading Fluency at the Second Year Students of Islamic Junior High School Kuntu Regency of Kampar". Thesis, Pekanbaru: Department of English Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012
- Kodan, Hülya. "The Effects of Methods of Choral, Repeated and Assisted Reading and Reading Comprehension Skills of Poor Readers". Desertation, Turkey: Bayburt University, Education Faculty, Departement of Primary education, 2017.
- Marczk, Geoffrey et al. *Essensial of Research Design of Methodology*. New Jersey: John Willey & Sons Inc, 2005.
- Margaretta "Teaching Reading Descriptive Text Using Choral Reading Method". Thesis, Pontianak: English Education Department of Teacher Training and Education Faculty, Tanjungpura University, Pontianak, 2014
- Mujis, Daniel ed. *Doing Quantitative Research in Education with SPSS*. London: Sage Publication, 2004.



- Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill Companies Inc, 2005.
- Siregar, Sofyan, *Statiska Deskriptif untuk Penelitian: Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 1*, Rajawali Pers: Jakarta, 2010.
- Sarwono, Jonathan, *Metode Penelitian Kuantitatif dan Kualitatif*, Jogjakarta: Graha Ilmu, 2006.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, Bandung: CV Alfabeta, 2013.
- Thompson, Sylvia Linan and Sharon Vaughn. *Research-Based Methods of Reading Instruction for English Language Learner grades k-4*. USA: ASCD, 2007.
- Wendling, Barbara J and Nancy Mather. *Essential of Evidence*. Australia: wiley, 2008.
- Yuneoka, Judy. *Choral Reading vs Individual Oral and Silent Reading: Relative Validity of the Alternatives in the English Reading Classroom*. Kumamoto Gakuen Daigaku Bungaku: Gengogaku Ronshu, 2011.
- Zorrela, Nadia. "Increasing Student's Reading Comprehension through Choral Reading Strategy at Seventh Grade of Private Islamic Junior High School Jami'Al Kautsar Tapung Hilir" Thesis, Medan: Departement of English Education Faculty of Tarbiyah and Teacher Training State Islamic University Of North Sumatra Medan, 2017
- Zuchdi and Budiasih. "The Nature of Reading". *Learning Media*, online (<http://jundanjin.blogspot.com/2011/01/nature-of-reading.html>), (06 December 2019)

# **APPENDICES**

$\alpha$ untuk Uji Satu Pihak ( <i>one tail test</i> )						
dk	0,25	0,10	0,05	0,025	0,01	0,005
	$\alpha$ untuk Uji Dua Pihak ( <i>two tail test</i> )					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
$\infty$	0,674	1,282	1,645	1,960	2,326	2,576

## **THE RESEARCH INSTRUMENT PRE-TEST AND POST-TEST**

### **(Multiple Choice)**

#### **Directions:**

1. Write your name on your answer sheet.
  2. Read the text, then answer the questions carefully.
  3. You may not cheat with your friends.
  4. Check your answer before submitting.
  5. You may open your dictionary.
- A. Read the text and answer the question correctly!
- 

**Read the text carefully and answer the question below based on the text!**

#### **Text 1 (Number 1-3)**

Flooding is a natural phenomena that usually happens in a lot of areas drained by the river flow. In simple terms, it can be defined as the presence of floodwater in a vast region that covers the area of the earth's surface. The size of a flood can be measured by the highest level that water in a waterway reaches, referred to as the 'peak water level' or 'flood peak'. It can also be measured by the maximum water flow rate in a waterway, referred to as the 'peak flow rate' or 'peak water flow'. The magnitude of the flood can also be measured using the flood frequency analysis which is based on data records. Each of these variables can be measured using a river gauging station.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rainwater is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and water appear on the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along with objects like houses, bridges, cars, furniture, and even people.

On the other hand, the process of non-natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

1. The size of a flood is measured by, except...
- A. The rate of flow of water in a waterway or river

- B. The level of water in a waterway or river
  - C. Flood Frequency Analysis Based on Data Records
  - D. River gauging station
  - E. Anemometer detects changes in some physical properties namely fluid and fluid effects
2. From the text above, we know the non-natural flooding happens because...
- A. The habit of humans who always plants trees
  - B. A volcanic eruption hit the forest
  - C. It rarely rain falls to the tree surface of the earth
  - D. An earthquake that causes the tree to fall
  - E. Bad habits of human who do not care about environment
3. The process of natural flooding is proceeded by rain which falls to the lower place. The underlined word has the same meaning as...
- A. Major      B. Elevated      C. Minor      D. Superior      E. Important

#### **Text 2 (Number 4-7)**

Rainbow often appears after the rain stops. Rainbow consists of a big bow spectrum and happens from water droplets which reflected parallel because of the light of the sun. When the sun is shining and the light passing through water droplets, we can see a reflection because of a wide variety of colors. The light passes and reflect like a light passing through a prism mirror.

Rainbow happen to begin when the sunlight passing through the raindrops. The light is deflected to the center of the droplets. The white light is separated from each other into a spectrum of colors. The colors that have been separated, then separate again into very small portions. There is more light separated from each other in the droplets. Finally those colors form a light curve called rainbow.

On the ground, we only see a maximum of a half circle rainbow. Because rainbow created involving distance with water droplets, the rainbow always move to follow the movement of anyone who seen it. It makes our distance with rainbow constant, in other word we could never approach the rainbow.

4. The purpose of the text is...
- A. To entertain how the rainbow happened
  - B. To describe how the rainbow happened
  - C. To explain how the rainbow happened
  - D. To tell how the rainbow happened
  - E. To inform how the rainbow is happened

5. What causes a rainbow?

- A. A rainbow is caused by the rain through the clouds
- B. A rainbow is caused by the sun shines down on the river
- C. A rainbow is caused by the sunlight passing through the raindrops
- D. A rainbow is caused by the sun rises on the river's shores
- E. A rainbow is caused by the clouds covers the mountains

6. The main idea of this text is...

- A. Proof that the sun has white light
- B. Rainbow consists of a big bow spectrum
- C. Rainbow appears when the rain stops
- D. The sun is shining and the light passing through water droplets
- E. The light is deflected to the center of the droplets

7. On the ground, we only see a **maximum** of a half circle rainbow. The bold word has the closest meaning to...

- A. Worst
- B. Least
- C. Limited
- D. Uttermost
- E. Upper

### Text 3 (Number 8-10)

Tornado is the most damaging storm. The word tornado come from Spanish "Tronada" that mean thunder storm. Also come from Latin language "Tonare" which mean rumbling. According to the story, the word tornado was taken from combination between ronada and Tornar in Spanish. Tornado is air column which rotate very fast and form relation between cumulonimbus cloud. Usually tornado has wind velocity between 177 km/hours or more with reach average 75 meters and attack several kilometers before disappearing. Several tornado which reach wind velocity more than 300-480 km/hours have wide more than one mile and can survive in the surface more than 100 km.

Tornado generally happens in the afternoon to evening. In America, tornado happens between 15.00-21.00. Although tornado has been research by the scientist, in every continent, most of tornado happens in America. In America, most of tornado happen in tornado alley in middle-west America. Other area which generally happen tornado are South Canada, South Africa, East and south Asia, Middle Europe, Italy, West Australia, New South Wales, and Indonesia. In Indonesia, usually happen in Sumatra and Java.

Tornado has some types. They are weak, strong and violence tornado. Weak tornado include 88% of all tornado. The wind velocity is less than 112 mph. Weak tornado happen about 1-10 minutes. Death because of this tornado are about 5% of the total death because of tornado. Strong tornado include 11% of all tornado. The wind velocity is between 113-206 mph. This tornado happens in 20

minutes or more. The death because of strong tornado is about 30% of the total death because of tornado. Violent tornado is rarely happen. This include 1% of all tornado. The wind velocity is more than 205 mph or more. This tornado happens in one hours or more. Although rarely happen, this tornado can cause death about 70% of the total death because of tornado.

Before tornado happens, it has several signal. First, the sky seems dark. Then happen ice rain around the area, usually 20-25 minutes. After that, the situation will calm, but the sky become darker. Fourth, cloud moving around the area. Fifth, the sound of tornado heard. At the beginning, the sound like water fall, but in the process of time it will change until like jet plane which is very loud. A tornado usually move from southwest to north east.

The change of air layer is the cause of tornado. In this case, if the cold air layer is above the hot air layer, the hot air layer go up with velocity about 300 km/hour. The air which infiltrating from this side, cause wind rotate and form Tornado.

**8.** What is the total deaths caused by strong tornadoes ?

- A. 88%      B. 11%      C. 70%      D. 30%      E. 1%

**9.** How long the tornado occurred ?

- A. One hour or more  
B. Two hour  
C. One minute  
D. Two days  
E. Five minutes

**10.** What the early signs of the emergence of a tornado ?

- A. The sky clear  
B. The sky seems dark  
C. Lightning in the sky  
D. The weather get hots  
E. Nothing happen

#### **Text 4 (Number 11-13)**

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with oftendisastrous effects such as severe flooding, loss of lives due to drowning and damage to property. Subduction of earthquakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

**11.** What are the impacts of tsunami?

- A. The part of the Earth's crust that slopes, or rises, from the ocean floor down to the land
- B. A tsunami washes ashore with often disastrous effects such as flooding and loss of lives
- C. A tsunami is a very large sea wave which is not generated by a disturbance along the ocean floor
- D. A tsunami is detectable far out in the ocean
- E. Once tsunami reaches shallow water, the wave never grows very large

**12.** We understand from the text that tsunami ...

- A. Causes the movement of earth
- B. Forms a new shape of coastline
- C. Makes unfortunate event
- D. Rises a new coastal land
- E. Displaces rocks to land

**13.** "... producing powerful water waves at the ocean surface." The synonym of the underlined word is....

- A. Fast
- B. Deep
- C. Quick
- D. Strong
- E. Weak

**Text 5 (Number 14-17)**

Acid rain is rain that is highly acidic because of sulphur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8. Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulphur in coal and oil. When they burn, they make sulphur dioxide (SO<sub>2</sub> ). Most sulphur leaves factory chimneys as the gaseous sulphur dioxide (SO<sub>2</sub> ) and most nitrogen is also emitted as one of the nitrogen oxides (NO or NO<sub>2</sub> ), both of which are gases. The gases may be dry deposited—



absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for any time, the gases will oxidise (gain an oxygen atom) and go into solution as acids.

Sulphuric acid ( $\text{H}_2\text{SO}_4$ ) and the nitrogen oxides will become nitric acid ( $\text{HNO}_3$ ). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain. Catalysts such as hydrogen peroxide, ozone and ammonium help promote the formation of acids in clouds. More ammonium ( $\text{NH}_4$ ) can be formed when some of the acids are partially neutralised by airborne ammonia ( $\text{NH}_3$ ). Acidification increases with the number of active hydrogen ( $\text{H}^+$ ) ions dissolved in acid.

Hydrocarbons emitted by for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminium (Al).

When it is washed into lakes, aluminium irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil micro organisms.

**14.** What is the text mainly about?

- A. The definition of acid rain.
- B. The process of acid rain.
- C. The effect of acid rain.
- D. Acid rain.
- E. Rain.

**15.** The acid of normal rain is ... than the acid rain.

- A. Higher      B. Lower      C. Denser      D. Severer      E. the same

**16.** what is the result of the burning of the coal and oil?

- A. Ammonium
- B. Nitric acid
- C. Sulphuric acid
- D. Sulphur dioxide
- E. Airbone ammonia

**17.** ... is dangerous for the scale of fish in the lake.

- A. Acid rain

- B. Heavy metal
- C. Aluminium
- D. Vital nutrient
- E. Sulphuric acid

**Text 6 (Number 18-20)**

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in crack and fissures until it reaches very hot rock in the earth interior becomes heated to temperature in excess of 290 F.

Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying Water after an eruption.

Favorable conditions for geyser exist in some regions of the world including New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithfull in Yellow Park. Old Faithfull erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

**18.** How geyser is produced?

- A. By the rise of temperature pressure functioning hot steam.
- B. From a huge tension of heated water that coming out from the earth crack.
- C. From the heated temperature in earth crack that absorbing water.
- D. From the temperature and absorbed water that occurs on earth surface.
- E. By the hot water and temperature of hot rock that occurs on earth surface.

**19.** Steam and hot water shoot out of the surface because of ...

- A. Hot rock and water
- B. Temperature and pressure
- C. Greater pressure
- D. High temperature and increased pressure
- E. Underground temperature and increased pressure

**20.** Reservoir where the water can be stored will be after eruption and resupplying again ...

- A. Hot            B. Narrow        C. Open           D. Empty        E. Unstable

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA NEGERI 1 KASIMBAR  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/ Ganjil  
Materi Pokok : Explanation Text, Informasi Terkait Gejala Alam atau Sosial  
Alokasi Waktu : 2 x 45 Menit (2<sup>nd</sup> meeting)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation.
- Memahami makna dari explanation text
- Memahami struktur dan unsur kebahasaan explanation text dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran di kelas XI

### B. Media/alat, Bahan dan Sumber Belajar

**Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian  
**Alat/Bahan** : Spidol, papan tulis,  
**Sumber Belajar** : Kementerian pendidikan dan kebudayaan 2016, Buku Bahasa Inggris Siswa Kelas X.

### Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengingat kembali materi prasyarat dengan bertanya, guru memulai pembelajaran dengan membacakan cerita terkenal dalam bentuk pendek, guru menanyakan beberapa pertanyaan terkait cerita yang sudah di ajarkan.	
Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari, menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung, mengajukan pertanyaan.	
Memberikan materi pelajaran yang akan di bahas pada pertemuan saat itu.	
Kegiatan Inti ( 60 Menit )	
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali terkait materi tentang <i>explanation text</i> .
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi tentang <i>explanation text</i> .
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok choral reading untuk membacakan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi tentang <i>explanation text</i> .
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok choral reading secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan.
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi tentang <i>explanation text</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta Didik	<ul style="list-style-type: none"> <li>• Membuat rangkuman atau kesimpulan pembelajaran tentang point-point penting yang akan muncul dalam kegiatan pembelajaran yang baru di lakukan.</li> <li>• Melakukan refleksi terhadap kegiatan yang sudah di laksanakan.</li> </ul>
Guru	<ul style="list-style-type: none"> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk perorangan.</li> <li>• Mengadakan pekerjaan rumah</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>
	•

**C. Penilaian Hasil Pembelajaran**

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Kasimbar, 10 November 2020

Mengetahui:

Kepala Sekolah

Guru Mata Pelajaran:

MISRA. SE.,MM

NIP:19730124 2006042015

ANDI ALDI

NIM: 161160040

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA NEGERI 1 KASIMBAR  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X/ Ganjil  
 Materi Pokok : Explanation Text, Informasi Terkait Gejala Alam atau Sosial  
 Alokasi Waktu : 2 x 45 Menit (2<sup>nd</sup> meeting)

### D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan explanation text.
- Memahami makna dari explanation text.
- Memahami struktur dan unsur kebahasaan explanation text dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran di kelas XI

### E. Media/alat, Bahan dan Sumber Belajar

**Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian  
**Alat/Bahan** : Spidol, papan tulis,  
**Sumber Belajar** : Kementerian pendidikan dan kebudayaan 2016, Buku Bahasa Inggris Siswa Kelas X.

### Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengingat kembali materi prasyarat dengan bertanya, guru memulai pembelajaran dengan membacakan cerita terkenal dalam bentuk pendek, guru menanyakan beberapa pertanyaan terkait cerita yang sudah di ajarkan.	
Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari, menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung, mengajukan pertanyaan.	
Memberikan materi pelajaran yang akan di bahas pada pertemuan saat itu.	
Kegiatan Inti ( 60 Menit )	
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur explanation text dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran di kelas XI</i>
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur explanation text dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran di kelas XI</i> .
<b>Explaining</b>	Guru menjelaskan materi tentang <i>explanation text</i> dan menanyakan tentang materi yang belum dipahami.
<b>Communication</b>	Guru menunjuk beberapa siswa untuk membaca materi terkait materi tentang <i>explanation text</i> yang telah dibagi dan meminta siswa untuk menjelaskan informasi dari teks tersebut.
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Struktur explanation text dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran di kelas XI</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta Didik	<ul style="list-style-type: none"> <li>• Membuat rangkuman atau kesimpulan pembelajaran tentang point-point penting yang akan muncul dalam kegiatan pembelajaran yang baru di lakukan.</li> <li>• Melakukan refleksi terhadap kegiatan yang sudah di laksanakan.</li> </ul>
Guru	<ul style="list-style-type: none"> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk perorangan.</li> <li>• Mengadakan pekerjaan rumah</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>

--

**F. Penilaian Hasil Pembelajaran**

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** : berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Kasimbar, 10 November 2020  
Mengetahui:

Kepala Sekolah

Guru Mata Pelajaran:

MISRA. SE.,MM  
NIP:19730124 2006042015

ANDI ALDI  
NIM: 161160040



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 2020/ 2021

Pada hari ini, Selasa, tanggal 13 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Andi Aldi  
NIM : 16.1.160040  
Prodi : Tadris Bahasa Inggris ( TBI - ... )  
Judul Skripsi : The Influence of Using Choral Reading Technique to Increase The mastery of Reading Comprehension of The Eleventh Grade Students at SMA Negeri 1 Kasimbar  
Pembimbing : I. Drs. Muhammad Ihsan., M.Ag.  
II. Fitriingsih, S.S., S.Pd., M.Hum  
Penguji : Afifah, S.Pd., M.Pd

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1	Rafita	161160067	IX/TBIC		
2.	FADLIA M. SAID	161160074	IX/TBIC		
3.	Wahyu Fawzan Alansah	15.1.16.0020	TBI 15		
4.	Farid Abdul Aziz	161160054	IX/TBI		
5.	Desi Ambarwati	16.1.16.0033	IX / TBI		
6.	Regita Eka Serlia Ningsih	16.1.16.0042	IX / TBI		
7.	AYU LESTARI. PAKKE	16.1.16.0038	IX / TBI		
8.	EVATUL JANNA	16.1.16.0047	IX / TBI		
9.	Wahyuni	16.1.01.0182	IX / PAI		
10.	Aryndah	16.1.16.0079	IX / TBI		
11.	Triana Nur Hauraen	16.1.16.0026	IX / TBI		
12.	Moh. Andri	16.1.16.0039	IX / TBI		

Palu, 13 Oktober 2020

Pembimbing I,

Drs. Muhammad Ihsan. M.Ag  
NIP. 196505301992031006

Pembimbing II,

Fitriingsih, S.S., S.Pd., M.Hum  
NIP. 198506222015032002

Penguji,

Afifah. S.Pd., M.Pd  
NIP. 198712122018012001

Mengetahui  
a.n. Dekan  
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU  
الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

BERITA ACARA

UJIAN PROPOSAL SKRIPSI

Pada hari ini, Selasa, tanggal 13 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Andi Aldi  
NIM : 16.1.160040  
Prodi : Tadris Bahasa Inggris ( TBI - 2.... )  
Judul Skripsi : The Influence of Using Choral reading Technique to Increase The mastery of Reading Comprehension of The eleventh Grade Students at SMA Negeri 1 Kasimbar  
Pembimbing : I. Drs. Muhammad Ihsan., M.Ag.  
II. Fitriningsih, S.S., S.Pd., M.Hum  
Penguji : Afifah, S.Pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	Put the research problem in Chapter 1 ! Move the hypothesis from Chapter II to Chapter I ! Reconstruct the research question !
2.	BAHASA & TEKNIS PENULISAN	90	Change the simple past tense in Chapter III to future tense !
3.	METODOLOGI	85	Make sure whether you will use SPSS or manual calculation in data analysis !
4.	PENGUASAAN	90	
5.	JUMLAH	355	
6.	NILAI RATA-RATA	$\frac{355}{4} = 88.75$	

Mengetahui  
a.n. Dekan  
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002

Range Penilaian

85 - 100	A
----------	---

Palu, 13 Oktober 2020

Penguji,

Afifah, S.Pd., M.Pd  
NIP. 198712122018012001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU  
الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

BERITA ACARA  
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Selasa, tanggal 13 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Andi Aldi  
NIM : 16.1.160040  
Prodi : **Tadris Bahasa Inggris ( TBI - 2..... )**  
Judul Skripsi : The Influence of Using Choral reading Techinque to Increase The mastery of Reading Comprehension of The eleventh Grade Students at SMA Negeri 1 Kasimbar  
Pembimbing : I. Drs. Muhammad Ihsan., M.Ag.  
II. Fitriingsih, S.S., S.Pd., M.Hum  
Penguji : Afifah, S.Pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	80	It is better to describe the mastery reading in the research proposal
2.	BAHASA & TEKNIS PENULISAN	87	Pay attention to the use of appropriate tense you are using in the writing of research proposal
3.	METODOLOGI	87	You have to give the function of the experimental and control classes
4.	PENGUASAAN	87	good enough.
5.	JUMLAH	349	
6.	NILAI RATA-RATA	87,25	

Mengetahui  
a.n. Dekan  
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002

Range Penilaian

80	87
----	----

Palu, 13-okt. 2020

Pembimbing I,

Drs. Muhammad Ihsan., M.A.  
NIP. 196505301992031006



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU  
الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

BERITA ACARA  
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Selasa, tanggal 13 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Andi Aldi  
NIM : 16.1.160040  
Prodi : **Tadris Bahasa Inggris ( TBI - ...2.... )**  
Judul Skripsi : The Influence of Using Choral reading Technique  
to Increase The mastery of Reading  
Comprehension of The eleventh Grade Students  
at SMA Negeri 1 Kasimbar  
Pembimbing : I. Drs. Muhammad Ihsan., M.Ag.  
II. Fitriningsih, S.S., S.Pd., M.Hum  
Penguji : Afifah, S.Pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		try to comprehend all the grand theory and the research design.
2.	BAHASA & TEKNIS PENULISAN		
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH	348	
6.	NILAI RATA-RATA	87	

Mengetahui  
a.n. Dekan  
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002  
Range Penilaian

Palu, 20\_\_\_\_  
Pembimbing II,

Fitriningsih, S.S., S.Pd., M.Hum.  
NIP. 198506222015032002





**PEMERINTAH PROVINSI SULAWESI TENGAH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**CABANG DINAS PENDIDIKAN MENENGAH WILAYAH II**  
**SMA NEGERI 1 KASIMBAR**

Alamat : Jl. Trans Sualawesi No.1 Kasimbar, Kec. Kasimbar Kode Post: 94462



**SURAT IZIN PENELITIAN**

Nomor : 235/421.3 / SMAN. 1 / 2020

Berdasarkan surat permohonan izin penelitian Nomor : 1639/In.13/F.I/PP.00.9/09/2020 pada tanggal 27 Oktober 2020, maka Kepala SMA Negeri 1 Kasimbar dengan ini mengizinkan kepada :

Nama : **Andi Aldi**  
NIM : 16.1.16.0040  
Tempat Tanggal Lahir : Kasimbar, 07 November 1998  
Program Study : Tadris Bahasa Inggris

Untuk melakukan penelitian dengan judul " THE INFLUENCE OF USING CHORAL READING TECHNIQUE TO THE ELEVENTH GRADE STUDENTS' READING MASTERY AT SMA NEGERI 1 KASIMBAR" pada tanggal 27 Oktober 2020 s/d 28 November 2020.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kasimbar, 27 Oktober 2020  
Kepala Sekolah  
SMAN 1  
KASIMBAR  
CABANG DINAS PENDIDIKAN MENENGAH WILAYAH II  
PARIGI MOUTONG  
Misra, SE, MM  
19730124 200604 2 015



**PEMERINTAH PROVINSI SULAWESI TENGAH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**CABANG DINAS PENDIDIKAN MENENGAH WILAYAH II**  
**SMA NEGERI 1 KASIMBAR**

Alamat : Jl. Trans Sualawesi No.1 Kasimbar, Kec. Kasimbar Kode Post: 94462



**SURAT KETERANGAN**

Nomor : *236* / 421.3 / SMAN. 1/ 2020

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kasimbar dengan ini menerangkan bahwa :

Nama : **Andi Aldi**  
NIM : 16.1.16.0040  
Tempat Tanggal Lahir : Kasimbar, 07 November 1998  
Program Study : Tadris Bahasa Inggris

Benar telah melakukan penelitian dengan judul " THE INFLUENCE OF USING CHORAL READING TECHNIQUE TO THE ELEVENTH GRADE STUDENTS' READING MASTERY AT SMA NEGERI 1 KASIMBAR " pada tanggal 27 Oktober 2020 s/d 27 November 2020.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kasimbar, 28 November 2020

Kepala Sekolah





# BUKU KONSULTASI

## Pembimbingan Skripsi

Nama : Andi Aldi  
NIM : 16.1.16.0040  
Jurusan/Prodi : TBI / FTIK  
Judul Skripsi : THE INFLUENCE OF USING CHORAL READING  
TECHNIQUE TO THE ELEVENTH GRADE  
STUDENT'S READING MASTERY AT  
SMA NEGERI 1 LASIMBAR

FAKULTAS TARBIYAH & ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) PALU

**BUKU KONSULTASI**  
**PEMBIMBINGAN PENULISAN SKRIPSI**

Photo  
2 X 3

NAMA : Andi Aldi  
NIM: 16.1.16.0040  
JURUSAN : TBI  
PEMBIMBING : I. Drs. Muhammad Ihsan, M.Ag  
                  II. Filhiningsih, S.S., Spd., M.Hum  
ALAMAT : Jl. Samudra 2.  
NO. HP : 085219225923


JUDUL SKRIPSI

THE INFLUENCE OF USING CHORAL READING TECHNIQUE  
TO THE ELEVENTH GRADE STUDENTS' READING MASTERY  
AT SMA NEGERI 1 KASIMBAZ


5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen pengujian munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen pengujian.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim pengujian dan di tambah 4 orang pengujian.
8. Ketua tim pengujian mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim pengujian menyerahkan hasil penilaian kepada ketua tim pengujian, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.


## JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI


Nama : Andi Aldi  
 NIM : 16.116.0040  
 Jurusan.Prodi. : TBI / FTIK  
 Judul Skripsi : THE INFLUENCE OF USING CHORAL READING  
 TECHNIQUE TO THE ELEVENTH GRADE  
 STUDENT'S READING MASTERY A SMA NEGERI 1 KSBK  
 Pembimbing I : Drs. Muhammad Ihsan, M.Ag  
 Pembimbing II : Fahringsih, S.S., S.Pd., M.Hum


No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	Jurnal 19/06/2020		give reinforcement to the background	





No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
3	Kamis 02/07/2020		✓ add some theory	


No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2	Selasa 23/06/2020		✓ give more references	



No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Selasa 07/07/2020		✓ change the simple past tense to future tense	


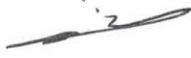
No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
5.	Jumat 17/07/2020		✓ deconstruct the research question	



No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
7.	Selasa 28/07/2020		rewrite some of the hypo.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
6	Jumat 24/07/2021		writing the title of the subchapter must not be separated from the content.	



No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
8.	Jumat 07/08/2020		Acc	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
9.	Jumat 14/08/2020		-Do not use wholes and organize a few footnotes according to kti	
10.	Senin 17/08/2020		Acc	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
13.	Selasa 02/03/2021		✓ raise the layout of the writing form based on KTI	
14.	Selasa 16/03/2021		Acc	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
11	Kamis 28/01/2021		✓ additional information about TL process during pandemic	
12.	Kamis 19/02/2021		✓ reorganize some of the writing structures according to KTI	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
15	Selasa 23 Maret 2021		<ul style="list-style-type: none"> <li>- Researcher ganti menjadi writer.</li> <li>- make other sentences in Acknowledgments</li> <li>- write assistance/contribution of dean.</li> </ul>	
16	Kamis 25 Maret 2021		Acc	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

## Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan .....  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Drs. Muhammad Ihsan, M.Ag  
NIP : 196505301901031006  
Pangkat/Golongan : Pembina TK I  
Jabatan Akademik : Lektor Kepala  
Sebagai : Pembimbing I

2. Nama : Fitriingsih, S.S., S.Pd. M.Hum  
NIP : 198506222015032002  
Pangkat/Golongan : Penata/III c  
Jabatan Akademik : Lektor  
Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Andi Alda  
NIM : 16.1.16-0040  
Jurusan : Tadris Bahasa Inggris (CBI)  
Judul : THE INFLUENCE OF USING CHORAL READING TECHNIQUE TO THE ELEVENTH GRADE STUDENTS' READING MASTERY AT SMA NEGERI 4 KASIMBAR

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I :   
Palu, 30 Maret 2021  
Pembimbing II

Drs. Muhammad Ihsan, M.Ag.  
NIP: 196505301992031006  
Fitriingsih, S.S., S.Pd. M.Hum  
NIP 198506222015032002



NAMA	ANDI ALDI
NIM.	161160040
JURUSAN	TBI (2)

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

artu ini merupakan persyaratan untuk pendaftaran seminar menempuh ujian skripsi



## DOCUMENTATION

### 1. The condition of SMA Negeri 1 Kasimbar



2. Take pictures with the Headmaster, vice HM C. for studentship and English Teacher



*With Headmaster (Misra SE,. MM)*

*With vice HM C. for studentship (Umar A. Amir, SE,MSi)  
(Herawati S.Pd)*

*With English Teacher*





***Submit the Research Letter and Signing the Lesson Plan***

### 3. Control class



*Giving pre-test*



*Teaching*



*Giving post-test*



#### 4. Experimental class



*Giving post-test*



*Teaching*



*Giving treatment (Choral Reading)*





*Giving treatment*



*Giving post-test*

**5. Take pictures with the eleventh grade students (experimental and control class)**



## CURRICULUM VITAE

---

### 1. Personal Identify

Name : Andi Aldi  
NIM : 16.1.16.0040  
Place and date of birth : Kasimbar, 11 November 1998  
Address : Jl. Samudra II  
Phone number : 0821-8857-3084  
E-mail : [andialdian998@gmail.com](mailto:andialdian998@gmail.com)  
Father's name : Andi Rahman  
Mother's name : Suaida  
Height/weight : 172/63  
Blood type : A



### 2. Educational History

1. 2004-2010 : SN Negeri 2 Kasimbar
2. 2010-2013 : SMP Negeri 1 Kasimbar
3. 2013-2016 : SMA Negeri 1 Kasimbar

### 3. Organization Experience

1. LDK Jundullah (2016-2017)
2. Kepanitiaan English Camp (2017)