

AN APPLICATION OF CHORAL READING STRATEGY IN ENGLISH LANGUAGE LESSONS IN ECONOMIC TEXT TO INCREASING READING SKILLS FOR THE STUDENT GRADE XI STATE VOCATIONAL SCHOOL 2 MEDAN

Sarah Nasution¹, Mierna Zulkarnain², Suhariyanti³

Economic and Business Faculty of Dharmawangsa University

sarahnasution@dharmawangsa.ac.id

ABSTRACT

The objectives of this study are: (1) to determine the application of Choral Reading learning strategies relating to texts relating to Economics in learning English; (2) to determine the effectiveness of the application of choral reading learning strategies in English learning to students' reading skills. This type of research is Classroom Action Research which consists of two cycles. Subjects in the study were students of class XI with a total of 30 students. Data collection techniques that will be used are observation, documentation, and testing. The qualitative data analysis technique is by doing reflection notes, the thoughts that arise when observing and are the results of the process of comparing, linking or linking the data displayed with previous data. The results of this class action research showed an increase in initial ability compared to cycle 1, namely students who completed in cycle 1 numbered 15 students or 50.00%. From the results of the second cycle it can be written that students who have completed are 24 students from 30 students or 80.00%. From cycle 1 to cycle 2 there was a 30% increase. This proves that the use of Choral Reading learning strategies is very effective.

Keywords: Reading Skills, Choral Reading Strategy, Classroom Action Research

I. INTRODUCTION

The reading skills of high school students (SMA) is still relatively low, this is caused by several things, including in terms of students, the media, strategy, as well as facilities and infrastructure. Class XI students of SMKN 2 Medan as research subjects are expected to be able to read well through the choral reading approach strategy. The media used in reading is also expected to be not monotonous so as to arouse students' enthusiasm in the learning process. The observations of researchers at SMKN 2 Medan, especially in class XI, students were less enthusiastic about learning. Students feel bored following learning in class, to overcome that boredom students usually talk to their classmates, there are those who play mobile phone, reflect or daydream, feel sleepy, make learning trivial that is followed. The above case shows the use of learning strategies is not appropriate.

Learning strategies can be interpreted as a plan that contains a series of activities designed to achieve learning objectives. The above case shows that the learning conveyed by the teacher is not about the target. Most students are silent, indifferent to the lessons delivered by the teacher, cool with their own activities, even some students are sleeping. Furthermore, facilities and infrastructure are still limited so

that not all students can use it simultaneously in the same time as an example of an English dictionary, LCD / Projector. Some students do not have books, Student Worksheets let alone other reference books. So learning depends only on the teacher in front of the class. This has caused the students' learning ability not to achieve competence, especially in reading.

Based on the above problems, the expected competence has not been achieved because the application of strategies in each subject is not yet appropriate, the use of media is not yet right. Therefore it is necessary to apply a choral reading strategy through power point media so that students become more interested, creative, innovative to take part in learning in class, so as to increase the willingness and fluency in improving reading skills.

Creative and innovative learning is an effort to realize meaningful learning for students according to the expected goals in each subject. In this research it can be formulated that to improve students' reading skills can be improved by using choral reading learning strategies through Power point learning media.

The problem formulation in this study are (1) Do the students of class XI SMK Negeri 2 Medan know the choral reading strategy? (2) How to improve students' reading through the implementation of choral reading strategies at SMK Negeri 2 Medan?

The purpose of this study is (1) Describe whether the XI grade students of SMK Negeri 2 Medan know the choral reading strategy. (2) Describe the increase in student reading through the implementation of the choral reading strategy at SMK Negeri 2 Medan

II. REVIEW OF LITERATURE

Strategy Implementation

Salim and Yenny (2002: 158) application is the act of applying or an act of practicing a theory, method and other things to achieve certain goals and for an interest desired by a group or group that has been planned and arranged before. Sanjaya Wina (in Trianto, 2008: 10) the term strategy in the context of teaching and learning, strategy means the general pattern of teacher-student actions in the realization of teaching and learning activities. Therefore, the concept of strategy in this case refers to the abstract characteristics of the series of actions of the teacher-students in the teaching-learning event. Cropper in Wiryawan and Noorhadi (1998) said that the learning strategy is the selection of various types of specific exercises in accordance with the learning objectives to be achieved. He asserted that every behavior that is expected to be achieved by students in their learning activities must be practicable. Study and Learning Skinner (Dimiyati and Mudjiono, 2002: 9) that 'learning is a change in behavior'. Meanwhile according to Sudjana (2009) "learning is not just memorizing or remembering. Learning is a process that is marked by a change in a person ". A similar statement was also stated by Gagne (Dahar, 1996: 11) that 'learning is a process, namely an organism that changes its behavior as a result of experience.

Changes due to the learning process are directed towards a goal that is expected to make a person have an experience. As a result of the learning process can be shown in various forms of changes in students such as changing knowledge, understanding, attitudes and behavior, skills, abilities and abilities, reaction power, acceptance, self-activity, and other aspects that exist in individuals.

Learning is a daily activity for people. These learning activities can be experienced (experienced) by people who are learning and observed by others. After doing the learning process, it will get 6 results from the learning process. Student learning outcomes can be measured based on learning achievement. From the definitions above, it can be concluded that learning is a whole series of activities or activities carried out consciously by someone and causes changes in him in the form of additional knowledge or skills based on the senses and experience. Therefore, if after learning students there is no change in positive behavior in the sense of not having new skills and knowledge insight does not increase, then it can be said that learning is not perfect.

English learning

Hamalik (2003: 57) Learning is a combination of elements composed including human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. In the learning process interaction will occur between students and their environment. Thus the learning process does not only occur between teacher and student but also with other sources such as media and materials.

Foreign language learning has developed in Indonesia along with the needs of the community for the importance of language skills in the era of globalization. One study of foreign language learning has a long history until linguists conclude that there are three main terms, namely Approach, Method and Technique. (Yuhaitno, 2010: 90).

Fachrurrozi and Erta Mahyuddin (2011: 5) define the approach as hypotheses and belief beliefs in the nature of language, learning and teaching. In language studies, there are three approaches that are often used namely structural approach, functional approach and interactional approach. Structural flow sees language as a system that is formed from several structurally related elements. Teachers who use this school provide teaching about grammar, as well as the tools and teaching materials used. Functional flow interprets language as a tool / media to express functional meanings. This flow does not only emphasize the grammatical elements, but also the topics or concepts that students want to communicate. Whereas interactional flow considers language as a means or media to create interpersonal relationships and social interactions between individuals.

Reading

Reading is essentially a complex one that involves many things, not just reciting writing, but also involves visual, thinking, psycholinguistic, and metocognitive activities. As the visual process of reading is the process of translating written symbols

(letters) into spoken words. As a thought process, reading includes word recognition activities, literal understanding, interpretation, critical reading and creative understanding. (Womb, 2011: 2).

Choral Reading Strategy

Choral Reading means reading out loud with your child, the same text at the same time (Wood, 2006:216). You read together in unison, and your child gets to hear your voice, guiding and supporting, all the while. Based on Stoodt, Amspaugh, & Hunt (1996), use a single selection with various Choral Reading Methods so students learn about the various ways of expressing meaning.

It was stated by (Wood, 2006: 206) that Choral reading means reading aloud with the same text at the same time. According to Wood by reading together in unison, and children hear our voices, it automatically guides and supports reading. Stoodt, Amspaugh, & Hunt, (1996), use a choice with various Choral Reading Methods so students learn about various ways to express meaning. By choosing one of the choral strategies students can express meaning correctly because reading together and aloud makes it easy for students to grasp meaning. Benefits of the Choral Reading strategy According to McCormack and Pasquarelli (2010: 57) is that when students read each part of the word, each student gets the same practice. Students don't listen or research one another. If students make a reading mistake, no one really knows. Choral Reading's strategy is also very good for building talent and ability. As students listen to each other, the students have expressions and natural expressions will model these characteristics. Procedure for Using Choral Reading Strategies a. Students listen to the text when the teacher reads; b. Students follow the reading using their fingers as a guide; c. Reading material in the form of text is used and students cannot read independently; d. The procedure is carried out 10 to 15 minutes every day; e. Readers who are better read provide feedback; f. Understanding activities can be added before and after reading. Excellence Choral Reading Strategy 1) Help students learn to decode; 2) Develop effective and fluent reading skills; 3) Improve vocabulary; 4) Helping students learn to say new words by hearing others read aloud at the same time; 5) Helping students understand rhythm, meters, patterns, rhymes and characters; 6) Demonstrates the importance of oral traditions.

Weaknesses in Choral Reading Strategy

- 1) The teacher cannot observe students one by one.
- 2) Nobody really knows if students make reading mistakes.

III. RESEARCH METHODS

This research was conducted at SMK Negeri 2 Medan. Research time is scheduled for September 2019 to November January 2020. The subjects of this study

were students of SMK Negeri 2 Medan with a total of 30 students consisting of 28 male students and 2 female students.

The design used in this study is Classroom Action Research. The study was designed with a cyclical process consisting of four phases of activities namely planning, taking action, observing and reflecting.

The method used is Classroom Action Research, which means discussing research settings, research preparation, research cycles, data collection techniques and data analysis techniques used in this study. The action research process usually uses cycles / rounds using designs from Kemmis, McTaggart & Nixon. The action research model from Kemmis, McTaggart & Nixon goes through a cycle consisting of planning, observation, action and reflection.

The research will be carried out in two cycles, planned for each cycle of two meetings. Each meeting is two hours of study Each cycle / cycle consists of planning, acting, observing, and reflecting according to Kemmis, McTaggart & Nixon cycle.

IV. RESULTS AND DISCUSSION

This research was conducted for 5 (five) months, from September to January 2020. Exposure to data was obtained based on interviews, observations and documentation. Exposure to the data presented is related to the Implementation of Choral Reading Strategy in English Language Lessons in Economic Texts to improve students' reading ability at SMK Negeri 2 Medan.

The number of subjects studied was 30 (thirty) students of class XI (eleven) and was directly observed by the Research Team to get accurate results and their application.

Implementation of Cycle I

In the first cycle, 2 (two) meetings were held. The first meeting, on Monday, September 2, 2019, was attended by 30 students, consisting of 28 male students and 2 female students. While the second meeting was held on Tuesday, October 7, 2019 attended by 30 students. The text in cycle I is the text related to economics taken from The Jakarta Post

Table 4.1 Assessment of Student Learning Activities in Cycle I

No.	Aspect Owned	Percentage (%)
1.	Involvement when participating in activities	50,00
2.	The desire to participate in activities	16,67

3.	Courage in reading	16,67
4.	Togetherness	16,67

Table 4.2 Product Percentage of Students' Reading Ability in Cycle I

No.	Aspect Owned	Percentage (%)
1.	Accuracy in pronouncing vocabulary in English	20,00
2.	Accuracy of rhythm / intonation in reading texts	20,00
3.	Students can work together in reading with the Choral Reading method	20,00
4.	Students are able to repeat instructions perfectly	26,67
5.	The ability to read texts according to instructions	13,33

Based on table 1 above, of the 30 students who have the most prominent activities are the activities of students in participating in activities with a percentage (50%) or 15 students, then the enthusiasm of students in participating in activities amounted to 16.67% or 5 students, while courage and togetherness in reading of 16.67% or 5 students each. While the percentage of students' reading skills as shown in Table 2 can be described as follows: from the number of students 30 children, the right students pronounce vocabulary in English as many as 6 students or 20.00%, students who are right in rhythm / intonation in reading text as much as 6 students or 20.00%, Students can work together in reading with the Choral Reading method as many as 6 students or 20.00%, then Students are able to repeat instructions perfectly as many as 8 students or 26.67% and students who have Leadership in reading texts according to instructions as many as 4 students or 13.33%. From this description it means that the indicators of success that have been determined have not yet been achieved. Implementation of Cycle II In cycle II, 1 (one) meeting was held. Namely on

No.	Aspect Owned	Percentage (%)
1.	Involvement when participating in activities	80,00
2.	The desire to participate in activities	76,67

Thursday, November 7, 2019, attended by 30 students. 28 male students and 2 female students. The text in cycle II is still related to the Economic Text taken from The Jakarta Post Online.

Table 4.3 Assessment of Student Learning Activities in Cycle I

No.	Aspect Owned	Percentage (%)	
		Cycle I	Cycle II
3.	Courage in reading	73,33	80,00
4.	Togetherness pronounce the words in the text in accordance with the pronunciation in English	73,33	80,00
2.	practice the Choral reading method correctly	76,67	
3.	Students in groups are both reading	76,67	
4.	Students are able to repeat instructions perfectly	76,67	

Examples of students' English concepts shown from learning outcomes are grades obtained from the end of the cycle test. Following are the grades of students in class I after carrying out the final test of cycle II, which was attended by 30 students. Of the 34 students who took the test, the highest score was 100 and the lowest score was 30 with an average of 70.00. Broadly speaking there was an increase in student learning outcomes from cycle I to cycle II. Students who have passed minimum scores totaled 21 students or 70.00% of all students and had met the indicators of research success.

Reflection Cycle II The implementation of the second cycle is better than the first cycle.

Table 4.5 Assessment of Student Learning Processes in Cycle II

No.	Rated Aspects	Rating Categories (%)	
		Cycle I	Cycle II
1.	Involvement when participating in activities	50,00	80,00
2.	The desire to participate in activities	16,67	76,67
3.	Courage in reading	16,67	73,33

4.	Togetherness	16,67	73,33
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Based on the above table, it can be seen that the students' activities in reading courage in the first cycle have not yet been achieved. This can be overcome by giving prizes to students who are able to have enthusiasm and courage. The second cycle learning process runs more orderly in accordance with the learning planned by researchers. Learning runs smoothly and students are more active in their classroom involvement. This achievement occurs because of the improvements made by researchers as an effort to improve learning with increasing student enthusiasm in learning. Students appear to be more active and very rarely do activities outside of learning activities. The classroom atmosphere is more controlled than the previous cycles. However, improvements in the learning process must continue. For example, giving more attention to students who are not yet serious in learning and giving gifts to students who are actively learning.

In addition, the presentation of varied learning is also important. Students will have many opportunities to improve their understanding so it is hoped that student learning outcomes will be better not only in English subjects, but for other subjects.

V. CONCLUSIONS

The percentage of students who complete learning increases each cycle, namely in the first cycle by 50.00%, in the second cycle has increased to 80.00% and at the end of this cycle has reached an indicator of research success. 2. The average value of students always increases every cycle, which is from 50.00% in the first cycle, up to 80.00% in the second cycle. This shows that learning with Choral Reading Strategy can improve the reading ability of class XI students. Some problems encountered in the implementation include class management during learning, but the problem can be

overcome by an improvement in each cycle that is giving motivation and giving awards.

SUGGESTIONS

- a. In learning by using Choral Reading Strategies students are given motivation so that a meaningful learning desire arises.
- b. In learning with the Choral Reading Strategy, teachers should pay attention to students' readiness to learn with good mastery of class and timeliness.
- c. In learning with the Choral Reading Strategy, it should be given awards or prizes so that students feel interested and enthusiastic about learning.

VI. REFERENCES

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