

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING CHORAL READING METHOD
ON THE STUDENTS' READING COMPREHENSION
OF THE ELEVENTH GRADERS OF SMA MA'ARIF 3 BUMI NABUNG
CENTRAL LAMPUNG**



By:

WULAN FEBRIANI

Student. ID. 2001051044

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF METRO
1446 H / 2024 M**

**THE INFLUENCE OF USING CHORAL READING METHOD
ON THE STUDENTS' READING COMPREHENSION ABILITY
OF THE ELEVENTH GRADERS OF SMA MA'ARIF 3 BUMI NABUNG
CENTRAL LAMPUNG**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
Wulan Febriani
Student Number: 2001051044

Sponsor: Yeni Suprihatin, M.Pd

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF METRO
1446 H / 2024 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF USING CHORAL READING
METHOD ON THE STUDENTS' READING
COMPREHENSION ABILITY OF THE ELEVENTH
GRADERS OF SMA MA'ARIF 3 BUMI NABUNG

Name : Wulan Febriani

Student Number : 2001051044

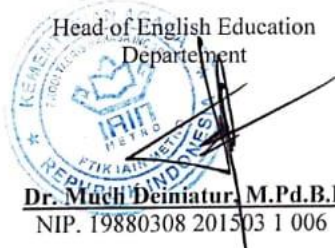
Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED


To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
Institute of Metro.

Head of English Education
Department



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 14 October 2024
Sponsor



Yeni Suprihatin, M.Pd
NIP. 198903012023212050



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Wulan Febriani**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Wulan Febriani
Student Number : 2001051044
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE INFLUENCE OF USING CHORAL READING
METHOD ON THE STUDENTS' READING
COMPREHENSION ABILITY OF THE ELEVENTH
GRADERS OF SMA MA'ARIF 3 BUMI NABUNG

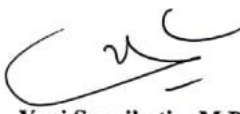
It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Departement


Dr. Much Deniatur, M.Pd.B.I.
NIP. 498802082015031006

Metro, 14 Oktober 2024
Sponsor


Yeni Suprihatin, M.Pd
NIP. 198903012023212050



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Wulan Febriani**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Wulan Febriani
NPM : 2001051044
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE INFLUENCE OF USING CHORAL READING METHOD
ON THE STUDENTS' READING COMPREHENSION ABILITY
OF THE ELEVENTH GRADERS OF SMA MA'ARIF 3 BUMI
NABUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deinatun, M.Pd.B.I.
NIP. 19880308 201503 1 006

Metro, 14 Oktober 2024
Pembimbing

Yeni Suprihatin, M.Pd
NIP. 198903012023212050



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-5007 / In-28.1 / D / P.P.00-9 / 10 / 2024

An Undergraduate thesis entitled: THE INFLUENCE OF USING CHORAL READING METHOD ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADERS OF SMA MA'ARIF 3 BUMI NABUNG CENTRAL LAMPUNG, Wulan Febriani, student number 2001051044 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, 18th 2024 at 08.00-10.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Yeni Suprihatin, M. Pd

Examiner I : Dr. Ahmad Subhan Roza, M.Pd

Examiner II : Linda Septiyana, M.Pd

Secretary : Rika Dartiara, M.Pd

(.....)
(.....)
(.....)
(.....)

The Dean of Tarbiyah and Teaching Training Faculty

Dr. Zuhairi, M.Pd
NIP: 19620612/1989903 1 006

ABSTRACT

THE INFLUENCE OF USING CHORAL READING METHOD ON THE STUDENT'S READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS OF SMA MA'ARIF 3 BUMI NABUNG LAMPUNG TENGAH

By:

Wulan Febriani

The purpose of this research is to know the influence of choral reading method in reading comprehension. Choral Reading Method is one of the method that can help the students' to comprehend the text easily of eleventh graders students in the Science Class at SMA Ma'arif 3 Bumi Nabung during the 2023-2024.

This research used quantitative method with a pre-experiment design. Population of this research was the eleventh graders students of SMA Ma'arif 3 Bumi Nabung. the sample taken was since Class consisting of 32 students. The research employs test, documentationl and observation As an instrument. Researchers used t-test formulation to prove whether the hypothesis is accepted or rejected.

The result of this research, there was a positive and significant of using Choral reading method on the students reading comprehension. It was known that the paired test indicate a Sig (2-tailed) Value of 0.000, which is less than 0.05, indicating a discernible difference in student learning outcomes between the pre-test and post-test. Consequently, the null hypothesis (Ho) is rejected and the alternative (Ha) is accepted. Furthermore, data analysis revealed a notable increase in the maximum score from 75.00 in the, pre-test to 90.00 in the post-test, underscoring a positive and significant influence stemming from the implementation of the choral reading method on the reading comprehension of eleventh grade students in Science Class at SMA Ma'arif 3 Bumi Nabung.

Keywords: Choral Reading Method, Quantitative Research, Reading Comprehension

ABSTRAK

PENGARUH PENGGUNAAN METODE CHORAL READING TERHADAP PEMAHAMAN MEMBACA SISWA KELAS XI SMA MA'ARIF 3 BUMI NABUNG LAMPUNG TENGAH

Oleh:

Wulan Febriani

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh metode membaca paduan suara terhadap pemahaman bacaan. Metode membaca paduan suara merupakan salah satu metode yang dapat membantu siswa untuk memahami teks dengan mudah pada siswa kelas sebelas di Kelas IPA SMA Ma'arif 3 Bumi Nabung pada tahun ajaran 2023-2024.

Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimen. Populasi penelitian ini adalah siswa kelas XI SMA Ma'arif 3 Bumi Nabung. Sampel yang diambil adalah kelas XI IPA yang berjumlah 32 siswa. Penelitian ini menggunakan tes, dokumentasi, dan observasi sebagai instrumen. Selanjutnya peneliti menggunakan formulasi t-test untuk membuktikan apakah hipotesis diterima atau ditolak

Hasil dari penelitian ini, terdapat pengaruh positif dan signifikan dari penggunaan metode membaca paduan suara terhadap pemahaman membaca siswa. Hal ini diketahui dari hasil uji paired test yang menunjukkan nilai sig (2-tailed) sebesar 0.000, yang kurang dari 0.05, yang mengindikasikan adanya perbedaan yang signifikan pada hasil belajar siswa antara pre-test dan post-test. Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Selanjutnya analisis data menunjukkan peningkatan yang mencolok dalam skor maksimum dari 75.00 pada pre-test menjadi 90.00 pada post-test, menggarisbawahi pengaruh positif dan signifikan yang berasal dari penerapan metode membaca paduan suara pada pemahaman membaca siswa kelas sebelas di kelas IPA di SMA Ma'arif 03 Bumi Nabung.

Keywords: Metode Choral Reading, Penelitian Kuantitatif, Pemahaman Membaca

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Wulan Febriani

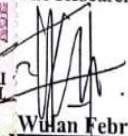
Student .ID : 2001051044


Department : English Education Study Program (TBI)

Faculty : Tarbiyah and Teacher Training

State this undergraduate thesis is originally the result of the writer's research, in
expectation of certain parts which are expected from the bibliographies mentioned.

Metro, October 18th
2024

The Researcher

Wulan Febriani
St. ID 2001051044



ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Wulan Febriani
NPM : 2001051044
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 18 Oktober 2024

Peneliti


Wulan Febriani
NPM 2001051044

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا فَإِذَا فَرَغْتَ فَانصَبْ وَإِلَىٰ رَبِّكَ فَارْغَب

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease. So when you have finished [your duties], then stand up [for worship]. And to your Lord direct [your] longing.”

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan, Sesungguhnya beserta kesulitan ada kemudahan. Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmu berharaplah!”

ACKNOWLEDGMENT


I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under title “THE INFLUENCE OF USING CHORAL READING METHOD ON THE STUDENTS READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS OF SMA MA’ARIF 3 BUMI NABUNG ” shalawat and salam to our prophet Muhammad SAW who had delivered the truth to human being in general and muslim in particular.

In this time, the researcher would to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag..PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd as the Chief of English Education Department of IAIN Metro Lampung.
4. Yeni Suprihatin, M.Pd, my supervisor who has spent time to give guidance, suggestion, and advice in the accomplishment of this research.
5. I gratefully thank to the principal of SMA Ma’arif 3 Bumi Nabung, Mr, Ahmad Yusuf Habibi, S.Pd. for allowing me to conduct the research there.
6. The English Teacher in SMA Ma’arif 3 Bumi Nabung, Mrs Nuri Wiji Lestari, S.Pd For Allowing me to conduct my Research in his Class. I could never have finished this without your great guidance.

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researcher in particular, for our college and every reader in general.

Metro, September 8th 2024

A handwritten signature in black ink, consisting of a stylized initial 'W' followed by several vertical lines and a horizontal line, all enclosed within a roughly drawn triangular shape.

Wulan Febriani

Student Number: 2001051044

DEDICATION PAGE

This thesis dedicated to:

1. My first love and role model, my father Mr. Supadi and my heavenly mom Mrs. Suhartini. Thank you for all the sacrifices and sincere love given. Thank you for always giving the best, tirelessly praying and providing attention and support and always being the most comfortable place to go until the author is able to complete her studies until she gets her degree. May mom and dad be healthy, live long and be happy always.
2. My beloved sister Wulan Novia Sari and my two twin brothers Haikal Zidni Fardana and Haidhar zidni Fardana. Thank you for your encouragement, prayers of support, and always entertaining the author. Grow up to be the greatest version.
3. I would like to express my appreciation to Mr. Izzul Haq Romadhon, S.H, who became one of the encouragers because he always accompanied and became the author's support system on days that were not easy during the thesis process. Thank you for listening to the author's complaints, contributing to the writing of this thesis, providing support, enthusiasm, and energy. Thank you for being part of the journey of preparing the author's thesis until the preparation of this thesis is complete.
4. Elsa, Rizka, Mahbubah, and Octa. You are always a good listener for every problem I face. I am very grateful to have friends who always support me, and thank you for fighting together to get a bachelor's degree.

5. All Beloved Friends in the English education Department 20, Especially for C
class Clowns Crown For their Support and Friendship.

TABLE OF CONTENTS

COVER	
TITLE PAGE	i
APROVAL PAGES	ii
NOTIFICATION LETTER	iii
NOTA DINAS	iv
RATIFICATION PAGE	v
ABSTRACT	vi
ABSTRAK	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
ACKNOWLEDGMENT	xi
DEDICATION PAGES	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES	xviii
LIST OF GRAPHS	xix
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Problem Identification.....	6
C. Problem Limitation	6
D. Problem Formulation	7
E. Objective and Benefit of Research.....	7
F. Prior Research	8
CHAPTER II THEORETICAL REVIEW	13
A. Concept of Reading	13
1. Definition of Reading.....	13
2. Types of Reading	16
B. Concept of Reading Comprehension	18
1. Definition of Reading Comprehension	18
2. Strategies of Reading Comprehension	19
3. Teaching Reading Comprehension	22

4. Assessment of Reading Comprehension.....	23
5. Indicator of Reading.....	24
6. Rubric.....	25
C. Concept of Choral Reading Method.....	28
1. Definition of Choral Reading Method.....	28
2. The Procedure of Using Choral Reading Method.....	29
3. The Strength and weakness of Choral Reading Method.....	30
D. Theoretical Framework and Paradigm.....	31
1. Theoretical Framework.....	31
2. Paradigm.....	32
E. Hypothesis.....	33
1. Hypothesis Formulation.....	33
2. Statistical Hypothesis.....	34
CHAPTER III RESEARCH METHO.....	35
A. Research Design.....	35
B. The Operational Definition of Variable.....	36
1. Dependent Variable.....	36
2. Independent Variable.....	37
C. Population, Sample and Sampling Technique.....	39
1. Population.....	39
2. Sample.....	39
3. Sampling Technique.....	39
D. Data Collecting Technique.....	40
1. Test.....	40
2. Documentation.....	41
E. Research Instrument.....	41
1. Reading Skill.....	41
2. Instrument Blueprint.....	42
F. Data Analysis Technique.....	43

CHAPTER IV RESEARCH RESULT AND DISCUSSION	44
A. Research Result.....	44
1. Description of Research Location.....	44
a. The Brief History of SMA Ma'arif 3 Bumi Nabung	44
b. Vison and Mission SMA Ma'arif 3 Bumi Nabung	45
c. Purpose.....	46
2. Description of Research Data.....	46
a. The Student Pre-Test Result of XI Science Class.....	46
b. The Student Post-Test Result of XI Science Class	48
c. Hypothesis Testing.....	50
B. Discussion	54
CHAPTER V CONCLUSION AND SUGGESTION	56
A. Conclusion.....	56
B. Suggestion	57
1. For the Teacher.....	57
2. For the Students.....	57
3. For the School	57
4. Further Research	58
BIBLIOGRAPHY	59

LIST OF TABLES

Table 1. The Students Score of English Reading.....	4
Table 2. The Data of Pra Survey Result of Reading Comprehension Among the Eleventh Graders at SMA Ma'arif 3 Bumi Nabung.....	5
Table 3. Rubric for Reading Comprehension Assessment	26
Table 4. The True Experimental Design	36
Table 5. The Instrumental Blueprint of The Pre-Test and Post-Test	42
Table 6. Frequency Distribution of Student's Pre-Test	47
Tables 7. Frequency Distribution of Student's Post-Test	48
Table 8. Case Processing Summary Pre-Test and Post-Test.....	50
Table 9. Test of Normality in Pre-Test and Post-Test	51
Table 10. Test of Homogeneity of Variance in Pre-Test and Post-Test	51
Tables 11. Descriptive Statistic.....	52
Table 12. Test in One Sample Test	53

LIST OF GRAPHS

Graph 1. Frequency Distribution of Student's Pre-Test.....	47
Graph 2. Frequency Distribution of Student's Post-Test.....	49

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a symbol to communicate. It helps the people to convey what they want to inform each other. Actually, we cannot understand what the other people say if we do not know the language and we need language not only for getting science and technology but also to make our communication is getting better. There are so many language in this world. The one of them is English. As we know that English is an international language. So, in this era we have to know English well.

In learning English, there are four skills. They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Beside the four language skills above, reading is of great importance to students whose mother tongue is not English, because they almost do not have opportunity to hear or to speak that language. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.¹

Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the

¹ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing, 1991), P.16.

students learning English. In schools, reading is one of the basic competences that included in English subject that should be studied by the students.

Reading skills is essential whether in the target of source language. Reading comprehension is a part of reading subject which is emphasized in reading comprehension of the content. In other word, reading comprehension is meant as the act of grasping the reading content with the mind.

Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the world. Harmer argues that many of students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be good idea.²

The students problem in reading is the feeling that they do not know what the text is about. One of the techniques is pre-reading activity which it can engage students in activity before reading. It will stimulate them in reading. The problems like this are found among students who are less interested in reading. Therefore it will be very good, if we can find the method which can increase the students interest to learn reading.

Reading is skill that has to be mastered by students. The students will know new knowledge and new information by reading. They are able to have good comprehension in reading because it helps them understand what the information that they want to get. If they have not, they will difficult to get the message from the text. Reading is not only about fluently but also how the

² *Ibid*, p. 18.

students understand the information conveyed by the researcher. They should know meaning of the text in order to make them knowing the passage.

There are many methods for teaching reading. The one is Choral Reading (CR) method. In CR method, students read a passage in unison. The leader is usually the teacher or another model reader. This method is more interest for students. The students can practice to read together with thier friend. So, the more students practice reading, the more they master the vocabulary. When the students have many vocabularies, it will make them easy to comprehend the text. So, Choral Reading method is the method that can help students to influence their reading comprehension

Based on pra survey have done on 9th of January 2023, the researcher found problems in English, such as the students do not interest to learn reading subject more, the students feel difficult to understanding their reading text, the students feel bored and lazy to learn reading subject. Finally, some students have low score in reading subject.

English teacher of SMA Ma'arif 3 Bumi Nabung has decided 70,0 as the completeness standar minimum requirement. Below the data of pre test:

Table 1
The Students Score of English Reading Comprehension

No.	Student Name	Score	Interpretation
1.	AM	65	Incomplete
2.	AM	43	Incomplete
3.	AM	30	Incomplete
4.	AN	40	Incomplete
5.	ANWP	48	Incomplete
6.	AP	60	Incomplete
7.	DD	55	Incomplete
8.	DHS	50	Incomplete
9.	F	60	Incomplete
10.	FA	60	Incomplete
11.	FYS	48	Incomplete
12.	HA	65	Incomplete
13.	HS	56	Incomplete
14.	IDS	40	Incomplete
15.	IJ	55	Incomplete
16.	MA	65	Incomplete
17.	MH	55	Incomplete
18.	NAH	65	Incomplete
19.	NAS	50	Incomplete
20.	NS	55	Incomplete
21.	PK	65	Incomplete
22.	RAG	30	Incomplete
23.	RFDS	60	Incomplete
24.	RM	55	Incomplete
25.	RM	55	Incomplete
26.	RR	75	Complete
27.	VI	30	Incomplete
28.	WS	55	Incomplete
29.	YAZ	65	Incomplete
30.	YP	60	Incomplete
31.	YW	40	Incomplete
32.	Z	60	Incomplete
	Total	1.655	

Source: The English teacher's archive, taken on January 9 2024.

**The Data of Pre Survey Result of Reading Comprehension Among the
Eleventh Graders at SMA Ma'arif 03 Bumi Nabung**

In the Academic Year of 2023/ 2024

Table 2

No	Grade	Frequency	Percentage	Criteria
1.	>70	1	10%	Complete
2.	<70	31	90%	Incomplete
Total		32	100%	

Based on the data above, many students failed in reading test. Its means that they do not have well on readings comprehension of the text. From the result of pre survey it can seen that just 1 Students for 32 students has good score in reading comprehension test, it can be said that 90% of the students do not reach minimum requirement yet. The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested for using adjunct display strategy for helping students' reading comprehension. The researcher assume that to motivate the students in learning English especially reading comprehension, the researcher interested for using Choral Reading Method student's reading comprehension. The researcher choose the problem based learning method because in the Eleventh graders have studied about reading comprehension and they need a strategy for study it and they must be read to get the main ideas quickly.

That condition needs to find the strategy to resolve in order to improve reading skill. These are many kinds of reading strategies that can be applied by the teacher, one of the strategies is Choral Reading Choral reading is a

literacy technique that, helps students build their fluency, Comprehension, self-confidence, and motivation in reading. During choral reading a student, or a group of students reads a passage together, with or without a teacher. Choral reading can be done individually, in small groups, or as a whole class. Choral Reading give students an independent guide for organizing and remembering information about story such,as the character, setting, complication and the solution at the story.

Based on background above, the researcher interested in investigating about the effect of choral reading on the students' reading comprehension entitled "**THE INFLUENCE OF USING CHORAL READING METHOD ON THE STUDENTS' READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS OF SMA MA'ARIF 03 BUMI NABUNG CENTRAL LAMPUNG**"

B. Problem Identification

Based on the background above, the researcher can identify:

1. The students are not interested in reading the English text.
2. The students had low ability to comprehend the text.
3. The students have trouble understanding the story's main idea.
4. The student have difficulties in analyzing the word structure, so they do not grasp the word meaning.

C. Problem Limitation

Based on the identification problems, the researcher limits the research problems by focusing on the students' low Reading Comprehension. In this

case, the researcher addresses their problem by planning to conduct quantitative experimental research using a Choral Reading Method.

D. Problem Formulation

The problem formulation of this research is as follows: “Is there any positive and significant influence of Choral Reading Method on the students’ reading comprehension ability of the Eleventh grade of SMA Ma’arif 03 Bumi Nabung?”

E. Objective of Research

1. Objective of the research

Generally, the objective of this research is to find out whether there is any positive and significant influence of Choral Reading Method on the students’ reading comprehension.

2. Benefit of the research

a. For the teacher

- 1) As information for English teacher that CR method can be used to facilitate the students’ reading comprehension.
- 2) As a recommendation for the teacher in solving problem that possibly appears in teaching reading subject efficiently.

b. For the Student

- 1) As a motivation for the students to be good readers and smart readers.
- 2) As a contribution for the students to increase their reading comprehension.

c. For the Other Researchers

The study is expected to give the benefit for other researchers by providing information on the important effects of choral reading method on reading performance. In addition, this study not only provides information on the theory of the impact of choral reading method on reading comprehension, but also features concrete examples and evidence from research data on the choral reading method on reading comprehension. The research may help other researchers by providing an alternative or a reference for them. Therefore, it is hoped that other researchers will develop their work in another form of research.

F. Prior Research

In this section, studies or research that have relevance in terms of perspective, topic, and methodology will be presented with the research that the researcher is currently conducting. This study is important because it can contribute to the research that was carried out by the author and clarify the position to be achieved by this research.

Broadly speaking, the presentation of the results of previous research related to this research will map this research among the various studies that have been done before. Thus, the similarities and differences in this research will be shown compared to previous studies, as well as the originality of this research.

In this literature review the researcher try to raise 3 results of previous research as comparison material in directing and focusing the research being conducted, namely:

1. The Influence of Using Choral Reading (Cr) Strategy Towards Students Reading Comprehension In Narrative Text Of The Eighth Grade Of SMP N 1 Terbanggi Besar. This thesis was written by Tri Riyan Septiawan³ from Tarbiyah And Teacher Faculty Raden Intan State Islamic University Lampung 2021. This research is a quantitative research. The equation with the research being researched is examining the Choral Reading Method. In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VIII A and VIII B which consists of 60 students. The treatments were held 3 meetings, 2X40 minutes for each. The population of the research was the eight grade students at SMPN 1 Terbanggi Besar. In collecting the data writer used instruments in form of multiple choice test. After conducting try-out, the instrument used pre-test and post-test. The total items of the pre-test and post-test were 20 items for each. After giving pre-test and post-test, the writer analysed the data by using SPSS to compute sample t-test.

³ Tri Riyan Septiawan, "The Influence Of Using Choral Reading (Cr) Strategy towards Studeents Reading Comprehension In Narrative Text Of The Eighth Grade Of SMPN 1 Terbanggi Besar Academic Year Of 2020/2021" (UIN Raden Intan Lampung, 2021).

After giving the post-test, then the researcher analysed the data. From the data analysis the result can be seen from sig.(2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. its lower than $\alpha=0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result data analysis, the researcher conclude that, there is significance influence of "Choral reading Strategy "towards students' reading comprehension in narrative text of the eight grade of SMPN 1 Terbanggi Besar in the academic year 2020/2021

2. The Influence of Using Choral Reading Towards Students' Reading Comprehension On Descriptive Text At The First Semester Of The Tenth Grade At Sman 1 Bangunrejo Central Lampung. This thesis was written by Hasri Wahyu Ningsih⁴ from Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University 2018. In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, X IPA and X IPA 2 which consisted of 53 students. The treatments were held in 3 meetings, 2 x 45 minutes for each. The population of this research was the tenth grade students at SMAN 1 Bangunrejo Central Lampung. In collecting the data, the writer used instrument in the form of multiple choice test. After conducting the

⁴ Hasri Wahyu Ningsih, "2. The Influence Of Using Choral Reading Towards Students' Reading Comprehension On Descriptive Text At The First Semester Of The Tenth Grade At SMAN 1 Bangunrejo Central Lampung." (UIN Raden Intan Lampung, 2018).

treatments, the instrument were used for the pre-test and post-test. After giving the pre-test and post-test, the writer analyzed the data by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that Sig < 0.05 and $\alpha = 0.05$. It means H_0 is accepted because $Sig > 0.05$. In other words, from this research, it was known that choral reading influence the students' reading comprehension on descriptive text. So, there was influence of using choral reading towards students' reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 1 Bangunrejo Central Lampung.

3. The Use of Choral Reading Method To Improve Students' Reading Comprehension At 10 Grade In Smk Tritech Informatika Medan. This thesis was written by Fratama Susanura⁵ from Department of English Education Faculty of Tarbiyah And Teachers Training State Islamic University of North Sumatera Medan 2020. This study targets to determine the increase in students' reading ability by using Choral Reading Method. The concern of this research were students of Class X SMK Tritech Informatika Medan in the academic year 2019-2020 There were 21 students as respondents in one class The research object was to improve students reading comprehension by using Choral Reading Method. This research was conducted by using classroom

⁵ Fratama Susanura, "3. The Use Of Choral Reading Method To Improve Students' Reading Comprehension At 10 Grade In SMK Tritech Informatika Medan" (Department Of English Education Faculty Of Tarbiyah And Teachers Training State Islamic University Of North Sumatera Medan, 2020).

action research The data used in this research are quantitative and qualitative The information collection instruments used were pre-test and post-test interview sheets observation sheets and photographic proof The data quantitative were taken from the test. The test became given to students inside the form of a pre-test post-test inside the first cycle and post-test inside the second cycle. There was a very significant increase in the value of about 66 67 Where before in pre-test only 5 students (23.81%) who got scored 75 or more But in the post and post-test their score increase significantly with the mean 60 52 and 98 57. Based on the analysis results showed that there was an increase in students reading mastery from each cycle. This can be seen from the mean pre-test was.

The researcher evaluates the novelty of the research by applying True experimental quantitative research involving one classes. Based on prior research, many studies have been conducted on the Choral Reading Method For that the researcher try to research using Choral Reading Method on the students` reading comprehension. The researcher distinguishes this research from prior research is in terms of study location which have different characteristics and levels of urgency from prior research. Then another differences is that the study will use the Exposition text in the process of data retrieval. the Narrative text will use focuses on the Islamic text matches the background of the Islamic School.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading

1. Definition of Reading

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. Reading is one of the subjects to get information and knowledge about everything readers need from the written form. Reading is very important, and it is one of the four language skills that should be mastered by student for all level.⁶ Reading is a skill that can be trained. Reading basically uses a reading structure that starts with the title first, then the first paragraph, then the content, and then the end. Mastering reading skill is very important because by reading students will get new, wider information, knowledge, and insights⁷.

According to David Nunan, reading is a set of skills that involves sounding well and understanding the relevance of the written word.⁸

Based on Robert J. Marzano, reading is one of the most straightforward ways to generate virtual experiences.⁹ When we read

⁶ Nurdiana Rizki Amelia, *INTERPRETIVE Reading* (Pekanbaru: Kreasi Edukasi, 2017). p.1

⁷ Linda Septiana et al., "Development Of Islamic Text Based Reading Materials With a Genre Based Approach," *Journal of English Language Teaching* 10 (2022).

⁸ David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill ESL/ELT, 2005). p.69

⁹ Robert J. Marzano, *Building Background Knowledge Achievement* (USA: ASCD, 2004). p.36

about a camping trip, as opposed to directly experiencing one, our sensory memory is filled with images of the words on the page. Reading can be a powerful way to generate virtual experiences. Even though these experiences might not be as robust as direct experiences, they will suffice to significantly increase background knowledge. Reading is as natural as recognizing and interpreting facial expressions.¹⁰

Reading as the sub-skill in teaching and learning English process has to be understood well by all of English learners, because reading will be the main skill that often uses to measure the ability of learners in English. States that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor, is it only in the reader. Next, define reading is the process of receiving and interpreting information encoded in language through the media of print. So, it is really clear to be understood that readers need to be active in finding meaning, idea, or information in one passage; they will read the passage and try to get the information from printed material¹¹.

On the other side, that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). It means that in reading activity,

¹⁰ Frank Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read Sixth Edition* (London: ELA, 2004). p.11

¹¹ Ria Fanola, Jafri, And Jufri, "Implementing Collaborative Strategic Reading (CSR) In Teaching Reading News Item Text To Senior High School Students," *Journal Of English Language Teaching* 2, No. March (2014).

readers do not only get information from the text, but also use some strategies to find it. Then, readers' cognition has the important role as long as interaction with the writer. Therefore, a teacher needs to recall students' prior knowledge before reading in order to connect the students though with the writers.¹²

Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or auditorisation to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.¹³

¹² *Ibid.*

¹³ Federick Cline, Christopher Jhonstone, and King Teresa, *Focus Group to Three Definitions of Reading (As Originally Developed in Support of Narap Goal 1)* (Minneapolis: NARAP National Accessible Reading Assesment Projects, 2006). p.2

In addition, Linguists also give definitions about reading, their opinions about reading vary. Some of them say that reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is process to understand the text content and to get information.

2. Types of Reading

Reading comes in two types:

a. Extensive Reading

Extensive reading refers to reading which students do often away from the classroom. Reader deals with a longer as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones' own pleasure. This is a fluency activity, mainly involving understanding.

1. Scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.
2. Skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.¹⁴

b. Intensive Reading

According to Brown, intensive reading is frequently a study hall-scheduled activity in which students concentrate on the phonetics or semantic details of a segment. In-depth reading helps students understand strict importance by highlighting the linguistic patterns, discourse indicators, and other surface structural nuances.¹⁵

In intensive (or creative) reading, students often read a page to investigate the meaning and become familiar with the writing technique. According to Hedge, students can only obtain significant practice using these skills more independently on a variety of subjects "via greater in-depth reading. In intensive reading exercises, students are typically exposed to brief texts that are designed to illustrate particular lexical, syntactic, or discursive systems, among

¹⁴ Karen Tankersley, *The Treads of Reading Strategies for Literacy Development* (Virginia USA: Association for Supervision and Curriculum Development Alexandria, 2003). p.90

¹⁵ *ibid.*.p.312

other things.¹⁶ Including the above theories, there are two categories of reading comprehension: extensive reading and intensive reading.

Each type has its own traits and differs from the others in other ways.

B. Concept of Reading Comprehension

1. Definition of Reading Comprehension

The most important of reading is comprehension. Tankersley states comprehension is the center of reading that is the heart of reading process and we bring our life experiences to the act of reading.¹⁷ It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.¹⁸

According to Anderson and Hiebert, The act of constructing meaning through the combination of several complex processes, such as word reading, word and background knowledge, and fluency, is known as reading comprehension.¹⁹

As said by Kintsch, the processes that take place when reading to build a situation model—a mental image of the circumstances stated in the text—are what lead to reading comprehension.²⁰

¹⁶ Thomas S. C. Farel, *A Strategic Approach to Teaching Reading* (Singapore: National Institute of Education, 2002).p.142

¹⁷ Tankersley, *The Treads of Reading Strategies for Literacy Development*. p.30

¹⁸ Karren R. Harris and Steve Graham, *Teaching Reading Comprehension to Student with Learning Difficulties* (London, 2007). p.2

¹⁹ Janette K. Klingner, *Teaching Reading Comprehension to Student with Learning Difficulties* (New York: The Guilford Press, 2007). p.2

²⁰ Santi Kristi L and K. Reed Deborah, *Improving Reading Comprehension of Middle and High School Student* (New York: Springer, 2015). p. 2

Garry Woolley believes that the process of deriving meaning from text constitutes reading comprehension.²¹ Being able to comprehend what is read is understanding reading. In addition to reading, students also need to comprehend what they read.

One of two methods is typically used to teach reading comprehension in schools. Students can read a text, respond to questions about it, and then read comments as one approach.²²

Including the definition above, reading may be summed up as a set of objectives for learning as well as the activities that assist students in achieving those objectives. Students can develop their skills, minds, and knowledge by reading, and these things can all be gained from reading. To put it another way, it is a fundamental ability that English language learners must acquire.

2. Strategies of Reading Comprehension

Reading comprehensions essentially an issue of creating appropriate, effective comprehension skills for the majority of learning a second language while already reading and writing in their original tongue. Some techniques are connected to bottom-up processes, while others improve top-down processes. The eight strategies listed below can all be used in the classroom.

²¹ Garry Wooley, *Reading Comprehension: Asisting Children with Learning Difficulties* (New York: Springer, 2011).

²² Allan Collins and Edward E. Smith, *Teaching The Process Of Reading Comprehension* (Champaign: Illions, 2007). p.2

a. Identify the purpose in reading

The key to successful reading is to understand why you are reading anything. You can select out possibly distracting material and know what you're looking for by doing this. Make sure students are aware of how they are reading whatever you are instructing them to do.

b. Apply sentence patterns and rules to stimulate bottom-up decoding

(especially for beginning level learners) Making the connections between spoken and written English is one of the challenges students face when learning to read at the beginner levels of the language. Many times, students struggle to acquire English spelling standards since they are familiar with oral language.

c. Use effective strategies for quiet reading for on forward

comprehension (for intermediate to advanced levels) Because they are still having trouble controlling a small vocabulary and grammatical structures, this particular method will not work with students who are at the beginning of their academic careers.

d. skimming the text to find the main points A texts (such as a

essay, article, or chapter) is skimmed by quickly skimming one's eyes over it to determine its main points. Readers who skim have the advantage of being able to anticipate the passage's goal, primary idea, or message, as well as perhaps some of the developing or supporting ideas.

- e. Scan the text for specific information The second most useful activity is scanning, or fast looking up a specific piece of information within a book. Without reading the original text, scanning is used to extract specific information.
- f. Apply semantic mapping or categorization The reader can bring some order to the chaos by using the semantic mapping technique, which includes clustering ideas into meaningful groups. These semantic maps can be created individually, but they also function well in groups since they help students give a passage structure and hierarchy.
- g. Make an educated guess when uncertain This is a rather broad category. Guessing can be used effectively by learners to, for example, guess a word's meaning or a grammatical relationship.
- h. Analyze vocabulary
Here, a variety of strategies are helpful:
 - 1) Search for prefixes like co-, inter-, un-, etc. that could provide clues.
 - 2) Search for suffixes that may identify the part of speech (-tion, -tive, -ally, etc.).
 - 3) Pay attention to grammatical context that can indicate information.
 - 4) Search for clues in the semantic context (subject).
- i. Recognize physical and spiritual meanings An advanced top-down processing skill must be used in this situation. It places additional

demands on readers because not all languages could be understood correctly by focusing on its literal, surface grammaticality.

- j. Take advantage of discourse markers to process relationships In English, there are numerous phrases, clauses, and sentences that serve as discourse markers to indicate the relationships between ideas. Learners' reading efficiency can be greatly improved by having a firm understanding of these signals.²³

Thus, the researcher suggests from the theoretical background above that there are ten strategies for reading comprehension that a reader can employ in order to understand a text. These techniques can help a reader understand a section so they can understand the author's idea.

3. Teaching Reading Comprehension

One of the two methods is typically used to teach reading comprehension in schools. Students can read a material, respond to questions about it, and then read comments as one approach. The comments and answers may cover a wide variety of topics, from the definitions of certain terms to the basic idea of the entire work. This approach emphasizes important aspects of reading comprehension but treats them more as results rather than as activities.

Reading groups are another typical approach to teaching reading comprehension. Students read aloud in reading groups alternately. When

²³ Douglas Brown, *Teaching by Principles An Alternative Approach to Language Pedagogy* (New York :Addisaon Wesley, 2001). p. 306-310

a student is having trouble, the teacher normally steps in to help, and sometimes they will make a comment or ask a question about the material. This approach makes some progress in educating students about the process of reading comprehension about often the teacher primarily addresses low-level challenges (difficulties with words and parsing) and focuses their questions to interpretations.²⁴

As shown in the previous explanations, a teacher can adopt a variety of techniques or strategies to help a students in understanding the text when teaching reading comprehension.

4. Assessment of Reading Comprehension

Assessment is viewed as the process of identifying and defining the students' knowledge, understanding, abilities, and skills. It is a classroom exercise that promotes learning by gathering information and providing useful criticism.²⁵ In other words, testing is the only way to determine how much students' skills improve.

According to Cheryl A. Jones, assessment is an essential procedure needed to foster learning and, ultimately, achievement.²⁶ It implies that evaluation is a method used by teachers to determine the effectiveness of the learning process that has been carried out.

²⁴ Allan Collins and Edward E. Smith, *Teaching The Process Of Reading Comprehension*. p.2

²⁵ Madani Habib, "Assesment of Reading Comprehension" *Revista Romaneasea Pentru Educatie Multidimensionala VIII*, 2016. Page 126

²⁶ Cheryl A Jones, *Assesment For Learning and Skills Development Agency* (London, 2005). Page 4

Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about person, often making comparisons against established criteria.²⁷ It means that assessment is the process by the teachers to make a conclusion and to evaluate the learning process has completed.

As shown in the definition given above, reading assessment is the process of processing and evaluating the information to establish a student's level of proficiency.

5. Indicator Reading

The reading assessment are illustrated in the following:²⁸

- a. Main idea (Topic).
- b. Expression/idioms/phrases in context.
- c. Inference (implied detail).
- d. Grammatical features.
- e. Detail (scanning for a specifically stated detail).
- f. Excluding facts not written (unstated details).
- g. Supporting idea(s).
- h. Vocabulary in context.

Based on the indicator above, it can be concluded that reading comprehension is a process of deep interaction between reader and author

²⁷ Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam. Boston: Sense, n.d.). Page 3

²⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (USA: Longman, 2003). p.206

to communicate successfully in gaining what the autor means on the text. The students as the readers can comprehend the text based on their ability to recognized the text.

6. Rubric

Rubric list competencies that students are expected to master. Unlike checklists, rubrics are scoring guides for particular assignments or for an evaluation period within the school year. Most rubrics describe three or levels of achievement or performance. Each level gives as a detailed explanation of the degree of mastery and/or a numerical score. Often the same rubric is used for similar assignment through-out the year so it can document student growth in a particular area²⁹.

So rubric is The guide to learning how to conduct consistent assessments can also be used as a tool to measure and evaluate student performance and assignments. Using a scoring rubric can be considered consistent or objective, which can also help readers over time.

²⁹ Beverly A. DeVries - Literacy Assessment and Intervention for Classroom Teachers- Routledge (2014).Pdf,"n.d., 149.

Table 3
Rubric for Reading Comprehension Assessment

	1	2	3	4
Identifies Important Information	The student list all the main points of the article without the text in front of her	The student list all the main points of the texts, but uses the texts for reference	The student lists all but one of the texts. He/she does not highlight any unimportant points highlight any unimportant points	The student cannot list important information on accurately
Identifies Detail	The student recalls several detail for each main point without ferering to the texts	The student recalls several detail for each main point, but needs to refer to the article occasionally	The student identifies most details for each main point when looking at the texts	The student cannot locate details with accuracy
Identifies Fact	The students accurately locates at least 5 facts in the text and gives a clear explanation of why This are	The student accurately locates 4 facts in the text and gives a reasonable explanation of why they are	The student accurately locates 4 facts in the text, though explanation is weak	The student struggles locating facts in the text

	facts rather than opinions	facts rather than opinions		
Identifies Opinion	The student accurately locates at least 5 opinions in the text and gives a clear explanation of why This are opinion rather than facts	The student accurately locates 5 opinions in the text and gives a reasonable explanation of why they are opinion rather than facts	The student accurately locates 5 opinions in the text, though explanation is weak	The student struggles locating opinion in an text
Relates Graphics to Text	The student accurately to the text explains hoe each graphic/diagram is related to the text and accurately determines wheter each agrees	The student accurately explain how each graphic/diagram is related to the text	The student accurately explains how some graphic/diagram related to text	The student has difficulty relating graphic ad diagram to the text

C. Concept of Choral Reading Method

1. Definition of Choral Reading Method

Choral reading method is a method for concert reading. According to Sylvia and Sharon, Choral reading is reading of text by several students in unison.³⁰ In choral reading, the students were asked to retell the text and answer six questions. Teachers can also use flexible grouping to encourage choral and duet reading. Students can use choral reading to develop fluency and expression. This kind of reading helps students develop confidence in their ability to speak and read English. In the other word, choral reading improves oral reading fluency for the specific text being read. As a result, students comprehend those pages more fully and gain deeper concepts from the text.³¹

Choral reading broadens experiences with different genres. You can choose materials that teach content area subject matter or reading content such as phonics, vocabulary, and rhyme. Through repeated reading of the text, the student becomes a more fluent reader, which allows for increased content comprehension.³²

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

³⁰ Sylvia Linan-Thompson and Sharon Vaughn, *Research Based Methods of Reading Instruction English Language Learners Grades K-4* (USA : ASCD, 2007). Page 152

³¹ Allan Wigfield, *Motivating Reading Comprehension Concept-Oriental Reading Instruction* (London, n.d.). Page 201

³² Lila Ubert and Ed.D Carrick, "Strategy Guide Choral Reading," 2013, 3–4.

and develop oral language skills.³³ 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.³⁴

Choral reading is one method that can be implemented in classroom practices where all students read the same text aloud with the teacher as the leader who plays a role in correcting the pronunciation and keeping the reading speed. Also defined choral reading as the activity where all students read aloud the same text simultaneously with the teacher. In addition, also wrote that the teachers' role in choral reading activities is to set the pace and give a proper example of pronunciation which is very important in practice.

The activity of the choral reading method could increase students' motivation, self-confidence, and fluency since they are reading aloud together, which may make them less anxious. This reading method also makes the students more active and enjoy the reading classroom because they can read aloud with their friends.³⁵

2. The Procedure of Using Choral Reading Method

In choral reading, students read a designated passage aloud. The leader is usually the teacher or another model reader. First, the teacher or

³³ Judie Haynes, *Getting Started With English Language Learners* (USA : ASCD, 2007).
Page 83

³⁴ Barbara J. Wendling and Nancy Mather, *Essential of Evidence*, n.d. page 38

³⁵ Maulidina.J and Sumarta, "The Use Of Individual Startegy On Choral Reading Method In Reading Classroom" 4, no. 2008 (2022): 5989–98.

model reader previews a passage for the students, and they all make predictions about what the passage will be about. Then the teacher reads the passage aloud—first by herself, then with the students joining in. Next the teacher fades her voice and allows the students to take the lead reading the passage aloud. The last, the students were asked to retell the text and answer comprehension question.

During this exercise, students should read as quickly as possible as a group without speed-reading. If there is time available, the teacher should select pairs of students to read the passage again. Again, it is important that teachers ensure that English language learners have adequate background knowledge and vocabulary knowledge for the passages they are reading. Also, many English language learners are sensitive about reading aloud because of their pronunciation and difficulties with English.³⁶

3. Strength and Weakness of Choral Reading Method

The Strength of Choral Reading Method

- 1) Helping students learn to decode.
- 2) Developing effective and fluent read aloud skill.
- 3) Improving sight vocabulary.
- 4) Helping students learn to pronounce new word by hearing other sreading aloud at the same time.
- 5) Helping students understand rhythm, meter, patterns, rhymes and characters.

³⁶ Sylvia Linan-Thompson and Sharon Vaughn, *Research Based Methods of Reading*, n.d.

6) Demonstrates the importance of oral tradition.³⁷

The weakness of Choral Reading Method

1) The teacher cannot observe the students one by one.

2) No one really knows if the student makes an error reading.³⁸

D. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They consist of a dependent variable (Y) and an independent variable (X). Reading comprehension is the dependent variable (Y) and Choral Reading Method is the independent variable (X).

The fundamental language ability of reading comprehension is crucial since reading makes it simple to learn a lot of information. Text comprehension is challenging in reality, though. All language learners employ language learning techniques as they begin to process new information and complete assignment in the language classroom, whether they are doing it consciously or unconsciously.

Choral reading method can help students to develop the students' reading comprehension more effectively. Giving the students text and asking them to read loudly together can attract the students' attention more than normal reading. Reading with expression will help students more

³⁷ Barbara J. Wendling and Nancy Mather, *Essential of Evidence*.

³⁸ Rachel L. Mecormack and Susan Lee Pasquarelli, *Teaching Reading*, n.d. Page 57

understanding the text. It is also interesting for the students because they not read alone.

In the other word, choral reading method improves oral reading fluency for the specific text being read. As a result, students comprehension those pages more fully and gain deeper concepts from the text. So that, with such advantages will give the positive influence also.³⁹

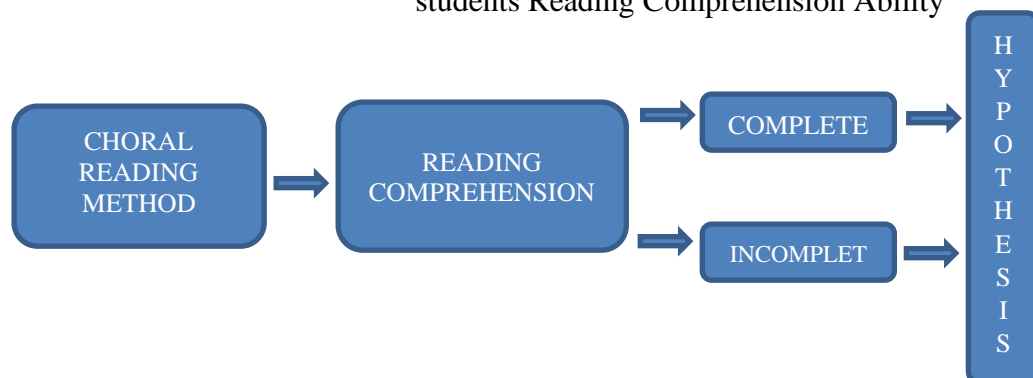
A researcher must have a theoretical framework as a concept for basic in research. Theoretical framework is foundation concept that support relationship two or more variable. Therefore, if the choral reading method is applied perfectly, the students' reading comprehension ability will be good and if the choral reading method is not applied perfectly, the students' reading comprehension will be bad.

2. Paradigm

Based on the theoretical framework above, the writer describes the paradigm as follows:

Figure 1

The influence of using Choral Reading Method on the students Reading Comprehension Ability



³⁹ Wigfied, *Motivating Reading Comprehension Concept-Oriental Reading Instruction*.
Page 21

Based on paradigm above, a researcher must have a theoretical framework as a concept for basic in research. Theoretical framework is foundation concept that support relationship two or more variable. Therefore, if the choral reading method is applied perfectly, the students' reading comprehension ability will be good and if the choral reading method is not applied perfectly, the students' reading comprehension will be bad.

E. Hypothesis

1. Hypothesis Formulation

The hypotheses derived from observations, relevant literature, and/or the study's theory make up the research hypothesis. A research hypothesis outlines the connection that one anticipates the study will reveal.⁴⁰

a) Alternative hypothesis (Ha)

There is a positive and significant influence of choral reading method toward students' reading comprehension at the eleven grade of SMA Ma'arif 03 Bumi Nabung.

b) Null hypothesis (Ho)

There is no a positive and significant influence of choral reading method toward students' reading comprehension at the eleventh grade of SMA Ma'arif 03 Bumi Nabung.

2. Statistical Hypothesis

Yogesh argues that in respect to the idea of a statistical hypothesis, "A hypothesis obtainable given in the null form which is an assertion that no link or there is no difference between or among the variables. A statistical hypothesis that may be tested using the framework of probability theory is the form null hypothesis. Additionally, it is a non-directional type of hypothesis.⁴¹ This assumption is regarded as being related to a population parameter. In this study, statistical hypotheses were formulated as follows:

- a. If $t_{observed} > t_{table}$ = H_a is accepted and H_o is rejected.
- b. If $t_{observed} < t_{table}$ = H_a is rejected and H_o is accepted.

⁴¹ Yogesh Kumar Singh, *Fundamental Of Research Methodology and Statistic* (New Delhi: New Age International, 2006). Page.61

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher applied quantitative research. Creswell states that “quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedure⁴². Then, according to Donald Ary quantitative research is the process through which observations are translated into numbers.⁴³ One aim of quantitative research is to obtain greater understanding of relationship among variables in population. So, it can conclude that quantitative research is an approach for identifying the relationship variables of research by using statistical procedure.

The researcher used one class in this research as an experimental special treatment through Choral Reading Method. The researcher gave assignment like a passage and then students used choral reading method to know the information. So, it used to identify the influence of Choral reading method through reading comprehension ability of the eleventh grade of SMA Ma'arif 03 Bumi Nabung. In this research the researcher used special treatment that is teaching reading by using choral reading method. The researcher gave the test

⁴² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approach, Second Edition* (London: SAGE, 2003). Page.4

⁴³ Donald Ary, et al, *Introduction to Research in Education* (Canada: Wadsworth, 2006). Page.101

two times. These were pre-test and post-test which will do before and after treatment to compare the effect from giving the treatment. This research will be conducted at the eleventh grade of SMA Ma'arif 03 Bumi Nabung in the Academic year of 2023/2024.

Tabel 4
The True Experimental Design

Pre-test	Treatment	Post-test
V1	X1	V2
	X2	

B. Operational Definition of Variables

In quantitative research, operational definitions are used to specify how variables will be measure in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Dependent Variable

The dependent variable is the major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable. Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable.⁴⁴ Dependent variable of this research is reading comprehension

⁴⁴ Daniel Mujis, *Doing Quantitative Research in Education* (London: Sage Publication, 2004). Page 23

that can be defined as knowledge of student in identification the text such as; main idea, topic, etc. To measure students reading comprehension, the researcher given the test in form the explanation of the students. There are the measurements of reading comprehension according to Camille Blachowicz and Donna Ogle, as follows:⁴⁵

- 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 that is indicator a good category in reading comprehension are:

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

2. Independent Variable

Independent variable is one or more group receive the experimental manipulation, or treatment from the researcher. It is the variable which is selected, manipulated and measured by the research. Independent of this research is choral reading method.

⁴⁵ Collin Hasion, *Understanding Reading Development* (London, 2004). Page 64

By knowing independent variable, the measurements of implementing Choral reading method in reading comprehension 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 method to the reading comprehension ability the texts.

Moreover, based on the explanation above, the researcher use indicator as follow:

- a. The teacher or model reader previewed a passage for the students, and they all make predictions about what the passage will be about.
- b. The teacher read the passage aloud—first by herself, then with the students joining in.
- c. The teacher faded 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 researcher used Choral Reading Method to observe the students' reading comprehension ability in the eleventh grade of SMA Ma'arif 03 Bumi Nabung. In addition, the researcher collected the data by using essay test. This test is also to know as far as possible in students' comprehending.

C. Population, Sample and Sampling Technique

1. Population

According to Donald Ary population is defined as all members of any well-defined class of people, events or subject.⁴⁶ Marczyk et.al defines population is “all individuals of interest to the researcher”.⁴⁷ So, populations is all members that will be observed. The population of this research are the students of the eleventh grade of SMA Ma’arif 03 Bumi Nabung that consist of 71 students who are divided into two classes.

2. Sample

Sample is representative of population.⁴⁸So, Sample is the small group of population that will be researched. It means that the sample of this research are the part of number of the eleven grade of SMA Ma’arif 3 Bumi Nabung in one classes that each class consist of 18 students so the total of the sample are all the population with the number of population are 32 students.

3. Sampling technique

Sampling refers to the process of selecting the individuals who will participate in a research study. In this research, the researcher will use simple random sampling to analyst the statistic specific. Random sampling is the process of selecting sample in such an away that all individuals in

⁴⁶ Donald Ary, *Introduction to Research in Education*.p.148

⁴⁷ Geoffrey Marczk, *Essensial of Research Design and Methodology* (New Jersey John Willey & sons, 2005).p.18

⁴⁸ Geoffrey Marczk. p.200

the defined population have an equal and independent chance of being selected for the sample.⁴⁹

Based on the statement above, because total subjects are less than 100 people the samples of the research are the students of eleventh graders which consist of 32 students. Therefore all of the population become sample. It can be considered that is population research.

D. Data Collecting Technique

In collecting data, the researcher uses the following procedures which can be described as follows:

1. Test

The test is using to know the score of the students reading comprehension. In that test, the researcher do pre-test and post-test. The researcher give the text and the students can find out the information by using choral reading method. The purpose of test of this research is to know the effect of using choral reading method toward students' reading comprehension ability. The type of this test use written test that consist of 20 questions. The score of each number of the questions is 20. So, If the students can answer all of the question correctly, they will get 100 score. Then, if the students answer the question incorrectly they will get 0 score. The time of the test is 45 minutes.

⁴⁹ C.R Kothari, *Research Methodology Method AndTechnique* (New Delhi: New Age Internasional Second Revised Edition., 2004). Page.104

a. Pre-test

The researcher used pre-test to the students to get their reading comprehension ability before treatment. The purpose of the pre-test was to know how far the students' reading comprehension.

b. Post-test

The post-test used be conducted after giving the treatment. It was to find out whether there is significant different between pre-test and post-test.

2. Documentation

The researcher used documentation on method to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in SMA Ma'arif 03. Observation also used to get information from relatively source of the students at the eleventh grade of SMA Ma'arif 3 Bumi Nabung.

E. Research Instrument

1. Reading test

To identify the student's reading comprehension of the eleventh grade of SMA Ma'arif 03 Bumi Nabung, the researcher was apply reading test. The test is measuring the ability of the students in reading the composition on the reading topic. The test consists of pre-test and post-test, of their research will be in the form of that asks the student read the text that has been given and analyze it.

2. Instrument Blueprint

Instrument blueprint is the way to get the data that was useful for the researcher to collage information from the field. The instrument included the test. The kind of the test was multiple choice. The researcher used English text to be research instrument. The instrument used to measure the students' reading comprehension ability as bellow:

Table 5

The Instrument Blueprint of Pre-test and Post-test

No	Indicators	Numbers of Items (Pre-test)	Numbers of Items (Post-test)	Total	Types of Test	Answer Key (Pre-test)	Answer Key (Post-test)
1	Main idea	1	3	20	Multiple Choice	A	C
		6	6			C	A
		18	18			D	A
2	Expression/Idioms/Phrases in context	9	4			A	B
			5			D	C
3	Inference (Implied detail)	2	7			A	C
		3	15			C	B
		10	11			A	D
4	Gramatical Features	5	8			A	D
		17	9			B	B
		20	13			A	B
			20			B	A
5	Detail (scanning for a specifically stated detail)	4	1			C	C
		11				A	A
		13		D	C		
				D	B		
6	Excluding facts not written	8	10	A	D		
		12	19	A	B		
		14		B	A		
7	Supporting idea(s)	7	2	C	B		
		19	16				

F. Data Analysis Technique

As Marczky, Geoffrey R. assume that t-test are used to test mean differences between two groups, in general, they require a single dichotomous independent variable (e.g, an experimental group) and a single continuous dependent variable.

To answer the question "can choral reading method give influence student's in reading comprehension at the eleventh graders of SMA MA'ARIF 03 BUMI NABUNG". The researcher analysis the data by paired sample t-test from SPSS 25 version.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMA Ma'arif 03 Bumi Nabung

SMA Ma'arif 3 Bumi Nabung Central Lampung Regency is located on the edge of the district highway, which is located in the village of sri kencono, bumi nabung sub-district, Central Lampung Regency. Established since 1993 under the name SMA Ma'arif 10 Rumbia and since 2005 changed its name to SMA Ma'arif 3 Bumi nabung based on a decision issued by the Ma'arif NU Education institution in Central Lampung. This name change is associated with the separation between Metro City and Central Lampung Regency and the division of Rumbia District into two, namely Rumbia and Bumi Nabung.

SMA Ma'arif 3 Bumi Nabung is located at Jln Raya Sri Kencono, No. 721 SKB. The status of this school is accredited B. At the beginning of the establishment of this school there was only 1 social studies department, and in 2023 there has been 1 science department added.

During the establishment of SMA Ma'arif 3 Bumi Nabung in 1993, until now there has been a change of principal 5 times, namely: since its establishment in 1993 to 1997. Led by Mr. Drs.ahmad munawir, who served for one period. And from 1997 to 1998 the position of principal was entrusted to Mr. Drs.karsiman. Starting in 2002 to 2006 was held

by Mr. Pranuju ahmadi, s.pd. And in 2006 to 2012 now elected Mr. Suhadi s.ag starting in 2012 was held again by Mr. Pranuju ahmadi, s.pd starting in 2014 to 2018 held by Mr. Edy sutanto, s.ag and in 2018 to -- held by Mr Heri indrianto, s.pd and in 2024 held by Mr. Ahmad yusuf habibi.

b. Vission Mission and Purpose SMA Ma'arif 3 Bumi Nabung

1) Vission

“High achievement, discipline and noble character.”

2) Mission

- a) Actively carry out KBM and guidance so as to improve the quality of graduates.
- b) Provide opportunities for students to be proactive and creative in learning.
- c) Encourage and invite every student to improve clean culture, clean culture, orderly culture, learning culture and work culture through discipline.
- d) Orderly culture, learning culture and work culture through discipline.
- e) Developing religious life in order to increase faith, devotion and noble character. Implementing participation management to all school members in developing the interests, talents and achievements of students through skills and extracurricular activities. students' interests,

talents and achievements through skills and extracurricular activities.

c. Purpose

- 1) UN average score reached 6.50
- 2) Students who went on to public and private universities reached 17%
- 3) All teachers managed to improve the quality of learning well.
- 4) Able to implement the Education Unit Level curriculum well.
- 5) Has a reliable sports team, paskibra, and scientific working group (KIR) and has achieved national achievements at the national level.
- 6) Students represent computer skills that are ready to follow the world of work competition.

2. Description of Research Data

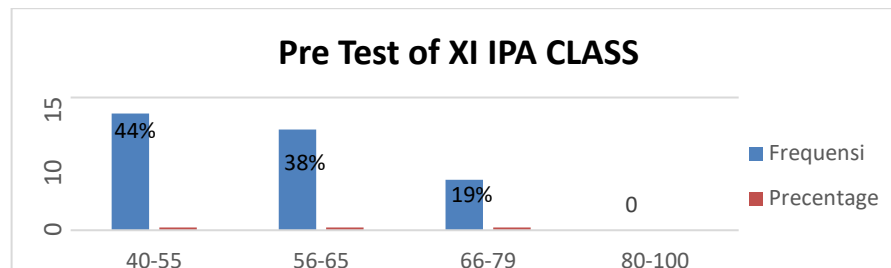
a. The Student Pre-test Result of XI IPA Class

On September 4th, 2024, the investigator administered a preliminary test to assess the foundational understanding of students regarding Narrative text in multiple-choice reading comprehension before initiating the intervention. The researcher use the population of IPA class the eleventh graders and 32 students sample.. The score of the students it can see in the appendics 8. The researcher explained the percentage of pre-test and post-test score. The outcomes of the initial test are presented below:

Table 6
Frequency Distribution of Student's Pre-Test
 (The data it can see on Appendices)

No	Interval		Frequensi	Percentage
1	40	55	14	44%
	56	65	12	38%
	66	79	6	19%
	80	100	0	0
Jumlah			32	100%

Graph 1 frequency distribution of student's pre-test



Based on the table and graph frequency distribution above, it can be inferred that 32 students as the research sample can be divided:

1. For the class interval of 40-55, there were 14 students or 44%
2. For the class interval of 56-65, there were 12 students or 38%
3. for the class interval of 66-79, there were 6 students or 19%
4. For the class interval of 80-100, there were no student.

Based on the data above it can be seen that only six students whose scores reached the KKM (70) and 26 students who did not pass the test.

b. The Student Post-test Result of XI IPA Class

After reviewing the initial outcomes of the pre-test on 4 September 2024 for Narrative Text test in multiple-choice reading comprehension, the researcher implemented Choral Reading Method as an intervention to enhance students' comprehension of Narrative text. It's important to note that the researcher recognized challenges students faced in multiple-choice reading comprehension and introduced the Choral Reading Method to assess its potential positive and significant impact.

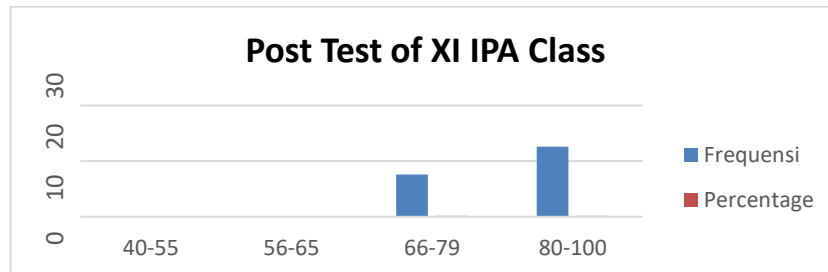
Moreover, subsequent to providing the XI IPA Class students with the Choral Reading Method treatment and ensuring their comprehension, the researcher IPA a post-test to evaluate their proficiency in Narrative Text text within the

context of multiple-choice reading comprehension. Refer to appendix 8 for comprehensive data. The post-test results are presented below.

Table 7
Frequency Distribution of Students' Post-Test
 (The data we can see on Appendices)

No	Interval		Frequensi	Percentage
1	40	55	0	0
	56	65	0	0
	66	79	12	38%
	80	100	20	63%
Jumlah			32	100%

Graph 2 frequency distribution of students' post-test



Based on the table frequency and graph 3 distribution above, it can be inferred that 32 students as the research sample can be divided:

- 1) For the class interval of 40-55, there were 0 students or 0 %
- 2) For the class interval of 56-65, there were 0 students or 0 %
- 3) For the class interval of 66-79, there were 12 students or 38%
- 4) For the class interval of 80-100, there were 20 students or 63%

Examining the provided data reveals that every student, equivalent to 100%, achieved scores meeting or exceeding the Minimum Competence Criteria (KKM) of 70. This leads to the conclusion that the employment of the Choral Reading Method has been validated in enhancing reading comprehension. In summary, the post-test results were classified as successful, indicating an overall positive impact in assisting students with their comprehension.

c. Hypothesis Testing

Differences in Increasing Learning Outcomes in the Score of Pre-test and Post-test class XI IPA. The researcher used normality and homogeneity tests to know that the data is normal and includes homogeneity data. in order to prove that this data is valid and there is a significant change effect.

a. Normality and Homogeneity Test

Table 8
Case Processing Summary Pre-Test and Post-Test

Case Processing Summary							
		Cases					
		Missing					
Kelas		N	Percent	N	Percent	N	Percent
Reading	Pretest	32	100.0%	0	0.0%	32	100.0%
	Post-test	32	100.0%	0	0.0%	32	100.0%
	posttest	32	100.0%		0.0%		100.0%

The Table of Case Processing Summary shows the number of students are 32 students. Missing 0 indicates that the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distributed or not.

Table 9
Test of Normality in Pre-test and Post-test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Reading	Pretest	.266	32	.000	.864	32	.001
	Posttest	.297	32	.000	.776	32	.000
a. Lilliefors Significance Correction							

In the process of assessing normality using the Kolmogorov- Smirnov test, the Pre-test data yielded a significance value of 0.001, while the post-test data also resulted in a significance value of 0.000. The obtained significance values for both the pre-test and post-test normality tests are below 0.05, indicating that the data is distributed normally. Following the normality test, a homogeneity test was conducted. The results are as follows:

Table 10
Test of Homogeneity of Variance in Pre-test and Post-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	S i g
hasil treatment	Based on Mean	7.606	1	62	
	Based on Median	2.660	1	62	
	Based on Median and with adjusted df	2.660	1	55.878	
	Based on trimmed mean	7.987	1	62	

Considering the information provided earlier about the homogeneity test using Levene's test, it is observed that the obtained p-values were all greater than 0.05, indicating that the data exhibits homogeneity. Additionally, the results of the normality tests for both pre test and post test indicate that the data is normally distributed and homogeneous. Subsequently, to assess the differences in the data, the researcher opted for the Paired Sample t-test

Table 11
Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	50.00	75.00	60.6250	8.20602
Posttest	32	75.00	90.00	82.8125	6.08243
Valid N (listwise)	32				

Based on data above the number of students for the IPA class as many as 32 score of pre-test with mean of 60.6250. And the number of students for the post-test with mean of 82.8125.

Table 12
Test in One Sample Test

One-Sample Test						
	Test Value = 0					
				Mean	95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Difference	Lower	Upper
Pretest	41.792	32	.000	60.625	57. 67	63.58
Posttest	77.018	32	.000	82.813	80. 62	85.01

Sig. (2-tailed) of 0.000. The value of .Sig. (2-tailed) indicates smaller than 0.05, there are differences in student learning outcomes between pretest and posttest.

Hypothesis:

Ho = There is no positive and significant the influence of using Choral Reading Method on the students reading comprehension at the eleventh grade students of SMA Ma'arif 3 Bumi Nabung

Ha = There is a positive and significant the influence of using Choral Reading Method on the students reading comprehension at the eleventh grade students of SMA Ma'arif 3 Bumi Nabung.

If the significance value (2-tailed) $< 0,05$ H_0 is rejection and H_a is acceptance. If the significance value (2-tailed) $> 0,05$, H_0 is accepted and H_a is rejection. The above test obtained.Sig (2-tailed) value of 0.000, which is less than 0.05, so there is a difference in student learning outcomes between the pre-test and post-test. This means that H_0 is rejected and H_a is accepted, meaning that there is a positive and significant The Influence of Using Choral Reading Method on The Students Reading Comprehension in.

B. Discussion

The researcher initiated the study by administering a pre-test to evaluate the initial reading comprehension proficiency of students at the beginning of the research. The findings from the pre-test revealed a low level of reading comprehension ability among the students, with only 2 out of 32 students meeting the KKM threshold of 70.

Subsequently, the researcher selected and implemented Narrative Text as a treatment to investigate the potential significant impact of the Choral Reading Method on students' reading comprehension. The treatment consisted of two sessions, conducted on 4 September, 2024, and September 11, 2024. Following the completion of the treatment, a post-test was administered. Analysis of the post-test data indicated an improvement in scores, with all students surpassing the KKM of 70.

This positive trend was further corroborated by employing the Paired Sample t-test. If the significance value (2-tailed) $< 0,05$ H_0 is rejection and

Ha is acceptance. If the significance value (2-tailed) $> 0,05$, Ho is accepted and Ha is rejection. The above test obtained.Sig (2-tailed) value of 0.000, which is less than 0.05t. Consequently, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted, affirming the positive and substantial influence of utilizing the Choral Reading Method on the reading comprehension of eleventh-grade students at SMA Ma'arif 3 Bumi Nabung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing Quantitative research at the Eleventh grade of SMA Ma'arif 3 Bumi Nabung and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence of implementing Choral Reading Method in teaching descriptive text. It means that using Choral Reading Method in teaching reading is helpful. It could be shown from the result of pre-test and post-test.

There was a significant influence of Choral Reading Method toward students' reading comprehension ability at the Eleventh grade of SMA Ma'arif 3 Bumi Nabung. It could be seen from the critical value (2-tailed) $< 0,05$. H_0 is rejection and H_a is acceptance. If the significance value (2-tailed) $> 0,05$, H_0 is accepted and H_a is rejection. The above test was obtained. Sig (2-tailed) value of 0.000, which is smaller than 0.05, so there is a difference in student learning outcomes between the experimental classes. This means that H_0 is rejected and H_a is accepted, meaning that there is any positive and significant influence of using Choral Reading Method on the Students Reading Comprehension at the Eleventh Grade Students of SMA Ma'arif 3 Bumi Nabung.

B. Suggestions

The researcher had done the research at the tenth grade of SMA Ma'arif 3 Bumi Nabung in the academic year of 2023/2024, the researcher would like to give some suggestion as follows:

1. For the Teacher

The teacher should choose a great technique in teaching English especially in reading class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. For the Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and comprehension especially in reading comprehension.
- c. The students are suggested to improve their reading comprehension.

3. For the School

- a. The researcher greatly expects that this study can give contribution for the school, such as good inspiration for further studies in reading comprehension.

- b. The school is recommended to make the further study in applying Choral Reading Method which is done by the teacher in learning reading comprehension.

4. For the Other Researchers

The study is expected to give the benefit for other researchers by providing information on the important effects of choral reading method on reading performance. In addition, this study not only provides information on the theory of the impact of choral reading method on reading comprehension, but also features concrete examples and evidence from research data on the choral reading method on reading comprehension. The research may help other researchers by providing an alternative or a reference for them. Therefore, it is hoped that other researchers will develop their work in another form of research.

BIBLIOGRAPHY

- Allan Collins and Edward E. Smith. *Teaching The Process Of Reading Comprehension*. Champaign: Illions, 2007.
- Amelia, Nurdiana Rizki. *INTERPRETIVE Reading*. Pekanbaru: Kreasi Edukasi, 2017.
- Athanasou, Iasonas Lamprianou and James A. *A Teacher's Guide to Educational Assesment*. Rotterdam. Boston: Sense, n.d.
- Barbara J. Wendling and Nancy Mather. *Essential of Evidence*, n.d.
- Brown, H. Dauglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. USA: Longaman, 2003.
- C.R Kothari. *Research Methodology Method AndTechnique*. New Delhi: New Age Internasional Second Revised Edition., 2004.
- Cheryl A Jones. *Assesment For Learning and Skills Development Agency*. London, 2005.
- Cline, Federick, Christopher Jhonstone, and King Teresa. *Focus Group to Three Definitions of Reading (As Originally Developed in Support of Narap Goal 1)*. Minneapolies: NARAP National Accessible Reading Assesment Projects, 2006.
- Collin Hasion. *Understanding Reading Development*. London, 2004.
- Daniel Mujis. *Doing Quantitavie Research in Education*. London: Sage Publication, 2004.
- Dauglas Brown. *Teaching by Principles An Alternative Approach to Language Pedagogy*. New York :Addisaon Wesley, 2001.
- Donal Ary et al. *Introduction to Research in Education*. USA: Wadsworth, 2010.
- Donald Ary, et al. *Introduction to Research in Education*. Canada: Wadsworth, 2006.
- Fanola, Ria, Jafri, and Jufri. "Implementing Collaborative Strategic Reading (CSR) In Teaching Reading News Item Text To Senior High School Students." *Journal of English Language Teaching* 2, no. March (2014).
- Farel, Thomas S. C. *A Strategic Approach to Teaching Reading*. Singapore: Natonal Institute of Education, 2002.
- Garry Wooley. *Reading Comprehension: Asisting Children with Learning Difficulties*. New York: Springer, 2011.

- Geoffrey Marczk. *Essensial of Research Design and Methodology*. New Jersey John Willey & sons, 2005.
- Harmer, Jaremy. *The Practice of English Language Teaching*. New York: Longman Publishing, 1991.
- Harris, Karren R., and Steve Graham. *Teaching Reading Comprehension to Student with Learning Diffuculties*. London, 2007.
- Hasri Wahyu Ningsih. "2. The Influence Of Using Choral Reading Towards Students' Reading Comprehension On Descriptive Text At The First Semester Of The Tenth Grade At Sman 1 Bangunrejo Central Lampung." Uin Raden Intan Lampung, 2018.
- Janette K. Klingner. *Teaching Reading Comprehension to Student with Learning Difficulties*. New York: The Guilford Press, 2007.
- John W. Creswell. *Research Design: Qualitative, Quantitavie, and Mixed Methods Approach, Second Edition*. London: SAGE, 2003.
- Judie Haynes. *Getting Started With English Language Learners*. USA : ASCD, 2007.
- L, Santi Kristi, and K. Reed Deborah. *Improving Reading Comprehension of Middle and High School Student*. New York: Springer, 2015.
- Madani Habib. "Assesment of Reading Comprehension" *Revista Romaneasea Pentru Educatie Multidimensionala VIII*, 2016.
- Marzano, Robert J. *Building Background Knowledge Achievment*. USA: ASDC, 2004.
- Maulidina.J, and Sumarta. "The Use Of Individual Startegy On Choral Reading Method In Reading Classroom" 4, no. 2008 (2022): 5989–98.
- Nunan, David. *Practial English Language Teaching: Young Learners*. New York: McGraw-Hil ESL/ELT, 2005.
- Pasquarelli, Rachel L. Mecormack and Susan Lee. *Teaching Reading*, n.d.
- Septiana, Linda, Widhiya Ninsiana, Eka Yuniasih, and Farida Nurlaily. "Development Of Islamic Text Based Reading Materials With a Genre Based Approach." *Journal of English Language Teaching* 10 (2022).
- Septiawan, Tri Riyan. "THE INFLUENCE OF USING CHORAL READING (CR) STRATEGY TOWARDS STUDEENTS READING COMPREHENSION IN NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1 TERBANGGI BESAR ACADEMIC YEAR OF 2020/2021." UIN Raden Intan Lampung, 2021.

- Smith, Frank. *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read Sixth Edition*. London: ELA, 2004.
- Susanura, Fratama. "3. The Use Of Choral Reading Method To Improve Students' Reading Comprehension At 10 Grade In Smk Tritech Informatika Medan." Department Of English Education Faculty Of Tarbiyah And Teachers Training State Islamic University Of North Sumatera Medan, 2020.
- Sylvia Linan-Thompson and Sharon Vaughn. *Research Based Methods of Reading Instruction English Language Learners Grades K-4*. USA : ASCD, 2007.
- Tankersley, Karen. *The Treads of Reading Strategies for Literacy Development*. Virginia USA: Association for Supervision and Curriculum Development Alexandria, 2003.
- Ubert, Lila, and Ed.D Carrick. "Strategy Guide Choral Reading," 2013, 3–4.
- Vaughn, Sylvia Linan-Thompson and Sharon. *Research Based Methods of Reading*, n.d.
- Wigfied, Allan. *Motivating Reading Comprehension Concept-Oriental Reading Instruction*. London, n.d.
- Yogesh Kumar Singh. *Fundamental Of Research Methodology and Statistic*. New Delhi: New Age International, 2006.

APPENDICES



PERANGKAT PEMBELAJARAN

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : XI / GENAP

MATERI POKOK : *NarrativeText*

A. Prasurvey Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 8-4543/In.28/J/TL.01/09/2023
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
KEPADA KEPALA SEKOLAH SMA MAARIF 03 BUMI
NABUNG SMA MAARIF 03 BUMI NABUNG
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : WULAN FEBRIANI
NPM : 2001051044
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING CHORAL READING METHOD TOWARD STUDENTS READING COMPREHENSION

untuk melakukan prasurvey di SMA MAARIF 03 BUMI NABUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

B. Pra-survey Replay Letter


**BADAN PELAKSANA PENYELENGGARA PENDIDIKAN
LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TENGAH
SMA MA'ARIF 03 BUMI NABUNG
KEC. BUMI NABUNG KAB. LAMPUNG TENGAH**


STATUS : TERAKREDITASI, NPSN : 10801957, NSS : 302120224025, NDS : L.02134004
 Alamat : JLn Raya Metro – Gaya Baru No. 721 Srikenono Baru Kec. Bumi Nabung Kab. Lampung Tengah, 34168, Telp. 081279490254
 Email : smamaarif3buminabung@gmail.com Website:www.smamaarif3buminabung.sch.id

SURAT KETERANGAN
Nomor: 023 /SMA.03/LPM-NU/SK/XI/2023

Yang bertanda tangan di bawah ini. Kepala SMA MA'ARIF 03 Bumi Nabung,
 Kabupaten Lampung Tengah Provinsi Lampung Berdasarkan surat dari **INSTITUT AGAMA
ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
 Nomor: B-4543/In.28/J/TL.01/09/2023, Perihal **Izin Prasurvey**, menerangkan bahwa :

Nama	: Wulan Febriani
NPM	: 2001051044
Jurusan	: Tadris Bahasa Inggris
Judul Skripsi	: THE INFLUENCE OF USING CHORAL READING METHOD TOWARD STUDENT READING COMPREHENSION


Telah melaksanakan penelitian di SMA Ma'arif 03 Bumi Nabung pada hari/tanggal :
 Kamis, 7 Desember 2023

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bumi Nabung, 04 Desember 2023
 Kepala SMA Ma'arif 03 Bumi Nabung


HERIYANDRIANTO, S.Pd

C. Guidance Consultation Card

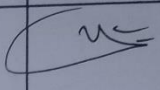
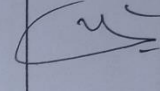
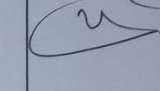
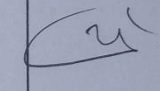
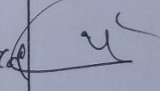


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wulan Febriani
 NPM : 2001051044

Program Studi : TBI
 Semester : IX

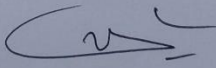
No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 3/9/24		Goes to chapter <u>IV</u>	
2	Senin 3/9/24		Read the jurnal related to CR method	
3	Senin 3/9/24		Revise abstract	
4	Rabu 19/9/24		check the data analysis	
5	Rabu 18/9/24		check the grammar errors chapter 1 - V	

Mengetahui
Ketua Program Studi TBI



Dr. Much Pengatur, M.Pd.B.I
 NIP. 198603082015031006

Dosen Pembimbing



Yeni Suprihatin, M.Pd.
 NIP. 198903012023212050



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wulan Febriani
 NPM : 2001051044

Program Studi : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat 21/9/24		Revise the beneter of the study	
2.	Jumat 27/9/24		Describe the profil of the School	
3.	Jumat 27/9/24		Revise the conclusion and recommendation	
4.	Jumat 5/9/24		homogeneity and normality test	
5.	Jumat 22/9/24		revise the Abstrak:	

Mengetahui
 Ketua Program Studi TBI



Dr. Mach Hendayur, M.Pd.B.I
 NIP. 19803082015031006

Dosen Pembimbing

Yeni Suprihatin, M.Pd.
 NIP. 198903012023212050



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wulan Febriani
 NPM : 2001051044

Program Studi : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 30/9 24		Revise the Abstract	
2.	Senin 30/9 24		Acknowledgment	
3.	Senin 30/9 24		TABLE OF contents.	
4.	Selasa 01/10 24		Dec for manuscript?	

Mengetahui
 Ketua Program Studi TBI



Dr. Moch Benmuti, M.Pd.B.I
 NIP. 198303082015031006

Dosen Pembimbing

Yeni Suprihatin, M.Pd.
 NIP. 198903012023212050

D. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah: SMA Ma'arif 03 Bumi Nabung Pelajaran: Bahasa Inggris	Kelas/Semester: XI/1 Alokasi Waktu: 2x45 Menit	Pertemuan Ke: 1 KD: 3.4:4.4.1:4.4.2
MATERI: Narrative Text		

a. Tujuan

- Mengidentifikasi perbedaan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
- Mengidentifikasi makna serta kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Narrative lisan dan tulis, terkait isu actual.
- Menyusun teks Narrative

b. Langkah – Langkah Pembelajaran

MEDIA:

- ✓ Work sheet atau lembar kerja siswa
- ✓ Lembar Penilaian
- ✓ Penggaris, spidol, dan papan tulis
- ✓ Laptop dan LCD Proyektor

<p>PENDAHULUAN</p>	<ul style="list-style-type: none"> • Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti, berdoa, absensi, dan menyiapkan pelajaran. • Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks Narrative Text.
<p>KEGIATAN LITERASI</p>	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Teks Narrative.
<p>Critical Thinking</p>	<p>Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat actual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Narrative</i>.</p>

Collaboration	Peserta didik dibentuk ke dalam beberapa kelompok terdiri dari 4-5 orang untuk mendiskusikan mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Narrative</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, megemukakan pendapat atas prsentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Narrative</i> Peserta didik kemudian diberi kesempatan untuk menyampaikan kembali hal-hal yang belum dipahami.
Penutup	<ul style="list-style-type: none"> ✓ Guru bersama peserta didik merefleksikan pengalaman belajar. ✓ Guru memberikan penilaian lisan secara acak dan singkat. ✓ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

c. Penilaian Pembelajaran

- Sikap : Lembar Pengesahan
- Pengesahan : Test Tertulis
- Keterampilan: kinerja & obseravasi diskusi

Bumi Nabung, 3 June 2024

Guru Bahasa Inggris

Mahasiswa/peneliti

Nuri Wiji Lestari, S.Pd**Wulan Febriani**

Mengetahui,

Kepala Sekolah SMA Ma'arif 3 Bumi Nabung

Ahmad Yusuf Habibi,S.Pd

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Status Pendidikan : SMA

Kelas : XI (sebelas)

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topic yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang</p>	<p>Teks eksposisi <i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p>Struktur teks Menyebutkan</p> <p>pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut.</p>	<p>Mengamati</p> <p>Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</p> <p>Mempertanyakan(questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p>

<p>topik yang hangat dibicarakan umum</p>		<p>Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.</p> <p>Siswa secara berkelompok menuliskan menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan</p>
---	--	--

		unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok
--	--	---

Bumi Nabung, 3 June 2024

Guru Bahasa Inggris

Mahasiswa/peneliti

Nuri Wiji Lestari, S.Pd

Wulan Febriani

Mengetahui,

Kepala Sekolah SMA Ma'arif 3 Bumi Nabung

Ahmad Yusuf Habibi, S.Pd

The Instrument Blueprint of Pre-Test and Post-Test

No	Indicators	Numbers of Items (Pre-test)	Numbers of Items (Post-test)	Total	Types of Test	Answer Key (Pre-test)	Answer Key (Post-test)
1	Main idea	1	3	20	Multiple Choice	A	C
		6	6			C	A
		18	18			D	A
2	Expression/Idioms/Phrases in context	9	4			A	B
			5			D	C
3	Inference (Implied detail)	2	7			A	C
		3	15			C	B
		10	11			A	D
4	Gramatical Features	5	8			A	D
		17	9			B	B
		20	13	A	B		
			20	B	A		
5	Detail (scanning for a specifically stated detail)	4	1	C	C		
		11		A	A		
		13		D	C		
				D	B		
6	Excluding facts not written	8	10	A	D		
		12	19	A	B		
		14		B	A		
7	Supporting idea(s)	7	2	C	B		
		19	16				

E. Pre-Test Instrument

Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a, b, c, or d) on the answer sheet.

Text 1

Read the following text and then answer the question number 1-10

KH Hasyim Asy'ari or M Hasyim Asy'ari is a scholar born in Jombang, 24 Dzulqaidah 1287 H. Hasyim is the third son of 11 children, from the couple KH Asy'ari (leader of Pesantren Keras, Jombang) and Nyai Halimah. From his father's lineage, Hasyim is a descendant of the Prophet. In addition to being a descendant of the Prophet, he is also a descendant of Sunan Giri, the saint who spread Islam in Java. Meanwhile, from his mother's lineage, Hasyim is a descendant of the last king of the Majapahit Kingdom. The king was King Brawijaya VI (Lembu Peteng).

Hasyim, since childhood lived side by side in a traditional Islamic boarding school environment. There, he learned the basics of Islam from the Islamic boarding school led by his father, Pesantren Keras. At the age of 15, Hasyim traveled to several Islamic boarding schools in Java. Starting from the Siwalan Panji Islamic Boarding School (Sidoarjo), Tambakberas Islamic Boarding School (Jombang), Langitan Islamic Boarding School (Tuban), Cepoko Islamic Boarding School (Ngawi), and Sarang Islamic Boarding School (Rembang).

KH Hasyim also served as a teacher at the Grand Mosque. He holds the title of Syaikhul Haram. KH Hasyim also co-wrote several scientific papers. Starting from the Treatise of Ahlussunnah wal Jama'ah and Al-Imam al-Ghazali wa Arauhu

al-Kalamiah. After that, he returned to Indonesia and founded the Tebuireng Islamic Boarding School in 1899. (<https://www.detik.com/jatim/berita/d-6980512/biografi-kh-hasyim-asyari>)

1. What is the text about?
 - A. Biography of KH. Hasyim Asy'ari
 - B. Story of KH. Hasyim Asy'ari's struggle
 - C. The establishment of NU
 - D. The story of the birth of KH. Hasyim Asy'ari
2. What can we infer from the text?
 - A. KH. Hasyim Asy'ari was a teacher in Saudi Arabia.
 - B. NU is an organization created by KH. Hasyim Asy'ari
 - C. KH. Hasyim Asy'ari is a Nahdlatul Ulama scholar who received the title Syaikhul Haram
 - D. KH. Hasyim Asy'ari was a santri (Islamic student)
3. Temporary from his mother's lineage, Hasyim is a descendant of the last king of the Majapahit Kingdom. The king was King Brawijaya VI (Lembu Peteng), The **temporary** word has antonym of...
 - A. Momentary
 - B. Transitory
 - C. Limited
 - D. Permanent
4. What is the purpose of the text?
 - A. Explain to the reader about the biography of KH. Hasyim Asy'ari
 - B. Educate students
 - C. Cultivate an attitude of enthusiasm for learning
 - D. Make readers more caring
5. What is the generic structure of the text above?
 - A. Orientation-Complication-Reorientation
 - B. Orientation-Series of event-Reorientation
 - C. Stating thesis-Arguments-Reiteration
 - D. Newsworthy event-Background events-Source
6. What's is the main idea of the text?
 - A. KH. Hasyim Asy'ari was a student who became a cleric
 - B. The birth of Nahdlatul Ulama
 - C. The struggle of a santri
 - D. The process of establishing the Nahdlatul Ulama organization
7. Which statement that supports the text

- A. KH. Hasyim Asy'ari descended from the king of Saudi Arabia
 - B. Was once an imam at the Grand Mosque
 - C. KH. Hasyim Asy'ari is a descendant of the Prophet Muhammad SAW
 - D. KH. Hasyim Asy'ari never went to boarding school
8. What is the main idea of paragraph 1?
- A. KH. Hasyim Asy'ari is a descendant of the Messenger of Allah
 - B. He lived in a pesantren for 10 years
 - C. KH. Hasyim Asy'ari was born in Surabaya
 - D. History of the founding of Nahdlatul Ulama
9. The word “pesantren” in the paragraph two has the closest meaning to
- A. School
 - B. Home
 - C. Hospital
 - D. Mosque
10. Based on the text, KH. Hasyim Asy'ari is...
- A. Descendants of Sunan Kalijogo
 - B. The third son of 11 siblings
 - C. Imam at the Grand Mosque
 - D. Friend of Sunan Giri

Text 2

Read the following text and then answer the question number 11-20

Since its inception, the Nahdlatul Ulama (NU) organization has had the foundation of an economic movement, a scientific and cultural movement, a political movement, and an educational movement. This is an important pillar for NU, namely: Community Economic Insight; Scientific and socio-cultural insight; National Insight. In accordance with one of the ideals of the Indonesian nation, namely to make the nation's life intelligent.

Nahdlatul Ulama (NU) as a religious and community organization, pays great attention to education. In fact, since NU was first founded on January 31 1926, this has been proven by the number of Islamic boarding schools under its auspices.

This is in order to educate human resources as a form of Islamic boarding school development in general and in particular for Indonesia.

NU also introduces the ideology of Ahlusunnah Wal Jama'ah, by studying the heritage of Aswaja teachings, culture and arts. With evidence of the many educational institutions that have been established and fostered by NU through its LP MA'ARIF, NU has fostered around 12,092 at the Islamic boarding school, madrasah and school and college levels spread throughout the archipelago. NU is committed to further improving the quality of management of educational institutions and human resources for teaching and education staff at LP MA'ARIF NU. (<https://mtsmu2bakid.sch.id/nahdlatul-ulama-dalam-pendidikan-indonesia/>)

11. What is the text about?
 - A. Nahdlatul Ulama in Indonesian Education
 - B. Pesantren is a product of Nahdlatul Ulama
 - C. Nahdlatul Ulama has more than 12,000 educational institutions
 - D. Nahdlatul Ulama's contribution to education
12. How many pesantren institutions does Nahdlatul Ulama have?
 - A. 1921
 - B. 12.092
 - C. 5102
 - D. 12.099
13. The text mainly tells us about?
 - A. Boarding school
 - B. LP MA'ARIF
 - C. Nahdlatul Ulama's role in education
 - D. Education
14. What's is the main idea of the text?
 - A. Nahdlatul Ulama as a religious institution is very concerned about education
 - B. Pesantren is an effective educational institution
 - C. The history of the birth of LP MA'ARIF
 - D. The importance of education for Muslims

15. What does the text tell us about?
 - A. Nahdlatul Ulama
 - B. B. Pesantren
 - C. C. Education for Muslims
 - D. D. Nahdlatul Ulama's contribution to education
16. The second paragraph mainly discussed about?
 - A. History of pesantren
 - B. LP MA'ARIF
 - C. Education in Indonesia
 - D. Evidence of Nahdlatu Ulama's contribution in the field of education
17. What kind of the tense which is mostly used in an exposition Text?
 - A. Simple past tense
 - B. Future perfect tense
 - C. Simple present tense
 - D. Past perfect tense
18. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to
 - A. Analytical exposition
 - B. Description
 - C. Procedure
 - D. Anecdote
19. We usually call the first paragraph as
 - A. Thesis.
 - B. Argument.
 - C. Conclusion.
 - D. Reiteration
20. What kind of text above?
 - A. Report text
 - B. Narrative text
 - C. Descriptive text
 - D. Analytical Exposition

F. Post-Test Instrument

Reading Comprehension Test. (POST-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,or d) on the answer sheet.

Text 1

Read the following text and then answer the question number 1-10

At one time, there was a powerful Brahmin from India who sailed to Tuban. He wanted to test his strength and discuss religious issues with Sunan Bonang. However, when his boat was in the middle of the sea, there was a storm, and the boat capsized. Although he and his followers managed to save themselves, the reference books they wanted to use to debate with Sunan Bonang sank to the bottom of the sea. On the shore, they saw a man in a white robe walking while carrying a stick. They stopped him and said hello. The white-robed man stopped and stuck his stick into the sand.

"I have come from India in search of a great scholar named Sunan Bonang," said the Brahmin. "What are you looking for Sunan Bonang for?" the man asked. "I want to discuss religious matters," said the Brahmin. "Unfortunately, the books I brought with me have sunk into the sea. " Without saying much, the man pulled out his stick that was stuck in the sand, and suddenly water came out of the hole in the stick, bringing out all the books that the Brahmin had brought.

"Are those your books that sank into the sea?" the man asked. The Brahmin and his followers examined the books and found them to be their own. His heart

was pounding as he tried to guess who the man in the white robe was. "Where am I now?" asked the Brahmin. "You are on the shore of Tuban!" the man replied. Immediately, the Brahmin and his followers fell to their knees before the man. They were convinced that the man in the white robe was Sunan Bonang himself.

Whoever was highly knowledgeable and powerful in the city of Tuban must be Sunan Bonang. The Brahmin no longer intended to challenge Sunan Bonang to a religious debate or a battle of wits, and he eventually became Sunan Bonang's disciple and loyal follower.

1. Which of the following statement is correct?
 - A. The Brahmin smarter than Sunan Bonang
 - B. Brahmin is powerful but Sunan Bonang more
 - C. The Brahmin is powerful and smart but Sunan Bonang more
 - D. The Brahmin is stupid and Sunan Bonang is smart

2. What the title text above?
 - A. The Brahmin and Sunan Bonang
 - B. Story of the Brahmin
 - C. Story of Sunan Bonang
 - D. Story of Brahmin Journey

3. The text tells us about?
 - A. the legend of a Brahmin's journey from india to meet Sunan Bonang, and how Sunan Bonanng helped him
 - B. the history of Sunan Bonang go to India and meet the Brahmin
 - C. the story of a Brahmin using boat
 - D. the story of sunan Bonang

4. and the boat capsized. the underline word means ?
- A. down
 - B. upside down
 - C. upside
 - D. lost
5. They were convinced that the man in the white robe was Sunan Bonang himself. The underline word refers to?
- A. Brahmin
 - B. Followers of Brahmin
 - C. Brahmin and his followers
 - D. Sunan Bonang friend's
6. What is the main idea of this text?
- A. his boat was in the middle of the sea
 - B. there was a powerful Brahmin from India who sailed to Tuban. He wanted to test his strength and discuss religious issues with Sunan Bonang
 - C. the reference books they wanted to use to debate with Sunan Bonang sank to the bottom of the sea
 - D. The Brahmin and his followers examined the books and found them to be their own.
7. From the text we know that Sunan Bonang are...
- A. Arrogant and smart
 - B. Smart and strong
 - C. Humble and quiet
 - D. Great and humble
8. The generic structure of the text is...

- A. Orientation > events > re-orientation
- B. Orientation > complication > resolution > re-orientation
- C. General classification > description
- D. Identification > description

9. What type of the text above?

- A. Exposition
- B. Report
- C. Decription
- D. Narrative

10. Why the Brahmin go to Tuban and looking for Sunan Bonang?

- A. Because the Brahmin want make a deal with Sunan Bonang
- B. Because sunan Bonang told him to come and make book with Sunan Bonang
- C. Because he want to test his strength and discuss religious issues with Sunan Bonang
- D. Because he want test Sunan Bonang

Text 2

Read the following text and then answer the question number 11-20

As the sun fades in Tanggulangin Village, Gresik, East Java, the moon is shining brightly and villagers look happy to welcome the night. Suddenly, there was 1a roar that grew louder. Shortly after, from behind the trees on the village border, a horde of about 20 horsemen appeared. Tanggulangin residents scattered for safety, rushing into their homes. The uninvited group was led by Tekuk Penjalin, a well-known hero in the area.

Penjalin, with his tall, burly stature and overgrown face, ordered the residents to hand over their property. "If you refuse, I will burn down this village," he threatened. No one dared to defy him. They would rather save themselves than face Penjalin's threat. Suddenly, however, the herd's intention to burn Tanggulangin was halted. A group of white-clad people suddenly appeared out of nowhere.

It was led by Sheikh Maulana Malik Ibrahim or called with Sunan Gresik, a renowned cleric who was beginning to expand his influence in Gresik and the surrounding areas. One of his disciples, Ghafur, politely came forward and reminded Penjalin of his disgraceful actions. Of course, Penjalin did not accept. Moreover, the person who reminded him was completely unknown in the Gresik martial arts region. An exciting fight ensued in no time. Seeing the battle, the people of Tanggulangin came out and helped Ghafur. Eventually, Penjalin and his troops were driven out. However, Penjalin refused to disband his men on Ghafur's orders.

Ghafur had no choice but to kill Penjalin. However, before he could carry out the act, Penjalin suddenly spat in his face. Ghafur was furious. Yet, strangely, at the height of his anger, he backed away. Penjalin was surprised. "Why didn't you kill me?" asked Penjalin. Ghafur replied, "Because you made me angry, and I should not punish people in a state of anger." Hearing Ghafur's preaching, followed by a brief conversation, Penjalin and his gang expressed interest in embracing Islam.

11. Who are the main characters in the story

A. Sunan Gresik

- B. Ghofur
- C. Tekuk Penjalin
- D. Penjalin

12. Where was the story take place

- A. Tanggulangin Village
- B. West Java
- C. Java Island
- D. East java

13. What is the purpose of Tekuk Penjalin

- A. He will burn down the village
- B. ordered the residents to hand over their property
- C. looking for sunan Gresik
- D. looking for Ghofur

14. What is the synonym of word grew louder

- A. Getting louder
- B. Getting harder
- C. More loud
- D. More hard

15. When was the time when the story happened

- A. In the evening
- B. In the morning
- C. In the night
- D. In the day

16. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to

- A. Exposition
- B. Description
- C. Procedure
- D. Anecdote

17. Which one of the following statement is correct about Ghofur ...

- A. big tall and grumpy
- B. fierce and scary
- C. chatty and stingy
- D. patient and kind

18. The generic structure of the text is...

- A. Orientation > events > re-orientation
- B. Orientation > complication > resolution > re-orientation
- C. General classification > description
- D. Identification > description

19. What does the text tell us about?

- A. Tekuk Penjalin and student of Sunan Gresik
- B. Ghofur and Sunan Gresik
- C. Sunan Gresik and Tekuk Penjalin
- D. Ghofur and the villagers

20. What is the moral value of the story above

- A. Do everything what you love
- B. Do not punish people in a state of anger
- C. Don't judge people by their cover
- D. Don't keep bad company

G. Key Answer

No	Pre Test	Post Test
1	A	C
2	C	A
3	D	A
4	A	B
5	D	C
6	A	C
7	C	B
8	A	D
9	A	D
10	B	B
11	A	B
12	B	A
13	C	C
14	A	A
15	D	C
16	D	B
17	A	D
18	A	B
19	B	A
20	C	B

Nama Siswa	Pre-Test	Post-Test
AM	65	75
ANK	50	85
AM	50	90
AR	65	75
AWPP	65	85
AP	50	75
AM	55	85
DDC	70	75
DHS	55	85
FT	65	85
FYS	60	90
F	65	75
FA	65	75
HA	55	85
IJ	70	80
IDS	65	75
MRS	50	80
MA	55	85
MH	65	75
NAS	70	75
NIS	65	85
NS	50	80
PK	50	75
RM	70	75
RAG	55	80
RM	65	85
RM	65	75
VI	55	75
WS	50	85
YAS	70	80
Z	70	90
ZE	65	75

H. Student Answer Sheet

WINDU SETIAWAN

B : 10
S : 10

50

Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c, or d) on the answer sheet.

Text 1

Read the following text and then answer the question number 1-10

KH Hasyim Asy'ari or M Hasyim Asy'ari is a scholar born in Jombang, 24 Dzulqaidah 1287 H. Hasyim is the third son of 11 children, from the couple KH Asy'ari (leader of Pesantren Keras, Jombang) and Nyai Halimah. From his father's lineage, Hasyim is a descendant of the Prophet. In addition to being a descendant of the Prophet, he is also a descendant of Sunan Giri, the saint who spread Islam in Java. Meanwhile, from his mother's lineage, Hasyim is a descendant of the last king of the Majapahit Kingdom. The king was King Brawijaya VI (Lembu Peteng).

Hasyim, since childhood lived side by side in a traditional Islamic boarding school environment. There, he learned the basics of Islam from the Islamic boarding school led by his father, Pesantren Keras. At the age of 15, Hasyim traveled to several Islamic boarding schools in Java. Starting from the Siwalan Panji Islamic Boarding School (Sidoarjo), Tambakberas Islamic Boarding School (Jombang), Langitan Islamic Boarding School (Tuban), Cepoko Islamic Boarding School (Ngawi), and Sarang Islamic Boarding School (Rembang).

KH Hasyim also served as a teacher at the Grand Mosque. He holds the title of Syaikhul Haram. KH Hasyim also co-wrote several scientific papers. Starting from the Treatise of Ahlussunnah wal Jama'ah and Al-Imam al-Ghazali wa Arauhu al-Kalamiah. After that, he returned to Indonesia and founded the Tebuireng Islamic Boarding School in 1899. (<https://www.detik.com/jatim/berita/d-6980512/biografi-kh-hasyim-asyari>)

1. What is the text about?
 - A. Biography of KH. Hasyim Asy'ari
 - B. Story of KH. Hasyim Asy'ari's struggle
 - C. The establishment of NU
 - D. The story of the birth of KH. Hasyim Asy'ari
2. What can we infer from the text?
 - A. KH. Hasyim Asy'ari was a teacher in Saudi Arabia.
 - B. NU is an organization created by KH. Hasyim Asy'ari
 - C. KH. Hasyim Asy'ari is a Nahdlatul Ulama scholar who received the title Syaikhul Haram
 - D. KH. Hasyim Asy'ari was a santri (Islamic student)

84

ZUNIA ELMADANI

B: 13
S: 7

65

Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c, or d) on the answer sheet.

Text 1

Read the following text and then answer the question number 1-10

KH Hasyim Asy'ari or M Hasyim Asy'ari is a scholar born in Jombang, 24 Dzulqaidah 1287 H. Hasyim is the third son of 11 children, from the couple KH Asy'ari (leader of Pesantren Keras, Jombang) and Nyai Halimah. From his father's lineage, Hasyim is a descendant of the Prophet. In addition to being a descendant of the Prophet, he is also a descendant of Sunan Giri, the saint who spread Islam in Java. Meanwhile, from his mother's lineage, Hasyim is a descendant of the last king of the Majapahit Kingdom. The king was King Brawijaya VI (Lembu Peteng).

Hasyim, since childhood lived side by side in a traditional Islamic boarding school environment. There, he learned the basics of Islam from the Islamic boarding school led by his father, Pesantren Keras. At the age of 15, Hasyim traveled to several Islamic boarding schools in Java. Starting from the Siwalan Panji Islamic Boarding School (Sidoarjo), Tambakberas Islamic Boarding School (Jombang), Langitan Islamic Boarding School (Tuban), Cepoko Islamic Boarding School (Ngawi), and Sarang Islamic Boarding School (Rembang).

KH Hasyim also served as a teacher at the Grand Mosque. He holds the title of Syaikhul Haram. KH Hasyim also co-wrote several scientific papers. Starting from the Treatise of Ahlussunnah wal Jama'ah and Al-Imam al-Ghazali wa Arauhu al-Kalamiah. After that, he returned to Indonesia and founded the Tebuireng Islamic Boarding School in 1899. (<https://www.detik.com/jatim/berita/d-6980512/biografi-kh-hasyim-asyari>)

1. What is the text about?
 - A. Biography of KH. Hasyim Asy'ari
 - B. Story of KH. Hasyim Asy'ari's struggle
 - C. The establishment of NU
 - D. The story of the birth of KH. Hasyim Asy'ari
2. What can we infer from the text?
 - A. KH. Hasyim Asy'ari was a teacher in Saudi Arabia.
 - B. NU is an organization created by KH. Hasyim Asy'ari
 - C. KH. Hasyim Asy'ari is a Nahdlatul Ulama scholar who received the title Syaikhul Haram
 - D. KH. Hasyim Asy'ari was a santri (Islamic student)

NAMA : JAMPONI

B : 18

90/11

Reading Comprehension Test. (POST-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,or d) on the answer sheet.

Text 1

Read the following text and then answer the question number 1-10

At one time, there was a powerful Brahmin from India who sailed to Tuban. He wanted to test his strength and discuss religious issues with Sunan Bonang. However, when his boat was in the middle of the sea, there was a storm, and the boat capsized. Although he and his followers managed to save themselves, the reference books they wanted to use to debate with Sunan Bonang sank to the bottom of the sea. On the shore, they saw a man in a white robe walking while carrying a stick. They stopped him and said hello. The white-robed man stopped and stuck his stick into the sand.

"I have come from India in search of a great scholar named Sunan Bonang," said the Brahmin. "What are you looking for Sunan Bonang for?" the man asked. "I want to discuss religious matters," said the Brahmin. "Unfortunately, the books I brought with me have sunk into the sea." Without saying much, the man pulled out his stick that was stuck in the sand, and suddenly water came out of the hole in the stick, bringing out all the books that the Brahmin had brought.

"Are those your books that sank into the sea?" the man asked. The Brahmin and his followers examined the books and found them to be their own. His heart was pounding as he tried to guess who the man in the white robe was. "Where am I now?" asked the Brahmin. "You are on the shore of Tuban!" the man replied. Immediately, the Brahmin and his followers fell to their knees before the man. They were convinced that the man in the white robe was Sunan Bonang himself.

Whoever was highly knowledgeable and powerful in the city of Tuban must be Sunan Bonang. The Brahmin no longer intended to challenge Sunan Bonang to a religious debate or a battle of wits, and he eventually became Sunan Bonang's disciple and loyal follower.

RIYAN RAMADHANI

B: 15
S: 5

Reading Comprehension Test. (POST-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,or d) on the answer sheet.

Text 1

Read the following text and then answer the question number 1-10

At one time, there was a powerful Brahmin from India who sailed to Tuban. He wanted to test his strength and discuss religious issues with Sunan Bonang. However, when his boat was in the middle of the sea, there was a storm, and the boat capsized. Although he and his followers managed to save themselves, the reference books they wanted to use to debate with Sunan Bonang sank to the bottom of the sea. On the shore, they saw a man in a white robe walking while carrying a stick. They stopped him and said hello. The white-robed man stopped and stuck his stick into the sand.

"I have come from India in search of a great scholar named Sunan Bonang," said the Brahmin. "What are you looking for Sunan Bonang for?" the man asked. "I want to discuss religious matters," said the Brahmin. "Unfortunately, the books I brought with me have sunk into the sea. " Without saying much, the man pulled out his stick that was stuck in the sand, and suddenly water came out of the hole in the stick, bringing out all the books that the Brahmin had brought.

"Are those your books that sank into the sea?" the man asked. The Brahmin and his followers examined the books and found them to be their own. His heart was pounding as he tried to guess who the man in the white robe was. "Where am I now?" asked the Brahmin. "You are on the shore of Tuban!" the man replied. Immediately, the Brahmin and his followers fell to their knees before the man. They were convinced that the man in the white robe was Sunan Bonang himself.

Whoever was highly knowledgeable and powerful in the city of Tuban must be Sunan Bonang. The Brahmin no longer intended to challenge Sunan Bonang to a religious debate or a battle of wits, and he eventually became Sunan Bonang's disciple and loyal follower.

I. Student Name

No	Nama	Paraf
1.	Afdol Muafi	✓
2.	Afdal Nur Khosim	✓
3.	Akmal Mahesa	✓
4.	Amelia Riski	✓
5.	Ananda Wijaya Pratama Putra	✓
6.	Andika Prasetyo	✓
7.	Aris Munandar	✓
8.	Dian Daniyatun Chasani	✓
9.	Dimas Hadi Saputra	✓
10.	Fatimah Tuzahra	✓
11.	Fatma Yunita Sari	✓
12.	Febiansyah	✓
13.	Ferdiansyah Ananta	✓
14.	Handalanto Arjuni	✓
15.	Ifan Junaidi	✓
16.	Inayah Dewi Safitri	✓
17.	Malik Rizki Surya	✓
18.	Muhammad Aldi	✓
19.	Muhammad Hanif	✓
20.	Nela Afifatun Husna	✓
21.	Niken Alenta Sari	✓
22.	Niken Septiani	✓
23.	Prabowo Kusumo	✓
24.	Rahma Miftuha	✓
25.	Reza Ahmat Ghofur	✓
26.	Reza Maeylani	✓
27.	Riyan Ramadhani	✓
28.	Vina Indiyana	✓
29.	Windu Setiawan	✓
30.	Yogi Aditya Saputra	✓
31.	Zamroni	✓
32.	Zunia Elmadani	✓

J. School identity of SMA Ma'arif 3 Bumi Nabung

Name of school : SMA Ma'arif 3

NPSN/NSS : 10801957/302120224025

Address : Jln Raya Srikencono No.721 SKB Kecamatan Bumi Nabung Lampung Tengah

Postal Code : 34157

Phone : 081279490254

E-mail : smamaarif3buminabung@gmail.com

Website : www.smamaarif3buminabung.sch.id

K. Name of Teacher

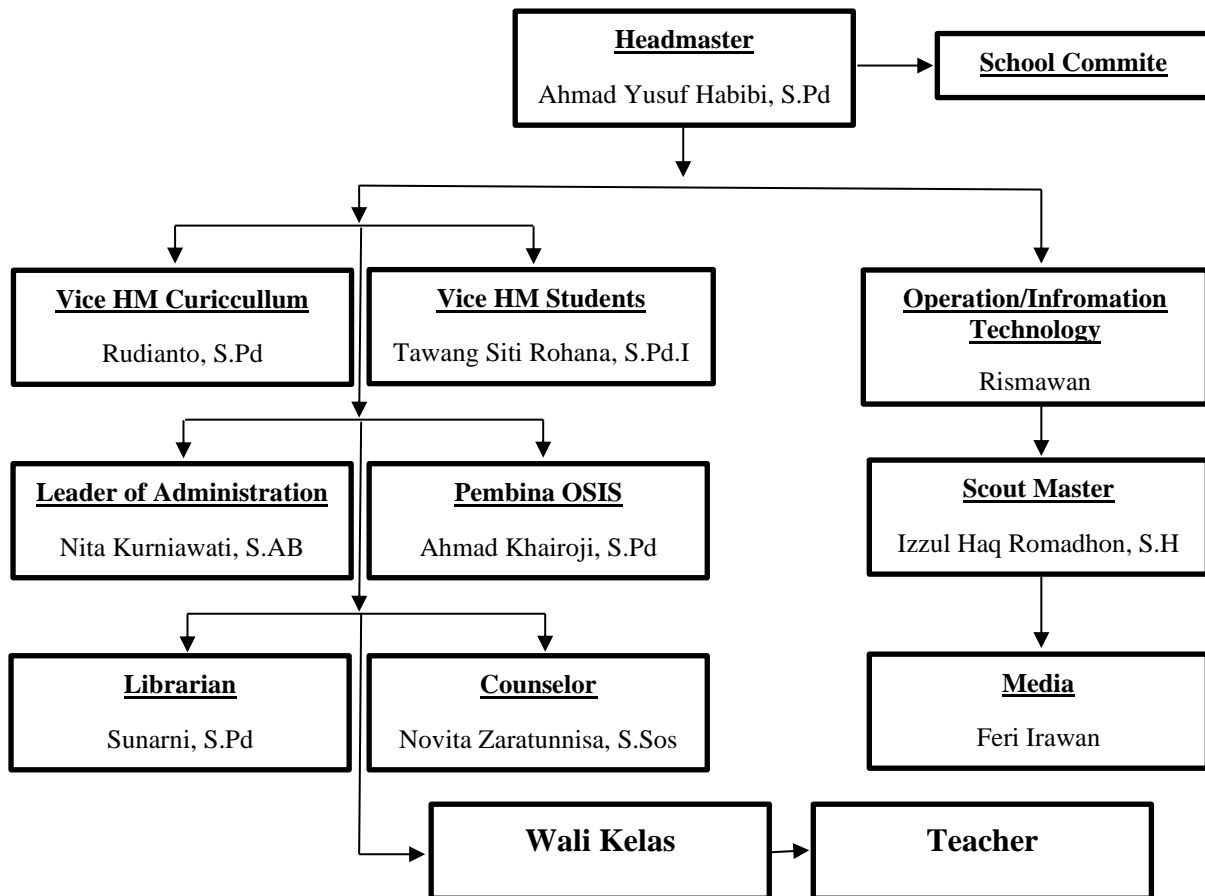
NO	Name	Subject
1.	Ahmad Yusuf Habibi, S.Pd	Headmaster
2.	Rudianto, S.Pd	Vice HM Curicullum/Physich Teacher
3.	Tawang SR, S.Pd.I	Vice HM Student/PPKn Teacher
4.	Edy Sutanto, S.Ag	History Teacher
5.	Hi. Sali MS, S.Pd.I	Islamic Teacher
6.	Suhadi, S.Ag	Islamic Teacher
7.	Lilik Suhartini, S.Pd	Science Teacher
8.	Pranjuju Ahmadi, S.Pd	Language Teacher
9.	Sunarni, S.Pd	Language Teacher/Leader of Library
10.	Muhammad Slamet	ASWAJA Teacher
11.	Rahmawati, S.Pd	Arabic Language Teacher
12.	Gatot Murti, S.Pd	Art Teacher
13.	Ahmad Khairoji, S.Pd	PENJAS Teacher/Pembina OSIS

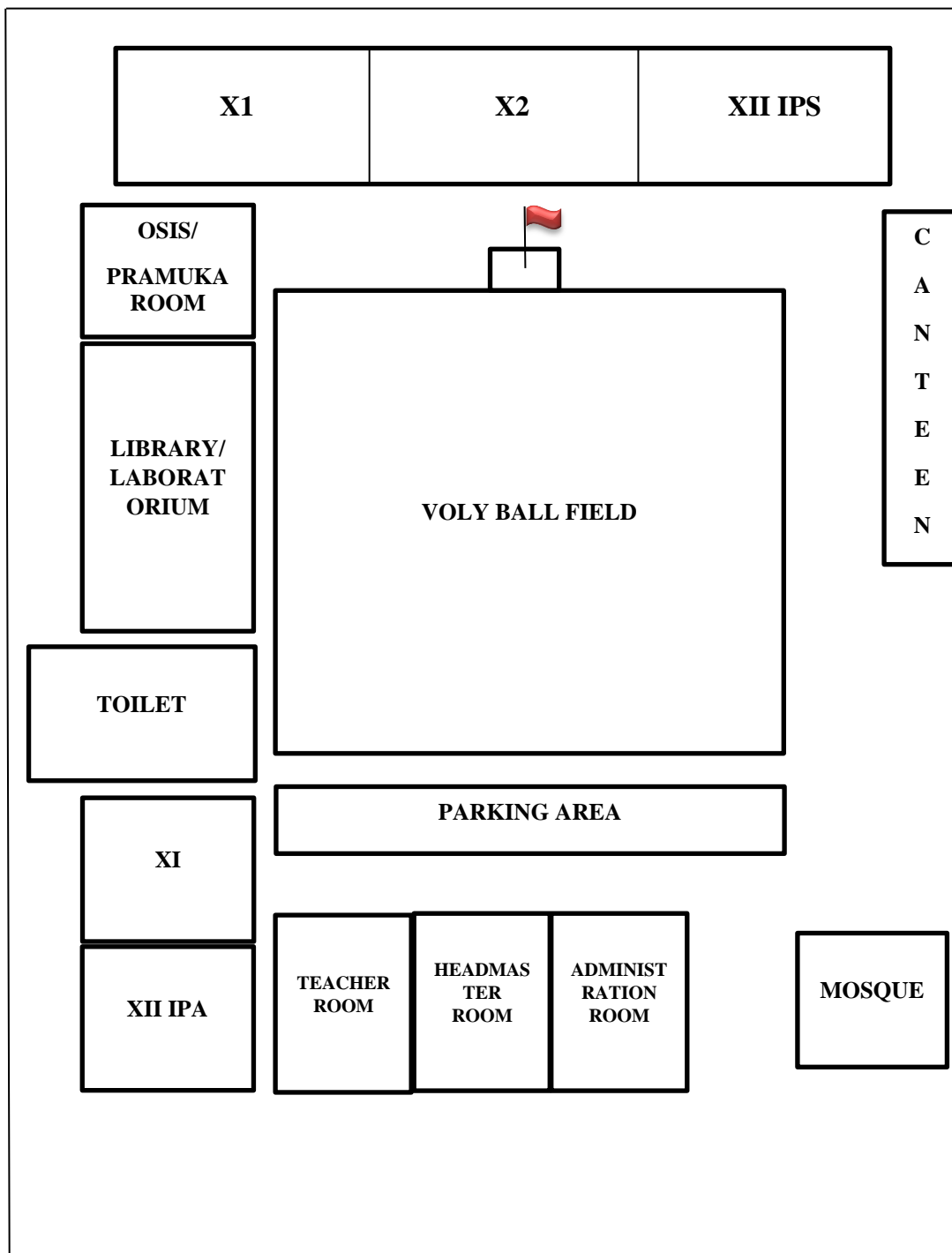
14.	Nuryani, S.Pd	Geography Teacher
15.	Hendri Dwi Irawan, S.Pd	Biology Teacher
16.	Nita Kurniawati, S.AB	Art Teacher/Leader of Administrasion
17.	Nuri Wiji Lestari, S.Pd	English Teacher
18.	Ahmad Fauzi, S.Pd	PPKn Teacher
19.	Eny Maidah, S.Pd	Economics Teacher
20.	Emi Wijayanti, S.Pd	Mathematic Teacher
21.	Novita Zaharotun Nisa, S.sos	Lampung Language Teacher/Councelor
22.	Izzul Haq Romadhon, S.H	Sociology Teacher
23.	Eka Kurniawati, S.Pd	Physic Teacher
24.	Feri Irawan	Computer Teacher/ Staff of Administrasion
25.	Tri Utami	Staff of Administrasion
26.	Rismawan	Operation/Infromation Technology

L. Data of Students

No	Class	Gender		Amount
		Male	Female	
1.	X 1	14	8	22
2.	X 2	14	8	22
3.	XI	15	8	23
4.	XII IPA	17	15	32
5.	XII IPS	20	15	35
Total		80	54	134

M. Structur Organization of SMA Ma'arif 3 Bumi Nabung



N. The Location Skeeth of SMA Ma'arif 3 Bumi Nabung

O. Facilities and Infrastructure of the School

SMA Ma'arif 3 Bumi Nabung Has permanent Facilities and infrastructure

that divided into several rooms for teaching purpose such as

- a. Class Room : 5 Rooms
- b. Laboratory
 - a) Laboratory Computer : 1 Room
- c. Office and Staff Room :
 - i. Principal Room : 1 Room
 - ii. Administration Room : 1 Room
 - iii. Kitchen Room : 1 Room
- d. The Library : 1 Room
- e. UKS room : 1 Room
- f. Mosque : 1 Room
- g. The Counselor Room : 1 Room
- h. Parking : 1 Field
- i. Volley Ball Field : 1 Field
- j. Toilet : 4 Rooms
- k. Canteen : 2 Rooms

P. Research Letter

29/07/24, 20.15

IZIN RESEARCH

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3708/In.28/D.1/TL.00/07/2024
 Lampiran : -
 Perihal : IZIN RESEARCH

Kepada Yth.,
 KEPALA SMA MAARIF 3 BUMI
 NABUNG
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3707/In.28/D.1/TL.01/07/2024, tanggal 25 Juli 2024 atas nama saudara:

Nama : **WULAN FEBRIANI**
 NPM : 2001051044
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA MAARIF 3 BUMI NABUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MAARIF 3 BUMI NABUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CHORAL READING METHOD ON THE STUDENTS' READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS OF SMA MAARIF 3 BUMI NABUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juli 2024
 Wakil Dekan Akademik dan
 Kelembagaan,



NIP

Q. Guidance Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewanlata Kampus 15 A Iringmulyo Metro Timur Kola Metro Lampung 34111

IAIN METRO Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 2779/ln.28.1/J/TL.00/06/2024
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth,
Yeni Suprihatin, M.Pd (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : WULAN FEBRIANI
NPM : 2001051044
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING CHORAL READING METHOD ON THE STUDENTS READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS OF SMA MAARIF 3 BUMI NABUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juni 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

R. Duty Letter

SURAT TUGAS



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
 Nomor: B-3707/In.28/D.1/TL.01/07/2024

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	: WULAN FEBRIANI
NPM	: 2001051044
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA MAARIF 3 BUMI NABUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CHORAL READING METHOD ON THE STUDENTS READING COMPREHENSION ABILITY OF THE ELEVENTH GRADERS OF SMA MAARIF 3 BUMI NABUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui
Pejabat Setempat



AHMAD YUSUF HABIBI, S.Pd


Dikeluarkan di : Metro
 Pada Tanggal : 25 Juli 2024

Wakil Dekan Akademik dan Kelembagaan,



NIP

S. Library Exemption Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1002/ln.28/S/U.1/OT.01/10/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :


Nama : WULAN FEBRIANI
NPM : 2001051044
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051044

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Oktober 2024
Kepala Perpustakaan


Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

T. Turnitin Check

THE INFLUENCE OF USING CHORAL
READING METHOD
ON THE STUDENTS' READING
COMPREHENSION ABILITY
OF THE ELEVENTH GRADERS OF
SMA MA'ARIF 3 BUMI NABUNG

by Wulan Febriani 2001051044



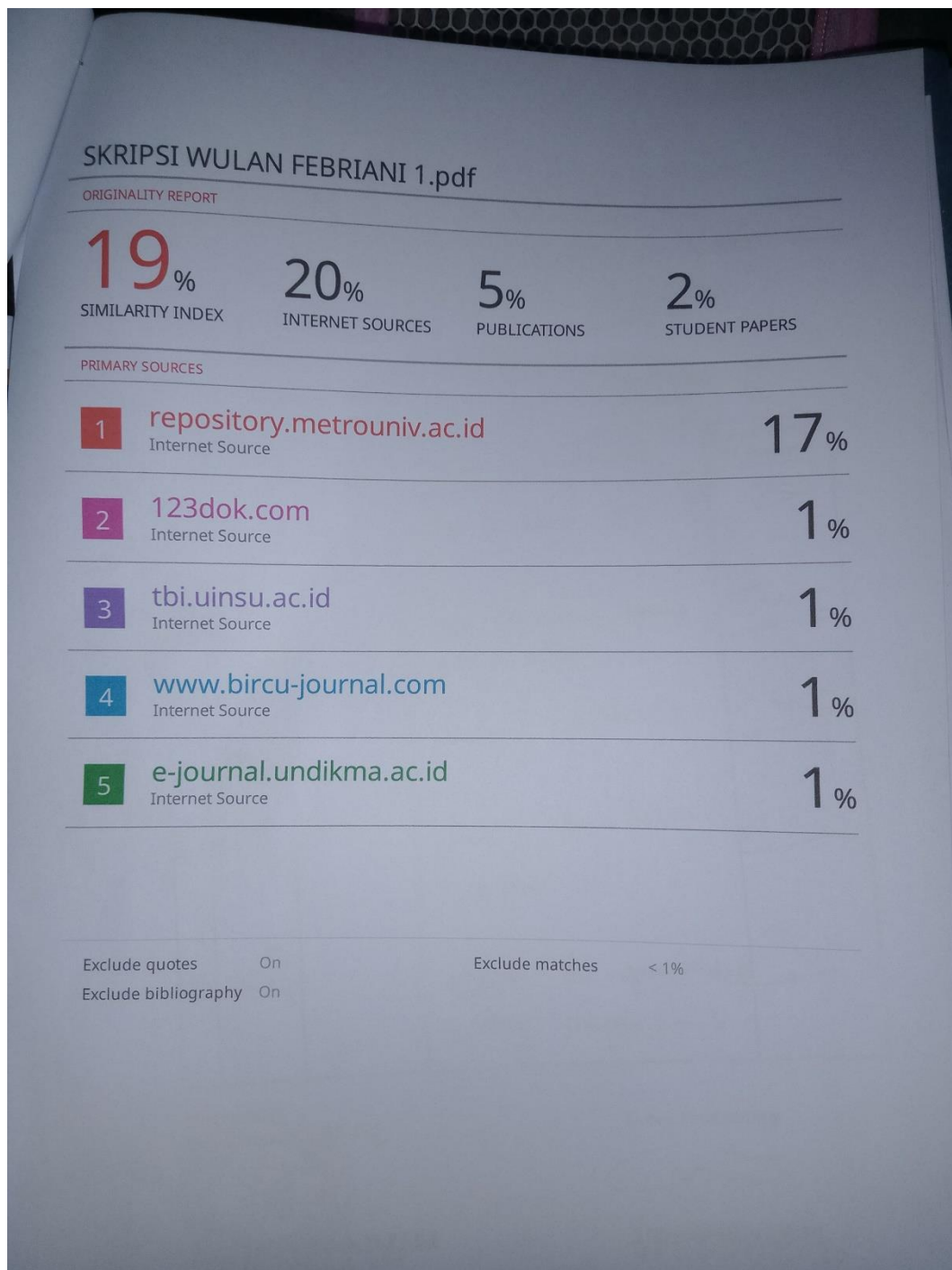
Submission date: 09-Oct-2024 08:09AM (UTC-0500)

Submission ID: 2480068335

File name: SKRIPSI_WULAN_FEBRIANI_1.pdf (1.31M)

Word count: 11639

Character count: 61832



U. Documentation







CURRICULUM VITAE



Wulan Febriani was born in Srikencono Bumi Nabung on February 04th 2002. The first daughter of the couple Mr. Supadi and Mrs. Suhartini. She is have young sister, The name Wulan Novia sari. Have the first school at TK Kartini and finish it I 2008, and join elementary school at SDN 2 Sri kencono Bumi Nabung and was end in 2014.

Then have a junior high school at Mts Ma'ari 8 Bumi Nabung and finish the educations in 2017. After that she continued senior high school at SMA Ma'arif 3 bumi Nabung then complete in 2020. Then She continue in state Islamic institute (IAIN) of Metro was her choice to accomplish her studied at s1 English Education Study Program of Tarbiyah and teacher Training Faculty at 1446 H/2024th .