

AN UNDERGRADUATE THESIS

**THE USE OF USING CHORAL READING STRATEGY IN
IMPROVING STUDENTS' READING SKILL AT THE EIGHT
GRADE OF MTs MA'ARIF 21 BULUSARI**

By:

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Tarbiyah and Teachers Training Faculty

English Education Departement

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/ 2024 M

**THE USE OF USING CHORAL READING STRATEGY IN
IMPROVING STUDENTS' READING SKILL AT THE EIGHT
GRADE OF MTs MAARIF 21 BULUSAR**

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

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Assalamu'alaikum, Wr. Wb

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

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Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE USE OF USING CHORAL READING STRATEGY IN IMPROVING STUDENTS READING SKILL AT THE EIGHT GRADE OF MTs MAARIF 21 BULUSARI, Written by Nia Asria Safitri, student number 1701070129, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 25th, 2024 at 13.00-15.00. pm.

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**THE USE OF USING CHORAL READING STRATEGY IN IMPROVING
STUDENTS' READING SKILL AT THE EIGHTH GRADE OF MTs
MAARIF 21 BULUSAR**

ABSTRACT

By

NIA ASRIA SAFITRI

The goal of this study is to demonstrate how using choral reading strategies to improve students' reading skills at the eighth grade of MTs Ma'arif 21 Bulusari. The researcher attempts to utilize the choral reading strategy as a teaching tool for improving students' reading skills.

The kind of research was Classroom Action Research (CAR), which was conducted in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The data instruments used in this research were tests, observations, and documentation. This research was conducted with the teacher of MTs Ma'arif 21 Bulusari, Muhammad Heriyanto, S.Pd.

The findings of this study showed that using choral reading strategies improved the reading skills of eighth grade students at MTs Ma'arif 21 Bulusari. It was discovered that the average score of students from pre-test to post-test II. The average pre-test score was 47.8, the post-test I score was 64.2, and the post-test II score was 72. The percentage of students who attained an indicator of success in post-test II reading ability was 82%. This suggests that employing the choral reading strategy can help students improve their reading skills.

Keyword : Choral reading, reading skill, and classroom action research

**Penggunaan Strategi Membaca Paduan Suara dalam Meningkatkan
Keterampilan Membaca Siswa di Kelas Delapan MTS Maarif 21 Bulusari**

ABSTRAK

Oleh :

NIA ASRIA SAFITRI

Tujuan dari penelitian ini adalah untuk menunjukkan bagaimana penggunaan strategi membaca paduan suara dapat meningkatkan keterampilan membaca siswa di kelas delapan di MTS Ma'arif 21 Bulusari. Peneliti mencoba untuk memanfaatkan strategi membaca paduan suara sebagai alat pengajaran untuk meningkatkan keterampilan membaca siswa.

Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Instrumen data yang digunakan dalam penelitian ini adalah tes, observasi, dan dokumentasi. Penelitian ini dilakukan bersama guru MTS Ma'arif 21 Bulusari, Muhammad Heriyanto, S.Pd.

Temuan penelitian ini menunjukkan bahwa penggunaan strategi choral reading meningkatkan keterampilan membaca siswa kelas VIII di MTS Ma'arif 21 Bulusari. Diketahui rata-rata nilai siswa dari pre-test sampai post-test II. Rata-rata nilai pre-test sebesar 47,8, nilai post-test I sebesar 64,2, dan nilai post-test II sebesar 72. Persentase siswa yang mencapai indikator keberhasilan kemampuan membaca post-test II adalah sebesar 82%. Hal ini menunjukkan bahwa penggunaan strategi membaca paduan suara dapat membantu siswa meningkatkan keterampilan membaca mereka.

Kata Kunci : Membaca paduan suara , keterampilan membaca dan penelitian tindakan kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researchers research, in exception of certain parts which are excerpted from the bibliographies mentioned.




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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagisan tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka

May 2024

Nia Asria Safitri
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Motto

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship will be ease.

Karena sesungguhnya sesudah kesulitan itu ada kemudahan.

(Q.S Al-Insyirah)

"The possibility of all those possibilities being possible is just another possibility that can possibly happen."

(Mark Lee)

DEDICATION PAGE

Proudly, I dedicate this undergraduate thesis to:

- 1) My beloved parents, Mr. Paimun and Mam. Tri Wahyuni, who always give me support systems and pray for all situations until the end. I love you very much.
- 2) My young brother Sandi Dwi Prayoga and Nofita Wijayanti, who always told me to finish the thesis.
- 3) All of my friends who always support me.

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1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I as the Head of English Education Study Program of IAIN Metro Lampung.
4. Linda Septiyana, M.Pd. as the sponsor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate proposal.
5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.
6. Headmaster, Teacher, Staff of the MTs Ma’arif 21 Bulusari who gives permission to the researcher conduct the research in MTs Ma’arif 21 Bulusari.

7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, 25 Juni 2024

Nia Asria Safitri
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CHAPTER I

INTRODUCTION

A. Background of Study

Daily reading activities are complex activities that are used consciously or unconsciously. This is an important skill that people must know. Because people easily check their knowledge of the written pattern, especially in the teaching and learning process, read specifically focused. In teaching and learning English, reading is an important skill that must be the number one skill in learning English to receive information and knowledge from English text. Reading is the intended activity. Reading helps people receive information or check their existing knowledge and can be used to criticize the author's ideas in the text. Then the reader will easily choose the text.¹

Furthermore, in the teaching and learning process, reading is an important method. To develop general language skills in English, in this case, reading helps students. Learn to think in English. Reading also helps students expand their vocabulary. Furthermore, reading makes students write better. Students can easily search for it. New ideas, facts, and experiences.

Meanwhile, in reading text, reading skills are abilities related to a person's ability to read, understand, interpret, and decode language and written texts. Reading skills are defined by Karen Tankersley as one of the important language skills that depends on three factors, such as the reader's ability to

¹ Kalayo Hasibuan, and Fauzan Ansari, "*Teaching English as Foreign Language (TEFL)*", Riau: Alaf Riau Gruba UNRI Press,(2007). p. 114.

command the linguistic structures of the text, the reader's ability to exercise metacognitive control over the content being read, and the reader's adequate background in the content and vocabulary being present.²

In research conducted by Eko Yulianto regarding THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL, there are several difficulties, including However, when the teacher asks several questions to the students, They are too lazy to respond and just keep quiet. The students failed to enter. Reading because the material or text provided makes students feel bored. read the text because students cannot understand the meaning. text. Lastly, the strategies used by teachers are sometimes not interesting. This could be the reason why students' reading skills are not good. However, another fact was also found: students were too lazy to respond. This caused a gap between the research that had been carried out and the facts in the field. This gap can be exploited by future researchers to answer the question of whether students' laziness in responding has something to do with learning strategies or other factors.

Choral reading strategy is reading aloud and reading the material as quickly as possible as a group without speed-reading.³ It means that choral reading strategy is done by reading with voice that the reader should read fast.

² Karen Tankersley, "Treads of Reading", (United State of America: Association for Supervision and Curriculum Development ,(2003), p. 90.

³ Sharon Vaughn & Sylvia, Linan-thomson, "Research-Based Method of Reading Instruction, Grades K-3", [electronic book] Beaugard St: Association for Supervision and Curriculum Development, (2004), 52.

choral reading strategy is needed to make people brave to read aloud and quickly. McIntyre states “choral reading can help reader who are not confident but who want to read the good stuff”.⁴ Choral reading is one of a good strategy that can be implemented by the students as individual or in group. Paige says, in whole-class-choral-reading (WCRR) all students read aloud from the same text, at the same time, in unison with the teacher.⁵

However, reading skills are not easy. There are many reading skill problems that students face. They find it difficult to read texts because they have limited vocabulary and low grammar skills. Students are less motivated to read long messages, lack self-confidence, and feel embarrassed when reading using their own pronunciation.

In line with the reading problem above, researchers carried out a pre-survey regarding the reading problems of eighth grade students at MTs Ma'arif 21 Bulusari. Based on the results of the pre-survey, the capabilities of these eight are known. class students' reading skills are inadequate. The teacher said that the students still needed guidance as they read the text. Some students experience difficulties in reading text. Furthermore, pre-survey data for December 10, 2022, includes second semester eighth grade students at MTs Ma'arif 21 Bulusari. Before investigating that the level of students' reading skills is low due to the results of a pre-survey on class VIII students at MTs

⁴ Ellen McIntyre, et al , “ *Reading Instruction for Diverse Classroom*”, [electronic book] New York: A division of Guilford Publication Inc, (2011), 106

⁵ David D. Paige, ”*Reading Fluency in the Middle and Secondary Grades* “(International Electronic Journal of Elementary Education), 1, (Louisville: Bella mine University, October 31st,(2014),p.87.

Ma'arif 21 Bulusari, only 25% of students complete the reading material, and 75% of students are incomplete with the minimum mastery criteria (MMC) of English 70, the data can be known as follows:

Table 1
The Pre-Survey Data of Students Reading Skill at The Eight Grade MTs
Ma'arif 21 Bulusari

No	Students' Initial	Score	Explanation
1	A C A	60	Incomplete
2	A B	55	Incomplete
3	A F	65	Incomplete
4	C M P	60	Incomplete
5	C I P	54	Incomplete
6	D A	72	Complete
7	E S	67	Incomplete
8	F	65	Incomplete
9	H I R	63	Incomplete
10	H E	85	Complete
11	K A A	69	Incomplete
12	L A	67	Incomplete
13	M A H	60	Incomplete
14	M M N	61	Incomplete
15	M	79	Complete
16	M D S	62	Incomplete
17	M D A	71	Complete
18	M M	50	Incomplete
19	M M	54	Incomplete
20	R A A	83	Complete

Source : Teacher's document

Minimum mastery criteria (MMC) divide student reading understanding into two categories: complete and incomplete. Table 2 displays the classification of students' reading skills

Table
The Percentage Result of The Pre-Survey Students Reading Skill at The
Eight Grade MTs Maarif 21 Bulusari

No	Range	Explanation	Frequency	Percentage
1	>70	Complete	5	25%
2	<70	Incomplete	15	75%
Total			20	100%

From the table above, there are 75% of students having difficulty reading, Minimum Standard Criteria (MSC) for English at MTs Ma'arif 21 Bulusari numbered 70. It was seen that 15 students were among those who did not complete score <70 and only 5 students can do well with a score > 70 in the reading test.

Based on background above, the researcher interested to investigate about the effect of choral reading in students' reading skill entitle "THE USE OF USING CHORAL READING STRATEGY IN IMPROVING STUDENTS' READING SKILL AT THE EIGHT GRADE OF MTs MA'ARIF 21 BULUSARI".

B. Problem Identification

Based on the above phenomenon, the majority of class VIII students at MTs Ma'arif 21 Bulusari have problems speaking English, especially in reading skills. The problems in this research will be identified as follows: Students are less interested in reading English texts, do not have sufficient

ability to understand texts and have limited English vocabulary, students sometimes often forget the vocabulary they have learned, and lack confidence when pronouncing sentences in English. English.

C. Problem Limitation

Based on the identification of the above problems, researchers limit the problem to the first, which is that students are less attractive when reading text. So, the researcher was The Use Of Using Choral Reading Strategy In Improving Students' Reading Skill At The Eight Grade Of Mts Maarif 21 Bulusari.

D. Problem Formulation

The problem formulation of this research as follows:

"How can choral reading strategy improve students reading skill at the eight grade of MTs. Maarif 21 Bulusari?"

E. Objective and Benefit of The Research

1. Objective of the research

Generally, the objective of this research is to improve students' reading skill by using choral reading strategy the eight grade of MTs. Maarif 21 Bulusari.

2. Benefit of the research

a. For the teacher

As information for English teachers, coral reading strategies can be used to facilitate the students' reading skills and a recommendation for teachers in solving problems when teaching to achieve reading subject efficiently.

b. For the students

The student can be interested and motivated in learning English, especially to understand in English text.

c. For the other research

It is hoped that this research can provide information to other readers or writers and can provide alternative strategies for learning, in particular, reading skills.

F. Prior Research

Researcher takes review of related researcher from other journal as principle or comparative in this research. first, previous research was done by Sri Nurhamdani, Chairil Anwar Korompot, Geminastiti Sakkir entitled "The Implementation of Choral and Repeated Reading Strategy (CRRS) To Improve the Reading Ability of Year 7 Students at UPT SMPN 1 Cempa Pinrang"⁶ The research design in this study was pre-experimental design. This research was used to determine the value of Choral and Repeated Reading Strategy (CRM)

⁶ Sri Nurhamdani, Chairil Anwar kerompot and Geminastiti sakkir, "The Implementation of Choral and Repeated Reading Strategy (CRRS) To Improve the Reading Ability ", *International Journal of Business, English, and Communication*, 1, no 1, 2023.

in improving the reading skills of grade 7 students at UPT SMPN 1 Cempa Pinrang it is possible to conclude that there was an improvement in Reading ability taught using CRRS.

The second previous research was done by Maulidina dan Sumarta entitled " The Use Of Individual Strategy On Choral Reading Method In Reading Classroom "⁷The research design in this study was descriptive quantitative. This research is intended to explain what individual strategies are used by teachers in teaching Reading through the choral reading method in reading classes at junior high schools in Karawang. Data collection techniques in this research are observation and interviews. It can be concluded that there are several individual strategies that teachers use in teaching reading choral reading method.

The third research by Maya Puspita Sari, Eliwanti dan Masyhur entitled "The Effect Of Choral Reading Strategy On Students' Reading Fluency Ability At The First Year In Smk Taruna Satria Pekanbaru"⁸ This research is pre-experimental research with a one group pretest-posttest model. All class X students for the 2018/2019 academic year were selected as the population. Sample from this research is the 1st grade students of TKJ 1 which has 29 students and was selected by using cluster sampling. Based on the results obtained, value the average score of students on the post-test is higher than the

⁷ J Maulidina and sumarta, "The Use Of Individual Strategy On Choral Reading Method In Reading Classroom", *Jurnal pendidikan dan konseling*, 4, no 4, 2022.

⁸ Maya Puspita Sari, Eliwanti dan MasyhurMasyhur, "The Effect Of Choral Reading Strategy On Students' Reading Fluency Ability", *English Study Program Language and Arts Departmen Teachers Trainning and Education Faculty Universitas Riau*, 5, Juli-Desember 2018.

average score of students on the pre-test. It can be concluded that, there is significant effect of the Choral Reading strategy on students' reading fluency.

Like the previous researches above the researcher conducts this research entitled "The Influence Of Using Choral Reading Strategy On Students Reading Aloud Ability The Eight At Mts Ma'arif 21 Bulusari." This research was conducted to determine whether there was a positive and significant influence on using a choral reading strategy on student reading skills. The researcher used quantitative research. In this research the researcher used some instrument of research such as test, documentation, and observation.

The difference in previous studies was researchers using classroom action research while previous studies used other methods. Researchers focus on the choral reading strategy to improve reading skills

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Reading

1. The Definition of Reading

Reading may be a portion of dialect abilities that require an intelligently through content in comprehending the meaning and got data from written text.⁹ Reading is an intelligently and a considering handle of exchanging printed letters into meaning in arrange to communicate certain message between the author and the reader.

Reading also process to knowing the data from the text and to understanding the meaning of the text.¹⁰ Reading is the readers action in arrange to induce data from printed content utilizing eyes and brain to get it what the creator considers in his/her writing.¹¹

Based on explanation from the expert above, the writer conclude that reading we can not only understand the contents of he read in the text but, we an know the articulation of every word we find.

⁹ Nurlaily Sofyan, Jusmin Hj Wahid and Nirwana H Idris, "The Effectiveness Of Reading Aloud Strategy In Concerning Students' Reading Skills", *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa Inggris IKIP*, 8, no 1, June 2021, 11.

¹⁰ Nur Chotimah and Rukmini, "The Effectiveness Of Student Team Achievement Division (Stad) And Group Investigation (Gi) Techniquesto Teach Reading Comprehension To Students With High And Low Motivation", *English Education Journal*, 7, june 2017, 49.

¹¹ Risco Dwiky Herlambang, "The Effectiveness Of Choral Reading Strategy Towards Students' Reading Comprehension On Recount Text At The Second Semester Of The Eighth GradeSmp N 20 Bandar Lampung In The Academic", *Raden Intan State Islamic University*, 2022.

2. Model Of Reading

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

a. The top-down

According it proposes that readers start to read by drawing on what they know almost the structure and meaningful-ness of dialect, the structure of stories and other sorts and their knowledge of the word to foresee the common meaning and particular word within the content.

The conclusion is in the top down model, readers have a fairly active role in this. Students are encourage to try to predict the essence of the text from their initial reading knowledge to get information from the text.

b. Bottom-up model

Bottom-up model, means that depicted as a handle that starts with the distinguishing proof of letter or sounds and afterward includes utilizing higher levels of etymological information such as word distinguishing proof and sentence structure.

It means that when people are reading, they pay attention to any graphic or symbolic information from the text (letters, words, phrases, sentences). Furthermore, syntactic and semantic processing will be happened, which later on the text can be understood by the reader.

c. Interactive model

This demonstrate putts the bottom-up and top-down models nearby each other. In this model they utilize their nature with the subject-matter, their

Past encounter of composed material, their information around reading and their desire of meaning to create forecasts. It means that this model describe reading as a process that stars with the learner's knowledge of letters, sounds and words and how these words are shaped to create sentences.¹²

3. The Strategies of Reading

A reading skill strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of skill.¹³ There are some strategies which can be used by the readers are:

a. Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are connected ideas about the information relate to the texts structure and topics, besides that they make connection of the text to their lives. Finally, they connected these ideas after finishing reading the text.¹⁴

¹² H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, US : Longman, (2003), p.298

¹³ Danielle S. McNamara, *Reading Skill Strategies* , USA: Lawrence Erlbaum Associates, (2007), p. 6.

¹⁴ Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instructions for Building Strategies, Independent Reading*, (USA: Heineman, 2010), p. 43

b. Prediction

Prediction is process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers' previous knowledge.¹⁵

c. Skimming

Skimming is a kind of rapid reading to find the general content or gist of the text rapidly.¹⁶

d. Scanning

Brown defines that the readers activity to look for some specific information of the text without reading through the whole text.¹⁷

1) Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues.¹⁸

¹⁵ Judi Moreillon, *Collaborative Strategies for Teaching Reading skill* (Chicago: American Library Association, 2007), p.76

¹⁶ Beatrice S. Mikulecky and Linda Jeffries, *Advantages Reading Power: Extensive Reading Vocabulary Building, Skill Skills, Reading Faster* (USA: Pearson Education, 2007), p. 70

¹⁷ H. Douglas Brown, *Teaching by Principles*, p.308

¹⁸ *Ibid*, p. 310

2) Identifying Topics and Main Ideas

Most of skill exercises ask for the readers to find out the main idea of the text or passage. Mikukecky in Farrel proposes the learner to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of passage.¹⁹

3) Use of Questions According to Dreher and Gambrell in Guthrie state that questioning refers to students make questions of writing self initiated about the passage before and during reading to help them comprehend the text and topic from the text. Whereas, by asking questions while reading, the students are guided to understand the difficult vocabularies or sentences in the text that make them confused.²⁰

4. The Assessment of Reading Skill

The process of assessment is continuous and covers a considerably larger range of topics. The instructor inadvertently assesses a student if they answer a question, make a comment, or attempt a new term or structure. Essays are performances that are eventually evaluated by the writer, the instructor, and maybe other students. The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in

¹⁹ Andi Astri Jumiaty, "Students Literal Reading Comprehension in Term of Main Idea using Manga Comic", *International Journal of English Language and Pedagogy (IJELP)*, 1, no 1, 2023, 94.

²⁰ Jhon T. Guthrie, *Motivating Reading Skill*, London: Lawrence Erlbaum Associates Publishers, (2008), p. 294

assessing learners, especially in the case of most classroom assessments. that are formative in nature. An inability to comprehend may thus be traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension. For example, an academic technical report may be comprehensible to a student at the sentence level, but if the learner has not exercised certain strategies for noting the discourse conventions of that genre, misunderstandings may occur.²¹

Furthermore, the types of reading performance will influence the assessment. tasks as well. Brown lists a number of possible tasks for assessing reading skills. main idea, expressions/idioms/phrases in context, inference, grammatical features, detail, excluding facts not written , supporting idea, vocabulary in context.²²

a. The students' ability to identify main idea.

Main idea that is the core of a paragraph. So, with this indicator, students can determine what is important in the paragraph.

b. The students' ability to find out the meaning of vocabulary.

Vocabulary is a collection of words from a language. So, in this indicator, students are able to understand and know the meaning of specific words used in the text.

c. The students' ability to identify the information.

Students are able to find and understand specific information contained in the text.

²¹ H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, America: Longman, (2004), p.185

²² Ibid., 206

- d. The students' ability to identify the references.

Students are able to find and understand certain words or phrases that refer to a certain meaning.

- e. The students' ability to make inference from the reading text.

Students are able to find the necessary information. The author, however, does not tell the reader explicitly in the text.

5. Measurement of Reading

To know the achievement of reading skill should be measured use the assessment of reading, could be used namely:

- a. Pronominal Questions, Imperatives In pronominal questions,

The students should be answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answer is required and these forms of questions are called short answer questions.

- b. True / False, Yes / No, Alternative Questions, Multiple-Choice

In these questions form, the students do not make their own answer but they choose they answer which is available within the questions or instructions. In multiple-choice questions, it could be ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

c. Information Transfer

To measure the students' skill, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.²³

d. The Indicator Scoring Rubric of Reading Skill

Table 3
Indicator Scoring Rubric Reading Skill

No	Score	Criteria
1	90-100	Excellent: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task sufficient to support
2	70-89	Good: main ideas, vocabulary and details information from the text accurate, all connected to each other and the task, but are insufficient or inappropriate support
3	50-69	Average: the response does not address the task. The response is few or not accurate details from the text and these details are not relevant to the task.
4	30-49	Fair: the response does not address the task. The response provides no accurate details from the text and these details are not relevant to the task

B. The concept of choral reading strategy

1. Definition Of Choral Reading Strategy

Choral reading is a teacher-assisted oral reading strategy in which the teacher and children simultaneously read part of a text aloud.²⁴ It means that

²³ I.S.P Nation, "Teaching ESL/EFL Reading and Writing", *New York: Routledge*, (2009), p. 77-79.

²⁴ Melanie R Kuhn and Paula J. Schwanenflugel, "Fluency in the Classroom", *New York: Guilford press*, (2008) p. 39

choral reading is a way in which students can develop their fluency skills by being helped by the teacher in terms of pronunciation.

According to Berry, as the name suggests, in the choral reading, he is fluent. Readers and readers who struggle with fluency read in chorus or read together. This strategy not only models fluent reading as a struggling reader guided by skilled readers but also builds confidence in the struggle. Reader, because he has a support system to guide him as he reads.²⁵

Choral reading strategy is a proficiency method that makes a difference under studies construct their familiarity, self-confidence, and inspiration in reading. Choral reading is reading aloud with students with the same text at the same time.²⁶ The teacher reads the text first, and the students listen afterwards, followed by their own. Choral reading is reading of text by several students in unison. Teachers can also use flexible groupings to encourage student interest in reading in chorus or in duet. Students can use choral readings to develop their fluency and self-expression.

Based on explanation above, the writer concludes that Choral reading is kind of techniques that utilized by the English educator in classroom to offer assistance the students understanding the word in a section, by making small groups and after that examined out loud together.

²⁵ William Berry, "Reading fluency", [Electronic Version]. Retrieved on may 5, 2011

²⁶ Sarah Nasution, Mierna Zulkarnain and Suhariyanti, "An Application Of Choral Reading Strategy In English Language Lessons In Economic Text To Increasing Reading Skills", *Dharmawangsa: International Journals of The Social Science, Education and Humanities*, 199.

2. The Procedure of Using Choral Reading Strategy

In this research, there are five steps for choral reading. They are: before reading, Modeling the text, during reading, after reading, second reading.²⁷

Step 1: Before reading.

Before reading, introducing new words. Before modeling the text, select specific words that the students may not be familiar with or may have difficulty pronouncing. Pay attention to unfamiliar content words. Teacher models these words aloud for the class while students are looking at the word. Students repeat word after teacher pronounces it.

Step 2: Modeling the text.

While students are following along silently with their text, the teacher models reading the text aloud. Teacher uses appropriate expressive reading and reading rate. Pay attention to commas, periods, and phrases.

Step 3: During reading.

Students now read the text aloud in unison. To begin the class reading together, teacher uses a “3-2-1” countdown. Teacher must read aloud in a loud voice. Teacher travels the room during the reading. Teacher makes a mental note of difficult words and phrases to review after reading.

Step 4: After reading.

²⁷ David Paige, “That Sounded Good!”: Using Whole Class Choral Reading to Improve Fluency”, *International Reading Association*, 64, no 6, 2011, 436.

Review problem words and phrases. Teacher models words and phrases that were difficult for the class. Ask the class for questions regarding any text that was confusing or difficult.

5: Second reading.

Students read the text once each day.

The second procedure teaching choral reading strategy. In choral Reading, students read a design passage aloud. The leader is usually the teacher or another model reader. First, the teacher or model reader previews a passage for the students, and they all make prediction about what the passage will be about. Then the teacher read the passage aloud first by himself, and the students joined in. Next, the teacher fades her voice and allows the students to read the lead passage aloud. Last, the students retell the text and answer questions.

3. The Advantage and Disadvantage Choral Reading Strategy

Advantages and disadvantages of Choral Reading There are five advantages of Choral reading, that is:

- a. Help students break down a larger text into smaller, so more digestible, because each student is focusing on just a few phrases.
- b. Asking students to make deliberate vocal choices that requires a close reading of the text.
- c. Weaker readers benefit from hearing text read aloud by others.

d. Text mastery occurs phrase by phrase, not page by page.²⁸

Based on the explanation above the advantages of Choral reading that is, help students break down a larger text into smaller, more digestible pieces. Make deliberate vocal choices requires a close reading of the text. Hearing text read aloud by others. Text mastery occurs phrase by phrase, not page by page.

There are three disadvantages of choral reading strategy are:

- a. Choral reading frequently will slow down our reading speed that it always emphasizes to improve.
- b. Choral reading only can give a few students chances of practice while the others feel bored.
- c. The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

C. Action Hypothesis

Action hypothesis of this research is The Use of Using Choral reading strategy can improve students Reading Skill at The Eight Grade of MTs Ma'arif 21 Bulusari.

²⁸ Kristin Fontichiaro, "Active Learning Through Drama, Podcasting, and Puppetry", *London: Libraries Unlimited*, (2007), p. 142.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

This research includes two variables: independent and dependent variables. The independent variable in this study is the choral reading strategy, which will be used to improve student reading skills. This method is used to ensure that their reading skills are very good. dependent variables in this research are reading skills, which are one of the reading skills that students must learn in order to obtain wider.

2. Operational Definition of Variable

The operational definitions of variables in this study are as follows:

a. Independent Variable

The independent variable is one or more groups that accept experimental manipulation, or conditions of researchers. This is the selected variable, manipulated and measured by the study. Independent of this research is Choral Reading Strategy.

By knowing independent variable, the measurements of implementing Choral Reading Strategy are :

- 1) The teacher gives a copy of the text to all students.
- 2) The teacher reads the text aloud to himself as capital for reading fluently, and students follow the text.

- 3) The teacher rereads the same text and invites students to read along.
- 4) The teacher and students continue reading the same text several times (three to five times) until students are able to read the text independently.

b. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading skill. It is can be defined as knowledge in identification the text that students have been read. This variable was measured by giving written test. The criteria of measurement the dependent variable are:

- 1) Identifying main idea of the text.
- 2) Identifying meaning of words in the text.
- 3) Identifying the purpose of the text.

B. Research Location

This research is classroom action research (CAR). The researcher conducts this research at MTs Maarif 21 Bulusari, which is located in Tulungkakan Bumi Ratu Nuban, Central Lampung. In eighth grade, there are 20 students. This class was chosen by research because students had a lower average reading skill score.

C. Subject of the Research

1. Subject of study

The subjects of this research are class VIII students, MTs Ma'arif 21 Bulusari. The number of students is 20. Meanwhile, the object This research is about the reading skills of students in class VIII, MTs Ma'arif 21 Bulusari. His classroom action research is carried out by implementing collaborative learning. In this case, the research collaborator is a native English teacher, Mr. Muhammad Heriyanto, S.Pd.

Table
Total Students of The Eight Grade
MTS Maarif 21 Bulusari

No	Grade	Gender		Total
		Male	Female	
1	VIII	12	8	20

D. Procedure of Classroom Action Research

1. Classroom action research

The researcher uses classroom action research. According to Anne Burns, action research is something that many language teachers seem to have heard about, but often they have only a hazy idea of what it actually is and what doing it involves.²⁹

²⁹ Anne Burns, Collaborative Action Research for English Language Teacher, (*Cambridge; Cambridge University Press*, (1999), p.30

In addition, Donald Ary et.al, assert that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.³⁰ It means that we focus on the use of action research in education. Meanwhile, Patrick explanation above, action research is described as cyclic, with action and critical reflection taking place in turn. It means that action research is reflection to used to review the previous action and plan the next one.

From several theories or explanations above, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart (1988) research design. According to Kemmis and MC Taggart as cited by Anne Burns (2010) action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.³¹

³⁰ Donald Ary et.al, Introduction to Research in Education 8th Edition, (*Wadsworth, Cengage Learning*, (2010, 2006), p512

³¹ Anne Burns, Collaborative Action Research, p.32.

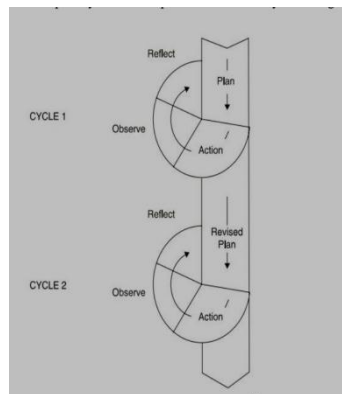


Figure 1. Kemmis and Mc Taggart Model³²

This figure describes the sequence of the research which is preceded by planning, followed by action, observation, and reflection that implement in each cycle in a spiral system.

There are four steps in each cycle, including planning, activity, observation, and reflection. In the event that the primary cycle is failed and the cycle must be reviewed again within the second cycle and so on. That can be outlined by these procedures as follows:

a. Cycle I

1) Planning

Planning is the process of thinking about the activities that will be carried out to achieve the desired goals. Then the researcher will prepare some plans to conduct the classroom. They were the following:

³² Anne Burns, *Doing Action Research in English Language Teaching*, New York: Routledge, (2010), p.9.

- a) The researcher will prepare the lesson plan.
- b) The researcher will prepare the material, procedure, technique and strategy learning.
- c) The researcher will prepare the learning resource for students.
- d) The researcher will prepare the observation format and evaluate it to evaluate the student's activity after learning process.
- e) The researcher designed the criteria of success.

2) Acting

In the second phase, the researcher implemented the action that had been arranged in planning phase-phase act as follows:

a) Pre teaching activity

- (1) The researcher will start the lesson by greeting to the students.
- (2) The researcher and students prayer together.
- (3) The researcher will check the students' attendance.
- (4) The researcher informs the students about competence, the indicator and the objectives that should be achieved.

b) While teaching activity

- (1) The researchers will implement the learning plan.
- (2) The researcher briefly explains the subjects that will be taught.
- (3) The researcher gave a copy of the text to all students.
- (4) The researcher reads the text aloud to himself as a means of reading fluently, and students follow the text.

- (5) The researcher rereads the same text and invites students to read together.
- (6) The researcher and students continue reading the same text several times (three to five times) until the students are able to read the text independently.
- (7) Students are asked to read the text and answer the researcher's questions.

c) Post teaching

- (1) The researcher will ask students to discuss the difficulties of the lesson
- (2) The researcher and students conclude the material together.
- (3) The researcher gives the score to the students.
- (4) The researcher closes the lesson by praying.

3) Observation

Observation is an activity regarding a process of events or actions. Based on the observation, the researcher can see student activities, their participation, class situations during the learning process, and reading skills and record overall activities. In this step, the researcher observed the process of learning by using format observation.

4) Reflecting

The researcher discussed and analyzed the data that had been collected from all the activities from the acting phase until the observing phase to find out whether the implementation of the reading

skill was successful or unsuccessful in the second cycle and also compared the students improvement from cycle one until cycle two to find out the student's achievement because there is a good improvement based on the criteria of success that had been determined before. The researcher did not continue the action in the next cycle.

b. Cycle II

1) Planning

- a) The researcher will prepare a lesson plan
- b) The researcher will prepare the material, method and strategy of learning
- c) The researcher will prepare format to evaluate the student's activities after learning process.

2) Acting

The researcher applies the action plan II:

a) Pre Teaching

- (1) Pray and greet the students
- (2) Checked the attendant list
- (3) Asked the students condition
- (4) Chooses the appropriate with the material going to be taught.

b) While Teaching

- (1) The researchers will implement the learning plan.
- (2) The researcher briefly explains the subjects that will be taught.

- (3) The researcher gave a copy of the text to all students.
- (4) The researcher reads the text aloud to himself as a means of reading fluently, and students follow the text.
- (5) The researcher rereads the same text and invites students to read together.
- (6) The researcher and students continue reading the same text several times (three to five times) until the students are able to read the text independently.
- (7) Students are asked to read the text and answer the researcher's questions.

c) Post Teaching

- (1) The researcher will ask the students about the difficulties
- (2) The researcher will greet for the students.

3) Observing

In this step, the author observes the process of learning by using the observation format to collect data in action.

4) Reflecting

In this step, the researcher compares the scores obtained at the pre- test and post-test that has been carried out. Researchers reviewed and reflect the activity of students whether it was positive or negative, whether the second cycle was sufficient or needed the next step.

E. Data Collection technique

In collecting data the researcher use the following steps:

1. Test

Tests are questions used to measure the skills, knowledge, and intelligence possessed by individuals or groups. In addition, a test is a method for measuring a person's abilities or knowledge in a particular domain.³³ There are two kinds of test, such as pre-test and post- test.

a. Pre-test

In the pre-test, the researcher gives several questions in the first meeting in the form of various choices. So that they know their abilities before start to learn.

b. Post-test

The post-test is the result after giving the treatment in the pre-test. The results show there was no influence of the choral reading strategy on improving students' reading skills. The researcher used the form of multiple choices in this test.

The tests in this research consist of a pre-test that will be conducted before the treatment and post-tests that will be done at the end of each cycle. The post-test was done after the treatments. After the treatment, the student will conduct a post-test. The form and procedure for the post-test are the same as for the pre-test.

³³ H. Douglas Brown, *By Principles An Interactive Approach To Language Pedagogy*, (New York : Fransisco State University, 2001), 384.

2. Observation

Observation is loading activities include attention to an object by using all the senses. In this research, the researcher use the observation sheet, it is used to observe the students' activity in the classroom. The purpose of observation got the data about the students' activity since in the learning process. In this step the researcher observed the students activity, their participations, class situation during educating and learning process.

3. Documentation

Documentation is the method used to get information from a written source or document of information. The researcher took a picture to get more information about students in learning processes.

F. Instrument of the Research

1. Reading Skill Test Question

To measure students reading skill ability, the researcher applied some reading skill tests. In this case, the researcher successfully answered the reading skill test question, which is in the form of a multiple choice test. The researcher asked the students to answer the questions.

2. Observation sheet

In order to observe the learning activity and each cycle, the researcher used observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses.
- d. Quality of teacher-elicited responses.
- e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.

3. Syllabus

A syllabus is a formal document that outlines the specific details of a particular academic course or subject. It is typically given at the beginning of a course or within the first few weeks of class. A syllabus is applied or used for a specific period, such as an academic semester or grading period.

4. Curriculum

Curriculum is a standards -based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.

G. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. In scoring the test, the students score is counted with the following formula:

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

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 74. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

H. Indicator of Success

The Indicator of the success takes from the process and the result of the learning activities. This research are called success if 70% students get 70 score in the post test, it means that choral reading strategy can give positive effect in improving students reading skill. The minimum Standard Criteria (MSC) at the MTs Ma'Arif 21 Bulusari Central Lampung is 70 score.

BAB IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

MTs Ma'arif 21 Bulusari was built on July 17, 1987, and is located on Jalan Pendidikan No. 1 Kampung Tulung Kakan, Bumi Ratu Nuban District, 34161 Pusat Lampung.

The vision of MTs Ma'arif 21 Bulusari is to be intelligent, have good morals, and excel in science, religion, and technology. And its mission is to carry out learning and guidance effectively so that each student is optimally able to absorb religious and scientific knowledge according to their potential, foster enthusiasm for studying hard in students, foster appreciation, understanding, and experience of Islamic teachings, implement participation management by involving the entire school community, and ensure that adequate facilities and infrastructure are provided.

MTS Ma'arif 21 Bulusari has the following supporting buildings for teachers and students: wifi, 1 library room, 1 lab room, 1 teacher's room, 1 administration room, 1 computer room, 1 student parking, and 1 football or futsal field.

2. Description of Research Data

This research used classroom action research. It was concluded in two cycle: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class, the researcher made the lesson plan. The researcher used choral reading to improve the students' reading skill.

a. Pre-test activity

This meeting was held on Monday, May 6, 2024, from 08.30 to 09.30 p.m. All the students were ready when teaching time arrived. The researcher greets the students. Inform students that researchers will conduct research at their place. class to find out their previous reading skills and abilities. carry out classroom action research. The type of test is a multiple-choice item consisting of 20 items. Then students do a pre-test. The results can be seen in the table below:

Table 4
The Result of The Pre-Test Students Reading Skill at The Eight Grade Of
MTs Ma'arif 21 Bulusari

No	Name of Students	Score	Criteria
1	AD	55	Incomplete
2	AR	35	Incomplete
3	AK	40	Incomplete
4	AR	45	Incomplete
5	DSP	70	Complete
6	EP	55	Incomplete
7	FEP	55	Complete
8	GF	60	Incomplete
9	IPSN	70	Incomplete
10	IS	50	Incomplete
11	MA	45	Incomplete
12	M	35	Incomplete
13	MAF	30	Incomplete
14	MB	50	Incomplete
15	MFR	65	Incomplete
16	MIM	45	Incomplete
17	MYN	70	Complete
18	NH	40	Incomplete
19	PZK	45	Incomplete
20	RA	35	Incomplete
21	RP	55	Incomplete
22	RA	30	Incomplete

23	SUB	45	Incomplete
24	SPA	45	Incomplete
25	SIP	50	Incomplete
26	SS	45	Incomplete
27	SAZ	35	Incomplete
28	VV	40	Incomplete
Total		1340	
Average		47,8	

Based on the pre-test table, the majority of the students scored less than 70. The maximum possible score was 70, while the lowest possible score was 30. The researcher received an average of 47,8 from the pre-test results. The classification of pre-test results based on Minimum Mastery Criteria (MMC) is explained below:

Table 5

The Percentage Result of The Pre-Test Students Reading Skill at The Eight Grade Of MTs Ma'arif 21 Bulusari

No	Score	Frequency	Percentage	Explanation
1	>70	3	10%	Complete
2	<70	25	90%	Incomplete
Total		28	100%	

Based on the data above, 3 students received a minimal score, and 25 students failed the pre-test. It signified that the students did not get the required minimum score at MTS Ma'arif 21 Bulusari, and their reading skill ability was poor.

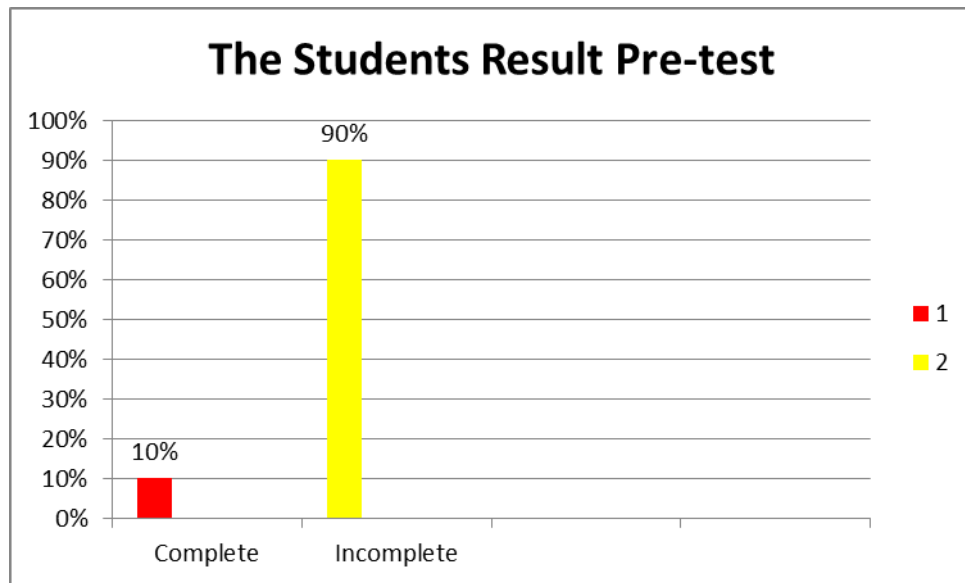


Figure 2

The Percentage of Students Result of Pre-Test

Based on the table, only 10% of students completed the pre-test, and 90% of students completed the pre-test. As a result, the researcher employed choral reading to improve the students reading skills.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process, such as: preparing the lesson plan; making the instrument that would be examined as a post-test in cycle I; preparing the material; making the observation sheet of the students' activity; identifying the problem; and finding the

causes of the problem at the beginning and end of learning activities. The researcher also planned to give an evaluation to measure the students mastery of the given materials.

2) Acting

a) First Meeting

The first meeting was conducted on Wednesday, May 8, 2024, from 08.30 until 09.30. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition. In this stage, the condition of the class was effective because the collaborator handed the researcher the task of making sure the students were effective before the researcher was doing research in the class.

For the beginning, the researcher asked the students, "Do you know the recount text?" Some of the students answered "yes." The researcher said, "Nice! Today, we would like to study the recount text. Have you ever studied about recount texts?" All of the students answered, "Yes, I have".

After that, the researcher assigns students to groups. Each group consists of four students. The researcher distributes a printout of the recount text. Then the

researcher explained how to apply small-group discussion. Furthermore, the researcher guides students to read together, assists students in identifying what texts are about, and discusses the reading text together. After that, the researcher asked to find out difficult words and write down the topic.

In this stage, the condition of the class was not effective because there were many students who were noisy, and students were less active in the teaching and learning process. In the meeting, the researcher gave motivation to the students, stimulating them to conclude the material. And then, the researcher greets to close the meeting.

b) Second Meeting

The second was held on Friday, May 10, 2024, from 08.30 to 09.30. The meeting begins with praying, greeting, checking the attendance list, and asking the student's condition. The activity was continued by providing further explanation of the recount text.

At this stage, the researcher asked students about the recount text, and the researcher explained the material further. Before the researcher gave the

assignment, the researcher gave several questions about the recount text material, and they were answered randomly by the students. Then, the researcher gave 20 assignments with multiple-choice questions to work on. Here students are active in working and completing assignments.

Researchers make conclusions and evaluations. Then, the researcher asked students about difficulties such as vocabulary, text, and anything else.

Finally, the researcher greeted the students and closed the class. At this stage, students actively participate in the learning process. However, there are still problems faced by students. Student test results in the post-test were better than the previous pre-test:

Table 6
The Result of The Post-Test I Students Reading Skill at The Eight
Grade Of MTs Ma'arif 21 Bulusari

No	Name of Students	Score	Criteria
1	AD	75	Complete
2	AR	65	Incomplete
3	AK	70	Complete
4	AR	55	Incomplete
5	DSP	55	Incomplete
6	EP	70	Complete
7	FEP	65	Incomplete
8	GF	60	Incomplete
9	IPSN	70	Complete
10	IS	65	Incomplete
11	MA	55	Incomplete
12	M	60	Incomplete
13	MAF	70	Incomplete
14	MB	70	Complete
15	MFR	70	Complete
16	MIM	60	Incomplete
17	MYN	70	Complete
18	NH	45	Incomplete
19	PZK	55	Incomplete
20	RA	60	Incomplete
21	RP	60	Incomplete
22	RA	65	Incomplete

23	SAB	75	Complete
24	SPA	70	Complete
25	SIP	70	Complete
26	SS	60	Incomplete
27	SAZ	70	Complete
28	VV	65	Incomplete
Total		1800	
Average		64,2	

Based on the results of post-test 1, it can be concluded that the score of reading skill is various. The maximum possible score was 75, while the lowest possible score was 45. The researcher received an average of 64,2% from the post-test I results.

Table 7
The Percentage Result of The Post-Test I Students Reading Skill at The Eight Grade Of MTs Ma'arif 21 Bulusari

No	Score	Frequency	Percentage	Explanation
1	>70	12	43%	Complete
2	<70	16	57%	Incomplete
Total		28	100%	

Based on the data above, there were 12 students received a score of 70 based on the Minimum Mastery Criteria (MMC) and 16 students less than Minimum Mastery Criteria.

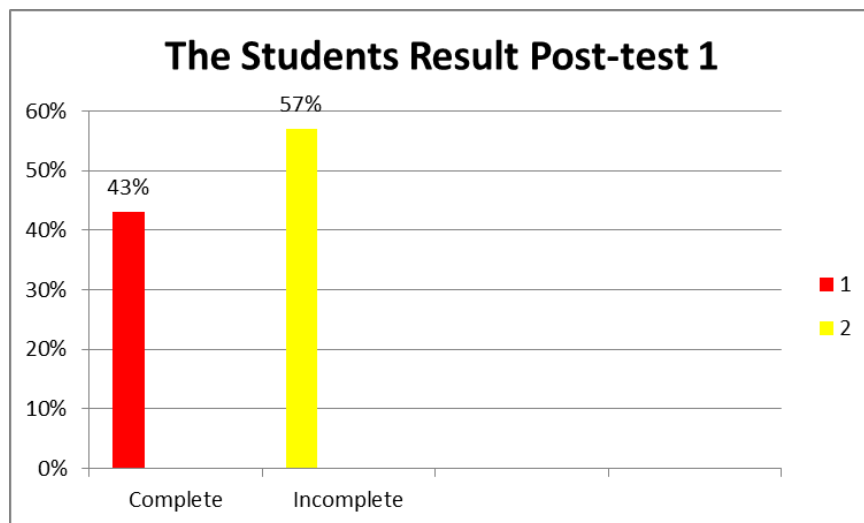


Figure 3

The Percentage of students result of Post-test I

Based on the table, 43% of students completed post-test I, and 57% of students incompleted post-test I. As a result, the researcher employed the choral reading strategy to improve students reading skills. It signified that the students achievement may have improved enough in cycle I, but it was not successful.

3. Observing

In observation of researcher action, the collaborator observed the students activities. The researcher, as a teacher, gave material about reading text, especially recount text, by using small group discussion. While the treatment was being executed, the student's activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting I and II.

Table 8
The Students Learning Activities Observation in Cycle 1

No	Students Activities	Frequency	Percentage
1	Paying attention to the teachers explanation	19	67,8%
2	Asking or answering the teachers question	15	53,5%
3	Being active in the class discussion	18	64,2%
4	Doing the task given by teacher	22	78.5%
Total Students		28	
The percentage of students learning activity		67,8%	

Then, the graph of percentage students' activities in cycle I, as follow:

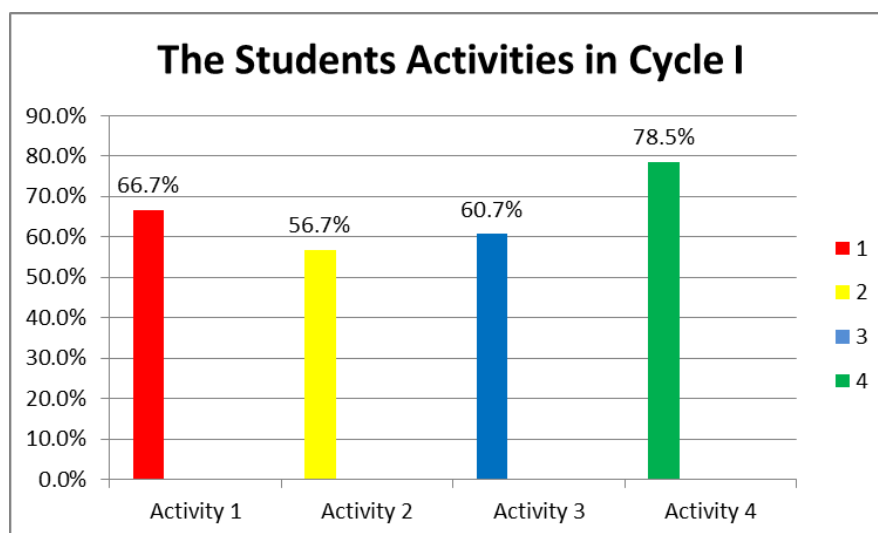


Figure 4
Graph of Students Activities in Cycle 1

The table showed that not all the students active in learning process. There were 19 students (67,8%) who gave attention to the

teacher explanation 15 students (53,5%) who understood the materials, 18 students (64,2%) who active in the class and 22 students (78,5%) were able to do the task.

4. Reflecting

The researcher determined that cycle I did not function well since the majority of students did not meet the Minimum Mastery Criteria (MMC). It was examined using the pre-test and post-test I scores. Furthermore, the learning outcome of cycle 1 before and after therapy may be examined in the table below:

Table 9
The Score of Pre-Test and Post-Test I Students Reading Skill at The Eight Grade Of MTs Ma'arif 21 Bulusari

No	Name of Students	Pre-Test Score	Post-Test 1 Score	Deviation	Explanation
1	AD	55	75	20	Improve
2	AR	35	65	30	Improve
3	AK	40	70	30	Improve
4	AR	45	55	10	Improve
5	DSP	70	70	-	Constant
6	EP	55	55	-	Constant
7	FEP	55	65	10	Improve
8	GF	60	60	-	Constant
9	IPSN	70	70	-	Constant

10	IS	50	65	15	Improve
11	MA	45	55	10	Improve
12	M	35	60	25	Improve
13	MAF	30	70	40	Improve
14	MB	50	70	20	Improve
15	MFR	65	70	5	Improve
16	MIM	45	60	15	Improve
17	MYN	70	70	-	Constant
18	NH	40	45	5	Improve
19	PZK	45	55	10	Improve
20	RA	35	60	25	Improve
21	RP	55	60	5	Improve
22	RA	30	65	35	Improve
23	SAB	45	75	30	Improve
24	SPA	45	70	25	Improve
25	SIP	50	70	20	Improve
26	SS	45	60	15	Improve
27	SAZ	35	70	35	Improve
28	VV	40	65	20	Improve
Total		1340	1800		
Average		47,8	64,2		

Then, the graph of comparison students reading comprehension pre-test and post-test I grade in cycle I could be seen as follows:

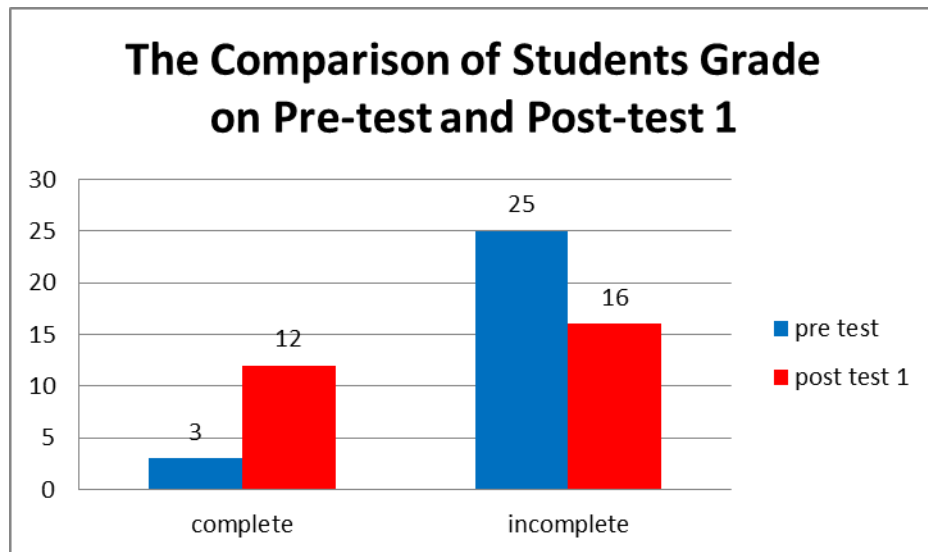


Figure 5

The Comparison of Students Grade on Pre-Test and Post-Test I

In this study, the pre-test and post-test were completed independently. It was intended to assess the students' abilities before and after treatment. It was determined that there was an improvement in the students' result score based on the results of the pre-test and post-test. The pre-test average was 47,8, while the post-test average was 64,2. Despite an increase in student achievement, cycle I was not yet successful because only 12 students (43%) completed post-test I. Cycle I was not successful since the success indicator was not met, and the researcher had to change the teaching and learning method in the following cycle. As a result, this study would be resumed in the following cycle.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in cycle I, the process in cycle II was focused on the problem in cycle I. There were some weaknesses in Cycle I. Then, the researcher and collaborator planned to give the material to students in the reading skill of the recount text with the strategy of small groups. The researcher and collaborator prepared the lesson plan and observation sheet of the students' activities, identified the problem, and found the causes of the problem at the first and last of the learning activities.

2) Acting

a) First Meeting

The first meeting was conducted on Saturday, May 11, 2024 from 08.30 until 09.30. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition. The researcher continued the material in the first meeting cycle II, reviewing material about recount text, the generic structure, and examples.

After that, the researcher assigned students to divide groups of four students. Researchers distribute recount text prints. Then the researcher explained how to apply small group discussion. Furthermore, the researcher guides the students to read together in groups first, and after that, the researcher guides the students to read together as a whole. Then the researcher gives orders to students to identify what text is meant in the reading, discuss this reading text with their respective group members, and ask students to work together with their groups in finding difficult words. At this stage, the condition of the class is slightly more conducive because many students focus on working on commands with their group members. At the end of the meeting, the researcher gave motivation to students, stimulating them to conclude the material. And then, the researchers greeted to close the meeting.

b) Second Meeting

The second was conducted on Tuesday, May 14, 2024, from 10.00 until 11.00. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition. The activity continued by giving some explanations about the recount text.

In this stage, like cycle I, the researcher asked students about the recount text, and the researcher explained the material

further. Before the researcher gave the assignment, the researcher gave several questions about the recount text material, and they were answered randomly by the students. Then, the researcher gave 20 assignments with multiple-choice questions to work on. Here students are active in working and completing assignments.

Then, the researcher asked the students about the difficulties, like vocabulary, a text, and anything else. Last, the researcher greeted the students and closed the class.

In this stage, the students were more active in following the learning process. The result of the students test in post-test II was better than post-test I.

Table 10

The Result of The Post-Test II Students Reading Skill at The Eight Grade Of MTs Ma'arif 21 Bulusari

No	Name of students	Score	Criteria
1	AD	75	Complete
2	AR	75	Complete
3	AK	70	Complete
4	AR	75	Complete
5	DSP	65	Incomplete
6	EP	70	Complete
7	FEP	70	Complete

8	GF	80	Complete
9	IPSN	75	Complete
10	IS	70	Complete
11	MA	65	Incomplete
12	M	75	Complete
13	MAF	70	Complete
14	MB	75	Complete
15	MFR	75	Complete
16	MIM	80	Complete
17	MYN	80	Complete
18	NH	70	Complete
19	PZK	55	Incomplete
20	RA	60	Incomplete
21	RP	65	Incomplete
22	RA	75	Complete
23	SAB	75	Complete
24	SPA	80	Complete
25	SIP	75	Complete
26	SS	75	Complete
27	SAZ	70	Complete
28	VV	75	Complete
Total		2020	
Average		72	

Based on result of post-test 1, it can be result that the score of reading skill various. The maximum possible score was 80, while the lowest possible score was 55. The researcher received an average of 72 from the post-test II results.

Table 11

The Percentage Result of The Post-Test II Students Reading Skill at The Eight Grade Of MTs Ma'arif 21 Bulusari

No	Score	Frequency	Percentage	Explanation
1	>70	23	82%	Complete
2	<70	5	18%	Incomplete
Total		28	100%	

Based on the data above, it can be inferred that 23 students were successful and 5 students were not successful. From the Post-Test II results, the researcher got the average of 72.

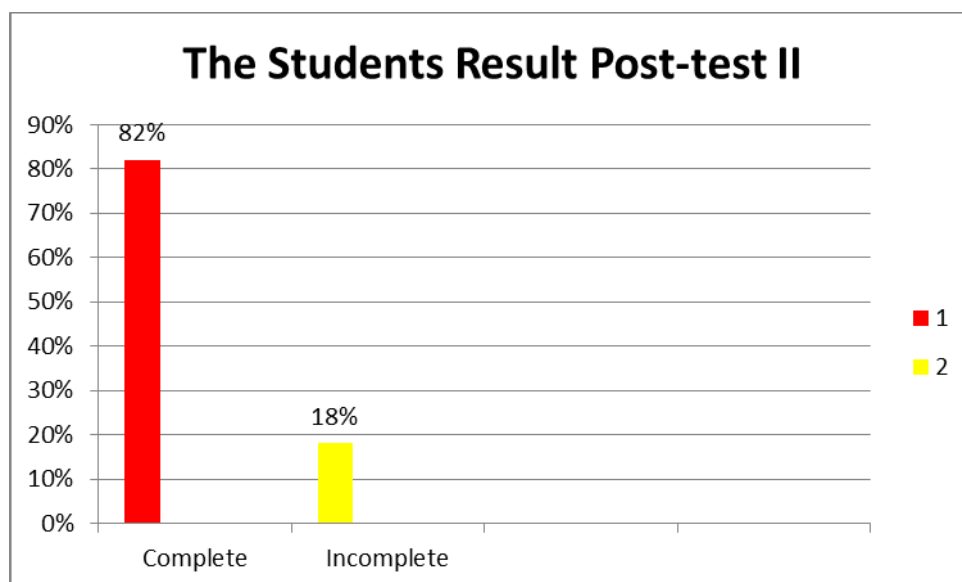


Figure 6
Graph of Students Result of Post-Test II

Based on the table, 82% of students completed post-test II, and 18% of students completed post-test I. It was higher than post-test I in cycle I. It signified that the students achievement may have improved in cycle II; it was successful.

3) Observing

In this step, the researcher presented the material by small group discussion. In learning process, there were also four indicators used to know the students activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 12
The Students Learning Activities Observation in Cycle 2

No	Students activities	Frequency	Percentage
1	Paying attention to the teachers explanation	23	82,1%
2	Asking or answering the teachers question	21	75%
3	Being active in the class discussion	20	71.5%
4	Doing the task given by teacher	24	85,7%
Total students		28	
The percentage of students learning activity		82,1%	

Then, the graph of percentage students' activities in cycle II, as follow:

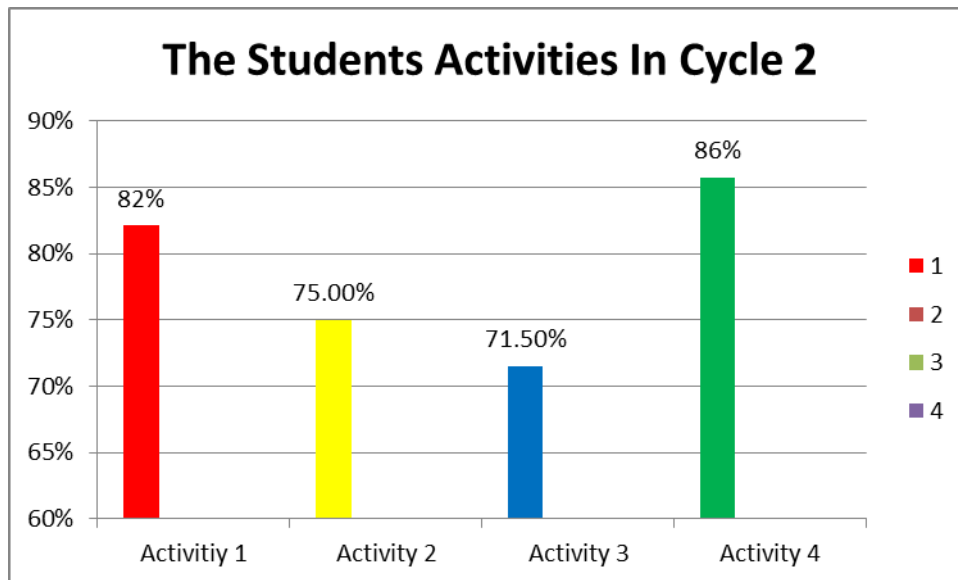


Figure 7

Graph of Students Activities in Cycle 2

The table above showed that the students activity in cycle II was increase. The students' activity that had high percentage were the students paid attention of the teacher explanation 82%, then, the students asked and answered the question from the teacher 75%, the students active in the class 71,5%, and the last the students who able did the task 85,7%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students activity got percentage $\geq 70\%$

4) Reflecting

From the results of the learning process in cycle II, the researcher analyzed that, generally, by using small group discussions, the reading skill would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated the processes of the student's post-test II score. The comparison between students post-test I and post-test II scores could be compared in the following table:

Table 13

**The Score of Post-Test 1 and Post-Test 2 Students Reading Skill at The Eight
Grade Of MTs Ma'arif 21 Bulusari**

No	Name of Students	Post Test I Score	Post Test II Score	Deviation	Explanation
1	AD	75	75	-	Constant
2	AR	65	75	10	Improve
3	AK	70	70	-	Constant
4	AR	55	75	20	Improve
5	DSP	55	65	10	Improve
6	EP	70	70	-	Constant
7	FEP	65	70	5	Improve
8	GF	60	80	20	Improve
9	IPSN	70	75	5	Improve
10	IS	65	70	5	Improve
11	MA	55	65	10	Improve

12	M	60	75	15	Improve
13	MAF	70	70	-	Constant
14	MB	70	75	5	Improve
15	MFR	70	75	5	Improve
16	MIM	60	80	20	Improve
17	MYN	70	80	10	Improve
18	NH	45	60	15	Improve
19	PZK	55	55	-	Constant
20	RA	65	65	-	Constant
21	RP	60	70	10	Improve
22	RA	65	75	10	Improve
23	SAB	75	75	-	Constant
24	SPA	70	80	10	Improve
25	SIP	70	75	5	Improve
26	SS	60	75	15	Improve
27	SAZ	70	70	-	Constant
28	VV	65	75	10	Improve
Total		1800	2020		
Average		64,2	72		

Then, the graph of comparison students reading comprehension post-test I and post-test II score in cycle I and II could be seen as follow:

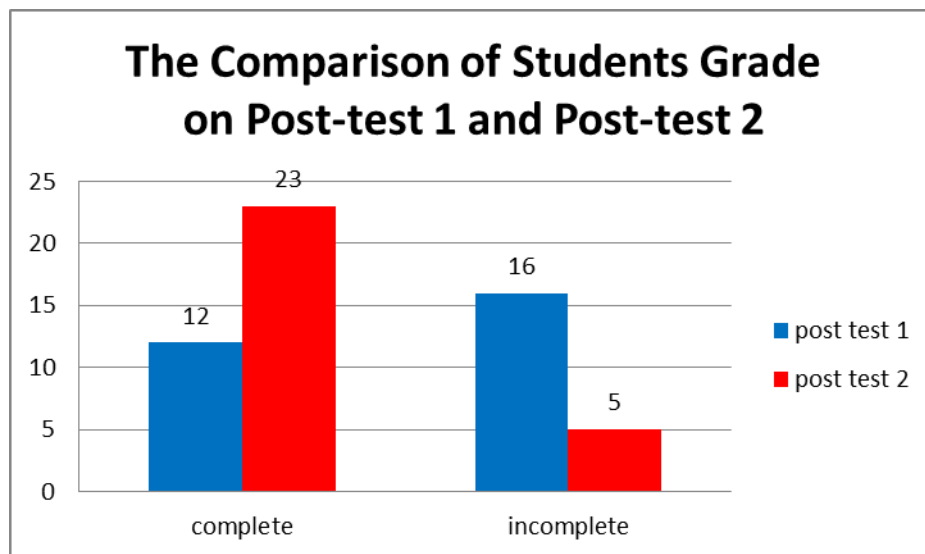


Figure 8

The Comparison of Students Grade on Post-Test I and Post-Test II

From the table above, it can be seen that the scores of the students in post-test II are various. The highest score was 80, and the lowest score was 55. The average score for post-test II was 72. Besides, the percentage of students who passed the post-test II score was 82%, or 23 students, of the total students who passed the passing grade, and 18%, or 5 students, did not pass the passing grade at least 70. It means that the indicator of success of this research had been achieved, which was that 70% of the of the students got a score of 70. It indicated that the students reading had improved.

Regarding the result above, it could be inferred that this is classroom action research (CAR). It was successful, and it would

not continue in the next cycle because of the learning process, and the product of learning entirely passed the indicators of success. It means that choral reading improves students' reading skills.

B. Discussion

In this situation, the total number of students who achieved the MMC in their reading comprehension ability was 23 in terms of post-test 2 findings, or 82% of students completed the MMC.

As a result, choral reading can help students increase their reading skills. The pre-test average score was 47.8, the post-test 1 score was 64.2, and the post-test 2 score was 72. We can observe that the average score and total number of students who passed the test improved from pre-test to post-test 1 and post-test 2.

Furthermore, the progress seen in terms of learning activities shows that students are progressing in terms of their attention to the teacher's explanation (82,1%), asking and answering questions (75%), being active in class (71,5%), and being able to do the task (85,7%).

If the researcher compares the findings of this study to those of earlier relevant studies, the first is Yohanis Yafet Sulung, Noldy palengkahu, Ignatius Javier Tuerah who studied, "The Effect of Choral Reading Strategy on Teaching Students Reading Comprehension". As pointed out before, of 20 students who took part of pretest, the highest score was a 5, while the lowest

was a 2. On the other hand, the highest score on the posttest was 8 and the lowest was 2. It can be briefly said that the result of the posttest was better than that the pretest, indicating that using the Choral Reading Strategy improves students' reading comprehension.³⁴ The second is Maya Puspita Sari, Eliwarti and Masyhur who studied, "The Effect Of Choral Reading Strategy On Students Reading Fluency Ability At The First Year In SMK Taruna Satria Pekanbaru", The sample of this research was class 1 TKJ 1 that consisted of 29 students. The mean score of post-test was higher than the mean score of pretest. The mean score for pre-test was 62.10 while the mean score in post-test was 65.47. It can be concluded that, there is significant effect of choral reading strategy on students' reading fluency.³⁵

³⁴ Yohanis Yafet Sulung, Noldy Palengkahu, Ignatius Javier Tuerah, "The Effect Of Choral Reading Strategy On Teaching Students Reading Comprehension", *socul*, 1, no 1, 2021.

³⁵ Maya puspita sari , eliwarti and masyhur, "the effect of choral reading strategy on students' reading fluency ability", *English study program language and arts department teachers training and education faculty universitas riau*, 5, Juli-desember 2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the learning process in two cycles, researchers want to explain the conclusion that reading skills can be improved through choral reading strategies for class VIII MTS Ma'arif students 21 Bulusari. This increase can be seen in the average student's reading skills before and after treatment. Choral reading strategy can improve reading skills; progress can be seen from pre-test to post-test II. The average score from the pre-test is 47.8 to the post-test II is 72. The results of cycle II have reached the success indicators, namely >70% of students meeting the passing score.

The choral reading strategy can increase the learning activities of class VIII students at MTS Ma'arif 21 Bulusari. Student activities in application cycles I and II are active. This means small group discussions can improve student activity and increase it significantly.

B. Suggestion

1. For the teacher

Choral reading is an effective way of learning English that teachers can use with the students to make it easy to understand the learning material. The students are suggested to be more active in learning English so they can understand the material that teachers give and increase their knowledge, especially in reading skills.

2. For the students

The student can be interested and motivated in learning English, especially to understand English text. It is suggested for the English teachers to use choral reading as an alternative to increase the students' reading skills in the teaching and learning process.

3. For the principal

Choral Reading can also be used in other subjects, not just English. To support the learning process, the principal is expected to be able to support the English learning process by preparing complete facilitation and instruments.

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APPENDICES

SILABUS

Sekolah : MTS Ma'arif 21 Bulusari

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi	Materi	Kegiatan	Indikator	Penilaian			Alokasi	Sumber belajar
				Teknik	Bentuk	Contoh		
Dasar	pokok/Pe mbelajara	Pembelajaran			Instrumen	Instrumen	Waktu	

	n							
1.1	Teks fungsi l pendek berupa: Undangan	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsional	1. Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan 2. Mengidentifikasi	Tes Lisan Tes Tertulis	Membaca nyaring	<i>Read the text aloud and clearly</i> <i>Choose the correct answer</i>	8x40Menit 8x40Menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda benda sekitar

<p>ngan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p>		<p>pendek tentang undangan</p>	<p>berbagai informasi dalam teks fungsional pendek berbentuk undangan</p>					
<p>1.2. Merespon makna</p>		<p>4. menjawab pertanyaan tentang isi teks</p>	<p>3. Mengidentif ikasi fungsi</p>					

dalam teks		fungsiional pendek	sosial teks					
tulis		“undangan”	fungsiional					
fungsiional		5.Menyebutkan	pendek					
pendek		tujuan	berbentuk					
sederhana		komunikatif teks	undangan					
secara		fungsiional pendek	4.					
akurat		“undangan” 6.	Mengidentif					
lancar dan		Menjawab	ikasi ciri					
berterima		pertanyaan	kebahasaan					
yang		tentang ciri	teks					
berkaitan		kebahasaan teks	fungsiional					
dengan		fungsiional pendek	pendek					
lingkungan		“undangan”	berbentuk					
sekitar			undangan					

1.3.Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan	Makna gagasan 1. Makna tekstual dalam teks descriptiv e dan recount3. Langkah retorika teks descriptiv	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tata bahasa terkait jenis teks descriptiv/ recount 3. Membaca teks descriptiv/ recount 4. Menjawab	Makna gagasan 1. Makna tekstual dalam teks descriptiv dan recount 2. Langkah retorika teks descriptiv dan recount 3. Tujuan komunikatif teks	Tes tulis	PG	<i>Choose the best option based on the text.</i>	8X40Menit	1. Buku teks yang relevan 2.Koran/ majalah 3.Gambar peristiwa/ tempat 4.Lingkungan sekitar
---	---	--	---	-----------	----	--	-----------	---

lingkungan sekitar dalam teks berbentuk descriptive dan recount	e dan recount4. Tujuan komunikasi teks descriptive dan recount5. Ciri kebahasaan teks descriptive dan recount	pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptive/recount 6. Menyebutkan ciri-ciri	descriptive dan recount 4. Ciri kebahasaan teks descriptive dan recount 2. Membaca nyaring teks descriptive dan recount.	Tes lisan	Membaca nyaring	<i>Read the text aloud</i>		
---	---	--	--	-----------	-----------------	----------------------------	--	--

		kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks descriptive/ recount						
--	--	---	--	--	--	--	--	--

Metro, Maret 2024

Mengetahui.

Mahasiswa

Guru Mata Pelajaran

Muhammad Heriyanto,S.Pd.

Nia Asria Safitri

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTS Ma'arif 21 Bulusari

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : VIII/Ganjil

Materi Pokok : Recount Text

Tahun Pelajaran : 2023/2024

Alokasi Waktu : 4 JP (2x30menit)

(8) Tujuan Pembelajaran

4. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau
5. Siswa mampu menangkap makna teks recount lisan pendek dan sederhana, tentang kegiatan, kejadian, peristiwa

(9) Langkah-langkah Pembelajaran

Pertemuan pertama

Kegiatan	Deskripsi	Alokasi
Pendahuluan	f. Siswa melakukan salam pembuka dan berdoa g. Memeriksa kehadiran siswa sebagai sikap disiplin	5 Menit

	<p>h. Memberitahukan pokok bahasan dan tujuan materi yang akan dibahas pada pertemuan ini</p>	
Inti	<p>1. Mengamati</p> <p>3. Siswa mengamati teks berbentuk teks recount sederhana tentang liburan</p> <p>2. Pertanyaan</p> <p>A. Siswa mengajukan pertanyaan tentang teks recount tentang liburan</p> <p>3. Menjelajahi</p> <p>4) Siswa membaca teks recount</p> <p>5) Siswa mengajukan pertanyaan tentang teks recount tentang kejadian, tempat, dan waktu dari berbagai sumber lain</p> <p>6) Siswa mendiskusikan kata dan istilah yang sulit dalam teks</p> <p>4. Mengasosiasi</p> <p>I. Siswa secara berkelompok membuat teks recount sederhana tentang liburan</p> <p>5. Mengkomunikasikan</p> <p>5) Siswa mempresentasikan teks recount dalam bahasa Inggris</p>	50 Menit

Penutup	<p>(3) Siswa dan guru membuat rangkuman kegiatan pembelajaran</p> <p>(4) Siswa membaca doa dan mengucapkan salam penutup</p>	5 Menit
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Pertemuan kedua

Kegiatan	Deskripsi	Alokasi
Pendahuluan	<p>5) Siswa melakukan salam pembuka dan berdoa</p> <p>6) Memeriksa kehadiran siswa sebagai sikap disiplin</p> <p>7) Memberitahukan pokok bahasan dan tujuan materi yang akan dibahas pada pertemuan ini</p>	5 Menit
Inti	<p>Mengeksplorasi</p> <p>(5) Peserta didik menggabungkan kalimat menggunakan kata hubung yang tepat.</p> <p>(6) Peserta didik secara berkelompok berdiskusi mengenai recount text.</p> <p>(7) Peserta didik melengkapi teks rumpang berbentuk surat dengan kata kerja yang tepat.</p>	50 Menit

	<p>(8) Peserta didik mengoreksi kesalahan yang terdapat pada pernyataan yang disediakan.</p> <p>(9) Peserta didik membaca teks kemudian menjawab pertanyaan berdasarkan teks tersebut.</p>	
Penutup	<p>4) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</p> <p>5) Siswa membaca doa dan mengucapkan salam penutup</p>	5 Menit

(10) Penilaian

No	Kriteria	Skor
1.	Unggul: gagasan utama, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan dengan tugas yang memadai untuk mendukung	90-100
2	Baik: ide pokok, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan tugas, tetapi tidak memadai atau tidak sesuai pendukung.	70-89
3	Rata-rata: Respons tidak membahas tugas. Tanggapannya sedikit atau tidak detail akurat dari teks dan detail ini tidak	50-69

	relevan dengan tugas.	
4	Adil: Tanggapan tidak membahas tugas. Tanggapan tidak memberikan rincian akurat dari teks dan rincian ini tidak relevan dengan tugas	30-49

Orientasi Penilaian

- Setiap jawaban yang benar diberikan nilai 5 poin
- Total nilai maksimal 100
- Jumlah soal 20
- $\text{Jumlah} = \frac{\text{Nilai siswa}}{\text{Jumlah soal}} \times 100$

Pre-test

Pre-Test of Reading Comprehension skill in Deskriptive text

Name:

Class:

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Read the text to answer question number 1 to 10

On Wednesday, my best friends and I went to Yogyakarta. We stayed at the Tentrem Hotel located not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. On Friday night we went to Malioboro. We spent about two hours there. We were lucky because there are lots of promotions for visitors such as discounts for batik and handcrafted bags, free testers for bakpia, and so on. I bought new clothes for my sister and a bag for my mom with big discount. After that we left for Jakarta by train.

1. The text is written in the form of a...

2) Recount

3) Narrative

4) Report

5) Recipe

2. What kind of promotion do readers and her friends get in Malioboro?

(8) Free product for sandals

(9) Free entrance ticket

(10) Free welcome drink

(11) Free testers for bakpia

3. The purpose of the text is to...

4) Tell past events

5) Entertain readers

6) Describe the smugglers

7) Report an event to the police

4. Where did the writers and her friends stay while enjoying the holiday in Yogyakarta?

a. Hotel JW Marriotts

b. Hotel Tentrem

c. Guest house

d. Villa Pademangan

5. When did they go home?

a. On Saturday morning

b. On Friday night

c. On Thursday evening

d. On Friday afternoon

6. The text above mainly discusses.....

a. the writer's trip to Yogyakarta

b. the writer's first visit to Prambanan

c. the writer's impression about the guide

d. the writer's experience at Yogya Kraton

7. Where did the writers and her friends went on Thursday?

- a. Malioboro
- b. Parangtritis Beach
- c. Bukit Bintang
- d. Prambanan Temple

8. How much the big temples on Prambanan Temple?

- a. three
- b. two
- c. four
- d. five

9. What items is the writer bought as a gift for her family?

- a. Bag and clothes
- b. Bakpia
- c. Bracelet
- d. Handcrafted ring

10. The writer and her friends go home from Yogyakarta by..

- a. Bus
- b. Plane
- c. car
- d. Train

Read the text to answer question number 11 to 20

Last month, I visited my childhood friend's house on Depok. His Name is Juniar. There were many activities I did there. In the morning, Juniar and I had breakfast. We had nasi uduk that we enjoyed when we were kids. I liked it very much. After breakfast, he took me to our old school and retell the story about what we had when we were in elementary school. The school looks better than 13 years ago. There is a big bench in the school garden. There were 3 sports fields for students. After visiting the school, Juniar and I went to the market to buy some food and snacks. We bought kue ape, kue pukis, kue cucur, kue mangkok, and nasi padang. We had lunch together at his house and had a small chit chat. It was so much fun. I really enjoyed my time with Juniar. After enjoying three days together, I went home after being picked up by my father.

11. The text above tells the readers about ...

- a. A holiday at a friend's place.
- b. A picture school backyard.
- c. A big school

d. A big sport field.

12. Who is Junior for the writers?

a. Niece

b. Pen pal

c. Childhood friend

d. Sibling

13. The purpose of the text is to.....

a. tell past events

b. entertain readers

c. describe the smugglers

d. report an event to the police

14. How much is the sports field in the writer's old school?

a. Two

b. Three

c. four

d. Five

15. What does the writer do after visited the school?
- a. Enjoy time together with their pet.
 - b. Swim on the river
 - c. Buy food and snacks on market
 - d. had lunch on restaurant
16. Where did the writer and her friend spend his afternoon?
- a. In Juniar's house
 - b. Inside a sport field.
 - c. In the flower garden.
 - d. In the swimming pool.
17. Where is Juniar's house located?
- a. Bogor
 - b. Depok
 - c. Jakarta
 - d. Tangerang
18. From the text, we know that the writer...
- a. Had gone and visited many places during her holiday.

- b. Lived in the same village with his Juniar.
- c. Liked butterflies and swimming very much.
- d. Spent her holiday at a friend's house.

19. What snacks did the writer and her friends bought on market?

- a. Blackforest
- b. Cheese cake
- c. sugar glazed doughnut
- d. Kue pukis

20. Who picked up the writer to go home?

- a. Her boyfriend
- b. her brother
- c. her dad
- d. her niece

Post-tes 1

Text 1 Read the text to answer question number 1 to 6

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton

2. The text is written in the form of a.....
 - A. recount

B. narrative

C. report

D. descriptive

3. The purpose of the text is to.....

A. tell past events

B. entertain readers

C. describe the smugglers

D. inform readers about events of the day

4. What are the big temples in Prambanan?

A. paria, brahmana, and temples

B. brahmana, syiwa, and wisnu temples

C. wisnu, syiwa, and borobudur temples

D. borobudur, syiwa, and brahmana temples

5. When did they go home?

A. On Saturday morning

- B. On Friday evening
 - C. On Thursday evening
 - D. On Friday afternoon
6. Why did they only visit Brahmana and Syiwa temples?
- A. because there was no wisnu temple
 - B. because wisnu temple was amazing
 - C. because wisnu temple was too small
 - D. because wisnu temple was being repaired

Text 2 Read the text to answer question number 7 to 9

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

7. What happened to the writer's dad when he rode an elephant?
- A. He felt a thrill
 - B. He felt fun
 - C. He fell off
 - D. He failed
8. Why did the writer and his family feel very tired after having a trip to the zoo?
- A. They had to visit many places in the zoo
 - B. They took a long time to reach the zoo area
 - C. They had to feed a lot of animals in the zoo
 - D. They had no time to take a rest in the zoo
9. ... our family felt tired after visiting the zoo, we were still happy.
- A. Since
 - B. Because
 - C. Although
 - D. Nevertheless

Text 3 Read the text to answer question number 10 to 13

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

10. The text above tells us about

- A. A holiday at a friend's place
- B. A picture of bird
- C. A big bird cage
- D. A big garden

11. What is the last paragraph about?

- A. Anto had butterflies as his pet

- B. The writer's friend is a good swimmer
- C. There are a lot of flowers in Anto's house
- D. The writer had a good time with his friend

12. Where did the writer spend his afternoon?

- A. Under a tree
- B. Inside big bird cage
- C. In the flower garden
- D. In the swimming pool

13. From the text, we know that the writer

- A. Had gone and visited many places during his holiday
- B. Lived in the same village with his pen pal, Anto
- C. Liked butterflies and swimming very much
- D. Spent his holiday at friend's house

Text 4 Read the text to answer question number 14 to 17

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I

wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

14. What is the text about?

- A. The writer's activities of watching Chicago marathon contest.
- B. The writer's wonderful feeling after watching marathon.
- C. The writer's good achievement in marathon.
- D. The changing of the writer's feeling after joining the marathon.

15. To improve his achievement, the writer ...

- A. Asked for advice how to run well
- B. Practiced hard with other participants
- C. Planned to join another marathon
- D. Ran faster and faster

16. What was the writer's intention when he decided to join his first marathon?

- A. He would get the winner

- B. He just wanted to get an experience
- C. He planned to join another marathon
- D. He wanted to complete 26,2 miles run

17. "... I change my mind." (Paragraph 2) The word "mind" is closest in meaning to ...

- A. Decision
- B. Ambition
- C. Thought
- D. Suggestion

Text 5 Read the text to answer question number 18 to 20

I've got a painful experience that I went through last semester. I joined the cross country. We were running this race competing against several I other schools. The entire race was long and dreadful. It took place in the desert so it was really hot and humiD. We ran up and down the hills.

It was getting awful after 10 minutes of the race. People who ran in front of me made me breathe the dust they created. It wasn't so bad until my throat started to hurt. It was very painful. I had a hard time to catch my breath and I sweat a lot. I really hated it.

In the end I managed to finish the race. I felt really good after that. I felt fully alive again. That race was a horrible experience. That is the reason why I quitted the team a week later.

18. What does the second paragraph tell us about?
- A. A cross country race
 - B. An awful place in the mountain
 - C. A good feeling after completing the race
 - D. Painful incidents during the cross country
19. From the text, we know that
- A. The writer quitted and never made it to the finish line
 - B. Although he had a painful throat, the writer could finish the race
 - C. The race was a competition between students in the writer's school
 - D. The race route was so mountainous that the weather was cool and windy
20. Why was the writer's throat painful?
- A. He sweat a lot
 - B. He couldn't breathe
 - C. It was really hot and humid
 - D. People in front of him created dust

Post test 2

Read the text to answer question number 1 to 4

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word.

Everyday I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

1. What is the text about?
 - A. Visiting museum
 - B. Postcard
 - C. Words of French
 - D. Holiday

- 2 . What is the generic structure (tenses) of the text above?
 - A. Simple present tense
 - B. Simple past tense
 - C. Present continues tense
 - D. Simple future tense

3 . Whom did the writer meet in Paris?

A. Friendly waiter

B. His friends

C. Postman

D. Mother

4 . What was the first place the writer visited?

A. Museum

B. Public garden

C. His room

D. Post office

5car does your father have?

A. How many

B. When

C. Where are

D. How much

6 . She some food when I saw her

A. Is

B. Are eating

C. Were eating

D. Was eating

7. Theyto the school together yesterday.

A. Are

B. Went

C. Go

D. Were

8 . Youcome at the party, because it will make you happy.

A. Are

B. Were

C. Should

D. Could

9 . Read the text to answer question number 25!

A : Hi, buddy.

B : oh hi!

A : Have you ever watched Laskar Pelangi?

B : Yes, I have

A :that movie?

B : I think it was so amazing movie

Complete the conversation above using one of the best options!

A. I dont think so

B. Can I have

C. What do you think of

D. Can you

Read the text then find the suitable words to complete the sentences as an answer of question number 10 to 15

Last week I(10) my grandmothers house. I(11) public transportation to reach the house.

On the trip, I(12) so many beautiful scenery there. My grandmother greet me, when I(13) her house.

She looked so glad. She(14) me her delicious food, then we.....(15) together.

10 . The suitable word for number 4 is...

A. go to

B. goes to

C. went to

D. gone to

11 . The suitable word for number 5 is...

A. Took

B. Take

C. Taken

D. Takked

12. The suitable word for number 6 is...

A. See

B. Seen

C. Saw

D. Sawed

13 . The suitable word for number 7 is...

A. Came

B. Come

C. Comed

D. Coming

14 . The suitable word for number 8 is...

A. Give

B. Gift

C. Given

D. Gave

15. The suitable word for number 9 is...

A. Eat

B. Eated

C. Ate

D. Eating

Read the text to answer question number 16 to 20

Last week, Mr Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

16. Who was at home when the accident happened?

- A. Her son
- B. Her husband
- C. Her neighbour
- D. Her youngest child

17. How did Yusuf do to help his mother?

- A. He called his father
- B. He put out the fire
- C. He asked his neighbour to help
- D. He advised Mrs. Budi to stay calm

18. How did the neighbour help Mrs. Budi?

- A. He called Mrs. Budi's husband and ran to the kitchen

B. He called the fireman and put out the fire

C. He put out the fire and took Mrs. Budi to the clinic

D. He called the fireman and advised Mrs. Budi to stay calm

19. The main idea of the second paragraph is

A. Mrs. Budi got accident

B. Mr. Budi was proud of his son

C. Yusuf asked his neighbour to help

D. Mr. Budi and his other children had gone

20. The main idea of the last paragraph is

A. Mrs. Budi got accident

B. Mr. Budi was proud of his son

C. Yusuf asked his neighbour to help

D. Mr. Budi and his other children had gone

The Student's Learning Activities Observation in Cycle 1

No	Students Name	The Aspects That Are Observed			
		Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1	AD	✓			✓
2	AR	✓	✓		✓
3	AK			✓	✓
4	AR			✓	✓
5	DSP		✓		✓
6	EP	✓		✓	✓
7	FEP	✓		✓	✓
8	GF	✓	✓		✓
9	IPSN	✓	✓	✓	✓
10	IS			✓	
11	MA	✓		✓	✓
12	M			✓	✓
13	MAF	✓	✓		
14	MB	✓		✓	✓
15	MFR			✓	✓
16	MIM	✓	✓		
17	MYN	✓		✓	✓
18	NH	✓	✓		✓
19	PZK		✓	✓	
20	RA	✓	✓		✓
21	RP	✓	✓		✓
22	RA	✓		✓	✓
23	SAB		✓	✓	
24	SPA	✓		✓	✓
25	SIP	✓	✓		✓
26	SS		✓	✓	
27	SAZ	✓	✓	✓	✓
28	VV	✓	✓	✓	✓

The Student's Learning Activities Observation in Cycle 2

No	Students Name	The Aspects That Are Observed			
		Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1	AD	✓		✓	✓
2	AR	✓	✓		✓
3	AK	✓		✓	✓
4	AR	✓	✓	✓	
5	DSP	✓		✓	✓
6	EP	✓	✓		✓
7	FEP	✓	✓	✓	✓
8	GF	✓	✓		✓
9	IPSN	✓	✓	✓	
10	IS		✓	✓	✓
11	MA	✓		✓	✓
12	M		✓	✓	
13	MAF	✓	✓		✓
14	MB	✓	✓		✓
15	MFR	✓		✓	✓
16	MIM	✓	✓		✓
17	MYN		✓	✓	
18	NH	✓			✓
19	PZK		✓		✓
20	RA	✓		✓	✓
21	RP	✓	✓	✓	✓
22	RA	✓	✓	✓	✓
23	SAB	✓	✓	✓	✓
24	SPA	✓	✓	✓	✓
25	SIP	✓	✓	✓	✓
26	SS	✓	✓	✓	✓
27	SAZ		✓	✓	✓
28	VV	✓	✓	✓	✓

Key answer of pre-test

G. A	11. A
H. D.	12. C
I. A.	13. A
J. B.	14. B
K. B.	15. C
L. A.	16. A
M. D.	17. B
N. A.	18. D
O. A.	19. D
P. D.	20. C

Key answer of Post-Test I

6. A.	11. D
7. A.	12. D
8. A.	13. D
9. B.	14. D
10. B.	15. C
11. D.	16. B
12. C.	17. C
13. A.	18. D
14. C.	19. B
15. D.	20. D

Key Answer of Post-Test II

4. D.	11. A
5. B.	12. C
6. A.	13. A
7. A.	14. D
8. A.	15. C
9. D.	16. D
10. B.	17. C
11. C.	18. C
12. C.	19. C

13. C.

20. B

Answer sheet

Name: Geral Ferlingga

Class: VIII (Delapan)

Cross the right answer!!

1	X	B	C	D
2	A	B	C	X
3	X	B	C	D
4	A	B	X	D
5	A	X	C	D
6	A	X	C	D
7	A	B	X	D
8	A	B	C	X
9	X	B	C	D
10	A	B	C	X
11	X	B	C	D
12	A	B	X	D
13	A	X	C	D
14	A	X	C	D
15	A	B	C	X
16	X	B	C	D
17	X	B	C	D
18	A	B	C	X
19	A	B	C	X
20	A	X	C	D

60

B = 12

Answer sheet

Name : Imel Putri Sholehatin. 17

Class: VIII

Cross the right answer!!

1	X	B	C	D
2	X	B	C	D
3	X	B	C	D
4	A	X	C	D
5	A	X	C	D
6	A	B	X	D
7	A	B	X	D
8	A	X	C	D
9	A	B	C	X
10	A	B	C	X
11	A	B	C	X
12	A	B	X	D
13	A	B	C	X
14	X	B	C	D
15	A	B	X	D
16	A	X	C	D
17	A	B	X	D
18	A	B	C	X
19	A	X	C	D
20	A	B	C	X

B=14

70

Answer sheet

Name : Rewa Amelia

Class: VIII

75

Cross the right answer!!

1	A	B	C	<input checked="" type="checkbox"/>
2	A	<input checked="" type="checkbox"/>	C	D
3	<input checked="" type="checkbox"/>	B	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	<input checked="" type="checkbox"/>	B	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	B	<input checked="" type="checkbox"/>	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	B	<input checked="" type="checkbox"/>	D
10	A	B	<input checked="" type="checkbox"/>	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	B	<input checked="" type="checkbox"/>	D
13	<input checked="" type="checkbox"/>	B	C	D
14	A	B	<input checked="" type="checkbox"/>	D
15	A	B	<input checked="" type="checkbox"/>	D
16	A	<input checked="" type="checkbox"/>	C	D
17	A	B	<input checked="" type="checkbox"/>	D
18	A	B	<input checked="" type="checkbox"/>	D
19	<input checked="" type="checkbox"/>	B	C	D
20	A	<input checked="" type="checkbox"/>	C	D

B = 15

Documentation

Pre-Test



Documentation

Post-Test 1



Documentation

Post-Test 2



Documentation



CURRICULUM VITAE



**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

Nomor : B-5304/In.28/J/TL.01/12/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KUSNO, M.Pd.I MTS MAARIF 21
BULUSARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **NIA ASRIA SAFITRI**
NPM : 1701070129
Semester : 11 (Sebelas)
Jurusan : *Tadris Bahasa Inggris*
Judul : **THE INFLUENCE OF USING CHORAL READING STRATEGY
ON STUDENTS READING ALOUD ABILITY THE EIGHT AT
MTS MAARIF 21 BULUSARI**

untuk melakukan prasurvey di MTS MAARIF 21 BULUSARI, 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, 05 Desember 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



LEMBAGA PENDIDIKAN MA'ARIF

Akte notaris : 04 Tanggal 10 April 2013

MTs MA'ARIF 21 BULUSARI

KECAMATAN BUMIRATU NUBAN KABUPATEN LAMPUNG TENGAH

Jln. Pendidikan No. 01 Kampung Tulungkakan Kec. Bumiratu Nuban Kab. LampungTengah . 34161

Nomor : 03-407/182/MTs-21/XII/2022

Lampiran : -

Hal : IZIN PRA SURVEY

Kepada

Yth Ketua Jurusan Tadris Bahasa Inggris

Di

Tempat

Berdasarkan surat yang kami terima bernomor B-5305/In.28/J/TL.01/12/2022 tertanggal 10 Desember 2022 tentang Izin Pelaksanaan Pra Survei Jurusan Tadris Bahasa Inggris, Kami pihak MTs Ma'arif 21 Bulusari Kec. Bumiratu Nuban dan bertindak selaku Kepala Mdrasah memberikan izin kepada :

Nama : **NIA ASRIA SAFITRI**

NPM : 1701070129

Fakultas : IAIN FTIK Metro

Program Study : Tadris Bahasa Inggris

Judul : THE INFLUENCE OF USING CHORAL READING
STARTEGY ON STUDENTS READING ALOUD
ABILITY THE EIGHT AT MTS MA'ARIF 21 BULUSARI

Waktu pelaksanaan :

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Tulung Kakan, 15 Desember 2022

Kepala Madrasah

Kusno, M.Pd.I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN ALAT PENGUMPULAN
 DATAMAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Nia Asria Safitri
 NPM : 1701070129

Program Studi : TBI
 Semester : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 20/03 2024	Linda Septiyana	Instrument	
2.	Rabu, 03/04 2024	Linda Septiyana	Acc Instrument	

Mengetahui
 Ketua Program Studi TBI

Dr. Much Deinjatur, M.Pd.BI
 NIP. 198803082015031006

Dosen Pembimbing

Linda Septiyana, M.Pd
 NIP. 199009162023212034



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 1882/In.28.1/J/TL.00/04/2024
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Linda Septiyana (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
 Assalamu'alaikum Wr. Wb.

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

Nama : **NIA ASRIA SAFITRI**
 NPM : 1701070129
 Semester : 14 (Empat Belas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : THE USE OF USING CHORAL READING STRATEGY IN IMPROVING STUDENTS READING SKILL AT THE EIGHT GRADE OF MTs MAARIF 21 BULUSARI

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, 23 April 2024
 Ketua Jurusan,



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



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

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

Nama : Nia Asria Safitri
 NPM : 1701070129

Program Studi : TBI
 Semester : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday, May 20 th 2024	Linda Septiyana	chapter 1.	
2.	Monday May. 27 th 2024	Linda Septiyana	Chapter 1 & 5.	
3.	Wednesday May. 28 th 2024	Linda Septiyana	Abstract -	
4.	Monday. June. 3 rd 2024	Linda Septiyana	Acc. Munagorych	

Mengetahui
 Ketua Program Studi TBI

Dr. Much Deinjatur, M.Pd.BI
 NIP. 198803082015031006

Dosen Pembimbing

Linda Septiyana, M.Pd
 NIP. 199009162023212034



**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

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nia Asria Safitri
NPM : 1701070129
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 7 Juni 2024

Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-586/In.28/S/U.1/OT.01/06/2024**

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

Nama : Nia Asria Safitri
NPM : 1701070129
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070129

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, 07 Juni 2024
Kepala Perpustakaan



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

NIA ASRIA SAFITRI-1701070129-
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1917/In.28/D.1/TL.00/04/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MAARIF 21 BULUSARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1916/In.28/D.1/TL.01/04/2024, tanggal 25 April 2024 atas nama saudara:

Nama : **NIA ASRIA SAFITRI**
NPM : 1701070129
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS MAARIF 21 BULUSARI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MAARIF 21 BULUSARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF USING CHORAL READING STRATEGY IN IMPROVING STUDENTS READING SKILL AT THE EIGHT GRADE OF MTs MAARIF 21 BULUSARI".

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 April 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU

Akte notaris :04 Tanggal 10 April 2013

MTs MA'ARIF 21 BUMIRATU NUBAN

KECAMATAN BUMIRATU NUBAN KABUPATEN LAMPUNG TENGAH

Jln. Pendidikan No. 01 Kampung Tulungkakan Kec. Bumiratu Nuban Kab. Lampung Tengah . 34161

SURAT KETERANGAN PENELITIAN

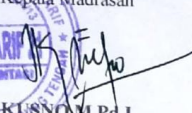
Nomor : 03.407/014 / MTs-21/V/2024

Berdasarkan surat izin research institut agama islam negeri metro jurusan tarbiyah Nomor : B-1917/In.28/D.1/TL.00/04/2024, Tanggal 02 Mei 2024, dengan ini Kepala MTs Ma'arif 21 Bumiratu Nuban Kabupaten Lampung Tengah menerangkan dengan sesungguhnya bahwa :

Nama : NIA ASRIA SAFITRI
 NPM : 1701070129
 Jurusan : Tarbiyah
 Program Study : Tadris Bahasa Inggris
 Judul Skripsi : **THE USE OF USING CHORAL READING STRATEGY IN IMPROVING STUDENTS READING SKILL AT THE EIGHT GRADE OF MTs MA'ARIF 21 BUMIRATU NUBAN**

Mahasiswa tersebut diatas diizinkan melakukan Research di MTs Ma'arif 21 Bumiratu Nuban Pada tanggal 02 Mei 2024 s.d. selesai.

Demikian surat rekomendasi ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Tulung Kakan, 02 Mei 2024
 Kepala Madrasah

KUSNANDI, Pd.I
 NIP. 197311122005011004



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

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

SURAT TUGAS

Nomor: B-1916/In.28/D.1/TL.01/04/2024

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

Nama : **NIA ASRIA SAFITRI**
NPM : 1701070129
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MAARIF 21 BULUSARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF USING CHORAL READING STRATEGY IN IMPROVING STUDENTS READING SKILL AT THE EIGHT GRADE OF MTs MAARIF 21 BULUSARI".
 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.

Dikeluarkan di : Metro
Pada Tanggal : 25 April 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



CURRICULUM VITAE



Nia Asria Safitri was born in Sidoarum, Central Lampung, on June 15, 1999. She is the first child of Mr. Paimun and Mrs. Tri Wahyuni. She attended SDN 1 Bulusari for 6 years, from 2005 to 2011. From 2011 to 2014, she studied at MTs MA Arif 21 Bulusari for 3 years. She decided to continue his studies at high school at SMA PGRI 1 Punggur from 2014 to 2017. Then, from 2017 to 2024, she was enrolled as an S1 student in the English education department of the State Institute for Islamic Studies (IAIN) Metro. She learned a lot in class, and he hoped to get a job soon after graduation.