

# Improving Students' Vocabulary Mastery by Using Choral Reading Method to VIII C Students of SMPN 1 Kalibaru in the 2018-2019 Academic Year

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## Abstract

This research aimed to know whether Choral Reading can improve the eight C students' Vocabulary mastery and participation at SMPN 1 Kalibaru in 2018/2019 academic year or not. The type of this research was Classroom Action Research (CAR). This research was done in two cycles which consisted of planning, implementing, observing, and reflecting in each cycle. The subject of this research was the students of Eight C at SMPN 1 Kalibaru totaling 32 students. The research instruments used were vocabulary test and observation checklist of the students' participation. Based on the research result, the result of students' vocabulary test was 0% and students' participation was 56,25% in cycle 1. Then, the research was continued to the cycle 2 by modifying the teaching and learning activity and revising the lesson plan. The improvement occurred in cycle 2. The students' vocabulary test was 87,5% and students' participation was 76,56%. Therefore, it could be concluded that the Choral Reading method can improve the students' vocabulary mastery and participation in VIII C students at SMPN 1 Kalibaru in the 2018/2019 academic year.

**Key Words:** Choral Reading method, Vocabulary Mastery, participation

## Introduction

English is very important in millennial era especially in Indonesia. The society uses English and Indonesian language to communicate each other and they mix both of them. English becomes the main subject for students in Indonesia, especially in formal education and it has been taught from elementary school up to university level. English has four skills those are Listening, Reading, Writing and Speaking. To improve all of the skills, we must have

ability in vocabulary. Every parts of skill will relate with vocabulary. Vocabulary is a key in communication. Many people get misunderstanding with each other because they do not really understand about the meaning of word. So, vocabulary is important to our live in all of activities especially in communication. Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read,

and write. In reading, we will have difficulty in understanding the text if we do not know the meaning of the words in the text.

According to the English teacher in SMPN 1 Kalibaru, the problems of the teaching learning process in the class were mentality, crowded and boring situation, applying the same game, school holder, teacher competence, student's competence and school competence. The mentality means that stakeholder of the school and the government. The Indonesian educator perception was the students as an object but in a fact student was as subject. In K-13 students should be active in communication which means the teacher must focus on oral test. Many teachers had wrong consideration about applying the curriculum. They still used theory or give a task with some papers. If we always did same games, students would get bored and the school competence would not be running well. Many materials would be left behind. The teacher competence, school competence and student competence were about stability to each other. If they worked together in good situation, the learning process would be successful to advice the target. One of the methods that can help to improve vocabulary mastery is Choral Reading method. In this research, the Choral

Reading strategy is applied in teaching vocabulary mastery.

According to Bane (1994:4) the art of choral speaking as a reading technique which does not involve the technical skill demand of a group choir. It means that choral reading is strategy uptake which absorbed from choral speaking strategy. This happens because speaking and reading have some common components. One of them is fluency but fluency, often used in speaking. "The choral reading strategy engages students in group-assisted and repeated readings and also she said that the purpose of the strategy is to provide practice on reading text with fluency" (Patricia and Chaterine, 2012: 64). These statement means we should do a group reading with the students who may get the practice they need without having to feel anxious or embarrassed about their pronunciation. Giving them more opportunities to read aloud will bring them to position where they find that their pronunciation is better than it used to be. Students gain confidence in reading, because when they read together as a group, they are supported by their peers, who may be more fluent readers, or they may be assisted by the teacher when it is necessary.

The differences this research with the others is the object of the research. Many researcher uses Choral Reading

method in reading aloud, fluency and poem and the researcher applies choral reading method in teaching vocabulary. The objectives of this research are to know how the use of Choral reading method in improving the students' vocabulary mastery to VIII C Students and to know how the use of Choral Reading method improving the students' participation in VIII C students at SMPN 1 Kalibaru in 2018/2019 academic year or not.

### **Method**

The type of the research used is Classroom Action Research (CAR). The aim of this research is to know the improvement of students' vocabulary mastery by using choral reading method to VIII C students. Bogdan & Biklen (1992:223, *Journal Pionir*, volume 1, number 1:2013) said that action research is the systematic collection of information that is designed to bring about social change. Allwright and Bailey (1991: 2, *Journal Pionir*, volume 1, number 1:2013) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. We can get conclusion from the statement above that classroom action research is an activity focused on education that prioritizes learning problem solving, improves the quality of student learning outcomes with new innovations in

the use of approach or learning methods with the scope of the class. So classroom action research is only centered or more optimized on a single subject in class. . Arikunto (2010:132) stated that the purposes of the CAR are to improve the effectiveness of teaching method and giving task to the students. In short, Classroom action research is a process to improve the quality of teaching and learning in education to solve students' problem. According to Arikunto (2010: 137), Classroom Action Research (CAR) consists of four stages in each cycle. Those are planning, implementing, observing and reflecting.

The planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems (Latief 2011: 5). The text material chosen is vocabulary mastery using descriptive text. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching the students using Choral Reading method. The next stage is observing. Observing is done during teaching and learning process. Finally, reflecting is last activity to analyze, calculate and identify the data of vocabulary test and observation checklist result. To measure the percentage of the students' vocabulary mastery achievement the researcher uses this following formula:

$$E = \frac{A}{N} \times 100\%$$

(Cohen, 2007:423)

This research is done collaboratively with the English teacher. To know whether the results of the students' vocabulary mastery and participation have been achieved or not, it is needed to determine the criteria of success which are divided into two aspects. Mulyasa (2012: 105) said that the result is successful if 75% of total students fulfilled standard score  $\geq 75$  and the active participant can be successful, if 75% of the total student fulfilled about 3 or 4 indicators.

The research instruments used in this research are vocabulary test and observation checklist. The researcher uses a test in the form of multiple choices. There are four options provided in the vocabulary test. Then, to measure the students' participation, the researcher uses the observation checklist. The indicators in observation checklist table are: 1) the students give full attention to the learning process, 2) the students actively ask and answering questions about the material to the teacher, 3) the students doing the task given by the teacher, and 4) students help each other and solve the problem. To analyze the examined test item, the researcher also implements the developing instruments of the test. Those are difficulty

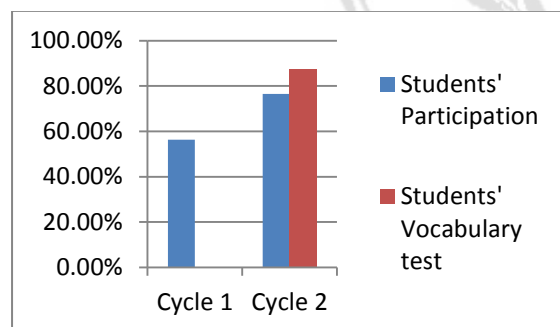
level and discriminating power, validity of the test and reliability of the test.

## Result and Discussion

The result of the vocabulary test in the first cycle showed that 0% students who got  $\geq 75$  reached the score. The students' score are 40, 45, 50, 55, 60, and 65. So, it means that no student exceeds the target score (100%) or it means that the target score had not been achieved and it can be said that it was not successful. Based on the students' participation shows that in the first meeting there were 16 of 32 students (50%) who were active in the class and there were 16 of 32 students (50%) who were passive in the class. Meanwhile in the second meeting there were 20 of 32 students (62.5%) who were active in the class and there were 10 of 28 students (37.5%) who were passive in the class. The average result of the observation checklist in cycle 1 was 56.25% students who were active in the class and 43.75% students who were passive in the class.

In the first cycle, the researcher did not apply choral reading method optimally because the researcher using English in teaching process so it made students did not understand what they had to do. The students had limited time to do their task because researcher could not control optimally about the time. Researcher had much time to explain and

give example about noun and verb so researcher has limited time to give students instruction to do their task. The lack of the students was they had little bit vocabulary most of them do not had a dictionary. There were some students who had it but they did not carry the dictionary so it made students lost a lot of time to do the task without using the dictionary. The researcher had to use media and time optimally and explanation the materials using two languages. Those are English and Indonesia. The researcher mixed both of them in teaching learning process. And also the researcher gave instruction to the students to bring a dictionary. Therefore, the first cycle was continued to the cycle 2. It means that the next cycle is revising from the last cycle.



In the second cycle, the researcher still used Choral reading method to be applied in teaching vocabulary mastery. The researcher more paid attention to the schedule of teaching learning process. So, teaching learning process by using choral reading method could be applied

optimally. In this cycle, researcher gave explanation the materials using mix languages, those were English and Indonesia. Students could easily understand the materials and instruction that researcher given and the students had good time to do their task. It became easier because students bring a dictionary. It really helped the students to translate the text and help to improve the student vocabulary. All of the problems could be solved one by one so it had impact to the students' score. Students got increased score with this changed. Moreover, based on the revision technique teaching learning process in the first cycle and the result of vocabulary test in the second cycle showed that 28 students who got score  $\geq 75$  was 87.5%. It means the percentage target score requirement of vocabulary mastery in the second cycle of this researcher had already been achieved and it could be said that it was successful. Based on the result shows that in the first meeting there were 22 of 32 students (68,75%) who were active in the class and there were 10 of 32 students (31,25%) who were passive in the class. Meanwhile in the second meeting there were 27 of 32 students (84,37%) who were active in the class and there were 5 of 32 students (15,62%) who were passive in the class. The average result of the observation checklist in cycle 2 was 76,56% students who were active in the

class and 23,43% students who were passive in the class.

It could be concluded that using choral reading in vocabulary mastery was good and helpful for the students to improve their vocabulary mastery. According Bane (1954:4) choral reading up take from choral speaking because they had a same aspect, it is fluency. So, choral reading could use in reading aloud, poem and vocabulary. In choral reading's step had repeating in reading, it had aimed to comprehend the meaning of the sentence. Each sentence will contain with group of words. According to Bean (1954, 1), choir readings could be done in one individual or a combination in a group of students and using all groups simultaneously. The used of choral reading could be adjusted to existing conditions. If students in the lower middle level could be done in groups to facilitate them in understanding reading while in the condition of students who has more knowledge about vocabulary could be done individually. This is a way to increase their understanding of reading independently. Yoneoka (1994: 3) choral reading is sets the stage for top-down processing as recommended by schema theory. Activities could use question and answer sessions, vocabulary recognition and picture interpretation. Vocabulary is an important aspect for success in

understanding a reading because all sentences that are in reading are related to vocabulary.

According to Sofyan (2014) stated that Choral Reading method is quite effective to be applied in teaching reading because the students seem enjoyable and active in the class. In this research, the researcher used almost same steps with Sofyan. The differences are Sofyan put five steps and the researcher used 4 steps. In this research, the researcher applied the monitoring repeating reading in one steps but sofyan did monitoring the repeating reading in difference steps, Sofyan used one language and did task with group but the researcher used two languages and gave explanation the materials using mix languages, those were English and Indonesia. Students could easily understand the materials and instruction that researcher given and the students had good time to do their task. It became easier because students bring a dictionary. It really helped the students to translate the text and help to improve the student vocabulary. All of the problems could be solved one by one so it had impact to the students' score. Students got increased score with this changed.

### **Conclusion**

After being taught by using Choral Reading method the result of students'

vocabulary mastery and participation in cycle 1 did not fulfill the criteria of success. It was caused the students who difficult in understanding vocabulary in the descriptive text and some students were not really actively joining the classroom discussion. Then, it was continued to cycle 2 by modifying and revising the teachers and students' activities, the results improved and fulfilled the criteria of success. Therefore, the conclusions of this research are the use of the Choral Reading method can improve students' Vocabulary mastery to VIII C students and the use of the Choral Reading method can improve the students' participation at SMPN 1 Kalibaru in the 2018/2019 academic year.

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