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Students' Responses In Reading Activity Using Choral Reading Strategy In Extensive Reading

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Abstrak

Strategi Membaca Paduan Suara, yang diintegrasikan ke dalam Membaca Ekstensif, memungkinkan siswa menikmati latihan membaca paduan suara tanpa khawatir kehilangan harga diri, serta menyesuaikan kebiasaan membaca dan meningkatkan kefasihan membaca. Menanyakan apa tanggapan siswa terhadap kegiatan membaca dengan menggunakan strategi membaca paduan suara dalam membaca ekstensif menjadi tujuan penelitian ini. Penelitian ini melibatkan siswa sekolah menengah dari Karawang. Untuk mendapatkan pemahaman yang lebih baik tentang pengalaman hidup, penulis menggunakan analisis fenomenologis. Penelitian ini mengumpulkan data melalui observasi, wawancara, dan jurnal reflektif. Penulis melakukan analisis tematik. Temuannya mengungkapkan bahwa penerapan strategi membaca paduan suara dalam membaca ekstensif dapat meningkatkan kepercayaan diri siswa dalam membaca bahasa Inggris dengan meningkatkan kefasihan mereka, serta mendorong mereka untuk membaca lebih banyak konten bahasa Inggris. Namun, penulis menemukan hambatan yang dihadapi siswa saat menerapkan strategi ini, seperti kurangnya kesatuan dalam kecepatan membaca saat tampil, yang dialami siswa pada awalnya namun pada akhirnya menjadi menyatu saat mereka menyesuaikan tempo satu sama lain.

Kata Kunci: *Strategi Membaca Paduan Suara, Pengajaran Bahasa Inggris, Membaca Ekstensif, Aktivitas Membaca, Respon Siswa*

Abstract

Choral Reading strategy, which is integrated into Extensive Reading, allows students to enjoy practicing reading chorally without worry of losing self-esteem, as well as adjust their reading habits and improve their reading fluency. Inquiring what students' responses to reading activities using choral reading strategies in extensive reading is the objective of this study. This research included secondary pupils from Karawang. To get a better understanding of a lived experience, the author employs phenomenological analysis. This study was gathered the data through observation, interviews, and a reflective journal. The author conducted thematic analysis. The findings revealed that adopting the choral reading strategy in extensive reading can boost students' confidence in reading English by increasing their fluency, as well as encouraging them to read more English content. However, the authors discovered a barrier that students confront while implementing this strategy, such as a lack of unity in reading speed when performing, which students experience at first but become unified in the end as they adapt their tempo to each other.

Keywords: *Choral Reading Strategy, English Language Teaching, Extensive Reading, Reading Activity, Students' Responses*

INTRODUCTION

Learning English requires starting early on in pursuit of objectives for learning, specifically the ability to utilize English language skills thoroughly, especially in speaking and listening, so that in later life, when they work or interact in society, they will be able to share information effectively by using both spoken and written ways. The key to successful reading is understanding. (Liao, 2011) stated that reading comprehension entails extracting the most relevant information from the material as effectively as possible. To extract relevant information from what you read, you must be able to read accurately and quickly. A good reader reads accurately and rapidly. For example, many types of assessments currently include lots of reading practice. However, everything must be finished within a specific time limit. As a result, students are required to read it correctly and at a certain speed. To do this, low-income students must improve their reading skills, habits, and understanding of the English language.

However, reading is difficult to learn since it involves transferring codes from written to spoken communication. Readers must comprehend the text's meaning. Foreign language learners' reading skills suffer from a lack of reading habits. According to several research, this issue originates from a lack of creativity and consistency in reading programs since students got in school. English teachers frequently employ relevant texts in class, and pupils are required to complete question-and-answer activities. This strategy is known as the "intensive reading process". The researcher also discovered this strategy in one of

Karawang's secondary schools. Nevertheless, this strategy does not always effective because it takes a long time and diverts students' attention away from what they are reading by focusing entirely on the questions. As a result, students become passive learners, engage in little or no discussion with their peers, and regard reading to be a monotonous activity.

To maximize learning strategies and make students more engaged and active, extensive reading activity may be employed, which has not been used as well as it may be. According to prior study, teachers said that choral reading was simple to implement and that students appeared to enjoy their participation. According to (Mccauley & Mccauley, 1992), choral reading minimizes anxiety while reading alone and gives practice for students learning English as a second language, as well as increasing their confidence in reading aloud. Choral reading, as defined by (Rasinski, 1989), is the practice of reading simultaneously, as in a chorus, with the teacher leading. In line with (Kodan & Akyol, 2018), choral reading is a reading strategy in which two or more students read a material at the same time, with the reader following the reading model supplied by a more experienced reader in the group, or to improve fluency. It is especially useful for struggling readers and English Language Learners since readers read together rather than alone (Paige et al., 2012) However, the most noteworthy application of choral reading is to encourage fluency in persons who stutter.

To improve their reading skills, pupils must transform their reading habits into an enjoyable activity through extensive reading. (Bamford & Day, 2004) define ER as a language teaching technique in which students read a significant amount of basic content in the target language. In this study, extensive reading promotes students to read independently and at their own speed. Extensive reading is the technique of providing students with a large quantity of simple English texts to improve their reading abilities while also allowing them to enjoy the learning process (Day et al., 1998). They choose their own reading materials and read them without teacher supervision. They read for knowledge, entertainment, and a more comprehensive understanding. This technique differs greatly from traditional intensive reading approaches in terms of reading quantity, level of reading difficulty, book selection flexibility, student autonomy, and rewards to continue reading. (Day et al., 1998) contended that one of the goals of extensive reading is to increase students' reading enjoyment, acknowledging the importance of influence in reading development. Richard Day and Julian Bamford define 10 aspects or principles of extensive reading that have been found as significant variables in the effectiveness of extensive reading programs, which are: The material is uncomplicated. An extensive variety of appropriate reading categories; materials are chosen by students; students read as often

they can; much faster reading speed; not for the necessity to answer questions, but rather for the aim of enjoyment, information, and general insight; performed independently and quietly; reading is its own satisfaction; students are guided by the teacher, and teachers serve as inspiration for students.

Choral reading is one of the most common techniques for students to improve their reading fluency. Choral reading, according to (Rasinski, 2003), is an educational strategy for incorporating fluency training into the general education setting. According to (Garrett, 2011), choral reading can also benefit students who are nervous or uncomfortable reading aloud in class. This helps to improve vocabulary and fluency. Unscrambling words automatically is critical for reading fluency. Learners who complete an ER program are more likely to read independently in English than those who do not (Takase, 2009). Sight vocabulary refers to words that students can recognize quickly, accurately, and automatically. When pupils view the same words frequently, they may develop sight vocabulary (Day et al., 1998). Sight vocabulary is an important aspect of acquiring reading fluency. Students with a large sight vocabulary can decode more words automatically. As a result, individuals may devote their limited cognitive resources on comprehending a text. It is vital that students can review terms they have previously encountered. As a result, several studies propose ER for increasing sight vocabulary (Renandya, 2007).

Students can read both inside and outside the classroom. Reading activities in class help students become more talented, strategic, confident, and motivated readers in a short period of time, according to five priorities for practicing reading teachers who incorporate choral reading strategy in extensive reading from (Besette, 2020), (Paige, 2011), and (Stoller, 2015). There are: Reading is the best approach for pupils to develop and enhance their reading abilities. Giving pupils a choice of reading materials may empower and motivate them to become more involved in reading. One of the finest ways to motivate and demonstrate pupils the love of reading is to lead and imitate the teachers. Rereading is one of the most effective ways for enhancing reading fluency and meaningfulness; therefore, adjust student levels based on instructor expectations. As a result, instructors should establish high standards for all students and support them in meeting those objectives.

(Besette, 2020) conducted study on choral reading strategy under the title "Using Choral Reading to Improve Reading Fluency of Students with Exceptionalities". This study on students with special needs resulted in an intervention that suggests that choral reading can assist readers improve their reading fluency and may play a role in building reading competency in current schools. Another study on choral reading method was conducted by (Hussain Mohammad Fallatah & Ahmad Saleem Khasawneh, 2022) titled "The Effectiveness

of a Proposed Strategy Based on Repeated and Choral Reading in Developing the Reading Fluency Skills of Primary School Students." This study employed a quasi-experimental method and collected quantitative data suggesting that choral reading procedures resulted the control and experimental groups differed in substantial increases in reading fluency abilities pronunciation, expressive reading, reading accuracy, and reading speed scores. According to the findings of (Abrar et al., 2021) on extensive reading, the authors found that, from the students' perspective, extensive online reading increased their interest and reading comprehension. In addition, pupils learned a lot of new terminology and information about the reading materials. Doing homework, particularly the reading log, was effective in keeping pupils reading even when they felt pressured to do so.

Based on the preceding studies, this study was conducted because researchers discovered challenges in English learning at the junior high school level, specifically with learning techniques that were not as effective with students, resulting in less developed fluency in English reading, and there is no research that integrates choral reading strategy and extensive reading activities. As a result, researchers use the Choral Reading strategy in Extensive Reading as an instructional tool to create an engaging learning environment for students while also having a significant impact on improving reading fluency, with a focus on learning about students' responses after engaging in the choral reading strategy in extensive reading. Hopefully, this research will provide teachers and pupils with insight into the effectiveness of choral reading strategies and lengthy reading in English language education or English for foreign learners. Another researcher may discover more ways that can assist English learners improve their abilities.

RESEARCH METHOD

This research was conducted using qualitative research methodologies. According to the research question in this study, the author intends to analyze "what are students' responses in reading activity through choral reading strategy in extensive reading." To investigate the question, the researcher used a phenomenological study design. Because the study's aim is to evaluate students' genuine experiences using choral reading strategy in reading activities and the author used phenomenological research to reduce individual experiences with extensive reading in this strategy to a description of the universal essence. According to (Creswell, 2013), the use of phenomenological study is to explore the common meaning of participants' lived experiences with a specific phenomenon. Based on this premise, the purpose of this study is to explore in-depth student experiences with how the employment of choral reading strategy affects students' extensive reading activity.

This study was done in a class of 25 female 7th grade students in Karawang. A single group of five students was chosen to be the interviewees, while the remaining students served as the source data for the reflective journal, which was analyzed by just six students. The researcher gathered data in three ways: through observation, interviews, and a reflective journal. The researcher performs organized observations to get insights into the learning process, including the teacher's performance, reading activities, and student reactions to the choral reading strategy. Following that, the researcher questioned students to learn more about their reactions to the activities. Researchers used semi-structured interviews with students to acquire information. The last technique is to keep a journal of reflection in which students report their experiences with the choral reading strategy throughout extensive reading.

After collecting the data, the authors evaluated it using thematic analysis (Braun & Clarke, 2006) which cited in (Maguire & Delahunt, 2017). The first stage is for the researcher to read the acquired data until they are well familiar with the complete body of data. Second stage, the researcher uses code to arrange the data such that it is more understandable and methodical. Third, researchers mix many codes that have been organized into one or more themes. The researcher next assesses whether the themes found in step 3 are applicable to the complete data set. The researcher then finally and perfectly identifies the subject. Finally, the researcher provides the data in the research results. All the data was transcribed, sequenced, and categorized as emergent themes.

In this study, the author adopted the procedures for utilizing the Antiphonic Choral Reading Strategy from Antonacci, Patricia's book (2012) in Extensive Reading by (Renandya, 2007) through four phases of classroom learning activities (Yanto & Nugraha, 2018). The first phase was to establish knowledge, which the teacher explained to students about narrative text, choral reading strategy, and extensive reading, including the sequence of activities, reading texts, and the benefits and objectives of choral reading strategy and extensive reading. The second method is scaffolding, in which the teacher discusses her experience reading a book by discussing attractive quotes from the book, then allows students to pick their own reading, and finally, the teacher reads the text first so that students may learn how to read. The third activity is small group discussion, in which students will be divided into groups of 5-6 and will practice reading from the text while discussing the key characteristics of fluent reading, such as word accuracy, precise phrasing, and expression and had a lively discussion about the content meaning. The final, in-class presentation. After preparing and discussing with their group members, students will perform a choral reading in front of the class for their classmates to hear.

RESULTS AND DISCUSSION

Results

In this part, the researcher will report the findings from three methods: observation, interviews, and reflective journal. The data that was gathered will be divided into various topics, which will be explored in the section below.

During the observation, the researcher noted that the pupils were fully engaged and participated in the reading activity. They raise their hands freely when they wish to share their thoughts or ask a question. They actively participate in the reading discussion and provide comments regarding the plot. Furthermore, in the findings of interviews and reflective journals, students provided honest comments about how they felt during the reading activity. The interview findings and reflective journal are included below:

"We may improve our English reading skills because we have read it frequently and thoroughly enjoy it. Previously there were words that did not know the meaning of or how to read, so we were afraid of making mistakes, but because it is led by teacher first, we knew and were able to," (First interviewees)

"After taking part in classes which employ this strategy, I feel increasingly comfortable and not worried when reading English texts in in front of my friends because I am familiar with how to say it well and correctly due to being shown previously by the teacher. The story was really interesting, and I used to enjoy reading news on the internet in English," (Second interviewees)

"The obstacle is that reading the English text is a bit clumsy and not cohesive, but overtime it becomes more proficient, solid, and reads it more confidently." (Fourth Interviewees)

"Excited and also feel greater improvement in fluency and pronunciation as well as becoming confident to speak in front of many people." (Third student's reflective journal)

"I am happy! So excited! Because I was unsure how to read this at first. Because I was frightened of making mistakes, I slowed down my voice. However, because the teacher provided an example first, I was able to apply what she had just taught us into practice, which increased my confidence and comprehension. And the story is also funny. We read/literate the English narrative 'A Surprise Birthday Party'. I felt it was thrilling because I enjoy English. I'm delighted when I can read it from beginning to ending. I was both pleased and glad to discover that I perfectly comprehended the plot, with no unfamiliar vocabulary. It implies that I already know a large amount of vocabulary." (Fourth student's reflective journal)

"The content offered is clear, engaging, and enjoyable. Because speaking English seems like we're developing our English abilities, which is extremely amazing, and we get a lot of new knowledge and experiences." (Fifth student's reflective journal)

"The problem that my group faced was a lack of togetherness. Maybe it's because when reading, there are those who go first and others who are sluggish; perhaps the speed of those who go first is lowered so they can be unified." (Sixth students' reflective journal)

Discussion

The researcher divided the data provided above into four categories based on the students' responses to reading activity including choral reading strategy in extensive reading.

1. Boosting Students' Confidence While Read in Public

Students respond positively to the employment of choral reading strategy in extensive reading. All students enjoy reading activities that employ the choral reading strategy because it allows them to read an English text aloud without worry of losing self-esteem. The students concluded that utilizing the choral reading strategy in extensive reading boosted their enjoyment and confidence in reading. Based on (Garrett, 2011), choral reading can also benefit students who are nervous or uncomfortable reading aloud in class. Due to the actual data, the students felt significantly more at ease while reading English texts in public since the teacher demonstrated how to thoroughly read the narrative story before reading, allowing those who were hesitant to develop confidence.

2. Increasing Students' Vocabulary

All of the students interviewed claimed they loved reading a variety of genres, including fantasy, humor, romance, family, thriller, slice of life, and others. If the goal of teaching English is to develop reading ability, pupils should be as engaged in reading comprehension as possible, both in and out of class, and throughout the curriculum. This strategy has a positive impact on students' reading skills, namely their English reading fluency.

They no longer hesitate, gain confidence, and improve their fluency and vocabulary when reading English. Individuals may also choose which tales are interesting to read. Students reported enthusiasm for adopting the choral reading strategy in extensive reading. The findings show that extensive reading activities are an interesting way to teach reading. According to (Liao, 2011), unlike intensive reading, extensive reading requires students to read a large amount of content while enjoying it. The students also stated that using the

choral reading strategy in extensive reading enabled them to read an English story from start to finish because they understood the vocabulary in the story, implying that this strategy could improve their vocabulary mastery and reading fluency. When pupils view the same words frequently, they may develop sight vocabulary (Day et al., 1998). Automatic word unscrambling is crucial for fluent reading. Sight vocabulary is an important aspect of acquiring reading fluency. Students with a large sight vocabulary can decode more words automatically.

3. Encouraging Students to Read More English Content

They were motivated to complete their reading since they picked their own reading material. The findings from student interviews show that they are increasingly inclined to read English resources. Self-selection of reading content is essential for extended reading. Students can choose literature that they wish to understand, like, or learn from. They might stop reading anything that is dull, too simple, or too difficult. Students are driven to adopt reading habits to increase their reading efficiency. Previously, they displayed undesirable habits such as reading word for word, pointing at the text, and shaking their heads. However, while first building reading habits, it is preferable to read phrase by phrase. Avoid blinking or shaking your head. Simply move your eyes (Liao, 2011). They may improve their reading abilities and gain confidence in reading English texts anywhere and at any time by using a choral reading strategy in extensive reading, which entails constantly increasing reading skills and cultivating reading habits.

4. The Challenging of These Strategy

Despite the positive responses, the students claimed that this strategy was challenging to implement, particularly while reading with the group. This strategy involves students working together as a group to help each other read effectively. Students gain confidence when they read in groups and are supported by their peers, who may be more fluent readers. Depending on the material, provide a mini-lesson on foreign vocabulary and model reading with appropriate phrasing and phrases to convey meaning (Antonacci, 2012). Students face obstacles because they have yet to perfect this strategy; if they are given the opportunity to continue with this strategy, they will reap the most benefits. Students first struggled to read simultaneously or in together. As a result, students must be trained to read at regular speeds and tones.

CONCLUSION

Moreover, the Choral Reading strategy can aid and increase students' enthusiasm in reading activities. The interested and passionate students who participate in the Choral Reading activity illustrate the quality of the learning process, as it helps them develop their pronunciation abilities and expand their vocabulary in reading activities that they pick and are appropriate for their level. The study discovered that implementing a choral reading strategy improved students' perceptions of reading more English content or undertaking extensive reading. Students are more motivated in learning to read using choral reading strategy because they can read fluently using accurate pronunciation and have sight vocabulary that, after seeing teacher models in choral reading, they can apply to other English content. Students improve their comprehension of reading material when the choral reading strategy is employed because both teachers and pupils engage in an active discussion of the content meaning. So, they can comprehend the entire content. Not only can students improve their reading skills, but they also develop confidence and the capacity for discussion with their friends. Because they have understood the pronunciation and fluency, they are not frightened to read in public, and pupils with improved fluency will assist their peers who still stutter. In this study, the authors discovered a barrier that students faced: a lack of consistency in their reading tempo when performing. However, this is not a significant issue because students can manage it by preparing in discussion thoroughly before performing.

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