

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1 Nature of Reading Comprehension

In this research, the researcher explains about Reading Comprehension more completely by giving many points of reading. Snow (2002) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. According to Snow (2002) Comprehension needs three elements.

a. The reader (who is doing the comprehending)

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistics capacities and the knowledge based called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged. Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some

components of fluency quick and efficient recognition of words and at least some aspects of syntactic parsing appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistics, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction fosters reading comprehension, which is defined in two ways the comprehension of the text under current consideration and comprehension capacities more generally. Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

b. The text (that is to be comprehended)

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's

knowledge and experience, the text may be too difficult for optimal comprehension to occur.

Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print. The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass high stakes exams and to make themselves employable.

c. The activity ( in which comprehension is a part)

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (completing a class assignment) or internally generated. The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial

purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is “read a paragraph in order to write a summary,” the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time). Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has. For example, reading the historical novel *Andersonville* may increase the reader’s knowledge about the U.S. Civil War, even though the reader’s initial purpose may have been enjoyment. The American history major who reads an assigned text about the Civil War may experience similar

consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading activities is finding out how to do something. These *application* consequences are often related to the goal of the reader. Repairing a bicycle or preparing bouillabaisse from a recipe are examples of applications. As with knowledge consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have *engagement* as their consequences. Reading the latest Tom Clancy novel might keep the reader involved while on vacation at the beach. We are not suggesting, however, that engagement occurs only with fiction. Good comprehenders can be engaged in many different types of text. Knowledge, application, and engagement can be viewed as direct consequences of the reading activity. Activities may also have other, longer-term consequences. Any knowledge (or application) acquired during reading for enjoyment also becomes part of the knowledge that a reader brings to the next reading experience. Learning new vocabulary, acquiring incidental knowledge about Civil War battles or bouillabaisse ingredients, or discovering a new interest might all be consequences of reading with comprehension.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

Reading words quickly and accurately allows students to “free up” their thinking so that they can concentrate on text meaning (Perfetti, 1985; Perfetti & Lesgold, 1977). Reading slowly is a problem for two reasons. It keeps students from reading enough text to keep up with class expectations; and it prevents students from adequately remembering what they read. You can imagine how reading very slowly and laboriously might discourage students and reduce interest in reading and learning from print. How fast should students read? Students need to read between 100 and 150 words correct per minute if they want to read at the average pace for students in the middle grades (Hasbrouck & Tindal, 1992).

To achieve this goal, students need to know how to read words automatically, without a lot of pauses to decode. Teachers can provide support by teaching fluency skills students need to read for comprehension. A few pointers to facilitate fluency include the following:

- a. Monitor students’ progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.
- b. Ask students to reread difficult passages.
- c. Ask students to work with peer partners to read and reread passages.
- d. Identify key words and proper nouns and reteach prior to asking students to read text.

- e. Students' fluency increases when they listen to books or text on tape prior to reading independently. Give opportunities for students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material an effective practice for improving fluency.
- f. Names of people, places, and things are often difficult to read; teach these prior to reading.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

What is actually happening when we comprehend what we are reading? Irwin (1991) describes five basic comprehension processes that work together simultaneously and complement one another: micro-processes, integrative processes, macro-processes, elaborative processes, and metacognitive processes. We describe each of these next (also, see Figure 1.4). While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with metacognition.

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases

or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. For example, consider the following sentence: Michelle put the yellow roses in a vase. The reader does not picture *yellow* and *roses* separately, but instead immediately visualizes roses that are the color yellow. The good reader processes *yellow roses* together. Selective recall is another aspect of micro processing. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage. For example, the reader may or may not remember later that the roses were yellow. To some extent, whether this detail is remembered will depend upon its significance in the passage. In other words, does it matter in the story that the roses were yellow, or is this just an unimportant detail?

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence. The following two sentences demonstrate how these sub skills are applied: Michael quickly locked the door and shut the windows. He was afraid. To whom does *he* apply? Good readers seem to automatically know that *he* in the second sentence refers to *Michael* in the first sentence. And good

readers infer that Michael locked the door and shut the windows *because* he was afraid.

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehenders know to use the same organizational pattern provided by the author to organize their ideas (for example is a story map that includes characters and setting/ problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided above about Michael, we do not know why he was afraid. But we can predict that perhaps he was worried that someone had followed him home, or maybe a storm was brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (for example is perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing.

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

Reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. Most of what we know has been learned since 1975. Why have we been able to make so much progress so fast? We believe that part of the reason behind this steep learning curve has been the lack of controversy about teaching comprehension. Unlike decoding, oral reading, and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other aspects of reading. According to Duke and person as it should be, much work on the process of reading comprehension has been grounded in studies of good readers. We know a great deal about what good readers do when they read:

- a. Good readers are *active* readers.
- b. From the outset they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.

- c. Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- d. As they read, good readers frequently *make predictions* about what is to come.
- e. They read *selectively*, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read,
- f. What to reread, and so on. Good readers *construct, revise, and question* the meanings they make as they read.
- g. Good readers try to determine the meaning of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed.
- h. They draw from, compare, and *integrate their prior knowledge* with material in the text.
- i. They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so on.
- j. They *monitor their understanding* of the text, making adjustments in their reading as necessary.
- k. They *evaluate the text's quality and value*, and react to the text in a range of ways, both intellectually and emotionally.
- l. Good readers *read different kinds of text differently*. When reading narrative, good readers attend closely to the setting and characters.
- m. When reading expository text, these readers frequently construct and revise summaries of what they have read.

- n. For good readers, text processing occurs not only during “reading” as we have traditionally defined it, but also during short breaks taken during reading, even after the “reading” itself has commenced, even after the “reading” has ceased.
- o. Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both *satisfying and productive*.

## **II.2 Nature of Vocabulary Mastery**

The National Reading Panel (NICHD, 2000) identified vocabulary as one of five major components of reading. Its importance to overall school success and more specifically to reading comprehension is widely documented (Baker, Simmons, & Kame’enui, 1998; Anderson & Nagy, 1991). The National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean. “Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading.

Kingsley (1997:121-126) gives some steps in vocabulary learning, namely:

1. Listening the words
2. Pronouncing the words
3. Understanding the meaning
4. Making illustration in the form of sentence
5. Doing practice in expressing the meaning
6. Pronouncing the words in loud voice

## 7. Spelling the words.

However, lacking either adequate word identification skills or adequate vocabulary will ensure failure” (Biemiller, 2005). Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005). It is something that expands and deepens over time. The NRP’s synthesis of vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich, multifaceted vocabulary instruction. The findings are:

- a. Provide direct instruction of vocabulary words for a specific text.

Anderson and Nagy (1991) pointed out “there are precise words children may need to know in order to comprehend particular lessons or subject matter.”

- b. Repetition and multiple exposures to vocabulary items are important.

Stahl (2005) cautioned against “mere repetition or drill of the word,” emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.

- c. Vocabulary words should be those that the learner will find useful in many contexts.

Instruction of high-frequency words known and used by mature language users can add productively to an individual’s language ability

(Beck, McKeown, & Kucan, 2002). Research suggests that vocabulary learning follows a developmental trajectory (Biemiller, 2001).

- d. Vocabulary tasks should be restructured as necessary.

Once students know what is expected of them in a vocabulary task, they often learn rapidly” (Kamil, 2004).

- e. Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge.

Stahl and Kapinus (2001) stated, “When children ‘know’ a word, they not only know the word’s definition and its logical relationship with other words, they also know how the word functions in different contexts.”

- f. Computer technology can be used effectively to help teach vocabulary.

Encouragement exists but relatively few specific instructional applications can be gleaned from the research (NICHD, 2000).

- g. Vocabulary can be acquired through incidental learning.

Reading volume is very important in terms of long-term vocabulary development (Cunningham & Stanovich, 1998). In later work, Cunningham (2005) further recommended structured read-aloud, discussion sessions and independent reading experiences at school and home to encourage vocabulary growth in students.

- h. Dependence on a single vocabulary instruction method will not result in optimal learning (NICHD, 2000).

Stahl (2005) stated, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how

that word fits into the world.” Consequently, researchers and practitioners alike seek to identify, clarify, and understand what it means for students “to know what a word means.” The sheer complexity of vocabulary acquisition, as evidenced by reviewing critical components such as receptive vocabulary versus productive vocabulary, oral vocabulary versus print vocabulary, and breadth of vocabulary versus depth of vocabulary (Kamil & Hiebert, 2005) raise questions worthy of further research. Other factors such as variations in students’ vocabulary size (Anderson & Freebody, 1981; Nagy, 2005), levels of word knowledge (Dale, 1965; Graves & Watts-Taffe, 2002), as well as which words are taught (Beck et al., 2002; Biemiller, 2005) and how word knowledge is measured (Biemiller, 2005) must all be considered in shaping our understanding of vocabulary acquisition.

The studies examined in the NRP Report (NICHD, 2000) suggested that vocabulary instruction does lead to gains in comprehension, but methods must be appropriate to the reader’s age and ability. The importance of vocabulary to success in reading is well known, but there continues to be little research that conclusively identifies the best methods or combinations of methods of vocabulary instruction. This publication reviews the most recent research on vocabulary acquisition and instructional practices since the release of the National Reading Panel’s report.

English vocabulary is one of the elements in teaching English at the elementary school. Vocabulary is the basic competence that must be reached

by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts which have to be memorized.

Teaching learning process focuses on teacher as prominent source of knowledge. As a result, students have problems to understand academic concepts as what they usually get is something abstract and lecture method. Many students can serve good level of memorization of teaching material but in the end of teaching learning process they actually do not understand it at all. Actually memorization of teaching materials lasts for a short time in their memory and knowledge is not sets of facts which have to be memorized. Zahorik (1995) in DEPDIKNAS (2003) states: Knowledge is constructed by humans. Knowledge is not a set of facts, concepts, or laws waiting to be discovered. It is not something that exists independent of knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made. The teachers should concern that teaching vocabulary is something new and different from student's native language. They have to take into account that teaching

English for young learners is different from adults. The teachers have to know the characteristics of young learners. The teachers need to prepare good techniques and a suitable material in order to gain the target of language teaching to the children.

Hornby (1995: 1331) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998: 60) states as follows: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A Useful convention is to cover all such cases by talking about vocabulary „items“ rather than „words“." In addition, Burns (1972: 295) defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmerman in Coady and Huckin (1998: 5), vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in [www.readingrockets.org/article](http://www.readingrockets.org/article) state that vocabulary is the knowledge of words and word meanings. From the definitions above, it can be concluded that vocabulary is the total number of words which are needed to communicate ideas and express the speaker's means. That is the reason why it is important to learn vocabulary.

Some experts divide two types of vocabulary: active and passive vocabulary. Harmer (1991: 150) distinguishes between these two kinds of

vocabulary. The first kind of vocabulary refers to the one that the students have been taught or learnt and which they are expected to be able to use. Meanwhile, the second term refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995: 369), divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### 1. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing. Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. According to Webster (1992: 732) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that

makes one master of a subject comment. While Hornby (1995:721) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995: 369). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989: 125). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language which is acquired based on their own interest, need and motivation. Vocabulary mastery plays an important role in the four language skill and it has to be considered that vocabulary mastery is one of the needed components of language.

### **II.3 The Nature of Choral Reading Method**

According to List Bean Choral Reading is the art of multiple voices speaking poetry or other lyrical writings in unison? It can be performed for parents as part of a school presentation. Or it can be explored within the classroom for the sheer beauty and delight of it.

Choral reading is quite rewarding and relatively easy to organize. Children seem to love the challenge of speaking aloud together, and it piques the interest of

many students to read additional poetry or to write poetry of their own. It also teaches spoken language skills, such as diction, pronunciation, volume, rate and pitch.

#### Types of Choral Reading

1. Refrain is one of the most common forms of Choral Speaking. One person reads the narrative portion of the text while the rest of the class join in the refrain
2. Unison, calls for the whole group to read the material together, additional sound effects might be incorporate
3. Antiphon calls for the class to be divided into two or more groups, with each group being responsible for a certain part of the selection
4. Cumulative choral reading or speaking refers to a method where groups of voices or individual voices are added to or subtracted from the choral reading. Depending on the message or the meaning communicated by the selection
5. Solo lines is a type of choral reading where individuals read specific lines in appropriate places throughout the group activity
6. Line around is more solo work where each line is taken by different person in the group.

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in

support. It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own. It provides a model for fluent reading as students listen. It helps improve the ability to read sight words.

Choral Reading can use with Choose a book or passage that works well for reading aloud as a group: patterned or predictable (for beginning readers), not too long, and it is at the independent reading level of most students. Provide each student a copy of the text so they may follow along. (Note: You may wish to use an overhead projector or place students at a computer monitor with the text on the screen). Read the passage or story aloud and model fluent reading for the students. Ask the students to use a marker or finger to follow along with the text as they read. Reread the passage and have all students in the group read the story or passage aloud in unison. Purpose: To make students active participants in the poetry experience. Also helps develop fluency in reading. Rationale: Better readers and fluency makes for better comprehension of the text being read.

Arrangements:

1. Echo reading: The leader reads each line, the group then repeats the line just read.
2. Leader and chorus reading: The leader reads the main part of the poem, and the group reads the refrain or chorus in unison.
3. Small group reading: The class divides into two or more groups and each group reads one part of the poem.
4. Cumulative reading: One student or group reads the first line or stanza and then another student/group joins in as each line is read.

Procedure:

1. Select poem to use and copy to a chart or make individual copies.
2. Work with students to decide how to decide how to arrange the poem for reading.
3. Read with students several times. Emphasize that students should pronounce words clearly and read with expression.

#### **II.4. Related Study**

Related Study obtained for this research was to analyze some previous researches or related studies which can be reported as follows:

1. Behlol (2010) carried out a research entitled "*A Study of the Influence of the Choral Reading Method in Mastery Vocabulary*". The purpose of this research was to examine the use of the Choral Reading strategy in Mastery Vocabulary. The population of this study was the second year's students. The research design used in this study was a quasi-experimental research; the finding inferred that Choral Reading strategy able to improve the students' Vocabulary Mastery.

The similarities and the differences of Behlol research with this research are: 1) similar strategy with this research by using choral reading method, 2) the use of similar research design was a quasi-experiment research, 3) the similar subject was the second grade students of Junior High School, and 4) the difference was the number of variable that they used as many as 2 variables, while variable in this research was as many as 3 variables.

2. Grabe (2009) carried out a research entitled "*The Effectiveness of Choral Reading method to Teach Reading Viewed from Students' Self-Esteem*". The objective of this research was to find out whether choral reading was more effective than direct teaching to teach reading skill in the eighth grade students. The population of this study was the eighth grade students. The research design used in this study was a quasi-experimental research; the finding inferred that choral reading method is a useful tool for the effective reading especially in the areas of finding main idea and supporting detail information.

The similarities and the differences of Grabe research with this research are: 1) similar strategy with this research by using choral reading method, 2) the use of similar research design is a quasi-experiment research, 3) the use similar subject is the middle students. 4) the difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

3. Yu-Jing (2010) carried out a research entitled "*The use of Choral Reading in Reading comprehension*". The aim of this study is examines the use Choral Reading in teaching narrative text. Sample of this study is the middle students in Chinese. The design of this research is experiment. The research finding shown that use Choral Reading method requires the student to think critically about the information being read. In this contexts, she stated that in the classroom we just have a very limit time, so the material of English language teaching.

The similarities and the differences of Yu-Jing research with this research are: 1) similar strategy with this research by using choral reading method, 2) the use of similar research design is a quasi-experiment research, 3) the use similar subject is the middle students, 4) the difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

4. Kemocklikers (2012) carried a research entitled "*Teaching Reading Comprehension by Using Choral Reading Method to Tenth Grade Students*". The objectives of this research are to find out whether choral reading method is effective in improving the students' reading comprehension. There were two classes used as samples are the tenth grade students. The design of this research is Classroom Action Research. The finding of this research is the students' reading comprehension was improved after was taught by using choral reading method.

The similarities and the differences of Kemocklikers with this research are: 1) similar strategy with this research by using choral reading method, 2) the different of research design that he used Classroom Action Research, while this study use quasi experimental research, 3) the use different subject that he used sample of tenth grade students, while in this research use the eighth students, 4) the difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

5. Khanthaly Phinmasenh (2011) carried a research entitled: “*Using Choral Reading Method to Improve the Students’ Reading Comprehension in Descriptive Text*”. The main objective of this study was to see whether the use of choral reading method improved the students’ reading comprehension achievement in descriptive text. The population was the third year students of Junior High School. The design of this research is Classroom Action Research. The finding shows that choral reading method improved the students’ reading comprehension achievement in descriptive text.

The similarities and the differences Khanthaly Phinmasenh with this research are: 1) similar strategy with this research by using choral reading method, 2) the different of research design that he used Classroom Action Research, while this study use quasi experimental research, 3) the use different subject that he used sample of third grade students, while in this research use the second grade students, 4) the difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

6. Yessi Februanti (2009) carried out a research entitled “*Teaching Reading Comprehension of Recount Text by Using Choral Reading Method*”. The aim of this study is examines the use Choral Reading Method in teaching recount text. Sample of this study is the middle students in Junior High School. The design of this research is Classroom Action Research. The

research finding shown that use Choral Reading method able to improve the students' reading comprehension of recount text.

The similarities and the differences of Yessi Februanty research with this research are: 1) similar strategy with this research by using choral reading method, 2) the use similar subject is the middle students, 3) the use of different research design that she use Classroom Action Research, while the research design in this research is quasi experiment research, 4) the difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

7. Farid Helmi (2001), he carried a research entitled: "*Improving Reading Comprehension Achievement and their Vocabulary Mastery by Using Choral Reading*". The main objective of this study was to see whether the use of choral reading method able to improve the pupils' reading comprehension achievement and their vocabulary mastery. The population of this research is the students in the second grade on senior high school. The design of this research is Classroom Action Research. The research finding shown that use Choral Reading method able to improve the students' reading comprehension and their vocabulary mastery.

The similarities and the differences of Farid Helmi research with this research are: 1) similar strategy with this research by using choral reading method, 2) the use similar variable as much as 3 variables, 3) the use different subject that he use the students at the second grade of Senior High School, 4) the use of different research design that she use Classroom

Action Research, while the research design in this research is quasi experiment research.

8. Fitria Ratna Ikasari (2012) carried a research entitled: "*Improving the Students' Reading Comprehension Choral Reading Method at the Eleventh Grade of SMAN Kencong Jember*". The main objective of this study was to know the process of teaching reading comprehension by using choral reading method at the eleventh grade students in SMAN Kencong Jember, to know whether choral reading method can improve the students' reading comprehension or not, and to know the students' responses towards learning reading comprehension by using choral reading method. The design of this research is Classroom Action Research. The finding shows that (1) the process of teaching reading comprehension by using choral reading method are teacher preparation, discussing and making conclusion, (2) Minimal Mastering Criteria/KKM of this research is  $\geq 75$ . The class 85, 45% is classified to be passed the minimum scores criteria. It can be concluded that choral reading method can improve the students' reading comprehension, (3) the students were giving a good response towards learning reading comprehension by using choral reading method with the number of percentage 80, 23%.

The similarities and the differences Fitria Ratna Ikasari with this research are: 1) similar strategy with this research by using choral reading method, 2) the different of research design that she used Classroom Action Research, while this study use quasi experimental research, 3) the use

different subject that he used sample of eleventh grade students, while in this research use the eight grade students, 4) the difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

9. Margaretta (2014) carried a research entitled "*Teaching Reading Descriptive Text Using Choral Reading Method*". The objective of this research was to describe the effectiveness of choral reading method in teaching reading descriptive text. The researcher takes VIII C which consist of 34 students as the sample. The design of this research is experimental research. The finding of this research is teaching reading descriptive text using choral reading method is effective.

The similarities and differences of Margaretta with this research are: 1) similar strategy with this research by using choral reading method, 2) the use of similar research design is quasi experimental research, 3) the use similar subject is the middle student in Junior High School, 4) The difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

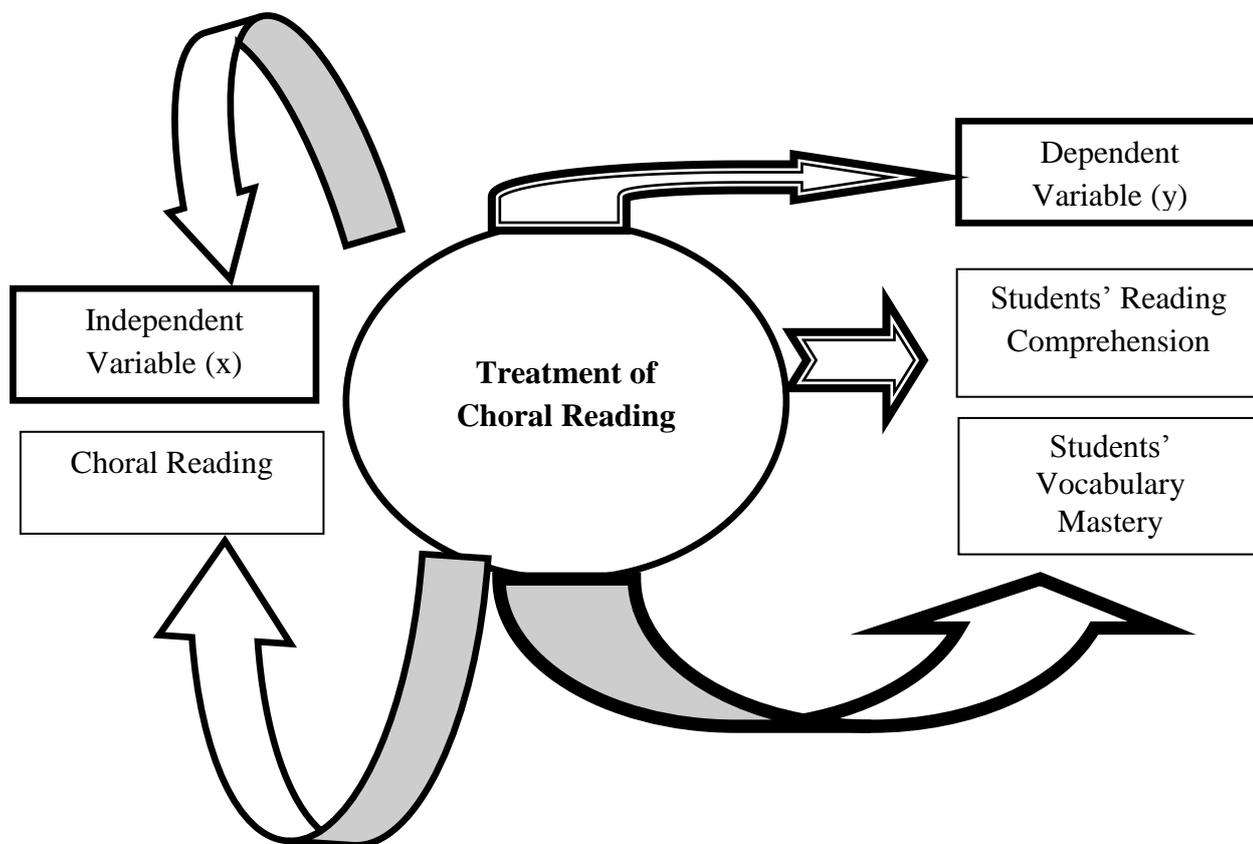
10. Evi Kasyulita (2013) carried a research entitled "*The Effect of Choral Reading Method toward Students Reading Comprehension of Recount Text at the Grade VIII Students of MTs Muhammadiyah Solok*". The objectives of this research were to find out students' reading comprehension in recount text taught by using choral reading method and taught without using choral reading method at the grade VIII students MTs

Muhammadiyah Solok. This research was conducted at MTs Muhammadiyah Solok of the grade VIII students. The design of this research is experimental research. The finding of this research showed that the improvement from the score of t-test. The total score of t-test was 4.433. Based on t-table,  $2.00 < 4.433 > 2.65$ . Therefore, it could be concluded that there was a significant effect of choral reading method toward students reading comprehension of recount text at the grade VIII students of MTs Muhammadiyah Solok.

The similarities and differences of Evi Kasyulita with this research are: 1) similar strategy with this research by using choral reading method, 2) the use of similar research design is quasi experimental research, 3) the use similar subject is the middle student in Junior High School, 4) The difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

## **II.5. The Operational Concept and Indicators**

The operational concept is the concept use to give an explanation about the theoretical framework to avoid misunderstanding and misinterpretation. In this study exists some indicators to be used in the operational concept. There are three variable in this study, they are 1) Choral Reading, 2) Reading Comprehension, and 3) Vocabulary Mastery.



**Figure 1. Conceptual Framework**

**II.5.1 Indicator of Choral Reading strategy (variable x) are:**

1. Teacher prepares and chunks the text into manageable pieces.
2. Teacher prepares one or two the comprehension-level questions for each chunk.
3. Teacher activates the background knowledge of the students, including vocabularies.
4. Teacher divides the class into groups of five or six.
5. Teacher shares the reading that already prepared.

6. Teacher asks the students to read the first chunk of the text silently and look for the answer of the questions.
7. Teacher reads the question to all students and point out one of them to answer then read aloud the sentences that prove the answer and then discussing with another student/ groups.
8. Teacher asks the students to read the next chunk of the text and do the same activities until the end of the text.
9. Teacher asks the students to make summary of the text in group work.
10. Finally, teacher calls two or three groups to read their summary in front of the classroom.

### **II.5.2 Indicators of Students' Reading Comprehension.**

The students are able to identify:

1. Students are able to identify the main idea of the text.
2. Students are able to identify the detail information of the text.
3. Students are able to identify the vocabulary of the text.
4. Students are able to identify the references of the text.
5. Students are able to identify the inferences of the text.

### **II.5.3 Indicators of Vocabulary Mastery**

The students are able to identify:

1. Students are able to identify synonym of words.
2. Students are able to identify antonym of words.
3. Students are able to identify able to identify meaning of words.

## **II.6. Assumption and Hypothesis**

### **II.6.1 Assumption**

In this research, the researcher knows that there are many strategies which the teacher can use in teaching and learning process to build the students capability in English. The researcher assumes that using Choral Reading Method to give a material for the students to increase their capability especially in reading comprehension and vocabulary Mastery.

### **II.6.2. Hypotheses**

- Ho1 : There is no significant difference of students' reading comprehension pre-test mean score between an experimental and a control group.
- Ha2 : There is a significant difference of students' reading comprehension post- test mean score between an experimental group and a control group.
- Ha3 : There is a significant difference between pre-test and post-test students' reading comprehension in the experimental group.
- Ha4 : There is a significant difference of students' reading comprehension between pre-test and post-test students' reading comprehension in the control group.
- Ho5 : There is no significant difference of students' vocabulary mastery pre-test mean score between an experimental group and a control group.

- Ha6 : There is a significant difference of students' vocabulary mastery post-test mean score and vocabulary mastery post-test mean score between an experimental group and a control group.
- Ha7 : There is a significant difference between pre-test and post-test students' vocabulary mastery in the experimental group.
- Ha8 : There is a significant difference between pre-test and post-test students' vocabulary mastery in the control group.