

The Effectiveness of Choral Reading Method Toward Reading Comprehension At Ninth Grade of SMP Plus Nurul Islam

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Abstract

The aims of this article was to know the effectiveness of choral reading method toward students reading comprehension. In this study, the researchers used quantitative research in the form of quasi-experimental design by testing the pre-test and post-test. The samples were taken from class 9a and class 9b. The treatment was conducted for 3 meetings. The population of this study were 9th grade students at SMP Plus Nurul Islam. Collecting the data used multiple choice questions as an instrument. After the treatment, the instrument was used for pre-test and post-test. After being given the pre-test and post-test, the researchers used the SPSS to compute independent T-test. In this study, researchers used quantitative research. Researchers used a quasi-experimental design by testing the pre-test and post-test. The result showed that choral reading method was effective toward students' reading comprehension at ninth grade of SMP Plus Nurul Islam. It can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.004. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Keywords: Choral Reading Method, Reading Comprehension, Effectiveness Reading Comprehension

1. INTRODUCTION

Reading is one of the skills that must be mastered by students. Why? because they will quickly learn facts through reading. Additionally, reading can help them become more fluent in another language since it teaches them to new words (Hasri Wahyu Ningsih, 2017). Reading skill is the ability to read, comprehend, and analyze written words on a page of an article or other reading material (D. K. Sari et al., 2018). Elizabeth.S. Pang claims that teachers must be aware of the progress their students are making and modify their lesson plans in line with how each student is performing. It's important to keep in mind that reading is for understanding and learning from the material (Pang et al., 2003).

The low reading interest in English texts by SMP Plus Nurul Islam students has an impact on a lack of knowledge of matters related to foreign languages which inevitably have to be mastered by students because it is one of the languages that must be mastered in Indonesia. Researchers conducted interviews with English teachers at SMP Plus Nurul Islam, Jati Agung. The result is that Mrs. Enik has several difficulties in teaching, namely, the lack of interest in learning English students, most students still had difficulty when reading English texts. They also have difficulty in understanding the text they read. This happens because of the lack of vocabulary they have. The method that Mrs. Enik uses when teaching reading comprehension is reading aloud. but

many of the students did not pay attention to what Mrs. Enik taught in class (Enik Mu'afifah, personal communication, oktober 2022). Besides interviewing the English teacher, the researcher gave a questionnaire to the ninth grade students. The result of the questionnaire is that there are many students who have difficulty in learning reading comprehension especially in narrative text material. They also have difficulty finding the main conflict or problem of a story. of their difficulties, it will affect the learning of English.

Besides interviewing the English teacher, the researcher gave a questionnaire to the ninth grade students. The result of the questionnaire is that there are many students who have difficulty in learning reading comprehension especially in narrative text material. They also have difficulty finding the main conflict or problem of a story. of their difficulties, it will affect the learning of English. Many of them scored below the KKM in reading procedure text at the beginning of the year. The data can be seen in the table below.

Table 1.1 The Students' Reading Procedure Text Score At The First Semester of The Ninth Grade At SMP Plus Nurul islam

NO	CLASS	SCORE		TOTAL
		< 75	>75	
1	IX a	18	11	28
2	IX b	20	9	29
Total		38	19	57
Percentage		67%	33%	100%

From the table above it can be concluded that, only 20 students (33%) out of 57 students whose scores were above the KKM. So there are still a lot of students who get scores below the KKM, as many as 38 students (67%) of 57 students. Related to the problems above, we need a special method that can be tested for its effectiveness on students. In this way, it will be seen whether or not there is a difference in the results using the new method and those who do not use the new method. One method that is appropriate to the existing problems is the choral reading method. The effectiveness of this method will be tested by the researcher on students' reading comprehension.

According to Hasbrouck, J. (2013) Reading aloud in unison as a class or group of students is known as choral reading. Students' comprehension, fluency, motivation, and self-confidence all increase with reading aloud. The students are reading aloud together. Those ordinary people who feel nervous about reading aloud may have build in support. By doing a group reading the students may get the practice.

Choral reading is one significant form of reading teaching, it can be concluded from the foregoing description. This method can be used to help students read more fluently. In choral reading, both the teacher and the students read brief sections aloud and together. Students gradually gain greater

knowledge of proper pronunciation, sight word identification, and reading expression as they repeatedly read the same material. Additionally, choral reading can inspire and boost students' self-esteem.

According to Natalie Boyd (2021), choral reading is reading aloud with other students. Choral reading refers to when multiple people read the same passage at once, much like a chorus of singers. Choral reading is an excellent method for boosting students' self-assurance when reading aloud. because everyone in the class is reading aloud. The students are now more at comfortable reading aloud.

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The application of the choral reading method will be carried out at SMP Plus Nurul Islam. The choice of SMP Plus Nurul Islam as the place where it rains is due to the fact that the choral reading method has never been tested at this school. besides that the use of the choral reading method is intended to create a new learning from previous learning. The use of this method is also to find out whether the choral reading method is effectively used in learning reading comprehension or not.

Literature Review

Teaching Method

The method can be defined as an orderly and long-term presentation of material based on the approach. it is an ordered arrangement, its presentation is predetermined and is systematic (Donald B.Holfer, 2010). The particular strategy you choose to get your data is called a method. This could include case studies, observational studies, experiments, focus groups, surveys, interviews, and online data collection (Howell, 2013).

Its mean method is a systematic process used to carry out an activity so that the desired goals can be achieved. In other words, the method functions as a tool to achieve a goal, or how to do/make something. Method also can be defined as the way that must be taken to achieve a certain goal. Learning methods or teaching methods are ways of teaching and learning. That way is determined by one's beliefs about the reality. Learning is the process of finding out reality. Looking for who is the most valid as a determinant of that reality. he learning methods that are usually used by the teacher when inside are the question and answer learning method, and the discussion learning method.

Choral reading

Students can learn English more easily by using the reading method known as choral reading. According to Hasbrouk.J (2013). choral reading is the activity of a class or group of students reading aloud in unison. So choral reading means reading aloud together with the same text with several students or groups. This method will encourage students' enthusiasm to learn. Why? Because reading aloud together with a group can improve students fluency, confidence and motivation. From the explanation above, it can be concluded that choral reading is one of the methods used by teachers in teaching english. This method can help improve the fluency, confidence and motivation of students learning english.

There are five steps for choral reading in this study, as follows: introduction new words, modeling the text, first reading, review problem words and phrases, and second reading. Mugi Indah Lestari (2017) lists six benefits of choral reading, such as the following:

- a. Children are helped to comprehend rhythm, meter, pattern, rhymes, and character.
- b. The value of oral tradition is highlighted; effective and fluent read-out skills are developed.
- c. Students are helped in learning how to pronounce new words by hearing others read aloud simultaneously.
- d. And students are helped in learning to decode.

According to Tri Ryan Septiawan (2020). There are four disadvantage of choral reading

- a. Choral reading frequently will cause our reading speed, which must be increased, to slow down.
- b. Only a few students may have the chance to practice, while the others are bored during choral reading.
- c. When reading, the students are easily embarrassed. When a teacher corrects them, the students' reading will worsen.
- d. Choral reading is less useful than conversation and debate unless the student plans to be the announcer in the future.

Besides having advantages, choral reading also has disadvantages. From the four definitions given above, it is clear that choral reading often slows our reading speed, which must always be raised.

Reading Comprehension

Reading is a key action that aids individuals in learning what they want. According to Elizabeth S.Pang (2003), reading is to comprehend a written work. It's a challenging task that requires for perception and thought. The two main aspects of reading are word recognition and comprehension. According to Pattel and Jain (2008) Reading is an active process that requires recognition and comprehension skills. This skill is more important than verbal and written

communication. The most significant task in every language class is reading because it is both enjoyable and beneficial. As W.S. Gray points out in Pattel, reading is an experience. Through the written accounts of authors' experiences, reading allows us to enter into their world of thought. They have lines documented and have advanced in different fields (Patel & Jain, 2008). From explanation above, it can be concluded that Reading is an important skill. Reading allows us to collect a lot of knowledge and information from written texts and teaches our brains to comprehend the author's perspective.

Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities (Oakhill et al., 2015). Reading comprehension includes all aspects of comprehending, evaluating, and applying knowledge and concepts obtained through the discourse between the author and the reader (Jufri, 2018). King and Staley (1989), the components of reading comprehension are as follows: (1) Finding factual information, (2) Finding main ide, (3) Finding the meaning of vocabulary , (4) Identifying reference, (5)Making inference (Nurdiana, Riszki Amalia, 2017).

Finally, reading comprehension is a fundamental ability to be used in every aspect of life such as comprehension in reading directions, procedures for using drugs, as well as announcements written in English. From the understanding of the experts above, it can be concluded that the choral reading method is reading simultaneously in a group. not only at the same time, but accompanied by reading using a loud voice. because reading simultaneously will increase their self-confidence. With this method it will make students not afraid of being wrong when reading.

From the understanding of the experts above, it can be concluded that the choral reading method is reading simultaneously in a group. not only at the same time, but accompanied by reading using a loud voice. because reading simultaneously will increase their self-confidence. With this method it will make students not afraid of being wrong when reading. Hasbrouck.J said that this method is very suitable for students who have difficulty learning English. besides that this method can improve students' learning abilities. so researchers can draw conclusions that the choral reading method is very suitable to be applied in learning English in junior high school. From the problems found, the researcher will apply the choral reading method in learning English. The purpose of this research is to find out the effectiveness of the choral reading method on students reading comprehension.

2. RESEARCH METHODOLOGY

Design

Quantitative research is used in this study. Researchers used a quasi-experimental design for this research. Because that it is one of the experimental research designs that fits this research. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment (Creswell, 2012). The meaning that we cannot select group participants at random. because it will interfere with learning in class. and from the explanation above it can be concluded that the quasi-experimental design research used all subjects in the study group to apply the choral reading method.

Group assignment is a part of a quasi-experiment, but no participant randomization. Participants are not divided into groups at random in a quasi-experiment. The study's methodology may be shows at the table.

Table 2.1 The Treatments

Control Group	Pre-test	Treatment by using reading aloud method	Post-test
Experimental class	Pre-test	Treatment by choral reading	Post-test

From the column above, the researcher chose 2 group. The first group is the experimental class and the second group is the control class. The 2 group will be give a pretest to determine their reading ability. After that, one of the classes will be applied using the choral reading method. After the treatment, the students from the 2 group will give a post-test to find out if there any changes after the treatment.

Participants

This research will conducted at SMP Plus Nurul Islam Jati Agung. The time of this research is in the second semester of the academic year 2022/2023. The population of this research is the ninth grade of SMP Plus Nurul Islam. There are 2 clases (IX a and IX b) and total is 58 students'. Sample is part of the population that has characteristics similar to the population it self. A sample is also referred to as an example. According to Nana Sudjana and Ibrahim A sample is a subset of the population that may be contacted and that shares the same characteristics as the group that was sampled ("Apa Itu Populasi Dan Sample Penelitian," 2020). The sample of this research are two class of ninth grade at SMP Plus Nurul islam of second semester. One class is 9a

there are 29 students as the experimental while the other class is 9b there are 29 students as the control class.

Instruments

The instruments used in this research consisted of two types of instruments, namely non-test instruments and test instruments. The following is a description of the research instruments used:

(1). There are two types of non-test instruments used, namely interview guidelines and questionnaires. The interview guide was used during the preliminary study, to conduct interviews with teachers when observing the initial conditions of students and learning English at school. The second instrument, namely the questionnaire. This instrument is used to obtain data regarding the opinions of experts (validators), english teachers and early field trial students on the learning methods that have been carried out.

(2). In this research, researcher is use the test to collecting data. This test is divided into 2 types, namely pre-test and post-test. The first test is the pre-test give to students before treatment, and the second test is the post test give before treatment. The form of the test is multiple choice. The students will give 5questions about narrative text which had been determined by the topic of learning

Validity is the degree to which test results can be appropriately properly interpreted (Donal Ary, Lucky Cheser jacob, Chris Sorensen,Asgar ravazieh, 2010). It means validity is a measure of an instrument's level of validity . The content validity and construct validity were used by the researcher to assess the test's validity. The technique used to test construct validity is carried out using the product moment correlation formula by Arikunto(2009)

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(\sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Information:

r_{xy} = Correlation coefficient between variable X and variable Y

n = Number of students

$\sum x$ = Total student scores for each item

$\sum y$ = Total student scores

$\sum xy$ = Total student scores multiplied for each item with the total student score

Data analysis

The score of the pre-test and post-test of the experimental and control group were analysed using independent Sampel T-tets.Independent t-test for independent samples T-test is a t-test procedure for free samples with compare the average of two groups of cases, and the cases (data) that tested randomly and with 1 measurement process (Muhid, 2019).

The t-test for independent samples is the T-test test the generalizability of the average data of two samples that are not Correlated. In correlated samples are usually found in experimental research design. While in survey research, Usually the samples compared are samples independent. The formula of independent sample T-test (Muhid, 2019):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

keterangan:

- \bar{x}_1 : Sample average 1
- \bar{x}_2 : Sample average 2
- s_1 : Sample standard deviation 1
- s_2 : Sample standard deviation 2
- s_1^2 : Sample variant 1
- s_2^2 : Sample variant 1 (Abdul Muhid. 2019).

3. RESULT AND DISCUSSION

Result Of Pre-test

The researcher conducted the pre-test on Monday 06 February 2023. The aim was to find out students' reading comprehension of narrative text material before the treatment.

Table 3.1 Pre-Test Question

No	Question	Answer				
		A	B	C	D	Key answer
1.	At what age did Bulan's parents leave her	12 years old	13 years old	14 years old	15 years old	A
2.	At what age did the three of them die?	Before twenty years	After twenty years	At twenty years old	Three of them didn't die	A
3.	Why their lives are miserable?	Lack of education	Left by parents	Didn't have money	All three of answer above	D
4.	What is the story about?	A wrath son	West java's tales	Tumang a Dog husband	The legend of Tangkuban Perahu	D
5.	According to he story, Tumang	actually a handsome	married to Dayang	Sangkuriang pet dog	good at hunting	B

	was....	prince	Sumbii		deer	
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The scores of the pre-test from experimental class can be seen at the bellow: There was one student who got 40 score, there was three students who got 48 score, there was six students who got 50 score, there was four students who got 54 score, there was five students who got 59 score, there was seven students who got 60 score and there was three students who got 65 score. From thee score above it can be concluded the statistic result of pre-test in experimental class are the Mean is 55,51 , Minimum is 40, Maximum 65, Median is 59, and Mode is 60.

And the score of the pre-test from control class are: there was four students who got 38, there was three students who get 40 score, there was three students who got 48 score, there was three students who got 50, there was two students who got 53 score, there was two students who got 55, there was four students who got 57, there was six students who got 58 score, there was three students who got 60 score. and The statistic result of pre-test in control class are the Mean is 53,03, Minimum is 38, Maximum is 60, Median is 55, and Mode is 58.

From the statistical result of experimental class and control class, can be seen from the means of the two classes have low scores. Which shows that lack of interest in English lessons that cause learning difficulties and low learning ability, especially in reading comprehension. It means that students need some treatments to helps them to comprehend english text, especially in narrative text.

Result Of Post-Test

The reseacher gave the post-test after conducting the treatment to know the students reading comprehension after the treatment. Whether there is the change or no. If there is the change than choral reading method is effective toward student reading comprehension, and if there is not change than choral reading method is not effective.

Table 3.2 Post-Test Question

No	Question	Answer				
		A	B	C	D	Key Answer
1.	What kind a text is it?	Narrative	Report	Procedure	explanatory	A
2.	Who is the main character of the story?	Qasim	Ali Baba	Thieves	Murganah	B

3.	Ali Baba found an enormous supply of gold and treasure in the	forest	Cave	home	village	B
4.	Why couldn't Qasim leave the cave?	Because he was rich	Because he forgot the formula forleaving the cave.	Because he gathered much treasure.	Because he was a hard-hearted merchant.	B
5.	Who is Murganah?	Ali Baba's slave	Ali Baba's brother	Qasim's brother	a thief	A

The score of post-test from experimental class are: there was one students who got 45 score, there was one students who got 51 score, there was one students who got 57 score, there was one students who got 62, there was two students who got 63 score, there was one students who got 64 score, there was two students who got 65 score, there was four students who got 70 score, there was one students who got 71 score, there was one students who got 72 score, there was three students who got 75 score, there was one students who got 80 score, there was one students who got 83 score, there was six students who got 85 score, there was one students who got 90 score, there was one students who got 92 score. From the score it can be concluded the statistic result of post-test in experimental class are the Mean is 70,68, Minimum is 45, Maximum 92, Median is 72, and Mode is 85.

The score of post-test from control class are: there was one students who got 45 score, there was one students who got 48 score, there was one students who got 50 score, there was three students who got 55 score, there was one students who got 58 score, there was one students who got 60 score, there was four students who got 62 score, there was one students who got 63 score, there was one students who got 65 score, there was one students who got 66 score, there was one students who got 67 score, there was two students who got 69 score, there was two students who got 70 score, there was one students who got 71 score, there was two students who got 72 score, there was one students who got 74 score, there was four students who got 75 score, and there was one students who got 80 score. From the score it can be concluded the statistic result of post-test in experimental class are the Mean is 64,89, Minimum is 45, Maximum 80, Median is 66, and Mode is 62.

From the statistical results, it can be concluded that, students reading comprehension experienced an increase after treatment. if the means in the pre-

test are low, then the means in the post-test progress, that is, the score increases beyond the means of the pre-test.

Result Of data Analysis

In addition, the reseacher counted the normality test. It was used to know whether the data has normal distribution or not. While the criteria for the normality test are as follow

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 3.3 Tests of Normality

Leraning Method		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning outcomes	Learning Method A	.128	29	.200*	.960	29	.323
	Learning Method B	.125	29	.200*	.957	29	.274

a. Lilliefors Significance Correction

*This is a lower bound of the true significance.

Based on the Table 3.3, it can be seen that $\text{Sig} (p_{\text{value}})$ for experimental class was 0.323 and $\text{Sig} (p_{\text{value}})$ for control class was 0.274 and $\alpha = 0.05$. It means that $\text{Sig} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data were in the normal distribution. It is calculated based on the gain of the experimental and control class.

After the reseacher knew that the data are normal and homogeneous, the data was analyzed by using independent sample test using SPSS in order to know the significance of the treatment effect. While the criteria for acceptance and rejection of the hypothesis are:

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 3.4 Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means	
			95% Confidence Interval of the Difference

		F	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	Lower	Upper
Student Learning Outcomes	Equal variances assumed	1.677	.201	2.998	56	.004	8.10345	2.70301	2.68867	13.51823
	Equal variances not assumed			2.998	52.952	.004	8.10345	2.70301	2.68178	13.52512

Based on the results obtained in the table above, it's clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.004, and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that Choral reading method is effective on students reading comprehension at ninth of SMP Plus Nurul Islam In academic year 2022/2023

Discussion

Choral reading is one method of learning to read. In this case, the researcher applies the choral reading method in student comprehension. which choral reading method can help students understand material narrative text. Researcher chose to use this method because of view of study previously by Maya puspita sari, Eliwarti and Masyhur in his journal entitled the effect of choral reading strategy on students' reading fluency ability at the first year in smk taruna satria pekanbaru, that choral reading gives effect to readingfluency student (M. P. Sari, 2018).

Before applying the choral reading method, the researcher gave a pre-test to the control class and experimental class on Monday, 06 February 2023 to find out their abilities before being given treatment. When conducting the pre-test, the researcher gave 5 multiple choice questions and asked them to choose the correct answer. And the results of the pre-test in the experimental class showed that 17 students got the lowest score, 9 students got the medium score, and 7 students got the highest score. And the results of the pre-test in the control class showed that 12 students got the lowest score, 14 students got the medium score, and 3 students got the highest score.

The second step of this research is treatment, it's applying the choral reading method in learning narrative text. This treatment was carried out in the control class and the experimental class for 3 meetings. The choral reading method was only applied to the experimental class and to the control class, learning was carried out using the method they usually used. Treatment is used so that students can understand narrative text material using the choral reading

method. The treatment was given by the procedure used of choral reading method, there are five steps as follows:

1. Introduction new words,
2. Modeling the text,
3. First reading,
4. Review problem words and phrases, and
5. Second reading (Paige, 2009).

After the treatment was completed, the researcher proceeded to the third step, namely that was post-test. Post-test given to the control class and the experimental class. The researcher gave 5 multiple choice questions. The results of the experimental class were 7 students getting the lowest score, 9 students getting the medium score, and 13 students getting the highest score. And the results of the Post-Test from the control class were 14 students getting the lowest scores, 9 students getting moderate scores, and 6 students getting the highest scores. From the results of the post-test in the experimental class, it can be seen that the students' abilities increased as indicated by the score of the post-test being higher than the score of the pre-test.

To analyze the collected data, the researcher used an independent T-test, and the results of the pre-test and post-test mean scores of the control class were 53.03 and 64.89. And the pre-test and post-test results of the experimental classes were 55.51 and 70.68. From these results it can be concluded that between student pre-test scores and post-test scores are different.

Furthermore, the researchers calculated the normality test using SPSS and the results showed $Sis (p_{value})$ for experimental class was 0.323 and $Sig. (p_{value})$ for control class was 0.274 and $\alpha = 0.05$. It means that $Sig (p_{value}) < \alpha$ and H_0 is accepted. The conclusion is the data were in the normal distribution. It is calculated based on the gain of the experimental and control class.

Based on data analysis and hypothesis testing, the results that the value of significant generated $Sig. (p_{value})$ or $Sig. (2-tailed)$ of the equal variance assumed = 0.004, and $\alpha = 0.05$. It means that $Sig. (p_{value}) < \alpha = 0.05$. So, it can be concluded the result of the hypothesis (H_0) are rejected and the alternative hypothesis (h_a) is accepted. It means that Choral reading method effective on student reading comprehension, so alternative hypothesis is accepted. So it can be concluded that the choral reading method can be implemented. This method is expected to motivate students to learn reading, especially in narrative text material.

This Research has findings that are different from the findings of several previous studies. Several previous studies include research conducted by:

1. Liza Damayanti (2020) discovered a problem with the technology at the junior high boarding school in Pekanbaru. When teaching reading comprehension, the teacher allegedly used a variety of methods. Additionally, despite the teacher adopting these methods to improve

reading comprehension, the kids' results were still below average. Based on this problem, Liza Damayanti taught reading comprehension via choral reading. The students' reading comprehension was significantly impacted by the usage of the choral reading strategy. The value of those who benefit from the choral reading method attests to its effectiveness.

2. And second is According to Deni Ismaya's (2017) thesis, SMA Pembangunan Nasional has various issues. Many students don't read as much as they should, especially when it comes to text comprehension. Most of them weren't really interested in reading or enjoying English. Another factor was the instructional style of the instructors. She also employs the choral reading method, which has a profound effect on the kids.
3. According to Marzuki and Hidayat (2018) did the research by using Choral Reading toward reading comprehension of the students at SMK Negeri 1 Tolitoli exactly in X Accounting grade as a subject to implement Choral Reading Strategy. SMK Negeri 1 Tolitoli uses K-13 in teaching and learning process. In teaching and learning process students are expected to be able comprehend, apply, and analyze of the text.

Based on the related research previous, it has findings that the first research used the choral reading method on students reading comprehension and vocabulary mastery. the second research used the choral reading on recount text., and the third research used choral reading to improve reading comprehension. in this research choral reading used on narrative text. And the three research discussed the effect of choral reading, while this research discusses the effectiveness of choral reading, where the difference between effect and effectiveness are effect is what it changes or causes the subject to do. Effectiveness is how likely the effect will cause these changes in the subject. And so the first research was conducted in Junior High School of islamic boarding school with total 40 students and divided into control class and experimental class, each class is 20. The second research was conducted in Senior high schools, with a total of 60 students which were divided into control classes and experimental classes, each class is 30 students. And the third research is conducted in senior high school and used paired T-test with used one class.

The different between this research with resarch previous are the object of this research is on narrrtive text and and this research was conducted in junior high schools, with a total of 58 students with each students in the control class and the experimental class were 29 students.

The researcher concluded that the choral reading method was used by researchers and showed positive results to the students. From their research, the improvement obtained after using the choral reading method was very good. Therefore this method was very suitable to be applied for students. In relation to the statement before, the researcher used choral reading to determine the effectiveness of this method on a student's reading comprehension. This

method can help the teacher make good decisions in teaching reading comprehension for students .

The conclusion is, the choral reading method can make it easier for students to learn reading comprehension. Because choral reading is read together in groups, it will increase students' self-confidence. With this method students will easily understand the text they read. so the choral reading method is effective on students' comprehension at ninth grade of SMP Plus Nurul Islam.

This Research has contribution on reading comprehension. the contribution is from the choral reading method. it is hoped that will make it easier for students in learning english, especially in narrative text. and so it can help students be more confident, motivated, and active in learning process. And don't forget it can help teachers to teach English lessons more easier.

Based on the direct experience of researchers in this research process, there are some limitations experienced are in the treatment process, researchers felt that she was not optimal in providing material, due to the short time. this is because the ninth grade must focus on final exams. In the data collection process, the information provided by respondents through questionnaires and interviews sometimes do not show the opinions of respondents who actually, this happens because sometimes there are differences in thinking, assumptions and different understanding of each respondent, as well as other factors such as honesty factor in filling out the opinions of respondents in the questionnaire. Therefore to get valid data the researcher gave a pre-test and post-test. which are the results of the test will provide the valid data.

4. CONCLUSION

Based on research conducted by SMP Plus Nurul Islam, the researcher draws the following conclusions Based on the results of statistical data analysis, it was found that the choral reading method was effective toward students' reading comprehension at ninth grade of SMP Plus Nurul Islam. It can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.004. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

For the next researcher should develop the use of choral reading to other text, just not on narrative text. In the next research, it is expected to carry out research at the first year academic, in order to get sufficient and maximum time. It is hoped that there will be additional other possible variables as well influenced many things in this research.

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