

CHAPTER II

THEORETICAL FOUNDATION

A. Description of Theories

1. Definition of Reading

Judi Moreillon stated, “reading is making meaning from print and from visual information”.¹ It means that reading is activity in order to get information from printed text and from visual information. Andrew P. Johnson stated, “reading integrates visual and non visual information”.² During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what’s in your head is just as important as what’s on the page in the process of creating meaning (reading). Reading is the practice of using text to create meaning.³ It means that the two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading is a

¹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Assosiation, 2007) p. 10

² Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Student*, (New York: Rowman and Littlefield Education, 2008) p. 4

³ Johnson, *Teaching Reading and Writing*, p. 3

constantly developing skill.⁴ It means that reading use any step, we get better at reading by practicing. And conversely, if we do not practice, we will not better and our skills may deteriorate. Reading is the act of linking one idea to another; Putting ideas together to create a sensible whole is the essential part of reading.⁵ It means that it is not necessary to know every word in order to read.” Based on explanation above, it can be concluded that reading is the process of getting information from printed and from visual information by creating meaning.

2. Definition of Comprehension

According to David Nunan, Comprehension is Processes through which an individual makes sense of spoken and written language.⁶ Catherine Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁷ It means reader understanding written text by extracting the information from text as efficient as possible. According to Klinger, “reading comprehension is the process of constructing meaning by coordinating a number of

⁴ Johnson, *Teaching Reading and Writing*, p. 4

⁵ Johnson, *Teaching Reading and Writing*, p. 4

⁶ David, Nunan, *Task-Based Learning Teaching*, (New York: Cambridge University Press, 2004), p. 213

⁷ Catherine Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, Arlington: RAND, 2002) p. 11

complex processes that include word reading, word and world knowledge, and fluency”.⁸ It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, 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).⁹ Based on the explanation above, it can be concluded that reading comprehension is comprehend means of a written text by interpreting the words, understanding meaning and relationship between ideas conveyed in a text.

Comprehension skills are strategies readers use to retrieve information and construct meaning from expository text.¹⁰ It means comprehension skill are the thinking processes, broken down into steps, that are used to comprehend. According to Tankerslay said that, “After reading a text, we want students to focus on clarifying their under-

⁸ Jannete K Klinger, At all, *Teaching Reading Comprehension to Student With Learning Difficulties*, (New York: The Guilford Press, 2007), p. 2

⁹ Klinger, At all, *Teaching Reading Comprehension* p. 8

¹⁰ Johnson, *Teaching Reading and Writing*, p. 110

standings and connecting the new knowledge to prior knowledge¹¹. It means that through the process of before, during, and after reading activity, it can help the students in understanding the text and the students are expected to be actively involved reading.

3. Teaching Comprehension Skills

Andrew P. Johnson stated, “We cannot assume, at any age or level, that students know how to read expository text.¹² It means that explicit instruction must be used to teach them how to use comprehension skills”. There are five elements of effective skills instruction should be used such as direct instruction and modeling, identification of die procedural components, guided practice, regular practice, and application or use in other areas in order to ensure transfer.¹³ In direct instruction and modeling. First, select a comprehension skill to teach. Introduce it by telling students it’s a way to help them understand what they read when reading informational text. Then, explain how it should be used. To do this, read a short piece of text out loud. Make your thought process transparent by thinking out

¹¹ Karen Tankerslay, *The Threads of Reading Strategy for Literacy Development*, (Alexandria: ASCD, 2003) p. 110

¹² Johnson, *Teaching Reading and Writing*, p. 117

¹³ Johnson, *Teaching Reading and Writing*, p. 117

loud (cognitive modeling) in order to demonstrate exactly how the comprehension skill is used.

4. Levels of Comprehension

According to Peter Westwood, reading comprehension divided into four levels. They are literal level, inferential level, critical level and creative level.¹⁴ They will be explained as follow:

Literal level: At the literal level die basic facts are understood.

Inferential level: At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

Critical level: At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

Creative level: At die creative level die reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

B. Conceptual Framework

1. Definition of Choral Reading

Choral reading, a strategy involving students reading out loud together, scaffolds English learners' reading in a fun way.¹⁵ Choral

¹⁴Peter Westwood, *Reading and Learning Difficulties: Approach to Teaching and Assessment*, (Camberwell: ACER Press, 2001) p. 21

reading is another teacher-assisted oral reading strategy in which the teacher and children simultaneously read a section of a text aloud.¹⁶

The Choral Reading strategy engages students in group-assisted, repeated readings. Students read aloud in unison within a small group or with the whole class. By Choral reading, students gain confidence in reading, because when they read together as a group, they are supported by their peers, who may be more fluent readers, or they may be assisted by the teacher when necessary. In addition to gaining fluency in reading and vocabulary development, they develop an appreciation of literature.¹⁷

Judy Willis stated, “Choral reading gives students the experience of reading aloud without the stress of reading alone. Based upon the previously described research demonstrating that repeated stimulation of neuronal networks increases their efficiency, it makes sense that the experience of reading aloud together reinforces

¹⁵ Suzanne F Peregoy and Owen F Boyle, *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, (USA: PEARSON Education, 2017) p. 178

¹⁶ Melanie R Kuhn and Paula J. Schwanenflugel, *Fluency in the Classroom*, (New York: Guilford Press, 2008) p. 39

¹⁷ Patricia A Antonnaci and Catherine M. O Callaghan, *50 Research-Based Strategies for K-18 Learners: Promoting Literacy Development*, (USA: SAGE Publications, 2012) p. 76

patterns.”¹⁸ The teacher chooses a text that is appropriate for repeated reading by a group of students, models fluent reading by reading the text aloud, engages students in a discussion of the reading, provides necessary instruction (e.g., vocabulary instruction, phrasing, etc.) and offers the tips to follow for an effective choral reading of the text. Depending on the selected text and familiarity of the students with Choral Reading, the teacher chooses the arrangement for the repeated reading.

According I.S.P Nattion, in the first language classroom, reading aloud to the teacher or to a peer is a very important step towards gaining fluent decoding and comprehending skills which are a necessary preparation for fluent silent reading.¹⁹ There are several useful activities for working on oral reading and they have just as much value in the second language class as in the first. What all these activities have in common is a learner reading aloud, trying to convey the message of the text to a sympathetic and interested listener. Choral reading involves a simultaneous reading of the story by the teacher and the students. This approach provides students with support for word

¹⁸ Judy Willis, *Teaching the Brain to READ: Strategies for Improving Fluency, Vocabulary and Comprehension*, (Alexandria: ASCD, 2008) p. 59

¹⁹ I. S. P Nation., *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009) p. 66

recognition and the use of expression, along with access to text they would not be able to read independently.²⁰ Choral reading, like echo reading, has simple procedures that your children must learn in order to engage in this activity successfully. Once the procedures are learned, there are several variations of this strategy that you may use to increase their engagement.²¹ Based on explanation above, it can be concluded that choral reading is strategy involving students reading out loud together, scaffold students reading in a fun way, gaining fluent decoding and comprehending skills which are a necessary preparation for fluent silent reading.

2. Purposes of Choral Reading

Antonucci stated that the purpose of Choral Reading strategy is to provide practice on reading text with fluency.²² In addition, Choral Reading has purposes as follow:

- a. Build teamwork during reading
- b. Promote growth in sight reading and pronunciation of words
- c. Support from entire group to assist reticent readers
- d. Aid in the reader's fluency

²⁰ Kuhn and Paula J. Schwanenflugel, *Fluency*, p. 24

²¹ Kuhn and Paula J. Schwanenflugel, *Fluency*, p. 40

²² Antonucci and Catherine M .O. Callaghan, *50 Research-Based Strategies for K-18*, p. 76

- e. Allow students to practice rereading sections of text²³
- f. Gain confidence in reading
- g. Develop an appreciation of literature
- h. Gives students the experience of reading aloud without the stress of reading alone
- i. Gain fluent decoding and comprehending skills

3. Implementing the Choral Reading Strategy²⁴

As a strategy, Choral Reading has steps in its implementation, as follow:

- a. Select the text that will be used for repeated readings. Choose a text appropriate for students' reading levels and interests. Poems that have repetition or repeated refrains and rhythm work well for students who are not familiar with choral reading as well as for younger children with limited sight-word vocabularies. Repeated refrains will provide multiple exposures to words during a single reading.

²³ Donna Spangler and John Alex Mazzante, *Using Reading to Teach A World Language: Strategies and Activities*, (New York: Routledge, 2015) p. 39

²⁴ Antonnaci and Catherine M. O Callaghan, *50 Research-Based Strategies*, p. 77

- b. Prepare the text for Choral Reading and introduce the activity to the students. Choose an arrangement for the oral reading and mark the text accordingly. For younger students with shorter text, the teacher may write the text on chart paper. For longer text that is more appropriate for older students, the teacher may prepare individual copies that are marked to indicate parts to be read together. Introduce the activity by offering an overview and providing a purpose for engaging in Choral Reading.
- c. Model reading the text fluently and offer direct instruction when necessary. Begin by reading the entire text aloud. Engage students in a lively discussion on the meaning of the text. Offer direct instruction of reading words accurately, phrasing, or reading with expression. Depending on the text, provide a mini-lesson on words that students may not know and model reading with rhythm and correct phrasing as well as reading with expression to denote the meaning. Students may find it difficult at first to read together or in unison. Therefore, suggestions regarding keeping the same reading rate and tone may be necessary.

- d. Monitor repeated reading of the text. If the text is short and the group is small, rehearsal of the text may be conducted by the teacher with a small group of students—in pairs through partner reading or in small groups with readers taking turns. As students are reading, the teacher monitors for the important elements of fluent reading. For Choral Reading to be effective with respect to reading words accurately and with automaticity, as well as reading with correct phrasing and expression, students must reread the text a minimum of four times. During the rehearsal, the teacher may have observed and offered feedback of specific reading behaviors that were exceptionally good or that needed correction. Reminders of such reading behaviors prior to reading may offer support to students.
- e. Conduct the Choral Reading of the text. After students have had sufficient time to rehearse their parts through repeated readings, engage them in Choral Reading of the text. For students who are not familiar with Choral Reading, offer a reminder with regard to when and what they are to read.

4. **Types of Choral Reading**²⁵

There are six types of Choral reading such as Unison Choral Reading, Antiphonic Choral Reading , Cumulative Choral Reading, Dialogue Choral Reading, Refrain Choral Reading and Echo Choral Reading. They will be explained as follow:

- a. Unison Choral Reading: The traditional approach uses the whole group of students, who read the text as one voice.
- b. Antiphonic Choral Reading: Antiphonic reading is alternating reading with the text divided into parts. Students are divided into two or more groups. Each group is assigned one or more parts, and each group reads on cue.
- c. Cumulative Choral Reading: This type of repeated reading a sales a crescendo effect that is. the voice and effect as well as more students join in the oral reading.
- d. Dialogue Choral Reading: Each group of students reads the dialogue of the assigned character. Another group of

²⁵ Antonnaci and Catherine M. O Callaghan, *50 Research-Based Strategies*, p. 76

students may be assigned to read the narrative part of the text.

- e. Refrain Choral Reading: Such choral reading occurs when the text contains a refrain such as a poem, lyrics to a song, or a ballad. Each stanza is read by a different group, with the refrain read by the entire class.
- f. Echo Reading: Within this type of oral reading, the teacher reads first and the students “echo” the reading, or read it after the teacher. At times, a student may assume the role of the lead reader.

In this research, researcher used Echo Reading as Choral Reading in the experimental class. It means that teacher read text first and then students echo the reading, or read it after the teacher. Before Choral Reading, teacher select the text that will be used for repeated reading by her self.

5. The Effectiveness of Choral Reading²⁶

Research indicates that choral reading, sometimes referred to as unison reading, is an effective strategy for facilitating children's reading achievement and may be presented in many variations. In one study,

²⁶ Kuhn and Paula J. Schwanenflugel, *Fluency*, p. 40

choral reading was found to increase the reading accuracy of elementary school students. In another study, reading skills—such as the ability to sound out words, fluency, and comprehension—in elementary school students with developmental delays were supported by repeated choral readings of predictable text. Choral reading also has been included in a teacher-assisted non repetitive reading program in which students demonstrated growth in both fluency and comprehension.

6. Advantages and Disadvantages of Choral Reading Strategy

Tracy Wood states that choral reading means reading out loud with your child, the same text at the same time.²⁷ According to Patel and Jean Praveen, reading aloud also play important role in teaching of English.²⁸ As reading aloud, choral reading has advantages and disadvantages as follow:

Advantages :

1. It enables learner to develop the skill of reading very well by speaking or expressing ideas.
2. Gain fluent decoding and comprehending skills

²⁷ Tracy Wood, *Overcoming Dyslexia for Dummies*, (Indianapolis: Wiley Publishing, Inc, 2006) p.216

²⁸ M. F. Patel, M. Jean Praveen, *English Language Teaching: Method, Tool, Techniques*, (Jaipur: Sunrise Publisher & Distributor, 2008) p. 120

3. It enables learner to develop the skill of pronounce very well.
4. It makes reading very enjoyable while teacher uses reinforcement during reading.
5. Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

Disadvantages:

1. Over crowd class is very big problem. The teacher can not provide sufficient opportunities to all students.
2. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
3. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average students hardly get the chanced of reading. So they become the passive learners.
4. Reading aloud takes more time so it is time consuming. All students can not read at a time so managing classroom becomes impossible.

C. Previous Study

According to Journal of Teacher Action Research, Choral Reading has positive effects on reading fluency and comprehension. Previous study studied Choral Reading strategy in pronunciation aspect. From the previous study can be inferred that Choral reading, it can be said that unison reading is effective for the students because they need assistance from their teachers to understand the text. Without Choral Reading, it is impossible for teachers to locate the points where the students have difficulties.

In addition, Choral Reading is unavoidable to improve pronunciation. Choral Reading strategy can be applied in teaching pronunciation as excavation of pronunciation the students skills. By applying the Choral Reading strategy, pronunciation teaching can be more effective and capable of increasing students' pronunciation achievement.