IMPROVING STUDENTS' READING COMPREHENSION THROUGH CHORAL READING STRATEGY AT THE GRADE X SMA N 5 PADANGSIDIMPUAN

Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfilment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

INDAH RIZKI BORU SUTI
Reg. Num. 20 203 00008

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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LETTER OF AGREEMENT

Term: Thesis   Padangsidimpuan, 11 July 2024
      a. n **Indah Rizki Boru Suti**   To:
Item: 7 (seven) examplars   Dean Tarbiyah and Teacher Training Faculty
                                           In –
                                               Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to **Indah Rizki Boru Suti,** entitled ***"Improving Students' Reading Comprehension through Choral Reading Strategy at the Grade X SMA N 5 Padangsidimpuan".*** we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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The thesis has been accepted as a partial fulfilment for graduate the degree of education (S.Pd) in English

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Title of Thesis : Improving Students' Reading Comprehension Through Choral Reading Strategy at X Grade SMA Negeri 5 Padangsidimpuan

ABSTRACT

The purpose of this research is to determine students' achievement in reading comprehension through Choral Reading Strategy at X grade of SMA Negeri 5 Padangsidimpuan. This research employed classroom action research (CAR). The researcher uses two cycles and each cycle consisted of two meetings in English learning. The subject of this study is the students at the grade X SMA N 5 Padangsidimpuan. there are 34 students as the participant and also collaborated with the English teacher. The researcher purposed to describe the improvement students' reading comprehension by collecting data through test, observation, and interview. In this research, researcher focuses in the application of Choral Reading Strategy. The researcher finds in the first cycle students' reading comprehension mean score 41.17 (2.9%). It is indicated that students are still low in reading comprehension. the second cycle students' reading comprehension mean score 65.29 (23.52%). Based on the classroom action research, it could be concluded that Choral Reading Strategy improved students' reading comprehension in SMA Negeri 5 Padangsidimpuan. Finally, the novelty of this research took a look from the place, and the way of analyzing the data.

Key words: *Reading Comprehension, and Choral Reading Strategy.*

إنداه رزقي بورو سوتي	:	اسم
٢٠٢٠٣٠٠٠٠٨	:	ريج. رقم
كلية التربية وتدريب المعلمين	:	كلية
تعليم اللغة الإنجليزية	:	قسم
تحسين فهم القراءة لدى الطلاب من خلال استراتيجية القراءة الكورالية في الصف العاشر من المدرسة الثانوية الخامسة بادانجسيديمبوان	:	عنوان الأطروحة

خلاصة

الغرض من هذا البحث هو تحديد تحصيل الطلاب في فهم القراءة من خلال استراتيجية القراءة الكورالية في الصف العاشرمن المدرسة هي الخمسة الأوائل بادانجسيدمبوان. استخدم هذا البحث البحث الإجرائي في الفصل الدراسي (البحث الإجرائي في الفصول الدراسية). يستخدم الباحث دورتين وتتكون كل دورة من اجتماعين في تعلم اللغة الإنجليزية. موضوع هذه الدراسة هو الطلاب في الصف العاشر المدرسة الثانوية للخمسة بادانجسيدمبوان. هناك ٣٤ طالبا كمشارك وتعاونوا أيضا مع مدرس اللغة الإنجليزية. هدفت الباحثة إلى وصف تحسن فهم الطلاب للقراءة من خلال جمع البيانات من خلال الاختبار والملاحظة والمقابلة. يركز الباحث في هذا البحث على تطبيق استراتيجية قراءة الكورال. وجد الباحث في الدورة الأولى أن متوسط الفهم القرائي لدى الطلاب في الحلقة الأولى ٤١.١٧(٢.٩٪). يشار إلى أن الطلاب لا يزالون منخفضين في فهم القراءة. متوسط الفهم القرائي لطلاب الحلقة الثانية ٦٥.٢٩(٢٣.٥٢٪). استنادا إلى البحث العملي في الفصل الدراسي ، يمكن الاستنتاج أن استراتيجية قراءة الكورال حسنت فهم القراءة لدى الطلاب فيالمدرسة هي الخمسة الأوائل بادانجسيدمبوان. أخيرا ، ألقت حداثة هذا البحث نظرة من المكان وطريقة تحليل البيانات.

الكلمات المفتاحية: *فهم المقروء، واستراتيجية قراءة الكورال.*

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ABSTRAK

Tujuan dalam penelitian ini adalah untuk menemukan sejauh mana peningkatan pemahaman membaca siswa kelas X SMA Negeri 5 Padangsidimpuan. Penelitian ini menggunakan penelitian tindakan kelas (PTK). Peneliti menggunakan dua siklus dan setiap siklus terdiri dari dua pertemuan belajar bahasa inggris. Ada 34 siswa sebagai peserta dan juga berkolaborasi dengan guru bahasa inggris. Peneliti bertujuan untuk mendeskripsikan peningkatan pemahaman membaca siswa dengan pengumpulan data melalui tes, observasi, dan interview. Pada penelitian ini, peneliti fokus pada aplikasi Choral Reading Strategy. Peneliti menemukan pada siklus 1 mean skor pemahaman membaca siswa 41.17 (2.9%). Itu menunjukkan bahwa siswa masih rendah kemampuan membacanya. Pada siklus 2, mean skor kemampuan pemahaman membaca siswa 65.29 (23.52%). Hal itu menunjukkan bahwa kemampuan membaca siswa meningkat. Jadi, berdasarkan penelitian tindakan kelas, dapat disimpulakn bahwa Choral Reading Strategy meningkatkan kemampuan pemahaman membaca siswa di SMA Negeri 5 Padangsidimpuan. Kebaharuan dari penelitian ini dilihat dari tempat, teknik dan cara pengambilan data yang berbeda.

Kata Kunci: *Pemahaman membaca, dan Choral Reading Strategy.*

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بسم الله الرحمن الرحيم

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can complete this thesis entitled "Improving Students` Reading Comprehension Through Choral Reading Strategy at Grade X SMA N 5 Padangsidimpuan". Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledge the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I realize that this thesis can not be considered perfect without some critiques and suggestions. Therefore, it is such a pleasure for me to let the readers read this. Finally, I did it.

Padangsidimpuan, 15 May 2024

Researcher

Indah Rizki Boru Suti
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is an essential activity that people do to increase their knowledge. By reading, people are able to look at a wide world and they will have a great understanding and make a new innovation to the knowledge. Reading habits can prove how the development of science and technology. As if that role, every single developed country around the world makes reading as one activity that never left by their life. It can be perceived from their cultures that usually for them to bring a book everywhere. In conclusion, humans can do such this activity to enhance and enrich their brain as a way to develop themselves and expand their knowledge.

Next, reading is considered as an important activity inasmuch as by reading people achieve a useful knowledge for increasing their intelligence. In order to, they already to face the struggles in the future. Reading can expand everybody's thought. It is a means to achieve diverse information that is recently served in reading materials. Moreover, a good reading will make people increasingly great on delivering the information and transforming the knowledge to the others.

Furthermore, reading is important not exception to students. For the specific one, this activity is used in English language that certainly increase people knowledges and performances in spoken English. Especially, the second learners who use English as their second language require reading skill to

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enhance and encourage their language. It can be perceived from how they come across to the newest knowledge through processing the ideas, messages, information, recognizing the unusual words, spelling the words, comprehending the sentences, and memorizing vocabularies. The conclusion is the more educators read, the more they obtain the knowledge and absorb the language. In order to, they will have a great understanding of the language.

In a classroom, reading always plays a significant role on building the knowledge for students. Moreover, in the first steps likely ice breaking, which reading is needed to enlarge students background knowledge before it next to the core competencies that related to their lessons. In one hand, the importance of reading is stated by Wiranda et.al that, "reading is a way of understanding a text".[1] By that simple explanation, reading skill is expected by the students to obtain and absorb more information, and ideas through that activity. Students are able to review and get extra understanding from the passage that will influence to their comprehension based on the text that they have read. Those kinds of functions from reading comprehension also certainly help the students to overcome their obstacles while learning English as their second language. Where they will have a good critical thinking that is useful for them.

Unfortunately, the ability every single student is different and reading is not applied well in the classroom. Students still face several problems which

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[1]Ramadhan Wiranda, Arya. Alvindi. Solin, *Develop Reading Skill*, ed. Emeliya Sukma Dara Damanik, 1st ed. (Solok: Yayasan Pendidikan Cendekia Muslim, 2023), https://books.google.co.id/books?id=_nLKEAAAQBAJ&pg=PA14&dq=reading&hl=id&newbks=1&newbks_redir=0&sa=X&ved=2ahUKEwiwjKHZ1IaCAxWg1jgGHZitBuYQuwV6BAgHEAk#v=onepage&q=reading&f=false p. 2.

make them feel extremely stressful while reading their book, they feel it because of the lack of understanding from unfamiliar vocabularies, even for the crucial one since the students' grammar and structure comprehensions in English are still low. Students do not know how to solve that basic problem until they can not even imagine how to read and catch the point from text exactly. Furthermore, in reality, students were stressful to understand their book because they are not able to read all books at the same time, and they have the skepticism that all of books is too bored to read. In order that, they have the lack of literacy that influences to their lack of reading comprehension.

Based on the preliminary interview that was conducted on September at SMA N 5 Padangsidimpuan. Researcher attempted to figure out several problems that students face while doing reading activity. Researcher went to one class and looked at the students, when they were learning in the class, they looked so bored and there was no any interest from the students who was needed to get the lessons by the teacher. At the same case, the researcher finally did the private interview with the English Teachers of SMA N 5 Padangsidimpuan.[2] The teachers said that the most commonly problems about low reading comprehension especially for X grade students where it could be seen from several sides such as students are not confident and afraid of making mistakes when read the text, the students less of misunderstanding about words, sentences,

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[2]*Private Interview,* Muhardi Koto. Teacher of SMA Negeri 5 Padangsidimpuan, (Jl. Melati No. 90, 30st 2023, at: 11. 26 WIB)

and tricky newest vocabularies, and teacher did not apply a specific strategy to teach reading comprehension.

First, the students are not confident and afraid of making mistakes while spending their time to read the text that was caused by their problem that never practicing it at home. *Second*, the students are about less of reading comprehension caused by misunderstanding the words, sentences, and complicated vocabularies. This may happen because students felt so stress while learning English. *Third*, the teacher did not use a specific strategy to teach students to focus on reading comprehension. Where one of a good way to teach students is to provided a suitable strategy to enhance their skills.

In the same hand, when researcher interviewed another teacher, researcher found the absolutely problems that commonly happened in X grade students. Moreover, the significant problems also related to the students' reading comprehension, where it is concluded by researcher that students were lack of vocabularies, analyzing the words, even the sentences. It was also empowered by another teacher, who emphasized that the students had no any interest for reading skill. Besides all, reading was difficult for some students because they had to read the texts and analyze word by word accordingly to the grammatical forms or structures in English. Students' grammar became the problem for students who exactly never understood how to read it.[3] In conclusion, both teachers explained the same cases.

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[3]*Private Interview,* Mrs. Roslina., Teacher of SMA Negeri 5 Padangsidimpuan, (Jl. Melati No. 90, 30st 2023, at: 10. 46 WIB)

However, students are difficult in reading activity, researcher also figured out some factors which influence students' reading comprehension. Internally, motivation and interest played an important role to comprehend the text. Externally, reading material, reading environment, and teaching strategies that conducted by a teacher in the class. Even though, teacher had implemented several strategies to enhance students' reading comprehension. All of them did not work anymore because teachers did not know well everything inside the strategies that suitable for students.

To avoid it, researcher may play one of strategy that will increase students' reading comprehension by reading activity. There are many kinds of strategy in reading comprehension: popcorn reading strategy, paired reading strategy, core reading strategy, including repeated reading as choral reading strategy. Finally, researcher decided to choose choral reading strategy as a strategy that researcher want to use in the classroom, this strategy was introduced by several experts, Wetherbee and Philo stated that, "repeated readings allow kids to increase confidence and improve comprehension".[4] Then, researcher had reflected on previously research that conducted by Marzuki and Nurhidayat stated that, the result from the research was conducted by them, they said that there was the effect from the use of Choral Reading Strategy at Accounting 1 Students of SMK Tortoli for pre-test that calculated 80, 69 while post-test

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[4]Katie Wetherbee and Jolene Philo, *Every Child Welcome: A Ministry Handbook for Including Kids with Special Needs* (Kregel Publications, 2015), https://books.google.co.id/books?id=jXKuCAAAQBAJ p.81.

improved up to 86,26 .[5] From this evidence, they believed that Choral Reading Strategy may be useful for students reading comprehension. in conclusion, researcher will use Choral Reading Strategy at Grade X SMA N 5 Padangsidimpuan.

B. The Identifications of the Problem

According to the background of the problem above, the researcher finds and summarizes several problems that take place in that school, they are:

1. Students are not confident and afraid of making mistakes while spending their time to read the text.

2. Students are about less of reading comprehension caused by misunderstanding the words, sentences, and complicated vocabularies.

3. The teacher did not use a specific strategy to teach students to focus on reading comprehension.

C. The Focus of the Problem

To make this study specifically, a researcher limits the problems that need to focus and pay attention more in one problem in order to, researcher can analyze several problems how to solve it as long as this study. Researcher focuses on solving students' problems by Choral Reading Strategy. Because this problem is extremely crucial as remembering that students will face so many problems and analytical processes in English by processing the data through reading activity specifically in reading comprehension. That is why, the most

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[5]Marzuki and Nurhidayat, "The Effect of Choral Reading Toward Students' Reading Comprehension of X Accounting Grade at SMK Negeri 1 Tortoli" 5, no. 2 (2018): 273–79, https://osf.io/t782g/download.

important one is to overcome and come across the solutions how to maximalize students' reading comprehension by Choral Reading Strategy which use some kinds from Choral Reading such as line around and unison style.

D. The Formulation of the Problem

Based on the focus of the problems above, the researcher formulates the problems of this research as follows: "To what extent is students' reading comprehension be improved by using Choral Reading Strategy at grade X SMA N 5 Padangsidimpuan?".

E. The Objective of the Research

From the formulation problems, the objective of this research is: To find out the result of Choral Reading Strategy whether it can improve students' reading comprehension at grade X SMA N 5 Padangisidmpuan.

F. The Significances of the Study

The result of this research is expected to give more information used to:

1. For teachers, they will use the great strategies, such as Choral Reading Strategy to improve their skill for teaching in a classroom.
2. for the students, they have a great chance to take an interesting lesson by implement Choral Reading Strategy.
3. For the researchers, researcher is willingness to ease the other researchers to get this title as a reference who has the same interest in this field.

G. The Definitions of Terminology

To avoid misunderstanding and misinterpreting between researcher and reader from the title of the problem, the researcher gave the definition of the problems from the background above. The definition as follows:

1. Improve is making the students' reading comprehension better than before.

2. Reading comprehension is the condition when the readers are able to understand the information from the text.

3. Choral Reading Strategy is one of reading comprehension strategy that conducted by all students to read the text loudly after the teacher read it.

H. The Indicators of the Action

Classroom action research is an approach where teachers systematically investigate and reflect on their own teaching practices to improve students learning outcomes. In this process, educators identify a specific issue or question related to teaching and learning, develop an action plan, implement changes in their classroom, and then assess the impact of those changes. Thy cyclic and reflective process allows teachers to be active participant in their own professional development.

Furthermore, the explanation of Classroom Action Research explained by Suprapty et. al state that, " Classroom Action Research (CAR) is self-reflexive research conducted collectively by students in social conditions to increase the reasoning and fairness of their educational and social practices, as well as their understanding of those practices and the situation where

these practices are carried out."[6] It means that Classroom Action Research (CAR) is a kind of research that is beneficial to implement and practice a number of strategies, methods, even techniques to increase and improve students' ability in any skills.

For the activities in this research. The researcher made the teaching program, lesson plan and also strategy to teach reading comprehension to the students. In this research, researcher collaborates with a teacher to become a team work who work together to solve the students' problem in increasing students' reading comprehension through choral reading strategy. In every cycle, researcher will give materials that regarding on reading comprehension skill such as, starting to figure out to the main idea, topic sentences, supporting sentences, and concluding sentences.

Actually, the indicator of choral reading strategy is done by a team. A team consist of more than 5 people. First, teacher read the text loudly in a class. Then, teacher orders every single team in the class to read the text alternately after having read the text. After all the team have read the text, teacher ask every team some question related to their comprehension from the text. Finally, the student's response and share their opinion from the text. Meanwhile, the researcher gives a reading comprehension test to know how far the students' reading comprehension increase by using choral reading strategy at grade X SMA N 5 Padangsidimpuan.

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[6]R. Suprapty et al., *Ragam Strategi Pembelajaran Di Masa Pandemic Covid-19* (Deepublish, 2021), https://books.google.co.id/books?id=0ENXEAAAQBAJ P.9.

I. The Outlines of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it consists of background of the problem, identifications of the problem, formulation of the problem, focus of the problem, purposes of the research, the significances of the problem, definition of the key terms and outline of the thesis.

In chapter two, it was consisted of theoretical descriptions, review of related findings, the frame of thinking, and hypothesis.

In chapter three, it was consisted of research methodology and in research methodology consists of research design, time and place of the research, the participants, the research cycle, the instrumentation, technique of data analysis.

In chapter four, it was the result of the research talking about the analysis of data. This chapter consist of description of data, the comparative result of action, influencing factors, discussion of the research findings, and the threats of the research.

In chapter five, consist of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Concept of Reading Comprehension

a. The Definitions of Reading

Reading is an activity that is called as the transformation ideas by the authors to the readers. According to Grabe and Yamashita, reading is the process of receiving and interpreting information encoded in language via the medium of print.[1] Harida added that, "Reading is the process of cognition, interpretation, and perception of written or printed material."[2] That sentence refers to the process of getting information which implemented by the readers after take a look to their reading activity where it can increase the analytical process on their brain to get the new information. At the same time, they are focusing to get the meaning of the text that they have read previously. It can be said, in reading the readers will have a good sense of activating their brain by cognitive strategies, get the interpretation and make several perceptions to what they have read as much as possible

In addition, Hill states that, "reading is a fluent process of readers combining information from a text and their own background knowledge

[1] W Grabe and J Yamashita, *Reading in a Second Language: Moving from Theory to Practice*, Cambridge Applied Linguistics (Cambridge University Press, 2022), https://books.google.co.id/books?id=JrXNzgEACAAJ p.14.

[2] Eka Sustri Harida, *Basic Reading For EFL University Student* (Merdeka Kreasi Group, 2021), https://books.google.co.id/books?id=wtRgEAAAQBAJ p.3.

to build meaning. The goal of reading is comprehension".[3] from that definition, it can be concluded that reading is the combination and transformation information from the readers' knowledge and what the writer wants to explain. In conclusion, reading is able to encourage readers' comprehension through the texts that they read.

Next, Smith on his book states that the word "reading" is properly employed for all manner of activities when we endeavor to make sense of circumstances; its original meaning was "interpretation."[4] It means that reading is a complex process involving a text, a reader, and the social-cultural context in which the reading occurs. Two perspectives are from the text and the reader. The reading process highlights the interaction between textual factors (for example, language, grammar, and grammatical structure) and those emphasizing the reader's significance. Through reading, readers will take so many information.

According to Warman the meaning of reading is one of the skills that the students should master in learning English in order to get information from the English materials.[5] Because of the beneficial from reading activity, it must be interested for students as remembering to the

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[3]Mc Graw Hill, *Practical English Language Teaching*, ed. David Nunan, *Language*, 1st ed., vol. 57 (New York: McGraw Hill Companies, 2003), https://www.academia.edu/34135090/Practical_English_Language_Teaching_pdf.

[4]Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Sixth Edition*, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Sixth Edition*, 2012, https://doi.org/10.4324/9780203142165 p.2.

[5]Liya Astarilla Dede Warman, "Improving Students' Reading Comprehension Through The Use of Reciprocal" 1, no. 2 (2015): 1–8, https://journal.upp.ac.id/index.php/JEE/article/view/437 p.1.

level of reading for every single student is different, reading still turns into the problem that needs to be solved by both teachers and students in a classroom. The significant conclusion that gotten lately is about students having no interest in reading activity especially for spending several minutes to read their optional text books in school.

The tendencies from students' habits caused by their personalities who do not realize the importance of reading skill to produce their thought critically, eventually it influences themselves about less of knowledges. The cultures of reading have never been implemented in every human's life. Therefore, the effect from modernization without filtering and looking at the good side will be the essential and general reasons why students are addicted to play their gadget for just doing nothing or talkless in some platform like social medias, it causes to their low comprehension in reading skill.

Next, Siregar et.al emphasize that, "reading is one of the most important language skills to be learned since reading is a window of knowledge."[6] Through reading, students will earn their knowledge because of reading is not only an activity that provided for students to be fluency, meanwhile it can be a good solution for them to encourage their critical thinking because of taking such new information and meaning based on the text. This really make sense with the definition from reading

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[6]Fitri Rayani Siregar et al., "The Implementation of REAP Strategy to Improve Students Reading Comprehension of Analytical Expositional Text in Digital Era," *KnE Social Sciences* 2023 (2023): 208–15, https://doi.org/10.18502/kss.v8i4.12901.

which is the transformation information from the writer and author in one hand deriving meaning from printed material.

In addition, Ayuba and Kadir state that, "reading is the most critical skill for the second language (L2) students in academic setting."[7] This is the same to the function from language where every single people can learn the language to add their additional information and knowledge, through reading, people will have the extend from their perspective, and increase their understanding. Thus, reading influence to the other skills in English such as speaking, listening, and writing. In a very simple way, reading also allows students to have imagination so students will have perspectives on their brain on scanning the text.

Even, Hasan et. al emphasize that reading was an extremely essentials skill for other-to-other skill in English. Starting from writing, listening, and speaking, three of them would become increasingly integrated with reading.[8] That is simply to understand that the significance of reading can integrate and merge all the skills that we need in English. Moreover, the application from implementing reading to all skills of course can be approved to enrich other skills.

Furthermore, reading is very important for students, because they have to instill as much as possible the knowledge into their brain. It is

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[7]Hasan Ayuba and Lince Kadir, "The Implementation of Choral Reading Method in Improving Student's Reading Fluency," *Journal of English Teaching and Linguistic Issues (JETLI)* 1, no. 2 (2022): 47–65, https://doi.org/10.57153/jetli.v1i2.75 p.48.
[8]Ayuba and Kadir p.47.

also emphasized by Lastari and Wijayatiningsih that," reading is an activity to improve students' knowledge and it helps students know and find new things.".[9] Reading impact to students' comprehension, especially for students who learn English language as their second language, it needs a hard process before welcoming themselves to be very criticism after reading, for the beginner level, they have to be familiar with reading activity. In one hand, reading influence to someone's brain and mind. Because reading is a simple activity that all students can easily do by students.

In order to conclude several explanations, researcher gets the point what exactly means by reading. Reading is one of a cognitive strategy which constructing readers analytical processes where it is transforming the idea from the author to the writer, in the same time, the writer tries to explain directly what exactly topic that it talks about on it writing. From this activity, readers are able to use their brain to analyze all the information from the book, and they also can comprehend it from each author who has given their opinions, and arguments according to what they have studied from previous sources.

b. The Importances of Reading

Reading is a complex skill in English which contained by psycholinguistics, in order to reading is successfully to access knowledge

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[9] Siti Lastari and Deni Wijayatiningsih, "Boosting Students' Reading Achievement Through Kahoot! And Choral Reading Strategy," *English Focus* 5, no. 2 (2022), https://doi.org/10.24905/efj.v5i2.120 p.138.

a world of the word. The useful from reading also concludes by the expert, Saddler whom he completely explained it on his book that reading was very important and the evidence from the importance of reading had been conducted for many students that became his subjects. Finally, the result proved from most of students said that reading was important. The importance of reading is about learning experiences, creating the new books, increasing the power of readers' brain and expressing feelings from what have been read before to create a good writing.[10] In order to, reading is important for students. Moreover, to build their critical thinking to have a good perspective on the way they learn.

The importance of reading has been on every single field, in the school, student is needed to provided several textbooks that related to the subjects on the school. According to Kilpatrick et. al reading is important because not all students have the same understanding portions from reading skill. There are several problems that regarding on reading disabilities that sometimes bother the activity in the class.[11] Added by Coulson states that, "reading helps in expanding our minds to learn new ideas and practical information for our lives. Reading is one primary way we learn in our education."[12] For the specific one, reading is very

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[10]Bruce Saddler, *Motivating Writers in Class: Theory and Interventions* (Taylor & Francis, 2023), https://books.google.co.id/books?id=IAy4EAAAQBAJ.

[11]David A Kilpatrick, Alan S Kaufman, and Nadeen L Kaufman, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, Essentials of Psychological Assessment (Wiley, 2015), https://books.google.co.id/books?id=D_jzBgAAAQBAJ p.2.

[12]Frank Coulson M, *Living More Than Ok: Spiraling up to Abundant Living* (AuthorHouse, 2013), https://books.google.co.id/books?id=ec3CAQAAQBAJ p.21.

essentials for developing the knowledge, without reading. People do not understand the science.

From several explanations above, researcher concludes the importance from reading is on many aspects, starting from increasing the new knowledge where students can be motivated to create the new literature that is functional to enlarge the science. Students on one hand try to be creative to create the books. For the essentials from reading. Reading ease students' brain on thinking regularly because having read many books. That is why, science without reading is impossible, because people will not know how to solve the problem inside the knowledge.

c. The Definition of Reading Comprehension

Reading is a vital one to improve English skill, reading can improve students' knowledge because in this section students will struggle to many sentences that will relate to their brain. Reading also influenced by reading comprehension which derived from how much students know about the passage or text that read by them. Since reading comprehension is important, researcher in this case, explains the meaning of reading comprehension.

Reading comprehension is an essential skill to understand the information which has been read. McNamara states that reading comprehension is the process of improving knowledge by do consideration to enrich a cognitive and behavioral act from someone to

have a simple-contextual minded.[13] In conclusion, reading comprehension is the constructions of information's and analytical processes from the text, identifying the words and sentences through reading which scan and translate it in order to get the interpretation from the text.

Furthermore, Anisah et.al stated that "reading comprehension is ability to understand the text. Reading comprehension is based skill to obtain further academic learning successes". [14] Through that explanation, reading comprehension examines readers to understand and comprehend based on recognition and transformation the text to the brain. In conclusion, the readers increased their insight.

Next, the meaning of reading comprehension will be explained by several researchers, Harida explains so far about reading, where she clarifies that reading refers to reading comprehension, she states that, "reading comprehension is a mental process in which the readers try to understand the meaning of the text by interpreting what has been read to find the idea given by the writers".[15] From that explanation, the

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[13]Danielle S McNamara, *Reading Comprehension Strategies*, 1st ed. (New York: Lawrence Erlbaum Associates, 2007), https://books.google.co.id/books/about/Reading_Comprehension_Strategies.html?id=Xj5HEdLGg -YC&redir_esc=y p.6.

[14]Nia Anisah, Fitri Rayani Siregar, and Ahmad Nizar Rangkuti, "Pre-Reading Activities On Reading Comprehension In Narrative Text Of Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru," *International ...*, 2021, 55–65, http://jurnal.iain-padangsidimpuan.ac.id/index.php/ioctbi/article/view/5246 p.56.

[15]Eka Eka Sustri Harida, *Basic Reading for EFL University Students*, 1st ed. (medan: CV. Merdeka Kreasi Group, 2021), https://books.google.co.id/books?id=wtRgEAAAQBAJ&pg=PR4&dq=eka+sustri+harida&hl=id&

conclusion of reading comprehension is a condition from readers try to get the meaning what they have read, which make the reader focus on the contextual meaning from the text, in this condition, readers attempt to enter the knowledge and increase their brain to process information. So, readers are not only focusing on their fluency while reading, but also comprehending the text from such aspects, understanding the words, meanings, main ideas and detail information from it.

In one hand, Warman stated that reading comprehension was an indirectly communication between author's written and the background knowledge from the readers.[16] Previous information that researcher takes, reading comprehension explained by both author is the interaction between the reader and the author which in this condition, author is trying to inform and communicate with the reader indirectly. it can be said that, author is conveying the information from the contextual side. Immediately, a reader will take and catch it, in order to in this case, a reader attempts to enrich their knowledge by implementing and observing the text. In conclusion, reading comprehension is an ability that reader has to transforming the message to their brain easily.

Furthermore, the other researchers conclude the meaning of reading comprehension so far about what exactly means by reading

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newbks=1&newbks_redir=0&sa=X&ved=2ahUKEwj3xO3Kk7aCAxUqzDgGHYUTGCcQ6AF6 BAgHEAI p.6.

[16]Warman, "Improving Students' Reading Comprehension Through The Use of Reciprocal" p.3.

comprehension. Nurhamidah et. al state that, "reading comprehension is the ability of readers to understand a printed material or written text to getting meaning from the writer."[17]   The conclusion from reading comprehension still same where reading comprehension involve the indirectly communication and interaction between the reader and author to get the information regarding to the text.

Moreover, comprehension is needed by the readers to encourage their knowledge. Marzuki and Nurhidayat state that, "in reading skill, comprehension is one of important skill to connect reading with the material. Comprehension is the main purpose of reading process, without reading comprehension the writer does not know what is the purpose of the text."[18] In one hand, if the reader is able to get the information from what kind of text, passage even the story it read. The Reader is also able to criticize and carefully looking at grammatical form on the text, since the sensory of it brain, reader has a good sensory to find the mistake even the wrong grammatical form on the variations and categories from the words, sentences, even the paragraphs. Reading comprehension also highlights readers' critical thinking being carefully on scanning the texts. In that way, reading comprehension emphasizes the readers' significance

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[17]Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustri Harida, "The Analysis of Teacher' Strategies in Teaching Reading Comprehension at SMA N 2 Padang Bolak," *Jurnal, Tazkir Sosial, Penelitian Ilmu-Ilmu Padangsidimpuan, Iain* 04, no. 2 (2018): 299–312, https://www.academia.edu/60094420/The_Analysis_of_Teachers_Strategies_in_Teaching_Reading_Comprehension_at_Sman_2_Padang_Bolak p.303.

[18]Marzuki and Nurhidayat, "The Effect of Choral Reading Toward Students' Reading Comprehension of X Accounting Grade at SMK Negeri 1 Tortoli" p.274.

and readers' receptive skill. In asmuch as, reader will accept the information by their assumptions and the author successfully transforms the information.

In conclusion, researcher concludes the meaning from reading comprehension is a skill from readers to find the information from the passage where readers can catch the information well from what writer want to inform systematically. Reading comprehension can be significantly said as the way of readers understand from what they read. In order that, they can save that on their memory to comprehend every word inside the passage, paragraph, even the text.

d. The Factors in Reading Comprehension

There are five factors that state by Clark et. al on their book which influence the students' score in reading comprehension.[19] and all of the points will explain as follows:

1. Language skill

Language skill can be derived into four areas phonology (the sounds of the words), semantic (the meaning of the words). Grammar (structure of words and sentences) and pragmatics (the social use of language).

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[19]Paula J. Clarke et al., *Developing Reading Comprehension*, Educacion (E-Libro--2014/09) (Wiley, 2013), https://books.google.co.id/books?id=lUSBAAAAQBAJ.

2. Understanding the meaning of words

Students' understanding of individual word meaning is closely related to their ability to understand connected text. Understanding word meaning is often measured by students' ability to define vocabulary items. For the specific, students are able to have a great understanding from the texts.

3. Working memory

Working memory refers to the ability to hold information in mind while simultaneously performing other attention demanding activities. Working memory processes may be important for text comprehension, because reading involves holding information in mind about what just been read while continuing to decode upcoming word and to integrate this new information with what has gone before.

4. Working with text

The ability to draw an inference and thereby link pieces of information together in a text is critical to successful reading comprehension. Students must not only integrate information in a piece of text but they also use their knowledge of words to support understanding.

5. Environmental influences

Motivation and enjoyment are key influences on the development of reading comprehension skills. Motivation to read can be linked to a

number of environmental influences including teaching methods, reading at home and exposure a range of books. In reading comprehension there are some factors that increasing the language, understanding the meaning of words, working memory, working with text, and environmental influence.

Based on the previous explanations from the expert about the factor in reading comprehension. Researcher indicates all factors important to know as language skills that needed to communicate from the textual contexts and verbal contexts. Working memory, understanding a context from text, working with the texts are example from the factors of reading is extremely large for readers especially for students. Moreover, by having reading comprehension, people capable on having the analytical to think well that generally useful for environmental.

e. The Elements in Reading Comprehension

Reading as the one of skills in English surely has the element of it. King and Stanley in Nurdiana state there are some components in reading comprehension, they are concluded on points below:

1) Finding Factual Information.

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

2) Finding Main Idea.

   Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

3) Finding The Meaning of Vocabulary.

   It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read

4) Identifying Reference.

   Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5) Making Inference.

   Inference is a skill where the reader has to be able to read between the lines.[20]

   The conclusion from those that reading comprehension has lots of components which are possible to indicate it. Where finding the information, main idea, the meaning of vocabulary, identifying reference, and making inference. All of them influence readers' reading

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[20]Rizki Amelia Nurdiana, *Interpretive Reading*, 2008, https://repository.uin-suska.ac.id/49373/ p.9.

comprehension. when the readers do not understand how to get the information from reading, it can be said, their reading level like this reading comprehension still low. Because of that, readers need to learn and have all those components.

f. The materials of Reading Comprehension

The material for improving students reading comprehension is from students' book in SMA that is focus on recently curriculum called "*Kurikulum Merdeka*". Learners will have the materials under every single different chapter which contained the material using for learning English especially English Reading Comprehension. In every material. They deal with "reading activity" and all the skills in English. In order to, researcher capable of using students' textbook as the way to teach reading comprehension.

Source: English Teacher's Textbook for SMA, MA, SMK grade X [21]

3. The Concept of Choral Reading Strategy

a. The Definitions of Choral Reading Strategy

Reading in unison is as one of a good strategy for students. Reading unison can be conducted by several times of repetition and aloud. The use of choral reading strategy can be used to students which is extremely essential for them. According to Strikland et. al choral reading was reading aloud in unison. It was enabling readers to hear fluent reading, and allows them to participate without feeling self-

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[21]Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris Work in Progress*, ed. Czarina Gemzon Espiritu, 1st ed. (Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

conscious about making mistakes.[22] In conclusion, choral reading helps students who have anxiety while reading alone.

Furthermore, the explanation from choral reading strategy is also added by Fisher et.al that, "choral reading is on the performance and expression used to accurately convey the meaning of the text. The teacher is the first to read the text aloud, so students can focus first on meaning. Only Then are children invited to join in the choral reading".[23] Next, added by Bright that, "choral reading is a simple strategy: students read a text aloud in unison. It does not have to be memorized or a performance."[24] It means, here is like the same opportunity for all students to read the passage together in unison, students affectively read the texts after teachers give them the instruction to read it.

Next, Willis state, "choral reading gives students the experience of reading aloud with-out the stress of reading alone."[25] Even the beneficial of choral reading strategy also emphasize by Furman that choral reading was important to help students to enhance their knowledge, in order to students were able both fluency and

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[22]Dorothy S Strickland, Kathy Ganske, and Joanne K Monroe, *Supporting Struggling Readers and Writers: Strategies for Classroom Intervention, 3-6* (Stenhouse Publishers, 2002), https://books.google.co.id/books?id=gKz4TgdWLssC p.124.

[23]Doughlas Fisher, Nancy Frey, and Diane Lapp, *Teaching Reading: A Playbook for Developing Skilled Readers Through Word Recognition and Language Comprehension*, Corwin Literacy (SAGE Publications, 2022), https://books.google.co.id/books?id=4xx-EAAAQBAJ.

[24]Robin Bright, *Sometimes Reading Is Hard: Using Decoding, Vocabulary, and Comprehension Strategies to Inspire Fluent, Passionate, Lifelong Readers* (Pembroke, 2021), https://books.google.co.id/books?id=YvpTEAAAQBAJ p.78.

[25]Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* (Association for Supervision and Curriculum Development, 2008), https://books.google.co.id/books?id=Yxx3AWyGgBIC p.59.

comprehension.[26] Finally, the use of choral reading functions to help the students to understand the text without worrying because of some unfluent sound or pronunciation mistaken by reading.

Mentioned by Mendaros that, "choral reading is when a whole class or group of students reads aloud in unison. Because learners are reading aloud together, this aids in developing fluency, self-confidence, and motivation".[27] Added by Vaughn and Thompson said that choral reading strategy is a strategy of reading text by some students together.[28] It means that by using choral reading strategy in classroom, it can be a solution for some students to read aloud without having any discourage because of wrong pronunciation or feel anxiety and choral reading enters the educated-way which in this case every single student will have the same chance to read the text slowly because of reading unison in order to students will identify the text one by one, and each word while read the text.

According to Paige, "WCCR (Whole Class Choral Reading) is a classroom strategy in which all students to become familiar with new vocabulary and students read aloud from the same text in unison with

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[26]L Robert Furman, *Engaging Young Readers: Practical Tools and Strategies to Reach All Learners* (International Society for Technology in Education, 2022), https://books.google.co.id/books?id=2GOFEAAAQBAJ p.52.

[27]Sionel Mendaros, "Choral Reading for Improving Oral Literacy in the English Classroom," *International Journal of English Language Studies* 4, no. 2 (2022): 01–12, https://doi.org/10.32996/ijels.2022.4.2.1 p.5.

[28]Sharon Vaughn and Sylvia Linan-Thompson, *Research-Based Methods of Reading Instruction, Grades K-3* (ASCD, 2004), https://books.google.co.id/books?id=VI_gEAAAQBAJ p.135.

develop background knowledge. This the teacher, who models accurate pronunciation, means that when instruction begins on a new unit appropriate reading rate, and prosody (expression)."[29] The aims from this activity are such to get the reading comprehension and fluency. Since, this is as the main strategy in English language for students as the second learners, it is useful for them to practice their reading.

According to Rainski on Khasawneh and Fallatah states that choral reading strategy is a chance by students to read the text together and pay attention to see the text.[30] In conclusion, choral reading strategy is about reading activity within merging all students' voices in the class to make sure that every single student read the text and being seriously understand the text that they read together.

Finally, it can be concluded that choral reading strategy is the strategy which all students read aloud together in unison after the teacher read the text loudly. Choral reading strategy attempt to make all students read the texts together to help them who have anxiety while reading alone. This kind of reading strategy is suitable for students who want to build their understanding slowly by reading loudly in unison.

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[29]David D Paige, "'That Sounded Good!': Using Whole-Class Choral Reading to Improve Fluency," no. March 2011 (2015), https://doi.org/10.1598/RT.64.6.5 p.435.

[30]Najwa Ahmad Saleem Khasawneh and Ruqayyah Hussain Mohammad Fallatah, "The Effectiveness Of A Proposed Strategy Based On Repeated And Choral Reading In Developing The Reading Fluency Skills Of Primary School Students," *Journal of Positive School Psychology* 6, no. 6 (2022): 1394–1404, http://journalppw.com p.1936.

b. The Types of Choral Reading Strategy

Several types of Choral Reading strategy mentioned by Aldi et.al, it can be seen on the points below:

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 revers to a method where groups of voices are added to or subtracted from the choral reading. Depending on the message or the meaning communicated by the selection.

5. Solo lines are 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.[31]

Based on all types from choral reading, researcher decides to choose the second kinds of choral reading strategy, it is unison, in this part, all the students need to read the sentences together loudly alternately

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[31]Andi Aldi et al., "The Influence of Using Choral Reading Technique To the Eleventh Grade Students' Reading Mastery At Sma Negeri 1Kasimbar," *Datokarama English Education Journal* 2, no. 2 (2021): 90–103, https://doi.org/10.24239/dee.v2i2.42 p.96.

for every single group. That is why all students can read it together without worrying read it alone. Because, it can be answered the problems from students who had anxiety while read the text.

c. The Values from Choral Reading Strategy

There will be some values that is gotten from using Choral Reading strategy in a classroom. Sue and Clayton conclude there are three values which is obtained from using Choral Reading Strategy, beginning from personal values, social values, and finally to psychological values.[32] For the specific, the researcher will explain it as much as possible according to it comprehension from the previous researcher. It can be divided into these points:

1. Personal Values

    Choral Reading Strategy will increase students' achievement than reading individual, and they will become more actively in a classroom because they are not only listening to the book who is read by the teacher but also improving their capability being an active student.

2. Social Values

    Which is included all students in learning English together in unison will add an additional social values skill on themselves. At least students will run their voice out by this strategy.

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[32]Candace Sue and Line Clayton, "Choral Reading : A Strategy to Enhance Fluency and Comprehension Ohio," 1993 p.11.

3. Psychological Values

Students are not confused since choral reading strategy is not forcing themselves to read individually, meanwhile they read the text together without having any bad emotions under the pressure from the teacher and their friends for making any mistakes. In order that, at the same time, students are confident to read aloud.

In conclusions, choral reading influences three aspects of human, starting from personal values, social values, even the special one called as psychological values. Personal values to help students learn actively and turn in an active student in class. Whereas the social values taken from reading together because every group in the class will try to give their best while teacher give them the chance to read. Meanwhile, psychology values here when students are confident to read. This is why, choral reading has many values for students.

d. The Advantages and Disadvantages of Choral Reading Strategy

Choral reading strategy helps students a lot, regarding to Nasution et. al conclude that there are the advantages of Choral Reading Strategy:

1. Help students learn to decode

2. Develop effective and fluent reading skills

3. Improve vocabulary

4. Helping students learn to say new words by hearing others read aloud at the same time

5. Helping students understand rhythm, meters, patterns, rhymes and characters;

6. Demonstrates the importance of oral traditions.[33]

From all points above, taken the conclusion from the advantages of choral reading strategy is to enlarge students' skill, and how the way they think about all materials they read. Even, the use of choral reading can be described as the way to know well of rhythm, characters, and soon. The best part of reading by choral reading is to have the new vocabularies where it is great for students.

The weakness from choral reading strategy:

1. The teacher cannot observe students one by one.

   When students read aloud together, they are not examined by the teacher at all. This caused by the steps and the practices of this strategy is not for knowing students one by one.

2. Nobody really knows if students make reading mistakes.

   People do not know whether someone else in doing such this practice do mistakes, whatever students read, they have tried their ability while doing at, and if there will be many mistakes. Students are not expected to be perfect. Furthermore, students need to practice more to be better.

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[33]Sarah Nasution, Mierna Zulkarnain, and Suhariyanti Suhariyanti, "An Aplication of Choral Reading Strategy in English Language Lessons in Economic Text to Increasing Reading Skills for the Student Grade XI State Vocational School 2 Medan," *Dharmawangsa: International Journal of the Social Sciences, Education and Humanitis* 1, no. 3 (2020): 1–11, https://doi.org/10.46576/ijsseh.v1i3.817 p.99.

Besides choral reading strategy helps students more, but there are some weaknesses from using choral reading strategy in a classroom. For example, a teacher never knows students who do not read the texts. finally, it does not work anymore for lazy students. Teacher also do not know whom is making mistakes while this reading activity implemented. in conclusion, teachers need to recognize it students' voice.

e. The Procedures of Choral Reading Strategy

Choral reading is a strategy that can be related to many researchers. This kind of reading strategy had been popular for many researchers entire the world. One of way to practice choral reading strategy introduced by Vaughn and Thompson [34]where he divided from several procedure below:

1. The teacher or model reader previews a passage for students

2. They all make predictions about what the passage aloud-first by herself.

3. Then with the students to take the lead reading the passage aloud.

4. During that exercise, students should read as quickly as possible as a group without speed-reading

5. If there is time available, the teacher should select parts of students to read the passage again.

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[34]Vaughn and Linan-Thompson, *Research-Based Methods of Reading Instruction, Grades K-3* p.52.

The other procedures of choral reading strategy were implemented by Bright.[35] The following procedures are below:

1. How to begin, means teacher chooses a text that students must read.

2. Visibility, students need to be able to see the text for choral reading whether you project in onto a screen, show a piece of chart paper, share it through a video, or provide each student with a copy of the text.

3. Teacher models reading, read the text aloud first, tracking words and model reading the text fluently.

   a) Read in a normal, relaxed tone of voice.

   b) Read clearly and slowly

   c) Pause where punctuation requires it

   d) Emphasize the rhythms and sounds of specific words in the text.

4. Prepare Vocabulary, make a list of vocabulary that students might find challenging in the text. Include words that are hard to pronounce, as well as words that may be unfamiliar. You might review these words with students using the whiteboard or chart paper.

5. Extensions. The choral reading can end there, or it can be extended in a variety of ways. Here are three extension possibilities:

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[35]Bright, *Sometimes Reading Is Hard: Using Decoding, Vocabulary, and Comprehension Strategies to Inspire Fluent, Passionate, Lifelong Readers* p.79.

a) Concurrent choral reading: Divide the class into small groups of students who continue to choral read the text as a group, adding in movement or gestures if they wish. They can put their own spin on the reading and then share it with the whole class.

b) Back and forth choral reading. Divide students into groups. One group reads a section and then the other continues. The reading continues in a back-and-forth manner from beginning to end.

c) Echo choral reading, teacher does as the model first, then the students try to follow the teacher based on speed, expression, and phrasing, or with the particular expression.

Based on the previous procedures above, the researcher chooses Vaugn and Thompson style to teach students' reading comprehension and collaborate it with the Bright style where at the middle of the action, researcher as the teacher will ask some questions about their comprehension through their vocabularies and other things such as information needed from the text.

B. Related Studies

Related to this research, there are several research that had been doing by the other researchers. The first is Abdullah, the research aimed to find out the improvement of students' reading comprehension in terms of finding main idea and identify supporting idea at the students of SMPN 3 Sungguminasa

2020/2021 academic year.[36] This research used A Classroom Action Research that consisted two cycles. There was better increase of gain by students at the end of action in second cycle. In D-test the students' mean score was 57.5, cycle I was 67.375 and cycle II was 81.25. Based on the result of the analysis, it was concluded that the students' improvement on literal comprehension in term of finding main idea and identifying supporting idea using choral reading method at the seven grade students of SMPN 3 Sungguminasa were improved.

The second, Ningsih found that choral reading strategy could increase students' ability in reading comprehension. In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The population of this research was the tenth-grade students at SMAN 1 Bangunrejo Central Lampung. From the data analysis computed by using SPSS, it was obtained that Sig = 0.00 and α = 0.05. It means Ha is accepted because Sig < α = 0.05. In other words, from this research, it was known that choral reading influences the students' reading comprehension on descriptive text. So, there was influence of using choral reading towards students' reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 1 Bangunrejo Central Lampung.[37]

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[36]Fitha Resky Andaresta Abdullah, "Improving Students' Reading Comprehension By Using Choral Reading Method" (2022), http://e-theses.iaincurup.ac.id/4848/1/SKRIPSI SRI WAHYUNI.pdf.

[37]Hasri Wahyu Ningsih, "The Influence of Using Choral Reading Towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Tenth Grade at SMAN 1 Bangunrejo Central Lampung in The Academic Year of 2017/2018," 2018, http://repository.radenintan.ac.id/3111/.

Next, according to Sulung et all. They were conducted some research about the effect choral reading strategy on teaching students' reading comprehension. This research used experimental research. Then, the findings of this study suggested that students who employ the choral reading approach get higher reading comprehension scores than those who do not.[38]

Furthermore, Nasution et.al also used Choral Reading Strategy to increasing students' reading skill.[39] They said that there was the significant increasing from students' achievement from only 15 students who completed the result numbered 50,00%. Then, it increased in the second cycle where the total number of students who completed are 24 students from 30 students or 80,00%. It means that choral reading strategy is very effective to the students.

The last, coming from Lestari, Choral Reading Method is one of the methods that can help the students to comprehend the text easily to get the students' score the researcher used written test in essay form. It aimed to find out whether by using Choral Reading Method could influence the students' reading comprehension ability.[40] This research involved students with given pre-test, treatment and post-test. The researcher used Chi-square and T-test formula to analyze the data. Finally, the data indicated "X2 observed" = 10,88

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[38]Yohanis Yafet Sulung, Noldy Palengkahu, and Ignatius Javier Tuerah, "The Effect of Choral Reading Strategy on Teaching Students Reading Comprehension," *SoCul: International Journal of Research in Social Cultural Issues* 1, no. 01 (2022): 21–29, https://doi.org/10.53682/soculijrccsscli.v1i01.1696.

[39]Nasution, Zulkarnain, and Suhariyanti, "An Aplication of Choral Reading Strategy in English Language Lessons in Economic Text to Increasing Reading Skills for the Student Grade XI State Vocational School 2 Medan" p.196.

[40]Mugi Indah Lestari, "The Influence of Choral Reading Method Toward Students' Reading Comprehension Ability at The Seventh Grade of SMPN 3 Batanghari," 2017, https://repository.metrouniv.ac.id/id/eprint/2195/1/MUGI INDAH LESTARI - 13107727.pdf.

was higher than "X2 table" = 5,991 (5%), and 9,210 (1%) that observed = 15,820 was higher than table = 1.729 (5%), and 2.860 (1%). It means that Choral Reading Method can influence toward students' reading comprehension ability at the seventh grade of SMPN 3 Batanghari.

Regarding to previous research, the researcher tries to come across students reading comprehension through choral reading strategy. In one hand, all of them have the same conclusion, even though they have the different method of the research, subject, result and technique of the data analysis. In this research, the researcher has a goal to improve students' reading comprehension through choral reading strategy at the tenth grade SMA N 5 Padangsidimpuan.

C. Framework of Thinking

Reading is an essential skill in English because it can integrate all skills in English. Starting from speaking, listening and writing. Since, students need more review in book to take and achieve the information and messages, reading is learned by the students to achieve the knowledge. Meanwhile, researcher had found several troubles that occurred in SMA N 5 Padangsidimpuan, where students over there still have a bad reading comprehension inasmuch as lack of literacy. Here is the way for the researcher to find out several solutions to overcome such these problems. The researcher used choral reading strategy to improve students' reading comprehension, because choral reading strategy has many values that will help students of course to build their knowledge.

In this research, the researcher would have used test as an instrument test. The researcher gave it to X students at SMA N 5 Padangsidimpuan as the participant in this research, this research was conducted by using Classroom Action Research (CAR). The Cycle of this research was divided into two cycles. Each cycle consisted of two meetings. If there were some problems that happened while doing the first cycle. The researcher would try it again with the same cycle accordingly until it was resolved. The researcher did this researcher according to the framework of thinking below:

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                        ┌─────────────┐
                        │  Problems   │
                        └─────────────┘

   ┌────────────────────────────────────────────────────┐
   │  1. Students are not confident and afraid of        │
   │     making mistake while spendig their time to read │
   │  2. Students are about less of reading comprehension│
   │     cause by misunderstanding the words, sentences, │
   │     and complicated vocabularies.                   │
   │  3. The teacher did not use a specific strategy to  │
   │     teach students to focus on reading comprehension│
   └────────────────────────────────────────────────────┘

   ┌──────────┐      ┌──────────┐      ┌──────────┐
   │ Strategy │ ──►  │ Cycle 1  │ ──►  │ Cycle 2  │
   └──────────┘      └──────────┘      └──────────┘
   ┌──────────┐      ┌──────────┐      ┌──────────┐
   │ Choral   │      │1. Planning│     │1. Planning│
   │ Reading  │      │2. Acting  │     │2. Acting  │
   │ strategy │      │3. Observing│    │3. Observing│
   │          │      │4. Reflecting│   │4. Reflecting│
   └──────────┘      └──────────┘      └──────────┘
                                            │
                                            ▼
                                    ┌──────────────┐
                                    │Students reading│
                                    │achievement is │
                                    │  improved     │
                                    └──────────────┘
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Figure 2.1: The Framework of Thinking of Classroom Action Research

D. Hypothesis of Action

Depend on the theoretical framework above, and the expectation from this research is about from hypothesis. The hypothesis from this research is "there is the improvement of students' reading comprehension through choral reading strategy at X grade SMA N 5 Padangsidimpuan".

CHAPTER III

METODOLOGY OF THE RESEARCH

A. The Time and the Place of the Research

This research would have been conducted at SMA N 5 Padangsidimpuan. The school is located on Melati No. 90 Street, kel. Ujung Padang. Padangsidimpuan city. This research had conducted from 29th September 2023 until 7th May 2024.

B. The Research Design

The researcher decided to use Classroom Action Research (CAR). CAR was a method that functions to take the additional information about the improvement from something that implemented in a classroom, it could be from the methods, strategies, even the techniques which implemented to students inside the class. The aimed of this research was to find out the possible reason that choral reading strategy influence and improve students' reading comprehension.
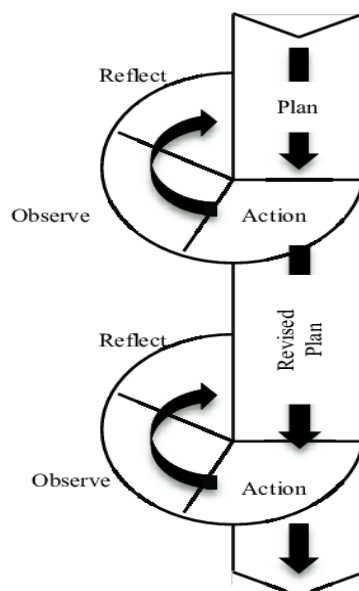
Figure 3.1: Kemmis and Taggart Spiral Model Action Research[1]

a. Planning

Planning is an arrangement for doing something considered in advanced. It is purposed for the teacher as a handbook which is used in classroom to do how the action does. Some of the activities in this planning started from identification of the problem. Next, formulations of problem and the analysis of is caused problem. the last is the action/ solution/intervention.

b. Action

An action is the process of doing the activity, such as applying the strategy or the methods to the classroom and in this case the researcher needed to be flexible in changing the situation in the classroom. Knowing how to control and to manage the class. Teacher can also prepare several things to start the lesson well by using a good

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[1]Husna Farhana, Awiria, and Nurul Muttaqien, *Penelitian Tindakan Kelas*, n.d. p.29.

preparation and use the strategy to make sure that students understand as much as possible to the lesson.

c. Observation.

Observations purposes to find out the information about students' problems, and several circumstances in a place for doing the research. In this observation, researcher had collected the data and systematically think how to manage the classroom. Observation is also important to take the strategy in the classroom while doing the research.

d. Reflection

At this point, the researcher reflects on evaluate, and conclude the result from the research. Reflection means as a feedback process from the action, how is the action implemented, reflection is also to help the teacher to make the decision on teaching English in the classroom. Finally, teacher saw this strategy that is important for both teacher and students.

C. The Research Subject

The Participants in this research were the students at grade X-1 SMA N 5 Padangsidimpuan where the total numbers of subject are 34 students consisting of 18 females and 16 males, and the teacher served as the collaborator with the researcher. The researcher choosed the subject in X-1 because the researcher found some problems of reading comprehension in the class that indicated students' reading comprehension still low.

D. The instruments of Data Collection

In this research, there were three instruments used in collecting data, interview, observation, and test as follows:

1. **Interview**

This interview was done by several quiries that related to this study such as students' reading comprehension in the class. The interview had been mentioned below:

a. The students' problem in reading comprehension

b. The students' problem to find the main idea.

c. The students' problem to find out the topic sentences

d. The students' problem to find out the supporting sentences

e. The students' problem in concluding sentence from the text

f. The students' feeling while read the text alone

g. The students less of interest and motivation in reading

h. The students' punctuations while reading the text.

Researcher also interviewed about students' problem in the class such as:

a. Why the students do not focus in the class

b. Why the students sleep in the class

c. Why the students come late in the class

d. Why the students do not conduct the task instruction in the class

e. Why the students are lazy in the class

f. Why the students are noisy in the class

g. Why the students are not motivated to learn.

2. Observation

The observation for this research which researchers attempted to identify how the students' problems in reading that need to cope. In this part, the researcher did such observation through several things that happened in a classroom. Those points were delivered below:

a. Students' fluency in reading the text

b. Students' problem while reading such as punctuations.

c. Students'reading comprehension through the text

d. Students who can get the main idea from the text

e. Students who can find out the topic sentence from the text

f. Students who can identify the supporting sentences from the text

g. Students who can completely explain the conclusion from the text

The students' problems in the classroom also observed according to these points:

a. Students who are silent while reading

b. Students who do not collaborate with their team

c. Students who go and out of the classroom

d. Students who are active in the class

e. Students who are noisy in the class

3. Test

Researcher used a test for students'reading comprehension. There were three categories of questions that used by researcher, beginning from 10 multiple choices, 5 true false, and 5 short answer questions. The test

appropriate to reading comprehension test from Doughlas' book.[2] Every

cycle in this study would be conducted for 20 questions.

Table 3.1 The Indicator of the Test in Cycle 1

No.	Indicator of Reading Comprehension Assessment	Items	Number of Items	Form Test	Score	Total Score
1.	Identify the character, place and time	5	1,2,3,4,5	Multiple choices	5	25
2.	Identify main idea and information from the text	5	6,7,8,9,10	Multiple choices	5	25
3.	The students are able to reexplain the important message and information from the text	5	1,2,3,4,5	Short Answer Task/Essay	5	25
4.	The students are able to comprehend the correct and incorrect information based on the text.	5	1,2,3,4,5	True False	5	25

Then, the Indicator of the test in cycle 2 were delivered by following

table:

Table 3.2 The Indicator of the Test in Cycle 2

No.	Indicator of Reading Comprehension Assessment	Items	Number of Items	Form Test	Score	Total Score
1.	Identify the	5		Multiple	5	25

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[2]Brown Douglas H, *Language Assesment Principles and Classroom Practices* (New York: Library of congress cataloging-in-publication datan, 2004), https://www.academia.edu/26575645/H_Douglas_Brown_Language_Assessment_Principles_and_Classroom_Practice p.191.

No.	Indicator of Reading Comprehension Assessment	Items	Number of Items	Form Test	Score	Total Score
	character, place and time		6,7,8,9,10	choices		
2.	Identify main idea and information from the text	5	1,2,3,4,5	Multiple choices	5	25
3.	The students are able to reexplain the important message and information from the text	5	1,2,3,4,5	Short Answer Task/Essay	5	25
4.	The students are able to comprehend the correct and incorrect information based on the text.	5	1,2,3,4,5	True False	5	25

E. The Procedures of the Research

The procedures of data collection for this study were conducted for four meeting. Researcher will explain the procedures in this research:

1. Cycle: 1

a. First Meeting

1) Planning that has been done in this stage are as follow:

   a) Researcher makes a lesson plan

   b) Researcher determines the lesson material which is about topic from the textbook.

   c) Researcher prepares the lesson materials that topic is about "great athletes".

d) Researcher prepares text for students contain about the topic entitled "Christiano Ronaldo"

2) Action

a) Researcher as a co-teacher introduces itself

b) Researcher applies lesson plan in the classroom

c) Researcher explains simply about Choral Reading Strategy and applies as the recognition for the first time to students as the first thing before learning.

d) Researcher reads the text first

e) Researcher inquires the students to read the text together loudly

f) Researcher divides group of students into 4 or 5 groups

g) Researcher instructs every single group alternately read the passage after teacher read it

h) Researcher asks the students some questions related to the text.

3) Observation

a) Teacher observes the condition and situation of teaching-learning activity

b) Teacher observes the student's weakness while reading the text together.

c) Teacher observes the execution of Choral Reading Strategy by researcher

d) Teacher observes the problem in process learning to the researcher and

4) Reflection

In this step, the researcher reflects some things, such as:

a) Reflecting the evaluation of teaching-learning process

b) Reflecting what have been conducted in the first cycle at the first meeting.

c) Making any decision with co-teacher for the next meeting

d) Clarifying the main problems in the activity whether in the case of students and teachers.

b. Second Meeting

1) Planning that has been done in this stage are as follow:

a) Arranging schedule classroom action research based on the previous meeting

b) Providing the other new materials and development in teaching according to choral reading strategy that topic is about "great athletes".

c) Preparing text for students contain about the topic entitled "Christiano Ronaldo"

d) Starting the lessons by praying together.

e) Checking the attendance list of students in the class.

2) Action

a) Researcher uses choral reading strategy to teach students about reading comprehension

b) Researcher for the first time asks some questions about last

material to take their background knowledge back.

c) Researcher prepared the same text and ask the students about the point of information based on the text.

d) Researcher calls the chief of every team in the first meeting that have been divided to come to the front.

e) Researcher has provided the other small paper fulfilled one paragraph that different each other

f) Next, Researcher asks all students to write down it on their book.

g) Researcher asks all the students in each group to read the text loudly after the leader from each team to read the text loudly.

h) At the end of it, Researcher ask some questions related to the text.

3) Observation

a) Teacher observes the students' problems and situations in the class, how do students act at the moment explaining the lesson.

b) Teacher observes the use of Choral reading at all the aspects, starting from students' reading comprehension based on their understanding on the text.

c) Teacher observes the student's weakness and their struggle while doing it

4) Reflection

In this step, the researcher reflects some things, such as:

a) Reflecting the students' assessment about their comprehension.

b) Reflecting about students' score based on the test provided by the

teacher

c) Making any different way to teach student and arranging the application from choral reading strategy in the class.

II. Cycle: 2

c. Third Meeting

1) Planning that has been done in this stage are as follow:

a) Arranging the new lesson plan for a new chapter entitled "Sport Events"

b) Starting to use the newest lesson plan for students' activity in the class.

c) Providing the book that use for students.

d) Checking all students

2) Action

a) Researcher teaches students about reading comprehension specifically for points that they need to comprehend, starting from main idea, main topic, topic sentence, supporting sentences, and concluding sentence by asking them what it means

b) Researcher asks the students to open their book

c) Researcher uses of the texts over the chapter 2 entitled "The Paralympics Japan"

d) Researcher explains all materials while using choral reading to go on it.

e) Researcher instructs all students choose their own group each

other.

f) Researcher gives the opportunities for all group to read the text for 5 minutes

g) Researcher instructs all teams read the text one by one

h) After that, researchers read it loudly and ask all teams to read it together.

i) Researcher asks every single group to discuss about it for 10 minutes

j) Next, Researcher asks to all students one by one to answer teacher's question related to reading comprehension even the small information.

3) Observation

a) Teacher observes the observation related to the students' development in every single meeting.

b) Teacher writes the problems from all students into the list

c) Teacher observes the students' problems and situations in the class, how do students act at the moment explaining the lesson.

d) Teacher observes why the students feel boring in the class and do not pay attention to the lesson

e) Teacher observes the use of choral reading at all the aspects, starting from students' reading comprehension based on their understanding on the text.

4) Reflection

In this step, the researcher reflects some things, such as:

a) Checking the list of students' problem for three times for meetings

b) Identify the specific way to teach students by using choral reading but on the different way.

c) Taking a look to students' achievement whether the significant improvement after implementing choral reading for the third meeting.

d) Trying to use the specific steps to make students understand the material.

e) Attempting to rearrange the people in the group with classifying the group based on their diverse ability.

d. Fourth Meeting

1) Planning that has been done in this stage is as follow:

a) Using the previous lesson plan ass the third meeting.

b) Bringing the same textbooks for students' material.

c) Preparing the media and tools that needed for the classroom

d) Starting to managing the class from the other problems that is very important before start the class.

e) Looking at students' attendance to know the composition student in the class.

f) Trying to divide all students based on the specific abilities where one teams need to divide into the high students, the standard

students, even the low students

g) Starting the lesson by praying together, check the attendance list

2) Action

a) Researcher inquires the high students to be the leader of the team

b) Researcher asks ach team to choose the text from textbook

c) Researcher instructs to the leader of the teams to stay in front the class

d) Researcher asks the first group to their turn where all the people in each group read the text loudly and slowly, while the leader writes down to the board every single sentence that read by its group.

e) Researcher does it alternately for all groups

f) Researcher asks the leader in every group to read it

g) Researcher asks all the students about the text.

3) Observation

a) Teacher observes the circumstances over the classroom to make sure that all students focus on learning.

b) Teacher observes the students' problems and situations in the class, how do students act at the moment explaining the lesson.

4) Reflection

In this step, the researcher reflects some things, such as:

a) Reflecting on both teacher and students' problem even the strategies that is conducted in the classroom to know how high

the improvement of students is.

b) Focusing on the way to look students' achievement on every

aspect based on the previous action.

c) Reflecting how is students act and do while learning by using

choral reading strategy.

Table 3.3 The Procedures of Classroom Action Research

Cycle 1	Cycle 2
First Meeting	Third Meeting
1) Planning that has been done in this stage is as follow: a) Making a lesson plan b) Determining the lesson material which is about topic from the textbook. c) Preparing the lesson materials that topic is about "great athletes". d) Preparing text for students contain about the topic entitled "Christiano Ronaldo"	1) Planning that has been done in this Stage is as follow: a) Arranging the new lesson plan for a new chapter entitled "Sport Events" b) Starting to use the newest lesson plan for students' activity in the class. c) Providing the book that use for students. d) Checking all students
2) Action a) Researcher introduces itself b) Researcher applies lesson plan in the classroom c) Researcher explained simply about Choral Reading Strategy and applied as the recognition for the first time to students. d) Researcher reads the text first e) Researcher inquires the students to read the text together loudly f) Researcher divides group of students into 4 or 5 groups g) Researcher instructs every single group alternately read the passage after teacher read it h) Researcher asks the students some questions related to the text.	2) Action a) Researcher teaches students about reading comprehension specifically for points that they need to comprehend, starting from main idea, main topic, topic sentence, supporting sentences, and concluding sentence by asking them what it means b) Researcher asks the students to open their book c) Researcher uses one of the texts over the chapter 2 entitled "The Paralympics Japan" d) Researcher explains all materials while using choral reading to go on it. e) Researcher instructs all students choose their own group each other.

Cycle 1	Cycle 2

3) Observation
  a) Teacher observes the condition and situation of teaching-learning activity
  b) Teacher observes the student's weakness while reading the text together.
  c) Teacher observes the execution of Choral Reading Strategy
  d) Teacher observes the problem in process learning and giving solution
 	
4) Reflection
In this step, the researcher reflects some things, such as:
  a) Reflecting the evaluation of teaching-learning process
  b) Reflecting what have been conducted in the first cycle at the first meeting.
  c) Making any decision with co-teacher for the next meeting
  d) Clarifying the main problems in the activity whether in the case of students and teachers.
	f) Researcher gives the opportunities for all group to read the text for 5 minutes
	  g) Researcher instructs all teams read the text one by one
	  h) After that, researcher reads it loudly and ask all teams to read it together.
	  i) Researcher asks every single group to discuss about it for 10 minutes
	  j) Next, Researcher asks to all students one by one to answer teacher's question related to reading comprehension even the small information.
	
	3) Observation
	  a) Teacher observes the observation related to the students' development in every single meeting
	  b) Teacher observes writes the problems from all students into the list
	  c) Teacher observes the students' problems and situations in the class, how do students act at the moment explaining the lesson.
	  d) Teacher observes why the students feel boring in the class and do not pay attention to the lesson
	  e) Teacher observes the use of Choral reading at all the aspects, starting from students' reading comprehension based on their understanding on the text.
	
	4) Reflection
	In this step, the researcher reflects some things, such as:
	  a) Checking the list of students' problem for three times for meetings
	  b) Identifying the specific way to teach students by using choral

Cycle 1	Cycle 2
	reading but on the different way.
	c) Taking a look to students' achievement whether the significant improvement after implementing choral reading for the third meeting.
	d) Trying to use the specific steps to make students understand the material.
	e) Attempting to rearrange the people in the group with classifying the group based on their diverse ability

b. Second Meeting
1) Planning that has been done in this stage
   is as follow:
  a) Arranging schedule classroom action research based on the previous meeting
  b) Providing the other new materials and development in teaching according to choral reading strategy that topic is about "great athletes".
  c) Preparing text for students contain about the topic entitled "Christiano Ronaldo"
  d) Starting the lessons by praying together.
  e) Checking the attendance list of students in the class.
2) Action
  a) Researcher uses choral reading strategy to teach students about reading comprehension
  b) Researcher for the first time asks some questions about last material to take their background knowledge back.
  c) Researcher prepares the same text and ask the students about the point of information based on the text.
  d) Researcher calls the chief of
	d. Fourth Meeting
	1) Planning that has been done in this stage is as follow:
	  a) Using the previous lesson plan ass the third meeting.
	  b) Bringing the same textbooks for students' material.
	  c) Preparing the media and tools that needed for the classroom
	  d) Starting to managing the class from the other problems that is very important before start the class.
	  e) Looking at students' attendance to know the composition student in the class.
	  f) Trying to divide all students based on the specific abilities where one teams need to divide into the high students, the standard students, even the low students.
	  g) Starting the lesson by praying together and check the attendance list
	2) Action
	  a) Researcher inquires the high students to be the leader of the team
	  b) Researcher asks ach team to choose the text from textbook
	  c) Researcher instructs to the

Cycle 1	Cycle 2
every team in the first meeting that have been divided to come to the front. e) Researcher has provided the other small paper fulfilled one paragraph that different each other f) Next, Researcher asks all students to write down it on their book. g) Researcher asks all the students in each group to read the text loudly after the leader from each team to read the text loudly. h) At the end of it, researcher asks some questions related to the text. 3) Observation a) Teacher observes the students' problems and situations in the class, how do students act at the moment explaining the lesson. b) Teacher observes the answer from all students c) Teacher observes the use of Choral reading at all the aspects, starting from students' reading comprehension based on their understanding on the text. d) Teacher observes the student's weakness and their struggle while doing it 4) Reflection In this step, the researcher reflects some things, such as: a) Reflecting the students' assessment about their comprehension. b) Reflecting about students' score based on the test provided by the teacher c) Making any different way to teach student and arranging the application from choral reading strategy in the class.	leader of the teams to stay in front the class d) Researcher asks the first group to their turn where all the people in each group read the text loudly and slowly, while the leader writes down to the board every single sentence that read by its group. e) Researcher does it alternately for all groups f) Researcher asks the leader in every group to read it g) Researcher asks all the students about the text. 3) Observation a) Teacher observes the circumstances over the classroom to make sure that all students focus on learning. b) Teacher observes the students' problems and situations in the class, how do students act at the moment explaining the lesson. 4) Reflection In this step, the researcher reflects some things, such as: a) Reflecting on both teacher and students' problem even the strategies that is conducted in the classroom to know how high the improvement of students is. b) Focusing on the way to look students' achievement on every aspect based on the previous action. c) Reflecting how is students act and do while learning by using choral reading strategy.

F. Technique of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data was used to describe the condition during the teaching- learning process. The qualitative data was obtained from interview and observation conducted at previous study. Quantitative data took from the use of test after maximalizing the action in the class specifically in reflection. To make sure that in this action research, teacher used from both quantitative data and qualitative data. Researcher applied the following formula:

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

Explanation:

$\bar{X}$: Individual score

$\sum \bar{X}$: The total score of the correct answer

N : The number of items

And the percentages of students' reading comprehension through Choral Reading Strategy were calculated by applying the following formula below:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P: The percentage of students who get the score > 75 (students' KKM)

R: The number of students who get the score up > 75

T: The total number of students do the test.

After calculating and scoring students` answer sheets, then their

scores were consulted the classification quality on table below:

Table 3.4 The Classification Quality of Students Score

No.	Percentage	Criteria
1.	0%-20%	Very low
2.	21%-40%	Low
3.	41%-60%	Enough
4.	61%-80%	Good
5.	81%-100%	Very good

Sources: Zainal Aqib, PTK for SMP, SMA, SMK[3]

Based on the table, Aqib explains on his book here are Five ranges of score from the result test. They are very low, low, enough, good, very good. In order to, the researcher found out the results test from the participants. The number of students who can do reading comprehension very good can be the significant reasons for researcher in concluding the information through the test that given before. In conclusions, the greater number of students who are able to answer all questions correctly, the clearer evidence that this study will prove a relevant and suitable strategies for students' comprehension especially for reading comprehension.

Finally, the researcher summarizes qualitative data by six steps as suggested by Creswell in the following:

Steps 1: Organizing and preparing the data analysis. The involves transcribing interviews, optically scanning material, typing up field notes depending on the source of information.

Steps 2: Reading all the data. This is done by obtaining a general sense of

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[3]Zainal Aqib, *PTK Untuk Guru SMP,SMA,SMK* (Yrama Widya, 2009), https://books.google.co.id/books?id=vx7AYgEACAAJ p.40.

the information, and reflecting on its overall meaning

Steps 3: beginning detail analysis with a coding process. It was organizing material into "chunk" before bringing meaning to those chinks.

Steps 4: Using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes.

Steps 5: advancing how the description and themes are represented in the qualitative. This is discussion to mention a chronological events, the detailed discussion of several themes or inter-connecting themes researcher used visuals or figure to convey descriptive information about participants in a table.

Steps 6: Making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.[4]

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[4]John W Creswell, *Educational Research*, ed. Paul A Smith et al., 4th ed. (Lincoln: Pearson, 2012).

CHAPTER IV
RESEARCH FINDINGS

In this chapter, the result of research is presented discussion according to the analysis of the data collected from Improving Students' Reading Comprehension through Choral Reading Strategy at X grade SMA N 5 Padangsidimpuan in two cycles. The researcher described into data description, the comparative result of students' reading comprehension, the discussion, and the threats of the research findings.

A. Data Description

The data was analyzed from the learning process and evaluation in each cycle which consisted of cycle 1 up to cycle 2. Analysis in this research also conducted by observation and interview because this research used classroom action research.

1. Setting

The place of the research is at SMA Negeri 5 Padangsidimpuan. The Location is on Melati No.90 Street, kel. Ujung Padang. Padangsidimpuan city, North Sumatera. This research started from 2023 until finish. The participants of this research is students of class X-1 in academic year 2023/2024 and the teacher who involved in this research is Mr. Muhardi Koto, S.Pd. The researcher choosed this class because the researcher found the problem of students' reading comprehension.

2. **Result of Classroom Learning Process in Cycle 1 and Cycle 2**

The result of the students' reading comprehension delivered into two cycles. The data founded from the learning process in every cycle. Researcher would explain the cycle 1 and cycle 2 by following explanation below.

a. **Cycle 1**

The first cycle was conducted for two meetings at 16th April 2024 and 23th April 2024. The class started at 12.30 pm and every meeting was done for 2 x 45 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes.

1) **Classroom Learning Process in the First Meeting**

The first meeting was conducted at 16th April 2024 for 2 x 45 minutes, data description from the first meeting described here. Having prepared materials and several instruments for this step. Researcher performed as a teacher, and started the lesson by greeting students and inquiring themselves such as the simple questions about their health to begin the lesson. Then, to make sure that all students focused, researcher introduced itself to all students.

Researcher used to pay attention to the classroom management, where manage the students' sitting to their seat and talked to them to stay focus before entering the real material for reading comprehension. researcher asked students to open their

book on the first chapter, there was a text about one of famous person on sport entitled "Christiano Ronaldo". Then researcher asked one student to read alone by initial NT, FAH because they were so noisy in the classroom but they did not want to do it. After that, researcher started to open the lesson by asking some questions about that text like "do you know Christiano Ronaldo?", but no one could give their idea based on the text.

The next step, researcher explained why they were asked for reading the text alone, in order to see how afraid of they were. At the same time, researcher gave them the solution to read the text together by choral reading strategy. Next, students were divided into four groups based on the line of their seat. After that, researcher gave the instructions how to read the text by using choral reading strategy. Researcher instructed the first group to read the sentences after researcher read it, and that step did alternately from the first until the fourth group, and each group repeat reading for 3 times appropriate to researcher instruction. Then at the final result, the researcher asked for the first group to answer the question related to the meaning of the sentences.

Researcher asked some questions to students who always busy on their seat, for example the students who slept in the class, AN and FW were asked about what is the information that they got, but they could not answer it. Finally, the researcher asked to

all students about their misunderstanding from the text, the complicated vocabularies, sentences and so on. Then, there were some students asked for the meaning of sentences, researcher answered those questions and wrote all complicated words and sentences in the whiteboard. While conducting some previous actions. Finally, the problems got from the first meeting were delivered below:

a) Some students with initial RAY, NT were talking together, and when researcher asked them some question, they could not answer.

b) There were students with initial name AN, ARS who were afraid of answering the questions such as "who is Christian Ronaldo? Can you explain him by yourself?"

c) Almost 10 students in the classroom did not listen to the explanation.

d) Students did not understand when they were asked about some vocabularies like "achieved, turned into".

e) Students with initial name ARHH, CM, DA used to permission from the class, and they were not completed they task well.

Finally, the result from the first meeting, students' concentration was bad because they were so busy on themselves. It could be seen from their attitude in the classroom. the

researcher concluded that first meeting was not good as researcher wanted.

2) Classroom Learning Process in the Second Meeting

The second meeting in cycle 1 was done on Tuesday, 23_{th} April 2024 for 2 x 45 minutes. Researcher started the lesson by greeting students, asking their health, then providing the game for the first time to let the students' brain fresh. Then, who failed the game got punishment. Some of them would give the questions related to the previous meeting, so the students should answer the questions.

After that, researcher did some process in choral reading where divided all students with several groups, and researcher gave all students the same text to read together. Starting from the first group, but researcher did it as the first model, then gave the second choice to let students to read it. Next, teacher continued to the next group. at the last time, all groups read the text together after the teacher read it.

The third, all students were asked some questions, those about important information, and the character from the text, the main idea and all things. If they did not understand, researcher had explained those exactly. The last, researcher gave the test to see how the improvement of students in the first cycle and they should answer the question until the class was over. After that,

researcher closed the lesson by praying together, and instructed students to read their book at home, so in the next meeting, all student has been having some information related to the text. There were some problems in the classroom for the second meeting:

a) When teacher explained materials in front of the classroom, some students did not listen to the explanation, the students' initial were CM, NT, AN, DA, BY.

b) There were some students who sleep in the classroom with the initial name FW, AIL.

c) When teacher ask approximately 5 students to explain what they knew about the text, answer the question and translate the sentences, they did not want.

d) Students with initial FAH, FW, DA, KMR were not doing the test alone, but they were asking to other students.

In conclusion, there were some internal factors from students that made the learning process in classroom were not effective as expected by the researcher.

3) **Students' Reading Comprehension Score in Cycle 1**

Based on the first test taken in the first cycle, the researcher found the exact point of students' reading comprehension score according to the table below:

Table 4.1 Students' Reading Comprehension Score in the First Cycle

NO.	Students' Initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information.	Reexplain important message from the text.	Total
1.	ARHH	15	0	0	0	15
2.	A	0	0	0	0	0
3.	AN	20	20	20	5	65
4.	AR	25	10	15	5	55
5.	ABD	20	15	15	5	55
6.	AIL	20	5	0	0	25
7.	BY	25	5	10	0	40
8.	CM	20	10	0	0	30
9.	DA	20	15	0	0	35
10.	EAS	10	10	20	0	40
11.	FAH	0	0	0	0	0
12.	FW	15	10	0	5	30
13.	FN	20	15	15	10	60
14.	GAF	5	20	0	0	25
15.	JS	0	0	0	0	0
16.	INH	25	10	20	5	60
17.	LA	25	20	10	0	55
18.	LP	20	20	20	25	*85
19.	MY	20	10	25	0	55
20.	MIS	25	10	20	0	55
21.	MRH	25	5	0	0	30
22.	NAN	10	20	0	0	30
23.	NT	20	10	0	0	30
24.	NRB	20	10	25	5	60
25.	PR	20	15	5	0	40
26.	RAY	20	20	5	0	45
27.	RAS	10	10	20	0	40
28.	RNP	15	20	0	0	35
29.	RA	25	20	10	0	55
30.	SA	25	20	10	0	55
31.	SR	5	10	25	0	40
32.	WS	5	10	20	0	35
33.	KMR	25	10	25	0	60
34.	RAH	20	20	20	0	60
	SUM	575	405	355	65	1400

NO.	Students' Initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information.	Reexplain important message from the text.	Total
		16.91176	11.91176	10.44118	1.911765	41.1765
	MEAN	16.91	11.91	10.44	1.91	41.17
Percentage: 2,9%						

*: -The students who passed the KKM (80)

From the table above, it could be concluded that students' achievement in reading comprehension for the first test was very low, there were only 1 student who pass the passing grade. Even though students had understood in identifying the character, place, and time from the text in order to they achieved to 16.5. The students still bad in other categories reading comprehension. then, the students' mean score was only about 41.17.

Table 4.2 The Classification of Students' Score in the First Cycle

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	4	11.75%
2.	21%-40%	Low	15	44.11%
3.	41%-60%	Enough	13	38.23%
4.	61%-80%	Good	1	2.94%
5.	81%-100%	Very Good	1	2.94%

According to the table above, it could be seen that students' reading comprehension still low, and the total number of students who got criteria as good and very good only 2 students, and most of students who got criteria enough to very

low were about 22 students, and the total of that were more than a half of total all students in the classroom. Meanwhile the students' achievement about 4 indicators through the test could be looked at the following table below:

Table 4.3 Students' Score Based on Indicator Test in the First Cycle

No.	Indicator	Total the correct answer	percentage	Maximum score percentage
1	Identify the character, place and time	115	16.91%	25%
2	Identify main idea and information from the text	81	11.91%	25%
3	Comprehend the correct answer and incorrect answer	71	10.44%	25%
4	Reexplain important message from the text	13	1.91%	25%
	Total	280	41.17%	100%

After looking at the previous table, the percentages of every single correct answer from students' reading comprehension in the first cycle were low. the lowest score taken from the last indicator. All students only could answer for 13 questions from 170 questions in the form of essay/ short answer. It means students were not able to reexplain information based on the text and write their idea to the answer sheet. The result from the percentage of students' reading comprehension achievement in the first cycle was only 41.17%. Then, the final result could be perceived from the following chart here:
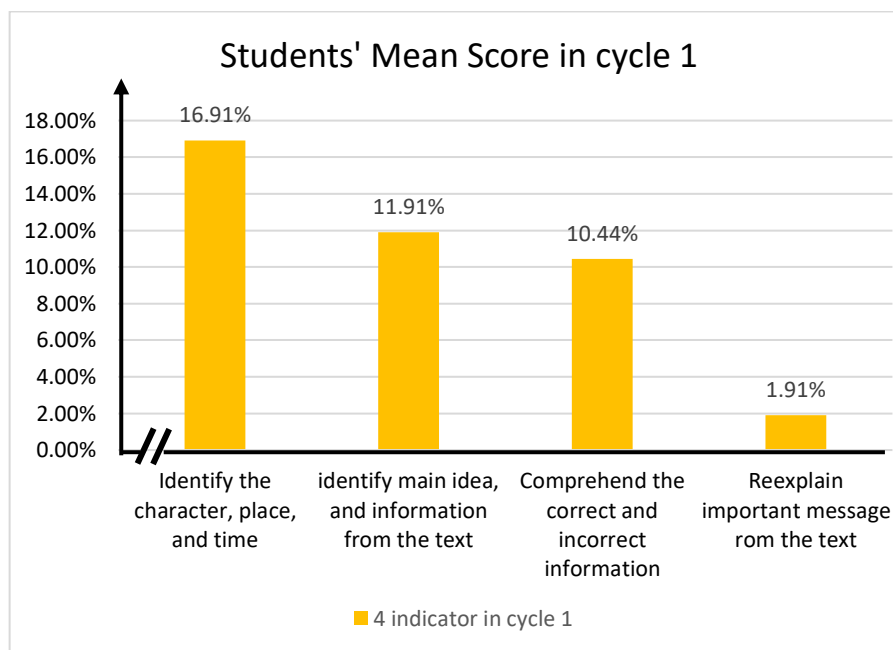
Figure 4.1 The Chart of Mean Score of Students' Reading Comprehension in the first cycle

According to the previous figure of chart, students' reading comprehension were indicated based on the percentages before. Students' mean score in every indicator seen from the highest one about identify the character, place and time reached 16.91%. Identify main idea, and information from the text was 11.91%. Next, comprehend the correct and incorrect answer was 10.44%.

The last and the lowest was from reexplain the important message from the text, the students only reached to 1.91% The categories of that did not reach to 50 even to 80. In order to, it could be concluded that students' reading comprehension must be fixed to the second cycle. Then, the frequency distribution of the

students' score of students' reading comprehension in cycle 1 can

be applied into table frequency distribution as follow:

Table 4.4 Frequency of Distribution Students' Score in Cycle 1

No.	Class Interval	Mid Point	Mid Point	Percentage
1.	0-14	7	3	8.82%
2.	15-29	22	3	8.82%
3.	30-44	37	13	38.23%
4.	45-59	52	8	23.52%
5.	60-74	67	6	17.64%
6.	75-89	82	1	2.9%
	Total		34	100%

In order to get description of the data clearly and

compeletely, the researcher presents the histogram on the
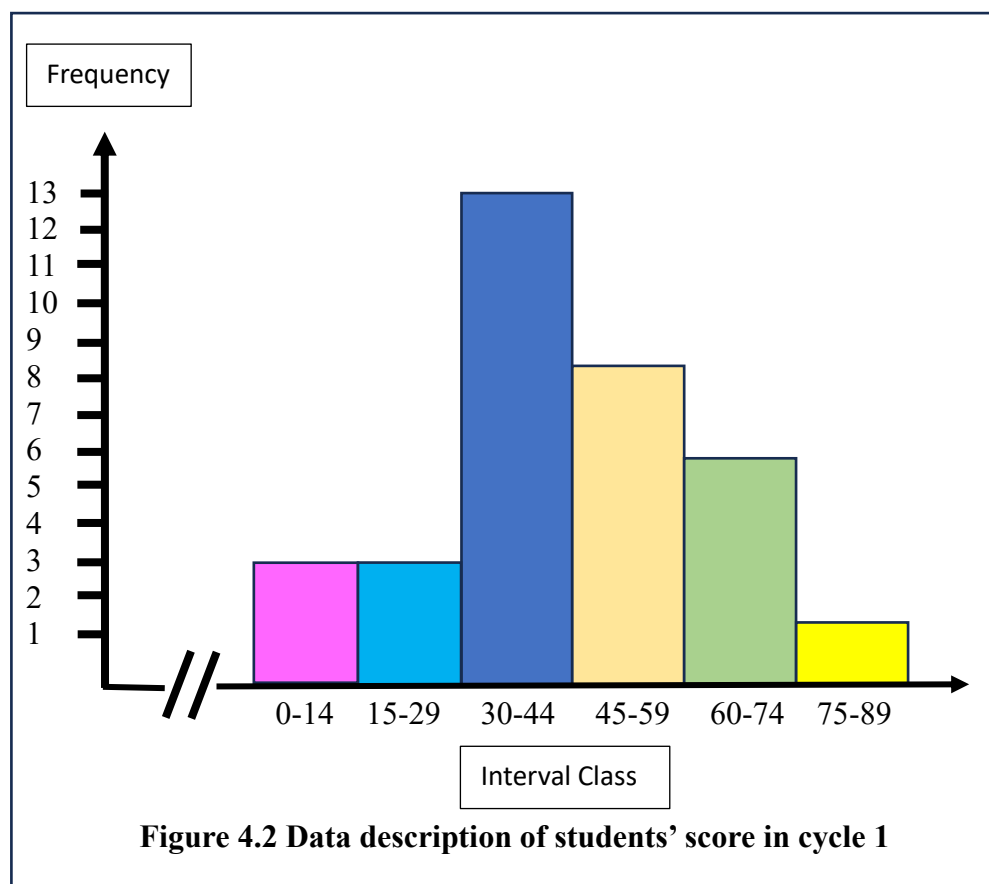
following figure:

Figure 4.2 Data description of students' score in cycle 1

Based on the data description before, it could be concluded that students' reading comprehension in the first cycle was bad, because there was only a student who got the score from 75 up to 89. Meanwhile, the more students in the classroom got score from 30 up to 44 about 13 students. The final result, the students' reading comprehension in cycle 1 needed to improved.

b. Cycle II

The third and fourth meetings in cycle II were held on 30th of April and 7th of May 2024. The meeting consisted of 90 minutes in every meeting. The learning activities will be described below:

1) Classroom Learning Process in the Third Meeting

The third meeting was done at 30th of April 2024 for 2 x 45 minutes. Teacher gave the second material about text "paralympic in Japan", this was the simple text to learn. For the first time, researcher gave the same text for all students. Next, researcher explained about why the students learn about it. After that, researcher divided the group of students as the steps in choral reading strategy.

Next, all students listen to the instructions from the researcher. They should follow it first, and read the text together in unison. If there were some mistakes of following researcher, the students were instructed to read by four people. After that, researcher gave the example and the students followed that. It was

same with all other groups, where all of them did the same instructions.

At the end of the step, researcher asked for some students about the text to translate alone. Because they had read together, teacher asked random students like RA and LP, "Can you translate the first sentence?". The result showed both of them could translate and find the sentences in the text. When teacher asked another student with the initial NAN to answer the questions, but the final result, no one could be answered. In order to, researcher gave the punishment to go to the front and NAN should mention about all things based on the text.

Then, even though NAN had the occupation to say everything about the previous reading. NAN did not answer anything. Then, got the conclusion that NAN still did not find the clue, the result showed that NAN was not only one who did not understand the text, but there were some other students with the initial DA. Finally, if the class was over, researcher closed the lesson by giving the students instructions to pray together and remembering all students to read their book because in the next meeting researcher would like to give all of them the test.

1. Students had been fluency to read the text while practicing together. LP and RA the initial of students who were able to translate the words, sentences, and conclude the information

from the paragraph even though some other students still had no clue.

2. Almost Students were able to understand the complicated vocabulary such as "Paralympians, training, and so on".

3. Some Students with initial AIL, NT, FAH were not silent.

For this meeting, students had been looked like collaborating each other. They were easy to read the text together. Then, some students could understand the text.

2) Classroom Learning Process in the Fourth Meeting

The fourth meeting was done at 7th of May 2024 same with the previous teaching, students had brought their textbook to the school, and the researcher asked for them to open their book. Then researcher played some games 'throwing paper at the other friends" if students got the paper when the song stopped, the students got punishment by accompanied with the student' group and they were asked to read the text together by following the instructions from researcher.

The last, that student are asked about "what is the main idea from the text", in order to teacher asked it to see the comprehension of students. Then, the researcher did the same way to other students. Along the students learned, they were brought in a game to make sure all of them enthusiastic while learning reading. Next, at the end of an hour, the students were

given the last test to know how far they understood the text. The final results from observation in the last meeting were delivered below:

a) Students had known the main idea, the information from the text exactly, such as the translation from the text provided.

b) Students were able to identify the place, time, and the character of the text while the researcher asked them about it. For example: "where did the story take place?"

c) Some students were still noisy to talk with their friends. in order to the condition in the classroom could not be managed well.

The conclusion from the fourth meeting was the students' condition in classroom still same, because the researcher could not even control all students in the classroom. However, the students' comprehension based on the text had increased moreover the students has known how to identify main idea, and everything that related to their comprehension.

3) Students' Reading Comprehension Score in Cycle 2

Having done the test in the second cycle, the researcher analyzed students' achievement according to this test. Immediately, the researcher found the result from students' reading comprehension through the table below:

Table 4.5 Students' Reading Comprehension Score in the Second Cycle

No	Students' Initial	Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information.	Reexplain important message from the text	Total
		Indicators				
1.	ARHH	25	20	0	10	55
2.	A	25	10	20	10	65
3.	AN	0	0	0	0	0
4.	AR	25	20	25	15	85
5.	ABD	25	20	25	15	85
6.	AIL	25	25	0	15	65
7.	BY	25	20	25	15	85
8.	CM	25	20	25	15	85
9.	DA	25	20	25	0	70
10.	EAS	0	0	0	0	0
11.	FAH	25	20	25	15	85
12.	FW	25	25	25	0	75
13.	FN	25	25	25	0	75
14.	GA	25	20	25	0	70
15.	JS	25	20	0	15	60
16.	I	25	20	25	15	85
17.	LA	25	10	25	20	80
18.	LP	25	20	25	20	90
19.	MY	25	10	25	15	75
20.	MIS	25	10	25	15	75
21.	MRH	25	20	25	10	80
22.	NAN	25	10	25	15	75
23.	NT	25	25	25	5	80
24.	NRB	25	20	25	0	70
25.	PR	0	0	0	0	0
26.	RAY	25	20	25	5	75
27.	RAS	15	25	25	10	75
28.	RNP	25	10	25	15	75
29.	RA	25	25	25	15	90
30.	SA	25	10	25	15	75
31.	SR	25	15	25	15	80
32.	WS	25	15	25	15	80
33.	KMR	0	0	0	0	0

No	Students' Initial	Indicators				Total
		Identify the character, place and time	**Identify main idea and information from the text**	**Comprehend the correct and incorrect information.**	**Reexplain important message from the text**	
34.	RAH	0	0	0	0	0
	SUM	715	530	645	330	2220
		21.02941	15.58824	18.97059	9.705882	65.29412
		21.02	15.58	18.97	9.70	65.29
Percentage: 23.52%						

According to the result from the table, the mean score of students in all indicators were different, in identify the character, it reached to 21.02, identify main idea and information from the text reached to 15.58, comprehend the correct and incorrect answer was about 18.97, and reexplain the information from the text achieved to 9.70. It means, from the indicators, students were able to recognize and understand all. Then, the percentages of students who passed the passing grade were explained through the following table below:

Table 4.6 The Percentages of Students' Score in Cycle 2

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	5	14.70%
2.	21%-40%	Low	0	0%
3.	41%-60%	Enough	2	5.88%
4.	61%-80%	Good	19	55.88%
5.	81%-100%	Very Good	8	23.52%

Based on the previous table, it could be seen that reached to 23.52% or 8 students. However, there were about 5 students got very low, because they did not come to the class. It means students' reading comprehension improved from the first to the second cycle. Then, to know about students' mean score based on four indicators in the second cycle. The researcher provided the table below:

Table 4.7 Students' Score Based on Indicator Test in the Second Cycle

No.	Indicator	Total the correct answer	percentage	Maximum score percentage
1	Identify the character, place and time	143	21.02%	25%
2	Identify main idea and information from the text	106	15.58%	25%
3	Comprehend the correct answer and incorrect answer	129	18.97%	25%
4	Reexplain important message from the text	66	9.70%	25%
	Total	444	65.29%	100%

According to the table above, the total number of questions that students could answer about 444 from 680 questions. Students' achievement in every indicator improved where in the first indicator students could answer about 143 questions, and that reached out 21.02%, identify main idea and information from the text reached out 15.58%, comprehend the

correct and incorrect answer was about 18.97%. Even though the last indicator only increased 9.70%. in conclusion, students' reading comprehension improved to 65.29%. for more explanation, it can be seen from the following histogram:
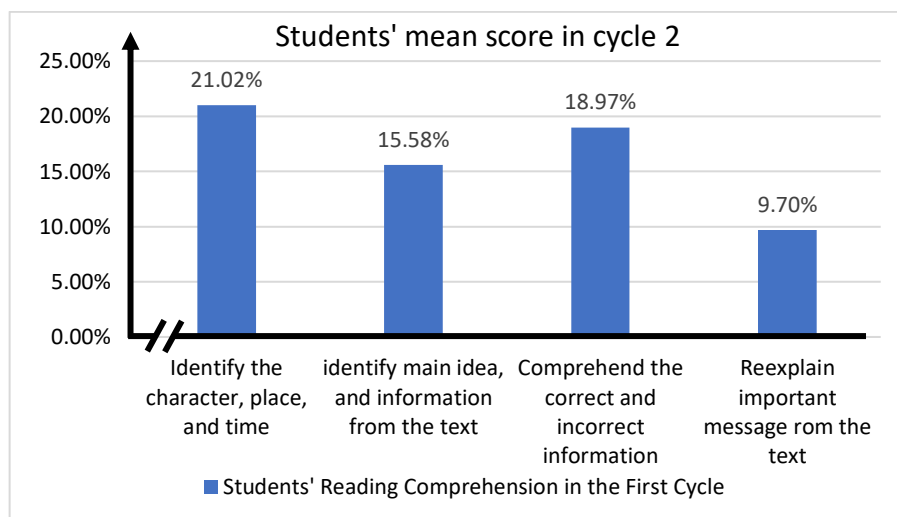
Figure 4.3 The Chart of Students' Mean Score in the Second Cycle

The conclusion from the chart above were the students' reading comprehension improved through choral reading strategy in class X-1. Most of students showed the improvement in identified four aspects that were important to enhance students' achievement in reading skill. That is why the using of choral reading strategy influenced the students' reading comprehension. Then, the frequency distribution of the students' reading comprehension score in cycle 2 can be applied into table frequency distribution as follow:

Table 4.8 Frequency of Distribution Students' Score in Cycle 2

No.	Class Interval	Mid Point	Mid Point	Percentage
1.	0-12	6	5	14.70%
2.	13-25	14	0	0%
3.	26-38	32	0	0%
4.	39-51	45	0	0%
5.	52-64	58	2	5.88%
6.	65-77	71	14	41.17%
7.	78-90	84	13	38.23%

The table above as the reflection from cycle 2 where the students' reading comprehension reached out to well. Students could reach the score from 78 up to 90 about 13 students. Even though there were still students got score 0 up to 12 about 5 students. It was caused by their absents. In order to get description of the data clearly and completely, the researcher present the histogram on the following figure:
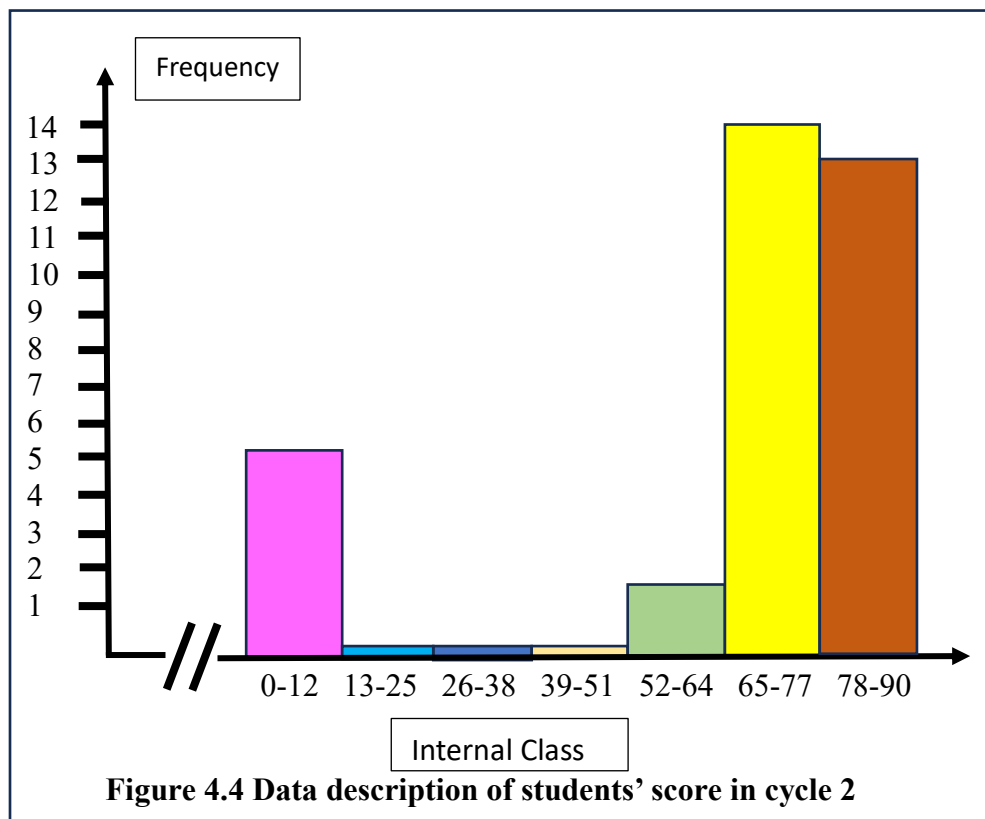
Figure 4.4 Data description of students' score in cycle 2

Based on the data description before, it could be concluded that students' reading comprehension in the second cycle improved, the students' improvement saw from the number of students who got the high score which indicated they were success, from 65 up to 77 was 14, and from 78 up to 90 was 13. It means students had good achievement for the last test.

B. **The Comparative Result of Students' Reading Comprehension Cycle 1 and Cycle 2**

Based on the result, the students' score from the first cycle and the second cycle. The researcher gave the test in the second meeting and the fourth meeting. During the research, it was found out that the students kept improving from the first test to the last test. by application of choral reading strategy, the students' score was significantly improved. The improvement of student' score in each reading test can be seen from the following table:

Table 4.9
The Comparison Mean Score and Percentage between Cycle 1 and Cycle 2

Indicator	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Identify the character, place and time	16.91%		21.02%	
Identify main idea and information from the text	11.91%		15.58%	
Comprehend the correct answer and incorrect answer	10.44%	2.9%	18.97%	23.52%
Reexplain important message from the text	1.91%		9.70%	
Total	41.17%		65.29%	

The percentage of students reading comprehension in cycle 1 and cycle 2 were different. Even the students' reading comprehension in cycle to increase a lot. The histogram of comparative from students' reading comprehension from cycle 1 and cycle 2 were delivered below:
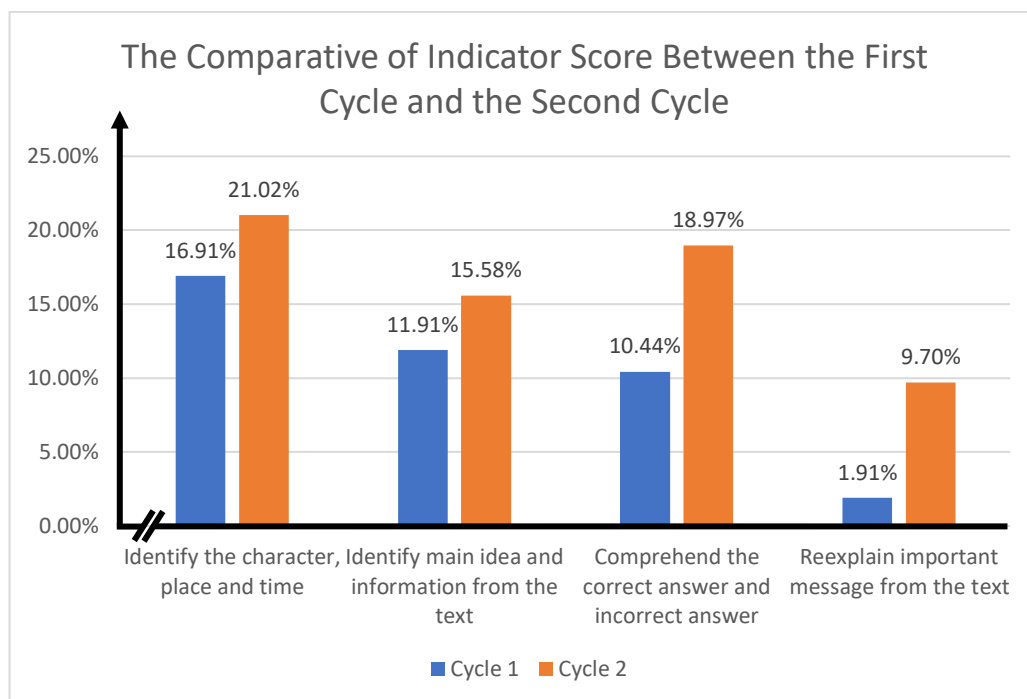
Figure 4.5 The Chart of the Comparative of Indicator Score Between the First Cycle and the Second Cycle

From the figure of comparative between all indicators in cycle 1 and cycle 2. It could be concluded that students' reading comprehension improved. The achievement of students in every indicator was different. From the chart above, the students' reading comprehension increased. Identify the character, place, and time increased to 4.11%, identify main idea and the information from the text increased to 3.67%, comprehend the correct and incorrect information reached out 8.53%. Meanwhile, reexplaining the important information from

the text was 7.79%. Finally, there were the different point from the first cycle and the second cycle.

The Comparison Mean Score and Percentage between Cycle 1 and Cycle 2
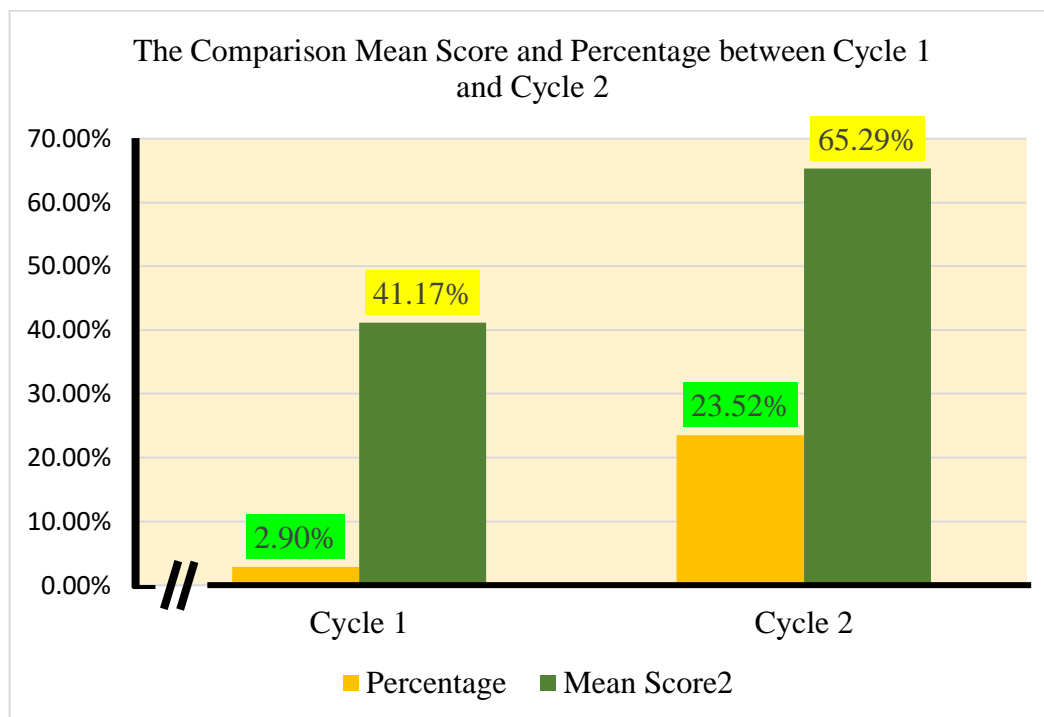
Figure 4.4 The Comparison between Mean Score and Percentage in Cycle 1 and Cycle 2

Furthermore, researcher compared between the first and second cycle. Researcher found there were the significances difference between both of them. In the first cycle, the percentage of students who passed the passing grade only 1 student, in order to the percentage in cycle 1 was only 2.9 %. Nevertheless, in the second cycle, it could reach out 23.52%. Then, when the researcher looked at the students' reading comprehension mean score in cycle 1 was only 41.17%. Meanwhile in the second cycle reached out 65.29%. Based on the result, there a significant improvement between students' reading comprehension result in the first cycle and the second cycle. In conclusion,

"Choral Reading Strategy Improve Students' Reading Comprehension at grade X SMA N 5 Padangsidimpuan".

C. The Discussion of the Research Findings

The researcher discussed the result of this research with two related findings, because both of them found the result about the students' reading comprehension changed significantly. After all of the results based on students' reading comprehension in cycle 1 and cycle 2. The researcher could compare the novelty between this study and the other related findings to see the different things in all cases.

Both related findings that researcher put in this study have the different method to find the result where the first one, Abdullah used classroom action research to get the data analysis and data description of his research. Abdullah practiced the using of choral reading strategy to see the students' reading comprehension in the level of junior high school were the location in SMPN 3 Sungguminasa 2020/2021 academic year. That research used D-Test, Test in cycle 1 and cycle 2. The total point in D-Test was 47.5, Cycle 1 increased 67.37, and in cycle 2 reached out 81.25.[1] by the explanation above, it could be concluded that students' reading comprehension improved.

Based on the explanation from the previous related findings. The researcher could say that Abdullah' research was same with this study, but the different part from Abdullah with this study where he used D-Test for starting

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[1]Abdullah, "Improving Students' Reading Comprehension By Using Choral Reading Method."

the research and doing the action. Meanwhile, the researcher did not apply D-Test for starting the action of this research. Finally, the researcher only conducted this study by test in cycle and cycle 2. The researcher paid concentration for the percentage of students who past the passing grade in cycle 1 only one student and cycle 2 was about eight students, the mean score in cycle 41.17% and in cycle 2 was 65.29%. Next, the total number of right answer of students in every indicator was provided from cycle 1 about 280 and in cycle 2 was about 444. All of those had provided by the researcher above.

The next one, a thesis wrote by Ningsih where she had conducted research that focused on students' reading comprehension by using choral reading strategy in descriptive text. The research was done by several steps like giving the students pre and posttest. The researcher counted the data by using SPSS that obtained *Sig* =0,00 and α = 0.05. in conclusion H[a] was accepted because Sig < α = 0.05.[2] the conclusion taken from it exactly there was the significant influence from using choral reading strategy to students reading comprehension.

Finally, the difference between this research and Ningsih's result were the methodology for findings the data. Ningsih used experimental research to find the result of students' achievement in reading comprehension that different with the way of this study. Ningsih used SPSS to collected the data and score total from the students. Furthermore, she used pre-test and post-test.

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[2]Ningsih, "The Influence of Using Choral Reading Towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Tenth Grade at SMAN 1 Bangunrejo Central Lampung in The Academic Year of 2017/2018."

Meanwhile the researcher used Microsoft Excel to add up the result of students' mean score and percentage. Then, this research used CAR (Classroom Action Research) that was more exact because it was also looked from the qualitative data which is such as the subjective data to see the point of view of students from interview and observation sheet in the classroom. In conclusion, this research provided the better information about subject in this researcher even though the result of studnets' reading comprehension only reached out 24, 12.

D. The Threats of the Research Findings

In this research, the researcher believed that there were many threats founded in this research:

1. The researcher could not ensure the score from all the students based on their real ability.

2. The researcher could not control some students as the trouble makers in the classroom that made the process of learning a little bit of noisy.

3. The researcher could not manage all students to read the text together in the way of learning in the class. because there were some students who looked not well when the researcher tried to ask them to read.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed and presented the data in the previous chapter, the conclusion of the research that the using of choral reading strategy in teaching reading comprehension can improve students' reading comprehension. Based on the result of classroom action research conducted at the grade X SMA N 5 Padangsidimpuan. Researcher found the different result in cycle 1 was 41.17, and cycle 2 was 65.29. Then, the students' percentage in cycle 1 was only 2.9% and in cycle 2 was 23.52%. So, it can be concluded that choral reading strategy improved students' reading comprehension even though it could not reach to the passing grade.

B. Suggestion

The researcher gave some suggestion of this research to give the well input for the next researcher who want to do the related action. These suggestions were:

1. For the teacher, this kind of reading comprehension can be used for to next strategy to teach students' reading comprehension through choral reading strategy as one of a specific strategy to improve the English teaching and learning process.

2. For the students, it hopes that by using choral reading strategy students will be interesting in learning reading comprehension.

3. For the researcher, choral reading strategy will be a reference to be implemented to other classroom action research in learning more and pay attention to this study if it will be the same.

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CURRICULUM VITAE

A. **Private Identity**
   Name   : Indah Rizki Boru Suti
   Reg. No.   : 20 200 0008
   Place/ Birth   : Batam, 15 Mei 2002
   Sex   : Female
   Religion   : Islam
   Status   : Not Married
   Nationally   : Indonesia
   Address   : Siabu

B. **Parents Identity**
   1. Father
      a. Name   : Safaat Nasution
      b. Work   : Private Sector Employee
      c. Address   : Batam
      d. Number/Hp : 0812 6630 9059
   2. Mother
      a. Name   : Nurhasanah Sagala
      b. Work   : Housewife
      c. Address   : Batam
      d. Number/Hp : -
   3. Guardian
      a. Name   : Mariasna Pulungan
      b. Work   : Farmer
      c. Address   : Siabu
      d. Number/Hp : 0822 6701 1758

C. **Education Background**
   1. Elementary School : SD Negeri 8 Batam   (2014)
   2. Junior High School : SMP Negeri 8 Batam   (2017)
   3. Senior High School : SMA Negeri 5 Padangsidimpuan   (2020)
   4. Universitas   : UIN Syekh Ali Hasan Ahmad Addary   (2024)
      Padangsidimpuan

D. **Organization**
   1. The Association of English Education Department
   2. The Association of KIP Students of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan

MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM

A.	IDENTITAS MODUL

Penyusun : Indah Rizki Boru Suti
Instansi : SMA Negeri 5 Padangsidimpuan
Tahun Pelajaran : 2024
Mata Pelajaran : Bahasa Inggris
Fase/Kelas : F/X
Bab : I
Topik : Great Atheless
Alokasi Waktu : 6 x 45 menit (2 Pertemuan)

B. KOMPETENSI AWAL

1. Peserta didik secara aktif mampu memahami bacaan dan konteks pada teks yang dibaca mengenai Sport Events
2. Peserta didik mampu menganalisis dan memahami isi kandungan video dan audio mengenai Sport Events lewat scan yang disediakan pada buku teks.
3. Peserta didik dapat memahami materi kemudian membuat dan merangkai kalimat maupun teks sesuai dengan tema Envornmental Heores.

C. ACUAN ALUR TUJUAN PEMBELAJARAN

PROFIL PELAJAR PANCASILA

1. Beriman
2. Bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
3. Gotong Royong
4. Mandiri
5. Berkebhinekaan global
6. Bernalar Kritis dan kreatif

C. SARANA DAN PRASARANA

Media : Papan Tulis, Proyektor, Spidol berwarna, Kertas, Internet, Pulpen, Lem, Gunting.
Sumber belajar: Buku teks Bahasa Inggris Kurikulum Merdeka kelas X SMA, LKPD dan lain-lain.

D. TARGET PESERTA DIDIK

Peserta didik secara aktif dan sadar mampu memahami pembelajaran yang telah diajarkan serta dapat mengaplikasikan lewat tulisan atau mencipatakan hal baru seperti membuat karangan dengan tema "*Great Atheless*" pada kajian Narrative Essay.

E. MODEL PEMBELAJARAN

1) Choral reading method

2) Collaborataive learning

3) Contextual learning

4) Project based learning

5) Tanya jawab

A. TUJUAN KEGIATAN PEMBELAJARAN

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

Pada akhir Fase E, peserta didik menggunakan teks lisan,tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaandan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi

B. PEMAHAMAN BERMAKNA

Pada kegiatan pembelajaran siswa dapat dan mampu bekerja sama sekaligus memiliki perasaan empatik saat mengemban tugas kelompok bersama-sama, siswa kemudian secara jelas dan padat membuat dan mempraktekkan bagaimana cara menulis karangan bahasa inggris sesuai dengan genre teks yakni descriptive teks. Kemudian, mampu menjelaskan makna dan niai moral dari teks tersebut.

C. PERTANYAAN PEMANTIK/ *ESSENTIAL QUESTIONS*

1) Do you like sport? What kind of sport do you like?

2) Do we need sports in life?

3) Who is (are) your favourite athlete(s)?

4) Would you kindly describe the inspiring athlete?

5) What makes them become the great world champions?

6) What can you learn their achievement?

D. KEGIATAN PEMBELAJARAN

Pertemuan I (3 x 45 Menit)

1. Pendahuluan

a. Guru memberikan salam pembuka dan meminta salah satu siswa (dengan komunikasi bahasa target Inggris) untuk memimpin do'a dalam memulai pembelajaran

b. Mengkondisikan kelas untuk memulai pembelajaran.

c. Mengadakan apersepsi dan mengaitkan materi yang akan dipelajari sesuai konteks(olah raga dan atlet-atlet berprestasi).

d. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran

Inti

Langkah 1. Orientasi Masalah

a. Guru menanyakan kembali kepada siswa mengenai materi yang telah dipelajari sbelumnya

b. Guru menanyakan pertanyaan seputar materi yang akan dibahas sebagai langkah awal membantu peserta didikmenghubungkan informasi dengan *background knowledge* mereka.

c. Contoh beberapa pertanyaan:

    a) What do you know about the sports events?

    b) What makes the sports events? Why does sports events able to be famous in this country?

    c) Tell me your favourite sports events greatly inspires you!

    d) What can you learn from the inspiringsports events?

Langkah 2. Mengorganisasi Peserta Didik
d. Guru menunjukkan dan membagi teks bacaan dan gambar yang berkaitan dengan topik pembelajaran yaitu sport events.

e. Guru mulai menjelaskan secara terperinci mengenai choral reading strategy

f. Guru memberikan contoh pelaksanaan choral reading strategy

Langkah 3. Membimbing para siswa
g. Guru membagi siswa dalam beberapa grup sesuai baris kursinya

h. Guru kemudian membaca dengan keras teks bacaan yang telah dibagikan sebelumnya

i. Guru menginstruksikan setiap baris membaca kalimat maupun isi paragrap sesuai baris bangku siswa-siswanya(in line)

j. Guru menginstruksikan seluruh kelas untuk membaca kalimat dalam paragrap secara bersamaan (*unison)*

Read the following text and answer the questions based on the text.
The Paralympics Games

Background The Tokyo 2020 Paralympic Games were a major international multi-sport event for athletes with disabilities governed by the International Paralympic Committee. The 16th Summer Paralympic Games were scheduled to be held in Tokyo, Japan between 24 August and 5 September 2021. The event was still called Tokyo 2020 despite taking place in 2021 due to the outbreaks of the Covid19 pandemic.

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k. Guru memberikan kesempatan kepada seluruh siswa untuk mengumpulkan informasi sebanyak mungkin serta mendiskusikan bacaan yang sudah dibaca bersama
l. Guru mennyakan pertanyaan yang lebih dalam mengenai teks sport events berkaitan dengan kriteria *reading comprehension.*

    1. Main idea (topic)

    2. Expression/idiomphrase in context

    3. Inference (implied detail)

4. Grammatical feature

5. Detail (scanning for a specifically stated detail)

6. Excluding fact not written (unstate detail)

7. Supporting idea

8. Vocabulary in contex

Langkah 4. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

m. Guru membagikan teks bacaan beserta test kepada para siswa untuk dikerjakan secara mandiri

n. Dengan sisa waktu yang tersisa, guru akan memberikan diagnostic test (D-Test) kepada siswa untuk mengetahui siswa telah memahami pelajaran dengan baik atau belum.

Penutup

a. Guru melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan yang telah berlangsung

b. Guru menyimpulkan poin-poin penting dari hal-hal yang dipelajari kegiatan pembelajaran yang telah dilakukan.

c. Guru menutup pembelajaran dengan membaca do'a.

d. Pertemuan II (3 x 45 Menit)

Reading and Viewing *Sport Events*

1. Kegiatan Pendahuluan (10 Menit)
   a. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
   b. Guru menginstruksikan perwakilan peserta didik memimpin doa.
   c. Guru menanyakan kabar peserta didik dan mengecek kehadiran peserta didik.
   d. Guru memberikan apersepsi tentang pembelajaran yang lalu dengan beberapa pertanyaan

2. Kegiatan Inti (105 Menit)

   Langkah 1. Orientasi Masalah
   a. Peserta didik diminta menjawab pertanyaan terkaitan ingatan sebelumnya
   b. Peserta didik diminta untuk mengorganisir dan membuat konspe yang mereka pahami terkait pembelajaran sebelumnya.

   Langkah 2. Mengorganisasi Peserta Didik
   a. Peserta didik bersama-sama dengan guru berkolaborasi saat pembelajaran dimulai.
   b. Peserta didik fokus pada bacaan yang diberikan, dan diberikan waktu oleh guru untuk membacanya secara individu.

   Langkah 3. Membimbing para siswa
   a. Guru membagi para siswa ke dalam barisan sesuai dengan tempat duduk masing-masing.
   b. Guru kemudian menginstruksikan kepada seluruh siswa untuk membaca teks yang telah dibagikan melalui barisan yang telah dibagikan.
   c. Guru kemudian, memberikan waktu pada masing-masing barisan untuk membaca teks tersebut.

d. Guru menanyakan hal-hal umum mengenai teks yang telah dibaca oleh para siswa

e. Guru mengarahkan seluruh siswa untuk membaca keras teks secara bersamaan.

f. Pada tahap akhir dari *Choral Reading* para siswa ditanyai mengenai isi teks tersbut secara khusus, apa isi dan kandungan pada teks singkat yang diberikan.

Langkah 5. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

a. Guru memberikan pernyataan singkat mengenai kualitas dan kemampuan para siswa

b. Guru mengevaluasi pembelajaran yang telah dilaksanakn dengan memberikan kritik dan saran yang membangun dan mendukung

c. Dan pada akhir pembelajaran, guru memberikan tes untuk menguji kemampuan siswa secara alami mengenai isi materi berdasarkan tahap-tahap membaca sesuai dengan Choral Reading Strategy.

3. Penutup (20 menit)

a. Guru mengakhiri pembelajaran dengan menutup lewat doa bersama setelah pembelajaran selesai

b. Guru mengucapkan salam penutupan setelah pembelajaran selesai.

E. REFLEKSI

Refleksi untuk siswa

1. Bagian mana yang menurutmu paling sulit dari pelajaran ini?

2. Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

3. Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang sudah kamu lakukan?

Refleksi untuk guru

1. Apakah semua siswa turut aktif saat pembelajaran berlangsung?

2. Kesulitan apa yang ditemukan saat mengajar?

3. Apakh kegiatan pembelajaran dapat menumbuhkan sikap kreativitas pada diri siswa?

4. Apakah kegiatan pembelajaran dapat membangun kesadaran para siswa tentnag bertanggung jawab menjaga amanah pada kehidupannya?

F. ASESMEN/PENILAIAN

1. Asesmen sebelum pembelajaran (Diagnostik)

2. Asesmen selama proses pembelajaran (Formatif)

3. Asesmen sesudah pembelajaran (Sumatif)

Jenis Asesmen:

a. Penilaian sikap: Observasi

b. Penilaian Pengetahuan: Tes tertulis membuat karangan dan LKPD

c. Penilaian Psikomotorik: Membuat Karangan Narrative Essay, dan Kesimpulan materi dalam bentuk word/power point serta mengerjakan LKPD.

LAMPIRAN

1) **Asesmen Awal**

Asesmen ini dilakukan sebelum kegiatan pembelajaran dimulai untuk mengetahui kesiapan peserta didik dalam mengikuti pembelajaran dengan menyiapkan beberapa pertanyaan terkait dengan materi. Instrument yang digunakan sebagai berikut ini:

Pertemuan 1:
1) *What do you know about Sport Events?*
2) *Who do you know as the best contry for preparing Sport Events inside your home?*
3) *What are the best things that had done by theinformation gotten from Sport Events for your environment?*

Pertemuan II:
1) *What do you understand from the previous materials about the general things inside Sport Events?*
2) *What do you think of Events in Indonesia?*
3) *What are the different between Athletes and Sport Events?*
4) *Do you know what is the best part from learning Sport Events?*
5) *Do you understand what is the topic and the supporting from those sentences or paragraphs?*

Keterangan:
Untuk memberikan nilai pada masing-masing aspek adalah:

Kriteria Indikator	Nilai Kualitatif	Nilai Kuantitatif	Huruf
93-100	Sangat Memuaskan	4	A
80-92	Baik	3	B
60-79	Cukup	2	C
50-59	Kurang	1	D

2) Asesmen Sumatif

Asesmen ini diperoleh dari hasil lembar kerja peserta didik sesuai dengan materi yang diajarkan.

LEMBAR KEGIATAN PESERTA DIDIK (LKPD)

I. MULTIPLE CHOICES

Instruction : *Read the text first. After that, chosee the best answer from a, b,c and d for the question number 1-5*

What happens to Ronaldo's career after Portugal's World Cup exit?

Cristiano Ronaldo's Portugal career is hanging in the balance following the national team's crushing 1-0 loss to Morocco in the World Cup's quarter-final stage. Ronaldo, 37, one of the greatest ever to play the game, has never won the tournament, and likely never will following Morocco's breathtaking and historic upset of Portugal on Saturday night in Qatar. As Morocco's bench stormed the field in elation, setting Al Thumama Stadium alight and triggering celebrations across Africa and the Arab world, the cameras were quick to pan to the Portuguese captain. The contrast, by comparison, was striking. Ronaldo briskly exited the field, took a final stoic glance at the crowd before cupping his hand over his face in utter disappointment.

Notably, he exited the pitch unaccompanied by teammates, apparently sobbing, as he strode past reporters, camerapeople and FIFA staff towards the Portuguese dressing room. He was almost completely alone. Ronaldo has yet to comment on his future. Há um Mundial que Portugal já ganhou: o dos adeptos! Incrível o apoio e o carinho que temos sentido de tantos portugueses (e não só!) aqui no Catar, tão longe da nossa pátria. Continuem a apoiar nos bons e nos maus momentos, tudo faremos para retribuir com vitórias! Força — Cristiano Ronaldo (@Cristiano) December 9, 2022

If Qatar is indeed the end, it will be a bittersweet conclusion to a legendary career for the Portuguese player. Ronaldo's biggest moment at the tournament – when he became the only male player in history to score a goal in five separate World Cups – will surely be remembered for generations. Ronaldo holds the world record as the all-time overall leading scorer in international play with 118 international goals in 196 matches. He is also a five time Ballon d'Or winner, the recipient of four European Golden Shoes and has seven league titles under his belt. The 2022 World Cup, though, was surely a rollercoaster of ups and downs.

Notably, Ronaldo was benched in Portugal's first knockout round 6-1 demolition of Switzerland – the first time since 2008 – after he angrily reacted to being substituted against South Korea in the side's final group match. Reports later swirled that he had threatened to walk out on the Portuguese squad amid their World Cup run. Portugal denied those reports. On Saturday, Ronaldo again was relegated to the bench by head coach Fernando Santos, who gave his replacement, Gonçalo Ramos, the nod after he scored a hat-trick in the match against Switzerland. "No regrets," Santos said of his decision not to start his captain for the second consecutive match. "Cristiano is a great football player, he came in when we thought it was necessary. We have no regret."

Ronaldo was not subbed onto the pitch until the 51st minute, and as he rushed onto the field, he swapped the captain's armband with veteran defender Pepe before turning his attention to his remaining teammates, whom he desperately urged to press on. His late-game cameo was met with a resounding chorus of jeers at Al Thumama Stadium, where Portugal fans were vastly outnumbered by Morocco supporters. As the final whistle neared, Ronaldo threw his arms up to the Portugal fans, in a last-ditch attempt to rouse the crowd. He nearly generated a scoring chance in the 82nd minute, setting up teammate João Félix, whose shot was denied by Morocco's goalkeeper. In the end, Ronaldo and the team were unable to repair the damage done by Morocco's Youssef En Nesyri, whose game-winning header in the 42nd minute was enough to carry the Atlas Lions to the World Cup semi-finals.

As a tearful Ronaldo broke for the locker rooms, his teammates, still paralysed by the loss, lingered on the field to interact and thank the Portugal supporters. Former Spain international Javier Martinez said he did not believe Ronaldo would continue with the national team, adding he could understand the Portuguese superstar's reaction. "This was maybe the last chance he got to win a World Cup," Martinez told Al Jazeera. "Such a player like him, he deserved a World Cup and he's very disappointed."

Portugal, who edged Ghana and shut out Uruguay, before being upset 2-1 by South Korea in the group stages, have not advanced beyond the last 16 since their fourth-place finish at the 2006 World Cup in Germany. Seleção das Quinas finished third in 1966. The team has never won a World Cup. Ronaldo, who exits Qatar having never scored a knockout round goal, will now transition back to an uncertain club future. Days into the tournament, Ronaldo was dropped by Manchester United with "immediate effect" after he conducted an explosive interview on the eve of the World Cup, in which he sharply criticised manager Erik ten Hag. Ronaldo has weathered his fair share of on- and off-the-field controversies over the past two decades, but he may now be entering the toughest stage of his career.

1. What is the exact point from this text?
    a. Ronaldo wins champions

    b. The story of Ronaldo become the player football

    c. Ronaldo carrier after World cup in Portugal

    d. Ronaldo's background

2. What is the main idea from paragraph one?
    a. Christiano Roanldo's career in world cup Portugal

    b. Christiano Roanldo's career in world cup Qatar

    c. Christiano Roanldo's career in world cup Brazil

    d. Christiano Roanldo's career in world cup Turkey

3. What do yo think about Christiano Ronaldo?
    a. He is a great player soccer

    b. He is the best and the most famous chef arounfd the world

    c. He is a bad football player

    d. He is the great football player and he is from Portugal

4. What is the history of Ronaldo in Qatar that made him the only one male football player can do it?
    a. He got the four separated goals to his team

    b. He got five separated goals to his team

    c. He got siv and five separated goals in his team

    d. He got the great score based on his won

5. Why was Ronaldo famous for many people around the world?
    a. Ronaldo always wins the champions

    b. Ronaldo can build a great architecture in his country

    c. Ronaldo brings a bad medals for his country

d. Ronaldo is good at all in his team and he never gives up to win the tim

II. TRUE AND FALSE QUESTIONS

Instruction: Read the previous text and decide to identify and specify it into True (T) / False (F)

1. Christiano Ronaldo is from Portugal (T/F)
2. Christiano Ronaldo's team wins in the World Cup's quarter-final stage (T/F)
3. Christiano Ronaldo is from Maroco's team (T/F)
4. Portugal edged Ghana and shut out Urugay, and upset 4-2 by North Korea (T/F)
5. Christiano Ronaldo sharply criticised manager Eric ten Hag about Manchester United (T/F)

Instruction : *Read the text first. After that, chosee the best answer from a, b,c and d for the question number 6-10*

FIFA freezes Fund for Indonesia's Football Association after U-20 World Cup Furore

KONTAN.CO.ID - JAKARTA. Development fund allocated for Indonesia's football association is being frozen by FIFA after the country was stripped as hosts of this year's Under-20 World Cup, soccer's governing body said on Thursday. FIFA barred the Southeast Asian nation from staging the May 20-June 11 event after the country's football association (PSSI) in the predominantly Muslim country said it had cancelled the draw because the governor of Bali refused to host Israel's team.

Last month protesters marched in the capital Jakarta waving Indonesian and Palestinian flags, demanding that Israel should not be allowed to participate. The removal of the Under-20 event caused anger and dismay among fans and players in the soccer-mad country. FIFA said in a statement that it "provisionally recommended a restriction on" the use of FIFA Forward development funds for the PSSI and would reconsider lifting the sanction after reviewing Indonesia's plan to improve on Indonesian soccer.

PSSI chief Erick Thohir said in a statement that the "administrative sanction" would impact PSSI's "operational needs" but did not give further details, reiterating President Joko Widodo's instruction for him to transform the sport, which includes renovating over 20 stadiums. "Indonesia could avoid the severe penalty of being exiled from world soccer," he said. "This is more like a yellow card, not a red card." FIFA banned Indonesia from playing in international events in 2015 over government meddling.

6. Why was Indonesia freezed by FIFA from U20?

a. Because the rejection of Israel come in Indonesia

b. Because, Kanjuruhan stadium

c. Because, the problem between FIFA and Eric Thohir

d. Because, Indonesia is not suitable for a big event like FIFA World Cup U20

7. Where was the place that banned Israel in Indonesia
   a. Jakarta

   b. Bali

   c. Semarang

   d. Kanjuruhan

8. What is the penalthy for Indonesia?
   a. Red Card

   b. Yellow Card

   c. Black Card

   d. White Card

9. What is FIFA?
   a. An organization football player in the South Asia
   b. An organization of football Player In Monaco
   c. An association football in the world
   d. An association football in Indonesia

10. What is PSSI?
   a. An organization football player in the South Asia
   b. An organization of football Player In Monaco
   c. An association football in the world
   d. An association football in Indonesia

III. SHORT ANSWER QUESTION/ ESSAYS

Instruction: After read the text, answer all teh questions below based on your understanding from the text.

1. From the text above, can you explain who Christian Ronaldo is? Give your statement/ opinion.
2. What happent with Christiano Ronaldo in World Cup 2022?
3. What country has been losing the goal in World Cup's quarter-final stage?
4. Why does Christiano Ronaldo exit from Manchester United? Explain it
5. What are moral values that you can get from Christiano Ronaldo, World Cup 2022? explain it by your own language

KEY ANSWERS
I. Multiple Choices

1.c

2.b

3.d

4.b

5.d

6.a

7.b

8.b

9.c

10.d

II. True False

1. True

2. False

3. False

4. False

5. False

C. Essay/ Short Answer Question

1. Christiano Ronaldo is a player football from portugal. He is one of the best football Player around the world, he even become a player forrtball with getting money expensive.

2. Christiano Ronaldo loss goal with Moroco 1-1 in quarter-final stage. In roder to he should bring his team to his country back.

3. It is Portugal

4. Because while he got interview in one broadchcast, he aruge that Manchester United is not as same as with the old, they are not competitive, they never want to listen to his opinion, and he feels like they never have the same interest as like as them in the past. So, Christiano Ronaldo never feel sad if he should go out from Manchester United.

5. The moral values I can take is whatever you are doing right now, if it is not very clear or you can not take it well at the same time, and you feel like shampoo and conditioner turn out at the same time, it is ok. Because there are lost of time for you to stand up again and start your dream, from Christiano Ronaldo we learn that keep spirit.

Pedoman Penilaian:
Nilai = <u>Skor yang diperoleh</u> X 100
                Skor Maksimal

G. KEGIATAN PENGAYAAN DAN REMEDIAL
Pengayaan Tes-2 **Remedial** -
H. UJI PEMAHAMAN
Menyiapkan pertanyaan-pertanyaan simpel terkait materi

I. BAHAN BACAAN GURU DAN PESERTA DIDIK
1. Buku Bahasa Inggris SMA Kelas X (Kemenag RI)
2. Materi e-book online Bahasa Inggris
J. GLOSARIUM
Descriptive Text : A text thattalk about the description even the story based on the true story from a someone , thing, or place. Sport Event : the sport event is the competition that many countries in the world that regarding on Sport.
K. DAFTAR PUSTAKA
Budi Hermawan, dkk, *Bahasa Inggris: Work in Progressuntuk SMA/SMK/MA Kelas X Kurikulum Merdeka,* Pusat Perbukuan Badan Standar Kurikulum, dan Asesmen, Pendidikan Kementerian Pendidikan, Kebudayaan, Riset,dan Teknologi, Jakarta Selatan: 2022

Mengetahui,
Guru Pamong Bahasa Inggris

Padangsidimpuan, 30 April 2024
Mahasiswa

Muhardi Koto, S.Pd

Indah Rizki Boru Suti

CYCLE I (SIKLUS 1)

MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM

F. IDENTITAS MODUL

Penyusun : Indah Rizki Boru Suti
Instansi   : SMA Negeri 5 Padangsidimpuan
Tahun Pelajaran : 2024
Mata Pelajaran : Bahasa Inggris
Fase/Kelas : F/X
Bab   : I
Topik   : Great Athletes
Alokasi Waktu : 6 x 45 menit (2 Pertemuan)

G. KOMPETENSI AWAL

1. Peserta didik secara aktif mampu memahami bacaan dan konteks pada teks yang dibaca mengenai Great Athletes.
2. Peserta didik mampu menganalisis dan memahami isi kandungan video dan audio mengenai Sport Events lewat scan yang disediakan pada buku teks.
3. Peserta didik dapat memahami materi kemudian membuat dan merangkai kalimat maupun teks sesuai dengan tema Great Athletes.

C. ACUAN ALUR TUJUAN PEMBELAJARAN

PROFIL PELAJAR PANCASILA

1. Beriman
2. Bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
3. Gotong Royong
4. Mandiri
5. Berkebhinekaan global
6. Bernalar Kritis dan kreatif

H. SARANA DAN PRASARANA

Media : Papan Tulis, Proyektor, Spidol berwarna, Kertas, Internet, Pulpen, Lem, Gunting.
Sumber belajar: Buku teks Bahasa Inggris Kurikulum Merdeka kelas X SMA, LKPD dan lain-lain.

I. TARGET PESERTA DIDIK

Peserta didik secara aktif dan sadar mampu memahami pembelajaran yang telah diajarkan serta dapat mengaplikasikan lewat tulisan atau mencipatakan hal baru seperti membuat karangan dengan tema Great Athletes.*”* pada kajian Narrative Essay.

J. MODEL PEMBELAJARAN

6) Choral reading method

7) Collaborataive learning

8) Contextual learning

9) Project based learning

10) Tanya jawab

G. TUJUAN KEGIATAN PEMBELAJARAN

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

Pada akhir Fase E, peserta didik menggunakan teks lisan,tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaandan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi

H. PEMAHAMAN BERMAKNA

Pada kegiatan pembelajaran siswa dapat dan mampu bekerja sama sekaligus memiliki perasaan empatik saat mengemban tugas kelompok bersama-sama, siswa kemudian secara jelas dan padat membuat dan mempraktekkan bagaimana cara menulis karangan bahasa inggris sesuai dengan genre teks yakni descriptive teks. Kemudian, mampu menjelaskan makna dan niai moral dari teks tersebut.

I. PERTANYAAN PEMANTIK/ *ESSENTIAL QUESTIONS*

7) *Do you like* Great Athletes*? Who is the* Greatest Athletes *do you like?*

8) *Do we need* Great Athletes *in life?*

9) *Who is (are) your favourite athlete(s)?*

10) *Would you kindly describe the inspiring athlete?*

11) *What makes them become the* Great Athletes*?*

12) *What can you learn their achievement?*

J. KEGIATAN PEMBELAJARAN

Pertemuan I (3 x 45 Menit)

1. Pendahuluan

a. Guru memberikan salam pembuka dan meminta salah satu siswa (dengan komunikasi bahasa target Inggris) untuk memimpin do'a dalam memulai pembelajaran

b. Mengkondisikan kelas untuk memulai pembelajaran.

c. Mengadakan apersepsi dan mengaitkan materi yang akan dipelajari sesuai konteks(olah raga dan atlet-atlet berprestasi).

d. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran

Inti

Langkah 1. Orientasi Masalah

a. Guru menanyakan kembali kepada siswa mengenai materi yang telah dipelajari sbelumnya

b. Guru menanyakan pertanyaan seputar materi yang akan dibahas sebagai langkah awal membantu peserta didikmenghubungkan informasi dengan *background knowledge* mereka.

c. Contoh beberapa pertanyaan:

    e) *What do you know about the Great Athletes?*

    f) *What makes the Great Athletes? Why does sports events able to be famous in this country?*

    g) *Tell me your favourite sports events greatly inspires you!*

    h) *What can you learn from the inspiring Great Athletes?*

Langkah 2. Mengorganisasi Peserta Didik
a. Guru menunjukkan dan membagi teks bacaan dan gambar yang berkaitan dengan topik pembelajaran yaitu Great Athletes.

b. Guru mulai menjelaskan secara terperinci mengenai choral reading strategy

c. Guru memberikan contoh pelaksanaan choral reading strategy

Langkah 3. Membimbing para siswa
a. Guru membagi siswa dalam beberapa grup sesuai baris kursinya

b. Guru kemudian membaca dengan keras teks bacaan yang telah dibagikan sebelumnya

c. Guru menginstruksikan setiap baris membaca kalimat maupun isi paragrap sesuai baris bangku siswa-siswanya(in line)

d. Guru menginstruksikan seluruh kelas untuk membaca kalimat dalam paragrap secara bersamaan (*unison*)

Read the following text and answer the questions based on the text.

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players. He becomes so skillful and conident that his opponents cannot igure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of righthanded or lefthanded use their respective legs to score goals but Ronaldo can easily use both of his legs eiciently to make goals.

In addition to that, he can use his head to score goals as well. He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous freekick. Ronaldo's freekick speed is approximately 130 kilometers per hour. While jumping, Ronaldo's G-force is ive times higher than that of a cheetah.

Jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award ive times and created a world

record by scoring the most goals in international football in September 2021. Currently his net worth is around $500 million and this makes him one of the richest athletes.

e. Guru memberikan kesempatan kepada seluruh siswa untuk mengumpulkan informasi sebanyak mungkin serta mendiskusikan bacaan yang sudah dibaca bersama

f. Guru mennyakan pertanyaan yang lebih dalam mengenai teks sport events berkaitan dengan kriteria *reading comprehension.*

1. Main idea (topic)

2. Expression/idiomphrase in context

3. Inference (implied detail)

4. Grammatical feature

5. Detail (scanning for a specifically stated detail)

6. Excluding fact not written (unstate detail)

7. Supporting idea

8. Vocabulary in contex

Langkah 4. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

g. Guru membagikan teks bacaan beserta test kepada para siswa untuk dikerjakan secara mandiri

h. Dengan sisa waktu yang tersisa, guru akan memberikan diagnostic test (D-Test) kepada siswa untuk mengetahui siswa telah memahami pelajaran dengan baik atau belum.

Penutup

e. Guru melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan yang telah berlangsung

f. Guru menyimpulkan poin-poin penting dari hal-hal yang dipelajari kegiatan pembelajaran yang telah dilakukan.

g. Guru menutup pembelajaran dengan membaca do'a.

h. Pertemuan II (3 x 45 Menit)

Reading and Viewing Great Athletes.

4. Kegiatan Pendahuluan (10 Menit)

a. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.

b. Guru menginstruksikan perwakilan peserta didik memimpin doa.

c. Guru menanyakan kabar peserta didik dan mengecek kehadiran peserta didik.

d. Guru memberikan apersepsi tentang pembelajaran yang lalu dengan beberapa pertanyaan

5. Kegiatan Inti (105 Menit)

Langkah 1. Orientasi Masalah

a. Peserta didik diminta menjawab pertanyaan terkaitan ingatan sebelumnya

b. Peserta didik diminta untuk mengorganisir dan membuat konspe yang mereka pahami terkait pembelajaran sebelumnya.

Langkah 2. Mengorganisasi Peserta Didik

a. Peserta didik bersama-sama dengan guru berkolaborasi saat pembelajaran dimulai.

b. Peserta didik fokus pada bacaan yang diberikan, dan diberikan waktu oleh guru untuk membacanya secara individu.

Langkah 3. Membimbing para siswa

a. Guru membagi para siswa ke dalam barisan sesuai dengan tempat duduk masing-masing.

b. Guru kemudian menginstruksikan kepada seluruh siswa untuk membaca teks yang telah dibagikan melalui barisan yang telah dibagikan.

c. Guru kemudian, memberikan waktu pada masing-masing barisan untuk membaca teks tersebut.

d. Guru menanyakan hal-hal umum mengenai teks yang telah dibaca oleh para siswa

e. Guru mengarahkan seluruh siswa untuk membaca keras teks secara bersamaan.

f. Pada tahap akhir dari *Choral Reading* para siswa ditanyai mengenai isi teks tersbut secara khusus, apa isi dan kandungan pada teks singkat yang diberikan.

Langkah 5. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

a. Guru memberikan pernyataan singkat mengenai kualitas dan kemampuan para siswa

b. Guru mengevaluasi pembelajaran yang telah dilaksanakn dengan memberikan kritik dan saran yang membangun dan mendukung

c. Dan pada akhir pembelajaran, guru memberikan tes untuk menguji kemampuan siswa secara alami mengenai isi materi berdasarkan tahap-tahap membaca sesuai dengan *Choral Reading Strategy.*

6. Penutup (20 menit)

a. Guru mengakhiri pembelajaran dengan menutup lewat doa bersama setelah pembelajaran selesai

b. Guru mengucapkan salam penutupan setelah pembelajaran selesai.

K. REFLEKSI

Refleksi untuk siswa

1. Bagian mana yang menurutmu paling sulit dari pelajaran ini?

2. Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

3. Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang sudah kamu lakukan?

Refleksi untuk guru

5. Apakah semua siswa turut aktif saat pembelajaran berlangsung?

6. Kesulitan apa yang ditemukan saat mengajar?

7. Apakh kegiatan pembelajaran dapat menumbuhkan sikap kreativitas pada diri siswa?

8. Apakah kegiatan pembelajaran dapat membangun kesadaran para siswa tentnag bertanggung jawab menjaga amanah pada kehidupannya?

L. ASESMEN/PENILAIAN

1. Asesmen sebelum pembelajaran (Diagnostik)

2. Asesmen selama proses pembelajaran (Formatif)

3. Asesmen sesudah pembelajaran (Sumatif)

Jenis Asesmen:

a. Penilaian sikap: Observasi

b. Penilaian Pengetahuan: Tes tertulis membuat karangan dan LKPD

c. Penilaian Psikomotorik: Membuat Karangan Narrative Essay, dan Kesimpulan materi dalam bentuk word/power point serta mengerjakan LKPD.

LAMPIRAN

2) **Asesmen Awal**

Asesmen ini dilakukan sebelum kegiatan pembelajaran dimulai untuk mengetahui kesiapan peserta didik dalam mengikuti pembelajaran dengan menyiapkan beberapa pertanyaan terkait dengan materi. Instrument yang digunakan sebagai berikut ini:

Pertemuan 1:

1) *What do you know about* Great Athletes.*?*
2) *Who do you know as the best contry for preparing* Great Athletes.*inside your home?*
3) *What are the best things that had done by theinformation gotten from* Great Athletes *for your environment?*

Pertemuan II:

1) *What do you understand from the previous materials about the general things* Great Athletes*?*
2) *What do you think of* Great Athletes *in Indonesia?*
3) *What are the different between Athletes and* Great Athletes*?*
4) *Do you know what is the best part from learning* Great Athletes*?*
6) *Do you understand what is the topic and the supporting from those sentences or paragraphs?*

Keterangan:

Untuk memberikan nilai pada masing-masing aspek adalah:

Kriteria Indikator	Nilai Kualitatif	Nilai Kuantitatif	Huruf
93-100	Sangat Memuaskan	4	A
87-92	Baik	3	B
60-86	Cukup	2	C
50-59	Kurang	1	D

3) **Asesmen Sumatif**

Asesmen ini diperoleh dari hasil lembar kerja peserta didik sesuai dengan materi yang diajarkan.

LEMBAR KEGIATAN PESERTA DIDIK (LKPD)

I. MULTIPLE CHOICES

Instruction : *Read the text first. After that, chosee the best answer from a, b, c and d for the question number 1-5*

FIFA freezes Fund for Indonesia's Football Association after U-20 World Cup Furore

KONTAN.CO.ID - JAKARTA. Development fund allocated for Indonesia's football association is being frozen by FIFA after the country was stripped as hosts of this year's Under-20 World Cup, soccer's governing body said on Thursday. FIFA barred the Southeast Asian nation from staging the May 20-June 11 event after the country's football association (PSSI) in the predominantly Muslim country said it had cancelled the draw because the governor of Bali refused to host Israel's team.

Last month protesters marched in the capital Jakarta waving Indonesian and Palestinian flags, demanding that Israel should not be allowed to participate. The removal of the Under-20 event caused anger and dismay among fans and players in the soccer-mad country. FIFA said in a statement that it "provisionally recommended a restriction on" the use of FIFA Forward development funds for the PSSI and would reconsider lifting the sanction after reviewing Indonesia's plan to improve on Indonesian soccer.

PSSI chief Erick Thohir said in a statement that the "administrative sanction" would impact PSSI's "operational needs" but did not give further details, reiterating President Joko Widodo's instruction for him to transform the sport, which includes renovating over 20 stadiums. "Indonesia could avoid the severe penalty of being exiled from world soccer," he said. "This is more like a yellow card, not a red card." FIFA banned Indonesia from playing in international events in 2015 over government meddling.

1. Why was Indonesia freezed by FIFA from U20?
   a. Because the rejection of Israel come in Indonesia

   b. Because, Kanjuruhan stadium

   c. Because, the problem between FIFA and Eric Thohir

   d. Because, Indonesia is not suitable for a big event like FIFA World Cup U20

2. Where was the place that banned Israel in Indonesia
   a. Jakarta

   b. Bali

   c. Semarang

   d. Kanjuruhan

3. What is the penalthy for Indonesia?

a. Red Card

b. Yellow Card

c. Black Card

d. White Card

4. What is FIFA?
   a. An organization football player in the South Asia
   b. An organization of football Player In Monaco
   c. An association football in the world
   d. An association football in Indonesia

5. What is PSSI?
   a. An organization football player in the South Asia
   b. An organization of football Player In Monaco
   c. An association football in the world
   d. An association football in Indonesia

What happens to Ronaldo's career after Portugal's World Cup exit?

Cristiano Ronaldo's Portugal career is hanging in the balance following the national team's crushing 1-0 loss to Morocco in the World Cup's quarter-final stage. Ronaldo, 37, one of the greatest ever to play the game, has never won the tournament, and likely never will following Morocco's breathtaking and historic upset of Portugal on Saturday night in Qatar. As Morocco's bench stormed the field in elation, setting Al Thumama Stadium alight and triggering celebrations across Africa and the Arab world, the cameras were quick to pan to the Portuguese captain. The contrast, by comparison, was striking. Ronaldo briskly exited the field, took a final stoic glance at the crowd before cupping his hand over his face in utter disappointment.

Notably, he exited the pitch unaccompanied by teammates, apparently sobbing, as he strode past reporters, camerapeople and FIFA staff towards the Portuguese dressing room. He was almost completely alone. Ronaldo has yet to comment on his future. Há um Mundial que Portugal já ganhou: o dos adeptos! Incrível o apoio e o carinho que temos sentido de tantos portugueses (e não só!) aqui no Catar, tão longe da nossa pátria. Continuem a apoiar nos bons e nos maus momentos, tudo faremos para retribuir com vitórias! Força — Cristiano Ronaldo (@Cristiano) December 9, 2022

If Qatar is indeed the end, it will be a bittersweet conclusion to a legendary career for the Portuguese player. Ronaldo's biggest moment at the tournament – when he became the only male player in history to score a goal in five separate World Cups – will surely be remembered for

generations. Ronaldo holds the world record as the all-time overall leading scorer in international play with 118 international goals in 196 matches. He is also a five time Ballon d'Or winner, the recipient of four European Golden Shoes and has seven league titles under his belt. The 2022 World Cup, though, was surely a rollercoaster of ups and downs.

Notably, Ronaldo was benched in Portugal's first knockout round 6-1 demolition of Switzerland – the first time since 2008 – after he angrily reacted to being substituted against South Korea in the side's final group match. Reports later swirled that he had threatened to walk out on the Portuguese squad amid their World Cup run. Portugal denied those reports. On Saturday, Ronaldo again was relegated to the bench by head coach Fernando Santos, who gave his replacement, Gonçalo Ramos, the nod after he scored a hat-trick in the match against Switzerland. "No regrets," Santos said of his decision not to start his captain for the second consecutive match. "Cristiano is a great football player, he came in when we thought it was necessary. We have no regret."

Ronaldo was not subbed onto the pitch until the 51st minute, and as he rushed onto the field, he swapped the captain's armband with veteran defender Pepe before turning his attention to his remaining teammates, whom he desperately urged to press on. His late-game cameo was met with a resounding chorus of jeers at Al Thumama Stadium, where Portugal fans were vastly outnumbered by Morocco supporters. As the final whistle neared, Ronaldo threw his arms up to the Portugal fans, in a last-ditch attempt to rouse the crowd. He nearly generated a scoring chance in the 82nd minute, setting up teammate João Félix, whose shot was denied by Morocco's goalkeeper. In the end, Ronaldo and the team were unable to repair the damage done by Morocco's Youssef En Nesyri, whose game-winning header in the 42nd minute was enough to carry the Atlas Lions to the World Cup semi-finals.

As a tearful Ronaldo broke for the locker rooms, his teammates, still paralysed by the loss, lingered on the field to interact and thank the Portugal supporters. Former Spain international Javier Martinez said he did not believe Ronaldo would continue with the national team, adding he could understand the Portuguese superstar's reaction. "This was maybe the last chance he got to win a World Cup," Martinez told Al Jazeera. "Such a player like him, he deserved a World Cup and he's very disappointed."

Portugal, who edged Ghana and shut out Uruguay, before being upset 2-1 by South Korea in the group stages, have not advanced beyond the last 16 since their fourth-place finish at the 2006 World Cup in Germany. Seleção das Quinas finished third in 1966. The team has never won a World Cup. Ronaldo, who exits Qatar having never scored a knockout round goal, will now transition back to an uncertain club future. Days into the tournament, Ronaldo was dropped by Manchester United with "immediate effect" after he conducted an explosive interview on the eve of the World Cup, in which he sharply criticised manager Erik ten Hag. Ronaldo has weathered his fair share of on- and off-the-field controversies over the past two decades, but he may now be entering the toughest stage of his career.

6. What is the exact point from this text?
   e. Ronaldo wins champions

   f. The story of Ronaldo become the player football

   g. Ronaldo carrier after World cup in Portugal

   h. Ronaldo's background

7. What is the main idea from paragraph one?
   e. Christiano Roanldo's career in world cup Portugal

   f. Christiano Roanldo's career in world cup Qatar

g. Christiano Roanldo's career in world cup Brazil

h. Christiano Roanldo's career in world cup Turkey

8. What do yo think about Christiano Ronaldo?
   e. He is a great player soccer

   f. He is the best and the most famous chef arounfd the world

   g. He is a bad football player

   h. He is the great football player and he is from Portugal

9. What is the history of Ronaldo in Qatar that made him the only one male football player can do it?
   e. He got the four separated goals to his team

   f. He got five separated goals to his team

   g. He got siv and five separated goals in his team

   h. He got the great score based on his won

10. Why was Ronaldo famous for many people around the world?
   e. Ronaldo always wins the champions

   f. Ronaldo can build a great architecture in his country

   g. Ronaldo brings a bad medals for his country

   h. Ronaldo is good at all in his team and he never gives up to win the tim

II. TRUE AND FALSE QUESTIONS
   Instruction: Read the previous text and decide to identify and specify it into True (T) / False (F)
   6. Christiano Ronaldo is from Portugal (T/F)
   7. Christiano Ronaldo's team wins in the World Cup's quarter-final stage (T/F)
   8. Christiano Ronaldo is from Maroco's team (T/F)
   9. Portugal edged Ghana and shut out Urugay, and upset 4-2 by North Korea (T/F)
   10. Christiano Ronaldo sharply criticised manager Eric ten Hag about Manchester United (T/F)

III. SHORT ANSWER QUESTION/ ESSAYS
   Instruction: After read the text, answer all teh questions below based on your understanding from the text.
   6. From the text above, can you explain who Christian Ronaldo is? Give your statement/ opinion.
   7. What happent with Christiano Ronaldo in World Cup 2022?
   8. What country has been losing the goal in World Cup's quarter-final stage?
   9. Why does Christiano Ronaldo exit from Manchester United? Explain it
   10. What are moral values that you can get from Christiano Ronaldo, World Cup 2022? explain it by your own language

KEY ANSWERS

I. Multiple Choices

1.a

2.b

3.c

4.d

5.c

6.c

7.b

8.d

9.b

10.d

II. True False

1. True

2. False

3. False

4. False

5. True

III. Essay/ Short Answer Question

1. Christiano Ronaldo is a player football from portugal. He is one of the best football Player around the world, he even become a player forrtball with getting money expensive.

2. Christiano Ronaldo loss goal with Moroco 1-1 in quarter-final stage. In roder to he should bring his team to his country back.

3. It is Portugal

4. Because while he got interview in one broadchcast, he aruge that Manchester United is not as same as with the old, they are not competitive, they never want to listen to his opinion, and he feels like they never have the same interest as like as them in the past. So, Christiano Ronaldo never feel sad if he should go out from Manchester United.

5. The moral values I can take is whatever you are doing right now, if it is not very clear or you can not take it well at the same time, and you feel like shampoo and conditioner turn out at the same time, it is ok. Because there are lost of time for you to stand up again and start your dream, from Christiano Ronaldo we learn that keep spirit.

Pedoman Penilaian:
Nilai = <u>Skor yang diperoleh</u> X 100
        Skor Maksimal

G. KEGIATAN PENGAYAAN DAN REMEDIAL
Pengayaan
Pelaksanaan tes 1 mengeneai great atheless
Menyimpulkan materi pembelajaran sebelumnya dengan kemampuan masing-masing.
H. UJI PEMAHAMAN

Menyiapkan pertanyaan-pertanyaan simpel terkait materi
I. BAHAN BACAAN GURU DAN PESERTA DIDIK
1. Buku Bahasa Inggris MA Kelas XI (Kemenag RI) 2. Materi e-book online Bahasa Inggris
J. GLOSARIUM
Descriptive Text: A text that talks about the definition, identification even the description from someone, things and places. Great Atheless   : People that focus and passionate inside the sport, and can be the master of sport.
K. DAFTAR PUSTAKA
Budi Hermawan, dkk, *Bahasa Inggris: Work in Progressuntuk SMA/SMK/MA Kelas X Kurikulum Merdeka,* Pusat Perbukuan Badan Standar Kurikulum, dan Asesmen, Pendidikan Kementerian Pendidikan, Kebudayaan, Riset,dan Teknologi, Jakarta Selatan: 2022

Mengetahui,   Padangsidimpuan, 30 April 2024
Guru Pamong Bahasa Inggris   Mahasiswa

Muhardi Koto S. Pd   **Indah Rizki Boru Suti**
NIP. 197302152006041003   **NIM. 2020300008**

Appendix III: The Observation Sheet for Students' Activity

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject matter   : English
Class/ Semester   : X/ 1
Cycle   : 1

NO.	Students	The Aspects for observation											
		Students' Reading Comprehension							Students' Problems in the Classroom				
		1	2	3	4	5	6	7	1	2	3	4	5
1.	ARHH												✔
2.	A				✔								
3.	AN												
4.	AR							✔					
5.	ABD												
6.	AIL				✔				✔	✔	✔		
7.	BY									✔			
8.	CM												✔
9.	DA		✔							✔			✔
10.	EAS												
11.	FAH									✔			
12.	FW												
13.	FN		✔										

14.	GAF		✔										
15.	JS												
16.	INH												
17.	LA												
18.	LP				✔								
19.	MY												
20.	MIS					✔							
21.	MRH		✔										
22.	NAN												
23.	NT											✔	
24.	NRB		✔										
25.	PR											✔	
26.	RAY							✔					
27.	RAS												
28.	RNP	✔											
29.	RA				✔								
30.	SA												
31.	SR				✔								
32.	WS												
33.	KMR												
34.	**RAH**							✔	✔	✔			
35.	ARHH												

Notes:
Indicators for Students' Reading Comprehension

h.   Students' fluency in reading the text

i.   Students' problem while reading such as punctuations.

j.   Students'reading comprehension through the text

k.   Students who can get the main idea from the text

l.   Students who can find out the topic sentence from the text

m.   Students who can identify the supporting sentences from the text

n.   Students who can completely explain the conclusion from the text

The Indicator for Students' Problems in the Classroom

a.   Students who are not interest while reading the text.

b.   Students who are bored in the classroom

c.   Students who are not focus to teacher' explanations

d.   Students who are buys to talk with their friends on their seats.

e.   Students who do not finish their task.

Appendix IV: The Observation Sheet for Students' Activity

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject matter   : English
Class/ Semester   : X/ 1
Cycle   : 2

NO.	Students	The Aspects for observation											
		Students' Reading Comprehension							Students' Problems in the Classroom				
		1	2	3	4	5	6	7	1	2	3	4	5
1.	ARHH												
2.	A												
3.	AN												
4.	AR												
5.	ABD								✔	✔	✔		
6.	AIL	✔											
7.	BY												
8.	CM												
9.	DA	✔		✔	✔								
10.	EAS												
11.	FAH												
12.	FW												
13.	FN								✔	✔	✔		

#													
14.	GAF												
15.	JS												
16.	INH												
17.	LA												
18.	LP	✓		✓	✓	✓	✓						
19.	MY												
20.	MIS												
21.	MRH												
22.	NAN	✓	✓	✓									
23.	NT												
24.	NRB												
25.	PR												
26.	RAY												
27.	RAS												
28.	RNP												
29.	RA	✓		✓	✓	✓	✓						
30.	SA												
31.	SR												
32.	WS												
33.	KMR												
34.	**RAH**												

Notes:

Indicators for Students' Reading Comprehension

    a.   Students' reading comprehension improved

    b.   Students' struggle while reading the text.

    c.   Students who understand the information from the text

    d.   Students who are able to explain several informations from text

    e.   Students who can conclude the story from the book.

    f.   Students who can immediately answer the inquiries from the text

    g.   Students who can not join

The Indicator for Students' Problems in the Classroom

    a.   Students who are silent while reading

    b.   Students who do not collaborate with their team

    c.   Students who go and out of the classroom

    d.   Students who are active in the class

    e.   Students who are noisy in the class

| | **Padangsidimpuan, 30 April 2024** |
| **Observer** | **Peneliti** |

Muhardi Koto S. Pd
NIP. 197302152006041003

Indah Rizki Boru Suti
NIM. 2020300008

Appendix V : Interview Sheet with theTeacher

Interview Sheet
Interview With the Teacher

1. Question:

Apa saja Permasalahan yang sering terjadi di dalam Belajar Bahasa Inggris Pak?

Answer:

Permasalah yang terjadi tentunya terkait dengan permasalahan siswa pada setiap skill/ kemampuan yang dalam bahasa inggris, misalnya adalah pada bidang membaca, siswa masih sering salah dalam memahami apa yang dia baca, kemudian pada konteks grammar dan kosa kata yang tidak banyak mereka ketahui serta pemahaman yang rendah terhadap teks yang dibaca. Kemudian pada berbicara dalam bahasa Inggris siswa masih kuang dalam pengejaan dan pengucapan kata. Sedangkan pada menulis dan seperti yang sudah dijealskan tadi, mereka tidak terlalu paham bagaimana cara menulis yang baik

2. Question:

Kalau permasalahan di bagian reading secara spesifik nya pak bagaimana kira- kira pak?

Answer:

Jikalau permasalahan reading ya itu tadi nak, mereka masih kurang memhami vocabulary atau kosa kata, terus juga dalam grammarnya, dan pada saat membaca otomatis mereka membaca dengan suara yang keras, sehingga kita sebagai guru tentunya mendengar beberapa masalah dalam kata-kata yang mereka baca, trus mereka tidak paham apa yang sedang mereka baca. Sering salah dalam memahami konteks bacaan.

3. Question:

Kurikulum apa yang bapak gunakan saat ini dalam mengajar bahasa Inggris?

Answer:

Tergantung tingkatan kelasnya nak, kalau di kelas XI, mereka belum menggunakan Kurikulum Merdeka, mereka masih meberapkan kurikulum K0-13. Kalau keulas X, menggunakan Kurikulum Merdeka, kalau di bukunya itu memang ada semua skill nak, termasuklah kemampuan membaca ada nanti itu di bab satu nya tentang Ronaldo

4. Question:

Metode apa yang biasa bapak lakukan dalam mengajar bahasa Inggris dan terfokus pada Reading pak?

Answer:

Saya biasanya menggunakan metode tanya jawab, saya kasih mereka kesempatan membaca satu persatu, baru saya tanya nak, tentang isi teks nya, kalau bisa masing- masing mengartikan teks itu

5. Question:

Bagaimana menurut bapak kemampuan anak-anak di kelas tempat bapak mengajar?

Answer:

Saya kira masih standar ya nak, dan memang setiap kelas pasti ada yang mudah menangkap pelajaran, ada juga yang sulit nak, sehingga kalau ditanya bagaimana secara keseluruhan, tidak bisa dipastikan satu kelas itu pintar semua, yang jelasnya saya mencoba mengajarkan kepada mereka sesuai kemampuan saya. Kalau mereka tidak paham kembali lagi kepada apakah mereka benar- benar mau belajar. Kadang- kadang siswa ini nak, banyak keluhannya, masalahnya, biasa itu nak di kelas, ada yang memang lesu- lesu saat belajar, ada juga yang tidak mengerjakan tugas, seperti anak-anak kebanyakan. Sehingga yang dapat dikondusifkan, bapak kondusifkan.

Validator	**Padangsidimpuan, 30 April 2024** **Peneliti**
Muhardi Koto S. Pd **NIP.197302152006041003**	**Indah Rizki Boru Suti** **NIM. 2020300008**

Appendix VI: Interview Sheet with the Students

Interview Sheet
Interview With the Students

1. Apakah ada kendala yang anda rasakan saat belajar Bahasa Inggris?

   (Do you have any struggle while learning English?)

   Answer:

   FW,DA,LP,RA,NAN,AIL agreed that they felt some struggles while learning English.

2. Apa alasan yang paling erat terhadap nilai Bahasa Inggris anda yang tidak begitu memuaskan?

   (What is the dominant reason of your English Score not excellent?)

   Answer:

   FAH, MY, MIS,PR said that English was a difficult lesson to learn and the teacher did not use a spesicif strategy to teach them.

3. Bagaimana biasanya anda mengatasi kesulitan dalam memahami bacaan atau teks yang sedang diajarkan guru?

   (How do usually you overcome the struggles in comprehending the text that taught by the teacher?)

   Answer:

   WS, RAY, RA said they did not know how to overcome it, because they thought that English was so hard to learn, they did not have any ways to overcome it.

4. Apakah anda tertarik dalam belajar bahasa Inggris?

   (Are you interest in learning English?)

   Answer:

   I, LA, LP, RA, SA said that they were interest in learning English but the other students like NT, AIL, FAH thought that English was complicated for their brain, it was so hard to remember the word in English version.

5. Bagaimana menurut pendapat anda mengenai guru yang mengajarkan bahasa Inggris khususnya pada Pemahaman membaca/ Reading comprehension?

   (How do you think about teacher who teach of students' reading comprehension?

   Answer:

   CM, BY, A,AN said that they did not even understand what part of teacher explained about reading comprehension, because the teacher almost used to explain the lesson in front of the class, and they could not say that teacher used the spesific strategy to them.

6. Bagaimana menurut pendapat anda mengenai strategi yang digunakan guru dalam mengajar Reading Comprehension?

   (How do you think about the strategy used by teacher to teach reading comprehension?

   Answer:

   LP, RA said that teacher was only read the text alone, after that they were asked about some questions how they thought about the text and finally asked the other thing sometimes was not focus to the text.

7. Apakah pelajaran yang disampaikan guru dapat dipahami dengan mudah oleh anda?

   (are the lesson taught by teacher can be understood?)

   Answer:

   NAN,NRB,JS said it was not understood by them.

8. Apakah membaca dengan Choral Reading ini pernah diaplikasikan di kelas?

   (Do this Choral Reading ever apply in the classroom?

   Answer:

   All of the students said, it was never.

9. Apakah anda merasa terbantu dalam memahami konteks bacaan dengan menggunakan Choral Reading Strategy?

   (Do you feel helped in comprehending the context of reading passage by using choral reading strategy?)

   Answer:

   LP said it helped him a lot and he could idemtify the text well of course about the information provided there.

10. Bagaimana menurut pendapat anda mengenai Choral Reading Strategy dalam membantu pemahaman anda membaca/ reading comprehension? Apakah ada kosa kata, dan kalimat baru yang anda pahami?

    (How do you think choral reading strategy in helping your reading comprehension? are there any words, sentences that you understand?

    RA,LP,RNP,NRB said there were some words, sentences, even the new vocabulary that they understood in order to they could be helped because this strategy.

Appendix VII: Table of Students' Reading Comprehension Score in the First Cycle

Table 4.2 Students' Reading Comprehension Score in the First Cycle

NO.	Students' Initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information.	Reexplain important message from the text.	Total
35.	ARHH	15	0	0	0	15
36.	A	0	0	0	0	0
37.	AN	20	20	20	5	65
38.	AR	25	10	15	5	55
39.	ABD	20	15	15	5	55
40.	AIL	20	5	0	0	25
41.	BY	25	5	10	0	40
42.	CM	20	10	0	0	30
43.	DA	20	15	0	0	35
44.	EAS	10	10	20	0	40
45.	FAH	0	0	0	0	0
46.	FW	15	10	0	5	30
47.	FN	20	15	15	10	60
48.	GAF	5	20	0	0	25
49.	JS	0	0	0	0	0
50.	INH	25	10	20	5	60
51.	LA	25	20	10	0	55
52.	LP	20	20	20	25	*85
53.	MY	20	10	25	0	55
54.	MIS	25	10	20	0	55
55.	MRH	25	5	0	0	30
56.	NAN	10	20	0	0	30
57.	NT	20	10	0	0	30
58.	NRB	20	10	25	5	60
59.	PR	20	15	5	0	40
60.	RAY	20	20	5	0	45
61.	RAS	10	10	20	0	40
62.	RNP	15	20	0	0	35
63.	RA	25	20	10	0	55
64.	SA	25	20	10	0	55
65.	SR	5	10	25	0	40
66.	WS	5	10	20	0	35
67.	KMR	25	10	25	0	60
68.	RAH	20	20	20	0	60

NO.	Students' Initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information.	Reexplain important message from the text.	Total
	SUM	575	405	355	65	1400
		16.91176	11.91176	10.44118	1.911765	41.1765
	MEAN	16.91	11.91	10.44	1.91	41.17
Percentage: 2,9%						

*: -The students who passed the KKM (80)

Table 4.3 The Classification of Students Score in the First Cycle

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	4	11,75%
2.	21%-40%	Low	15	44,11%
3.	41%-60%	Enough	13	38.23%
4.	61%-80%	Good	1	2,94%
5.	81%-100%	Very Good	1	2,94%

Table 4.4 Students' Score Based on Indicator Test in the First Cycle

No.	Indicator	Total the correct answer	percentage	Maximum score percentage
1	Identify the character, place and time	115	16.91%	25%
2	Identify main idea and information from the text	81	11.91%	25%
3	Comprehend the correct answer and incorrect answer	71	10.44%	25%
4	Reexplain important message from the text	13	1.91%	25%

Table 4.4 Frequency of Distribution Students' Score in Cycle 1

No.	Class Interval	Mid Point	Mid Point	Percentage
1.	0-14	7	3	8,82%
2.	15-29	22	3	8,82%
3.	30-44	37	13	38,23%
4.	45-59	52	8	23,52%
5.	60-74	67	6	17,64%
6.	75-89	82	1	2,9%
	Total		34	100%

Appendix VIII: Table 4.5 of Students' Reading Comprehension Score in the Second Cycle

No	Students' Initial	Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information.	Reexplain important message from the text	Total
35.	ARHH	25	20	0	10	55
36.	A	25	10	20	10	65
37.	AN	0	0	0	0	0
38.	AR	25	20	25	15	85
39.	ABD	25	20	25	15	85
40.	AIL	25	25	0	15	65
41.	BY	25	20	25	15	85
42.	CM	25	20	25	15	85
43.	DA	25	20	25	0	70
44.	EAS	0	0	0	0	0
45.	FAH	25	20	25	15	85
46.	FW	25	25	25	0	75
47.	FN	25	25	25	0	75
48.	GA	25	20	25	0	70
49.	JS	25	20	0	15	60
50.	I	25	20	25	15	85
51.	LA	25	10	25	20	80
52.	LP	25	20	25	20	90
53.	MY	25	10	25	15	75
54.	MIS	25	10	25	15	75
55.	MRH	25	20	25	10	80
56.	NAN	25	10	25	15	75
57.	NT	25	25	25	5	80
58.	NRB	25	20	25	0	70
59.	PR	0	0	0	0	0
60.	RAY	25	20	25	5	75
61.	RAS	15	25	25	10	75
62.	RNP	25	10	25	15	75
63.	RA	25	25	25	15	90
64.	SA	25	10	25	15	75
65.	SR	25	15	25	15	80

No	Students' Initial	Indicators				Total
		Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information.	Reexplain important message from the text	
66.	WS	25	15	25	15	80
67.	KMR	0	0	0	0	0
68.	RAH	0	0	0	0	0
	SUM	715	530	645	330	2220
		21.02941	15.58824	18.97059	9.705882	65.29412
		21.02	15.58	18.97	9.70	65.29
Percentage: 23.52%						

Table 4.6 The Percentages of Students' Score in Cycle 2

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	5	14.70%
2.	21%-40%	Low	0	0%
3.	41%-60%	Enough	2	5.88%
4.	61%-80%	Good	19	55.88%
5.	81%-100%	Very Good	8	23.52%

Table 4.7 Students' Score Based on Indicator Test in the Second Cycle

No.	Indicator	Total the correct answer	percentage	Maximum score percentage
1	Identify the character, place and time	104	15.29%	25%
2	Identify main idea and information from the text	143	21.02%	25%
3	Comprehend the correct answer and incorrect answer	130	19,11%	25%
4	Reexplain important message from the text	141	20.73%	25%
	Total	518	76.47%	100%

Table 4.8 Frequency of Distribution Studnets' Score in Cycle 2

No.	Class Interval	Mid Point	Mid Point	Percentage
1.	0-12	6	5	14,70%
2.	13-25	14	0	0,00%
3.	26-38	32	0	0,00%
4.	39-51	45	0	0,00%

5.	52-64	58	2	5,88%
6.	65-77	71	14	41,17%
7.	78-90	84	13	38,23%

Appendix IX: The Result of Difference Score between First Cycle and Second Cycle

Table 4.8
The Comparison Mean Score and percentage between Cycle 1 and Cycle 2

Indicator	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Identify the character, place and time	16.91%		15.29%	
Identify main idea and information from the text	11.91%	2,9%	21.02%	85,29%
Comprehend the correct answer and incorrect answer	10.44%		19.11%	
Reexplain important message from the text	1.91%		20.73%	
Total	41,17%		76,47%	

The formula to calculate mean score in the first cycle:

$$\bar{X} = \frac{\Sigma \bar{X}}{N}$$

$$\bar{\bar{X}} = 1400/34$$

$$\bar{\bar{X}} = 41,17$$

The percentage of students who passed the Minimum Mastery Criterion (KKM) in the first cycle

$$P = \frac{F}{N} \ X \ 100\%$$

$$P = \frac{1}{34} \ X \ 100\%$$

$$P = 2,9\%$$

The formula to calculate mean score in the Second cycle:

$$\bar{X} = \frac{\Sigma \bar{X}}{N}$$

$$\bar{X} = 2600/34$$

$$\bar{X} = 76,47$$

The percentage of students who passed the Minimum Mastery Criterion (KKM) in the Second cycle

$$P = \frac{F}{N} \ X \ 100\%$$

$$P = \frac{8}{34} \ X \ 100\%$$

$$P = 23,52\%$$

Appendix X : Documentation Cycle I and Cycle II Cycle I

Cycle II

Appendix XI : Documentation from interview the Teacher

DOCUMENTATION FROM INTERVIEW THE TEACHER

Appendix XII : **The Documentation of Getting Permition from the Principal and the Vice Principal to do theresearch in SMA N 5 Padangsidimpuan**

APPENDIX XIII: UJI VALIDITAS TEST SEBELUM PENELITIAN
UJI VALIDITAS SOAL PILIHAN GANDA CYCLE 1 AND 2

No	Nama Siswa	CYCLE 1										CYCLE 2										Benar Y	Y2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
		A	D	A	B	C	C	B	D	B	D	D	C	A	B	C	A	B	B	C	D		
1	Cyndi Hardianti Harahap	A	D	D	B	C	C	B	D	B	D	A	C	A	B	C	A	B	D	B	D	16	256
2	Putri Kholijah Dalimunthe	A	D	A	A	C	B	A	B	C	A	A	B	B	C	B	B	A	B	A	A	5	25
3	Miftah Khoirun Nisah	A	B	B	A	C	C	B	D	C	D	C	A	B	A	B	A	A	D	A	D	15	225
4	Sri Atikah Mahrani Nasution	C	C	A	D	C	B	B	B	C	A	A	C	B	A	A	D	D	A	A	A	6	36
5	Vingky Adelia Putri Siregar	C	A	A	B	C	B	B	B	C	A	A	B	B	B	D	B	A	D	A	A	5	25
6	Nur Afiah Amalia	C	B	D	D	C	A	B	C	A	A	B	B	B	B	B	C	D	C	A	A	3	9
7	Dzikra Istiqomah	A	B	D	B	C	B	B	D	B	D	A	C	B	D	A	A	A	B	A	D	13	169
8	Nabila Annisa Harahap	C	A	D	A	C	B	A	B	A	A	A	B	B	B	B	C	D	A	D	A	3	9
9	Nabilatul Mufida	A	B	A	A	C	C	C	D	B	D	D	B	A	B	C	A	B	B	C	A	15	225
10	Deriyana Selian	A	B	A	A	C	C	B	D	B	D	A	B	B	B	B	C	A	B	A	D	11	121
11	Anggita Dwi Lestari	C	B	D	D	C	B	A	B	C	A	A	C	B	B	B	A	D	A	A	A	2	4
12	Lin Amelia	C	B	D	D	A	B	A	B	C	A	A	C	B	A	C	A	A	A	A	A	3	9
13	Jaskia Ulfa	C	B	D	B	C	B	B	C	C	A	A	B	B	A	B	A	B	A	A	D	6	36
14	Chelsea Melani Harahap	C	C	A	D	C	B	A	B	C	A	A	B	B	B	B	A	B	A	A	A	4	16
15	Lasria Hurjana	A	B	A	D	C	B	B	D	B	D	A	B	C	A	C	A	B	A	A	D	15	225
16	Aisyah Arito	A	B	A	D	C	C	C	D	B	D	A	C	B	B	A	B	B	C	A	D	14	196
17	Natasya Elkirana	A	D	A	B	C	C	B	D	B	D	B	C	B	B	A	A	D	A	A	D	15	225
18	Majidah Layla F. Rtg	C	D	A	B	C	B	A	B	C	D	A	B	A	B	A	A	B	C	D	D	12	144
19	Salfiah Naura Rahmadani	C	B	D	D	C	B	A	B	C	A	B	B	A	A	A	A	D	A	D	D	4	16
20	Rizky Alda Siregar	C	A	D	D	C	B	B	C	A	A	A	B	B	C	B	B	A	A	A	D	3	9
21	Fadly Mahmudin Harahap	C	A	D	D	A	B	A	B	C	A	D	B	B	C	B	C	B	B	A	D	4	16
	Jbenar X	9	4	10	8	18	8	11	8	8	9	4	7	5	18	3	9	7	12	5	11	174	1996
	r Tabel	0,4227																					
	t Hitung	0,832134	0,35069	0,355266	0,376277	0,367045	0,910698	0,331405	0,910698	0,910698	0,963242	0,374294	0,47189	0,687056	0,340557	0,560028	0,66356668	0,648849	0,329108	0,382389	0,38708	**Validitas**	
	Status	V	InV	InV	InV	InV	V	InV	V	V	V	InV	V	V	InV	V	V	V	InV	InV	InV		

	p	0,428571	0,190476	0,47619	0,380952	0,857143	0,380952	0,52381	0,380952	0,380952	0,428571	0,190476	0,333333	0,238095	0,857143	0,142857	0,42857143	0,333333	0,571429	0,238095	0,52381	**Reliabilitas**
	q	0,571429	0,809524	0,52381	0,619048	0,142857	0,619048	0,47619	0,619048	0,619048	0,571429	0,809524	0,666667	0,761905	0,142857	0,857143	0,57142857	0,666667	0,428571	0,761905	0,47619	
	p^q	0,616208	0,261224	0,677982	0,550223	0,978219	0,550223	0,734976	0,550223	0,550223	0,616208	0,261224	0,48075	0,335076	0,978219	0,188638	0,61620831	0,48075	0,786757	0,335076	0,734976	
	Jumlahpq	11,28339																				
	SD2t	26,39456			0,80-1.00		Sangat Tinggi															
	n	20			0,60-0,80		Tinggi															
	n-1	19			0,40-0,60		Cukup															
	r11	0,602643			0,20-0,40		Rendah															
	Kriteria	Tinggi			<0,20		Rendah Sekali (Tidak Reliabel)															

	CYCLE 1										CYCLE 2										TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	A	D	A	B	C	C	B	D	B	D	D	C	A	B	C	A	B	B	C	D	
1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	12
2	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	7
3	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	1	11
4	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	6
5	0	0	1	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	6
6	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	6
7	0	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	11
8	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	6
9	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	12
10	1	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1		11
11	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	6
12	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	6
13	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	1	0	1	6
14	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	4
15	1	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	12
16	1	0	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1		11
17	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	11
18	0	1	1	1	1	0	0	0	0	1	0	0	1	0	1	1	1	1	1	1	7
19	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0		6
20	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1		6
21	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1		6

UJI VALIDITAS SOAL TRUE/FALSE

No	Nama Siswa	CYCLE 1					CYCLE 2					Benar	Y2	Cycle 1					Cycle 2				
		1	2	3	4	5	6	7	8	9	10			1	2	3	4	5	6	7	8	9	10
		F	F	F	T	F	T	F	F	F	T			F	F	F	T	F	T	F	F	F	T
1	Cyndi Hardianti Harahap	F	T	F	F	T	F	T	T	T	T	3	2	1	0	1	0	0	0	0	0	0	1
2	Putri Kholijah Dalimunthe	F	F	F	T	F	T	F	F	T	F	8	64	1	1	1	1	1	1	1	1	0	0
3	Miftah Khoirun Nisah	F	T	F	T	T	T	F	T	F	T	7	49	1	0	1	1	1	1	1	1	0	1
4	Sri Atikah Mahrani Nasution	F	T	F	T	T	T	F	T	F	T	7	49	1	0	1	1	0	1	1	0	1	1
5	Vingky Adelia Putri Siregar	T	F	T	F	F	F	T	T	T	F	2	4	0	1	0	0	1	0	0	0	0	0
6	Nur Afiah Amalia	F	T	F	F	T	T	F	F	T	T	6	36	1	0	1	0	0	1	1	1	0	1
7	Dzikra Istiqomah	T	T	F	F	T	F	T	T	F	F	2	4	0	0	1	0	0	0	0	0	1	0
8	Nabila Annisa Harahap	F	F	F	T	F	T	F	F	T	T	8	64	1	1	1	1	1	1	1	1	0	0
9	Nabilatul Mufida	T	T	F	F	T	F	T	F	F	F	3	9	1	0	0	1	0	0	0	0	1	1
10	Deriyana Selian	F	F	F	F	F	F	T	T	T	T	4	16	1	1	1	0	0	0	0	0	0	0
11	Anggita Dwi Lestari	F	T	T	T	T	F	T	T	T	F	2	4	1	0	0	1	0	0	0	0	0	0
12	Lin Amelia	F	F	F	T	F	T	F	F	F	T	10	100	1	1	1	1	1	1	1	1	1	1
13	Jaskia Ulfa	T	T	T	F	T	F	F	T	T	T	2	4	0	0	0	0	0	0	1	0	0	1
14	Chelsea Melani Harahap	F	F	F	F	F	F	T	F	T	F	5	25	1	1	1	0	0	0	0	0	1	0
15	Lasria Hurjana	T	T	T	T	T	F	T	T	T	T	2	4	0	0	0	1	0	0	0	0	0	1
16	Aisyah Arito	F	F	F	F	T	T	T	F	T	F	5	25	1	1	1	0	0	1	0	1	0	0
17	Natasya Elkirana	T	T	T	T	T	F	T	T	T	F	1	1	0	0	0	1	0	0	0	0	0	0
18	Majidah Layla F. Rtg	T	F	T	F	T	F	T	T	T	F	1	1	0	1	0	0	0	0	0	0	0	0
19	Salfiah Naura Rahmadani	F	F	T	T	T	T	F	T	T	F	4	16	1	0	1	1	0	0	1	0	0	0
20	Rizky Alda Siregar	F	T	F	F	T	F	F	F	F	T	7	49	1	0	1	0	1	1	1	1	1	1
21	Fadly Mahmudin Harahap	F	F	F	T	T	T	F	F	F	T	9	81	1	1	1	0	1	1	1	1	1	1
	Jbenar x	14	9	15	10	5	9	10	9	7	10	98	607										
	r table	0,6119																					
	r Hitung	0,72734	0,3523	0,69466	0,39562	0,39569	0,88074	0,7447	0,73982	0,38216	0,36072												
	status	V	InV	V	InV	InV	V	V	V	InV	InV												

P	0,66667	0,42857	0,71429	0,47619	0,2381	0,42857	0,47619	0,42857	0,33333	0,47619
Q	0,33333	0,57143	0,28571	0,52381	0,7619	0,57143	0,52381	0,57143	0,66667	0,52381
r^q	0,87358	0,61621	0,90834	0,67798	0,33508	0,61621	0,67798	0,61621	0,48075	0,67798
∑PQ	6,48032									
SD2t	7,460317									
n	20									
n-1	19									
r11	0,138275									

UJI VALIDITAS SOAL ESSAY

No	Nama Siswa	Nomor Soal										TOTAL
		Cycle 1					Cycle 2					
		1	2	3	4	5	6	7	8	9	10	
1	Cyndi Hardianti Harahap	3	4	2	3	1	5	3	2	1	3	27
2	Putri Kholijah Dalimunthe	5	4	4	1	4	1	1	1	5	5	31
3	Miftah Khoirun Nisah	4	5	3	1	2	4	3	3	2	5	32
4	Sri Atikah Mahrani Nasution	4	3	2	4	5	3	2	1	1	2	27
5	Vingky Adelia Putri Siregar	3	4	3	5	2	5	1	1	5	3	32
6	Nur Afiah Amalia	3	2	4	5	1	5	3	2	4	3	32
7	Dzikra Istiqomah	2	3	4	2	1	4	4	1	2	3	26
8	Nabila Annisa Harahap	3	3	3	2	5	1	4	3	2	5	31
9	Nabilatul Mufida	5	4	3	3	2	1	4	3	5	5	35
10	Deriyana Selian	1	4	5	3	2	4	3	2	5	5	34
11	Anggita Dwi Lestari	5	5	4	1	4	5	1	1	5	5	36
12	Lin Amelia	5	4	4	1	4	1	2	5	5	5	36
13	Jaskia Ulfa	5	4	4	1	4	1	1	5	5	5	35
14	Chelsea Melani Harahap	2	4	4	3	5	2	5	4	3	5	37
15	Lasria Hurjana	5	5	4	1	4	1	1	5	5	5	36
16	Aisyah Arito	5	5	4	1	4	5	1	1	3	5	34
17	Natasya Elkirana	3	2	3	5	2	1	5	4	3	3	31
18	Majidah Layla F. Rtg	4	5	3	2	2	3	5	3	2	2	31
19	Salfiah Naura Rahmadani	3	3	4	2	2	5	4	4	2	1	30
20	Rizky Alda Siregar	4	3	2	1	5	4	3	3	2	4	31
21	Fadly Mahmudin Harahap	5	5	4	3	2	1	4	3	2	5	34
	n	21										
	n-2	19										
	r Table	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	
	r Hitung	0,358576	0,477954	0,532474	-0,25972	0,341423	-0,3448	-0,22035	0,457854	0,684937	0,697736	
	KRITERIA	InV	V	V	InV	InV	InV	InV	V	V	V	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor   : B - 1205 /Un.28/E.1/TL.00.9/04/2024   4 April 2024
Lampiran   : -
Hal   : **Balasan Penelitian**
                Penyelesaian Skripsi

Yth. Kepala SMA N 5 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Indah Rizki Boru Suti

NIM   : 2020300008

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Siabu

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **" Improving Student's Reading Comprehension through Choral Reading Strategy at Grade X SMA N 5 Padangsidimpuan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidimpuan, 4 April 2024
a.n Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Hj. Nami Syafrida Siregar, S.Psi, M.A
NIP. 19801224 200604 2 001

PEMERINTAH PROVINSI SUMATERA UTARA
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Jl. Melati No. 90, Telp. (0634) 21256 Kel. Ujung Padang, Kec. Padangsidimpuan Selatan
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e-mail : smanlima_psp@yahoo.co.id

Kode Pos : 22725

SURAT KETERANGAN
Nomor : 423.4 / 157 / SMA.5 / MH-2024

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan Nomor : B-1205/Un.28/E.1/ TL.00/04/2024, tanggal 4 April 2024, tentang Izin Penelitian Penyelesaian Skripsi, bersama ini kami sampaikan bahwa :

Nama	:	INDAH RIZKI BORU SUTI
NIM	:	2020300008
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Siabu

Adalah benar telah melaksanakan Penelitian di SMA Negeri 5 Padangsidimpuan dengan judul skripsi :

"IMPROVING STUDENT'S READING COMPREHENSION THROUGH CHORAL READING STRATEGY AT GRADE X SMA N 5 PADANGSIDIMPUAN"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 8 Mei 2024
Kepala Sekolah,

SAHMARDAN, S. Pd
NIP. 19690226 200212 1 006

Tembusan :
1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan
2. Yang bersangkutan
3. Pertinggal

APPENDIX XVI: The Result of Students' Reading Comprehension

Name : Fina Narotul Izah Harahap
Class : X~1
Subject : English/ Bahasa Inggris

I. MULTIPLE CHOICES

Instruction : *Read the text first. After that, chosee the best answer from a, b,c and d for the question number 1-5*

FIFA freezes Fund for Indonesia's Football Association after U-20 World Cup Furore

KONTAN.CO.ID - JAKARTA. Development fund allocated for Indonesia's football association is being frozen by FIFA after the country was stripped as hosts of this year's Under-20 World Cup, soccer's governing body said on Thursday. FIFA barred the Southeast Asian nation from staging the May 20-June 11 event after the country's football association (PSSI) in the predominantly Muslim country said it had cancelled the draw because the governor of Bali refused to host Israel's team.

Last month protesters marched in the capital Jakarta waving Indonesian and Palestinian flags, demanding that Israel should not be allowed to participate. The removal of the Under-20 event caused anger and dismay among fans and players in the soccer-mad country. FIFA said in a statement that it "provisionally recommended a restriction on" the use of FIFA Forward development funds for the PSSI and would reconsider lifting the sanction after reviewing Indonesia's plan to improve on Indonesian soccer.

PSSI chief Erick Thohir said in a statement that the "administrative sanction" would impact PSSI's "operational needs" but did not give further details, reiterating President Joko Widodo's instruction for him to transform the sport, which includes renovating over 20 stadiums. "Indonesia could avoid the severe penalty of being exiled from world soccer," he said. "This is more like a yellow card, not a red card." FIFA banned Indonesia from playing in international events in 2015 over government meddling.

1. Why was Indonesia freezed by FIFA from U20?
   X Because the rejection of Israel come in Indonesia
   b. Because, Kanjuruhan stadium
   c. Because, the problem between FIFA and Eric Thohir
   d. Because, Indonesia is not suitable for a big event like FIFA World Cup U20
2. Where was the place that banned Israel in Indonesia

MULTIPLE CHOICES

Instruction : Read the text first. After that, chosee the best answer from a,
b,c and d for the question number 1-5

What happens to Ronaldo's career after Portugal's World Cup exit?

Cristiano Ronaldo's Portugal career is hanging in the balance following the national team's crushing 1-0 loss to Morocco in the World Cup's quarter-final stage. Ronaldo, 37, one of the greatest ever to play the game, has never won the tournament, and likely never will following Morocco's breathtaking and iconic upset of Portugal on Saturday night in Qatar. As Morocco's bench stormed the field in elation, leaving Al Thumama Stadium

alight and triggering celebrations across Africa and the Arab world, the cameras were quick to pan to the Portuguese captain. The contrast, by comparison, was striking. Ronaldo quickly exited the field, took a final stoic glance at the crowd before cupping his hand over his face in utter disappointment.

Notably, he exited the pitch unaccompanied by teammates, apparently sobbing, as he strode past reporters, camerapeople and FIFA staff towards the Portuguese dressing room. He was almost completely alone. Ronaldo has yet to comment on his future. Há um Mundial que Portugal já ganhou: o dos adeptos! Incrível o apoio e o carinho que temos sentido de tantos portugueses (e não só!) aqui no Catar, tão longe da nossa pátria. Continuem a apoiar nos bons e nos maus momentos, tudo faremos para retribuir com vitórias! Força — Cristiano Ronaldo (@Cristiano) December 9, 2022

If Qatar is indeed the end, it will be a bittersweet conclusion to a legendary career for the Portuguese player. Ronaldo's biggest moment at the tournament – when he became the only male player in history to score a goal in five separate World Cups – will surely be remembered for generations. Ronaldo holds the world record as the all-time overall leading scorer in international play with 118 international goals in 196 matches. He is also a five time Ballon d'Or winner, the recipient of four European Golden Shoes and has seven league titles under his belt. The 2022 World Cup, though, was surely a rollercoaster of ups and downs.

Name : NOVIA RAHMAWATI
Class : X-1
Subject : English/ Bahasa Inggris

I. MULTIPLE CHOICES

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Last month protesters marched in the capital Jakarta waving Indonesian and Palestinian flags demanding that Israel should not be allowed to participate. The removal of the Under-20 event caused anger and dismay among fans and players in the soccer-mad country. FIFA said in a statement that it "provisionally recommended a restriction on" the use of FIFA Forward development funds for the PSSI and would reconsider lifting the sanction after reviewing Indonesia's plan to improve on Indonesian soccer.

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Why was Indonesia freezed by FIFA from U20?
a. Because the rejection of Israel come in Indonesia
b. Because, Kanjuruhan stadium
c. Because, the problem between FIFA and Eric Thohir
d. Because, Indonesia is not suitable for a big event like FIFA World Cup U20

2. Where was the place that banned Israel in Indonesia

Name : Novia Rahmawati Btr
Class : X-1
Subject : English/ Bahasa Inggris

I. MULTIPLE CHOICES

Instruction : Read the text first. After that, chosee the best answer from a, b,c and d for the question number 1-5

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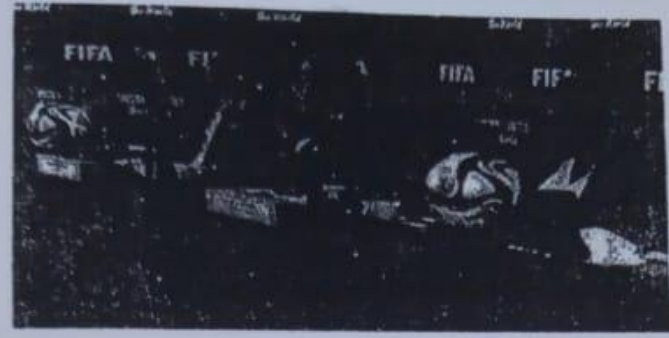
Name : Lingga Pratama
Class : X-1
Subject : English/ Bahasa Inggris

85

I. MULTIPLE CHOICES

Instruction : *Read the text first. After that, chosee the best answer from a, b,c and d for the question number 1-5*

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d. Because, Indonesia is not suitable for a big event like FIFA World Cup U20
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