

## The Use Of Individual Strategy On Choral Reading Method In Reading Classroom

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### Abstrak

Penelitian ini bertujuan untuk menjelaskan strategi individu apa saja yang digunakan guru dalam mengajar membaca melalui metode *choral reading* dalam membaca di kelas di SMP di Karawang. Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif sebagai metode penelitian. Sampel penelitian ini adalah 3 guru bahasa inggris dari salah satu SMP di Karawang. Teknik pengumpulan data dalam penelitian ini adalah observasi dan wawancara. Berdasarkan hasil analisis data, diketahui bahwa strategi individu membuat guru lebih mudah dalam menggunakan metode *choral reading* di kelas membaca. Strategi-strategi yang digunakan oleh guru juga membuat kelas menyenangkan dan menarik. Dapat disimpulkan bahwa ada beberapa strategi individu yang digunakan guru dalam mengajar membaca menggunakan metode *choral reading*.

**Kata Kunci:** Membaca, Metode Choral Reading, Strategi Mengajar, Strategi Individual

### Abstract

This research was intended to explain what individual strategies teachers use in teaching reading through choral reading method in reading classroom at junior high school in Karawang. In this research, the researcher used descriptive quantitative method as the research methodology. The sample of this research was taken from 3 English Teachers of one of junior high school in Karawang. The data collecting technique in this research were observation and interview. Based on the result of data analysis, it showed that individual strategy makes it easier for teacher to use choral reading method in reading classroom. The strategies used by the teachers also make the class fun and interesting. It can be concluded that there are several individual strategies that teachers use in teaching reading through choral reading method.

**Keywords:** Reading, choral reading method, teaching strategy, individual strategy

### BACKGROUND

Reading is one of the abilities humans use for their entire life. Basically, reading is a complex activity that involves many things, not just reading the text, but also visual, thinking, psycholinguistic, and metacognitive activities (Nasution, Zulkarnain, and Suhariyanti, 2020). Reading comprehension also essentially needed for humans to adapt to society. By reading, students can discover new knowledge both in general lessons and in English lesson. As Gunes (2008) stated in Kodan & Akyol (2018), it is an active process that create new knowledge by combining new information with the current knowledge. Thus, Abdullah (2022) also stated that reading helps persons to obtain information or verify existing knowledge. Therefore, at school, students are taught how to read properly.

In fact, in an English learning activity, students commonly struggled to focus on the reading class. Students usually prefer to do other things they find more interesting to do, such as drawing, talking with friends, or even daydreaming. Students' lack of interest in literacy also makes learning more boring.

In addition, students also have difficulty in reading the English text. It is very difficult for them to find the main topic of the text, to figure out the information of the text, to understand a text by connecting events in the text to events of their real life (Abdullah, 2022). Because of the inability to read properly, they do not have the courage to read aloud. Courage and confidence become important points in learning to read. Students who feel that their ability to read is inadequate will continue to feel insecure and hard to develop their ability to read.

Each student has different learning technique. As a teacher, teacher play an important role in presenting techniques that can make learning easier. Yet, most teachers have not explored the techniques of teaching reading comprehension. The lack of interesting techniques that teacher has also decrease students' motivation. Most of the students dislike and were not interested with English especially in reading, and the teachers still use traditional methods in teaching reading (Ismayanti, 2017)

There are a lot of ways to make reading classes less boring. One of them is the use of pleasant techniques and media. There are many factors that affect students' reading comprehension. Internally, motivation and affinity play important role in reading comprehension. Externally, reading material, environment and also including teaching strategy (Abdullah, 2022). Furthermore, reading English text might be unfamiliar to students, especially in non-native countries. Therefore, students will be more comfortable if they are learning using familiar techniques that they have used before.

The choral reading method is one of techniques that commonly used in reading class. This technique is easy to apply to class and students are unconsciously already accustomed to it. The choral reading method is the learning method where students will read the text aloud together. In addition to learning reading, the advantages of choral reading method are, students can also learn speaking at the same time. Reading aloud can also decrease student boredom and increase their motivation. Choral reading method help improve students' reading comprehension, fluency, self-confidence, and motivation (Zorrela, 2017). By reading together, students can listen to the pronunciation, intonation, and expressions of their classmates which will make them know their mistakes in reading and speaking. It also increases a deeper motivation for them to avoid making mistakes. According to Rasisnki (2010) in Ismayanti (2017) this is an excellent way to scaffolds for a less proficient reader to gain knowledge by reading while at the same time hearing a more fluent reading by their peers (Rasisnki, 2010).

To be able to implement a method into the classroom, teachers must have the proper strategy for learning to run effectively. Learning strategies can be defined as, behaviors and thoughts in which a learner engages and which are intended to influence the learner's encoding process (Weinsten,. Et al: 1983). Fatmawati, Ahmad, and Sumarta (2021) also stated that "to avoid passive learning, the teachers of English should have many strategies to build students' thinking process, students' activities, students' communications and students' involvement during reading class". So is choral reading method. There are many strategies the teachers can use for choral reading method. Of course, these strategies can be used if teachers are already exploring and studying them well.

From the explanation of some previous research, researcher decided to take junior high school teachers' strategy on choral reading method as the subject for this study. The principal difference between this study and previous studies is that it focuses on the strategies that the teachers use when they apply the choral reading method in reading classroom. Furthermore, most studies about choral

reading method are taking the students objectives, hence researcher will do a study from the perspective of a teacher who uses choral reading to teach in reading class.

### **The Importance of Reading**

Reading is an activity that almost everyone does every day. Reading is also one of the four English skills that are very important to master by students since it is one way to get new information about something (Abdullah, 2022). Gerald (2009) in Lestari (2017) mentioned that reading is useful; reading is power, and reading can develop students' who read to gain new knowledge. Gupta et al. (2014) in Abdullah (2022) explained that students' academic success has a strong connection with students' reading skills. Students' reading ability must be built as early as possible to make them good at accessing information and knowledge (Septiawan, 2021).

In reading a text to gain new information, some aspects must be included to get the information better. There are the main idea or topic, the implied detail, the grammatical features, the unstated details that are not written, the supporting idea, and the vocabulary in context (Brown in Septiawan, 2021). In addition, Carrel in Abdullah (2022) stated three stages of reading activity: pre-reading, whilst-reading, and post-reading.

### **Principles in Teaching Reading**

There are some principles that need to be considered by teachers before teaching reading to avoid teaching reading that just directly giving texts to students and asking them to understand it (Alfian, 2018). Therefore, Harmer (1998) in Alfian (2018) mentioned that there are six points to teaching the reading principle.

The first principle is that teachers need to understand the fact that reading is not a passive skill but an active activity. Reading is an active skill because while reading, students are not only reading but also understanding the words meaning, understanding arguments in the text, and thinking whether they agree or disagree with those arguments.

The second principle is that teachers must find a way to make reading activities enjoyable for the students. This is important because reading without enjoying the activities itself will make the students bored easily and prevent them from gaining more knowledge from the reading activity.

The third principle is that teachers need to make students respond to the content of the text they read since that shows the students understand the content of the text. This is needed since understanding the text is part of reading.

The fourth principle is that teachers have to tell the students the fact that doing predictions while reading the title of the text is a major factor that makes them more active in the reading activities since prediction allows them to have a clue about the topic of the text that they will read.

The fifth principle is that teachers must choose the right topic for the students reading activities based on the task. Choosing the right topic, it will make the students understand the content of their reading easier.

The sixth principle is that teachers should do the reading texts to the fullest, which means not stopping after finished the text but continue with other activities that will help students understand the context more, such as doing a discussion or question and answer session.

### **Challenges in Teaching Reading**

There are three challenges in teaching reading based on the research carried out by Alfian (2018). They are difficult in understanding students' exact prior knowledge for reading skills, difficulty in designing the suitable activities for teaching reading, and difficulty choosing suitable techniques and strategies for teaching reading.

The first challenge is the difficulty in understanding students' exact prior knowledge for reading skill which makes teachers not sure whether the students can understand the materials or not even though they have been taught some materials related to the topic (National Research Council, 2003, in Alfian, 2018).

The second challenge is the difficulty in designing suitable activities for teaching reading which is caused by the fact that students' engagement in reading and comprehending the text will be based on whether the reading activities are good and suitable for the students or not (National Research Council, 2003, in Alfian, 2018).

The third challenge is the difficulty in choosing suitable techniques and strategies for teaching reading due to too much variety of strategies and techniques to teaching reading and make teachers confused or not sure which one they can be applied for the teaching reading activities.

### **Teaching Strategy**

Strategy is an important factor in teaching and learning activities since it is an overall plan to achieve the goal of the teaching and learning activities (Richard & Rodgers, 2001, in Alfian, 2018). Harmer (2007) in Dwiningtiyas, Sofyan, & Puspita (2020) stated that strategy is an action taken by teachers to reach their goals. Thus, by deciding the appropriate teaching strategy, the teachers will be able to achieve their learning objectives in teaching reading.

Therefore, a teaching strategy is one of education strategy which can be defined as a plan or design of activities to achieve particular educational goal; it is teacher's plan to carry out teaching and learning activities until it achieves what has been set (Nurdianingsih, 2021). Every student must have a different character, and it is teachers' responsibility to discover teaching strategies that will be suitable for their students (Ranggi, 2019).

### **Strategy in Teaching Reading**

Reading activities is useful to increasing students' language acquisition, vocabulary, spelling, and writing (Nurdianingsih, 2021). Reading activities is a challenging process which makes the involvement of various strategies needed in the implementation (Ali & Razali, 2019). Thus, in teaching reading, teachers need to understand many strategies that can be used and the principles of teaching reading in order to teach the reading activities successfully by keeping the students interested in the topic (Dwiningtiyas, Sofyan, & Puspita, 2020). This makes teachers' role important since a good strategy for teaching reading will increase the quality of the teaching and learning process itself.

In addition, Brown (2004) in Dwiningtiyas, Sofyan, & Puspita (2020) stated that teaching strategy in reading is needed to make students become effective and efficient reader. Thus, since practicing a lot of reading activities are time-consuming and sometimes challenging for the students, teachers are advised to try various type of reading strategy that are suitable for the students according to the topic and their level of proficiency (Ali & Razali, 2019).

As Riyanto (2008) stated in Maslamah (2018), there are several types of teaching reading strategy:

- a. On the basis of data management processes
  1. Deductive strategy. Materials or lessons are prepared from the common to the specialized parts or parts.
  2. Inductive strategy. Materials or agents are prepared from special to common.
- b. On the basis of person who manage the data
  1. Expository strategy. The teacher manages the lesson materials and then passes them on to the students.
  2. Heuristic strategy. Lesson materials are sought and treated by students. Students are actively seeking and processing the material or lesson materials.

- c. On the basis of the teacher's rules
    - 1. One teachers strategy. One teacher teaches a number of students.
    - 2. Group teacher strategy. Two or more teachers teach a number of students.
  - d. On the basis considering the number of the students
    - 1. Klasikal strategy. One teacher teaches a big group of student consist of 20 students or more.
    - 2. Small group strategy. One teacher teaches a small group of student consist of less than 20 students.
    - 3. Individual strategy. One teacher teaches one student.
  - e. on the basis of consideration for teacher and student interaction
    - 1. face-to-face strategy. Teacher teaches student in an offline meeting.
- online strategy through media. Teacher and student interact with each other through media.

### **Definition of Choral Reading Method**

Choral reading is one method that can be implemented in classroom practices where all students read the same text aloud with the teacher as the leader who plays a role in correcting the pronunciation and keeping the reading speed (Kodan & Akyol, 2018). Paige (2014) in Abdullah (2022) also defined choral reading as the activity where all students read aloud the same text simultaneously with the teacher. In addition, Lestari (2017) also wrote that the teachers' role in choral reading activities is to set the pace and give a proper example of pronunciation which is very important in practice.

The activity of the choral reading method could increase students' motivation, self-confidence, and fluency since they are reading aloud together, which may make them less anxious (Abdullah, 2022). This reading method also makes the students more active and enjoy the reading classroom because they can read aloud with their friends (Lestari, 2017).

### **Steps in Implementing Choral Reading Method**

Before implementing the choral reading method in the classroom, the teacher needs to design a proper choral reading strategy by considering the learning objectives, syllabus model, learning activity, the teacher's role, the students' role, and the role of the materials (Septiawan, 2021).

Paige (2009) in Septiawan (2021) explained the five steps in doing the choral reading activity: before reading, modeling the text, during reading, after reading, and second reading. Before reading, the teacher needs to select specific words that are unfamiliar to the students to give them new vocabulary from the reading activity. Then, modeling text refers to the teacher reading the text aloud as the model and the students then following the teacher. During reading, the students need to read aloud the text in unison; this can be done by counting down 3-2-1 before starting to read. After reading, the teacher reviews the difficult words and phrases for the students by asking the question to the students. Last, the students read the text for the second time after the teacher gives them the review.

After practicing the choral reading method in the classroom, the teacher may give feedback to the students regarding their reading activities, such as the words or vocabulary that was mispronounced (Kodan & Akyol, 2018). The teacher also must keep encouraging the students to practice more with their friends (Paige, 2011, in Kodan & Akyol, 2018).

### **Advantages and Disadvantages of Using Choral Reading Method**

According to the survey carried out by Yoneoka (2018) in Septiawan (2019), there are four advantages of the choral reading method.

The first advantage is the students will gain more new vocabulary together with the pronunciation from practicing the choral reading method over and over. This could have happened

because the students will find new vocabularies in each text that they read in the choral reading activities.

The second advantage is increasing students' ability to pronounce unfamiliar words by practicing the same text over and over. Since the teacher directly gives an example of the word pronunciation and immediately gives feedback for the mispronounced words, the students will understand and remember the pronunciation faster than just reading it once.

The third advantage is improving students' ability to understand snippets of words or phrases in a text. This can be caused because, in the practice of the choral reading method, students will read aloud following the example given by the teacher where the teacher reads while paying attention to punctuation marks and pauses between phrases and sentences.

The last advantage is intensifying students' self-confidence in reading aloud because they were reading aloud together with their friends and the instant feedback given by the teacher will make them better at reading aloud the text.

Yoneoka (2018) in Septiawan (2019) also mentioned disadvantages of the choral reading method which are: slowing down students' reading speed as a result of reading together; may give some students a chance to practice while others may get bored without being noticed; have little practical value compared to discussion or dialogue activities unless the student will be an announcer in the future.

## **METHOD**

The research methodology of this study is descriptive qualitative method. The site and participants of this research are three teachers from one of junior high school in Karawang. Data collection techniques are conducted through observation and interview. Data-support techniques are done through documentation and library studies. Researchers used passive participant observation as a data collection. Researchers do the observation at the classroom without participating in activities. For the interview, researchers using an open-ended structured interview where researchers will interview three English teachers at one of junior high school in Karawang. Structured interview can facilitate research into collecting data because the answers it gets will be wider.

## **RESULT AND DISCUSSION**

As stated by Yoneoka (2018) in Septiawan (2019), may give some students a chance to practice while others may get bored without being noticed. Therefore, teachers must also have strategies in order for students to develop their knowledge and abilities individually.

From the result of observation, it was discovered that there are several individual strategies the three participants used on classroom.

When observing participant 1, researcher found out some individual strategies that the participant used in the classroom. On the before reading step, the participant asked students to underline the words that are familiar for them. By saying "Now, I want you all to underline words that you haven't known from the text" This was the individual task that they do by themselves.

On the 20<sup>th</sup> minute, after students finished reading the text, participant asked them to write the words that they have underlined on the whiteboard. "Have you underlined some words from the text? I want you all to come to the front of the class one by one and write the words you underlined." After that, he asked the students to find the meaning of those words on the dictionary that they brought from home. "Have you brought your dictionary? Ok, I want you to search the meaning of the words



you have underlined from the text. In the dictionary.” On the second reading step, 10 minutes before the class ended, participant asked some students to read the text in front of the class.

During the observation, researcher came up with several strategies participant 2 used in teaching reading using choral reading method. After the class started, participant asked the student to underline the words that are familiar. On the after reading step, participant 1 asked students to search for the meaning of the words they have already underlined from the text. “Does everybody brought a dictionary? You can look it up in the dictionary for a translation of those words.”. still on the same step, on the 30<sup>th</sup> minute, teacher asked students to come to the front of the class one by one and write the words they have underlined on the whiteboard. On the last step, second reading activity, teacher asked some students to read the text individually in front of the class. “Who can read just the first few sentences or read whichever one you want in front of the class.”

Meanwhile, on the second day of observation, participant 2 used a different strategy in the after reading activity. Participant command students to search for the meaning of the unfamiliar words after coming home. It became a homework so they can search it on their handphone.” When you get home, whether you have a cell phone or you can borrow a parent's phone for those who don't have it, look up a translation of words that you don't know translate. Your assignment today is to write the words and the translation in your notebooks.”

From the result of the observation, the researcher found out individual strategies participant 3 used in teaching reading. On the first 10 minutes of the class, participant asked the students to underline the unfamiliar they found from the text. On the after reading activity, teacher asked some questions to the students related to text they just read. “Now, I have some questions for you. Who can answer the questions, please, raise your hand.” On the second reading, participant asked some students to read the text individually in front of the class.

After finished the observation, researcher did an interview with three participants based on the result of the observation.

During interview, researcher came up with the purpose of the use of those strategies by participant 1. When researcher asked about the purpose of asking students to underline unfamiliar words and search for the meaning of those words the from the text, participant answered with “This is done so that students' vocabulary knowledge increases, and they do not always depend on the vocabulary given by the teacher.” When asked about why he asked the students to write the words on the whiteboard, participant said that apart from encouraging them to come to the front of the class individually, students also came to remember the writing. Vision memory is easier to remember, so before we tell them how to read it, they remember how it was written first.

Researcher also asked about the purpose of asking some students to come to the front of class and read the text individually. “It was done to arouse the student's courage. So that students are more confident that they can read English texts. After students read, I gave feedback with compliments about their bravery and their increased reading skills.”

From the interview with participant 2, the researcher found some statement from participant that can strengthen the result from observation. When asked about the purpose of asking student to underline the unfamiliar words and find the meaning of those words, participant said it was aims to increase students' English vocabulary. So, one day students encounter those words, at least they have known before. When researcher asked why participant asked the student to write the words they underlined on the whiteboard, she answered with “to encourage the students. They courageously individually stepped forward to the front of the class to write down words that they had just found today.”

Researcher also asked the purpose of asking students to read the text individually in front of the class. Participant said that it was done so the student is confident of their reading skill. They believe that they can read English text correctly.

During the interview, researcher came up with some purpose of the strategies participant 3 used on the classroom. When asked about the purpose of asking students to underline the unfamiliar words, the participant answer was "It was done for increasing students' vocabulary." Researcher also asked why she's asking some questions on the after reading activity. Participant said that asking questions can make students more understand about the text they read. Lastly, researcher asked about the purpose of asking some students to read in front of the class. "The goal is to encourage them to come to the front of the class, to read in front of the class. Granted, reading in front of the class is more challenging than sitting in a chair. In front of the class, they feel like teachers, so students are more challenged."

## DISCUSSION

As stated by Maru (2009) in Sulung, Palengkahu, & Tuerah (2021), "teaching language is not merely a matter of techniques and teachers' teaching role as well as material but also aspect related to an atmosphere or climate within the teaching and learning take place". Teachers must have a strategy that helps the learning to be effective, although the choral reading method itself is very helpful in teaching in reading classroom. The activity of the choral reading method could increase students' motivation, self-confidence, and fluency since they are reading aloud together, which may make them less anxious (Abdullah, 2022).

The study was done to discover the strategy used by the English teacher at one of the intermediate schools in Karawang in the use of choral reading method in the reading class. The class taught by the participants was class 7 and each class consisted of 38-40 students. From the results described above, it can be seen as follows:

As Yoneoka (2018) in Septiawan (2019) mentioned, one of disadvantages of the choral reading method is may give some students a chance to practice while others may get bored without being noticed. To cope with the disadvantage of this choral reading method, the teacher must have strategy that is appropriate to apply in conjunction with choral reading method.

From the result of the observation, the strategy that the three participants used in overcoming this case is asking students to write words they do not know on the board after the reading activity has been completed. As participants 3 explained in the interview session, this strategy is employed to increase the student's courage. They took courage individually to come forward to write down words that they had only discovered that day. It is suitable with the statement stated by Bolos (2012) in Alshehri (2014) "teachers must encourage students' interest and draw attention to the benefits. The benefits are that the students can save words and store them for future use, if so desired. Moreover, the students can make relations or connections, between words and pictures to ease their ability to remember and understand."

When researchers observed, this strategy was the most interesting one. Because, when participants asked students to write on the board, students flock to the front of the class immediately. In fact, there were times when the participant must remind the student to sit back in their seat because the class situation was not conducive. This indicates students were excited and confident when told to write on the board.

The researchers also discovered another strategy used by all participants in the teaching activity using choral reading method, which is asking several students to read the text aloud individually in



front of the class. During the observation, however, researcher discovered that instead of increasing confidence, the student looked embarrassed and lost courage when told to read alone in front of the class. Students read haltingly and in a very low voice. Some students were even reading while covering their faces with books.

In addition, participant 2 used the strategy of assigning individual assignments to students. The assignment was only to translate new words that they previously underlined from the text. However, this activity can make students more mature individually. Because, by assigning students to search out the translations of the words on their own, students are not dependent on what the teacher tells them and try to figure out the answers they want on their own.

## CONCLUSION

Based on the research question on this study, Teachers' Strategy on Choral Reading Method in Reading Classroom at Junior High School in Karawang, the researcher obtained conclusion as follow:

The application of choral reading method consists of five steps: before reading, modelling the text, during reading, after reading, and second reading. To do these activities without making the atmosphere in class unpleasant, the teacher used a variety of strategies. The strategies used by participants is individual strategy.

Before reading, the teacher asked the students to underline words they had never heard before reading. Afterward, students asked to write words that unfamiliar for them on the board. In the second reading, the teacher asked several students to come to the front of the class and read the text aloud in front of the teacher and his friends. This is done to encourage individual students to be bolder and more confident. In learning with a choral reading method application, the learning activity became more fun for the students. Teacher strategies also added a positive atmosphere in the classroom. Students became more energetic, active, and enthusiastic.

Based on the above conclusions, researchers offer Suggestions that will be needed to improve teaching and learning activities. As for the advice from the researchers, it is as follows:

1. For teachers to be prepared for competition and more active and innovative educational changes, and teachers should improve further the selection of learning strategies to be applied in teaching activity. Teachers must master a wide variety of teaching strategies and must be clever to select appropriate teaching strategies to apply to material. This serves to make the learning process fun and less boring.
2. To the school, the duration of English learning will have to be extended. Today, English teachers are quite adept at selecting appropriate methods and strategies for the materials to be taught. However, the very limited duration of lesson hours makes it difficult for teachers to engage in activities that could have helped them succeed the purpose of learning.

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