

Choral Reading Intervention to the Reading Comprehension of Grade 4 Pupils

Myrna Faborada

Dr. Maricar Flores

Adviser

Abstract

This study aimed to determine the effectiveness of Choral Reading as a teaching strategy to enhance the reading comprehension of the Grade 4 pupils of Magsaysay Memorial Elementary School. Utilizing the Philippine Informal Reading Inventory (Phil Iri), this study is designed as semi-experimental. There were 27 pupils who participated as experimental group and 27 pupils who participated as controlled group. This study reveals that in the intervention group, 16% are in the independent level, 36% are in instructional, 40% are in frustration and 8% are non-readers; whereas, in the control group, 5% are in the independent level, 54% are in instructional, 27% are in frustration, and 14% are non-readers. It further reveals that there is a significance difference between the control and experimental groups, which implies that choral reading is effective to enhance the reading comprehension of pupils. This study recommends to make use of this strategy in teaching language subjects.

Keywords: *reading comprehension, choral reading, instructional material, informal reading inventory*

Introduction

In our daily activities, reading is important to get the right information. It is considered a skill that everyone should be aware of.

It makes people verify information in the right way; thus, reading is given particular attention during the teaching and learning process. In educational settings, reading is a crucial ability that should come first when studying the language to get the right knowledge from any reading materials that may broaden our understanding of certain texts. According to Kalayo (in Khairiah, 2012), reading is an activity with purposeful action. Reading aids people in learning new information or confirming already existing

knowledge that can be used to question/critique the author's concepts in his/her written works.

Furthermore, reading is one of the requirements that enhances individuals' ability of adaptation to social life and fulfilment of their needs (Kodal & Akyol, 2018). At a very young age, children must render a couple of time from listening and so, in speaking skills so that it will harness their comprehension.

Reading is a skill that is crucial for learning, especially in school. Reading helps beginners learn more and expand their knowledge and interpreting the message through reading process. A competent reader needs to possess high comprehension skills or capacity to understand the primary idea of what the message of the text means. Choral reading can apply to every subject area in the curriculum. Reading is a basic skill that should be mastered by young learners, especially in the elementary. Reading can help pupils get new information and new knowledge.

There are many methods for teaching reading in elementary grade, including the "Choral Reading" (CR) method. Choral Reading is a strategy that pupils will master the word at the same time, the vocabulary that will make them comprehend the text. This approach is more focused on student interest so that the pupils can work together to practice reading. When students practice reading more, they become confident in using the language and will make learning easier.

The method known as "choral reading" enables all pupils to read the assigned chapter aloud as a group (Heward, 1994). Fluency rates have been demonstrated to increase when there are more opportunities to reply (Eckert *et al.*, 2002; Levy *et al.*, 1993; Skinner *et al.*, 1991). Similar findings from

studies on choral responding include higher response rates, more correct responses, and better on-task behavior (Camine, 1976; Sainato *et al.*, 1987).

Moreover, “Choral Reading “is a teaching method or strategy in enhancing Comprehension skill, a theoretical framework based on the work of Vygotsky and Wertsch (1978) that can also be used to explain reading fluency (1985; 1991). It is common to use Vygotsky's Zone of Proximal Development (ZPD) to explain educational phenomena to explain the cognitive gains that kids (and adults) can make when taking part in learning activities.

According to Jennings *et al.* (2014), "students eagerly practice the word recognition that helps them to provide a polished performance since choral reading is enjoyable to them." Students who like choral reading may read more passionately overall, which is beneficial for struggling readers and all readers. However, Jennings *et al.* (2014) added that "Low-achieving readers enjoy this practice [choral reading] because it provides them the comfort of providing a well-rehearsed, emotive interpretation." Choral reading can significantly help students who struggle with fluency by giving them a model and practice.

Furthermore, NcNamara (in Nur, 2017) stated that comprehension has the capacity to dig deeper ideas to comprehend the concepts and connections between them that are expressed in writing. Additionally, it was mentioned that reading comprehension results from a complex interplay between the text's characteristics and what readers add to the reading environment. When the pupils look at a text, sometimes they may comprehend a passage based on its pre-passage, pre-sentence, or pre-phrase. It's crucial for kids to understand a reading passage and, in general understanding of the text.

Tohir (2001), citing Charles, claims that reading is a transmitting signal. An information exchange where the author shares his or her views with all the readers or message. For instance, the reader and the author both consider the author to be an informant (sender) when the reader uses the opposite hand as a receiver while reading, only taking in and decoding information might be done while reading.

In addition, reading is an ability that all of us must have. The capacity to read is another essential condition for competence in any profession. It conveys the significant benefits among educators; the importance of reading is well acknowledged, and quite a few teachers believe that reading is viewed as the most crucial ability that an elementary school should teach its students to develop decoding symbols to construct and derive its meaning that leads to "cognitive activity" (reading comprehension) (Beck *et al.*, 1959).

However, reading is a difficult activity with many different parts, all of which include what the reader must carry out and coordinate with the intention of making an interpretation of a written text. The reader must swiftly and correctly identify print, comprehend word meanings and develop a unified mental model of the text's meaning. For reading to be effective, the reader must use a precise understanding of the text by drawing conclusions from connections both within and outside of existing text (Snow, 2002).

Thus, to increase pupils' reading comprehension, one strategy mentioned above is Choral Reading. Although there are many strategies to measure reading comprehension, this includes echo reading, paired reading, repeated reading, and choral reading strategy. Choral Reading activity is a classroom

practice wherein pupils read the same text aloud together with the teacher. In front of the teacher, students read the same passage aloud. At the same time, they are modeling the appropriate behavior for the pupils during an activity. The teachers offer feedback following the exercise, feedback to the pupils regarding the words or sets of words that they found challenging that also motivates students to read by outlining the prosodic reading characteristics just like reading exercises with the choir (Paige in Kodan & Akyul, 2018). Reading is one of the best strategies that can be used individually or in groups of students. According to Paige (2014), during Whole-Class-Choral Reading (WCCR), all students read aloud with the teacher from the exact text simultaneously. Choral reading is a practice in which the teacher and pupils read aloud from the same text at the same time.

With that, Oral reading also serves valuable assessment for the teacher and students to know where to improve themselves. As the pupils read aloud, it will help them identify and be aware of any word that is being mispronounced.

The Philippine Reading Inventory is commonly used to assess pupils' reading comprehension. This tool will help the teachers evaluate the level of pupils of reading comprehension skills. More than Phil Iri is the first validated assessment tool that evaluates the students' reading proficiency, word recognition, and comprehension ability.

Furthermore, concerning the statement above, the researcher finds an effective way of the teaching-learning process in teaching the Grade 4 pupils in Magsaysay Memorial Elementary School (MMES) through the Choral Reading intervention, for they have difficulty in reading which leads

to poor comprehension. Hopefully, this strategy might make reading not only beneficial but also enjoyable. The researcher then applied to conduct an Action Research entitled: “Choral Reading Intervention to the Graders Reading Comprehension of Grade 4 Pupils: A Semi-Experimental Study.

The main problem of this research is to determine the extent of “Choral Reading” as a teaching strategy to enhance Graders reading comprehension of Grade 4 pupils in Magsaysay Memorial Elementary School.

Specifically, it sought to answer the following questions:

1. What is the reading comprehension status of the experimental group of Grade 4 pupils?
2. What is the reading status of Grade 4 pupils-controlled group?
3. What is the Phil Iri scores of both experimental and controlled group?
4. Is there a significant difference between then Phil Iri scores of the experimental and the controlled group?
5. What are the perceptions of the pupils regarding the integration of Choral as a reading strategy?

Methodology

To accomplish the purpose of this study, the researcher used a mixed method which is quantitative and exploratory qualitative and at the same time it is a semi-experimental research design. In this design, two groups were created: the experimental group had the Choral Reading method and the Control group with the normal set up of teaching –the lecture-based teaching. To determine the pupils’ perceptions in the use of choral reading as a teaching strategy, the researcher used a survey that falls to qualitative exploratory research design.

This design aimed to establish the significant difference of two variables and what

are the perceptions of the pupils in the use of choral reading as a teaching strategy.

The study was conducted in Magsaysay Memorial Elementary School located at Barangay Pulantubig, Dumaguete City, Negros Oriental.

The respondents of this study were the grade 4 Pupils of Magsaysay Memorial Elementary School. There are 27 pupils, and most likely ages from 8-9 years old. The researcher chose the grade 4 pupils because this is her field of study during her Teaching participation and classroom observation.

Thus, this field study was conducted to determine the significant difference of Choral as a reading strategy to enhance reading comprehension among the grade 4 pupils and to also determine the pupils' perception upon the implementation of choral reading as an intervention.

The researcher used a standardized tool to determine the level of reading comprehension of the Grade 4 pupils before the implementation of the intervention. Instead of using Pre-Test, the researcher asked the data of the level of reading comprehension of the pupils of both experimental and controlled group prior to giving the intervention which is the Choral Reading to enhance their comprehension skills. The post-test result was used to measure if choral reading as a teaching strategy has a significant difference in enhancing reading comprehension and to measure its reliability, the researcher used the T-Test.

To gather data, the researcher sent a letter of permission to the School Principal and to both class advisers of the two (2) groups to ask for the necessary data for the study. The researcher assured that the data gathered are kept with utmost confidentiality.

The researcher asked the teacher about the pupils' reading comprehension before giving the intervention. Right after the intervention, the researcher used the Standardized tool which is adopted from DEPED (PHIL IRI). This tool identifies the level of reading comprehension of the pupils. To check if the intervention is

effective, the researcher used Wilcoxon-test to its significance difference of the two groups.

Results

Table 1.1. *Results of the Phil Iri from the Experimental Group before the Intervention*

RESPONDENTS	READING COMPREHENSION LEVEL	VERBAL DESCRIPTION
1	1	Non-Reader
2	3	Instructional
3	2	Frustration
4	4	Independent
5	3	Instructional
6	1	Nonreader
7	2	Frustration
8	4	Independent
9	3	Instructional
10	2	Frustration
11	3	Instructional
12	3	Instructional
13	3	Instructional
14	3	Instructional
15	3	Instructional
16	4	Independent
17	2	Frustration
18	2	Frustration
19	4	Independent
20	3	Instructional
21	2	Frustration
22	1	Non-Reader
23	4	Independent
24	4	Independent
25	3	Instructional
26	4	Independent
27	2	Frustration
AVERAGE	2.77	Instructional

Table 1.1 shows the level of reading comprehension of the intervention group which is Grade 4 – Moreno. The data set reveals that there are three (3) pupils who are non-readers, seven (7) pupils are in the level of Frustration, ten (10) pupils are in Instructional level and seven (7) pupils are Independent. It also shows that Intervention group prior to the

implementation of the intervention have the average comprehension level of 2.77 % which falls to Instructional.

Table 1.2. *Results of the Phil Iri from the Control Group before the Intervention (Grade 4 – Pipo)*

RESPONDENTS	RESULTS	VERBAL DESCRIPTION
1	1	Instructional
2	3	Non-Reader
3	2	Frustration
4	4	Frustration
5	3	Independent
6	1	Instructional
7	2	Instructional
8	4	Frustration
9	3	Instructional
10	2	Instructional
11	3	Instructional
12	3	Instructional
13	3	Instructional
14	3	Independent
15	3	Non-Reader
16	4	Instructional
17	2	Independent
18	2	Instructional
19	4	Frustration
20	3	Frustration
21	2	Independent
22	1	Independent
23	4	Instructional
24	4	Frustration
25	1	Non-reader
26	4	Independent
27	3	Instructional
AVERAGE	2.74	Instructional

Table 1. 2 shows the level of reading comprehension of the controlled group which is Grade 4 – Pipo. In the control group, there are three pupils who are non-readers, five pupils in Frustration level, twelve pupils are in Instructional level and six pupils who are independent level of reading

comprehension.

Both groups before the implementation of the intervention almost obtained the same Average scores. Hence, there was no bias in obtaining the data.

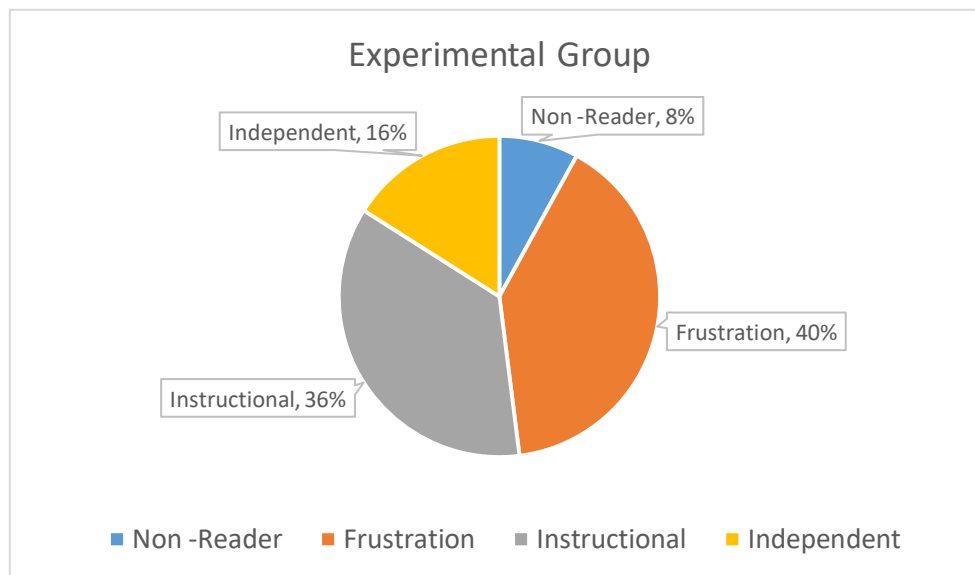


Figure 1. *Results of Phil Iri after the Intervention of Choral Reading*

Figure 1 shows that after the intervention of Choral as a reading intervention, out of 25 pupils of experimental group, there are two (2) pupils who are non-readers, ten (10) pupils who fall in Frustration level, nine (9) pupils in Instructional level and four (4) pupils are in Independent.

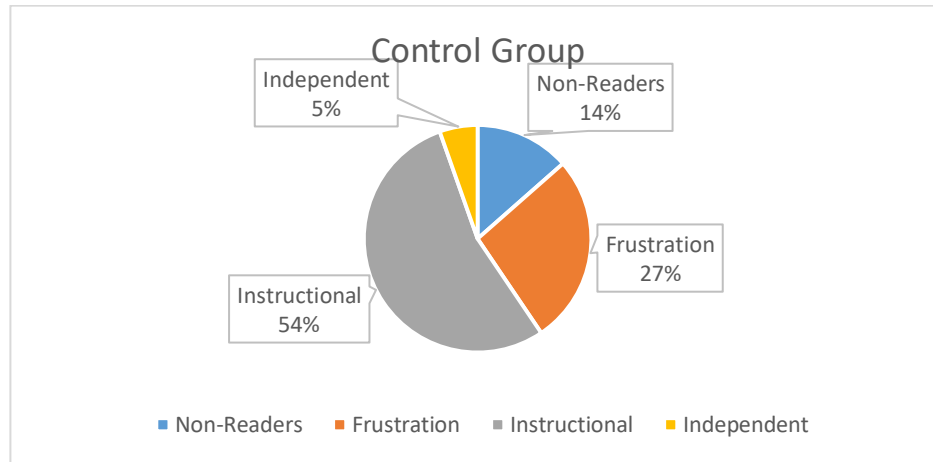


Figure 2. *Results of Phil Iri after the Intervention of Choral Reading*

As shown in *figure 2*, there are three (3) Non-readers of the control group, thirteen (13) pupils who are in Frustration, seven (7) in Instructional level and two (2) pupils who fall on independent level which means that there is a significant difference upon implementing the intervention which is Choral reading.

Table 1.3. *Significant Difference between the Controlled group and the Experimental Group*

One Sample T-Test					
		Statistic	df	p	Mean difference
Intervention Group	Student's t	14.8	26.0	< .001	2.78
Controlled Group	Student's t	15.5	26.0	< .001	2.78

Note. $H_0: \mu \neq 0$

Normality Test (Shapiro-Wilk)		
	W	p
Intervention Group	0.874	0.004
Controlled Group	0.868	0.003

Note. A low p-value suggests a violation of the assumption of normality

Table 1.3 shows that there is a significant difference between the controlled group and the experimental group. The experimental group is higher than the controlled group.

Pupils' Perception towards Choral Reading Strategy

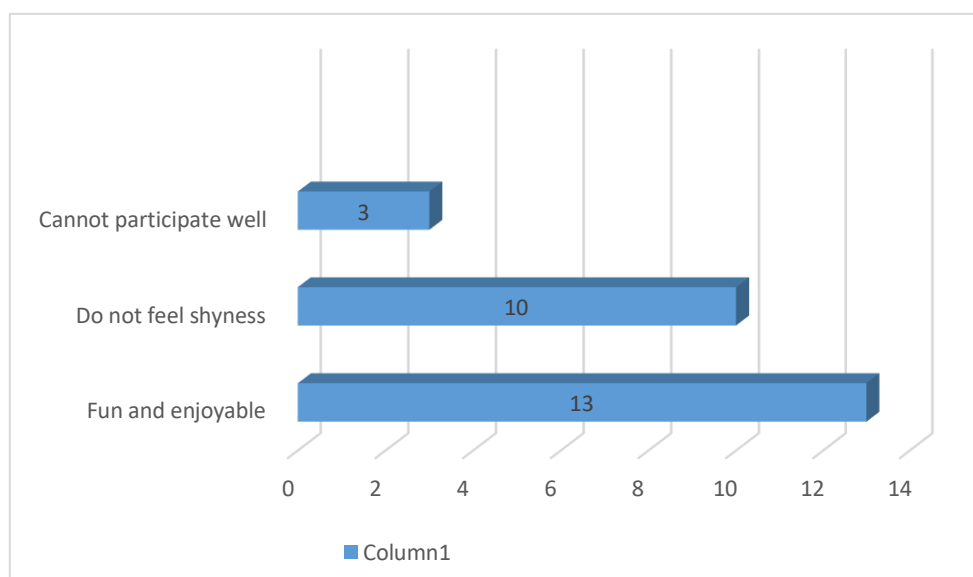


Figure 3.1 *What can you say about reading as a group?*

Figure 3.1 shows 13 pupils are having fun and enjoyed Choral reading strategy during the intervention and 10 pupils said that they are comfortable using it and it improve their self-esteem, however 3 out of 26 pupils said that they cannot participate well during the intervention because these are the pupils who are classified as non-readers.

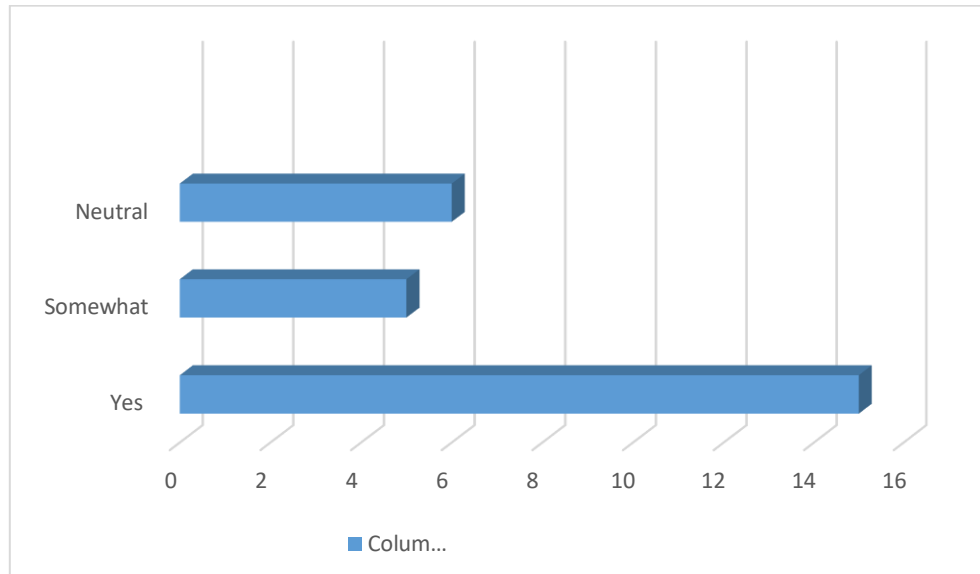


Figure 3.2 *How did it help your reading comprehension skills?*

Figure 3.2 shows that most of them agree that it improves their reading comprehension skills, many said *somewhat* and some also said *neutral*.

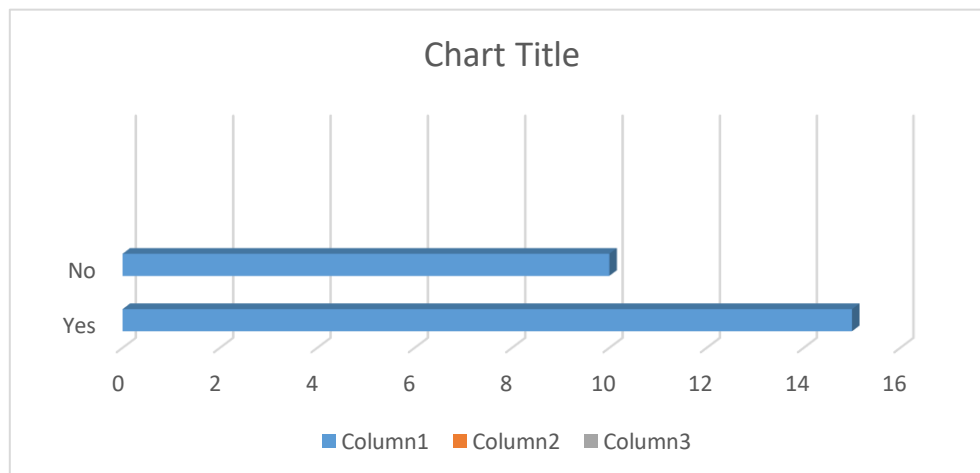


Figure 3.4 *Is Choral Reading effective or not?*

Discussion

Integrating Choral Reading as a teaching Strategy enhances the reading comprehension skill of the pupils. Reading is a skill that is crucial for learning, especially in school. Reading helps beginners learn more, expand their knowledge, and interpret the message through reading.

A process in a way that a teacher will read or model before the pupils do what the teacher did. The pupils will read as one class to practice their communication skills as well as their comprehension skills.

To check the level of pupils' comprehension skills, the researcher uses the PHIL IRI or the Philippine Reading Inventory, which measures the level of pupils' comprehension as non-readers if the score is below 58% percent, Frustration if the score is 58% and below, Instructional level if it is 59%-79% and Independent if the pupils' score is 80%-100%. To get the result before the intervention, the researcher uses the previous Phil Iri scores of the pupils both the experimental and control groups. It shows that there is a significant difference for a range of $P < .001$ wherein it is less than the $P < .005$.

Moreover, to get the significant difference between the two groups after the implementation of the intervention, there is still a significant difference. It shows that after the intervention group, there is a gap between the scores of experimental and control group.

Conclusions and Recommendations

Based on the data gathered, there is a significant difference between the two groups. To test its significant difference, the researcher used t-test to run

first the normality distribution of the data. Wilcoxon rank to test the normality of the data instead of using t-test where the value of $p < .001$ which means it is below the $p < .005$.

Choral Reading Intervention is effective in improving the reading comprehension of the pupils. Thus, providing quality, fun, and engaging reading materials can help the pupils boost their interest in reading. It may not apply to some pupils, but it really helps most pupils improve not only in comprehension but also the correct use of usage and even can correct pronunciation.

Moreover, Phil Iri is a standardized tool adopted from Dep Ed that measures not only Oral reading but also silent reading that helps the teacher to assess and be accurate in giving intervention to the pupils based on the Phil Iri Result. For those who are Non- reader, the teacher then make use of another strategy to improve the pupils' reading comprehension.

Based on the findings and conclusions draw in this study, the following recommendations are presented:

1. The teachers should improve their adopted and updated reading strategies and practices to improve the reading performance of the pupils.
2. Pupils be provided with more oral reading activities to improve reading comprehension.
3. The parents should also assist their children at home by providing time and effort in motivating their children to practice reading.
4. Choral reading intervention is effective in enhancing Reading Comprehension.

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