



# The Effectiveness of Choral Reading with Kingsoft Office in Teaching Reading to Junior High School Students

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## Abstract

*The purpose of this study was to ascertain whether junior high school students who received instruction using Choral Reading with Kingsoft Office outperformed those who received instruction using the Grammar Translation Method (GTM). This study employed a quasi-experimental approach, a type of quantitative research. The research subjects were second year students of SMPN 3 Sutojayan-Blitar academic year 2025-2026. There were two classes chosen, Class VIII-C is Group 1 as experimental group of 20 students taught using Choral Reading with Kingsoft Office and Group 2, Class VIII-D, consists of 20 students who are taught using GTM as a control group. To compute the data, the researchers employed ANCOVA. The results of the study showed that students who received instruction using the Choral Reading method outperformed those who received instruction using GTM in terms of accomplishment. This is demonstrated by the significant value,  $F(1.37) = F 5.144$ ,  $P 0.029 < 0.05$ , which is less than 0.05. Furthermore, the students taught using GTM had a mean of 72.258, whereas the students taught using the Choral Reading approach had a higher mean of 76.442, according to the differences between the adjusted means for the two groups, which are displayed in the Estimated Marginal Means table. In conclusion, Choral Reading with Kingsoft Office shown to be more effective in teaching junior high school students to read, particularly descriptive texts.*

**Keywords:** *choral reading; Kingsoft Office; reading comprehension; reading skills; teaching strategy*

## Introduction

The main way that people communicate is through language. Individuals must learn English since it is the primary language utilized for international communication. It is crucial in many fields, especially education. Indonesian students are required to study English in school as a foreign language. They need to become proficient readers and be able to apply what they have learned. Students' learning objectives will affect what they need and want to learn, which will then affect what they are taught (Harmer, 2010).

Listening, speaking, reading, and writing are the four domains in which students studying English must be proficient. One of the most crucial English language skills is reading, which has several advantages for us. It is the best method for learning a foreign language. As a foreign language learner, English is essential. It can be used to help others learn new information or validate what they already know, as well as to evaluate the author's ideas in writings.

There are various definitions of reading, as different experts conceptualize the process uniquely. Anderson (1985) asserts that reading is a process in which meaning is formed by

combining the reader's prior knowledge with the information found in the passage. The ability to integrate new information from the text with existing knowledge is a skill of proficient readers.

According to Grabe (2009) reading is a such linguistic process. It is not possible without understanding the sentences to be read and some structural phrases that manage them, as well as without having sum of reasonable of linguistic understanding (morphological, syntactic, and semantic) of the text's language. Furthermore, according to Grabe, 2020 in Wiratno and Ardini (2022) reading and learning from a text in a formal setting like an academic setting requires a variety of skills, including synthesizing, interpreting, analysing, and ultimately employing the information selectively. One of the most important of the four skills for learning English is reading. Furthermore, according to Harmer (2010), reading is an essential skill for acquiring a language.

Descriptive texts are those that describe certain items. Additionally, according to Knapp and Watkins (2005), an almost limitless variety of experiences, observations, and interactions can be categorized into a system, arranged for current and future reference, and the author's goals or the topic of study can be made evident through descriptions. Oshima and Hogue (2008) stated that by describing how something tastes, smells, looks, feels, or sounds, descriptive writing appeals to the senses. Descriptive texts are those that are meant to offer information. A particular object, animal, person, or other is described in this text's setting.

According to the Indonesian government's Merdeka Curriculum, upon completion of Phase D, junior high school students should be able to independently read and respond to both familiar and unfamiliar texts with predictable structures and familiar terminology. They identify and assess key concepts and particular details in texts from various genres. These texts may be digital or print, and they could be interactive, multimodal, or visual. In order to understand implicit information in texts, they determine their intent and start to draw conclusions (Kemendikbudristek, 2022).

According to Nunan (2003), teaching reading frequently entails at least two components. Initially, it might be utilized to teach students who are just starting to read. A second aspect of teaching reading is helping students become proficient readers in their mother tongue. You can only learn how to read once. Instead of learning to read afresh in foreign language after mastering one, you learn how to apply previously acquired skills to the new reading situation in a new language.

When studying reading materials, students should be able to read correctly, fluently, and comprehend the subject. In fact, many students struggle with reading fluently and accurately. The reason for this is that they often lack the confidence to pronounce words correctly when reading aloud. Furthermore, they encounter difficulties in comprehending the text.

According to Rahmasari and Virdaus (2022) some students have trouble learning to read. The students' poor grammar and vocabulary were the main causes of their reading difficulties. The vocabulary of Indonesian students sometimes falls short of what is needed for level-appropriate mastery. Virdaus et al., (2024) noted that certain students struggle to understand English text materials, especially when deep comprehension is required. They encounter difficulties identifying core concepts in a text, and their comprehension gap stems from a lack of vocabulary competence. Additionally, some students enjoy participating in class activities but eventually grow bored.

The problem in learning reading materials affects both teachers and students. Students are not used to read accurately, fluently, and grasp the content when they are studying reading materials. On the other hand, many Indonesian teachers continue to employ traditional methods like the Grammar Translation Method (GTM). Teachers often simply instruct students to read the material and translate it following proper grammar rules, which can cause boredom. Consequently, students find it difficult to comprehend the text.

Depending on the problem, an appropriate solution is required. Choral reading with Kingsoft Office is one of the appropriate techniques. According to Hasbrouck, (n.d.) choral reading involves reading aloud in unison with the entire class or group of students. This indicates that using the choral reading technique requires readers to read in unison. The choral reading approach can assist students in resolving fluency issues and improving their overall reading skills. Consequently, choral reading is effective because students can learn to read fluently and accurately, while understanding the meaning of the text easily. The Kingsoft Office application is recommended to improve students' reading skills because it allows the entire class to focus on the text together.

The effectiveness of Choral Reading in solving students' reading problems has been the subject of several studies. Choral reading method can assist students become more fluent readers, according to Khairiah, (2012). Using this method, teachers and students can read reading materials together. Lestari (2017) noted that one of techniques that can make students understand easily reading material is choral reading. Zorrela (2017) concluded that using a choral reading method could improve students' comprehension of what they read. The researchers carried out a study to see whether Choral Reading with Kingsoft Office was successful in teaching reading for junior high school students based on the issues mentioned above.

## **Methods**

In this study, a non-randomized, quasi-experimental pretest-posttest control group design was employed. Quasi-experimental research is used when random assignment of participants to treatment and control groups is not practical (Ary, 2010). Two classes from the same school were selected for this study using convenience sampling. The experimental group was taught using Choral Reading with Kingsoft Office, while the other class served as the control group and was taught using conventional techniques. This method allowed the researcher to compare the students' reading skills in the two groups prior to and following the intervention.

### **A. Variables of the Study**

The two main elements of this study were independent and dependent variables. Method of teaching, specifically the usage of Choral Reading with Kingsoft Office, was the independent variable. Students' reading proficiency in reading comprehension texts was the dependent variable. The main goal was to ascertain whether, in comparison to the traditional teaching approach, Choral Reading with Kingsoft Office considerably increased students' reading achievement.

### **B. Research Subjects**

The research subjects were second year students of SMPN 3 Sutojayan, Blitar Regency, during the academic year 2025-2026. There were four classes of second year students. The two classes were chosen by lottery: Class VIII-C and Class VIII-D. Class VIII-C (Group 1) consisted of 20 students and served as the experimental group taught using Choral Reading with Kingsoft Office, while Class VIII-D (Group 2) consisted of 20 students and served as the control group taught using the Grammar Translation Method (GTM).

### **C. Time Allocation**

The study was carried out from January 5, 2026, to February 8, 2026. There were eight 45-minute sessions in this lesson. Both the control and experimental groups required four meetings to complete the lesson.

### **D. Procedures of the Research**

The study was divided into four primary phases: pretest administration, therapy implementation, post-test administration, and outcome analysis. To find out each group's baseline reading comprehension, a pretest was first given. Following that, the experimental group received tuition utilizing the Choral Reading with Kingsoft Office for four sessions, whereas the control group also received instruction using traditional methods for four sessions. At the end of the lesson, both groups completed a post-test using the same rubric as the pretest. The results were then analyzed to determine the impact of the intervention.

#### **E. Treatment Implementation**

Treatment was administered only to the experimental group. According to Paige (2011) the treatment was based on the choral reading approach techniques. This is the course of treatment: 1. A copy of reading text is given to each student by the researchers. 2. The researchers read the text aloud while the students followed along with a model of fluent reading. 3. Students were urged to follow along as the researchers went over the same material again. 4. The researchers and students read the text together three to five times until the students were ready to read the text on their own.

#### **F. Research Instruments and Data Collection**

The primary method of data collection was a multiple-choice reading test designed to assess students' comprehension of descriptive passages. It was carried out to ascertain how the students' reading comprehension improved after using Kingsoft Office to practice choral reading. It was made up of texts that were connected to the descriptive writings. Expert judgment and item analysis were used to validate the instrument, while Cronbach's alpha and Pearson Product Moment correlation were used to verify its internal consistency and reliability.

#### **G. Data Analysis Technique**

The analysis of covariance (ANCOVA) and SPSS version 20 were utilized by the researcher to analyse the quantitative information obtained from the reading test. To more precisely assess the impact of the independent variable on the dependent variable and to take into consideration the initial variability in pretest scores, ANCOVA was employed. Using this statistical technique, the researcher was able to ascertain whether, after controlling for any pretest modifications, the experimental group's improvement in posttest scores was significantly higher than the control group.

### **Results and Discussion**

Before performing an ANCOVA, this study conducted two preliminary assumption tests to verify the accuracy of the analysis. The first was a linearity test that looked for a statistically significant linear connection between the dependent variable (post-test scores) and the covariate (pretest scores). Determining this link is essential since ANCOVA implies that the covariate has a constant linear influence on the dependent variable across all groups. The homogeneity of regression slopes was the second assumption examined in order to ascertain whether the interaction between the covariate and the independent variable was statistically insignificant. This ensures that the covariate's effect on the dependent variable is consistent between groups, allowing the adjusted means in the ANCOVA analysis to be significantly compared.

#### **A. Linearity Test**

A linearity test was used to assess the relationship between the pre-test and post-test outcomes for both the traditional and Choral Reading with Kingsoft Office. The scatterplots for both groups displayed a positive linear trend, although the Choral Reading with Kingsoft Office group had a higher correlation ( $R^2 = 0.652$ ) than the traditional group ( $R^2 = 0.548$ ). The

linearity between variables and the dependent variable is one of the fundamental principles of ANCOVA (Pallant, 2016). Visual analysis reinforced the method's appropriateness and justified the use of ANCOVA to account for pre-test differences by confirming that this assumption was met, especially in the Choral Reading with Kingsoft Office group shows on Figure 1.

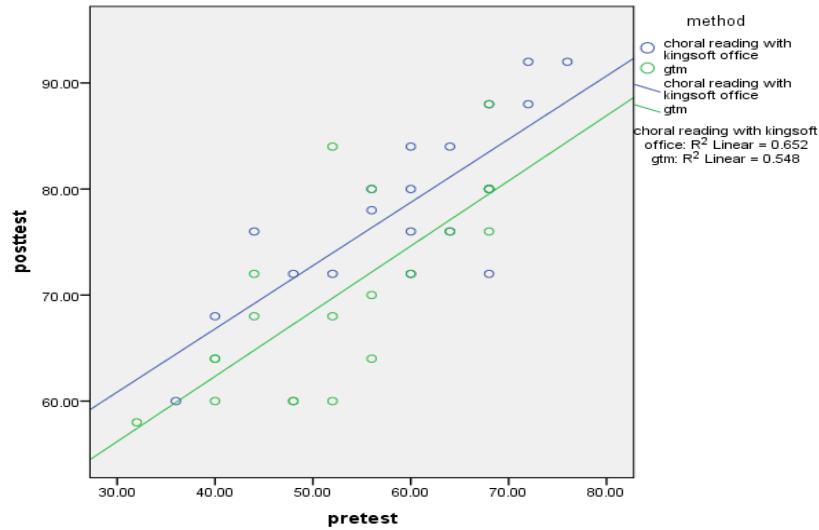


Figure 1. Test

Linearity

**B. Testing of Homogeneity of Regression Slopes**

The interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable is assessed by looking at the homogeneity of regression slopes. ANCOVA should not be employed if the interaction is substantial because the results are meaningless. According to Pallant (2005) if the interaction's significant level is less than or equal to 0.05, the assumption is broken and the interaction is statistically significant. The significant result is 0.913, which is greater than 0.05, according to the previously provided data from method \* pre\_test. The homogeneity of regression slope assumption has been shown to be intact. Given this outcome, ANCOVA analysis can be performed.

Levene's Test for Equality of Error Variances is used to ascertain whether the equality of variance assumption is violated show on Table 1. Pallant (2005) states that if the significant value is greater than 0.05, the variances are homogenous; if it is less than 0.05, the variances are not homogenous, or, to put it another way, they diverge and the assumption of equality of variances is violated.

According to Table 2, the assumption of equality of variances was not violated (the variances were homogeneous) because the significance value was higher than 0.05, at 0.557.

Table 1. Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2360.781 <sup>a</sup>	3	786.927	24.800	.000
Intercept	2263.056	1	2263.056	71.320	.000
method	9.459	1	9.459	.298	.588
pretest	1671.820	1	1671.820	52.687	.000
method * pretest	.387	1	.387	.012	.913
Error	1142.319	36	31.731		
Total	224620.000	40			
Corrected Total	3503.100	39			

Table 2. Levene's Test of Equality of Error Variances<sup>a</sup>

Dependent Variable: posttest

F	df1	df2	Sig.
.350	1	38	.557

### C. One Way Analysis Covariance

Pallant (2005) states that if the significance value is less than 0.05, there is a substantial difference between the conventional approach and choral reading. Table 3 shows the results of the analysis,  $F(1,37) = F 5.144$ ,  $P 0.029 < 0.05$ . The null hypothesis that the Grammatical Translation Method and the Choral Reading Method are equivalent should be rejected in light of the significant discrepancies between the experimental and control groups.

Table 3. Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2360.395 <sup>a</sup>	2	1180.197	38.214	.000
Intercept	2265.833	1	2265.833	73.366	.000
Pretest	1671.495	1	1671.495	54.122	.000
method	158.867	1	158.867	5.144	.029
Error	1142.705	37	30.884		
Total	224620.000	40			
Corrected Total	3503.100	39			

a. R Squared = .674 (Adjusted R Squared = .656)

### D. Estimate Marginal Means

The alternative hypothesis that students who are taught using Choral Reading with Kingsoft Office have better reading comprehension than those who are taught using GTM is accepted based on the Estimated Marginal Means because the average score for Choral Reading with Kingsoft Office is 76.442, which is higher than 72.258 for the conventional method.

### E. Interpretation of Findings

According to the study's findings, students who receive instruction using Choral Reading with Kingsoft Office outperform those who receive instruction using Grammar Translation Method (GTM) in reading comprehension descriptive passages. This is demonstrated by the significant value,  $F(1,37) = F 5.144$ ,  $P 0.029 < 0.05$ , which is less than 0.05. Furthermore, the students taught using GTM had a mean of 72.258, whereas the students taught using the Choral Reading approach had a higher mean of 76.442, according to the variations between the two groups' adjusted means, that are displayed in Estimated Marginal Means table.

Previous research led to the discovery of this study. Choral reading is one of suitable methods that can assist students become more fluent readers, according to Khairiah (2012). Using this method, teachers and students can read reading materials together. The students' reading fluency is actually impacted by the choral reading technique. According to Lestari (2017) one of techniques that can make students understand easily reading material is choral reading method. She discovered that students' reading comprehension can be influenced by the Choral Reading Method. Zorrela, (2017) found that using a choral reading method could improve students' reading comprehension. She discovered that using a choral reading method encourages students to read more and makes it more engaging and pleasurable.

## Conclusion

The results demonstrated that students who received instruction using Choral Reading with Kingsoft Office did better than those who received instruction using a traditional approach. The experimental group's higher post-test results than the control group serve as proof of this. Kingsoft Office's average score for choral reading is 76.442, higher than the traditional method's score of 72.258. The null hypothesis, which states that both approaches—Choral Reading with Kingsoft Office and the traditional method—are acceptable, is likewise supported by this outcome. In conclusion, Choral Reading with Kingsoft Office is a highly effective and engaging method for improving reading comprehension for several reasons: it lowers students' anxiety, builds their confidence, and helps them gain a better understanding of the structure and language features of reading texts especially descriptive texts thereby improving their reading achievement.

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