II. FRAME OF THEORIES

This chapter deals with two points, that are review of previous research and review of related literatures.

2.1. Review of Previous Research

There are some previous researches of choral reading technique implementation in teaching language, specifically English that can be made as references for this research.

The first research is presented by Ellis (2011) with the purpose of his study is to determine the effectiveness of choral reading, partner reading, echo reading, and performance of text (C-PEP) as instructional strategies for fluency development in a classroom setting. The major finding of this study revealed that the C-PEP intervention increased comprehension. Reading rate, prosody, and accuracy improved based on the data from the pre-assessment and post-assessment for both the treatment and control groups. In the research which the subject was the third grade students, Ellis (2011) used sequenced series of fluency intervention, which includes choral reading, partner reading, echo reading, and performance of text.
The second research is from Paige (2011) with his research title 16 Minutes of “Eyes-on-Text” Can Make a Difference: Whole-Class Choral Reading as an Adolescent Fluency Strategy. This research investigates whole-class choral reading (WCCR) within the context of a sixth-grade language arts setting for the purpose of improving oral reading fluency skills with narrative text. The results suggested that students improved both phonological decoding and oral reading fluency skills with moderate effect sizes.

The third research is from Stang (2007), a teacher in Pinellas County School. In her research, she tries to find the differences of implementing reader’s theater and choral reading in improving students’ fluency. The findings are that choral reading definitely made better gains for those low readers. They increased the amount of words read per minute and decreased the amount of mistakes made. The procedure and motivation provided in the choral reading activity are effective for all students, however it is more effective for the low readers. These results show that choral reading is a better strategy to use with low readers and high readers may need more challenge to push themselves further. Reader’s theater, on the other hand, was a better strategy for the high readers. The high readers increased the amount of words read per minute although they did increase mistakes made. The low readers decreased the amount of words read per minute and increased the amount of mistakes made. Reader’s theater offered more of a challenge and that is what the high readers needed.

All three research posses different focuses about choral reading technique. Ellis (2011) concerns the reading fluency and comprehension of third grade students as his
research focus. Meanwhile, Paige (2011) concerns more about fluency using narrative text and Stang (2007) prefers to compare between reader’s theater and choral reading in improving first grade students’ fluency.

2.2. Review of Related Literature

This section presents some literature reviews related to the terms used throughout in this research.

2.2.1. Concept of Pronunciation

Ur (1996: 103) defines pronunciation as “to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds acceptable.” By considering the definition above, a person must be included into the process of uttering the sounds, because the difference between uttering and hearing depend on how they produce the sound. If misunderstanding about the pronunciation does exist, the communication will break down. There are some organs that are involved in producing sounds: vocal cords, teeth, tongue, lungs, nose, and lips.

2.2.2. Aspect of Pronunciation

Pronunciation is divided into two aspects, segmental and suprasegmental. Roach (1991:36) states that when people speak, they produce a continuous stream of sound, then in studying speech people divide this stream into small pieces that is called segment. As example the word man is pronounced with a first segment $m$, a second
segment æ and a third segment n. Segmental aspect covers three types of sound: consonants, vowels, and diphthongs while suprasegmental includes stress and intonation. In this research, the researcher will focus only on the segmental aspects of pronunciation.

In English sound system there are 44 sounds consisting of 24 consonants and 12 vowels and 8 diphthongs (Roach, 1991). Consonant sound is produced when the air flow the vocal tract in the position of wide apart or narrow glottis and distributed the mouth and nose by getting resistance in certain articulation places. Whereas vowel sound is shaped by position for vocal fold vibration without getting any obstacle expect the mouth will be forming certain shape suitable with kind of vowels resulted. Then the sound which is shaped by gliding one vowel up to another is called diphthong.

In this research, the focus is not all the English consonant, but only some consonants that take in which do not exist in L1 and some others which are stated as the contrasts. The /v/, /θ/, /ð/, and /ʃ/ sounds do not exist in Indonesian language, that they may be difficult for the students to pronounce. Besides that, the /f/, /s/, /z/, /tʃ/, /ʒ/, and /w/ sounds are included to be the contrasts for other sounds. In brief explanation, /f/ and /w/ sounds are used to make contrast to /v/ sound, /s/ and /z/ sounds are the contrasts for the /ʃ/ sound, /θ/ is the contrast to /ð/ in written form, and the /tʃ/ become the contrast to /dʒ/ sound.
2.2.3. Consonants

Roach (1991) has characterized consonants into two ways: by the manner of articulation and by place of articulation. The followings are the details about the consonants.

A. Manner of articulation

There are three manners in producing English consonants /v/, /θ/, /ð/, /ʃ/, /θ/, /s/, /z/, /tʃ/, /dʒ/, and /w/, they are:

a. Fricative consonants

Fricative consonants are consonants with the characteristic that when they are produced, air escapes through a small passage and makes a hissing sound. The sounds of fricative are:

/f/ as in fact /fækt/  
/v/ as in vacancy /vækənsi/

/θ/ as in thanks /θæŋks/  
/ð/ as in their /ðeə(r)/

/s/ as in sack /sæk/  
/z/ as in zero /zɪərəʊ/

/ʃ/ as in shark /ʃɑːk/  
/z/ as in closure /kloʊzə(r)/

/h/ as in habit /hæbit/.

b. Affricate Consonants

They begin as plosives and end as fricatives. The example is word church by transcription /tʃɜːtʃ/. It begins with an articulation practically the same as the closure and hold phases of t. The consonants are /tʃ/ in word literature /lɪtərətʃə(r)/ and /dʒ/ in word dodge /dɑːdʒ/.
c. **Approximants**

Approximants are produced in which the articulators approach each other but do not get sufficiently close to each other to produce a complete consonant such as other consonants. The consonants are:

-/w/ as in *waste /weɪst/*

-/l/ as in *rare /reə(r)/*

and /j/ as in *yard /jaːd/.*

**B. Place of articulation**

Besides those classifications of consonants based on the way how to produce the sound, Roach (1991) also classifies the consonants based on the place of articulation. There are five classifications for /v/, /θ/, /ð/, /ʃ/, /f/, /s/, /z/, /tʃ/, /dʒ/ and /w/ sounds. They are provided as follows:

a. **Bilabial consonants**

These consonants are articulated by two lips, upper and lower lip. The consonants are /p/, /b/, /m/, and /w/.

b. **Labiodental consonants**

Labiodental consonants are articulated by the lower lip against the upper teeth. The consonants are /l/ and /v/.

c. **Dental consonants**

Dental consonants are produced by the tip of the tongue against the upper teeth. The dental consonants consist of two sounds, which are /θ/ and /ð/.
d. Alveolar consonants

Alveolar consonants are produced by the work of the tip of the tongue against the teeth-ridge. The consonants are /t/, /d/, /s/, /z/, /n/, and /l/.

e. Palate-alveolar consonants

These are articulated by the blade of tongue against the back part of the teeth-ridge with rising of the main body of the tongue towards the palate.

The consonants are /ʃ/, /ʒ/, /tʃ/, /dʒ/, and /r/.

The table of the consonants based on the two classifications is provided below:

**Table 1. Consonants classification**

<table>
<thead>
<tr>
<th>Place of Articulation</th>
<th>Manner of Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fricative</td>
</tr>
<tr>
<td>Bilabial</td>
<td></td>
</tr>
<tr>
<td>Labiodental</td>
<td>f</td>
</tr>
<tr>
<td>Dental</td>
<td>θ</td>
</tr>
<tr>
<td>Alveolar</td>
<td>s</td>
</tr>
<tr>
<td>Palato-Alveolar</td>
<td>ʃ</td>
</tr>
</tbody>
</table>

(Modified from Roach, 1991)

The examples of consonants in form of words are:

- **f** as in *fat* /fæt/
- **θ** as in *thing* /θɪŋ/
- **s** as in *sip* /sɪp/
- **ʃ** as in *ship* /ʃɪp/
- **tʃ** as in *chin* /tʃɪn/
- **v** as in *vat* /væt/
- **ð** as in *this* /ðɪs/
- **z** as in *zip* /zɪp/
- **w** as in *wet* /wet/
- **dʒ** as in *gin* /dʒɪn/
Besides the place and manner of articulation, the writer provides the table of position of consonants pronunciation as well.

Table 2. Position of English consonants pronunciation

<table>
<thead>
<tr>
<th>No.</th>
<th>Consonant</th>
<th>Initial Position</th>
<th>Middle Position</th>
<th>Final Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/f/</td>
<td>Fierce, focus, fool</td>
<td>Drifted, shift, perfect</td>
<td>Brief, staff, thief</td>
</tr>
<tr>
<td>2</td>
<td>/v/</td>
<td>Vow, vary, video</td>
<td>Movie, advocate,</td>
<td>Move, pave, dive</td>
</tr>
<tr>
<td>3</td>
<td>/θ/</td>
<td>Thirst, thorn, trash</td>
<td>Aesthetic, pathetic</td>
<td>Thirteenth, death, path</td>
</tr>
<tr>
<td>4</td>
<td>/ð/</td>
<td>Though, than, the</td>
<td>Leather, feather,</td>
<td>Bathe, bequeath</td>
</tr>
<tr>
<td>5</td>
<td>/ʃ/</td>
<td>Charm, charity, check</td>
<td>Achieve, actual</td>
<td>Batch, beach, Dutch</td>
</tr>
<tr>
<td>6</td>
<td>/dʒ/</td>
<td>Giant, giraffe, gist</td>
<td>Adjective, agile, aging</td>
<td>Bridge, knowledge</td>
</tr>
<tr>
<td>7</td>
<td>/s/</td>
<td>Sink, said, swim</td>
<td>Risky, buses, twist</td>
<td>Mouse, pass, force</td>
</tr>
<tr>
<td>8</td>
<td>/z/</td>
<td>Zinc, zoo, zone</td>
<td>Loser, lazy, cozy</td>
<td>Knees, plays, is</td>
</tr>
<tr>
<td>9</td>
<td>/ʃ/</td>
<td>Show, shy, ship</td>
<td>Mission, washing</td>
<td>Leash, wash, hush</td>
</tr>
<tr>
<td>10</td>
<td>/w/</td>
<td>Watch, win, wood</td>
<td>Sweet, twice, quick</td>
<td>-</td>
</tr>
</tbody>
</table>

2.2.4. Concept of Choral Reading

Choral reading is an activity which allows the students to read a text in unison together with friends or teacher, so that poor students may have the chance to improve their pronunciation by imitating others. In the same perception as Wood (2006) that choral reading is reading out loud with students, the same text at the same time. Teacher reads together in unison, and the students get to hear the voice, guiding and supporting, all the while.
Based on Barbara’s statement (1996: 326), by using a single selection with various choral reading types, students tend to learn about the various ways of expressing meaning. Thus, some types of choral reading are presented below:

1. The easiest way to learn pronunciation is *refrain*, in which the teacher reads most of the lines and the students read the refrain.

2. *Line-a-child reading*, individual student reads specific lines, while the entire group reads the beginning and ending of the selection.

3. *Antiphoral or dialog* is most appropriate for middle-or intermediate-level students. It enables reader to explore pitch and durations of sound.

4. *Unison* is the most difficult choral reading approach because the entire group speaks all of the lines.

### 2.2.5. Advantages of Choral Reading Technique

The advantages of choral reading based on Mc Cormack and Pasquarelli (2010:57) are that when children are engaged in choral reading a 200-word passage, every student gets the same amount of practice. Choral reading is also an excellent method to build prosody as showed in the Ellis’s research (2011). As the students listen to each other, those students who have natural expression and phrasing will become model those characteristics for the other. Choral reading technique may build students' fluency pronunciation, self-confidence, and motivation. By reading together with a model who gives the example of correct pronunciation in reading, students may have more opportunities to practice their pronunciation. Choral reading can be
adapted for being used at any grade level. In student groupings, more fluent readers provide support for less fluent readers, allowing less fluent readers to achieve success, even on difficult passages. Less fluent readers can participate without embarrassment as they read aloud in a group. It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own.

Besides those above, Yoneoka’s also states (1994) that choral reading develops awareness of the sounds of the language. This leads to a kind of *flash card* effect: the audio stimulus is perceived, comprehended, correlated with the visual stimulus and reproduced more or less simultaneously (Yoneoka, 1994). In addition, choral reading provides a conducive setting to deriving meanings of unknown vocabulary from the context of the material, especially if the process is repeated several times.

### 2.2.6. Procedures of Teaching Pronunciation through Choral Reading Technique

The procedures of teaching pronunciation should be arranged to lead the activities run well. The procedures are as follow:

**Pre Activities**

1. Greeting

2. The students are brainstormed the material based on their background knowledge.
3. The students are informed about the material they are going to learn, the goals of learning will be achieved and reading technique the students use.

**While Activities**

4. Students are divided into five small groups.

5. Each group is given a set of sentences and isolated words to be read together in group.

6. Each group chooses the consonant which they will focus on.

7. Each group answers some questions to get some clues in terms of consonants pronunciation in form of cards.

8. Each group discusses by choral reading the text in terms of pronunciation using the given clue cards and they have right to ask the researcher about the difficult pronunciation.

9. Each group performs their reading together in group based on the result of discussion while other groups make correction for the performers.

10. The students are given a narrative text to be read as the final result of the learning process, such as below:

    **CLOUDS FAMILY**

    Once upon a time, there lived a Clouds family. Papa Cloud, Mama Cloud, and Cloud children lived quietly in the sky.

    Every morning, the cloud children went to the sky playground to play with the slide. But since there was only one slide, they had to take turns on the slide. Lody, the youngest cloud child, looked impatient. He could not wait for his turn to come. His brother, Tody, didn’t like his attitude.
Suddenly, they were quarrelling. Their white bodies became gray. It meant they were very angry. When the clouds were angry, water usually came out of their bodies. It meant rain for the people on earth.

“Stop it, children! Stop fighting!” Papa Cloud said.

“You can play with the slide in turns. Now, shake hands. Both of you!” ordered Papa Cloud.

Lody and Tody shook hands and slowly their colors changed. Their bodies became fair white again. The rain stopped and people on earth could go on their activities again.

Post Activities

11. The students review about what they have learnt.

2.2.7. Theoretical Assumption

Language is needed by all human beings in order to communicate and to relate each other. But sometimes misunderstanding occurs when people are in conversation because of the speaker pronounces the words wrong. It will bring bad impact on the communication breakdown. Thus pronunciation is an important part of speaking. Because good pronunciation will lead someone to have good speaking ability, while mispronunciation of a word may lead to communication breakdown. Pronunciation should be taught right when students start to learn the language. Since English is a foreign language, thus there are several sounds which do not exist in L1 and are difficult to pronounce, as follows /v/, /θ/, /ð/, and /ʃ/ sounds. Therefore, appropriate technique is needed to help the student to get the information from the text. Choral reading technique in teaching pronunciation was expected to be an appropriate technique in improving students’ pronunciation.
2.2.8. Hypotheses

Based on the theories and the assumptions, the researcher proposes the hypotheses as follows:

H₀: There is no significant effect of choral reading to the students’ pronunciation after being taught through choral reading technique.

H₁: There is significant effect of choral reading to the students’ pronunciation after being taught through choral reading technique.