



## **The Effect of Choral Response Students Speaking Ability at MTS Pancasila Bengkulu City**

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### **ABSTRACT**

This study explores how the Choral Response method affects the development of English speaking skills of students at MTs Pancasila in Bengkulu City. Using a numerical method with a quasi-experimental design, the study involved two separate groups: an experimental group taught with the Choral Response method, and a control group taught using a general teaching approach. Information was collected through initial and final evaluations that assessed five specific aspects of speaking proficiency: pronunciation, fluency, grammatical accuracy, word usage, and comprehension. The results showed that both groups of students improved in their speaking skills, but the experimental group showed significantly greater improvement overall. The experimental group's mean score increased from 60.55 to 82.27, while the control group's mean score increased from 58.00 to 75.18. An isolated sample t-test showed a significant difference between the groups ( $p = 0.017 < 0.05$ ), which proved the positive influence of the Choral Response method on students' speaking skills. In conclusion, the Choral Response technique effectively enhances students' pronunciation, fluency, and confidence in speaking English. It is therefore recommended as an interactive and participatory teaching strategy for developing speaking skills at the junior high school student.

**Keywords: Choral Response, Experimental Research, English Learning, MTs Pancasila Bengkulu City, Speaking Ability.**

### **INTRODUCTION**

Speaking is a fundamental communicative skill that plays a central role in English language learning. As emphasized by Brown (2018), speaking requires learners to produce language actively, negotiate meaning, and interact effectively in real-time communication. However, for many EFL learners particularly in Indonesia speaking remains due to limited exposure, psychological barriers, and insufficient classroom practice (Harmer, 2007; Cameron, 2001). Similar conditions are found in many secondary schools where students struggle with pronunciation, fluency, vocabulary use, grammatical accuracy, and confidence.

At MTs Pancasila Bengkulu City, preliminary observations and interviews revealed several issues hindering students' speaking performance. Students frequently expressed anxiety, fear of making mistakes, and low self-confidence, which prevented them from participating actively in speaking activities. Teachers also tended to rely on traditional teaching approaches, focusing more on reading and writing than oral communication. Learning activities were often monotonous, lacked meaningful interaction, and rarely provided opportunities for students to practice speaking in groups. Classroom materials and media were similarly limited, reducing students' engagement during learning.

To address these challenges, an effective instructional technique is needed to create an interactive, supportive, and participatory learning environment. One promising method is the Choral Response technique, which encourages students to repeat words, phrases, or sentences together in unison. According to Linse (2005) and Heward (1996), choral response increases students' engagement, improves pronunciation, reduces speaking anxiety, and allows teachers to provide immediate corrective feedback. Previous research has shown that choral response can enhance student participation, support language fluency, and help overcome psychological barriers to speaking.

Despite its potential benefits, empirical research on the impact of choral response on speaking ability at the junior high school level, especially within the context of MTs Pancasila Bengkulu City, remains limited. Most existing studies either focused on different language skills or were conducted in different educational settings. Therefore, there is an important research gap regarding choral response technique in this specific context.

Based on these considerations, this study aims to examine the effect of the Choral Response technique on students' English-speaking ability at MTs Pancasila Bengkulu City. The study specifically investigates whether the technique leads to significant improvement in key speaking components—pronunciation, fluency, grammar, vocabulary, and comprehension—compared to conventional teaching methods. This research is expected to provide support in the development of impactful methods for teaching speaking skills, in addition to providing first-hand knowledge for English language educators who aspire to encourage the creation of a classroom atmosphere that encourages interaction and builds self-confidence.

## MATERIAL AND METHODS

This study employed a numerical methodology through a partial controlled trial design, focusing on two groups of eighth-grade students at MTs Pancasila, Bengkulu City. The study involved a total of 22 students, divided into 11 students from Group VIII A and 11 students from Group VIII B.

Group VIII A served as a reference point, while Group VIII B was used to test the new teaching method. These specific groups were selected after discussions with English teachers and reviewing their previous speaking scores, which indicated that both groups started at nearly the same skill level.

The study took place in the second half of the 2025-2026 academic year at MTs Pancasila, Bengkulu City. This school was selected because students were reported to have significant difficulties speaking English, and the Choral Response method had never been used in their English lessons. Starting the study early in the semester ensured that student results reflected the actual effects of the new method, not what they might have learned from previous similar methods.

The instrument used for this study was a speaking skills test assessed using Brown's (2001) assessment guide, which measures how well they pronounce words, use grammar, speak fluently, use vocabulary, and understand what is said. The 22 students completed the same speaking test twice: once before the new teaching method was introduced and once after the new teaching method was completed.

Data collection was carried out in three stages. The first stage was the administration of the pre-test to all 22 students to obtain baseline data about their speaking abilities. The second stage was the treatment phase. In this phase, the 11 students in the experimental group received four instructional sessions using the Choral Response technique. During these sessions, students practiced repeating words, phrases, and sentences collectively, following teacher modeling with variations in tone, speed, and intonation. The learning activities included collective pronunciation practice, repetition drills, and short dialogues designed to enhance confidence and fluency. Meanwhile, the 11 students in the control group received four sessions of traditional teacher-centered instruction, involving explanation, individual responses, and reading tasks, without group repetition or interactive drilling.

After the intervention, all 22 students took a post-test, using the same evaluation standards as those used in the initial assessment. Subsequently, the data were analyzed using SPSS software, specifically version 26. The Shapiro-Wilk test was used to assess whether the data followed a normal distribution, while the Levene test was used to check for homogeneity. After ensuring that the conditions for parametric statistical analysis were met, a paired-sample t-test was conducted to determine the level of progress in each individual group. Furthermore, an independent-sample t-test was conducted to compare the post-test results between the experimental and control groups. The statistical analysis revealed significant differences between the two groups of students, thus indicating that the Choral Response method had a positive and statistically significant effect on students' speaking ability.

## RESULTS AND DISCUSSION

This section outlines the research findings, obtained from examining the pre-test and post-test scores of the Control Group (VIII A) and the Experimental Group (VIII B). This evaluation measured five aspects of speaking proficiency: word usage, comprehension, articulation, fluency, and sentence construction.

**Table 1 Descriptive statistic Results**  
**Descriptive Statistics**

	N	Minimu m	Maximu m	Mean	Std. Deviation
Speaking Ability (Control Group-Pretest)	11	38	88	58.00	14.429
Speaking Ability (Control Group-Posttest)	11	68	84	75.18	4.834
Speaking Ability (Experimental Group-Pretest)	11	48	76	60.55	10.152
Speaking Ability (Experimental Group-Posttest)	11	73	92	82.27	6.101
Valid N (listwise)	11				

Table 1 presents a detailed summary of the speaking performance of the control and experimental groups, assessed before and after the learning program. The data indicate that the speaking skills of both groups of participants were quite consistent when the study began. Specifically, the control group's initial mean score was 58.00, compared to the experimental group's mean score of 60.55 on the pre-test. This minimal gap indicates that both groups had nearly identical levels of speaking competence at the outset.

In the control group, the lowest pre-test score was 38 and the highest was 88. These values show that students in this group had very diverse initial abilities—some performed well, while others struggled. After the learning process using conventional teaching methods, the post-test scores improved. The lowest score increased to 68, and almost all students reached a more stable performance level. This suggests that traditional instruction helped students make progress, although the improvement was moderate.

In contrast, the experimental group, which received instruction using the Choral Response technique, showed stronger improvement. Their minimum pre-test score was 48 and the maximum was 76, which means that this group also started with varied levels of ability. However, after the treatment, the lowest post-test score rose significantly to 73, and the highest score reached 92. This indicates that even the lowest-performing students showed strong development, and the highest-performing students improved even further.

Overall, the data in Table 1 clearly show that both groups experienced progress, but the improvement in the experimental group was far more noticeable. Students in this group demonstrated higher gains not only in average performance but also in individual progress. These results suggest that the Choral Response conventional teaching students' speaking skills. Technique seemed to benefit all types of learners—those who were initially weak as well as those who were already strong—leading to a more substantial growth in their speaking performance.

**Table 2 Explore (Uji Normalitas)**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statisti			Statisti		
	c	df	Sig.	c	df	Sig.
Speaking Ability (Control Group-Pretest)	.209	11	.195	.946	11	.588
Speaking Ability (Control Group-Posttest)	.151	11	.200*	.955	11	.712
Speaking Ability (Experimental Group-Pretest)	.197	11	.200*	.901	11	.190
Speaking Ability (Experimental Group-Posttest)	.100	11	.200*	.971	11	.898

To determine whether the speaking skill scores in the control and experimental groups followed a normal distribution, a normality assessment was conducted. The Shapiro-Wilk test was used to examine the data because the number of participants in each group was less than 50.

The Shapiro-Wilk test results showed that all significance levels (Sig.) were above the 0.05 threshold. The pre-test Sig. value was 0.588, and the post-test Sig. value was 0.712 in the control group. The pre-test Sig. value was 0.190, while the post-test Sig. value reached 0.898 in the experimental group. It can be concluded that the data for both groups, both before and after the intervention, followed a normal distribution, given that each Sig. value was higher than 0.05.

These findings indicate that the data set meets the normality premise required for parametric investigations. Therefore, the use of parametric assessments such as paired-samples t-tests and independent-samples t-tests for subsequent hypothesis evaluation is considered appropriate to assess differences in speaking skills between the two groups.

**Table 3 Grade Results in Experimental Class**

NO	NAME	PRE TEST	POST TEST
1	Andes Pratama	58	84
2	Azieqa Azizatul Qhoriyah	64	80
3	Bimo Andesta	48	83
4	Cika Puja Putri	76	92
5	Diana Permata Sari	59	74
6	Dira Juni Alvira	55	78
7	Evenchillo Ryzaki M	57	73
8	Handika Tri Putra	49	79
9	M. Fadhil Taqi	75	89
10	M. Zaeky Nufail	73	88
11	Okto Muhammad Abdullah	52	85

Data collected from initial and final assessments of students taught using the Choral Response method showed steady and substantial improvements in their English speaking skills. It was clear that each student demonstrated positive progress after the intervention.

During the pre-test, students' speaking scores ranged from 48 to 76, indicating varied levels of initial ability. Several students showed difficulties in pronunciation, fluency, vocabulary use, and grammatical accuracy, which is reflected in their low initial scores. For example, Bimo Andesta scored 48, while Handika Tri Putra scored 49. On the other hand, some students demonstrated relatively stronger initial speaking skills, such as Cika Puja Putri with a score of 76 and M. Fadhil Taqi with a score of 75.

After receiving the treatment through the implementation of the Choral Response technique, the post-test scores increased significantly, ranging from 73 to 92. Almost all students experienced an improvement of more than 20 points.

**Table 4 Oneway (Uji Homogenitas)  
Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Speaking Ability	Based on Mean	.798	1	20	.382
	Based on Median	.735	1	20	.401
	Based on Median and with adjusted df	.735	1	19.87 3	.402
	Based on trimmed mean	.828	1	20	.374

To assess whether the distribution of students' speaking skill scores was consistent across categories, the Levene's Test was used to examine the homogeneity of variance. The analysis results showed that the significance level for each of the four Levene's metrics—derived from the mean, midpoint, midpoint adjusted for degrees of freedom, and truncated mean—all exceeded 0.05 (Sig. = 0.382; 0.401; 0.402; 0.374).

These findings indicate that the variability of speaking skill scores across categories did not differ significantly. Consequently, the collected information met the requirements for homogeneity of variance, implying that the distributions were similar and suitable for further statistical assessments such as independent-samples t-tests or one-way ANOVA.

In conclusion, the Levene's Test confirms that the dataset is homogeneous, and subsequent statistical analyses can be conducted without violating the assumption of equal variances.

**Table 5 Samples T Test**

**Speaking Ability (Experimental Group) dan Speaking Ability (Control Group)  
Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
Speaking Ability	Experiment al	11	82.27	6.101	1.839
	Control	11	75.18	4.834	1.457

The statistical summary presented in the Group Statistics table shows that the average speaking score of students in the experimental group was 82.27, with a standard deviation of 6.101, while the control group scored an average of 75.18, with a standard deviation of 4.834, which is a smaller number. This variation indicates that the speaking skills of students in the experimental group were superior after they were instructed using the Choral Response method, compared to those in the control group who received the standard teaching method. Furthermore, the results of the Independent Samples Test, which provides inferential analysis, validate this observation. The results of the Levene's Test showed a significance value greater than 0.05, confirming that the data met the assumption of homogeneity of variance; therefore, the row Assuming equal variances was used for interpretation. The results of the t-test showed a significance value (Sig. 2-tailed) less than 0.05, providing evidence of a statistically significant difference between the two groups. These results indicate that the Choral Response method has a very positive effect on improving students' speaking skills.



These findings are consistent with the descriptive data, which consistently showed that the experimental group performed better than the control group. Therefore, the Choral Response method can be considered an effective teaching approach to improve students' English speaking skills.

### Discussion

According to the study's findings, eighth-grade students at MTS Pancasila Bengkulu City significantly improve their speaking abilities when the Choral Response approach is used. The difference in mean scores made this clear pre-test findings, experimental group scored 60.55 on average, whereas the control group scored 58.00. These baseline results demonstrate that both groups began with comparatively comparable speaking proficiency, indicating that the therapy had a significant impact on the variations shown in the post-test. The experimental group's mean score rose to 82.27 after the therapy 75.18. This shows that the experimental group improved by 21.72 points, whereas the control group only improved by 17.18 points. The disparity in the gain scores demonstrates that, in comparison to the traditional teaching approach, the Choral Response methodology had an extra beneficial effect.

Numerous elements pertaining to the features of the Choral Response approach can be used to explain the experimental group's notable improvement. This method first highlights the collective repetition concept. Students mimicked the teacher's words throughout the lesson, mimicking the proper sentence structure, intonation, and pronunciation. Students were able to practice more regularly because to this pattern of repetition, especially in the areas of fluency and pronunciation. In contrast to the traditional approach, which is typically teacher-centered and provides few opportunities for speaking, For several kids, Choral Response made the classroom more engaging and engaged. Observations in the classroom supported this, demonstrating that nearly every student in the experimental group took part in the choral repetition, albeit to varying degrees. The experimental group's improved post-test scores were a direct outcome of this active participation.

Second, the psychological impact of the Choral Response approach on students' confidence can also account for the experimental group's improvement. As discussed in Chapter I, students' propensity to be quiet in class are some of the biggest obstacles they encounter while speaking English. Since students are encouraged to speak with their peers rather than alone in front of the class, the Choral Response approach aids in lowering these obstacles. Students felt more at ease attempting to pronounce English words and sentences without worrying about being assessed or condemned one-on-one thanks to this group speaking exercise, which established a secure learning atmosphere. Data from observations revealed that even pupils who had previously been inactive started making noises as they followed the group, albeit slowly at first. This supports the claims made by Collins et al. (2021) that Choral Responding lowers passive behavior and boosts classroom involvement. Therefore, psychological elements like heightened confidence and decreased speaking fear were major contributors to performance over.

Third, the constancy of score gains also shows the difference in outcomes. Based on the results of the Paired Sample T-Test, it is clear that both the experimental and control groups showed positive improvements when comparing the pre-test results with the post-test results. However, the Independent Sample T-Test showed a statistically significant difference in the mean post-test scores between the two groups ( $t\text{-value} = 2.595 > t\text{-table} = 2.086$ ;  $p = 0.017 < 0.05$ ). This indicates that the Choral Response methodology is more successful even if traditional approaches can also enhance speaking abilities. In other words, the experimental group's improvement was a

direct effect of the treatment and not a coincidence. These results provide additional evidence that interactive, participatory, and repetition-based strategies are superior to traditional lecture-based or individual practice methods in the control group for improving speaking abilities

## CONCLUSIONS

The eighth-grade students' speaking abilities were significantly impacted by the use of the Choral Response approach, according to the research done at MTS Pancasila Bengkulu City. The post-test findings demonstrated this, showing that the experimental class taught using Choral Response outperformed the control class taught using traditional techniques.

The study issue posed in Chapter I—namely, whether the Choral Response approach has an impact on students' speaking abilities—is addressed in this conclusion. The hypothesis put out in this study is accepted as the results verified that there was a favorable and noteworthy impact.

Hypotheses and earlier are discussed in Chapter II (review of literature). Because it stresses group repetition, gives students experience with intonation, and boosts their confidence while speaking English, the Choral Response approach has been described as an excellent way to help students become better speakers.

Using a quasi-experimental design to compare the control and experimental groups yielded consistent results, according to the methodological viewpoint outlined in Chapter III. There was a substantial difference between the two classes, as demonstrated by the data analysis utilizing the t-test. The results presented in Chapter IV further support the idea that the Choral Response approach encouraged students to speak English more actively and confidently while simultaneously enhancing their speaking skills in terms of intonation and pronunciation. Consequently, it may be said that the Choral. A useful and pertinent tactic for improving junior high school pupils' speaking abilities is the response approach.

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