



CHORAL READING AND SQ3R METHODS IN TEACHING READING AT THE SEVENTH GRADE STUDENTS AT MTSN 1 PONOROGO

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Abstract

Reading is one of several skills that students must master in learning English. Teacher needs proper methods especially in teaching reading. Implementing the teaching method affects student learning outcomes, so the teacher should consider the appropriate teaching methods by initiating the class environment and the student's condition. The aims of this research are; 1). To identify how the implementation of choral reading and SQ3R methods are used by the teacher, 2). What the problems are found by the teacher in applying these methods, and 3). What the teacher's ways are to overcome the problems in applying these methods in teaching reading at the seventh-grade students at MTsN 1 Ponorogo. This research was conducted at MTsN 1 Ponorogo by using descriptive qualitative method. The data was collected through observation, interview, and documentation. The data from interview and observation were obtained in the form of interview and observation transcripts, and the documentation results were in the form of lesson plan. The data were analyzed using the theory of Miles and Huberman. The steps were data reduction, data display, and drawing conclusion. To test the validity of the data, the researcher used triangulation of data sources. The researcher found that the implementation of Choral Reading and SQ3R methods was divided into some steps. The steps of the choral reading method were the teacher gave an example of the correct reading, the students were repeated after the teacher, and the teacher went around to check the students' mistakes. The steps in the SQ3R method were survey, read, recite, and review. The problems



faced by the teacher in applying these methods were students were not enthusiastic about following the lesson, and students often did not bring dictionaries. Meanwhile, the problems were solved by announcing that the students must submit an assignment, and the teacher consistently used the methods over several meetings and instructed the students to borrow a dictionary from a friend in another class or at the library.

Keywords: *Teaching Method, Teaching Reading, Choral Reading, SQ3R*

Introduction

Teaching methods are the ways used by the teacher to convey the learning material so that the learning objectives can be achieved well. The main aim from the use of the teaching method is to facilitate the process and results of student learning so that the learning outcomes can be achieved well by students. So that the teacher needs proper methods in teaching. Implementing the teaching method affects student learning outcomes, so the teacher should consider the appropriate teaching methods by initiating the class environment and the student's condition.

This research was conducted at MTsN 1 Ponorogo. MTsN 1 Ponorogo is a state Islamic junior high school that was first established in Ponorogo. This school is located in the suburbs of Ponorogo, and more precisely at Jl. Jendral Sudirman No. 24 A Jetis, Ponorogo. In comparison to the other schools, MTsN 1 Ponorogo has five types of classes. Those are academic class (*kelas unggulan akademik*), tahfidz class (*kelas unggulan tahfidz*), sports class (*kelas unggulan olahraga*), research class (*kelas unggulan riset*), and regular class (*kelas reguler*).

Based on the observation result, MTsN 1 Ponorogo has a lot of achievements. This school is the 2nd winner in English competitions such as Mastering English in Madiun and English Olympiad in Madiun. Meanwhile, in the English KSM in Ponorogo, MTsN 1 Ponorogo is the 10th winner. The subject of this study is an English teacher who teaches in these classes. The teaching methods are used by the English teacher are the focus of this research. The methods used were choral reading and SQ3R



method. Analyzing this subject is necessary because teaching methods are closely related to the numerous organizational frameworks that serve as the foundation for the educational process to achieve the learning objectives.

In this research, the researcher focused on teaching methods used by the English teacher in teaching reading. The methods used in teaching reading, especially in class A, include Choral Reading and the SQ3R Methods. The Choral Reading is an excellent method to keep the class interested. Reading texts aloud can increase student participation. This method also helps improve students' reading fluency for the better. While the SQ3R Method helps students remember the material rather than just reading it. The SQ3R method helps students understanding of the content of the text. This method is influential in reading comprehension.

From the interview results, the researcher found that students' reading skills were better than other skills, such as writing, listening, and speaking. This statement is supported by Mr. Agus, an English teacher in the seventh grade of academic classes. The researcher chose reading as the main point because reading is a basic ability that must be mastered by students. That is because the reading activity is needed for students to improve themselves. Thus reading is an ability that underlies the other abilities.

In conclusion, the methods used in teaching reading affect the student's learning outcomes. The learning outcomes are closely related to the learning objectives. Of course, one of the learning objectives is to be able to convey material properly and correctly. And what every teacher always hopes for are satisfying learning outcomes

Method

Participants/Subjects/Population and Sample

The researcher conducts this research at MTsN 1 Ponorogo. This school has a myriad of students' achievements. One of the achievements is the success in winning English competitions both in the Madiun residency and outside. Therefore, the

researcher wants to analyze the implementation of choral reading and SQ3R methods used by the English teacher in teaching reading at the seventh grade of academic classes. This school has a different class from other schools, namely the academic class. In this class, students have an outstanding program that does not apply in others. The program is learning English in Kampung Inggris in Kediri Regency, East Java. In this study, the researcher chose one of the teachers who taught English in the seventh-grade academic class as the focus of this research. Due to time constraints, the researcher only focused on teaching and learning activities in the seventh-grade academic class A. The researcher chose seventh grade as the focus of the research because MTsN 1 Ponorogo only applied the latest curriculum in Indonesia, namely the *Kurikulum Merdeka Belajar* in these classes.

Instruments

The researcher used three types of instruments to collect the data in this research. Those are observation, interviews, and documentation. Observation makes it easier for the researcher to get the necessary data. Several things became the subject of observation, such as the teaching and learning activities and preliminary observations of conditions in the school environment. The researcher observes the teacher's way of carrying out learning activities under the lesson plans. The researcher adjusted the data obtained through interviews with the actual situation.

Meanwhile, documentation tends to be minimized in particular. In this study, the researcher used documentation to obtain secondary data such as lesson plans, learning modules, achievement data. With documentation, the researcher also takes data such as video or photo of teaching and learning process.

Data Analysis Procedure

Data analysis techniques describe the way to handle and analyze data appropriately. In this research, the researcher used a qualitative descriptive data



analysis. The data obtained is presented in the form of a description. Meanwhile, in analyzing the data, the researcher used the technique proposed by Miles and Huberman. According to Sugiyono in Faidol Juddi's book, there are several steps in analyzing qualitative data based on the techniques proposed by Miles and Huberman. The steps are data reduction, data display, and drawing conclusions or verification.

The first stage in analyzing the data is data reduction. Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerges from written records in the field. The first stage in data reduction is selecting. In this stage the researcher selects the data obtained from various sources and the data collection techniques used so that the results from the data selection can be considered as the appropriate data. The second stage is focusing. Focusing is concentrating the discussion on only important things to reduce unnecessary things to be discussed. In this stage, the researcher focuses the data only on the important matters directly related to the topic of discussion or research question so that it does not get out of the research discussion. The third step is simplifying. In this stage, the researcher simplifies the raw data. Before displaying the data, it needs to be simplified first.

The fourth stage is abstraction. Abstraction is a process of reducing a specific set of data to a condensed illustration of the total. In this stage, the researcher summarizes and reduces the data obtained, so it becomes only the core component. The last stage is transforming. Transforming data is the process of changing data from one format to another, usually from the format of a source system into the necessary destination system. In this stage, the researcher changes the data collected into a new form as necessary.

The second stage in analysing the data is data display. According to Miles and Huberman in the book by Sandu Siyoto and Ali Sodik, the display of the data here is a collection of structured information that gives the possibility of drawing conclusions and taking action. A good data display is the main point of qualitative analysis. In this research, the researcher presented the data using a descriptive, table and chart. These



three kinds of data presentation make the data presented easily understood and processed. Besides that, it makes it easier for the researcher to present the data.

The third stage in analyzing the data is drawing conclusion. The researcher draws conclusions by comparing the suitability of the statement from the research subject with the points contained in the basic concepts of the research. The stages above do not always occur simultaneously, especially data reduction and presentation. Sometimes, after presenting the data, it also requires further data reduction before drawing a conclusion.

Findings

From the five types of classes mentioned before, the researcher only focused on academic classes. This class focuses on the academic development, especially in terms of language. There are two special language learning programs. Those are the Arabic and English learning. MTsN 1 Ponorogo always sends their students of academic classes to study directly at language training institutions such as Kampung Inggris Pare and well-known universities. In the academic class, the researcher focused on an English teacher who taught in class A. Based on the results of the interviews, the teacher used the SQ3R and Choral reading methods in teaching reading. Reading is the main discussion in this research, as explained in the background. Using this method, the teacher stated that students' reading skills are getting better. This indicates that the implementation of these methods is effective.

Besides that, based on the results of observations, the researcher can see how teaching and learning activities take place, especially in teaching reading. The learning process begins with opening activities. In this stage, the teacher and students greet each other, then students pray and do not forget the teacher checks student attendance. Furthermore, in the core part, the teacher explains the reading material by implementing the SQ3R and Choral reading methods to make it easier for students to understand. And in the closing part, the teacher reviews what he has explained to the

students before the lesson ends. After that, the lesson ended with greetings and prayer readings.

The interview was held on 20 February 2023 on Monday, in the teacher's room at MTsN 1 Ponorogo. The interviewee was Mr. Agus Salim, an English teacher in an academic class. The interview is conducted once during the research period. Meanwhile, the observation in the classroom was carried out five times on 20 and 27 February 2023, 6, and 13 March 2023, and the last on 3 April 2023. Those are conducted in class 7 A Academic during the teaching and learning process. Then, the researcher's time in carrying out documentation activities adjusts as necessary, such as when conducting observations and interviews or outside of these activities.

The Implementation of Choral Reading and SQ3R Methods in Teaching Reading at the Seventh-Grade Students at MTsN 1 Ponorogo.

Based on the results of interviews with the teacher, the researcher found that the teacher used two methods in teaching reading. The interview result above shows that two methods were used to teach reading. The methods are SQ3R and Choral Reading. Besides that, based on the observation results, the researcher found that the teacher used the Choral Reading method four times. In addition, the SQ3R method was used three times. The teacher uses the SQ3R method on the first, second, and fourth days of observations. Of this amount, the percentage using this method is 42,86%. Meanwhile, the Choral Reading method is used on the first, third, fourth, and fifth days of observations. The percentage of using this method is 57.14%.

a. Choral Reading

Based on the observation results, choral reading method was used four times out of five times observations. Choral reading is a teaching method where students are asked to read text aloud. By reading together simultaneously, it automatically guides and supports them in reading. Learning using this method is done the same as learning in general. Activities in the class are divided into three stages. The

stages are the opening, core activities, and closing. Based on the observation, the teaching process uses the choral reading method divided into three stages. First, the teacher gave an example of the correct reading. After that, the students were asked to read the text together in a loud tone. The teacher examines students' mistakes, then gives them an understanding. The teacher makes sure they know how to read properly. The use of this method is also explained in the lesson plan and learning module.

b. SQ3R

Based on the results of observations, this method was used three times out of five observations. The teacher uses the same stages in conducting learning using this method. The stages are the opening, core activities, and closing. First, the teacher starts the class by greeting, leading the prayer, checking student attendance, and providing initial information about the material which will be studied that day. Second, the teacher explains the core activities and the use of the SQ3R method so that students are ready and can understand more easily. After finishing a brief explanation, the teacher begins delivering the material using the SQ3R method.

The Problems Found by the Teacher in Applying Choral Reading and SQ3R Methods in Teaching Reading at The Seventh-Grade Students at MTsN 1 Ponorogo.

Based on the results of interviews with the teacher, the researcher found that the teacher faced several problems when applying the methods used in teaching reading. These constraints certainly disrupt the teaching and learning process.

- a. Students are not enthusiastic following the lesson

Based on the interview results, the teacher said that not all students were enthusiastic about participating in teaching and learning activities. Of course, some of them often ignore the teacher's explanation. If the willingness to learn from students is low, even this will be a serious problem. The teacher always thinks of the best way so that students are interested in following the lesson from start to finish so that the material can be delivered properly.

- b. Students often do not bring dictionaries during lessons, so they have difficulty translating and understanding the contents of the reading text

English is a foreign language in Indonesia. Understanding the meaning of words is necessary, especially in language learning. Therefore, Mr. Agus strongly advises his students to bring a dictionary to every English lesson. However, based on the results of observations, the researcher found that many students seemed to have forgotten or even deliberately did not bring a dictionary. It makes the students have difficulty in reading lessons. As stated by the teacher, the most needed part of reading lessons is understanding the contents of the text. However, if students cannot interpret the meaning, they will not achieve their goals.

The Teacher's Ways to Overcome the Problems in Applying Choral Reading and SQ3R Methods in Teaching Reading at the Seventh-Grade Students at MTsN 1 Ponorogo.

From the obstacles faced in teaching reading, the teacher certainly has a way to minimize them. The teacher always tries to make teaching and learning activities run effectively by considering the obstacles that arise and the solutions needed. Based on the results of the interviews, the researcher found some ways used by the teacher to overcome these obstacles.

- a. To deal with students who are not enthusiastic following the lesson

There are some students who do not pay much attention to the teacher instructions during the learning process. The teacher announces that students must submit an assignment. Students who do not do it will not get a score. So from there will appear a willingness to pay attention and learn, even if forced by the teacher.

b. To deal with students who did not bring a dictionary

The teacher instructed the students to borrow it from a friend in another class, or it could be at the library. The teacher prioritizes printed dictionaries because the students are not allowed to bring smartphones to access online dictionary applications.

Besides that, based on the results of observations, the teacher gives assignments to do at home or even directly at school as a form of discipline and a way to check students' understanding. Teachers also act decisively to students who do not bring a dictionary to borrow from other friends or go to the library. They are not allowed to attend lessons before getting a dictionary.

Discussion

1. The Implementation of Choral Reading and SQ3R Methods in Teaching Reading at the Seventh-Grade Students at MTsN 1 Ponorogo.

There are many types of methods that can be used to teach reading. But the teacher only use two methods in teaching reading at MTsN 1 Ponorogo. Based on the results of interviews with the teacher, the researcher found that the methods were not selected randomly. However, the teacher already understands the situation of the students and the classroom atmosphere, so the teacher first considers the appropriate method to use. In teaching reading at the seventh-grade students at MTsN 1 Ponorogo, the teacher used two kinds of methods. The methods are Choral Reading and SQ3R. The most frequently used is Choral Reading Method. The percentage of Choral reading

is 57,14%. Meanwhile, the SQ3R is 42,86%. Each of these methods is described in more detail separately as follows.

1. Choral Reading

Choral reading is a proven effective method of teaching reading. According to Hasan Ayuba and Lince Kadir in their journal, this method can increase students' enthusiasm for learning, students become more concentrated and create a conducive learning environment. This method is useful to improve the condition of students who are less enthusiastic about participating in learning so that they are more active in the classroom. In implementing the Choral Reading method, the teacher places more emphasis on how to read correctly. Based on the results of observations, the teacher uses choral reading to train students' ability to read. By using this method, students actively participate. The teacher uses this method to teach reading, which focuses on reading fluency, not on understanding the content of the text. This method aims to train students' fluency in reading English texts.

- 1) The teacher give instruction to open the text which will be read.
- 2) The teacher gives the correct example in reading the text.
- 3) The students read the text together after the teacher give the example. The teacher goes around to check and correct students' mistakes.

b. SQ3R

SQ3R is also a proven effective method for teaching reading. According to Hartati and Ilham Yuliawati in their journal, there is a difference between the experimental class and the control class result. The results show that the SQ3R method is effective for teaching reading. Based on the observation, the SQ3R method was used by Mr. Agus to teach reading, which focuses on understanding the content of a text. By using this method, learning reading becomes more structured and effective. The steps in applying the SQ3R method are explained as follows. First, the teacher give instruction to open the text which will be discussed, then the teacher gives some explanation about the activity. "S" stands for Survey. In the survey stage,

students are directed to examine or identify the entire text and underline words or sentences that will be used as material for making questions. “Q” stands for Question. In question stage, students are asked to compile a list of questions related to the text based on the words or sentences that have been marked. “R” stands for Reading. In this stage, students are asked to read the text actively to find answers to the questions that have been arranged. Second “R” stands for Reciting. Reciting is mentioning every question and answer in front of the class. The third “R” stands for Review. The purpose of this stage is to review all the answers to the questions arranged in the second and third steps. This step also aims to know whether the questions are in accordance with the answer, or not. Students review their tasks accompanied by the teacher.

2. The Problems Found by the Teacher in Applying Choral Reading and SQ3R in Teaching Reading at the Seventh-Grade Students at MTsN1 Ponorogo.

Based on the results of interviews and observations, the teacher revealed some problems during the teaching process. The problems are identified as follows.

a. The Students Were Not Enthusiastic in Following The Lesson

In studying and paying attention to the teacher's explanation in class, there are times when students feel bored. They are not enthusiastic to follow the lesson because it is not attractive. Problems regarding student enthusiasm can be a serious problem because it can lead to excessive laziness, so students miss the material. Based on the observations and interview results, the researcher found that some students deliberately did not notice the teacher's explanation. Teachers say if students have difficulties receiving material. So, they often ignore the teacher. This problem should immediately seek a solution. Not being enthusiastic in the lesson will certainly hamper student understanding.

b. The Students Were Not Bring the Dictionary

Using a dictionary is something that should be done in learning to read. With the help of a dictionary, students will more easily understand the contents of the text.

However, based on the findings of this study, it is known that this is one of the problems for English teachers. Because of this problem, students have difficulty translating and understanding the contents of the reading text. These problems may seem very simple. However, those can be serious obstacles for a teacher. Big problems can arise from small things like this. Therefore, the teacher feels these matter needs to be considered and find a way out.

3. The Teacher's Ways to Overcome the Problems in Applying Choral Reading and SQ3R Methods in Teaching Reading at the Seventh-Grade Students at MTsN 1 Ponorogo..

The teacher's way in overcoming the problems are identified as follows.

a. Teacher's Way in Overcoming the Students Were Not Enthusiastic in Following the Lesson

The teacher said that giving assignments can be a solution for students who do not enthusiastic to follow the teacher's directions and explanations during reading lessons. The students understand enough of the consequences they should face when they do not fulfill the assignments given by the teacher, so a willingness to do the task and understand the material arises as a form of responsibility in carrying out the assignment given.

a. Teacher's Way in Overcoming the Students Were Not Bring the Dictionary

The consequences for students who do not bring a dictionary during English lessons, especially in reading, they are required to borrow it from friends in other classes or the library. As a form of decisive action given by the teacher, students are not allowed to take part in lessons if they do not have a dictionary. The teacher said that this could be an effective solution because it seems to have a deterrent effect on students who are not disciplined.

Recommendations

The researcher wants to recommend for the English teacher to try to use new methods to maximize students' participation so that students can participate fully in

learning activities. The use of various methods will increase the creativity and critical thinking of the students. The researcher wants to recommend for the next researchers to review and add more complete reference sources regarding the advantages and disadvantages of these methods to get better and maximum results. More complete references will help the English teachers consider using this method in teaching reading. The researcher would like to recommend for the students that they should be more enthusiastic about participating in learning and always follow the instructions from the teacher because the appropriate method must be accompanied by students enthusiasm. The learning objectives will be achieved if students participate actively in learning.

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