

EFFECTIVENESS OF THE SQ3R METHOD IN IMPROVING STUDENTS' READING ABILITY IN MTS

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Abstract:

This study focuses on reading training for students who cannot read yet in class VII D MTs Negeri 5 Karanganyar, conducted by Internship participants. This training aims to improve students' reading skills through reading. This training is expected to benefit students in developing reading skills. Students are also given reading materials appropriate for their class level, namely class VII. Of the 3 students who participated in the reading training program, an average reading ability of 57% was obtained, in the sufficient category. The teacher's response to the implementation of the reading training program was 83% with a Satisfied category, while the response of class VIID MTs Negeri 5 Karanganyar students to the implementation of the reading training program was 65% with a moderate category. The results of this activity indicate that effective reading training strategies can help students improve their reading skills, this can be seen from the good responses given. The implementation of this reading training program shows promising results, as it has effectively supported the development of students' reading skills. Through structured practice and the use of appropriate reading materials, students' engagement and progress have been notable. Future improvements could involve tailoring materials further to the diverse needs of students, ensuring that the training continues to foster a more significant impact on their overall literacy development. Additionally, continued collaboration with teachers could enhance the program's effectiveness.

Keywords: Reading training, Students, Reading Ability, Literacy Improvement

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INTRODUCTION

Reading, writing and arithmetic are the most important activities in life because all learning processes are based on reading skills. By reading, someone will get new information, messages and knowledge. The fact that occurs is still much in elementary schools, from the lower grades to even the upper grades, there are still many students who cannot read or have difficulty reading, even until entering the next school, they cannot read.

Reading difficulties occur when a child is unable to identify words. Students with low reading ability, based on the average reading ability that has been set, are marked by certain conditions or obstacles that require more effort to overcome. Reading needs to be done so that teachers can identify the difficulties experienced by students and provide appropriate follow-up.

Reading difficulties in children are divided into two types, namely reading difficulties due to a genetic disorder and reading difficulties due to low reading ability of students (poor reading) Liu et al., (2008) Reading difficulties caused by genetic disorders usually occur in children with dyslexia while poor reading occurs in children who have lower reading ability than normal reading ability Gillet et al., (1990). Elementary school students' reading difficulties are influenced by many factors, namely weaknesses in long-term and short-term memory, lack of coordination and balance, difficulty spelling letters and words, and lack of word mastery. And a lack of skill in reading sound symbols. The main factors in students' low reading ability are a lack of concentration and low motivation to learn. Zubaidah (2013). Accuracy and success at the reading stage will majorly impact further reading improvements.

There are several factors why students have difficulty reading, including low student abilities in learning activities. Family environmental factors that can affect students' reading abilities include backgrounds such as a lack of motivation from parents to encourage learning at home, especially reading. Internal factors in students, namely the lack of interest in reading, make it difficult to achieve

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their reading success rate; laziness that is not fought also affects visual impairments that make it difficult for students to see reading texts in books or writing on the board.

Reading difficulties are found in lower-grade students and higher-grade students who should have been able to read without stuttering. Three students in class VIII MTs Negeri 5 Karanganyar are less able to read aloud. This is very disruptive to the learning process because they cannot understand the material during learning and can only listen when the teacher explains. During mid-semester and end-of-semester assessments, students find it difficult to work on the questions given because they cannot read and do not understand what the exam questions mean.

The SQ3R method is a current theory that is developing. In addition, the method is used to develop students' metacognition. Therefore, this technique is the best solution to improve speed reading. The SQ3R method is a relatively new reading model. This technique has the advantages of being simple, practical, and innovative. This method is very suitable for developing students' metacognition. SQ3R learning is a reading model that first surveys the reading to get a general idea of what we are reading and then asks ourselves several questions whose answers are expected to be easier to understand in everyday life by involving five components of the effectiveness of the skimming stage (Survey), the stage of compiling questions (Question), the reading stage (Reading), the stage of answering questions (Recite), and the stage of reviewing (Review)..

METHODS

The method in this study uses the SQ3R method. Agustina (2015). This method is a popular reading method that is specifically used as a method for reading textbooks. This method includes 5 activities: Survey, Question, Read, Recite and Review (Survey, Questioning, Reading, Expressing, and Repeating).12 SQ3R helps students get something when they first read the text. For teachers, SQ3R helps them guide students on how to read and think like effective readers. The steps in implementing the SQ3R method are:

1. Survey. The survey is an activity to prepare yourself to read seriously.
2. Questioning. This stage begins with serious reading. Asking questions will help direct the reading activity and help readers understand more quickly.
3. Reading. Each section or paragraph in the chapter is read carefully to find answers to the questions asked. Reading activities like this will make it an active activity that involves the reader's mind.
4. Expressing (Reciting). After reading a paragraph or a section of a chapter, the book is closed, and you try to express the answer to the question as the main idea of the section using your own words. If necessary, keywords are written to express the main idea.
5. Repeating (Review). Rechecking students' knowledge by verbally expressing each title or sub-title.

RESULT AND DISCUSSION

Community Service Activities were carried out at MTs Negeri 5 Karanganyar from August to November 2024. The purpose of this Community Service is to teach and guide students who are less able to read. There are three students in class VII D. Coaching, and reading practice is carried out every day after the first break in turns.

Mrs. Indawati, S.Pd, as the BK teacher of class VII D, delivered and surveyed the three students' homes and explained her children's complaints. Mrs. Indarwati provided facilities in the form of Reading and Writing Books, volumes 1-5. The reading stages using the SQ3R method begin by individually distributing the Reading and Writing Books. After that, I guide students using the SQ3R method with the following stages:

1. A survey, which helps and motivates students to read and spell correctly.

2. A question that provides instructions or examples to students on how to read and spell correctly and precisely.
3. Read, which assigns students to read actively.
4. Recite, in which students write one or two words correctly and precisely, for example, their name.
5. Review when students repeat the wrong reading and correct it until it is correct (Syah, 2001).

They were very enthusiastic about learning to read for a whole month, even though there was a little shame because their friends bullied them. Three students took part in reading and writing coaching; one of them was Aziz, a student in class VII D who had high spirits and was fast in reading. His development was very good, although there were obstacles in speaking while still in MI (Islamic Elementary School), but it did not reduce his enthusiasm for learning. He read the spelling of letters one by one loudly and clearly. The second one is named Geo. His family made it difficult for him to read; he lived in a Broken Home, and the lack of supervision and attention from his mother made him weak in his academics. He was too lazy to learn coaching, so his development was not fast.

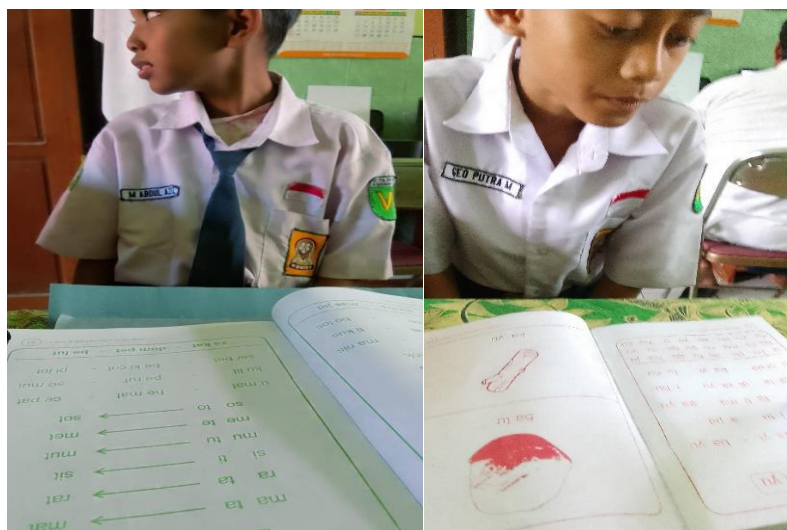


Figure 1. Students participate in reading and writing instruction

There is one student, but she is slow in development, hindered by parents who have difficulty speaking and a weak tone of voice. She can, but is less enthusiastic and has difficulty with pronunciation. Of the three students who are the fastest and can read well and correctly, Aziz has now reached volume 4, one stage less. Their development is very good, but over time, they get bored and late to study because of the factor of shame and Bullying done by their friends makes them reluctant to learn to read again. Moreover, the limited time of my internship also affects the maximum learning.

CONCLUSION

The study's results show that the SQ3R method is effective in improving students' reading skills, but support and motivation from parents, teachers and one's intentions also affect the smoothness of learning. Parents and teachers need to contribute to improving student learning.

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