

The Effectiveness of Using the SQ3R Method in Improving *Mahārah Qirā'ah* in Balaghah Learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang

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مستخلص: هذا البحث ينطلق من ملاحظات الباحث في المعهد الإسلامي المحبين تمباك براس جومبانج، ووجد فيه أن تدريس البلاغة يواجه بعض المشكلات لضعف قراءة المادة، حيث يؤثر في ضعف تفهم الطلاب لمادة البلاغة بجانب ما سبق أن نتيجة تدريس البلاغة ضعيفة أيضا. بناء على ما سبق قام الباحث بالبحث عنه باستخدام الطريقة SQ3R ويطبقه نحو طلاب المحبين في تدريس البلاغة. يهدف هذا البحث (1) لمعرفة مستوى فهم مهارة القراءة قبل تطبيق الطريقة SQ3R، وبعده في تدريس البلاغة؛ (2) لمعرفة فعالية استخدام الطريقة SQ3R لترقية مهارة القراءة في مادة البلاغة في المعهد الإسلامي المحبين تمباك براس جومبانج. هذا البحث من نوع البحث الكمي بطراز البحث *One-Group Pretest-Posttest Design*. ومجتمع هذا البحث جميع طلاب المحبين تمباك براس جومبانج حيث عددهم 1300 طالبا، وعينة البحث 40 طالبا.

أداة البحث تستخدم اختبار فهم مهارة القراءة، والوثائقية، وصفحة الملاحظات، وبالتالي تحليل المواد بطريقة بيانية استدلالية. ومما وجد في هذا البحث (١) بعد إجراء الطريقة SQ3R يدل أن فهم مهارة القراءة للطلاب في تدريس البلاغة بالمعهد الإسلامي المحبين تمباك براس جومبانج، يرتقي، هم يقدر ونعلى استنتاج محتوى القراءة وفهم مادة البلاغة التي تحويها القراءة؛ (٢) فعالية الطريقة SQ3R في تدريس البلاغة بطريقة ترقية مهارة قراءة الطلاب في مادة البلاغة بالمعهد الإسلامي المحبين تمباك براس جومبانج يرتقي ارتقاء واضحا، وهذا كما يظهر في النتيجة قبل اختبار الطلاب ٦٥ وبعد اختبار الطلاب تبلغ النتيجة ٧٨. وبهذا يمكن أن يستنتج استخدام الطريقة SQ3R فعالية فائقة في فهم مهارة القراءة للطلاب عند تدريس البلاغة في المعهد الإسلامي المحبين تمباك براس جومبانج.

الكلمات المفتاحية: طريقة SQ3R، مهارة القراءة، البلاغة.

Abstract: This research comes from the results of observations of researchers at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang, where in Balaghah learning, the ability to read material is meager, so it affects the level of understanding of students on Balaghah reading material besides the value of students in Balaghah learning is also common. So departing from this, the researchers used the SQ3R method, which was applied to the Al-Muhibbin students in learning Balaghah. This study aims to 1) determine the level of understanding of maharah qira'ah before and after the application of the SQ3R method in learning Balaghah at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang; 2) to determine

the effectiveness of using the SQ3R method in increasing maharah qira'ah in Balaghah learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang. The type of this research is quantitative research with the One-Group Pretest-Posttest Design Research. The population of this study was all students of Al-Muhibbin Tambakberas Jombang, with a total of 1300 students. The sample in this study was 40 students. The research instrument used a test of understanding maharah qiraah, documentation, and observation sheets and then analyzed by descriptive and inferential analysis. The results of this study are 1) after the SQ3R method treatment showed that the understanding of the maharah qira'ah of students in Balaghah learning at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang increased, they could conclude that the contents of the reading and understand the Balaghah material contained in the reading; 2) the effectiveness of the SQ3R method in learning Balaghah understanding of the maharah qira'ah of students in Balaghah learning at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang can be concluded to experience a significant increase, as evidenced by the pre-test scores of students, namely 65 and post-test students of 78. So, it can be concluded that the use of the SQ3R method has high effectiveness in understanding the maharah qira'ah of students in Balaghah learning at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang.

Keywords: SQ3R Method, Maharah Qira'ah, Balaghah.

Abstrak: Penelitian ini berasal dari hasil observasi peneliti di Pondok Pesantren Al-Muhibbin Tambakberas Jombang, dimana dalam pembelajaran Balaghah kemampuan membaca materi sangat rendah sehingga berpengaruh kepada tingkat pemahaman santri terhadap materi bacaan

Balaghah selain itu nilai santri di pembelajaran Balaghah juga rendah. Sehingga berangkat dari hal tersebut peneliti melakukan penelitian dengan metode SQ3R yang diterapkan kepada para santri Al-Muhibbin dalam pembelajaran Balaghah. Penelitian ini bertujuan untuk 1) untuk mengetahui tingkat pemahaman maharah qira'ah sebelum dan sesudah diterapkan metode SQ3R dalam pembelajaran Balaghah di Pondok Pesantren Al-Muhibbin Tambakberas Jombang; 2) untuk mengetahui efektifitas penggunaan metode SQ3R dalam meningkatkan maharah qira'ah pada pembelajaran Balaghah di Pondok Pesantren Al-Muhibbin Tambakberas Jombang. Jenis penelitian ini adalah penelitian kuantitatif dengan desain penelitian One-Group Pretest-Postest Design. Populasi penelitian ini adalah seluruh santri Al-Muhibbin Tambakberas Jombang dengan jumlah 1300 santri. Sampel pada penelitian ini adalah 40 santri. Instrumen penelitian menggunakan tes pemahaman maharah qiraah, dokumentasi, dan lembar observasi selanjutnya dianalisis dengan analisis deskriptif dan analisis inferensial. Hasil dari penelitian ini adalah 1) setelah perlakuan metode SQ3R menunjukkan bahwa pemahaman maharah qira'ah santri pada pembelajaran Balaghah di Pondok Pesantren Al-Muhibbin Tambakberas Jombang meningkat, mereka bisa menyimpulkan isi bacaan dan memahami materi Balaghah yang terkandung dalam bacaan tersebut; 2) efektifitas metode SQ3R dalam pembelajaran Balaghah pemahaman maharah qira'ah santri pada pembelajaran Balaghah di Pondok Pesantren Al-Muhibbin Tambakberas Jombang dapat disimpulkan mengalami peningkatan yang signifikan, dibuktikan dengan nilai pre-test santri yaitu 65 dan pos-test santri 78. Jadi, bisa disimpulkan bahwa penggunaan metode SQ3R mempunyai efektifitas yang tinggi dalam pemahaman

maharah qira'ah santri pada pembelajaran Balaghah di Pondok Pesantren Al-Muhibbin Tambakberas Jombang.

Kata Kunci: Metode SQ3R, Maharah Qira'ah, Balaghah.

INTRODUCTION

Language is a system, meaning that language is composed of several sets of components that are regularly regular and can be ruled out¹. Language is also a communication tool arranged into a single unit, such as words, groups of words, clauses, and sentences that are conveyed either through writing or orally. According to the Big Indonesian Dictionary (KBBI), "Language is a system of arbitrary sound symbols, which all people use to interact, cooperate, and identify themselves in the form of conversation, behaviour, and good manners." Experts also express their opinion regarding the meaning of language, that language is a structure and purpose free from its users, to be a sign that concludes a specific goal².

At the beginner level, many things must be learned by students regarding language skills, including the first language ability, namely writing; writing skills are also very important to be applied in learning Arabic for the continuation of the following

¹ MAU Nuha, "مساهمة برنامج التخصص في تنمية مهارة القراءة في المدرسة العالية," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 3, no. 2 (2019): 25–49; MO Abimbola and KA Aramide, "The Effectiveness of SQ3R Technique in Curbing Aliteracy Among High School Students in Ilesa, Southwest, Nigeria," *Library Philosophy and Practice*, no. Query date: 2022-10-04 12:08:26 (2021), <https://search.proquest.com/openview/05f9cd913a317d8606f5b8fede3c0463/1?pq-origsite=gscholar&cbl=54903>.

² A Achoita, "Bahasa Arab Dan Metode Pengajarannya," *Tadris: Jurnal Penelitian Dan Pemikiran* ..., no. Query date: 2022-09-01 08:38:39 (2018), <http://ejournal.iainutuban.ac.id/index.php/tadris/article/view/20>; MAU Nuha, "Wajh Al-Hajat Ila Dirasat Al-Balaghah," *An-Nas* 5, no. 1 (2021): 14–26.

learning process. The second language skill is listening; everyone must own this listening ability because this listening ability has many benefits for the continuity of learning³. If you have good listening skills, it will also be easy to learn and absorb all the information quickly when you pass it on to others. The third language skill is speaking; this ability is known in learning Arabic by arranging words into a sentence and then conveying it to others through conversation, speech, oration, lectures, and others. The last language ability is reading, which aims to enable students to read all the tasks; this ability is essential for ongoing learning activities⁴. Reading activities are important in continuous learning, especially in Arabic (Balaghah).

In the Arabic language learning system, there is a branch of knowledge, namely Balaghah, which with text-based understanding material, requires the ability to read to understand a reading text⁵. To understand the content in a piece of writing or a text that needs to be considered, it must be critical to respond to what has been read. One of them is by using necessary reading techniques. Essential reading is a reading process that is carried out to explore the information contained in a reading text, either

³ MAU Nuha, "ANALISIS MAJAS ELIPSIS DALAM AL-QUR'AN DAN FRASA BAHASA ARAB," *Jurnal Bahasa Lingua Scientia*, no. Query date: 2022-11-18 09:09:05 (2022), <http://ejournal.iain-tulungagung.ac.id/index.php/ls/article/view/5475>.

⁴ Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna : Jurnal Bahasa Arab; Vol 6, No 2 (2022)DO* - 10.29240/Jba.V6i2.5137, November 4, 2022, <http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/5137>.

⁵ Nuha, "Wajh Al-Hajat Ila Dirasat Al-Balaghah."

expressly from a written message or which has a hidden meaning from an article⁶.

Critical reading is not just reading a text; reading critically can explore and analyze the content of a task more deeply⁷. Essential reading can also find an implied or explicit meaning put forward by the author in a text. Not only to find fault with the author but also to provide evaluative and analytical judgments. One of the main assets for students to achieve learning success is critical reading; by reading critically, it is hoped that students can understand a reading text, analyze it, and organize, assess, and apply it. Before understanding all these meanings, all materials are critically processed through a creative process⁸. This process consists of efforts to critically understand the implicit intentions, analyze, organize reading material, and make conclusions and judgments.

As a teacher, one of the efforts to train students to read critically is to use appropriate learning methods. Through a proper way, it can also improve students' ability to read a reading text critically. In addition to using appropriate learning methods,

⁶ AM Ilmiani and S Normuliaty, "MOTIVASI MEMBACA KRITIS TEKS BAHASA ARAB (Analisis Faktor Motivasi Baca Bagi Mahasiswa Prodi PBA)," *Komposisi: Jurnal Pendidikan Bahasa* ..., no. Query date: 2022-09-14 13:08:22 (2022), <http://ejournal.unp.ac.id/index.php/komposisi/article/view/112072>.

⁷ Rifda Amalia, Muhammad Afthon Ulin Nuha, and Afif Kholisun Nashoih, "Development of Kosbarab Learning Media to Improve Arabic Vocabulary Mastery of Elementary Level Students Based on Android Construct 2," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya; Vol 10, No 2 (2022)DO - 10.23971/Altarib.V10i2.4529*, October 20, 2022, <https://e-journal.iain-palangkaraya.ac.id/index.php/tarib/article/view/4529>.

⁸ W AMBARWATI, "Peningkatan Keterampilan Membaca Pemahaman Melalui Metode SQ3R Di SDN 01 Pajerukan," *Tarling: Journal of Language Education*, no. Query date: 2022-10-01 09:20:21 (2018), <http://ejournal.uinsaizu.ac.id/index.php/tarling/article/view/2232>; R Agustina and H Hariyadi, "Penerapan Metode SQ3R Dan Metode PQ3R Terhadap Keterampilan Membaca Pada Mahasiswa," *AKSIS: Jurnal Pendidikan Bahasa Dan ...*, no. Query date: 2022-10-01 09:20:21 (2018), <http://journal.unj.ac.id/unj/index.php/aksis/article/view/7351>.

students must also understand the nature of critical reading. In this case, the role of a teacher is needed to convey the essential concept of reading. Therefore, as a teacher, you also need to understand the concepts of critical reading and reading; besides that, you must also understand the appropriate method or method to use when teaching essential reading in Arabic from an early age⁹.

Reading is a skill that must be improved at the beginner level to form students' skills in critically understanding ideas, opinions, experiences, messages, and feelings in writing¹⁰. Reading has a purpose, namely to foster a keen sense of students in understanding reality and develop students intellectual skills to think creatively, conclude an event using common sense, implement practical knowledge, understand and explore abstract concepts, and the ability to solve problems. To achieve this goal, from the results of initial observations at the research location, researchers found several issues that arose in the Balaghah learning process at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang. These problems include (1) students' reading interest in learning to read balaghah material is very low that it affects the value of students, (2) students' lack of ability to understand the content of reading, (3) lack of ability to answer questions correctly related to texts that have been read.

⁹ A Lutfiyah, E Boeriswati, and ..., "PENGARUH MODEL PEMBELAJARAN KOOPERATIF DAN BERPIKIR KRITIS TERHADAP KEMAMPUAN MEMBACA PEMAHAMAN (FAHMUL QIRA'AH)," ... : *Jurnal Pendidikan Bahasa* ..., no. Query date: 2022-09-14 13:08:22 (2021), <http://journal.unj.ac.id/unj/index.php/bahtera/article/view/16725>.

¹⁰ N Andriani, *ANALISIS KESULITAN SISWA MEMBACA TEKS BAHASA ARAB DALAM PEMBELAJARAN MAHARAH QIRA'AH (Studi Deskriptif Pada Siswa Kelas X Akomodasi ...*, Query date: 2022-09-14 13:08:22 (repository.upi.edu, 2020), <http://repository.upi.edu/id/eprint/49014>.

Readability, (4) students' critical reading ability is still low. For these problems to be solved or solved, an effective learning method is needed so that the learning objectives can be met.

In this case, many methods can be used so that the ability of students to understand the contents of reading can increase, one of which is by using the SQ3R method. The SQ3R method (Survey, Question, Read, Recite, and Review) is a learning method or a way of studying texts (readings), especially those contained in books, scientific articles, and research reports, specifically to understand the contents of the text¹¹. This method is closely related to the growth of the affective and cognitive aspects needed in learning to read. Therefore, the SQ3R method solves reading learning problems related to these two aspects. This method was selected based on initial observations at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang, which resulted in some of these problems.

The results of initial observations at the Al-Muhibbin Islamic Boarding School show that most students think that reading culture is not essential to learn; in other words, students' reading interest is still shallow. Meanwhile, based on indirect observations in Balaghah learning, the teacher holds total

¹¹ DNYO Adila, "THE EFFECT OF SQ3R STRATEGY ON STUDENTS' READING COMPREHENSION," *Jurnal Ilmiah Bahasa Dan Sastra*, no. Query date: 2022-10-04 12:08:26 (2018), <http://ejournal.unikama.ac.id/index.php/JIBS/article/view/3175>; V Afriani, "THE INFLUENCE OF SURVEY, QUESTION, READ, RECITE AND REVIEW (SQ3R) METHOD AND READING INTEREST TOWARDS READING COMPREHENSION ...," *ELTE Journal (English Language ...)*, no. Query date: 2022-10-04 12:08:26 (2019), <https://jurnal.univpgri-palembang.ac.id/index.php/elte/article/view/3000>; MR Al-Faroby et al., "THE EFFECT OF SQ3R METHOD ON THE EIGHTH-GRADE STUDENTS READING SKILL IN RECOUNT TEXT AT SMP AL-ITQON BALARAJA," ... *Seminar on English ...*, no. Query date: 2022-10-04 12:08:26 (2020), <https://jurnal.untirta.ac.id/index.php/aiselt/article/view/11046>.

authority over each lesson, and students are less free to express their opinions. Teachers only ask students to read and do the exercises without meaningful interaction. This happens because the method is still ineffective and without innovation using other methods such as SQ3R. Based on the results of observations, researchers are interested in examining the application of the SQ3R process in critical reading learning to improve student achievement. The author focuses on the "Effectiveness of Using the SQ3R Method in Improving *Maharah Qira'ah* in Balaghah Learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang".

RESEARCH METHODS

The type of research used in this research is quantitative Pre-experimental. The pre-experimental analysis is not included in fundamental experimental research because external variables affect the shape of the dependent variable¹². This study uses a research design of the One-Group Pretest-Posttest Design. The technique of implementing this design uses a pretest before being given treatment. So that later the results of the treatment can be seen more accurately before and after being given treatment. The population in this study were all students of the Al-Muhibbin Islamic Boarding School Tambakberas Jombang. This study took

¹² AZ Fitri and N Haryanti, *METODOLOGI PENELITIAN PENDIDIKAN: Kuantitatif, Kualitatif, Mixed Method, Dan Research and Development*, Query date: 2022-06-28 07:10:18 (repo.uinsatu.ac.id, 2020), <http://repo.uinsatu.ac.id/23533/>; I Hermawan, *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif Dan Mixed Method)*, Query date: 2022-06-28 07:10:18 (books.google.com, 2019), https://books.google.com/books?hl=en&lr=&id=Vja4DwAAQBAJ&oi=fnd&pg=PP10&dq=metode+penelitian&ots=XvGol3T5pr&sig=hSotzPO_lgPs5GQAbvUZbx6CdNg.

40 students at the Al-Muhibbin Islamic Boarding School. The instruments used in this study include observation sheets and item sheets. Thus, an overview of the SQ3R method can be obtained.

The data collection technique used in this study was a test and the observation sheet of the two things to support the posttest. This is needed by researchers for answers in the implementation of the SQ3R method at the posttest stage; the second is that observation is used to support the performance of the posttest in this study; third, documentation is used to obtain data that cannot be explained, for example in the form of photos. The data analysis technique is obtained through data collection from field research using data processing methods according to the quantitative nature of the data¹³. Processing of research results using descriptive statistics and inferential analysis using the following steps, Descriptive Statistical Analysis, this analysis serves to describe critical reading skills in Balaghah learning by applying the SQ3R method to novice students at Al-Muhibbin Islamic Boarding School Tambakberas Jombang. Therefore, the teacher gets a clear picture of students' critical reading skills so they can be grouped into low or high categories. The second is Inferential Statistical Analysis, namely Hypothesis Testing.

¹³ A Kusumastuti, AM Khoiron, and TA Achmadi, *Metode Penelitian Kuantitatif*, Query date: 2022-06-28 07:10:18 (books.google.com, 2020), <https://books.google.com/books?hl=en&lr=&id=Zw8REAAQBAJ&oi=fnd&pg=PP1&dq=metode+penelitian&ots=fehFuzEqCj&sig=cv1iKUjpfEfvaLo-Zsq0bCkz74>; A Hamzah, *Penelitian Berbasis Proyek Metode Kuantitatif, Kualitatif Dan R & D Kajian Teoritik & Contoh-Contoh Penerapannya*, Query date: 2022-08-08 16:12:41 (books.google.com, 2021), <https://books.google.com/books?hl=en&lr=&id=T7hVEAAQBAJ&oi=fnd&pg=PR4&dq=metode+penelitian+r+d&ots=fRGg-kuJvV&sig=ARad1QIewUc-CXJB8VHGhhtf8eg>.

RESULTS AND DISCUSSION

Understanding *Maharah Qira'ah* in Balaghah Learning Before and After Application of the SQ3R Method

Maharah qira'ah in learning Balaghah must be familiar with teaching and learning activities in study groups at Islamic Boarding Schools. There are many types of reading skills, including critical reading¹⁴. In essential reading skills, students must be able to understand and analyze a text to test whether the information is authentic.

Understanding *maharah qira'ah* is a skill that every student must possess¹⁵. Although early on, students have been introduced to reading activities, not all students can read critically. Most students only do reading activities without understanding the contents of a reading text. Therefore, researchers critically apply the *maharah qira'ah* to students at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang. The goal is for students to understand the author's content and intent in a reading text. This is because the activities of the santri are almost entirely related to books with discussions that rely on reading skills.

Critical understanding of *maharah qira'ah* can help students to absorb various information so that students understand

¹⁴ MAU Nuha, "Musahamat Bamamij Al-Takhasus Fii Tanmiyat Maharat Al-Qira'ah Fii Al-Madrasah Al-Aliyah Al-Islamiyah Al-Hukumiyah Tambakberas Jombang," *UIN Sunan Ampel Surabaya*, no. Query date: 2022-09-01 09:32:48 (2015), https://scholar.google.com/citations?view_op=view_citation&hl=en&user=W1Ay36wAAAAJ&pagesize=100&citation_for_view=W1Ay36wAAAAJ:u-x6o8ySG0sC.

¹⁵ MAU Nuha, "أراء مهدي المخزومي في تيسير النحو وتوظيفها في إعداد كتاب النحو التعليمي لطلاب الجامعة كياهي," *Universitas Islam Negeri Maulana Malik Ibrahim*, no. Query date: 2022-09-01 09:32:48 (2020), https://scholar.google.com/citations?view_op=view_citation&hl=en&user=W1Ay36wAAAAJ&pagesize=100&citation_for_view=W1Ay36wAAAAJ:2osOgNQ5qMEC.

the contents of the reading accurately and carefully¹⁶. *Maharah qira'ah* critically not only requires students to understand the text, but students are also required to understand, analyze, conclude, and assess the contents of the reading. Critical reading is a reading activity that involves necessary thinking skills. A critical thinker always raises probing questions, has an open mind, and makes logical conclusions based on evidence¹⁷.

However, if you only rely on a critical understanding of *maharah qira'ah*, it is still not enough to understand a text in a Balaghah book¹⁸. A learning method is also needed to support students' critical understanding of *maharah qira'ah*, one of which is using the SQ3R method. The SQ3R method is a reading method to find main ideas, analyze a reading text, and help students remember through 5 stages: survey, question, read, recite, and review.

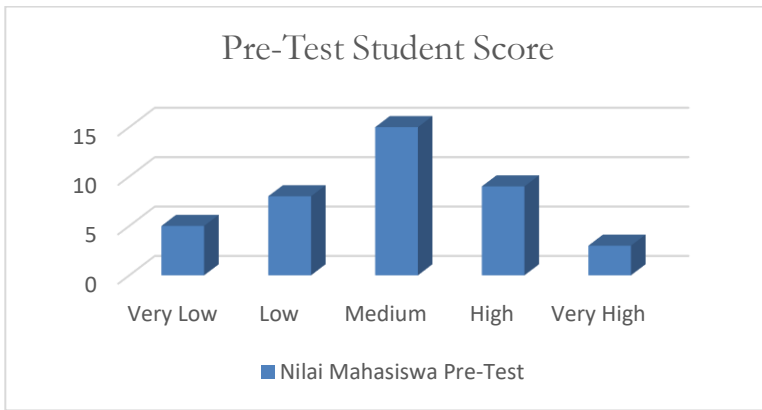
This is evidenced by the data obtained by researchers in carrying out critical reading skills research in Balaghah learning without applying the SQ3R method to get a score that is still very lacking. The researcher took the value from the pretest and

¹⁶ MAU Nuha and Faedurrohan, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education and Arabic Studies* 1, no. 2 (2022): 203–24.

¹⁷ T Indrayanti, "Penerapan Teknik SQ3R Dalam Membaca Kritis Mahasiswa," *Jurnal Inovasi Edisi 1: 11-20. Surabaya: Universitas ...*, no. Query date: 2022-10-04 12:08:26 (2018); A Adriana, S Sulfasyah, and R Rukli, "Comparison of RADEC Learning Model and SQ3R Learning Model on Reading Interest of Elementary School Students," *Jurnal Pendidikan MIPA*, no. Query date: 2022-10-04 12:08:26 (2022), <http://jurnal.fkip.unila.ac.id/index.php/jpmipa/article/view/25357>; Nuha, "مساهمة برنامج التخصص في تنمية مهارة القراءة في المدرسة العالية."

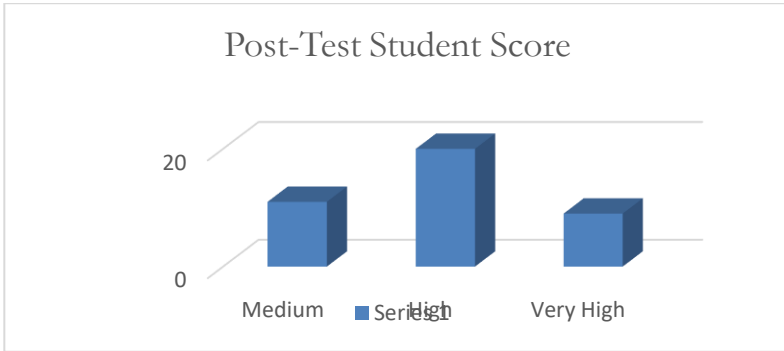
¹⁸ Nuha, "Wajh Al-Hajat Ila Dirasat Al-Balaghah"; A Ahmada, "The Effectiveness of KWL and SQ3R Techniques in Teaching Reading Comprehension," *Journal of Research in Foreign Language ...*, no. Query date: 2022-10-04 12:08:26 (2018), <https://www.journal.unipdu.ac.id/index.php/jr/article/view/1507>.

obtained data that from 40 students who carried out the pretest, 5 students had "very low" scores, 8 students in the "low" category, 15 students in the "medium" category, 9 students in the "high" sort and only 3 students were in the "very high" class. When viewed from the average, it only obtained an average value of 71.75 with a standard deviation of 11.5219968 and a variance of 132.7564103.



The teacher also assessed the application of critical understanding of *maharah qira'ah* using the SQ3R method through an observation sheet on the assessment of the application of the SQ3R process to measure that by using the SQ3R method, the critical implementation of *maharah qira'ah* will be much better. The results of using the SQ3R method in learning are much better, namely by looking at the post-test results of students after applying critical reading skills using the SQ3R method. Namely, there are 11 students in the medium category, 20 in the high class, and 9 in the very high sort, while there are no students in the deficient type and low variety. The application of the

SQ3R method also automatically affects the average value of students, namely, 82.375, the standard deviation of 7.4238, and the variance of 55.11218.



The Effectiveness of *Maharah Qira'ah* in Balaghah Learning with the Application of the SQ3R Method

Critical understanding of *maharah qira'ah* is one of the reading skills that aims to make students understand the content and analyze a reading text. A crucial version of *maharah qira'ah* will be more efficient if using the proper reading method, one of which is the SQ3R method. This is to the existing theory, namely "the SQ3R method (Survey, Question, Read, Recite, and Review) is a learning method or way of studying texts (readings), especially those contained in books, scientific articles, and research reports specifically to understand the contents of the text"¹⁹.

The SQ3R method has many advantages compared to other reading strategies. In the first step, before reading the text as

¹⁹ R Adelina, "The Effectiveness of SQ3R and TPS Technique on Reading Descriptive Text in Seventh Grade Students of SMPN 4 Banjarmasin in the Academic Year of ...," no. Query date: 2022-10-04 12:08:26 (2022), <https://103.81.100.214/handle/123456789/26291>.

a whole, the students made preliminary observations of the reading to find the general description of the contents. This stage is called the survey. In the second stage of the Question, the students compile a list of questions before doing the reading activity. This makes students more enthusiastic about reading to answer questions and curiosity in their minds. Third, there is the Read stage. Reading activities (active reading) make students focus on finding the main idea of reading to answer the questions they have compiled—the four stages of Recite. Recite allows students to remember the critical points of the reading by re-expressing the contents of the task orally or in writing. Fifth, there is a Review stage which means reviewing. Reviewing the information obtained makes students more thorough in understanding essential things in the reading²⁰.

At the first meeting at the posttest stage of the five steps of the SQ3R method that tends to make students active in the learning process is the Read stage, where students can identify the main ideas of the reading text quickly and find facts in the reading text. At the second meeting, the post-test stage, which tends to make students active, is the read and survey stage, where this stage, students can only know the main ideas in the reading text, and students can reiterate the facts contained in the reading text.

²⁰ Abimbola and Aramide, "The Effectiveness of SQ3R Technique in Curbing Aliteracy Among High School Students in Ilesa, Southwest, Nigeria"; AS Ramadhanti, T Sumiati, and ..., "Pengaruh Strategi SQ3R Dalam Meningkatkan Kemampuan Membaca Kritis Siswa Kelas V Sekolah Dasar," *Renjana Pendidikan* ..., no. Query date: 2022-10-04 12:08:26 (2021), <http://proceedings.upi.edu/index.php/semnaspqsdpwk/article/view/1585>; RR Wulandari, IBK Gunayasa, and ..., "Pengaruh Metode Survey, Question, Read, Recite, Review (SQ3R) Terhadap Keterampilan Membaca Kritis Siwa Kelas IV SDN Gugus IV Praya," *Jurnal Ilmiah Profesi* ..., no. Query date: 2022-10-01 09:20:21 (2021), <http://www.jipp.unram.ac.id/index.php/jipp/article/view/284>.

Then the third meeting, which tends to make students active, is at the question and review stage, where in this stage, students can answer questions related to the reading text and explore in-depth information. Then, the fourth meeting, which tends to make students active, is the recite and review stage, where at this stage, the students mention the messages contained in the reading text, and students can draw conclusions based on the reading text read per count.

t-Test: Paired Two Sample for Means

	Nilai Pre Tes	Nilai Pos Tes
Mean	71,75	82,375
St. Dev	11,5219968	7,423757774
Variance	132,7564103	55,11217949
Observations	40	40
Pearson Correlation	0,856958967	
Hypothesized Mean Difference	0	
df	39	
t Stat	-10,46074493	
P(T<=t) one-tail	3,51832E-13	
t Critical one-tail	1,684875122	
P(T<=t) two-tail	7,03664E-13	
t Critical two-tail	2,02269092	

From the results of research conducted by researchers under the title "Effectiveness of Using the SQ3R Method in Improving *Maharah Qira'ah* in Balaghah Learning at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang", the data shows that the average results with treatment (posttest) are higher than results without given treatment (pretest) with an

average pretest value of 71.75 with a standard deviation of 11.5219968 and a variance of 132.7564103. While the average posttest value is 82.375, the standard deviation is 7.423757774, and the conflict is 55.11217949. It can also be seen from the results of inferential analysis for hypothesis testing that the value of $t = -10.46074493$, $df = 39$, and $sig. (2-tailed)$ or $p\text{-value} = 3.51832E > 0.05$, meaning that the value is significantly smaller than the error level or H_0 is rejected. Thus the proposed hypothesis has been tested by the data. So it can be concluded that there are differences in applying the SQ3R method to the critical understanding of *maharah qira'ah* in Balaghah learning to students at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang.

CONCLUSION

The critical understanding of *maharah qira'ah* in Balaghah learning at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang without applying the SQ3R method, namely, the average value of the critical qira'ah understanding test results of 71.75 with a standard deviation of 11.5219968 and variance 132.7564103. The essential understanding of *maharah qira'ah* in Balaghah learning at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang with the SQ3R method is obtained. The average value of the critical knowledge of the *maharah qira'ah* test is 82.375, the standard deviation is 7.4238, and the variance is 55,11218.

The five stages of the SQ3R method that tend to make students active in the learning process are the Survey stage and the Read stage, where students can identify the main ideas of the reading text quickly and find facts in the reading text. At the Recitet stage, students can recall learning for an extended period. Long, and the stages of making students passive in learning are the Question and Review stages.

There are differences in applying the SQ3R method to the critical understanding of *maharah qira'ah* in Balaghah learning at the Al-Muhibbin Islamic Boarding School students in Tambakberas Jombang, namely the value of $t = -10.46074493$, $df = 39$ and sig. (2-tailed) or $p\text{-value} = 3.51832E > 0.05$, meaning that the value is significantly smaller than the error level or H_0 is rejected. Thus the proposed hypothesis has been tested by the data. So it can be concluded that there are differences in applying the SQ3R method to the critical understanding of *maharah qira'ah* in Balaghah learning to students at the Al-Muhibbin Islamic Boarding School Tambakberas Jombang.

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