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Learning Reading Skills Using The Iqra Book Approach In Jordan Primary Schools

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Abstract

Reading skills are one of the basic language skills in any language, and this study aims to find out the effectiveness of the book (Iqra) in developing basic level reading skills of students in Jordanian schools from underprivileged schools in Jordan. This study employs a descriptive approach, whereby the researcher has observed samples of 100 students from primary level in two schools, Al-Thunaibah primary school for male students and Al-Thunaibah primary school for female students. It consist of 20 students in a control sample, and 80 students in an experimental sample. The study found that students who learn reading skills using Iqra books shows improvement in reading ability compared to students who use traditional reading skills books.

Keywords: Reading Skills, Iqra Book, Under-Privilege School.

Abstrak

Keterampilan membaca adalah salah satu keterampilan bahasa dasar dalam bahasa apa pun, dan penelitian ini bertujuan untuk mengetahui keefektifan buku (Iqra) dalam mengembangkan keterampilan membaca tingkat dasar siswa di sekolah-sekolah Yordania dari sekolah-sekolah kurang mampu di Yordania. Penelitian ini menggunakan pendekatan deskriptif, dimana peneliti telah mengamati sampel 100 siswa dari tingkat SD di dua sekolah, SD Al-Thunaibah untuk siswa laki-laki dan SD Al-Thunaibah untuk siswa perempuan. Ini terdiri dari 20 siswa dalam sampel kontrol, dan 80 siswa dalam sampel eksperimen. Hasil penelitian menemukan bahwa siswa yang belajar keterampilan membaca menggunakan buku Iqra menunjukkan peningkatan kemampuan membaca dibandingkan dengan siswa yang menggunakan buku keterampilan membaca tradisional.

Kata Kunci: Keterampilan Membaca, Buku Iqra, Sekolah Prasejahtera.

Introduction

This paper presents a very important study, which is how to improve the reading skills of primary school students in the Ramtha District, which according to the documents of the Jordanian Ministry of Education is one of the least fortunate schools, and the researcher will submit a proposal to solve the problem of reading difficulties that many students suffer from the basic stage in the Ramtha district by training the reading skills using the book, *Iqra*. It is a book written in 1991 by Ustaz Asaad Hammam, born in Yogyakarta, Indonesia in 1933 and died there in 1996. It is pertaining to teaching the student how to read, without focusing on the meanings of the read words. The researcher believes that learning reading comprehension must be learned by the student after he has mastered reading. When the student is required to learn reading and comprehension at the same time, it increases the academic burden on the student, and thus the student will feel frustrated in his inability to master the skills of reading and reading comprehension at the same time. This is because reading has its many mechanisms and techniques, as well as understanding what is read. The researcher believes that if these two skills are separated, especially until the student finishes mastering the skill of reading, the student will find that understanding what is read becomes easier, especially with the

availability of a lot of texts and exercises in the student's book. The researcher hopes that this study will provide a viable solution to overcome the reading difficulties of primary school students in Ramtha district schools, and if the proposed method proves successful, it can be applied to all schools of the Hashemite Kingdom of Jordan.

The Importance Of Reading In Jordanian Schools

Reading is one of the means of intellectual communication between individuals and societies to which a person resorts to in order to fill his mind with ideas and experiences and to channel the information gathered and translates it into behavior and helps him to live in his society correctly and works on the development and progress of that society. (Zaqqut, 1999)

Reading is of great importance at all school levels, and here a problem arises that cannot be ignored, which is the growing number of those who cannot read correctly. Many of them have completed their primary and secondary school and yet they cannot distinguish between the letters of the alphabet. If left unchecked, the large numbers of this category of students may constitute an additional number of illiterates.

Reading is one of the important branches of the Arabic language and no one

can deny that the four language skills of listening, reading, speaking, and writing complement each other. One of these skills cannot be mastered unless the other language skills are mastered. Reading is the key to knowledge and a means of culture by which a person increases his understanding of himself and the world around him, so he becomes more aware and able to plan his life and future, and whoever is accustomed to reading has gained self-confidence, the courage to speak, and the ability to express oneself in the best way.(Annemah, 1994)

Reading Difficulties In Jordanian Schools

Jordan is committed in providing high quality education. The reforms undertaken by Jordan have demonstrated its determination to raise the level of education at all levels. The Jordanian Ministry of Education has taken bold and great steps to maintain high quality of education. In 2010, the rate of regular enrolment in Jordanian schools reached 91%, based on data documented by the Institute of Statistics of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Jordan is ranked 18th out of 94 countries in terms of gender equality in education under the slogan of Education for All.

However, this study assumes that, as a result of the Covid-19 pandemic situation

that spread in Jordan starting in 2020, has led to an increase in the number of students who do not master reading skills as a result of the continuous closure of schools and the inability of many students to subscribe to internet packages, which resulted in their absence from classes organized by schools through electronic platforms.

The emergence of e-learning and distance education is a real response by educational institutions to the wave of technological progress that has spread all over the world. Modern technologies have greatly facilitated the process of teaching and learning, as they increase students' interaction with the interactive and influential learning process. This was the result of the integration of student community with the latest developments in modern technology in all its forms and tools.(Zainab, 2015)

The Jordanian Ministry of Education has proven that it is keeping pace with the latest technological developments in the field of education, especially in light of the spread of the coronavirus pandemic, which has threatened the lives of millions of people. One of it is the “Darsak” platform and it has been a different and innovative method of communicating educational content in all subjects in the Jordanian curriculum for all classes and by the best teachers in all fields. (Education, 2020).

However, the researcher raises an important question in this study, which is whether an education platform that uses television as a tool for communicating educational content can develop the reading skills of primary school students in schools in the Hashemite Kingdom of Jordan in areas classified as least fortunate according to the classification of the Jordanian Ministry of Education. In this study, the researcher also questions about the other steps taken by the Jordanian Ministry of Education to develop the reading skills of this category of students? Could the students' use of the Iqra book play a role in improving the reading skills of Jordan's primary school students, especially in less fortunate areas?

Iqra' Book

One of the most important priorities of education at the basic levels is to provide the students with the basic skills they need to read and write. Primary school teachers should ensure that their students acquire the words, expressions and ideas that help them build their daily dialogs. Therefore, teaching reading and writing skills has become one of the issues of concern to educational departments in countries that are interested in raising the level of their students' achievement in the basic stages. (Steiger, 1973). The teaching of reading skills is not without challenges for which research and scientific books have been written to try to

reach ideas that enable teachers to overcome the reading difficulties of primary school students.

The method of teaching reading used in the book "Iqra" is one of the leading and effective methods of teaching reading. The book "Iqra" is widely used in Southeast Asian countries. It was written in Indonesia by Asaad Hammam in 1990, and is very popular among Muslims in Indonesia, Malaysia, Brunei, Singapore, Philippines, and Thailand. The book is based on automatic reading, so the student can acquire reading skills in a short period of time, but without understanding the meaning. The book focuses on the construction of the Qur'anic word, using the Ottoman font, and it consists of six parts. The first part begins by teaching alphabet using the memorization technique, which assigns each page a letter, and repeats it while merging it with the previous letters, so that the student can read and remember the new letter, while reviewing the letters that have been studied before. (ASTRIANTI, 2016)

As mentioned earlier, the book of Iqra consists of six parts. In the first part, the author used the phonetic method in teaching the alphabet. The first part consists of 30 pages, starting with the letter Alif and ending with the letter Yaa, and on each page the student learns a new letter, and each

page consists of six lines. The letters are written separately, and the author formed them with the fatha vocal only. The second part consists of 30 pages. The second part begins with teaching the connected letters, and each word is formed with two letters on the first three pages. On page 16, with the formation of words with the Fathah vocal only, the author included some important instructions for reading on some pages, and the second part is characterized by the fact that many of the words, especially the short ones, have no meaning, because the main purpose of this book is to teach reading and not the meaning of words, as it is concerned with the structure and not the meaning. The third part also consists of 30 pages, and the author started using the vocal of Kasrah and Dhomah, in addition to the Fathah vocal in a gradual and easy way. Then the author included the lessons of Tanween, Sukoun, and Qalqalah, and it consists of some important directions that the author included in the book. As for the fifth part, it consists of 30 pages, in which the author teaches written and unreadable letters, endowment signs in the Qur'an, teaching the provisions of continuous and discrete mudar, and the extension of the substitute for the tanween, and the accidental extension of the sukoon. , giving examples of it, and teaching how to read the word "Allah" and how to read the Tanween related to the letters "l" and "ra" meaning

the rule of immersion. Finally, the sixth part consists of 30 pages, in which the author studies the provisions of the consonant nun and the tanween, the syllable letters, and the part ends with Surat Al-Fatihah, and some long verses.

It is also noted that the author train students to learn to read on their own. In this method, the student is the focus of the educational process. It is also noted that the author did not teach the students the names of the letters, but rather the focus was on the sounds of these letters. The author did not teach the rules of intonation directly, but it is taught by dedicating special pages and gradually to each of the provisions of intonation with their examples only and not their names. (Hirmanshah, 2012)

Study Objectives

1. Detection of reading difficulties for primary school students in Jordanian schools.
2. Adapting reading texts of the book "Iqra" to be suitable for the basic stage in Jordanian schools.
3. Designing a list of steps for learning to read from the Iqra book.
4. Analyzing the reading ability of primary school students.

5. Analyzing the results of the primary school students in the reading test from the texts of the book Iqra.

Study Questions

1. Do primary school students in Jordan have difficulty reading?
2. Is the reading texts from the Iqra book suitable for primary school students in Jordan?
3. What are the steps to improve reading skill from the book Iqra?
4. How to analyze the ability of primary school students in Jordan to read reading texts in the light of the book Iqra?
5. How can the results of the students in the reading test be analyzed from the texts of the Iqra book?

Study Methodology

In this chapter, the researcher will discuss the methodology he used to obtain the information and results of this study. For each valuable scientific study, he applied his own appropriate scientific method, through which he will obtain the required information to conduct statistical and mathematical operations, which will be interpreted in the light of the theoretical studies related to the field of this study, and

the results obtained by the researcher in his analysis of the study questions, thus arriving at an answer to the study's questions and achieving its objectives. To obtain the data of this study, the researcher used the analytical descriptive method, which is one form of structured scientific analysis used to analyze a phenomenon, or describe an intractable problem, and photograph it digitally and statistically by collecting data related to it, and then classifying and analyzing it, and subjecting it to discussion and evaluation. (Albalushi, 2008).

Statistical Methods

The researcher compiled and analyze the data using statistical processes, by which best and most accurate results can be obtained. These methods are using the Holistic method to ensure measurement monitoring and persistence of analysis, calculating the percentage frequencies, using the intersection tables, and the chi-squared test, using the statistical package for social sciences (SPSS Statistics" version version "V26").

Study Community

The study community is defined as all the terms that composes a specific entity and that has common characteristics, which is the main objective of the study as the researcher in the end generalizes the results to it. (Qandaljy, 2019) The study community

consists of all primary school students in schools classified as least fortunate in the Hashemite Kingdom of Jordan for the academic year 2021/2022.

Study Sample

The sample is defined as a part of the community and represents it, and it is selected in different ways for the purpose of studying this community, (Qandaljy, 2019), The study sample for the quasi-experimental approach to measure the effect or effectiveness of one variable on another is sufficient to be a single class to be representative of the study sample, and the number of its students is up to (30) students. This study sample will be in two schools with the sixth grade, one for male students and the other for females. Two classes will be randomly selected from among the total classes in each school, and the experimental and control division will also be randomly selected. (Awad, 1990)

Study Process

The researcher expects to complete the study within ten months. He has designed the following procedures to complete this study:

1. Permission to carry out the study is provided by the Ministry of Education, and by the schools that the researcher

have selected to be a community for this study.

2. Coordinate with the school administrations chosen to be the study community to determine the timetable for conducting the study in these schools.
3. Appointing assistants to carry out the study procedures.
4. Distributing the Iqra book to the classes in which the study is to be implemented.
5. Analyzing students' results in reading skills prior to the study.
6. Noting the reading difficulties experienced by primary school students.
7. Teaching the reading skill using Iqra book for at least one month.
8. Oral reading skills test for the selected students.
9. Analyzing the results of the reading test for the target sample of the study.
10. Processing the test results using statistical processes.
11. Recording the results and recommendations of the study.
12. Submitting the study report.

Conclusion

Quantitative scientific research focuses on the methodology of testing the validity of hypotheses, which serves as a provisional guess or prediction to describe the possible relationships between the research variables. It is also considered a possible explanation of the study questions, which can be tested by statistical means. Through the data and results obtained from previous literature and studies and the researcher's experience in the field, the researcher concluded to develop the study hypotheses as follows:

1. The researcher finds that primary school students in Jordanian schools classified as least fortunate face difficulties in reading, especially in light of the Coronavirus pandemic (Covid 19).
2. There are statistical differences at the level of $(5., \geq \alpha)$ between the mean scores of the experimental and control groups in the pre-application of the reading skill test from the Iqra book.
3. The researcher finds that the students to achieve progress in their acquisition of reading skill after practicing reading from the Iqra' book.

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