

Analysis of Arabic Reading Skills at Modern Islamic Boarding School Arafah Sungai Penuh, in The 12th Grade Of Aliyah

Analisis Kemampuan Membaca Bahasa Arab di Pondok Pesantren Modern Arafah Sungai Penuh, pada Kelas XII Aliyah

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Abstract

Reading and understanding Arabic is crucial as it facilitates comprehension of texts, improves communication, and enhances reading skills. In Arabic, reading skills are known as "mahārah qirā'ah" This research aims to determine Arabic reading and comprehension proficiency among Modern Islamic Boarding School students, Arafah Sungai Penuh. The research method used is a case study with data collection techniques through a test of 14 multiple-choice questions. The population of this study consists of the 12th-grade students of Aliyah. The researcher employed the total sampling technique to collect data based on the population size, meaning all 12th-grade students were included as samples. The results of the study show that vocabulary meaning can be mastered by students with an average score of 52% in the "fair" category, while word position is at 87% in the "excellent" category, sentence translation at 94% in the "excellent" category, identifying the main idea at 88% in the "excellent" category, and identifying the title at 95% in the "excellent" category.

Keywords: Arabic, Proficiency, Reading

Abstrak

Kemampuan membaca dan memahami bahasa arab merupakan hal yang penting untuk dikuasai karena dapat memudahkan kita untuk memahami teks, menyampaikan ide, dan dapat meningkatkan keterampilan membaca. Dalam bahasa arab keterampilan membaca di kenal dengan istilah maharoh qiro'ah. Tujuan penelitian ini adalah untuk mengetahui tingkat kemampuan membaca dan memahami bahasa arab pada santri dan santriwati Pondok Pesantren Modern Arafah Sungai Penuh. Metode penelitian yang digunakan adalah studi kasus dengan teknik pengumpulan data melalui tes dalam bentuk soal pilihan ganda yang terdiri dari 14 soal. Populasi dari penelitian ini adalah santri dan santriwati kelas XII aliyah. Mengacu pada jumlah populasi, peneliti menggunakan teknik total sampling untuk mendapatkan data. Artinya, seluruh santri dan santriwati kelas XII aliyah dijadikan sampel. Hasil penelitian menunjukkan untuk arti kosa kata dapat dikuasai oleh siswa dengan rata-rata nilai 52% dengan kategori cukup, Sedangkan untuk kedudukan setiap kata 87% dengan kategori bagus sekali, menerjemahkan kalimat 94% dengan kategori bagus sekali, menemukan ide pokok 88% dengan kategori bagus sekali, dan untuk menemukan judul 95% dengan kategori bagus sekali.

Kata Kunci: Bahasa Arab, Kemampuan, Membaca

Introduction

Arabic is an international language and is also very important for Muslims. As stated by Melvi Noviza Hasibuan and colleagues, Arabic holds a significant position for Muslims because it is the language of the Quran and Hadith (guidance for Muslims)¹. Additionally, Arabic is one of the languages widely studied by people. Concretely, the international community now recognizes Arabic as an international language, on par with English, French, Russian, Chinese, and Spanish.²

According to Acep Hermawan in his book titled "Metodologi Pembelajaran Bahasa Arab," there are four skills in the Arabic language that must be mastered to understand Arabic properly and correctly. These include: (1) Listening skills (*mahārah istima'*), (2) speaking skills (*mahārah kalām*), (3) writing skills (*mahārah kitābah*), and (4) reading skills (*mahārah qirā'ah*)³. Reading skills in Arabic must be learned. According to Dian Febrianingsih, the ability to read Arabic texts is a skill that students must master in order to develop their Arabic language proficiency. Learning reading skills aims to train participants to be more proficient and fluent in understanding texts and developing their reading skills.⁴ Ahmad Rathomi Generally, reading activities are a communication process between the reader and the author through the text.⁵ According to Dina Fitriyanti et al., *mahārah qirā'ah* aims to enable students to read Arabic fluently by the *makhārijul ḥurf*. Reading is a complex activity involving perception and thinking. Reading consists of two processes: (1) Word recognition, which is perceiving how written symbols correspond to someone's spoken

¹Halimatus Diah and Melvi Azizaton Ni'mah, "Metode Contextual Teaching And Learning Dalam Pembelajaran Maharah Qira'ah," *Revorma: Jurnal Pendidikan Dan Pemikiran* 3, no. 1 (2023): 26-41, <https://doi.org/10.62825/revorma.v3i1.35>.

²Maulidia Rahmita Devi Rafika Sari, Faradilla Zulvanni Anggraini, "Perspektif Mahasiswa Pendidikan Bahasa Arab Terhadap Penggunaan Vlog (Video Blogging) Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab Di Iain Samarinda," *Seminar Nasional Bahasa Arab Mahasiswa III Tahun 2019 HMJ Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang*, 2019, 175-91, file:///C:/Users/genap/Downloads/368-694-1-SM.pdf.

³Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2011).
⁴Dian Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab," *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam* 2, no. 2 (2021): 2721-7078, <https://ejournal.iaifa.ac.id/index.php/salimiya/article/view/335>.

⁵Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (2019): 558-65, <https://doi.org/10.29313/tjpi.v8i1.4315>.

language and (2) word comprehension, which is the process of understanding words, sentences, and connected texts. So, we must understand what we are reading.⁶

Understanding and reading Arabic texts is a challenging task. It requires serious study and examination. Because if even one word is wrong in writing and line construction, the meaning and significance will change. *Nahwu* (Arabic grammar) is a complex subject for students or those who want to learn Arabic. *Nahwu* and *shorof* sciences are not sufficient to be learned only in school. These sciences require extra learning, such as intensive lessons, tutoring, Arabic language courses, etc.⁷. This is consistent with what AH. Akrom Fahmi stated that *Nahwu* and *sharaf* sciences are basic and strategic sciences. Considering that mastering both theoretically and practically, to some extent, will affect the ability to read Arabic well and understand Arabic accurately⁸. Because *Nahwu* and *sharaf* sciences are essential to learning Arabic, mastering them can facilitate reading and understanding Arabic.

Based on observations in the twelfth-grade class at the Arafah Modern Islamic Boarding School, it is stated that almost all students can read and understand Arabic texts perfectly. This is due to their diligent learning and discipline, as well as the quality of the teachers. Based on interviews with teachers at the modern Arafah boarding school, it is said that 90% of students can master understanding and reading Arabic, and only 10% of students can be considered weak in understanding Arabic texts because each student certainly has different levels of motivation, intelligence, and discipline. For diligent and motivated students, they can certainly master it, while for lazy students, it will be challenging to master it. It all depends on one's determination.

The researcher refers to previous studies relevant to the research to be conducted. Here are some research results that serve as references for the researcher: Istianah Fauziah et al., titled "Analysis of Arabic Text Reading by Seventh Grade Students at SMP Muhammadiyah 12 Perumnas Makassar." The results of this study indicate that "the ability of students to read Arabic texts is still relatively low. This study focuses on the student's

⁶Dina Mustika, Efi Nur Fitriyanti, and Imroatul Azizah, "Pengaruh Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab," *Prosiding Semnabama IV UM JILID 1*, no. 1 (2020): 62-67, <https://prosiding.arab-um.com/index.php/semnabama/article/view/579>.

⁷Ana Wahyuning Sari, "Analisis Kesulitan Pembelajaran Nahwu Pada Siswa Kelas VIII MTs Al Irsyad Gajah Demak Tahun Ajaran 2015/2016," *Journal of Arabic Learning and Teaching* 6, no. 1 (2017): 17, <http://journal.unnes.ac.id/sju/index.php/laa>.

⁸AH. Akrom Fahmi, *Ilmu Nahwu Dan Sharaf (Tata Bahasa Arab) Praktis Dan Aplikatif* (Jakarta: PT. Raja Grafindo, 2003).

ability to read Arabic texts and the factors that affect their reading ability.⁹ " Helmi Kamal et al, titled "Analysis of the Ability to Read Arabic Texts without Vowels by Female Students at Tabaqah Syarh Al-Ajrummyah, Al-Risalah Islamic Boarding School, Batetangnga." The results of this study indicate that "the ability to read Arabic texts without vowels by female students at Tabaqah Syarh Al-Ajrummyah is categorized as very good. This study aims to measure the extent of these students' ability to read Arabic texts without vowels and to identify any supporting and inhibiting factors affecting their reading ability.¹⁰ "Laila Shofiana, titled "Interest and Ability to Read Arabic Texts (A Correlational Study at Mts Ma'had Islamy Kotogede)." The results of this study show that "the ability to read Arabic texts at Mts Ma'had Islamy Kotogede can be categorized as sufficient¹¹. " Nurul Hidayah, In her study titled "Analysis of the Ability to Read Arabic Texts without Vowels Using the Sorogan Method at the Sunan Ampel Denanyar Jombang Islamic Boarding School," the results indicate that the difficulties faced by students include challenges in the placement of *nahwu sharaf*, translation, and conveying the meaning of each text read. The study conducted by Nurul Hidayah found the Sorogan method to be very effective. This method allows the teacher to observe the abilities and weaknesses of each student in the detailed application of the Sorogan method.¹² Dian Febrianingsih, In her research titled "Reading Skills in Arabic Language Learning," Dian Febrianingsih discusses reading skills in Arabic language learning, covering the definition of reading skills, teaching methodologies for reading skills, reading patterns, stages in reading, difficulties in reading, and the improvement of Arabic reading skills.¹³ MIN 17 Hulu Sungai Utara, In their study titled "Analysis of Reading Skills in Arabic Language Subjects at MIN 17 Hulu Sungai Utara," the results show that reading skills in the Arabic language subject in the first grade at MIN 17 Hulu Sungai Utara can be

⁹Istianah Fauziah and Muhammad Ibrahim, "Analisis Kemampuan Membaca Teks Bahasa Arab Siswa Kelas VII SMP Muhammadiyah 12 Perumnas Makassar," *ULIL ALBAB : Jurnal Ilmiah Multidisiplin* 2, no. 9 (2023): 4240-49, <https://doi.org/https://doi.org/10.56799/jim.v2i9.2156>.

¹⁰Helmi Kamal and Wihdatul Ummah S, " Analisis Kemampuan Membaca Teks Arab Gundul Santriwati Tabaqah Syarh Al- ' Ajrummyah Pondok," *Muhadasah : Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2020): 157-75, <https://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/view/180>.

¹¹Laila Shofiana, "Minat Dan Kemampuan Membaca Teks Bahasa Arab (Studi Korelasional Di MTs Ma ' Had Islamy Kotagede)," 2008, [https://digilib.uin-suka.ac.id/id/eprint/2386/1/BAB I, IV, DAFTAR PUSTAKA.pdf](https://digilib.uin-suka.ac.id/id/eprint/2386/1/BAB_I_IV_DAFTAR_PUSTAKA.pdf).

¹²Nurul Hidayah and Siti Naimah, "Analisis Kemampuan Membaca Kitab Gundul Menggunakan Metode Sorogan Di Pondok Pesantren Sunan Ampel Denanyar Jombang," *Jurnal Ilmiah Bashrah (Jurnal Prodi PBA STIT Pemalang)* 02, no. April (2022): 1-14, <https://journal.stitpemalang.ac.id/index.php/bashrah/article/view/440>.

¹³Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab."

considered still minimal¹⁴. Syifa Aisyah Fatimah et al., In their study titled "Analysis of Errors in Reading Arabic Texts by Arabic Language Education Students," this research aims to explain the common mistakes made by first-semester students in maharah qira'ah, particularly errors related to nahwiyah, and the aspects influencing these errors, providing solutions to the problems encountered.¹⁵ The similarities between previous studies and this research lie in the variable of the ability to understand Arabic. However, the differences are in the research subjects, which have yet to be previously studied, the number of subjects, the Arabic comprehension tests, the research location, and the problems faced. This research contributes to the development of Arabic language knowledge. The problem formulation of this study is to determine the ability to read and understand Arabic among twelfth-grade students at MA Pondok Pesantren Modern Arafah Sungai Penuh. The researcher's hope for this study is that students can improve their reading and understanding skills in Arabic, making reading and comprehending Arabic texts easier.

This research employs a quantitative approach with a case study method. According to Stake, a case study is an in-depth investigation of a natural and complex entity.¹⁶, intended to determine the extent to which students can understand and read Arabic texts and identify the factors that hinder the mastery of reading and understanding Arabic texts.

This study was conducted with male and female students at the Arafah Modern Islamic Boarding School in Sungai Penuh.

Sugiyono defines the research population as the entire set of objects or subjects with specific characteristics or traits targeted in the research. In other words, the population is the entirety of the research objects.¹⁷. The population in this study consists of twelfth-grade male and female students (MA) at the Arafah Modern Islamic Boarding School, totaling 21 students.

Table 1. Population of 3rd Grade Aliyah Students

| Class | Boys/Girls |
|-------|------------|
|-------|------------|

¹⁴MIN 17 Hulu Sungai Utara, " Analisis Keterampilan Membaca Pada Mata Pelajaran Bahasa Arab Di Min 17 Hulu Sungai Utara," *Jurnal Inovasi Pendidikan Bahasa Dan Sastra* 2, no. 4 (2022): 312–18, <https://doi.org/https://doi.org/10.51878/language.v2i4.1874>.

¹⁵Aisyah Fatimah et al., " Analisis Kesalahan Dalam Membaca Teks Arab Mahasiswa Pendidikan Bahasa Arab," *Ad-Dhuha : Jurnal Pendidikan Bahasa Arab Dan Budaya Islam* 4, no. 1 (2023), <https://online-journal.unja.ac.id/Ad-Dhuha/article/view/23033>.

¹⁶Robert Stake, *The Art of Case Research* (Thousand Oaks: CA: Sage Publications, 1995), <https://doi.org/10.2307/329758>.

¹⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D.* (Bandung: Alfabeta Bandung, 2019).

| | |
|------------------|-----------|
| XII Aliyah Girls | 8 |
| XII Aliyah Boys | 14 |
| Total | 22 |

According to Sekaran, a Sample is "a portion of the population selected for inclusion in a study.¹⁸ " Therefore, it can be concluded that a sample is a subset of the population that can represent and describe the entire population under study. The total sample size in this research is 21 students.

According to Anastasia and Urbina, a Test is "a systematic procedure for measuring the extent to which an individual possesses a particular characteristic or quality.¹⁹." It can be inferred that a test serves as a data collection tool to assess the abilities of individuals or groups.

In Jeremy Harmer's book "The Practice of English Language Teaching," as quoted by Furqan, it is stated that there are six skills that should be emphasized in reading instruction: (1) Predictive skills - an efficient reader should be able to anticipate what they will encounter in a text. (2) Searching for specific information. (3) Obtaining a general overview. (4) Obtaining detailed information. (5) Recognizing discourse functions and patterns. (6) Drawing meaning from the text²⁰. According to another opinion, the indicators in maharoh qiro'ah consist of the following, as stated by Ainin: (1) Finding the meaning of vocabulary in specific sentence contexts; (2) Identifying the main idea in paragraphs; (3) Translating sentences in the text; (4) Summarizing the main ideas of a reading; (5) Finding the title of a text.²¹.

Readers can understand a text well if they have achieved several existing indicators. These indicators are: (1) The reader can read Arabic text correctly; (2) The reader can understand the text accurately; (3) The reader can translate the text correctly; (4) The reader can identify the grammatical function of each word; (5) The reader can retell the text using their own words.²².

¹⁸Uma Sekaran, *Research Method For Business* (New York: John Wiley and Sons, 2003).

¹⁹Anne; Anastasi and Susana Urbina, *Tes Psikologi (Edisi Bahasa Indonesia)* (Jakarta: PT. Prenhallindo, 1998).

²⁰Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 1991).

²¹Moh Ainin, *Pengembangan Kurikulum Dalam Pembelajaran Bahasa Arab* (Malang: Lisan Arabi, 2019).

²²Khoirotnun Ni'mah, M Rizal Rizqi, and Elis Ismawati, "Implementasi Metode Takrir Pada Materi Fi'Il Dalam Pembelajaran Maharoh Qiroah Bahasa Arab Siswa Kelas X Smk Nu 1 Sukodadi," *Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 2 (2020): 1, <https://repository.unisda.ac.id/1134/1/2>. Metode Takrir Pada Materi Fi%27il.pdf.

Referring to those techniques, the researcher chooses multiple-choice questions, and each student will answer questions based on the given text. The researcher provides the test to expert judgment to obtain the validity of the test items and then conducts a trial to assess the reliability of the test items. Indicators of reading comprehension tests can be seen in the following table:

Table 2. Reading Comprehension Indicators

| Variable | Indicator | Item |
|-----------------------|--|------|
| Comprehension Reading | a. Finding the meaning of vocabulary in the context of sentences | 3 |
| | b. Knowing the position of each word | 3 |
| | c. Translating sentences within the text | 5 |
| | d. Summarizing the main ideas of the reading | 2 |
| | e. Finding the title of a text | |

The test obtains data on students' ability to read and understand Arabic texts. To determine the actual scores of the students, the following formula is used:

$$X = \frac{R}{S} \times 100\%$$

Description

X: actual score of each student

R: Correct answers (total score of the mastery indicators)

S: number of test items

A five-point scale is used to determine the level of students' ability to read and understand Arabic. The data measurement theory in the table below is taken from Suharsimi Arikunto's book.²³ The classification can be seen in the table 3.

Table 3. Mastery of Reading and Understanding Arabic by Students

²³Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011).

| Score Range | Category | level |
|-------------|-----------|--------------|
| 80 - 100 | Excellent | High Ability |
| 66 - 79 | Good | Average |
| 56 - 65 | Fair | Ability |
| 46 - 55 | Poor | Low |
| 0 - 45 | Very Poor | Ability |

Results and Discussion

The following presents the analysis and evaluation results of students per each indicator.

Table 4. Vocabulary Meaning Indicator

| Vocabulary Meaning | | | |
|--------------------|-----------------------|----------------|------------|
| | Number of Respondents | Number Correct | Percentage |
| Question 4 | 22 | 22 | 100% |
| Question 5 | 22 | 7 | 31% |
| Question 6 | 22 | 6 | 27% |
| | Average | | 52% |

Table 4 presents the results and evaluation of the ability to interpret Arabic vocabulary in answering three questions. The data shows the number of respondents who answered each question correctly, with the total number of respondents remaining at 22. The analysis results indicate significant variation in the success rate of respondents in answering different types of questions, with the highest score on Question 4 (22 correct answers) and the lowest score on Question 6 (6 correct answers). The average success rate is 52%, which falls into the "fair" category.

Table 5. Indicator of Knowing the Position of Each Word

| Knowing the Position of Each Word | | | |
|-----------------------------------|-----------------------|----------------|------------|
| | Number of Respondents | Number Correct | Percentage |
| Question 7 | 22 | 19 | 86% |
| Question 8 | 22 | 20 | 90% |
| Question 9 | 22 | 19 | 86% |
| | Average | | 87% |

Table 5 presents the results and evaluation of the ability to know the position of each word in answering three different questions. The data shows the number of respondents

who answered each question correctly, with the total number of respondents remaining at 22. The analysis results indicate significant variation in the success rate of respondents in answering different types of questions, with the highest score on Question 8 (20 correct answers) and equal scores on Questions 7 and 9 (19 correct answers each). The average success rate is 87%, which falls into the "excellent" category.

Table 6. Indicator of Translating Sentences

| Translating Sentences within the Text | | | |
|--|------------------------------|-----------------------|-------------------|
| | Number of Respondents | Number Correct | Percentage |
| Question 1 | 22 | 21 | 95% |
| Question 2 | 22 | 19 | 86% |
| Question 3 | 22 | 22 | 100% |
| Question 14 | 22 | 21 | 95% |
| Question 15 | 22 | 21 | 95% |
| | Average | | 94% |

Table 6 presents the results and evaluation of the ability to translate Arabic sentences in answering five questions. The data shows the number of respondents who answered each question correctly, with the total number of respondents remaining at 22. The analysis results indicate significant variation in the success rate of respondents in answering different types of questions, with the highest score on Question 3 (22 correct answers) and the lowest score on Question 2 (19 correct answers). The average success rate is 94%, which falls into the "excellent" category.

Table 7. Indicator of Summarizing Main Ideas of the Reading

| Summarizing the Main Ideas of the Reading | | | |
|--|------------------------------|-----------------------|-------------------|
| | Number of Respondents | Number Correct | Percentage |
| Question 10 | 22 | 18 | 81% |
| Question 11 | 22 | 21 | 95% |
| | Average | | 88% |

Table 7 presents the results and evaluation of the ability to summarize the main ideas of reading in answering two different questions. The data shows the number of respondents who answered each question correctly, with the total number of respondents remaining at 22. The analysis results indicate significant variation in the success rate of respondents in

answering different types of questions, with the highest score on Question 11 (21 correct answers) and the lowest score on Question 10 (18 correct answers). The average success rate is 88%, which falls into the "excellent" category.

Table 8. Indicator of Finding the Title of a Text

| Finding the Title of a Text | | | |
|-----------------------------|-----------------------|----------------|------------|
| | Number of Respondents | Number Correct | Percentage |
| Question 13 | 22 | 21 | 95% |
| Average | | | 95% |

Table 8 presents the results and evaluation of the ability to find the title of a text in answering one question. The data shows the number of respondents who answered correctly for the single question, with the total number of respondents remaining at 22. The analysis results indicate a significant variation in the success rate of respondents in answering different types of questions, with the highest score on Question 13 (21 correct answers out of 22). The average success rate is 95%, which falls into the "excellent" category.

Table 9. Overall Reading Ability of Students

| Score Range | Percentage | Category | Level | Overall |
|------------------------------|------------|-----------|-----------------|---------|
| 80(3) 86(7) 93(2) 100 (4) | 72% | Excellent | High Ability | 72% |
| 66(2) 73(1) 60(1) | 13% | Good | Average Ability | 18% |
| 53(2) | 4% | Fair | | |
| 0-45 (0) | 9% | Poor | | 9% |
| | 0% | Very Poor | Low Ability | |

Table 9 presents the overall analysis of data obtained, showing the average proficiency level of respondents in understanding Arabic. The table includes five categories across three levels. Specifically, for scores ranging from 80-100, there are 16 respondents, accounting for 72% of the total, categorized as "Excellent" and falling into the "High Ability" level. For scores ranging from 66-79, there are three respondents, making up 13%, categorized as "Good" and falling into the "Average Ability" level. For scores ranging from 56-65, one respondent, representing 4%, is categorized as "Fair" and falling into the "Average Ability" level. For scores ranging from 46-55, 2 respondents, representing 9%, are categorized as "Poor" and fall into the "Low Ability" level. No respondents are in the 0-45

score range, resulting in 0% representation in the "Very Poor" category, falling into the "Low Ability" level.

Mahārah qirā'ah, or reading skills in Arabic, has various definitions provided by scholars: According to M. Huda, *Mahārah qirā'ah* is referred to as "*Qara'a*," a word of Arabic origin meaning "reading."²⁴ Ahmad Warson Munawir explains that etymologically, the term "*mahārah qirā'ah*" originates from the Arabic word "*mahārah*," which means skill or proficiency. "*al-qirā'ah*" comes from the root "قرأ - يقرأ" which means to read or be proficient.²⁵ Terminologically, "*mahārah*" refers to proficiency or skills that must be developed in language learning.²⁶ Bisri Mustofa describes *mahārah qirā'ah*, or reading skills, as not only pronouncing letters or words but also as a skill involving various mental activities. Reading encompasses all forms of thinking, evaluating, decision-making, analyzing, and problem-solving²⁷. Hamdani views reading as a communication process between readers and writers through written text, involving cognitive relationships between spoken and written language.²⁸ In implementing Arabic language learning, many students experience difficulties in the qira'ah skill, so students need to be more active and creative in developing their learning to improve their qira'ah skills in Arabic quickly.²⁹ Acep Hermawan defines reading ability (*mahārah qirā'ah*/reading skills) as the ability to differentiate and understand the meaning of what is written.³⁰ Azhar Arrsyad explains that "*membaca*" (reading) in Arabic comes from the root word "*qara'a*," which means to read, study, learn, convey, collect, or read.³¹ Fredina Fransiska and Zaim Elmubarok describe reading as a communication process between the reader and the writer through written text,

²⁴Miftahul Huda, *Model-Model Pengajaran Dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013).

²⁵Ahmad Warson Munawir, *Al-Munawwir:Kamus Arab-Indonesia* (Surabaya: Pustaka Progresif, 1997).

²⁶Mustika, Fitriyanti, and Azizah, "Pengaruh Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab."

²⁷Bisri Mustofa, *Metode Dan Strategi Pembelajaran Bahasa Arab*. (Jakarta: Amzah, 2012).

²⁸Hamdani, *Strategi Belajar Mengajar* (Bandung: Pustaka Cipta, 2011).

²⁹Ubaidillah Fajar Anky Dilla and Najih Anwar, "Analysis of Maharah Qira'ah Learning in Grade VI Students: Challenges and Solutions Analisis," *Indonesian Journal of Innovation Studies* 13, no. 2 (2020): 1–12, <https://ijis.umsida.ac.id/index.php/ijis/article/view/1664/1957?download=pdf>.

³⁰Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2014).

³¹Azhar Arrsyad, *Bahasa Arab Dan Metode Pembelajarannya: Beberapa Pokok Pikiran* (Jakarta: Pustaka Pelajar, 2010).

involving cognitive connections between spoken and written language.³² Ibadi Rohman emphasizes that *mahārah qirā'ah* involves looking at Arabic texts and understanding what is read, making the text meaningful rather than just a symbol of sounds.³³ In summary, *mahārah qirā'ah* (reading skills) in Arabic refers to reading and understanding Arabic texts effectively and accurately.

Mastery of *mahārah qirā'ah* refers to the ability to read and comprehend the meaning of Arabic texts accurately and effectively. According to Efi Nur Fitriyanti et al., maharah qira'ah entails the skill of reading Arabic texts fluently by the articulation of letters, diacritics, and rules of the Arabic language while also understanding the content of the text accurately. The goal of teaching *mahārah qirā'ah* is to enable students to read and understand texts accurately, empowering them to continue learning independently anytime and anywhere.³⁴

Data on Arabic language proficiency at Pondok Pesantren Modern Arafah Sungai Penuh was obtained through a test that was processed using a percentage formula to obtain the scores of the students. These scores were then classified based on criteria tables and indicator tables to determine the average scores attained.

From the Arabic language proficiency test results, which consisted of 14 questions, including three vocabulary questions, 3 identifying the position of each word, five translating sentences, 2 identifying main ideas, and 1 finding the title of a text, the following data was obtained: Vocabulary: Students mastered vocabulary with an average score of 52%, Identifying the position of each word: The average score was 87%, Translating sentences: The average score was 94%, Identifying main ideas: The average score was 88%, Finding the title: The average score was 95%. Overall, these results were categorized as excellent. However, they contradict the findings of a study conducted by Istianah Fauziah, Nasruni, and Muhammad Ibrahim (2023), which reported percentages ranging from 46% to 55% categorized as low proficiency.

Conclusion

³²Fredina Fransiska and Zaim Elmubarak, "Efektivitas Metode Reading Guide Terhadap Keterampilan Membaca Bahasa Arab Siswa Kelas XI IPS MAN Demak," *Lisanul Arab* 4, no. 10 (2015), file:///C:/Users/genap/Downloads/7634-Article Text-15271-1-10-20150917.pdf.

³³I Rohman, "Arabic Puzzle Book Pengembangan Media Interaktif Untuk Keterampilan Membaca Bagi Siswa Kelas IV MI Di Kota Semarang," *Journal of Arabic Learning and Teaching* 5, no. 1 (2016): 28–32.

³⁴Mustika, Fitriyanti, and Azizah, "Pengaruh Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab."

Reading and understanding the Arabic language is crucial for students to master and develop their Arabic language skills, become proficient and fluent in comprehending texts, and enhance their English language skills. Based on the findings and discussions conducted by the researcher, the conclusion drawn from this study is that the ability to understand Arabic among students in the XII Aliyah class of Pondok Pesantren Modern Arafah Sungai Penuh is excellent. The percentage for interpreting vocabulary can be mastered by students with an average score of 52%, categorized as sufficient. Meanwhile, for understanding the position of each word, it is 87% with an excellent category, translating sentences 94% with an excellent category, identifying main ideas 88% with an excellent category, and finding titles 95% with an excellent category.

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