

ARABIC TEACHER STRATEGIES IN TEACHING ARABIC TEXT READING SKILLS TO CLASS X MA DARUL A'MAL METRO STUDENTS

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Abstract: Reading skills are unique and very important skills for the development of knowledge, as well as a means of communication for human life. From the results of the research conducted, there are several students who have not been able to read Arabic texts fluently and have not been able to understand the reading well. This study was conducted to determine the strategies used by Arabic teachers in learning the ability to read Arabic texts of grade X students of MA Darul A'mal Metro. In this study, the method used is the qiroah al-jahriyah method (reading aloud). Then the type of research used is descriptive qualitative research. Data related to these problems are collected through interview, test, observation and documentation data collection techniques. Based on this, the result of this research is that with the implementation of a good learning strategy, the result of the research carried out is that students are able to read Arabic texts, students can pronounce Arabic texts well and fluently. It can be stated that the strategies used by Arabic teachers can be used as support for students' success in learning maharah qiroah.

Keywords: *Strategy, Learning, Reading Skills.*

Introduction

In Indonesia in particular, Arabic is a separate subject and is studied specifically, both at primary, secondary and tertiary levels, both general and religious, especially in Islamic boarding schools.¹. Therefore, to create successful Arabic language learning,

¹ Rohani Oktavia et al., "استراتيجية تعلم المفردات في المدرسة," in *PROCEEDING OF INTERNATIONAL CONFERENCE FOR POSTGRADUATE STUDENTS IN TEACHING ARABIC LANGUAGE, LITERATURE AND LINGUISTICS*, vol. 1, 2023, 69–81.

meaning in accordance with the objectives of learning Arabic and especially in teaching reading skills, it is necessary to have some kind of teaching strategy, so that the teaching of reading skills can be achieved well and enjoyable, and supports the achievement of educational goals. reading skills themselves².

This reading skill is easier to learn, especially for beginners. Basically, reading skills have two aspects, namely written symbols which are converted into sounds and at the same time the meaning of the entire situation symbolized by the written symbols³. Reading ability can also be achieved in the form of reading aloud or silently, and reading aloud not only shows understanding of what is read, reading aloud is easier to measure than reading silently⁴.

Reading is an equally important language skill. In listening lessons, students have many limitations, both in terms of practice time, lack of reading material, and lack of facilities⁵. Reading is the most important lesson. Apart from the availability of reading materials in various fields of science⁶, Reading activities can be done anytime and anywhere. Learning a language cannot be separated from what is called reading skills,

² Hilmi Hilmi, "EFEKTIVITAS PENGGUNAAN MEDIA GAMBAR DALAM PEMBELAJARAN BAHASA ARAB," *Lantanida Journal* 4, no. 2 (September 2017): 128, <https://doi.org/10.22373/lj.v4i2.1885>.

³ Anwar Abd. Rahman, "KETERAMPILAN MEMBACA DAN TEKNIK PENGEMBANGANNYA DALAM PEMBELAJARAN BAHASA ARAB," *Diwan : Jurnal Bahasa Dan Sastra Arab* 3, no. 2 (March 2018): 155, <https://doi.org/10.24252/diwan.v3i2.4602>.

⁴ Rohani Oktavia and Azizah Nursafitri, "استراتيجيات المعلم في التغلب على صعوبات تعلم اللغة العربية لدى التلاميذ," *PROSIDING KONIPBSA: Konferensi Nasional Inovasi Pembelajaran Bahasa Dan Sastra Arab* 3, no. 1 (2023): 54–65.

⁵ Cholid Cholid, "Model NURS Sebagai Alternatif Pembelajaran Keterampilan Membaca Bahasa Arab," *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora* 1, no. 1 (April 2022): 26–39, <https://doi.org/10.56113/takuana.v1i1.30>.

⁶ Fitria Lathifah, Syihabuddin Syihabuddin, and M. Zaka Al Farisi, "ANALISIS KESALAHAN FONOLOGIS DALAM KETERAMPILAN MEMBACA TEKS BAHASA ARAB," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 2 (December 2017), <https://doi.org/10.15408/a.v4i2.6273>.

because reading skills are an urgent element in learning Arabic itself. Therefore, reading can be used to guide foreign language learning programs, including Arabic⁷.

Teaching reading skills is not just teaching reading and then asking students to memorize, but more than that, students are considered capable of understanding if they have achieved several existing indicators⁸. In the teaching and learning process, teachers must have effective and efficient learning strategies so that the expected goals can be achieved well. One of the strategic steps is that teachers must master the presentation techniques or learning methods that will be used. The teacher's main task is to carry out learning activities in order to carry out effective and enjoyable learning.

There have been several previous studies that discuss Arabic language teachers' strategies in teaching Arabic text reading skills, including: Taufiq Hidayah who discusses reading teaching strategies at Maarif NU Ajibara, Baymus⁹. The results of his research show that good language learning strategies and reading teaching strategies in teaching and learning activities can increase the motivation of students who are not yet proficient in reading and cannot even read Arabic writing. The difference with the research conducted by researchers is the difference in reading teaching strategies that can be used during the teaching and learning process to improve students' Arabic reading skills. The second research is from Khalilallah which explains in detail active

⁷ Baiq Tuhfatul Unsi and Minnaty Adhimatul Wutsqo, "MODEL PEMBELAJARAN KONTEKSTUAL DALAM PEMBELAJARAN KETERAMPILAN MEMBACA BAHASA ARAB," *Muróbbî: Jurnal Ilmu Pendidikan* 7, no. 1 (March 2023): 105–28, <https://doi.org/10.52431/murobbi.v7i1.1625>.

⁸ Mumu Muhammad, Dian Rahadian, and Erna Retna Safitri, "PENGGUNAAN DIGITAL BOOK BERBASIS ANDROID UNTUK MENINGKATKAN MOTIVASI DAN KETERAMPILAN MEMBACA PADA PELAJARAN BAHASA ARAB," *PEDAGOGIA* 15, no. 2 (September 2017): 169, <https://doi.org/10.17509/pedagogia.v15i2.8094>.

⁹ Umi Choirun Nisak and Mirwan Akhmad Taufiq, "BUKU TERJEMAH KITAB TA'LIMU AL-MUTA'LIM; ANALISIS TEKS TERJEMAHAN ARAB-INDONESIA," *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 10, no. 2 (April 2021): 365, <https://doi.org/10.22373/lis.v10i2.8836>.

Arabic learning strategies (literasi)¹⁰. In his research, he explains that the research also discusses Arabic language learning strategies, but the difference is that this research focuses on literacy skills, while what the researcher is discussing only examines reading skills. The third research is research conducted by Yuyun Hema Al-Maulani, which details Arabic teachers' strategies for dealing with students who have difficulty reading Arabic in the seventh grade of junior high schools in Magoharjo¹¹. The results of the research show that the research examines the strategies used by Arabic teachers to overcome students' difficulties in reading Arabic. The difference with the research written is about the learning strategies used by Arabic teachers to improve Arabic reading skills.

The teaching strategy chosen and used actually depends on the teacher's abilities and can be seen from the level of knowledge, attitudes, skills and expertise and is related to the scope of the teaching and learning process in general and teaching and learning strategies in the field of study in particular. Therefore, the researcher explains strategies that can be used in teaching Arabic text reading skills to class X MA Darul A'mal Metro students.

In this case, the reason for the title is the researcher's interest in the teaching strategies used by Arabic teachers in a school, so that the majority of students can master the skills of reading Arabic texts well and correctly according to the rules. Therefore, the researcher explains several types of teaching strategies that can be

¹⁰ Mohamad Zaka Al Farisi et al., "Investigating Arabic Language Teaching Materials Based on Indonesian Folklore: An Ethnographic Study on the Folktale of 'Bandung,'" *Asian Education and Development Studies* 13, no. 2 (April 2024): 134–49, <https://doi.org/10.1108/AEDS-07-2023-0082>.

¹¹ YUNITA TRI WIDIANTI et al., "PENERAPAN MEDIA MONOPOLI UNTUK MENINGKATKAN KELANCARAN BERBAHASA PADA SISWA KELAS 2 SDN PALESANGGAR 5," *EDUCATOR : Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 2, no. 2 (July 2022): 138–45, <https://doi.org/10.51878/educator.v2i2.1336>.

applied by teachers when carrying out the teaching and learning process to improve students' ability to read Arabic texts.

Reading is one of the linguistic skills that depends on understanding written reading and memorizing it with the tongue or mind and spelling the letters, so that the reader obtains information by understanding the reading, and Ali Ahmed Mazhur explains the concept of reading as "recognition of printed symbols, and understanding of symbols -this symbol is for sentences, paragraphs, ideas, and positions" ¹². According to Tarizan, reading is a process carried out and used by readers to obtain the message the writer wants to convey through the medium of written words ¹³. There are three important elements in reading: First, the subject matter, second, the words conveyed, and third, the written symbols. Initially, reading was seen as a narrow activity, namely an activity that involved sight and speech. However, in subsequent developments, reading was not only seen as such, but as an activity of the mind that would produce appropriate meaning in accordance with existing assumptions.

Reading skills are the presentation of lesson material by prioritizing reading first, that is, the teacher reads the reading material first, then the students follow ¹⁴. This skill focuses on oral practice or speaking verbally. This skill focuses on practicing the mouth so that you can speak fluently, harmoniously and spontaneously ¹⁵. According to Al

¹² Ahmad Zakiy and Rijal Ali, "PANDANGAN THABATHABA'I TENTANG IMPLIKASI POTENSI MANUSIA TERHADAP MISI FUNGSIONALNYA," *Jalsah : The Journal of Al-Quran and As-Sunnah Studies* 3, no. 2 (October 2023): 21–53, <https://doi.org/10.37252/jqs.v3i2.564>.

¹³ Norwati Md Yusof et al., "The Translation of Foreign Language Teaching and Learning Materials for Universiti Kebangsaan Malaysia Website:Preliminary Problems and Challenges," *Procedia - Social and Behavioral Sciences* 18 (2011): 522–26, <https://doi.org/10.1016/j.sbspro.2011.05.076>.

¹⁴ Diana Petroi et al., "Neuroanatomical Correlates of Phonologic Errors in Logopenic Progressive Aphasia," *Brain and Language* 204 (May 2020): 104773, <https://doi.org/10.1016/j.bandl.2020.104773>.

¹⁵ Daruwan Srikaew, Kamonwan Tangdhanakanond, and Sirichai Kanjanawasee, "Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portfolio," *Procedia - Social and Behavioral Sciences* 191 (June 2015): 764–68, <https://doi.org/10.1016/j.sbspro.2015.04.715>.

Ezan, the aim of reading skills is to be able to read Arabic texts fluently, be able to translate and understand them well and correctly. Reading skills are recognizing and understanding the contents of something written (written symbols) by pronouncing it and digesting it in the heart ¹⁶.

Method

The type of research carried out was using a descriptive qualitative research approach, namely the researcher went directly into the field to collect data relating to the strategies used by Arabic teachers in learning the ability to read Arabic texts in class X MA Darul A'mal Metro students. Descriptive research is carried out to obtain a picture of the situation or information about symptoms or findings in the field at the time the research was conducted. Qualitative research is research that produces descriptive data regarding spoken and written words, and observable behavior of the people studied.

The data sources studied were class Some of the informants in this research included the school principal, Arabic language subject teachers, curriculum leaders, female students, and fellow teachers.

Result and Discussion

Objectives of Teaching Reading Skills

Furthermore, Mrs. Latifa stated that the reading skills teaching system implemented in class X MA Darul A'mal Metro is a system of reading aloud and then reading silently. In this case, the teacher first gives an example regarding how to read Arabic text correctly, after which the students imitate together until they are able to do it. To improve their ability to read Arabic texts, students must practice reading Arabic writings, whether from story books, Arabic study guides, or other books.

¹⁶ Amber Lanae Martirosov et al., "Podcasts and Videos and Slides...oh My!: Traditional vs. Nontraditional Teaching Methods in Remote Settings," *Currents in Pharmacy Teaching and Learning* 15, no. 6 (June 2023): 587–92, <https://doi.org/10.1016/j.cptl.2023.06.007>.

The aim of reading is to familiarize students with reading correctly and train them to use speech tools to memorize reading correctly, and what is meant by speech tools is the tongue, because by reading it can train them to memorize reading which includes phonetic symbols, letters and words, and also the aim of the reading process is to realize the meanings contained in the reading. Based on the opinion above, it can be understood that reading aims to enable students to be able to pronounce written symbols with the sounds that express them in Arabic, to be able to deduce the general meaning directly from the printed page and to be aware of changes in meaning with changes in structure, and to be able to recognize letters, Arabic letters, hidden words, and punctuation marks so that they can pronounce them correctly and flexibly, and are able to pronounce Arabic words with good pronunciation.

Reading Skills Teaching Methods

In teaching reading skills at MA Darul A'mal Metro, it can be seen from the results of interviews conducted by researchers that in teaching Arabic, especially in teaching reading skills, students do not experience difficulties and are very enthusiastic when the learning process takes place. They accept it with pleasure because the learning atmosphere is fun and not boring. However, in this case, of course there are still some students who experience difficulties in learning reading skills because of students' unfamiliarity with reading the Koran. However, at MA Darul A'mal Metro, there is a special guide to reading the Al-Quran for students who cannot read the Al-Quran well with the aim of training them in pronunciation of Arabic vocabulary. So they can teach reading skills more easily.

Meanwhile, if we look at it in terms of delivery, the type of skill that is most often used is the type of reading aloud skill. In this case, reading aloud is usually done when studying in class and is done by reading aloud but slowly first and then being taught to read quickly, with the aim that students can easily imitate the teacher when

pronouncing vocabulary so they can easily master sentences or words. Arabic text later. Teachers who teach reading aloud aim to assess students' ability to pronounce Arabic letters, vocabulary or sentences, as well as assess students' ability to understand what they read.

Membaca nyaring memiliki tempat yang penting dalam program keterampilan bahasa. Membaca nyaring memiliki arti penting karena kedudukannya yang sangat strategis dalam kehidupan dan aktivitas manusia di masyarakat. Siti Nur Latifa menjelaskan bahwa membaca nyaring adalah membaca dengan melafalkan lambang-lambang tertulis yang berupa kata-kata atau kalimat yang dibaca. Tujuan utama membaca nyaring adalah agar siswa mampu membaca dengan benar sesuai dengan sistem fonologi bahasa Arab.

Means for Teaching Reading Skills

Whiteboard

There are many means of teaching reading skills, but based on the results of researchers' interviews, the media used during teaching are specifically two types of media, namely the use of whiteboards and student activity sheets. The blackboard is a medium that is widely used by every teacher in school, and can not only be used at school but can be used at home, in prayer rooms, etc.

The blackboard can utilize students' sense of sight when they are tired of their sense of hearing, but using both is better than using just one sense, because both will influence student learning outcomes. As with teaching Arabic, blackboard media can also be used to develop students' reading skills by writing down the Arabic language material being taught and the teacher reading it first and then the students imitating the reading on the blackboard. The advantage of this method is that the lesson can be presented clearly, step by step systematically, if an error occurs it can be corrected immediately, and motivates students to participate in solving the problem.

Student Activity Sheet

The second educational tool used by Arabic teachers is student activity books, as stated by Professor Siti Noor Latifa that student activity sheets are very useful for teaching Arabic, especially in reading skills. This student activity sheet can be used as a practice guide to develop all aspects of learning in the form of an experimental or demonstration guide. This student activity sheet can contain many essential activities that students must carry out to maximize student understanding in an effort to form basic abilities in indicators of achievement of learning outcomes that need to be monitored. Student activity sheets are student handbooks that are used to carry out investigative or problem solving activities.

This student activity sheet also has its own purpose, namely that it can train students to think better in learning, increase students' interest in learning, can direct students to various activities that need to be introduced, and can direct students to thinking processes that will grow in students. Apart from that, with student activity sheets, students no longer need to take notes or summarize the material in the book, because student activity sheets usually already contain summaries of all topics.

However, teachers as managers of the learning process do not support the position of having student activity sheets. The existence of student activity sheets is to help facilitate activities and run smoothly during the teaching and learning process as well as for interaction between students and teachers. So that the main objectives of the learning process can be achieved well.

Strategies For Teaching Reading Skills

In teaching reading skills, there are several types of reading skills that students need to learn, especially for class X MA Darul A'mal Metro students. Of the many types of skills that have been explained, the type of skill used by Arabic teachers for class X MA Darul A'mal Metro students is the Qiraishiya Al-Muqtasifa reading skill type. Meanwhile, "truncated reading" is "reading" that is used as a tool to learn new

words and new constructions. Therefore, the material taught is at a higher level than the learner. Intensive reading is a type of reading carried out in the classroom that aims to develop students' reading skills and improve their linguistic balance. Starting from teaching the correct pronunciation of vocabulary and sentences according to established Arabic language rules.

Assessing Reading Comprehension Instruction

As with other language skills and language components, tests to determine the level of reading comprehension can be given in a variety of available test formats. Reading tests can be given in the form of independent tests with questions that can be answered in long answer, complete answer, or short answer format. In addition, reading tests can also be offered in the form of independent tests, such as addition, matching, multiple choice, or mixed test formats.

Teachers' efforts to improve Arabic learning outcomes in reading skills cannot be separated from the role of teacher strategies when the learning process takes place. Based on the results of classroom observations conducted by researchers, there are steps taken by teachers in learning reading skills:

Researchers can show that teachers give questions and directions to students who pay less attention to the material being taught. Students who do not listen, the teacher asks students to read and interpret the Arabic text. The aim is to guide students so that their ideas are included in the topic of the Arabic subject being taught. The teacher also asks students to read together, either reading aloud or reading silently. He then asked students to discuss the essence of reading the text.

Based on classroom observations carried out, researchers can explain that the strategy used by Arabic teachers in teaching Al-Qur'an reading skills to class X Darul A'mal students is to use observation, imitation and modification strategies. In this case, students are required to be able to observe Arabic texts, both by observing vocabulary and sentences. In this way, we can easily understand and

know the essence of the Arabic text that we have read. Based on the results of classroom observations conducted by researchers, the objectives of learning Arabic in the reading skills category at MA Darul A'mal Metro include developing students' abilities in reading aloud, word phrases or sentences as well as developing students' abilities in identifying discourse topics to obtain information.

Analysis of Arabic Teachers' Strategies in Teaching Arabic Text Reading Skills Reading Skills Teaching Methods

The method used to teach reading skills is the reading aloud method. This method is often used by Arabic language teachers, of course. By using reading aloud, students can read Arabic texts easily and fluently. This also makes it easier for students who cannot read correctly and fluently to read Arabic texts. The students are also happy with this method, because the students are taught well by the teacher according to each student's abilities.

Means of Teaching Reading Skills

There are many means for teaching reading skills, but based on the results of researchers' interviews, the media used during teaching are specifically two types of media, namely the use of whiteboards and student activity sheets. The blackboard is a medium that is widely used by every teacher in the school, and can not only be used at school but can be used at home, in prayer rooms, etc.

The second educational tool used by Arabic teachers is student activity books, as stated by Mrs. Siti Nur Latifa that student activity sheets are very useful for teaching Arabic, especially in reading skills. This student activity sheet can be used as a practice guide to develop all aspects of learning in the form of an experimental or demonstration guide. This student activity sheet can contain many essential activities that students must carry out to maximize student understanding in an effort to form basic abilities in indicators of achievement of learning outcomes that need to be monitored. Student activity sheets are student handbooks that are used to carry out investigative or problem

solving activities.

Strategies For Teaching Reading Skills

In this case, the researcher will discuss the strategies used by Arabic teachers in teaching reading skills at MA Darul A'mal Islamic Metro School. The reading teaching strategy used is a teaching strategy that uses index cards. This strategy is usually used to teach words or with a partner. This strategy can also be applied to assess students' understanding of reading content by making question and answer cards.

The steps are that the teacher prepares paired cards (questions and answers) then shuffles them randomly, then the teacher distributes the cards to students and asks students to understand their meaning, then the teacher asks students to look for their partner cards without working on them, and after finding them, the teacher asks students to come to the front of the class with their partner and show the cards to the other friends. The teacher then gives other groups the opportunity to provide comments or questions related to the card.

This teaching strategy using cards has many benefits, namely that it can help teachers in the process of teaching Arabic, become a visual aid in teaching so that learning is more lively and interesting, and students get an imagination of what they are learning in an easy and fun way.

Reading Learning Assessment

Based on the research results that have been mentioned regarding student learning assessment, researchers can show that there are several forms of assessment that are applied in teaching reading such as sentence matching, matching sentences and pictures, completing discourse, identifying meaning and vocabulary in the context of certain sentences, and reading fluently, careful and accurate. Through these forms of assessment, it can be seen that students are trained to read Arabic texts, making it easier to pronounce sentences correctly and fluently. Students also find

it easier to understand the meaning of the content of the reading they study.

Conclusion

Based on the research results, data analysis and discussion of Arabic language teachers' strategies in teaching Arabic text reading skills to class X Ma Darul A'mal Metro students, it can be concluded that:

The method used to teach reading skills is the reading method. The strategy used is the index card matching strategy, which is a strategy used to teach words or sentences with a partner. This strategy is used so that students better understand the meaning of each vocabulary word, and can increase students' interest in learning reading skills. The goal of reading skills is to recognize written text from a language. And the media used during teaching are specifically two types of media, namely the use of a whiteboard and student activity sheets.

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