

Systematic Literature Review: The Obstacles of Madrasah Aliyah Students Facing Maharatul Qiraah

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Abstract: Reading proficiency is one of the important aspects of language learning. Arabic language assessment is also assessed through the individual's reading proficiency. Obstacles found in one Arabic language learning proficiency are aspects that need to be considered. Students experience obstacles that affect their learning achievement. Having an in-depth identification of the problems of maharah qiraah will make it easier for teachers to teach Arabic. This study uses a qualitative approach with a systematic literature review method. Data sources are obtained from the results of research conducted by other researchers. This is done so that researchers can access more information about the problems of maharah qiraah. To produce relevant research, researchers select articles published in the last five years. Data search uses "Publish or Perish" and also "Google Scholar." Data selection is based on keywords that researchers have determined. Data collected through the two software programs will be selected for as many as seven studies. The selection is based on three important aspects, namely topic relevance, research quality, and also the year of publication. The obstacles faced by both teachers and students are equally important to know. Achievement in learning does not only depend on the teacher but also the students. Each component is involved in achieving learning goals. One of the things that teachers can do to improve students' reading skills is to implement peer groups so that they can improve each other's reading. This study is expected to help teachers find the right solution in dealing with the problem of maharah qiraah.

Keyword: *Maharah Qiraah; Reading Skills; Arabic language*

Abstrak: *Keterampilan membaca merupakan salah satu aspek penting dalam pembelajaran bahasa. Penilaian berbahasa Arab juga dinilai melalui keterampilan membaca individu tersebut. Kendala yang ditemukan dalam satu keterampilan pembelajaran bahasa Arab merupakan aspek yang perlu diperhatikan. Siswa mengalami kendala sehingga mempengaruhi pencapaian pembelajarannya. Adanya identifikasi secara mendalam mengenai permasalahan maharah qiraah akan memudahkan guru dalam mengajarkan bahasa Arab. Penelitian ini menggunakan pendekatan kualitatif dengan metode systematic literature review. Sumber data diperoleh dari hasil penelitian yang dilakukan oleh peneliti lain. Hal ini dilakukan agar peneliti bisa mengakses informasi lebih banyak mengenai permasalahan maharah qiraah. Untuk menghasilkan penelitian relevan peneliti memilih artikel-artikel yang terbit sejak lima tahun terakhir. Pencarian data menggunakan "Publish or Perish" dan juga "Google Scholar". Pemilihan data berdasarkan kata kunci yang telah peneliti tentukan. Data yang dikumpulkan melalui dua software tersebut akan dipilih sebanyak*

tujuh penelitian. Pemilihan tersebut berdasarkan tiga aspek penting, yaitu relevansi topik, kualitas penelitian, dan juga tahun terbit. Kendala yang dihadapi baik oleh guru maupun siswa sama-sama penting untuk diketahui. Pencapaian dalam pembelajaran tidak hanya bergantung pada guru tetapi juga pada siswa. Setiap komponen saling terlibat untuk mencapai tujuan pembelajaran. Salah satu hal yang bisa guru lakukan untuk meningkatkan keterampilan membaca siswa adalah dengan menerapkan Peer group agar mereka saling memperbaiki bacaan satu sama lain. penelitian ini diharapkan dapat membantu guru untuk menemukan solusi yang tepat dalam menghadapi permasalahan maharah qiraah.

Kata kunci : Maharah Qiraah; Keterampilan Membaca; Bahasa Arab

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INTRODUCTION

Learning Arabic is not an easy process to go through. At least, four skills must be mastered to achieve oral and written communicative skills to master Arabic. These abilities include the ability to listen (istima'), speak (kalam), read (qiraah), and write (kitabah) (Azman et al., 2022). These skills are impossible to achieve in a short period. Some processes must be followed to achieve these abilities. For example, to achieve reading and writing skills, students need to first understand letters. Then, for listening and speaking skills, students need knowledge of vocabulary in Arabic (Salamah & Supriyatno, 2020). These processes are mutually related to one ability and another ability.

People's language skills can be classified as beginner (mubtadiin), intermediate (mutawasithin), or advanced (mutaqaddimin). Regardless of the target level, learning a language needs constant practice. After all, learning a language is about getting used to the language you're learning (Aulia et al., 2023). Getting used to listening to, reading, writing, and speaking Arabic. These habits will help students reach their desired language proficiency level.

Learning Arabic should start with the easy things first, such as mastering vocabulary, to the rules within the sentences. According to (Rofingah, 2022), there are at least five things that teachers must understand in language learning. First, language is a spoken communication skill. Second, learning a language means building habits with that language. Third, learning a language is not just about the language itself but how we can understand vocabulary in the intended context. Fourth, language ability is an active spoken communication skill. Finally, there will be differences in language application between foreign speakers and native speakers.

Learning success depends on both internal and external factors. Besides internal factors, external factors also play a role in students' learning. These external

factors include the media used, the methods, and the strategies applied. Learning will be more effective if these aspects are considered good (Arif, 2020). Ritonga et al. (2021) suggest that the success of reading (qiraah) can be measured by students' ability to read sentences, answer questions about the text, and evaluate the text. These skills are closely tied to the involvement of both teachers and students. After all, assessing the effectiveness of learning is an ongoing process that depends on the learning plan and how well it's carried out (M. Janah & Nashoih, 2020).

Reading skills (qiraah) are the most commonly used skills to train language skills (Alzamil, 2021). When students practice reading skills, other skills are also trained. For example, when student "A" reads a text, they can gain knowledge of letters, vocabulary, and sentence structure from that text. Reading skills (maharah qiraah) involve two things: recognizing symbols and understanding the meaning of the text (Rahmah & Sumiarni, n.d.). Senior High School students should be able to understand what they read. But because of different reasons and problems, many students still can't do that. Arabic language is often associated with religion. However, the benchmark for reading ability is not the ability to read the Quran and Hadith. Although it cannot be denied that these abilities influence students' reading skills, Arabic reading ability (maharah qiraah) cannot be assessed solely based on that factor.

A study conducted by (Ilmiani et al., 2022) revealed that several sub-skills must be fulfilled in reading comprehension. These skills are described in four points: (1) the skill of choosing reading strategies based on the reading material; (2) the skill of understanding sentence structure; (3) the skill of understanding the accuracy of meaning; (4) the skill of constructing word meaning. Through this research, it can be concluded that speaking skills require other abilities that also play an important role in achieving students' language proficiency. Therefore, reading comprehension (maharah qiraah) is one of the complex skills.

Another study conducted by (Abdurrahman et al., 2020) formulated problems related to reading skills. From this research, there are at least three aspects of the problems faced by students in Arabic language learning. These aspects include (1) internal aspects; (2) system aspects; and (3) external aspects. Internal aspects are aspects that exist within the students themselves, such as discipline and willingness. System aspects are aspects of the regulations that exist in an institution, such as mandatory language regulations, and other regulations that support students' language skills. Then the last one is the external aspect, where this aspect is an aspect that is beyond the control of students. External aspects include things such as the teaching methods used, supporting facilities, and other things. Based on this research, it can be concluded that many factors affect students' reading skills. These

factors can be both inhibiting and supporting for students in facing reading skills (maharah qiraah).

Apart from the two previous studies, another research on reading skills was conducted (Poejilestari, 2019). This research stated that reading is a complex skill and must be done using various methods. In reading skills, students are not only required to know the meaning of words, but they must also understand the context of the words they read. The higher the intensity of students' reading, the more students will understand the context of the reading. From this research, the problems faced in language learning seem simple. Simply by building the habit of using a foreign language (Arabic), students will become proficient in the language.

The main problem in language learning lies in building habits. Habituation in every skill is essential for language learners. The same goes for Arabic. The many differences between Indonesian and Arabic require students to become more accustomed to the Arabic language. Based on the research previously explained, various factors have been found that can hinder the language learning process. The existing problems must be immediately addressed so that Arabic language learning can run optimally and the objectives of the learning can be achieved.

Arabic language learning for senior high school students (SMA) or Madrasah Aliyah (MA) should have reached the advanced level (mutaqaddimin). At the advanced level (mutaqaddimin), students are required to meet several assessment aspects such as mastering the articulation of sounds (makhrajul huruf), understanding reading texts, analyzing the main ideas of the reading text, and critiquing the text (Rappe, 2020). Students' difficulties in achieving advanced-level skills should be analyzed in more depth so that the root of the problem that makes it difficult for students to read can be found.

This research will answer the research question "What are the problems faced by students in Arabic reading skills?". The researcher will analyze and identify the problems in reading comprehension (qiraah) faced by students of Senior High School (MA) in Arabic language learning. Based on the review of previous studies that have been explained by the researcher, some problems have been overlooked in previous research. This study will focus on the problems of qiraah skills of students at the senior high school level. Thus, this study will produce new ideas for solutions to the problems of qiraah skills for MA students. The identification of these problems is done as an effort to immediately overcome the problems faced by senior high school students. Hopefully, these senior high school students can achieve the competence of reading skills (maharah qiraah) that is by advanced level competence (mutaqaddimin).

METHOD

Based on the output needed of this research, which is a solution to the learning problems faced by Senior High School (MA) students, the qualitative method is the appropriate method to use to generate data. The data that has been analyzed will be presented in this research descriptively. The descriptive presentation of data will produce detailed data in accordance with the problems that have been formulated.

The technique used in this research is a systematic literature review. In this technique, data is collected by reviewing articles, theses, and other research conducted by previous researchers. Data was obtained using two software: "Publish or Perish" and "Google Scholar". These two tools helped collect data quickly and according to the relevant years needed. The data that has been found was then selected and reviewed to be included in this research. The researcher also determined the criteria for selecting the research. This was done to maintain the optimal quality of the research. The criteria for selecting research were based on several things, namely, topic relevance, research quality, quality of publication sources, depth of literature review and discussion analysis, and the actuality of the publication year.

To maintain the relevance of this research, the data collected is only based on research conducted in the last 5 years (2019-2023). The scope of the data search is also narrowed down to produce accurate research. The strategy used by the researcher to filter the research is by determining 5 keywords to obtain research data. These keywords include: (1) Arabic language; (2) Reading skills (maharah qiraah); (3) Arabic language in Senior High School (MA); (4) Arabic language problems; (5) Arabic language learning. Through the keywords that have been determined, the researcher has successfully collected a lot of research. However, based on the selection criteria that have been determined, 7 studies were found to be the most relevant for further analysis. These seven studies are studies that meet the selection aspects that have also been determined, in the form of topic relevance, research quality, quality of publication sources, depth of literature review and discussion analysis, and the actuality of the publication year. The findings of this research can be useful for other researchers, teachers, and students. They can be used for further research, evaluation, or simply as additional reading material to boost motivation.

RESULT AND DISCUSSIONS**Result****Table 1. Related reserached**

No	Research title	Year and Researcher Name	Search Keywords	Conclusion
1	Problems of Learning Arabic	(Takdir, 2020)	Arabic language; problem	The study highlights that there are three main factors in learning Arabic: methods, approaches, and techniques. Problems in learning Arabic often arise when these factors are not applied correctly. For example, using a teaching method that doesn't suit the students or applying the wrong techniques can create difficulties.
2	Reading Skills in Arabic Language Learning	(Febrianingsih, 2021)	Reading skills; learning methods	The method used in Arabic language learning should be able to increase students' reading interest. Because reading will make students more accustomed to the Arabic language. So when the teaching method used requires students to read a lot, then students will become more familiar with Arabic.
3	Confirming the Neurolinguistic Approach in Learning: A Case Study on Arabic Language Learning in Madrasah Aliyah	(Jailani et al., 2021)	Study on Arabic Language Learning	One of the challenges faced by senior high school students, especially those from different educational backgrounds, is linguistic difficulties. Many MA students struggle with phonological issues such as incorrect pronunciation of letters and inappropriate pronunciation.
4	Student Needs and Design of	(Gazali & Saefuloh, 2019)	Arabic Language	Apart from the linguistic challenges faced by students in

	Arabic Language Learning Media in Madrasah Aliyah		Learning in Madrasah Aliyah	learning Arabic, this research found that certain topics can increase students' interest in the language. 33.2% of students responded that school-related topics were the most interesting. The study also revealed that students from the school studied aimed to master writing and reading skills. This indicates that students already have motivation in learning Arabic. Both teachers and the school can support students' interest by providing good learning media and methods. terhadap bahasa Arab.
5	Problems of Maharah Qiraah in Arabic Language Learning in Class X Ipa MA Al-Mukarom Ponorogo	(A. R. Janah et al., 2022)	Maharah Qiraah Madrasah Aliyah	Student learning outcomes are influenced by various factors, including educational background, family environment, and individual reading interests. To address these diverse factors, a variety of learning media have been introduced, such as audio-visual materials, videos, songs, and intensive reading (muthala'ah). These media can provide engaging and stimulating learning experiences, catering to different learning styles and preferences.
6	Developing Digital Comic as Media for Learning Maharah Qiraah of Arabic for Grade X Students	(Izzah & Ma'sum, 2021)	Maharah Qiraah Madrasah Aliyah	Similar to the problems mentioned in previous research, the most common learning challenges faced by teachers are the diverse educational backgrounds of students. For students, the

	<p>of MA Almaarif Singosari</p>	<p>challenges lie in monotonous learning and limited use of media. These factors contribute to a low level of student interest in learning Arabic.</p>
<p>7</p>	<p>Analysis of Student's Arabic Reading Pronunciation Characteristics on Discourse Text "مَدْرَسَتِي"</p> <p>(Utami et al., 2023)</p> <p>Arabic Reading skill</p>	<p>Some students face difficulties in pronouncing Arabic letters correctly. This often leads to mispronunciation of words, which can significantly alter the meaning. Such errors indicate a lack of reading practice among students.</p>

Discussions

Arabic reading skills are a crucial competency that students must acquire to develop their overall Arabic language proficiency. A field study conducted by Munawwaroh (2021) revealed that 50% of students lacked a solid understanding of Arabic grammar. This deficiency in grammar can significantly hinder reading comprehension (maharah qiraah). The objective of reading instruction is to equip students with the skills and fluency required to comprehend written texts and enhance their overall reading ability. Arabic language teaching methods should be designed to foster a love of reading among students. A structured approach, such as pre-reading, during-reading, and post-reading activities, can effectively train students to improve their reading comprehension (Ramadhan et al., 2024).

In addition to reading students certainly need understanding in order to know the intent of a reading. Understanding a text will certainly not be able to except when the individual understands the vocabulary used. Therefore, to train students ' understanding of a text, students must first master vocabulary.

In these reading exercises, students are also trained to pronounce words correctly according to Arabic language rules. By reading aloud, students can become more accustomed to the Arabic language.

Jeremy Harmer (in Febrianingsih, 2021) says there are six important skills to teach when we're teaching reading:

1. Predictive skills
2. Discovering new knowledge
3. Forming a general understanding
4. Acquiring specific details
5. Identifying the purpose and structure of a text
6. Constructing meaning from the text

To develop students' reading skills effectively, teachers can provide activities that encourage them to comprehend information, visualize the text, extract specific details, and interpret the overall meaning.

THE IDENTIFICATION OF PROBLEMS BASED ON PREVIOUS RESEARCH

Research on Arabic language learning challenges has been conducted for several years. Researchers have identified several issues based on previous studies.

1. Problems in Learning Components

The teaching-learning process is very important. These components include methods, approaches, and techniques. In senior high schools (Madrasah Aliyah), a majority of students come from junior high schools (SMP), making many of them unfamiliar with Arabic language learning. Teachers need to find ways to make Arabic interesting for their students, especially for those who are just starting to learn. The way we teach beginners should be different from how we teach students who already know some Arabic.

The components of learning serve as supporting factors for student comprehension. If the methods, approaches, and techniques employed are effective, they will enhance student achievement. This is also true for Arabic reading skills. In addition to ample practice, methods that can boost students' motivation in learning Arabic are necessary. For instance, peer reading groups and other creative strategies developed by teachers can be effective.

2. Different Educational Backgrounds

Different educational backgrounds can create obstacles in Arabic language learning, preventing students from reaching their full potential. The development of habits is crucial in language learning. As language is a tool for communication, the more familiar one is with a language, the more proficient one becomes in using it. Differences in educational backgrounds significantly impact the learning process. Students who previously attended schools under the Ministry of Religious Affairs would have had prior exposure to Arabic. On the other hand, students from schools under the Ministry of Education and Culture would be less familiar with the language.

In addressing this issue, a balanced participation between teachers and students is essential. Teachers can support the learning process by providing optimal instruction, while students must also possess the motivation to learn Arabic effectively. If only teachers strive for excellence in teaching without the corresponding willingness from students, the learning process will not be optimal.

3. Phonology Errors

Arabic letters are very different from the letters we use in Indonesian. This difference necessitates students to adapt to a new set of characters. The pronunciation of Arabic letters is not as straightforward as that of Indonesian letters. Students and teachers often have problems right from the start when learning Arabic, especially with the alphabet. These initial errors can have a significant impact on students' overall language proficiency. These pronunciation errors can hurt students' reading comprehension.

Students who struggle to identify letters or pronounce them correctly will find it difficult to understand the text.

Generally, both students and teachers face linguistic challenges in learning Arabic, including phonological difficulties and diverse educational backgrounds. To solve these problems, everyone involved in education, from teachers to students, needs to work together.

Students' Difficulties In Developing Arabic Reading Skills

According to Kusumo and Afandi (2020), the difficulties encountered in Arabic language learning can be classified into two main categories: linguistic and non-linguistic factors.

1. Linguistic Factors

a) Morphological Aspects

Morphology is the study of how words are formed. It's about how letters are put together to make words and how words are put together to make sentences (Hidayanto et al., 2023). Because the Arabic alphabet is different from other alphabets, it can be difficult for learners. The differences are shown in the table below:

Table. 2 Indonesia and Arabic alphabet

Alphabet in Arabic language	Alphabet in Indonesia language
أ	A
ب	B
ت	C
ث	D
ج	E
ح	F
خ	G
د	H
ذ	I
ر	J
ز	K
س	L
ش	M
ص	N

ض	O
ط	P
ظ	Q
ف	R
ق	S
ك	T
ل	U
م	V
ن	W
و	X
هـ	Y
لا	Z
ء	
ي	

As shown in Table 2 Arabic letters are very different from the letters we use. Students who cannot recognize these letters will face difficulties in reading and writing Arabic words. A study conducted by Noermayanti and Isnaini (2022) found that students struggled to remember new Arabic vocabulary, even though they teach new words every week, their students still have trouble learning them.

b) Phonological Aspects

Each letter has rights that must be fulfilled so that the sound of the letter matches the sound it should make. Inappropriate sounds will cause listeners to mishear words. Being able to say the sounds of the letters correctly is very important when learning to read. If a student can say the Arabic letters correctly, it shows that they understand the alphabet.

Before learning anything else in Arabic, students need to learn how to say the letters correctly. Mastering the basics of Arabic pronunciation is essential for successful language learning.

2. Non-Linguistic Factors

a) Students' Low Intrinsic Motivation

Motivation is a crucial factor in the success of learning (Harahap et al., 2021). Students are more likely to be diligent in their studies when they have intrinsic motivation to achieve something. For instance, in Arabic language learning, a student

who is motivated to speak Arabic will be more inclined to study diligently to achieve their goal.

The importance of student motivation poses a challenge for educators to be innovative and creative in designing engaging learning environments. A stimulating and interesting learning atmosphere can significantly boost students' motivation. Increased motivation, in turn, leads to improved learning outcomes. Therefore, students need positive reinforcement to develop intrinsic motivation for learning Arabic.

b) Insufficient Facilities and Infrastructure

Supporting components such as school facilities also significantly influence the learning process. The things a school has, like books and computers, can help students learn better. The quality of school facilities and the use of varied media are essential for effective learning.

According to a study by Aulia et al. (2023), students complained about monotonous learning due to a lack of varied media, they get bored because their lessons are always the same. Schools need to provide students with the necessary resources to support their learning. Lack of necessary facilities and resources can hinder student motivation.

c) Insufficient Teacher Competency

Teachers as role models for students. Some teachers who have not mastered the field of Arabic are also an obstacle that must be considered. Sometimes the approach used by the teacher is less interesting so students are not interested in learning.

Effective classroom management requires strong leadership skills from teachers. Teachers should also implement reward and punishment systems to motivate students and maintain classroom discipline. The opening of a lesson is crucial to the success of the learning process. If teachers can capture students' attention at the beginning of a lesson, students will be more engaged throughout the lesson.

The Role of Teachers in Supporting the Achievement of Maharah Qiraah

The environment is one of the factors that can influence a student's learning process. Students can more easily acquire Arabic if they are exposed to the language in their environment, such as having parents who can speak Arabic and creating a habit of using the language at home. In addition to the environment, teachers also play a primary role in influencing students.

Teachers are important because they help students learn and be good people. But being a teacher is not easy. Teachers play a pivotal role in shaping students' character, morals, and ability to apply knowledge. The significance of a teacher's role inevitably brings forth various challenges that can hinder the teaching and learning process. There are many challenges that can make it difficult to teach. These challenges may include large class sizes, limited resources, and diverse student needs.

A typical classroom consists of around 30-40 students with diverse backgrounds and they all learn at different speeds. Some students may pick up Arabic quickly, while others may struggle. This can be a challenge for teachers. Teachers are faced with these problems.

As an educator, teachers have demands in various aspects, both cognitive and social aspects of students. In addition, teachers also have demands to ensure that the teaching and learning process runs well (Wahid et al., 2020).

The teacher himself is not only a teacher who transfers knowledge. According to (Prihartini et al., 2019) apart from being an educator, the teacher is also a motivator, leader, manager, actor, instructor, and various other roles. The teacher is a person who leads, directs, and organizes students, as an inspiration and motivation for students.

In an effort to overcome the obstacles experienced, teachers can do various variations in learning. In one class of students, there are many individuals who have different interests and learning styles. Teachers can use media in the form of audio, visual, and others to overcome the obstacles of boredom in students. Teachers can also form small groups in the classroom to build stronger bonds between classmates. These small groups can also be used as a medium for Arabic language familiarization.

Improving the Qiraah Maharah for Madrasah Aliyah Students

Learning any new language is hard, and Arabic is no exception. In Arabic language learning, teachers often face difficulties due to students' unfamiliarity with the Arabic language. Many students are new to Arabic and, consequently, are not accustomed to reading the Arabic alphabet. This makes learning to read very difficult.

All components within a school, including students, teachers, and school administrators, must collaborate to enhance student achievement. Teachers, students, and school administrators are interconnected. If one component faces challenges, it becomes a collective issue that requires a collaborative effort to resolve. Some ways to solve these problems are;

a) For Students

A student's willingness to learn is a key factor in their academic success. Students are individuals who should strive to acquire knowledge to the fullest extent. While teachers play a crucial role, students themselves must possess the intrinsic motivation to learn. Having a personal drive facilitates the learning process.

Reading skills can be enhanced through consistent practice such as regular reading, vocabulary memorization, forming study groups with peers, and actively seeking clarification for any uncertainties. By implementing these strategies, students can become more confident and proficient readers. These simple steps can make a big difference in a student's reading ability.

b) For Teachers

Language acquisition is a matter of habit formation. Effective strategies, methods, and media are essential to facilitate this process (Mufidah, 2020). Teachers must be creative in developing learning materials to enhance students' interest in learning Arabic. By incorporating technology and interactive activities into their lessons, teachers can create a more engaging and effective learning experience.

Reading is more than just decoding words on a page. Reading must involve active mental engagement. Reading is not merely a process of moving one's eyes from left to right; it requires cognitive processes to interpret the meaning of the written text

(Syarifuddin et al., 2021). To enhance students' reading skills, it is crucial to cultivate a reading habit in Arabic. Besides improving reading proficiency, students will also acquire a wider vocabulary. The more they read, the richer their Arabic vocabulary becomes.

c) For School

Every parent aspires to provide the best for their child, including in the selection of a school. Parents strive to choose a school that aligns with their family values and can provide the best possible education for their child. Therefore, parents often conduct extensive research and visit multiple schools before making a final decision.

Parents send their kids to school and expect the school to help them learn and grow. Parents expect schools to provide both emotional and practical support to help students succeed. Schools need to support students in many ways, like making them feel good about themselves and giving them the tools they need to learn. For example, creating a safe and supportive learning environment, providing students with the necessary resources, and offering counseling services.

Schools can implement policies that support students' language development, providing the necessary resources to prevent boredom and enhance learning. By equipping schools with the required facilities and providing ongoing professional development for teachers, schools can ensure that teachers are equipped with the necessary competencies to effectively deliver instruction. Additionally, schools can leverage technology by providing training on the use of digital media, taking advantage of advancements in technology to facilitate teaching and learning.

Schools are important for both teachers and students. Teachers need help too, just like students. Not only should students be provided with adequate resources, but teachers should also receive appropriate support. By providing necessary support to both teachers and students, schools can minimize the challenges faced in the teaching and learning process.

Strategy in Maharah Qiraah

One effective strategy to enhance students' reading skills is through the implementation of peer groups. By dedicating 15 minutes of each class to peer reading activities, teachers can cultivate a reading habit among students. This strategy not only helps students improve their reading skills but also aids in recognizing the Arabic alphabet, expanding vocabulary, enhancing critical thinking, and stimulating overall reading comprehension. Consequently, peer reading can be a solution to address the diverse language abilities of students stemming from different educational backgrounds.

Peer grouping is an effective strategy for improving reading skills. By pairing students with different abilities, teachers can create a supportive learning environment where students can practice reading aloud and receive feedback from their peers. This strategy is designed to encourage students to practice reading aloud without feeling embarrassed. According to Hanifah (2024), this approach involves three stages: preparation, implementation, and evaluation. Groups are formed based on students' abilities, pairing

strong readers with those who are struggling. This strategy aims to motivate weaker students by exposing them to the performance of their more proficient peers.

Implementing peer reading groups is an effective way to address phonological errors. This strategy is recommended based on an analysis of the challenges faced by students. If students spend 15 minutes each day reading with a partner, they will get better at reading and understanding Arabic. The more students are exposed to Arabic texts, the more familiar they will become with reading Arabic. After peer reading sessions, teachers can facilitate class discussions to evaluate students' understanding. Through in-depth discussions, students can develop a deeper understanding of vocabulary, correct pronunciation, and the overall message of the text.

This strategy is known to improve students' maharah qiraah. Research conducted by (Pajirin 2024) states that peer group or peer tutoring produces a score of 8.89 which is equivalent to a significance level of 1%. Through this research, it is proven that the peer group strategy is able to influence students' maharah qiraah.

CONCLUSION

Common challenges faced by students include: (1) being new to the Arabic language; (2) difficulties adapting to the Arabic alphabet; (3) lack of motivation to learn Arabic; and (4) insufficient support from school facilities and resources. According to the research, all components within a school play a crucial role in supporting students' achievement of learning objectives. This study found that students face challenges in one particular speaking skill, namely, reading comprehension (maharah qiraah). In addition to requiring students' awareness and willingness to learn, this issue also needs to be addressed by educators through innovation in media, strategies, and teaching approaches.

Based on the common challenges faced by students, teachers can implement a peer group reading strategy to improve students' reading skills (maharah qiraah). The primary objective of forming peer groups is to cultivate a habit of reading and boost students' confidence. This strategy is particularly suitable for beginners as they can practice reading with their peers. Moreover, this strategy can also stimulate students' motivation to learn Arabic. Language learning requires consistent practice. Through peer groups, it is hoped that students can develop habits and confidence, which will help them better understand Arabic. As a follow-up to this strategy, teachers can facilitate discussions on the assigned reading materials, enabling students to gain a deeper understanding of the texts.

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