

Application of Reading Learning Strategies in Arabic Language Learning at MAN 1 Pekanbaru

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ABSTRACT

This study aims to analyze the application of the qiraah jahriyah strategy in learning Arabic at MAN 1 Pekanbaru. This study uses a descriptive qualitative method with interview, observation, and documentation techniques. The results of the study show that the qiraah jahriyah strategy is effective in improving students' reading, pronunciation, and comprehension of Arabic texts. This strategy also increases students' concentration, confidence, and enthusiasm in learning. However, challenges such as differences in students' Arabic language skills background and time constraints in implementation require careful adjustment of strategies and planning. This approach has been proven to support students' mastery of vocabulary, communication, and writing skills, thus becoming an important foundation for the development of more optimal Arabic teaching methods.

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INTRODUCTION

Until now, Arabic learning in Indonesian schools has been the main concern in an effort to improve students' ability to speak Arabic. One of the schools that implements Arabic language learning is MAN 1 Pekanbaru, where Arabic learning at the school uses one of the reading learning strategies, namely the qiraah jahriyah strategy. The application of this strategy aims to practice good and correct pronunciation. However, the application of this strategy at MAN 1 Pekanbaru has not been paid much attention by other researchers, especially related to how the strategy affects the learning process.

Although a lot of research has been done on Arabic learning methods. This strategy has a role to increase students' focus, improve pronunciation, and make it easier to understand Arabic texts. The purpose of this study is to analyze the application of this strategy in Arabic language learning at MAN 1 Pekanbaru.

Previous studies show research conducted by Al-Jarf (2008), The qiraah jahriyah or reading aloud strategy has a significant contribution to learning Arabic. This strategy aims to train students' pronunciation skills, improve reading fluency, and help students get to know the structure of texts in Arabic. This research shows that reading aloud can help beginner learners to focus more on phonology and language structure.

From these various studies, it can be seen that the qiraah jahriyah strategy is effective in practicing pronunciation and reading fluency, but it does not pay attention to deep understanding of the text. Therefore, this study aims to analyze how the qiraah jahriyah strategy is implemented in MAN 1 Pekanbaru, as well as how it affects Arabic learning in the school.

Based on the background and study questions above, it can be hypothesized that the application of reading learning strategies such as the qiraah jahriyah strategy in learning Arabic at MAN 1 Pekanbaru will have a positive impact on students' reading ability.

RESEARCH METHODOLOGY

This research is a descriptive qualitative research. This study was conducted to describe the application of reading learning strategies in Arabic language learning. The place of research is MAN 1 Pekanbaru, and the secondary data source for this research is books and journals related to reading learning strategies.

The data collection technique in this study is an interview conducted by asking questions directly to Arabic teachers (RM) for the 2024/2025 Academic Year, as well as a source of human data, and

activities in the form of an Arabic learning process that applies reading learning strategies, which also acts as a source of atmospheric data. Meanwhile, other data sources are documents about Arabic teachers, students, curriculum/syllabus/lesson plans, as well as learning facilities and infrastructure.

The steps of data analysis in this study were carried out through participant observation, structured interviews, and documentation. Information obtained from various sources, such as teachers, students, and managers of MAN 1 Pekanbaru, was linked to look for negative evidence. As a result, no evidence to the contrary was found. Statements from various sources show uniformity of information related to the effectiveness of reading learning strategies in learning Arabic in the school.

RESULTS AND DISCUSSION

Application of qiraah jahriyah strategy in Arabic language learning at MAN 1 Pekanbaru

Reading is the ability of humans to see and understand written texts, convert them into the sounds of language, and give meaning (Hadini, N. 2017). This process involves a variety of skills, such as vision, understanding and memory. Reading is not only about saying words, but also interpreting and understanding the message that the writer wants to convey. In addition, reading is an important language skill and involves many thought processes. (Annisa Ramadhani et al., 2023; Harianto, 2020)

Reading can be seen as a process that involves physical and mental activity (Arijani, R. 2013). There are two types of reading, namely reading aloud and reading aloud again. Reading aloud includes reading aloud, reading techniques, and reading beautifully (Suparman, S., & Nurfisani, N. 2021). Sementara itu, membaca tidak bersuara meliputi membaca teliti, membaca untuk pemahaman, membaca ide, membaca kritis, telaah bahasa, skimming (membaca sekilas), dan membaca cepat. Setiap aktivitas, termasuk membaca, biasanya dilakukan dengan tujuan tertentu (Nuraida, Nia, and Lilis Nurteti, 2018). A person who reads with purpose tends to have a better understanding than those who read aimlessly. The main purpose of reading is to seek and obtain information, understand the content, and capture the meaning of reading (Tarigan, 1994: 23).

Strategy comes from the Greek 'strategia' which means strategy or skill in war. (Marzuki, Ismail, likmanul hakim, 2019). According to the term, strategy is a technique or strategy used to achieve maximum learning goals. With this technique, an approach will be born. The

approach gives birth to methods that make techniques. When they are interconnected with each other to produce a maximum goal.(Amri & Kurniawan, 2023; Harianto, 2020)

The types of reading types seen in terms of their delivery are divided into two(Hidayah, 2020; Sugianto & Zaini, 2021), namely: Qira'ah Jahriyah (reading aloud) and Qira'ah Shamitah (reading in the heart).

Based on the results of research conducted at MAN 1 Pekanbaru, this research is focused on the application of reading learning strategies in Arabic learning to improve students' reading skills. The research began on October 29, 2024. Before carrying out the research, the researcher first asked for permission from the school, namely the subject master, to conduct observations and interviews at MAN 1 Pekanbaru by providing a letter of introduction from the campus.

The researcher requested permission to conduct interviews and observations at school with an Arabic teacher, namely RM. After obtaining permission from the school, the researcher began an interview and observation process to explore information about the application of reading learning strategies and their influence on students' reading skills. In data collection, there are 3 main instruments used, namely observation, teacher interviews, student interviews, and documentation. This is an interview question that the researcher can ask RM, an Arabic teacher at MAN 1 Pekanbaru.

The results of the interview with (Interview RM: 2024)."
Alhamdulillah, by using the qiraah jahriyah strategy, students' Arabic language skills have increased significantly. They not only memorize vocabulary, but are also able to use it in communication and writing. Students become more active and enthusiastic in learning. The main challenge is to ensure consistency in the use of Arabic outside of the classroom, but we continue to encourage them to practice every day."

Then the researcher also asked, "Challenges certainly exist. Not all students have the same background in Arabic, so I had to adapt the strategy to their level of understanding. In addition, sometimes time constraints are an obstacle to implementing all strategies in one meeting. However, with good planning, we can overcome it."

As a result of the interview with (Interview RM: 2024), the application of this qiraah jahriyah strategy in Arabic language learning has a significant impact on improving students' abilities. This strategy makes students not only able to memorize vocabulary, but also use it in communication and writing. Students become more active and enthusiastic in the learning process. However, there are challenges in its implementation, such as differences in the background of Arabic language skills in each student that require adjusting teaching methods

according to their level of understanding. Additionally, time constraints are often an obstacle to combining all strategies in a single meeting. However, with good planning, these challenges can be overcome.

In Arabic teaching, the integration of the four skills (maharat) which includes listening (istima'), speaking (takallum), reading (qira'ah), and writing (kitabah) becomes a mutually supportive and inseparable unit (Rathomi, A.2020). This is in line with the emphasis on the qiraah jahriyah strategy that demands the use of Arabic in a real, text-based strategy that focuses on the understanding and production of the text.

Nonetheless, as RM expressed, the challenge of consistency in the use of Arabic outside the classroom is still a major concern. However, through continuous encouragement and effective planning of learning methods, students' Arabic language skills continue to experience significant improvements.

Interview results with (Interview RM: 2024). "The Qiraah Jahriyah strategy has a significant impact on students' abilities. This qiraah jahriyah strategy helps students to practice the pronunciation of words in Arabic, increase concentration, strengthen students' understanding and train students' confidence in reading and learning Arabic." then the researcher also asked with (RM 2024)." Students become more active, enthusiastic, and able to apply Arabic in communication and writing. The understanding of the Arabic text and structure is also improving."

The results of the interview with (Interview RM: 2024)., the application of the qiraah jahriyah strategy has a very good impact on students' understanding in understanding and reading Arabic texts, in addition to this strategy can train students' confidence in learning Arabic. Not only that, this strategy also has a positive impact such as increasing students' learning concentration in learning Arabic. Therefore, this strategy is very important in training reading comprehension and improving students' writing skills.

This approach makes students more active and enthusiastic in learning. They not only understand vocabulary, but are also able to apply it in oral and written communication. In addition, students' understanding of Arabic texts and structures is growing. The application of this combination of strategies makes the learning process more effective and interactive, helping students build confidence in speaking Arabic and achieve better Arabic language competence. This approach can be an important foundation in designing more optimal Arabic teaching methods in the future..

CONCLUSION

The application of the qiraah jahriyah (reading aloud) strategy in learning Arabic at MAN 1 Pekanbaru has proven to be effective in improving students' reading, pronunciation, and comprehension of Arabic texts. This strategy also trains students' confidence, increases concentration, and encourages them to be more active and enthusiastic in learning. However, the challenges faced include differences in the background of students' Arabic language skills and limited time to implement strategies optimally in each meeting. However, with good planning, these challenges can be overcome, making the learning process more interactive and effective. The qiraah jahriyah strategy not only helps students master vocabulary, but also allows them to use Arabic in communication and writing. Thus, this approach can be an important cornerstone for improving students' overall Arabic language competencies.

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