

Implementation of the Qiraah Jahriyyah Strategy in Improving Maharah Qiraah Learning at IAI Sunan Kalijogo Malang

تطبيق استراتيجيات القراءة الجهرية في ترقية تعليم مهارة القراءة في جامعة سونان

كاليجاكا الإسلامية مالانج

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Abstract

Reading skills in learning Arabic are very important to pay attention to because they are part of the importance of understanding Arabic. With reading skills, someone who learns Arabic will know what reading is good and correct according to the rules and will know the meaning of Arabic reading. This article aims to (1) find out the application of the qiraah jahriyyah strategy in learning Arabic at IAI SKJ Malang (2) find out the difficulties in applying the qiraah jahriyyah strategy in learning Arabic at IAI SKJ Malang and solutions in applying the qiraah jahriyyah strategy to learning Arabic at IAI SKJ Malang. This research is qualitative research based on field studies, data was collected through observation, interviews and documentation techniques. In this case, the researcher made direct observations at IAI SKJ Malang and interviewed teachers who taught Arabic language courses, especially in the Arabic Language Education department, semester 3. The results of this research were that the implementation of the qiraah jahriyyah strategy was very good and created positive things for the students, However, there are problems from several factors, namely (1) internal factors, errors in sound system, punctuation and recitation. (2) external factors, resulting from student factors and learning media factors. And the solution is the activeness of a teacher and student which is very important in improving Arabic language learning.

Keywords: Arabic Language, Implementation, Qiraah Jahriyyah Strategy.

ملخص البحث

مهارات القراءة في تعلم اللغة العربية مهمة جدًا للاهتمام بها لأنها جزء من أهمية فهم اللغة العربية. مع مهارات القراءة، فإن من يتعلم اللغة العربية سيعرف ما هي القراءة الجيدة والصحيحة وفقًا للقواعد وسيعرف معنى القراءة العربية. تهدف هذه المقالة إلى (1) معرفة تطبيق استراتيجيات القراءة الجهرية في تعلم اللغة العربية في جامعة سونان كاليجاكا مالانج (2) لمعرفة الصعوبات في تطبيق استراتيجيات القراءة الجاهرية في تعلم اللغة العربية في جامعة سونان كاليجاكا مالانج وحلول في تطبيق استراتيجيات القراءة الجاهرية. هذا البحث هو بحث نوعي يستند إلى الدراسات الميدانية، وتم جمع البيانات



من خلال المراقبة والمقابلات وتقنيات التوثيق. في هذه الحالة، أدلى الباحث بملاحظات مباشرة في جامعة سونان كاليجاكا مالانج وأجرى مقابلات مع المعلمين الذين درسوا دورات اللغة العربية، وخاصة في قسم تعليم اللغة العربية، الفصل 3. كانت نتائج هذا البحث أن تنفيذ استراتيجية القراءة الجاهرية كان جيدًا جدًا وخلق أشياء إيجابية للطلاب، ومع ذلك، هناك مشاكل من عدة عوامل، وهي (1) العوامل الداخلية والأخطاء في النظام السليم وعلامات التقييم والتلاوة. (2) العوامل الخارجية الناجمة عن العوامل الطلابية وعوامل وسائط التعلم. والحل هو نشاط المعلم والطالب وهو أمر مهم للغاية في تحسين تعلم اللغة العربية.

الكلمات المفتاحية: اللغة العربية، التنفيذ، استراتيجية القراءة الجهرية.

1. INTRODUCTION

Arabic is a well-known foreign language and is the second international language. The language used by Arab nations when communicating in their daily lives. In Arabic there are many linguistic variations. Language variation is a phenomenon that occurs in a language community in society. various variations or varieties of language that occur in a language, namely from the aspects of sound, structure, vocabulary and meaning.¹

Arabic learning strategies are very necessary. Learning strategies are plans, rules, steps and tools that will be implemented in practice and will be passed from opening to closing in the learning process in the classroom in order to realize the objectives. Learning strategies are carried out so that students can receive material more effectively and efficiently. The choice of Arabic language learning strategy cannot be done haphazardly, but is adjusted to the language skills to be studied.²

Reading is divided into two, namely: (1) Reading aloud (*qira`ah jahriyyah*), namely reading with emphasis on the activity of the speaking members; mouth, lips and throat to make sounds (voices). (2) Reading silently (*qira'ah shamitahah*), namely reading by looking at the letters and understanding the meaning of the reading without the activity of the speaking organs.³ Students' proficiency in reading Arabic texts can be seen from several indicators, namely; (1) sound out the letters, words and sentences contained in the *qiraah* text; (2) recognize sentence structure, by giving letters, words and sentences contained in the *qiraah* text; and (3) finding meaning from the text read.⁴

Qiraah Jahriyyah is a form of reading a text out loud with a frequency of 800 Hz - 1000 Hz for a sound size that can be heard by all students in the classroom. So, the

¹ A. Kosim, Nama-nama Pesantren di Bandung Raya (Kajian Sosiolinguistik), *Kalamuna* (2021), 1-24.

² H. Q. Khansa, Strategi Pembelajaran Bahasa Arab. *Prosiding Konferensi Nasional Bahasa Arab II* (2016), 1-10.

³ M. S. Zaini, Efektifitas Pembelajaran Bahasa Arab dengan Strategi Qiraah Jahriyyah untuk Meningkatkan Pembelajaran Maharah Qiraah di MTS Zainul Hasan Genggong Pajajaran tahun 2021. *Jurnal Pendidikan Islam BAHTSUNA*, (2022). 1-6.

⁴ A. Rathomi, Pembelajaran Bahasa Arab Maharah Qira'ah Melalui Pendekatan Saintifik. *Ta'dib : Jurnal Pendidikan Islam* (2019), 1-8.

Qiraah Jahriyyah learning strategy is a form of teacher effort in organizing learning activities to achieve the goals outlined by emphasizing the process of reading texts aloud in order to help students focus attention, ask questions and plan discussions. Qiraah Jahriyyah emphasizes the ability to read by maintaining the sound consistency of the Arabic language, both in terms of makhrāj and other sound characteristics, proper rhythm and expressions that describe the writer's feelings, fluently, that is, not halting or repetitive, and paying attention to punctuation.⁵

IAI Sunan Kalijogo Malang Campus is a tertiary institution located on Jl. Keramat, West Gandon Hamlet, Sukolilo, District. Jabung, Kab. Malang, East Java Indonesia. The IAI SKJ Malang campus was established in 2018 and is an Islamic boarding school-based campus and includes a Tarbiyah faculty and an Arabic Language Education (PBA) department. In this research, the researcher only focused on learning maharah Qiraah for semester 3, totaling 13 people and only one class. The researcher took this research because there are several unique things in the learning strategy for the maharah qiraah course.

Research written by Sya'bani and Anwar in 2020, with the title: Analysis of the Al-Qiraah Al-Jahriyyah Method in improving Arabic text reading skills. The results found were that by applying the al-Qiraah al-Jahriyyah method students were more active in learning Arabic and more courageous in pronouncing the vocabulary they read. And after several meetings using the al-Qiraah al-Jahriyyah method, students who previously did not have the mental capacity to read Arabic texts in front of other students are now braver and their error rate has even decreased.⁶ Then, research by Sugianto and Zaini in 2022, with the title: Effectiveness of Arabic Language Learning with the Qiraah Jahriyyah Strategy to Improve Maharah Qiraah Learning at MTS Zainul Hasan Genggong Pajajaran. The results of research found in the field using reading tests found that understanding of reading texts was quite good. Furthermore, research by Nahdla et al in 2023, entitled: Qiraah Learning Strategy at the Nahdlatul Ulum Islamic Boarding School in Metro City. The results obtained in the research field are that in designing learning strategies there are several components that must be considered. namely preliminary learning activities, delivery of information, student participation, tests, and follow-up activities. Arabic language learning strategies based on language proficiency are divided into six, namely mufradat, tarkib, istima', kalam, qira'ah, and kitabah learning strategies.⁷

From the explanation above, the similarity of the research contained in this theme is research on qiraah jahriyyah for the first and second research, while the last research includes all maharah qiraah learning strategies, and for onjel the research is different. With previous research, the researcher knows that there are similarities in the theme of the maharah qiraah learning strategy which focuses on the qiraah jahriyyah strategy, but the researcher found something unique in the learning that took place at IAI SKJ Malang. So, in this case the researcher aims to (1) find out the application of the qiraah jahriyyah strategy in learning Arabic at IAI SKJ Malang (2) find out the difficulties in implementing

⁵ N. A. Tenri Rahmadani, Strategi Pembelajaran Bahasa Arab Melalui Metode Qiraah Jahriyyah Pada Masa Pandemi Covid -19. *Jurnal Karya Ilmiah Mahasiswa (KIMA), Pusat Penerbitan & Publikasi Ilmiah (P3i)* (2022), 1-10.

⁶ M. Z. Anwar, Analisis Metode Al-Qira'ah Al-Jahriyyah dalam Meningkatkan Keterampilan Membaca Teks Berbahasa Arab. *An-Naba : Jurnal Pemikiran dan Penelitian Pendidikan Islam* (2020), 1-9.

⁷ A. N. Naila Cahya Nahdla, Strategi Pembelajaran Qiraah di Pondok Pesantren Nahdlatul 'Ulum Kota Metro. *Al-Maghazi: Arabic Language in Higher Education* (2023), 1-9.



the qiraah jahriyyah strategy in learning Arabic at IAI SKJ Malang (3) solutions in implementing the strategy qiraah jahriyyah towards learning Arabic at IAI SKJ Malang.

2. RESEARCH METHOD

This research is qualitative research based on field research, which is presented descriptively analytically, namely presenting data in the form of words, images, and not in the form of numbers.⁸ In this case, the research data is in the form of the application of qiraah jahriyyah to 3rd semester students of PBA IAI SKJ Malang. The data sources are divided into two, namely primary and secondary data sources. Primary data sources are 13 PBA IAI SKJ Malang 3rd semester teachers and students, while secondary data are books and journals about qiraah jahriyyah strategies in learning Arabic and other sources relevant to the research topic.

Data was collected through observation, interviews and documentation techniques. In this case, the researcher made direct observations at IAI SKJ Malang and interviewed teachers who taught Arabic language courses, especially in the 3rd semester Arabic Language Education department, and collected documentation in the form of pictures of teaching and learning during the course and practice question sheets related to the maharah theme. qiraah obtained through reading and note-taking stages. Then, the data was analyzed using Miles and Huberman's analysis techniques including (1) data reduction to sort out data that explains the difficulties experienced by students in the qiraah jahriyyah strategy; (2) presenting data, and (3) drawing conclusions to express the results of research regarding the application of the qiraah jahriyyah strategy in improving Arabic language learning at IAI SKJ Malang.

3. FINDING AND DISCUSSION

Application of the Qiraah Jahriyyah Strategy in Arabic Language Learning at IAI SKJ Malang

The application emphasized at IAI SKJ Malang in learning qiraah is qiraah jahriyyah. Qiraah Jahriyyah prioritizes reading aloud, reading by emphasizing the activities of the speaking, oral, lips and throat to produce sounds (sounds).⁹

The steps in implementing Qiraah Jahriyyah at IAI SKJ Malang are: First, the researcher presents reading material that is long or short and easy for students to understand. At this stage, researchers provide reading material in Arabic so that each other understands and understands the reading text and shares it thoroughly, not just those reading it. and on this, focus on reading and don't move on to thinking about meaning.

Second, the researcher selected and asked the students one by one to read the Arabic text that had been distributed in turn. And students must read the language text aloud so that other students can hear what one of the students is reading. In this case, students sometimes read sitting or standing to build their enthusiasm for reading. And the others have to pay attention to their friends who are reading the Arabic text carefully.

Third, researchers confirm the reading that students have read so that they know what is wrong and what is right. Then, give an opportunity to one of the students who made a mistake in reading and repeat reading the text to emphasize the student's reading. So as not to repeat the same mistakes.

⁸ Z. Abdussamad, *Metode Penelitian Kualitatif*. Syakir Media Press, (2021).

⁹ S. Dahlia, Urgensi Metode Qiraah Dalam Pembelajaran Bahasa Arab di PTAI. *Arabia* (2013), 1-19.

Fourth, the researcher asks students about mufradat that they don't yet know and the researcher gives a mufradat that is considered difficult or the student asks about a mufradat that they don't understand and then the researcher gives the meaning of that mufradat. In this case, the researcher does not directly provide the meaning but through a sentence and underlines the mufradat that is not understood, then students guess the meaning of the mufradat being asked so that they can understand the meaning and so that they have time to think independently and find the meaning of the mufradat themselves according to their abilities.

Fifth, the researcher gave students time to understand the meaning contained in the paragraphs that were read at the beginning. In this case, the researcher went around among the students to see their activity and seriousness in understanding the meaning contained in it, and the students read the text many times in order to understand the meaning contained in the Arabic text. When the time is up, students are given the opportunity to anyone who wants to explain the meaning contained therein.

Sixth, the researcher confirmed the meaning that had been concluded by one of the students so that students would know the true meaning.

Seventh, the researcher gave questions related to the theme that had been given to the students and the students were given a few minutes so they could repeat their reading, then answer the questions that had been given by the researcher.

Eighth, after the time to answer was up, the researcher appointed one of the students in turn to read the questions and answers aloud so that all their friends could hear the reading and answers. Then, the researcher confirmed it directly in order to know what was right and wrong. If something is wrong, students must justify their answer so as not to repeat the same mistake.

Ninth, the researcher summarized the themes that had been studied to emphasize students' understanding of Arabic reading texts.

This strategy can help students present understanding. However, the emphasis of this strategy is not only on understanding but also on good and correct expression of the language (pronunciation) of Arabic reading. The steps are: (1) Divide students into several groups according to the distribution of reading material. (2) Choose text that is quite interesting and divide it into 4-5 parts according to group division. And each group understands its part. (3) Ask students to read the text aloud. (4) When reading is in progress, stop at certain points to emphasize the meaning and explanation needed. (5) End the learning process by asking about things in the text.¹⁰

Apart from the implementation stages explained above, there is the implementation of the qiraah jahriyah strategy which is applied in the PBA IAI SKJ Malang class when learning Arabic with group learning, one of which is in terms of discussions between groups to enliven learning in class so that students are active in learning Arabic. The steps are as follows: (1) the researcher divides the students into several groups (2) the researcher gives them time to read the Arabic theme text that has been distributed (3) the researcher supervises how students learn in groups to help each other in discussions (4) The researcher gives time to answer the questions that have been given and students must read carefully and carefully an Arabic text in order to be able to answer questions related to the Arabic theme that has been given. (5) the researcher gives a signal when the discussion time reaches the predetermined time. (6) when the time is up, students must have finished discussing and working on questions related to the Arabic

¹⁰ K. A. Harianto, Efektivitas Pembelajaran Qiraah pada Program Studi Pendidikan Bahasa Arab Fakultas Ilmu Budaya Universitas Jambi. *Jurnal Titian*, (2017), 1-14.



reading text that has been discussed. (7) The researcher gave all students the opportunity to read the Arabic text in turns so that everyone could read the questions and answers that had been discussed between groups.

With the strategy of implementing qiraah jahriyah at IAI SKJ Malang, it is proven that this implementation has a very positive and good effect on Arabic language students. They can be active in learning by reading Arabic texts alternately according to these steps.

Difficulties in Implementing the Qiraah Jahriyyah Strategy in Improving Arabic Language Learning for PBA Students at IAI SKJ Malang.

The difficulties faced by third semester students of PBA IAI SKJ Malang in increasing their Arabic language learning using the qiraah jahriyyah strategy are as follows:

1. Internal Factors

a) Sound system

Errors in pronouncing words and letters, such as: makhrajnya errors. For example, lafadz syin (ش) is replaced with lafadz sin (س), and lafadz dhzat (ظ) is replaced with tha' (ط), and lafadz 'ain (ع) is replaced with ghain (غ) and so on.¹¹ For example in an Arabic text below:



The results of the research from observations of students in reading the Arabic text above with the application of the qiraah jahriyyah strategy, namely, there were errors in reading the word انتشر, the letter ش was pronounced س. These two letters are of course different makhraj.

b) Punctuation

Punctuation marks are symbols that are not related to phonemes (sounds) or words and phrases in a language, but serve to show the structure and organization of a piece of writing, as well as intonation and pauses that can be observed during reading. Punctuation rules vary across languages, locations, times, and are constantly evolving. Some aspects of punctuation are style specific and therefore depend on the researcher's choice. Don't pay attention to Arabic punctuation such as: tasydid (◌◌), fathah (◌◌◌), kasrah (◌◌◌◌), tanwin (◌◌◌◌◌) and others so that mistakes can have fatal consequences.¹² For example in an Arabic text below:

¹¹ W. Mahmudin, Problematika Pembelajaran Al-Qira'ah dan Solusi Pemecahannya (Studi Deskriptif Kualitatif di MA Miftahurrahman Tasikmalaya). *Thariqotuna : Jurnal Pendidikan Islam*, (2018), 1-28

¹² L. Nasaruddin, Penerapan Metode Qira'ah Al-Jama'iyah dalam Meningkatkan Kemampuan Membaca dan Memahami Teks Qira'ah MA Mu'allimin Nahdlatul Wathan Anjani. *Al-Hikmah: Jurnal Studi Islam*, (2021). 1-5.

وفي مكة الكعبة المشرفة، والمسجد الحرام، وهو أول بيت وضع للناس قال تعالى: ﴿إِنَّ أَوَّلَ بَيْتٍ
وُضِعَ لِلنَّاسِ لَلَّذِي بِبَكَّةَ مُبَارَكًا وَهُدًى لِلْعَالَمِينَ﴾. وقد بنى الكعبة نبي الله إبراهيم، وابنه إسماعيل في
مكان تحيط به الجبال. قال تعالى: ﴿وَاصْرَفْ بِرَحْمَةِ رَبِّكَ الْعَاثِمِينَ وَالْبَيْتَ الَّذِي رَبَّنَا اتَّخَذُوا حَتًّا﴾. وفي
مكة من المشاعر المقدسية: منى، ومزدلفة، وعرفات، والصفاء والمروة، وزمزم.

المدينة المنورة: تُعدُّ المدينة المنورة الإسلامية الثانية بعد مكة؛ إذ يوجد فيها مسجد النبي -صلى الله عليه
وسلم-. قال الرسول -صلى الله عليه وسلم-: "صلاة في مسجدي هذا أفضل من ألف صلاة فيما سواه إلا
المسجد الحرام، وصلاة في المسجد الحرام أفضل من مئة ألف صلاة فيما سواه".
بدأ تاريخ المدينة المنورة، في العصر الإسلامي بعد هجرة الرسول -صلى الله عليه وسلم- إليها. ومنذ
ذلك اليوم، صارت المدينة مقراً للإسلام، ومصدراً للنور الذي انطلق؛ ليُنير العالم بنور الإيمان والهدى. وفي المدينة
مسجد قباء، أول مسجد أسس على التقوى. وفيها جبل أحد الذي وقعت عنده غزوة أحد.

The results of the research from observations of students in reading the Arabic text above with the application of the qiraah jahriyyah strategy, namely, there were reading errors in the following sentences:

- 1) In sentences بَيْتِي , بَيْتِي be read بَيْتِي , بَيْتِي.
- 2) In sentences وَأَبْنُهُ , وَأَبْنُهُ be read وَأَبْنُهُ , وَأَبْنُهُ
- 3) Pada kata مَعْنَى be read مَعْنَى
- 4) Pada kata تُعَدُّ be read تُعَدُّ tanpa tasydid
- 5) Pada kata لِلنُّورِ dibaca لِلنُّورِ tanpa tasydid

With the reading errors described above, one error in punctuation can cause a misunderstanding. That every Arabic reading must be in accordance with its rules.
c) Tajwid

Errors in the recitation, which should have been bolded, have been thinned out. Which previously had to be said. There may also be errors in stop signs. When reading the Qur'an, this stop sign can result in incorrect understanding, if the stop sign is not paid attention to. If mistakes like this occur, teachers should not let the mistakes drag on, so that they become accustomed to making mistakes.¹³ For example, it should be read Alhamdulillahirabbil'alamiin (الحمد لله رب العالمين) read Alhamdulillahirabbil'ngalamiin. and so on, practice a lot of reading so that it is correct and precise. As an example reading below:

¹³ M. N. Fahamsyah, Efektivitas Penerapan Metode Qiraah Jahriyyah dalam Meningkatkan Maharah Qira'ah Bahasa Arab Terhadap Siswa Kelas III MI YKUI Maskumbang. *Jurnal AL-Fawaid: Jurnal Agama dan Bahasa*, (2022). 1-10.



The results of the research from observations of students in reading the Arabic text above with the application of the qiraah jahriyyah strategy, namely, there were reading errors in several sentences that were not in accordance with tajwid, students who read quickly, there was one whose reading did not see commas. There are others who read it not according to the makhraj, such as the qalqalah letters, which should have vibrations.

According to Abu Bakar Muhammad (1980:39), problems in reading Arabic texts can occur, including: (1) Not paying attention to how to sound the letters according to their makhraj; (2) Not paying attention to mad (long and short), idgham and waqaf; (3) there are no sounds according to their place, (4) Start reading without first paying attention to the places where they stop, such as: commas, semicolons and periods; (5) Filter out unnecessary sounds.¹⁴

In conclusion, from some of their reading, there are only a few of them who are fast at reading it, and the rest are moderate, meaning they are not very fluent and fluent in reading Arabic.

2. External Factors

a) Student factors

The student factor in learning Arabic at PBA IAI SKJ Malang is that there are students who do not understand Arabic vocabulary or Arabic sentences which can cause them to misunderstand Arabic texts correctly. Apart from that, there are students who cannot read Arabic texts fluently and fluently. Therefore, students must be more careful and thorough in studying Arabic reading texts and continue to practice to be more enthusiastic in trying so that they can then be more fluent and fluent in reading Arabic texts. and no less important are makhraj and Arabic language rules that must be taken into account in order to make it easier for students to understand Arabic reading texts.

b) Learning media factors

For the learning media factor for IAI SKJ Malang, especially the qiraah course at PBA, not all of them have cellphones, therefore, for Arabic learning books you can use PDF files that have been shared online or hard files that have been printed. However, it would be good to distribute hard files to students so that they can read Arabic texts continuously. In other words, they can learn to read Arabic

¹⁴ M. N. Sadiyah, Metode Contextual Teaching and Learning dalam Pembelajaran Maharah Qira'ah. *Jurnal REVORMA*, (2023). 1-16.

texts outside of class, especially for students who don't have cell phones. Apart from that, so that they can understand better when they repeat or re-study the Arabic reading texts that have been studied in class.

Solution for implementing the Qiraah Jahriyyah strategy in learning Arabic for PBA students at IAI SKJ Malang.

Providing various kinds of reading exercises to students is aimed at deepening students' mastery and fluency in their Arabic pronunciation of the material being taught and determining their level of mastery and reading fluency in that material. Teachers must provide practice to students as often as possible after the material has been taught. The exercises are given after students have understood and read the material studied well. Apart from that, with various kinds of reading exercises, students will try to gain knowledge regarding understanding the material that has been taught by the teachers.

With various errors in the implementation of qiraah jahriyyah, teachers are required to better monitor students in learning Arabic in the classroom. For supervision outside of class, you can do exercises to find out student progress. As are the tasks related to the theme of maharah qiraah. To improve reading skills, students must practice more in reading Arabic texts. not only in the classroom but also outside the classroom. In order to improve students' reading skills from not yet fluent to fluent in how to convey reading.

In mastering Arabic, students must understand the mufradat (vocabulary) of each Arabic word in order to make it easier for students to study and understand Arabic texts. students who do not understand and find it difficult to understand an Arabic text, the teacher must train students by memorizing vocabulary little by little to remember the meaning of words in Arabic. indirectly, if students have started memorizing vocabulary little by little students will begin to understand the meaning of Arabic. When students understand the meaning of Arabic vocabulary, teachers can train students to translate Arabic texts so that students not only understand the vocabulary but can translate it too.

From the presentation of the solution, the conclusion that can be drawn is that there is activeness for teachers to supervise their students and also activeness of students in practicing and continuing to try to gain knowledge, especially Arabic, in order to improve good understanding in the skill of reading Arabic texts properly and correctly in accordance with the rules. And the most basic thing that teachers must do in overcoming problems when learning Arabic is to approach students by implementing interesting and creative learning methods, for example with games and so on, so that students do not feel bored while learning is taking place.

4. CONCLUSION

The Qiraah Jahriyyah learning strategy is a form of teacher effort in organizing learning activities to achieve the goals outlined by emphasizing the process of reading texts aloud in order to help students focus attention, ask questions and plan discussions. The research results from this study are that the implementation of the qiraah jahriyyah strategy is very good and creates positive things for students, but there are problems from several factors, namely (1) internal factors, errors in sound system, punctuation and recitation. (2) external factors, resulting from student factors and learning media factors. And the solution is the activeness of a teacher and student which is very important in improving Arabic language learning. And the most basic thing that teachers must do in overcoming problems when learning Arabic is to approach students by implementing



interesting and creative learning methods, for example with games and so on, so that students do not feel bored while learning is taking place.

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