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Problematic Difficulties in Reading Arabic Texts for Students at MTs DDI Salumbia

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Abstract

Many students at the junior secondary level, especially in grade VIII at MTs DDI Salumbia, experience difficulties in reading Arabic texts. These difficulties affect the effectiveness of learning and students' understanding of Arabic language materials. This study aims to describe the problems related to difficulties in reading Arabic texts, analyze the causal factors, and identify the most effective solutions to address these problems. This research employed a descriptive qualitative approach involving Arabic language teachers and grade VIII students of MTs DDI Salumbia. Data were collected through observation, interviews, and documentation. The findings revealed that students' reading difficulties stemmed from internal factors, such as limited ability to read the Qur'an and lack of recognition of Hijaiyah letters, as well as external factors, including the shortage of qualified Arabic teachers and an unsupportive learning environment. Proposed solutions include school collaboration with universities or Islamic boarding schools to recruit Arabic language teachers, creating a school environment that supports Arabic language habituation, and strengthening students' foundational skills through tahsin training, iqra learning, and small group guidance.

Keywords: *Problems, difficulties, reading Arabic text*

Abstrak

Banyak peserta didik tingkat MTs, khususnya kelas VIII di MTs DDI Salumbia, mengalami kesulitan dalam membaca teks berbahasa Arab. Kesulitan ini berdampak pada efektivitas proses pembelajaran dan pemahaman materi bahasa Arab secara menyeluruh. Penelitian ini bertujuan untuk mendeskripsikan problematika kesulitan membaca teks bahasa Arab, menganalisis faktor penyebabnya, dan mengidentifikasi solusi paling efektif untuk mengatasi permasalahan tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan subjek penelitian terdiri dari guru mata pelajaran bahasa Arab

dan peserta didik kelas VIII MTs DDI Salumbia. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kesulitan membaca teks bahasa Arab disebabkan oleh faktor internal, seperti belum mampu membaca Al-Qur'an dengan lancar dan keterbatasan pengenalan huruf Hijaiyah, serta faktor eksternal, seperti minimnya guru bahasa Arab dan lingkungan belajar yang kurang mendukung. Solusi yang ditawarkan antara lain: kerja sama sekolah dengan perguruan tinggi atau pesantren untuk penyediaan guru bahasa Arab; menciptakan lingkungan pembiasaan bahasa Arab; serta memperkuat kemampuan dasar melalui pelatihan tahsin, pembelajaran iqra, dan bimbingan kelompok kecil.

Kata Kunci: *Problematika, kesulitan, membaca teks Bahasa Arab*

Introduction

According to Kridalaksana, language is a conventional system of sound symbols used for communication in a social context, used by a group of people to cooperate, interact, and identify themselves. When living together in a society, language is the most reliable and effective means of communication. Humans use language in their daily lives. Language is very important throughout human life. If the use of language can be understood at least in accordance with the intent and purpose of the speaker, then the language has achieved its purpose in conveying messages in communication. Devitt & Hanley explain that language is a message conveyed in the form of expression as a means of communication in certain situations in various activities.¹ Devitt & Hanley explain that language is a message conveyed in the form of expression as a means of communication in certain situations in various activities.²

Arabic is a language rich in rules, structures, and vocabulary. Not only that, Arabic is also one of the oldest languages in the world and has features that no other language in the world has. The specialty in question is that Arabic is the medium used by the Qur'an in communicating divine messages.³ Arabic is not a foreign language for Muslims. Many Muslims learn Arabic from kindergarten to higher education. In general, the purpose of learning Arabic is to understand the Qur'an and hadith. Because to understand both of them, it is absolutely necessary to be able to understand Arabic.⁴

"Learning" and "learning" are two terms that often sound contradictory, but in essence they are like two sides of a coin that cannot be separated. Learning and learning are two interconnected concepts, both of which are the main

¹ O. Mailani, et al., eds., *Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia*, Didaktika: Jurnal Kependidikan 1, no. 2 (2020): 1.

² Noermanzah, "Bahasa sebagai Alat Komunikasi, Citra Pikiran, dan Kepribadian," *Prosiding Seminar Nasional Bulan Bahasa (Semiba)* (2019): 307.

³ Marni, "Pengaruh Metode Qirā'ah terhadap Pemahaman Peserta Didik tentang Isim Nakirah dan Ma'rifah," *Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2022): 40.

⁴ Aprizal, A.P., "Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam," *Jurnal Pendidikan Guru* 2, no. 2 (2021): 87.

activities in education. Learning is interpreted as a process of behavior change as a result of individual interaction with the environment. Behavioral changes resulting from learning are continuous, functional, positive, active, and directed. Meanwhile, learning is defined as an activity that proceeds through the stages of planning, implementation, and evaluation.⁵

Learning is an activity in which the process of teaching, training, modeling, and/or organizing and facilitating student learning is carried out in order to achieve educational goals. Learning is also defined as a systematic effort that enables the creation of education. Learning is a process of interaction between students, educators, and learning resources in a learning environment. Learning is support provided by educators so that the process of acquiring knowledge, acquiring skills and habits, and forming attitudes and beliefs of students takes place. In other words, learning is a process that helps students learn well.⁶ Arabic language learning emphasizes the development of four core skills: listening, speaking, reading, and writing. Among these, reading is a fundamental competency that learners are expected to acquire. Mastery of reading skills contributes to expanding vocabulary and deepening students' understanding of Arabic language content.⁷

When the researcher made initial observations at the school, the author interviewed the Arabic language teacher at the school, where the author got information that there were still many students who had difficulty reading texts related to Arabic so that it made learning less effective during Arabic language learning. Based on the explanation above, the researcher concluded that there are still many VIII grade students who have difficulty reading Arabic texts; therefore, this study aims to determine the causes of reading difficulties of VIII grade students of MTs DDI Salumbia and what is the most effective solution to overcome these difficulties.

Problematics

Problematics in educational research refers to the gap between ideal objectives and actual outcomes, as explained by Creswell (2021) in identifying meaningful research issues. In another sense, problematic can be defined as a gap that arises between expectations and reality. This gap requires a solution or an effort to reduce it. According to Creswell, problems are gaps or issues that arise from literature review, real conditions in the field, or observations that show inconsistencies or ambiguities. Problematics not only shows that

⁵ Haizatul Faizah dan Rahmat Kamal, "Belajar dan Pembelajaran," *Jurnal Basicedu* 8, no. 1 (2024): 467.

⁶ Rika Lutfiana Utami, "Konsep Pembelajaran Bahasa Arab dengan Pendekatan Komunikatif di Kelas VII SMP Muhammadiyah Depok," *Shaut Al-'Arabiyyah* 8, no. 1 (2020): 64.

⁷ Lady Farah Azizah dan Ariadi Muliansyah, "Keterampilan Berbahasa Arab dengan Pendekatan Komprehensif," *Journal UIN Mataram* 19, no. 1 (2020): 58.

there is a problem but also explains why the problem is important to study and how it impacts the relevant field.⁸ In the teaching and learning process at schools, it is common to encounter a variety of challenges. These issues range from students' difficulties in understanding the material to the obstacles faced by teachers during classroom instruction. According to various perspectives, educational problems often result from the interaction between two parties – teachers and students – which together create complex situations that demand effective solutions. Therefore, rather than determining which side is more at fault, efforts should be directed toward resolving the issues constructively.⁹

Difficulty

According to the Big Indonesian Dictionary (KBBI), difficulty means a situation that is difficult to solve, do, and so on. The difficulty referred to here is the difficulty of students in reading so that learning is hampered. Learning difficulties are conditions where students face certain obstacles in following the learning process and obtaining the best learning outcomes. Learning difficulties experienced by students indicate a gap or distance between the expected academic achievement and the academic achievement achieved by students in reality.¹⁰

Learning difficulties are a problem in the learning process that causes students to not be able to follow the learning process properly like students in general, which is characterized by certain obstacles so that students cannot achieve good learning outcomes as expected. Each student has a different level of intellectual development, family background, learning habits, and learning style. However, all students are entitled to good academic results. For students who have characteristics that make it difficult for them to understand lessons and face learning hurdles, learning barriers will arise.¹¹

Reading Arabic Texts

According to Tarigan, reading is a process that is carried out and used by readers to obtain messages to be conveyed by the author through written words/materials or by picking and understanding the meaning contained in

⁸John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Thousand Oaks, CA: SAGE Publications, 2021), 55.

⁹Selly Nursafitri, et al., eds., *Problematisasi dalam Penerapan Media Pembelajaran yang Berlaku di MI/SD, Prosiding SEMAI* (2024): 793.

¹⁰M. Fatah, Fitriah M. Suud, dan Moh. Toriqul Chaer, "Jenis-Jenis Kesulitan Belajar dan Faktor Penyebabnya: Sebuah Kajian Komprehensif pada Siswa SMK Muhammadiyah Tegal," *Psycho Idea* 19, no. 1 (2021): 90.

¹¹Yeni Agustin, "Mengenal Kesulitan Belajar pada Siswa SMA," *Seminar Nasional Pendidikan dan Pembelajaran ke-6* (2023): 10–11.

written materials.¹² Reading is a thinking process that helps one understand the meaning of the writing that is read. Based on that, reading is essentially an action that does not simply interpret writing but also involves many things, including visual, thinking, psycholinguistic, and metacognitive activities.¹³

Reading in Arabic is also known as qirā'ah. The word qirā'ah comes from the word قرأ - يقرأ - قراءة which means reading. Reading is one of the 4 aspects of language skills, consisting of listening proficiency, speaking proficiency, reading proficiency, and writing proficiency. Reading is a process of communication between the reader and the writer through the text written, so directly in it, there is a cognitive relationship between spoken language and written language.

Reading ability is one of the most important language skills; without reading, a person's life will be static and not develop. In language learning in general, including Arabic, the urgency of reading skills cannot be doubted, so teaching reading is one of the most important activities that must be considered.¹⁴

Several previous studies have examined reading difficulties in Arabic language learning across different educational levels. While these studies provide valuable insights, they tend to focus either on university students or general linguistic challenges without specifically addressing foundational reading issues such as recognizing Hijaiyah letters, phonological awareness, and articulation. To clarify the novelty and positioning of the present study, the following table summarizes key findings from relevant prior research, along with identified research gaps.

Table 1.
Summary of Previous Research on Arabic Reading Difficulties

No	Researchers	Focus of Study	Method	Findings	Research Gap
1	Bunga Sessas et al.	Problems in reading Arabic texts among Arabic education students at UIN Jakarta	Qualitative descriptive	Students faced linguistic and non-linguistic difficulties; motivation and engaging texts help overcome these issues.	Focused on university students; did not address basic literacy in Hijaiyah letters or phonetic articulation
2	Syarifah Aini et al.	Reading difficulties in Arabic	Qualitative descriptive	Internal factors: low competence and motivation;	Did not offer structured solutions; lacks

¹² Eko Harianto, "Keterampilan Membaca dalam Pembelajaran Bahasa," *DIDAKTIKA* 9, no. 1 (2020): 2.

¹³Humiras Hardi Purba, et al., eds., "Aspek-Aspek Membaca dan Pengembangan dalam Keterampilan Membaca Kelas Tinggi," *Jurnal Riset Pendidikan dan Bahasa* 2, no. 3 (2023): 180.

¹⁴Hikmatul Khoiriyah, "Metode Qirā'ah dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab untuk Pendidikan Tingkat Menengah," *Jurnal LISANUNA* 10, no. 1 (2020): 39–40.

No	Researchers	Focus of Study	Method	Findings	Research Gap
		among seventh-grade students		external factors: unenthusiastic teaching methods, inadequate media, stage and poor supervision.	focus on basic pronunciation or iqra' learning
3	Nur Hikmah	Problems in reading Arabic texts in madrasah students	Qualitative analytic-descriptive	Issues in articulation long-short vowels, <i>tajwīd</i> ; unsupportive learning environment	Focused only on problems, not on effective and structured solutions like <i>tahsīn</i> programs or institutional collaboration

As shown in the table, most of the prior studies focused on students at higher education levels or did not specifically address foundational reading difficulties. This study contributes to filling that gap by investigating Arabic reading difficulties among eighth-grade students at the madrasah level, particularly those who have not mastered the *iqra'* stage. Moreover, this study not only explores the causes of the difficulties but also proposes practical and sustainable solutions through *tahsīn* training, small-group mentoring, and institutional collaboration.

Based on the reviewed literature, most previous studies on difficulties in reading Arabic texts have focused on university students or learners in urban schools, with a general emphasis on linguistic challenges. Very few studies have explored phonological difficulties such as *Hijaiyah* letter recognition and articulation in combination with environmental factors that hinder reading fluency. Moreover, no prior studies were found that specifically examined reading difficulties in Arabic texts at rural madrasahs in Sulawesi, particularly from a phonological and environmental perspective. Thus, this study offers a unique contribution by investigating the challenges faced by students at MTs DDI Salumbia, a peripheral Islamic school, and highlighting the need for phonological interventions and contextual learning support.

Methods

This study employs a qualitative research approach, as it aligns well with the nature of the problem being investigated and effectively supports the research process. Qualitative research is a method used to deeply understand human or social phenomena by presenting a comprehensive and detailed narrative. The findings are conveyed through descriptive accounts, incorporating

the perspectives of informants, and are conducted within a natural setting to maintain contextual authenticity.¹⁵

This research was conducted at MTs DDI Salumbia, Dondo District, Toli-Toli Regency, Central Sulawesi Province, and the research time was carried out in the even semester of 2024/2025, which is estimated from February 2025 to completion. The subjects in this study were Arabic language subject teachers and students of class VIII MTs DDI Salumbia. Data collection techniques used: triangulation (a combination of observation, interview, and documentation). Data analysis techniques in this study used data collection techniques, data reduction, data presentation, and conclusion drawing.

Number and Criteria of Informants This study involved 1 Arabic language teacher and 10 eighth-grade students of MTs DDI Salumbia. Informants were selected using purposive sampling with the following criteria: (1) The teacher is actively teaching Arabic and has a comprehensive understanding of students' reading challenges; (2) The students selected were those identified as experiencing reading difficulties in Arabic texts, based on teacher observation and prior academic performance.

The data analysis in this study follows the Miles and Huberman model, which consists of three main stages:

1. Data Reduction

- **Transcription:** All interviews and observations were recorded and transcribed verbatim.
- **Initial Coding:** The data were thoroughly reviewed to identify units of information relevant to the difficulties in reading Arabic texts.
- **Information Selection:** A filtering process (data reduction) was conducted by selecting statements or incidents that best reflected the core problems as well as supporting and inhibiting factors in the learning process.

2. Data Display

- **Theme Classification:** The coded data were categorized into several main themes, such as "lack of mastery of Hijaiyah letters," "difficulty in articulating makhraj," and "the role of environment and teaching methods."
- **Visual Presentation:** The grouped data were organized in the form of tables and diagrams to help summarize and visualize the findings, making it easier for readers to understand the relationships among the themes.

3. Verification and Conclusion Drawing

- **Conclusion Drawing:** After the data were systematically displayed, conclusions were drawn by linking the empirical findings with theoretical literature.

¹⁵Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika* 21, no. 1 (2021): 35.

- Data Triangulation: The validity of the findings was strengthened through triangulation by comparing information obtained from interviews, observations, and documentation.
- Data Reconciliation: Differences or inconsistencies in the data were also identified and discussed to achieve a deeper understanding of the problems.

Results and Discussion

1. Difficulty in Reading Arabic Texts in Class VIII Students of MTs DDI Salumbia

Reading difficulties are a problem that occurs in the learning process, which makes students unable to participate in learning activities as they should, like other students. This condition is characterized by the presence of certain obstacles so that students cannot achieve optimal learning outcomes as expected. The difficulties faced by students of class VIII MTs DDI Salumbia in reading Arabic texts are as follows:

a) Difficulty with letters and phonology

- Not yet familiar with the shape of the hijaiyah letters
- Difficulty distinguishing letters that are similar in shape, such as (ج-ح-خ or س-ش-ث-ت)
- Does not understand how to connect letters (beginning, middle, end, and letters that cannot be connected)
- Difficulty distinguishing makhraj (the place where letters come out) in pronunciation.

One of the primary causes of reading fluency problems identified in this study is phonological difficulty, such as incorrect pronunciation of *Hijaiyah* letters, misarticulation of *makhārij*, and failure to observe proper vowel length (mad) and diacritics (*ḥarakāt*). These difficulties directly hinder students' ability to read Arabic texts fluently. This finding aligns with Tarigan's theory, which asserts that *reading fluency is not solely dependent on vocabulary mastery but also significantly influenced by phonological competence, including correct pronunciation, intonation, and stress patterns*. Without such phonological control, reading becomes a mechanical act lacking meaningful comprehension.

From a classical linguistic perspective, Al-Jurjani emphasized that meaning arises not only from individual words but also from *tartīb al-kalām* (the arrangement of speech and sounds). He argued that accurate reading and proper sound structure are essential for grasping the intended meaning of a text. Hence, students' inability to differentiate phonemes such as *ḥa'* and *'ain* or to observe vocal length leads to significant barriers in understanding the overall message of Arabic texts.

- b) Difficulties in reading and memorization
 - Errors in long and short reading (mad)
 - Unable to recite with fluency (disjointed)
 - Over-reliance on Latin transliteration in reading
- c) Difficulty with vocabulary
 - Lack of vocabulary in Arabic

The following table summarizes the main types of reading difficulties encountered by students, along with the estimated number affected, contributing factors, and proposed solutions based on field data:

Table 2.
Summary of Reading Difficulties, Contributing Factors, and Solutions

No	Type of Reading Difficulty	Number of Students Affected	Contributing Factors	Identified Solutions
1	Inability to recognize <i>Hijaiyah</i> letters and their forms	Most eighth-grade students	Incomplete <i>iqra'</i> stage; lack of familiarity with Arabic script	Basic tahsin training; individual and small-group instruction on Hijaiyah letters
2	Difficulty in proper articulation (<i>makhārij al-ḥurūf</i>)	Majority of students	Lack of Qur'an reading practice; insufficient phonetic guidance	Supervised reading practice; use of audio resources (e.g., <i>murottal</i> recordings, tahsin videos)
3	Errors in long-short vowel pronunciation (<i>mad</i> and <i>ḥarakāt</i>)	Many students	Limited practice; lack of basic <i>tajwīd</i> knowledge	Focused training on tajwīd principles; integration of Qur'an recitation with Arabic language classes
4	Disjointed and hesitant reading	Almost all students	Low self-confidence; no regular reading practice at home	Contextual learning approach; supervised independent reading assignments
5	Dependence on Latin transliteration	Some students	Unfamiliarity with Arabic script; unsupportive learning environment	Reinforcing direct reading from Arabic texts; discouraging transliteration in classroom tasks

No	Type of Reading Difficulty	Number of Students Affected	Contributing Factors	Identified Solutions
6	Limited vocabulary (<i>mufradāt</i>)	Nearly all students	Lack of practical vocabulary usage; minimal exposure to Arabic in daily life	Daily vocabulary reinforcement; visual aids such as posters and “word of the day” activities in the classroom

Based on the description above, it can be concluded that the difficulties faced by class VIII students of MTs DDI Salumbia in reading Arabic texts cover various fundamental aspects that are interrelated. Difficulties in recognizing letters and phonology indicate the need to strengthen the basics of the Arabic alphabet, including training in letter recognition, how to connect, and correct pronunciation. On the other hand, errors in reading long and short (*mad*) and reliance on Latin transliteration indicate a lack of practice in reading the text directly with the teacher's guidance. In addition, limited vocabulary is a major barrier to understanding the full meaning of the text. Therefore, a more systematic, interactive, and contextual learning approach is needed to help learners overcome these obstacles so that their Arabic text reading skills can improve gradually and sustainably.

2. Causes of difficulties in reading Arabic texts in class VIII students of MTs DDI Salumbia and the most effective solution in overcoming difficulties in reading Arabic texts.

The causes of students' difficulties in reading Arabic texts are influenced by several factors. Researchers divide them into two problem factors, namely internal and external factors. External factors are things that affect students from outside, including the lack of Arabic language teachers and an unsupportive environment. Internal factors are things that include things from within students, including many who cannot read the Qur'an (recognize *Hijaiyah* letters) or who are still stammering when reading the Qur'an, and also some are still in *iqra*.

a) Problems from external factors

Problems from external factors are as follows:

1) Lack of Arabic language teachers

The lack of Arabic language teachers at MTs DDI Salumbia School in particular is due to the fact that none of the teachers are actually graduates of Arabic language education. As a result, these teachers cannot be registered in the Basic Education Data (Dapodik), a system used by the government to record official data on educators who are entitled to receive benefits and are

administratively recognized. This condition has an impact on the instability of the learning process, especially in learning Arabic text reading skills.

2) Neighborhood

A factor that influences learners' difficulties in reading Arabic texts is the environment around the school that is less supportive of the Arabic language learning process. Based on the results of interviews and observations, it is known that the school environment does not create an atmosphere conducive to familiarizing learners with interacting with Arabic in everyday life.

These findings are supported by direct statements from students, as shown below:

"I rarely practice reading Arabic at home because there's no one to help me. Sometimes I get confused, so I just rely on Latin transliteration."¹⁶

In general, there are no environmental elements that support Arabic language learning, such as the use of Arabic vocabulary posters in the classroom and extracurricular activities that focus on text reading training, which is very limited in duration.

3) Problems from internal factors

Internal factors include psychological conditions or within learners. Above, the factors from outside the learners have been explained, but also some factors from within the learners, such as laziness, not being able to read the Qur'an (not yet familiar with *hijaiyah* letters), and still stammering in reading the Qur'an or even the author found that many students were still in *iqra* so that it made them difficult to read Arabic texts.

These findings are supported by direct statements from teachers, as shown below:

"Most of the eighth-grade students still struggle to differentiate letters like *tā'* (ت), *tā'* (ث), and *shīn* (ش). Some even confuse *dāl* (د) with *dhāl* (ذ)."¹⁷

This shows that learners' weakness in reading Arabic texts is not solely caused by external factors such as teaching methods or the learning environment but is also strongly influenced by the cognitive readiness of the learners themselves. The inability to recognize *hijaiyah* letters and pronounce them well becomes a significant initial obstacle. As is known, the ability to read Arabic text is highly dependent on mastering the basics of Arabic phonetics, including letter *makhraj* and *harakat*. When learners have not completed the *Iqra'* learning stage or are still stammering in reading the Qur'an, they will automatically experience difficulties in accessing and understanding Arabic texts that are academic and narrative in nature. Thus, this lack of basic skills becomes one of the internal factors that hinder reading fluency.

¹⁶Haidar, peserta didik kelas VIII, wawancara oleh peneliti di Madrasah Tsanawiyah DDI Salumbia, 18 Februari 2025.

¹⁷Annisa Ramadani, guru Bahasa Arab kelas VIII, wawancara oleh peneliti di Madrasah Tsanawiyah, 8 Februari 2025.

The following are some solutions offered by the educator according to the results of the interview of the problems faced by students in reading Arabic texts.

a. Lack of Arabic language teachers

To overcome the problem of the lack of Arabic language teachers at MTs DDI Salumbia, a number of strategic steps are needed that can be implemented gradually and sustainably. One solution is that schools can collaborate with universities or pesantren to recruit Arabic language graduates as permanent or honorary teachers. Teaching consistency also needs to be maintained by developing a uniform curriculum and learning modules so that teacher changes do not disrupt the student learning process. The utilization of educational technology is also very important, for example, through the use of Arabic learning applications and learning videos that can be accessed independently by students. In addition, assistance outside the classroom through study groups or additional classes can also be a means to help students overcome difficulties in reading Arabic texts. With a structured approach and the support of various parties, it is hoped that the quality of Arabic language learning at MTs DDI Salumbia can improve significantly.

As a solution, the madrasah has taken proactive steps by collaborating with Islamic boarding schools and universities to recruit competent teaching staff, both as permanent and honorary teachers. In addition, the madrasah is also designing support programs in the form of afternoon study groups and additional classes, involving advanced students and alumni, to help learners who are experiencing difficulties. These steps are expected to be a long-term solution in improving the quality of Arabic learning in the madrasah.

b. Neighborhood factors

To overcome learners' difficulties in reading Arabic texts caused by environmental factors, a comprehensive strategy is needed and involves various parties, both from the school and family environment. One of the main solutions is to create a school environment that is conducive to the habituation of the use of Arabic. This can be done through the installation of visual media such as posters of Arabic vocabulary, daily expressions, and Arabic motivational sentences in the classroom environment and public areas of the school. In addition, it is necessary to activate the Arabic language corner program in each class as a means for students to practice reading independently.

On the other hand, increasing the role of parents in supporting learning at home is also very important. Schools can conduct socialization or workshops for parents to raise awareness of the importance of accompanying children while learning, especially in the aspect of reading. Parents can also be given simple guidelines so that they can help their children repeat the material at home. In addition, limiting the excessive use of gadgets and redirecting it to learning activities are important steps to create a home environment that supports academic activities. Through active and purposeful parental involvement, as well as supervision of technology use at home, it is hoped that students will have a

learning environment that supports the optimal development of their reading skills.

c. Factors not yet fluent in reading the Qur'an

One solution that can be applied is to strengthen the basic ability to read hijaiyah letters through tahsin learning activities or Qur'an reading training by routinely conducting learning with 5 methods, including the harfiyah, shautiyyah, maqṭa'iyyah, and kata methods. The harfiyah method emphasizes mastery of letters in detail, while the shautiyyah method focuses more on hearing training and correct pronunciation. The maqṭa'iyyah method teaches letters in syllable form, which greatly helps in the transition process from letter recognition to word reading. The word method introduces learners directly to whole word forms in the context of sentences so that they can understand and read texts more fluently.

These findings are supported by direct statements from teachers, as shown below:

"I recommend students join tahsin sessions in the afternoon to become more familiar with proper Arabic pronunciation. We've also started small group mentoring for those who are struggling."¹⁸

In addition, individual approaches or guidance in small groups need to be optimized so that students who are still stammering can be given special attention. Teachers can provide direct correction of pronunciation errors and provide motivation so that students feel confident in learning. The utilization of audio-visual media such as murottal recordings, tahsin videos, and digital applications is also highly recommended to enrich the learning process and expand the space for independent practice for students.

Conclusion and Suggestion

Based on the results of research conducted by researchers, it can be concluded that the causes of difficulties in reading Arabic texts and also the solutions to these problems include the following: (1) Internal factors, namely things that exclude outside students, including the lack of Arabic language teachers and an unsupportive environment. (2) External factors, namely things that include things from within students, including many who have not been able to read the Qur'an (recognize Hijaiyah letters) or who are still stammering when reading the Qur'an, and also some are still in iqra.

Solution (1) to the problem of the lack of Arabic language teachers and the surrounding environment is that schools can cooperate with universities or pesantren to recruit Arabic language graduates as permanent or honorary teachers and create a school environment that is conducive to the habituation of the use of Arabic. Solution (2) for students who are not fluent in reading the

¹⁸ Annisa Ramadani, guru bahasa Arab kelas VIII, Wawancara penelitian di Madrasah Tsanawiyah, 8 Februari 2025

Qur'an and some are still in iqra, namely by strengthening the basic ability to read hijaiyah letters through tahsin learning activities or routine Qur'an reading training. In addition, individual approaches or guidance in small groups need to be optimized so that students who are still stammering can be given special attention. Teachers can provide direct correction of pronunciation errors and provide motivation so that students feel confident in learning. By implementing these solutions systematically and continuously, it is hoped that students' Arabic text reading skills can improve significantly so that they can follow learning better and achieve optimal learning outcomes.

Contribution of the Study: This study offers a valuable contribution to the field of Arabic language education at the junior secondary level. It emphasizes the urgent need for structured phonological interventions for students who experience reading difficulties, particularly in recognizing Hijaiyah letters, articulating correct *makhārij*, and applying appropriate vowel length (*mad*) and diacritics. Furthermore, the findings support the development of an Arabic literacy curriculum at MTs DDI Salumbia that prioritizes *tahsin*-based instruction as a foundation for reading proficiency. This approach, if integrated into both formal and non-formal learning settings, is expected to enhance students' reading competence in a more sustainable and comprehensive manner.

Based on the results of research on the problematics of Arabic text reading difficulties in MTs DDI Salumbia students, the researcher provides suggestions to be taken into consideration by schools, parents, and students.

The researcher's suggestion to Arabic language teachers is to use more interesting learning approaches, such as educational games, audiovisual media, and interactive learning applications in Arabic. Before moving on to more complex texts, teachers need to ensure that students have mastered the basics of the hijaiyah letters, how to connect letters, and correct pronunciation, including long-short (*mad*) and harakat. Daily repetition and practice are highly recommended, as is Tahsin training.

The researcher's advice to parents is that parents must play an active role in the development of their children and not let children get carried away with promiscuity. Accompany children when studying at home, especially when reading hijaiyah letters or Arabic texts, to strengthen their understanding of the material that has been taught at school. Fostering children's learning motivation by giving appreciation for their efforts and achievements and explaining the importance of mastering Arabic in religious and educational life.

The researcher's advice to students is that learning is the main activity. Every time must be a moment to learn, whether it is at school, home, or in the surrounding community; besides that, everything around is used as a helper to facilitate the learning process.

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