

The Effectiveness of the Talaqqi Method in Enhancing Arabic Reading Proficiency at Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis

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ABSTRACT

This study addresses the need for effective instructional methods to improve Arabic reading proficiency in pesantren, particularly through direct teacher–student interaction. The study aims to examine the effect of the Talaqqi method on students' Arabic reading proficiency and determine the magnitude of its contribution. A quantitative quasi-experimental design was employed with 40 students at Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis selected through purposive sampling. Data were collected using Arabic reading proficiency tests administered before and after the intervention and analyzed using descriptive statistics, the Kolmogorov–Smirnov normality test, paired-samples t-test, linear regression, and Cohen's d. The findings reveal that the mean reading proficiency score increased from 56.32 before the intervention to 75.45 after the intervention. The paired-samples t-test showed a statistically significant improvement ($t = 10.67$, $df = 39$, $p = 0.0001$). Regression analysis indicated a positive coefficient ($B = 0.44$) and an R^2 of 0.62, indicating that 62% of the variance in Arabic reading proficiency was explained by the Talaqqi method within the model. The effect size was large (Cohen's $d = 1.50$). The study concludes that Talaqqi is an effective approach for enhancing Arabic reading proficiency through modelling, direct feedback, repetition, and guided practice. The findings contribute to Arabic pedagogy and provide practical implications for pesantren-based instruction.

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INTRODUCTION

Arabic is one of the major foreign languages taught in educational institutions in Indonesia, both because of its central position as the language of Islam and because of its broader relevance as an international language (Agustini, 2023). Within Islamic educational contexts, Arabic reading (*qira'ah*) is a fundamental language skill because it provides access to a wide range of religious and academic texts, including the Qur'an, Hadith, classical Islamic literature, and contemporary Arabic

sources (Aulia & Anggraeni, 2023). Nevertheless, developing adequate Arabic reading proficiency remains challenging. Reading in Arabic requires not only word recognition and decoding but also the integration of linguistic comprehension, pronunciation, and meaning construction. In the context of Arabic diglossia, oral language comprehension and decoding make different contributions to reading comprehension, indicating that Arabic reading instruction should integrate written-form recognition, pronunciation, and meaning-making processes rather than treat reading as a purely mechanical activity (Asadi & Kasperski, 2024). This challenge is particularly important because learners may encounter differences between spoken Arabic and Standard Arabic, which can influence their comprehension and vocabulary development. Systematic and gradual exposure to Arabic reading materials is therefore needed to support comprehension and lexical development (Shahbari-Kassem et al., 2024).

The issue is also relevant to the context of Arabic learning in Indonesia, particularly in Islamic boarding schools. Arabic reading proficiency involves several interconnected dimensions, including vocabulary mastery, sentence structure, translation, identification of main ideas, and comprehension of textual content. Therefore, improving Arabic reading cannot be restricted to reading fluency alone but must also address linguistic knowledge and text comprehension (Fitri & Musdizal, 2024). Learners may also experience difficulties in recognizing letters, articulating Arabic sounds, understanding diacritical marks, and processing word structures, especially when reading Arabic texts with limited or absent vowel markings (Nurbayan & Maulani, 2023). In addition, errors in reading Arabic texts may be associated with insufficient mastery of grammatical structures, including *na'ibul fā'il*, *mubtada-khabar*, *ism ishārah*, and *'athaf-ma'thuf*. Such problems may also be related to limited understanding of instructional materials and insufficient accuracy in processing written texts, indicating the need for more intensive and systematic reading practice (Rahmayani et al., 2023). These conditions demonstrate that Arabic reading is a multidimensional competence that requires an appropriate instructional response.

One important response to these challenges concerns the selection of teaching methods that correspond to learners' characteristics and the intended learning outcomes. Arabic learning among non-native speakers requires effective instructional strategies, appropriate curricula, and high-quality teacher feedback to address learners' linguistic challenges (Almelhes, 2024). In pesantren settings, Arabic learning is additionally supported by formal and informal language environments. Formal interaction between teachers and students can strengthen linguistic accuracy, while informal environments provide opportunities for continuous and spontaneous language practice (Hamid et al., 2024). The selection of reading methods in pesantren should therefore consider the objectives of instruction, the characteristics of learners, and the specific reading competencies to be developed (Abdurrahman et al., 2025). Teacher feedback is particularly important in oral reading because corrective feedback can help learners recognize and correct errors and may contribute to the development of reading accuracy, fluency, comprehension, and motivation (Grønli et al., 2024). Similarly, structured activities involving listening, imitation, and repetition can improve Arabic pronunciation, discrimination between short and long vowels, and reading fluency, while repeated oral practice can also increase learners' confidence (Kudus, 2025).

Within this pedagogical context, the *talaqqi* method is particularly relevant. *Talaqqi* is rooted in the direct transmission of knowledge from teacher to learner through demonstration, attentive listening, imitation, repetition, supervision, and immediate correction. In Arabic learning, the teacher presents the correct form of reading, the student listens and imitates it, and the process

continues until an acceptable level of accuracy is achieved. This method is considered relevant because direct teacher–student interaction may help learners recognize accurate pronunciation, phonological patterns, and language structures (Sufyan, 2025). The direct communication embedded in talaqqi also allows learners to hear authentic pronunciation and accent and imitate them more accurately (Krivosheeva, 2024). Furthermore, talaqqi may facilitate contextual understanding of vocabulary and expressions through direct interaction that cannot always be reproduced through textbooks or digital media alone (Khalimbaev, 2025). Active participation in direct language use may also accelerate learning by increasing learners' exposure to and engagement with the target language (Nurachadijat, 2023). Thus, the pedagogical characteristics of talaqqi—particularly demonstration, listening, imitation, repetition, and correction—correspond closely with the instructional requirements of Arabic oral reading.

The relevance of talaqqi has been reflected in several recent studies. Abil Fada and Rohman (2026) reported that the application of talaqqi in teaching classical Islamic texts enabled students to read directly before the teacher and receive immediate correction and explanation, contributing to improved reading of *Kitab Kuning*, particularly among learners who experienced difficulties with unvowelled Arabic texts. In a related context, Jannah et al. (2023) found that the Al-Talaqqi learning model improved students' understanding of *Arab Turats* texts, particularly through the study of *Mutammimah al-Jurumiyah*, and supported deeper understanding and application of Arabic grammatical concepts. Wahyudi et al. (2023) further demonstrated that talaqqi has a strong place within Indonesian pesantren traditions and can be adapted to changing learning environments, including online learning contexts.

Evidence from Qur'anic reading also provides important support for the instructional logic of talaqqi. Yuhana et al. (2024) found that direct talaqqi interaction allowed teachers to identify students' reading errors and provide immediate supervision during oral performance. Sefrianti et al. (2024) reported a significant relationship between talaqqi and students' Qur'anic reading ability, with a significance value of 0.024, although the magnitude of the reported effect was relatively low. Similarly, Zuhri et al. (2024) found that talaqqi contributed to maintaining reading fluency, particularly in relation to *tajwid* and *makhārij al-ḥurūf*, while also supporting learners' confidence. These findings are consistent with the broader evidence that teacher modelling, repeated oral practice, and corrective feedback are important components of reading development (Grønli et al., 2024; Kudus, 2025). At the same time, the findings of Fajrin et al. (2025) provide an important qualification: talaqqi did not produce a statistically significant advantage over the Wahdah method for Qur'anic memorization, with $p = .092$. This suggests that the effectiveness of talaqqi may depend on the particular learning outcome being measured and should not be generalized automatically from one competency to another.

Despite these developments, an important research gap remains. Much of the recent literature has focused on Qur'anic reading, memorization, classical texts, or descriptive accounts of talaqqi implementation rather than directly measuring its effectiveness for Arabic language reading proficiency (*maharah qira'ah*). In addition, although prior studies have demonstrated the value of teacher feedback, language exposure, repetition, and direct interaction, there remains limited empirical evidence concerning whether these talaqqi characteristics produce measurable improvements in Arabic reading proficiency within a specific pesantren context. This gap is particularly relevant because the ability to read *Kitab Kuning* and other Arabic texts is closely related to Arabic vocabulary and grammatical mastery, while learners may encounter obstacles arising from limited learning resources, ineffective instructional methods, and diverse educational

backgrounds (Suryadinata et al., 2024). Therefore, the effectiveness of a traditional method such as *talaqqi* needs to be empirically examined rather than assumed.

The present study addresses this gap by examining the effectiveness of the *talaqqi* method in enhancing Arabic reading proficiency at Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis. Its novelty lies in shifting the discussion of *talaqqi* from its conventional role as a traditional oral transmission method toward an empirically measurable instructional intervention for Arabic reading proficiency in a contemporary pesantren context. Rather than focusing exclusively on description, memorization, or Qur'anic recitation, this study quantitatively evaluates the relationship and contribution of *talaqqi* to Arabic reading performance using statistical procedures, including the *t*-test, linear regression, and effect-size measurement. This approach responds directly to the need for more objective evidence concerning the effectiveness of *talaqqi* and strengthens the connection between pesantren-based educational traditions and contemporary evidence-based language pedagogy.

Accordingly, this study focuses on determining whether the application of the *talaqqi* method significantly affects students' Arabic reading proficiency and on identifying the magnitude of its contribution to improving that proficiency among students at Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis. By addressing these questions, the study is expected to contribute theoretically to the development of Arabic language pedagogy, particularly research on traditional oral instructional approaches, and practically to provide evidence-based guidance for Arabic teachers and pesantren administrators seeking effective approaches to strengthen students' reading competence.

METHODS

1. Research Design

This study employs a quantitative approach with a quasi-experimental pretest–posttest control-group design. The design was selected because the study aims to examine whether the implementation of the *talaqqi* method produces measurable improvements in students' Arabic reading proficiency. In educational settings where random assignment of individual students is difficult because students are organized into established learning groups, a quasi-experimental design provides a practical approach for estimating the effect of an instructional intervention while maintaining a comparison group (Creswell & Creswell, 2023; Muijs, 2022).

The study consists of two groups: an experimental group receiving Arabic reading instruction through the *talaqqi* method and a control group receiving the regular Arabic reading instruction implemented by the pesantren. Both groups will complete an Arabic reading pretest before the intervention and a posttest after the intervention. The pretest is used to establish the initial equivalence of the groups, whereas the posttest is used to determine changes in Arabic reading proficiency following the intervention. The use of pretest and posttest measurements also enables the researcher to examine differences in learning gains and to reduce the risk of attributing pre-existing differences to the intervention (Muijs, 2022).

The experimental design can be represented as follows:

Experimental Group: $O_1 \rightarrow X \rightarrow O_2$
 Control Group: $O_3 \rightarrow - \rightarrow O_4$ where O_1 and O_3 represent the pretests, X represents the *talaqqi* intervention, and O_2 and O_4 represent the posttests.

The study focuses on the causal relationship between the instructional treatment and Arabic reading proficiency. The independent variable is the *talaqqi* instructional treatment, operationalized

through observable implementation indicators, while the dependent variable is students' Arabic reading proficiency. This design is intended to provide stronger empirical evidence than a purely descriptive or correlational design because changes in students' performance are examined in relation to a defined instructional intervention and a comparison group (Creswell & Creswell, 2023).

2. Population and Sample

The population comprises approximately 200 students enrolled in Arabic language learning at Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis. Eligible students are those who have participated in Arabic instruction for at least one year and therefore possess sufficient prior exposure to Arabic learning to participate in the reading assessment. Sampling is conducted using purposive sampling because the study requires participants who meet specific instructional and contextual criteria relevant to the research objectives. In educational research, purposive selection may be appropriate when participants or intact groups need to satisfy clearly defined characteristics related to the research question (Creswell & Creswell, 2023; Mackey & Gass, 2022).

A total of 40 students will participate in the study, consisting of 20 students in the experimental group and 20 students in the control group. Two intact and academically comparable learning groups will be selected based on their instructional level, previous exposure to Arabic learning, and comparable baseline reading performance. The final group assignment will be determined at the group level rather than by individual randomization in order to preserve the existing educational structure of the pesantren.

The selection of 40 students is treated as a purposive research sample and not as a sample size derived from the Slovin formula. This correction is necessary because the study uses purposive rather than probability sampling, and because the research design requires two comparable instructional groups. The sample is therefore determined by the accessibility of comparable intact groups and the specific inclusion criteria of the study rather than by a general population-error formula (Muijs, 2022).

3. Research Variables and Operational Definitions

The study involves two principal variables. The first is the independent variable, namely the *talaqqi* method (X), and the second is the dependent variable, namely Arabic reading proficiency (Y).

The *talaqqi* method is operationally defined as a teacher-guided Arabic reading process characterized by direct modelling, attentive listening, individual reading performance, immediate corrective feedback, repetition, and continuous teacher supervision. The variable is measured through the fidelity of implementation rather than through students' perceptions of whether the method is "effective." This distinction is important because instructional implementation and learning outcomes should be conceptually separated to avoid circular measurement (Creswell & Creswell, 2023; Mackey & Gass, 2022).

The indicators of the *talaqqi* variable are: (a) intensity of direct teacher–student interaction; (b) frequency of individual reading submission or performance; (c) accuracy and immediacy of corrective feedback on pronunciation and reading errors; (d) repetition and guided practice; and (e) consistency of *talaqqi* implementation throughout the intervention.

Arabic reading proficiency is defined as students' ability to decode, pronounce, read fluently, and comprehend written Arabic texts accurately. Because the present study concerns general Arabic reading rather than specifically Qur'anic recitation, the outcome variable is not operationalized primarily through *tajwid*. Instead, it is measured through four dimensions: (a)

phonological and *makhraj* accuracy; (b) accuracy in recognizing Arabic orthography, harakat, and word forms; (c) reading fluency and prosodic accuracy; and (d) comprehension of words, sentences, and short texts. This operationalization reflects the multidimensional nature of second-language reading proficiency and is more consistent with the title and objectives of the study (Mackey & Gass, 2022).

4. Research Instruments

Two principal instruments will be used: a *talaqqi* implementation instrument and an Arabic reading proficiency test. The first instrument is a structured *talaqqi* implementation observation checklist. It is designed to document whether the essential components of the intervention are consistently implemented during instructional sessions. The checklist includes teacher modelling, student listening, student imitation, individual reading performance, corrective feedback, repetition, and teacher monitoring. A five-point scale may be used to record the implementation frequency, ranging from 1 = very low implementation to 5 = very high implementation. A student questionnaire may also be administered as supplementary evidence of instructional exposure; however, the principal implementation score should be obtained from structured observation to reduce the risk of common-method bias.

The second instrument is an Arabic reading proficiency test administered as a pretest and posttest. The test contains Arabic passages with and without harakat to assess students' ability to process both fully marked and partially unmarked texts. The assessment measures pronunciation accuracy, recognition of orthographic and diacritical features, fluency, and reading comprehension. The test is scored using a 0–100 rubric. Each of the four dimensions contributes 25% to the total score, providing a balanced representation of Arabic reading proficiency.

The test passages will be selected according to the students' instructional level and will be comparable in linguistic difficulty across the pretest and posttest. Parallel forms should preferably be used so that improvement cannot be attributed simply to students' familiarity with the test text. The development and adaptation of language-learning instruments should be aligned with the research question, target population, and characteristics of the second-language context (Mackey & Gass, 2022).

The instruments may be adapted from previously used Arabic-language learning assessment instruments, including the instrument reported by Apriana (2023), with modifications to align the indicators with the specific construct of Arabic reading proficiency examined in this study.

5. Validity and Reliability

Before data collection, the instruments will undergo content validation by at least three experts with relevant expertise in Arabic language education, Arabic reading assessment, and educational measurement. The experts will evaluate the relevance, clarity, linguistic appropriateness, and alignment of each item with the operational definitions and research objectives. Expert judgement is particularly important when an instrument is adapted to a new educational context because validity concerns the extent to which the interpretations derived from the instrument are supported by evidence (Creswell & Creswell, 2023).

A pilot test will subsequently be conducted with students who possess characteristics similar to those of the research participants but who are not included in the final sample. For the *talaqqi* questionnaire or checklist, internal consistency will be examined using Cronbach's alpha where appropriate. For the reading assessment, inter-rater reliability will be established by involving two trained assessors who independently score students' oral reading performances. Agreement

between raters will be examined using an appropriate inter-rater reliability coefficient. The use of validity and reliability procedures strengthens the credibility of quantitative educational research and reduces measurement error (Muijs, 2022).

6. Research Procedure

The research procedure will be implemented in four stages: preparation, pretesting, intervention, and posttesting. During the preparation stage, the researcher will obtain institutional permission, identify the participating groups, finalize the instructional materials, train the assessors, and conduct instrument validation. The experimental and control groups will then be selected according to the predetermined eligibility criteria.

During the pretesting stage, both groups will complete the Arabic reading proficiency test under standardized conditions. The same assessment procedures, time allocation, instructions, and scoring criteria will be applied to both groups.

During the intervention stage, the experimental group will receive Arabic reading instruction using the *talaqqi* method. Each instructional cycle will involve teacher modelling of the target Arabic passage, attentive student listening, individual student reading, immediate teacher correction, repetition of problematic words or phrases, and further individual performance until the expected level of accuracy is reached. Particular attention will be given to pronunciation, *makhruj*, harakat, word decoding, reading fluency, and textual comprehension. The control group will continue receiving the regular Arabic reading instruction normally implemented by the institution without the specific *talaqqi* intervention framework.

Implementation fidelity will be monitored throughout the intervention using the observation checklist. This procedure is important because an intervention can only be interpreted appropriately when there is evidence that its intended components were actually implemented (Muijs, 2022).

At the end of the intervention, both groups will complete the posttest using a parallel Arabic reading assessment. Pretest and posttest scores will then be compared within and between groups to determine the extent of improvement associated with the *talaqqi* treatment.

7. Data Analysis

The data will first be analyzed using descriptive statistics, including the mean, standard deviation, minimum score, maximum score, and percentage distribution. These statistics will be used to describe the initial and final levels of Arabic reading proficiency in both groups.

Before inferential analysis, the assumptions of normality and homogeneity of variance will be examined. The Shapiro–Wilk test will be used to assess normality, while Levene's test will be used to examine the equality of variance between groups. Statistical assumptions should be assessed before inferential tests are interpreted because violations may affect the validity of statistical conclusions (Muijs, 2022; Strunk & Mwavita, 2022).

The principal effectiveness analysis will compare the change in Arabic reading proficiency between the experimental and control groups. Within-group changes from pretest to posttest will be examined using paired-samples *t* tests. Between-group differences in gain scores will be examined using an independent-samples *t* test. In addition, an analysis of covariance (ANCOVA) may be conducted as a robustness analysis, with posttest reading proficiency as the dependent variable, group membership as the independent variable, and pretest performance as the covariate. This approach provides a more rigorous estimate of the instructional effect when baseline performance differs slightly between groups (Creswell & Creswell, 2023; Muijs, 2022).

A simple linear regression analysis will be conducted as a supplementary analysis within the experimental group to examine whether the degree of *talaqqi* implementation predicts students' improvement in Arabic reading proficiency. The regression model will use the *talaqqi* implementation-fidelity score as the predictor and the students' reading gain score as the outcome variable. Because the experimental subgroup contains only 20 students, this regression analysis will be interpreted as exploratory rather than as the primary basis for causal inference.

Effect size will also be calculated to determine the practical magnitude of the intervention rather than relying solely on statistical significance. Cohen's *d* will be reported together with the corresponding confidence interval where appropriate. Statistical significance will be evaluated at $\alpha = .05$, and effect-size estimates will be used to provide a more substantive interpretation of the instructional impact. Quantitative educational analysis should consider both statistical significance and the magnitude of observed differences when evaluating the practical importance of an intervention (Strunk & Mwavita, 2022).

8. Ethical Considerations

The study will follow standard ethical principles for educational research. Permission to conduct the study will be obtained from the management of Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis. Participants will be informed about the purpose and procedures of the study, and participation will be conducted with appropriate consent procedures. Students' identities will be protected through anonymized codes, and individual assessment results will be used only for research purposes. Participation will not affect students' academic standing, and the control group will continue receiving the institution's regular Arabic learning program. Ethical safeguards, confidentiality, and transparency are essential components of credible quantitative educational research (Creswell & Creswell, 2023).

RESULTS

1. Descriptive Statistics

The study involved 40 students who participated in Arabic language instruction using the *Talaqqi* method. Arabic reading proficiency was assessed before and after the implementation of the method. The descriptive results indicate a clear increase in students' mean reading scores.

Table 1. Descriptive Statistics of Arabic Reading Proficiency

Variable	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD
Arabic Reading Proficiency	56.32	75.45	6.74	5.68

As shown in Table 1, the mean Arabic reading proficiency score increased from 56.32 before the implementation of the *Talaqqi* method to 75.45 after its implementation. This represents an increase of 19.13 points. The standard deviation decreased from 6.74 to 5.68, indicating that students' post-intervention scores were relatively less dispersed than their pre-intervention scores. Overall, the descriptive findings indicate a substantial improvement in Arabic reading proficiency following the implementation of the *Talaqqi* method.

2. Normality Test

Before conducting the inferential analysis, a normality test was performed to determine whether the data met the assumption required for parametric statistical analysis. The Kolmogorov–Smirnov test was employed, and the results are presented in Table 2.

Table 2. Normality Test Results

Test	Statistic	df	p-value	Conclusion
Kolmogorov–Smirnov	0.112	40	0.18	Normally distributed

The Kolmogorov–Smirnov test produced a p -value of 0.18, which is greater than the significance level of 0.05. Therefore, the data were considered normally distributed. This result indicates that the normality assumption was satisfied, allowing the study to proceed with parametric inferential analysis.

3. Hypothesis Testing

A paired-samples t -test was conducted to determine whether there was a statistically significant difference between students' Arabic reading proficiency scores before and after the implementation of the *Talaqqi* method. The results are presented in Table 3.

Table 3. Paired-Samples t -Test Results

Test	t	df	p-value	Conclusion
Paired-samples t-test	10.67	39	0.0001	Significant ($p < .01$)

The paired-samples t -test produced a t value of 10.67 with 39 degrees of freedom and a p -value of 0.0001. Since the p -value is substantially lower than 0.01, the difference between the pretest and posttest scores is statistically significant. Thus, the null hypothesis is rejected, and the research hypothesis that the *Talaqqi* method has a positive effect on students' Arabic reading proficiency is supported.

The statistical result is consistent with the descriptive findings, which showed an increase in the mean score from 56.32 to 75.45. Therefore, the improvement observed after the implementation of the *Talaqqi* method was statistically significant rather than attributable to random variation.

4. Regression Analysis

A linear regression analysis was subsequently conducted to examine the extent to which the implementation of the *Talaqqi* method contributed to students' Arabic reading proficiency. The results are presented in Table 4.

Table 4. Linear Regression Analysis

Model	B	R ²	p-value	Conclusion
Talaqqi Method → Arabic Reading Proficiency	0.44	0.62	0.0001	Significant

The regression coefficient was 0.44, indicating a positive relationship between the implementation of the *Talaqqi* method and Arabic reading proficiency. Based on the regression model, a one-unit increase in the implementation of the *Talaqqi* method was associated with an estimated 0.44-unit increase in students' Arabic reading proficiency.

The coefficient of determination ($R^2 = 0.62$) indicates that 62% of the variance in Arabic reading proficiency was explained by the implementation of the *Talaqqi* method within the regression model. The remaining 38% may be associated with other factors not included in the present analysis. The regression model was statistically significant, as demonstrated by the p -value of 0.0001. These findings provide additional statistical support for the positive contribution of the *Talaqqi* method to students' Arabic reading proficiency.

5. Effect Size

To determine the magnitude of the improvement beyond statistical significance, Cohen's d was calculated. The result is presented in Table 5.

Table 5. Effect Size of the *Talaqqi* Method

Comparison	Cohen's d	Interpretation
Pretest vs. Posttest	1.50	Large effect

The Cohen's d value of 1.50 indicates a large effect size. This result demonstrates that the difference between students' Arabic reading proficiency before and after the implementation of the

Talaqqi method was substantial in practical terms. Thus, the findings indicate not only statistical significance but also a meaningful magnitude of improvement.

6. Overall Interpretation of the Findings

Taken together, the findings demonstrate a consistent pattern of improvement in students' Arabic reading proficiency following the implementation of the *Talaqqi* method. The mean score increased from 56.32 to 75.45, while the paired-samples *t*-test demonstrated a statistically significant difference ($t = 10.67, p = 0.0001$). The regression analysis also revealed a positive coefficient ($B = 0.44$) and an R^2 of 0.62, indicating that the implementation of the *Talaqqi* method accounted for a substantial proportion of the variance in Arabic reading proficiency. Furthermore, the Cohen's *d* value of 1.50 indicated a large practical effect.

These findings collectively support the conclusion that the *Talaqqi* method was positively associated with improved Arabic reading proficiency among the participating students. The combination of direct teacher modelling, student imitation, immediate correction, and repeated reading practice may provide an instructional mechanism through which students can improve their pronunciation, fluency, and overall reading performance.

DISCUSSION

1. Results Analysis

The primary objective of this study was to determine whether the *Talaqqi* method significantly improves students' Arabic reading proficiency at Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis. The findings provide consistent statistical evidence that students' Arabic reading performance improved following the implementation of the *Talaqqi* method. This conclusion is supported by the descriptive statistics, paired-samples *t*-test, linear regression analysis, and effect-size estimation. Collectively, these findings address the central research question concerning whether the *Talaqqi* method contributes to improved Arabic reading proficiency and provide support for the hypothesis that the implementation of *Talaqqi* has a positive effect on students' reading performance.

The descriptive results provide the first indication of improvement. The mean Arabic reading proficiency score increased from 56.32 in the pretest to 75.45 in the posttest, representing an increase of 19.13 points. This improvement indicates that, following participation in *Talaqqi*-based instruction, students demonstrated substantially higher levels of Arabic reading performance than before the intervention. The decrease in the standard deviation from 6.74 in the pretest to 5.68 in the posttest further suggests that students' post-intervention scores were relatively more concentrated around the mean. In other words, the improvement was not limited to a small number of high-performing students but was accompanied by a somewhat more consistent distribution of performance among the participants.

The descriptive improvement is strengthened by the result of the normality test. The Kolmogorov–Smirnov test yielded a *p*-value of 0.18, which exceeds the .05 significance threshold. This indicates that the data met the normality assumption required for subsequent parametric analysis. The appropriateness of the parametric procedure is important because the main hypothesis was examined using a paired-samples *t*-test to compare students' reading proficiency before and after the intervention.

The paired-samples *t*-test produced a *t* value of 10.67, with 39 degrees of freedom and a *p*-value of 0.0001. Because the *p*-value is considerably below .01, the difference between the pretest and posttest scores is statistically significant. Therefore, the null hypothesis that there was no

difference in students' Arabic reading proficiency before and after the intervention is rejected. Conversely, the research hypothesis stating that the *Talaqqi* method has a positive effect on students' Arabic reading proficiency is supported. The magnitude and direction of the change are particularly important: the mean score did not merely increase slightly, but rose by 19.13 points after the intervention. Thus, the statistical evidence indicates that the implementation of *Talaqqi* was associated with a meaningful improvement in the measured reading outcome.

The significant improvement can be interpreted in relation to the instructional characteristics of *Talaqqi*. The method emphasizes direct teacher–student interaction, teacher modelling, attentive listening, student imitation, immediate correction, and repeated performance. These processes provide learners with continuous opportunities to compare their own reading with a correct linguistic model. When a student mispronounces a word, misreads a letter, or demonstrates difficulty in processing a particular Arabic form, the teacher can identify the problem immediately and provide a corrected model. The learner then repeats the target form under supervision. Such a cycle may help reduce persistent reading errors and gradually strengthen accurate and fluent performance.

The regression findings provide additional evidence regarding the contribution of the *Talaqqi* method. The regression coefficient was $B = 0.44$, indicating a positive relationship between the level of implementation of *Talaqqi* and Arabic reading proficiency. Statistically, this means that a one-unit increase in the implementation of the method was associated with an estimated 0.44-unit increase in Arabic reading proficiency. The positive coefficient is consistent with the direction of the pretest–posttest improvement and suggests that stronger implementation of the instructional process was associated with better reading outcomes.

The coefficient of determination was $R^2 = 0.62$, indicating that 62% of the variance in Arabic reading proficiency was explained by the *Talaqqi* method within the regression model. This is an important finding because it suggests that *Talaqqi* represented a substantial explanatory factor in the observed learning outcomes. At the same time, the remaining 38% of unexplained variance indicates that students' Arabic reading proficiency was also influenced by other factors that were not included in the model. These may potentially include prior Arabic proficiency, learning motivation, vocabulary knowledge, grammatical knowledge, frequency of exposure to Arabic, teacher expertise, and differences in students' individual learning conditions. Therefore, the regression result should be interpreted as evidence of a substantial contribution rather than as an indication that *Talaqqi* was the sole determinant of reading performance.

The practical magnitude of the improvement is further demonstrated by the Cohen's d value of 1.50, which represents a large effect. This result is important because statistical significance and practical significance address different dimensions of a research finding. The very low p -value indicates that the observed change is statistically unlikely to be attributable to random variation, whereas the large Cohen's d indicates that the magnitude of the observed difference is also substantial. The combination of these results strengthens the conclusion that the improvement in Arabic reading proficiency following the *Talaqqi* intervention was educationally meaningful.

When interpreted in relation to the research objective, these findings provide a clear answer to both dimensions of the study. First, the results demonstrate that the *Talaqqi* method had a statistically significant positive effect on students' Arabic reading proficiency. Second, the regression analysis indicates that the method explained a substantial proportion of the observed variation in reading performance, while the large effect size demonstrates that the improvement was practically meaningful. Consequently, the findings support the proposition that *Talaqqi* can

function as an effective instructional approach for strengthening Arabic reading proficiency in the pesantren context.

The findings also provide an important perspective on the role of traditional pedagogical approaches in contemporary Arabic language education. Although *Talaqqi* originates from a long-established tradition of direct teacher-guided knowledge transmission, the present findings demonstrate that its instructional mechanisms can be examined through quantitative methods and linked to measurable learning outcomes. The directness of the interaction, combined with repeated guided practice and immediate corrective feedback, provides a plausible pedagogical explanation for the improvement observed in students' reading performance.

Overall, the findings indicate that the *Talaqqi* method was associated with a substantial and statistically significant improvement in Arabic reading proficiency among the 40 students participating in the study. The increase from 56.32 to 75.45, the significant paired-samples *t*-test result ($t = 10.67$, $p = 0.0001$), the positive regression coefficient ($B = 0.44$), the explanatory contribution ($R^2 = 0.62$), and the large effect size (Cohen's $d = 1.50$) collectively provide strong empirical support for the effectiveness of the method within the context examined.

2. Comparison with Previous Studies

The findings of the present study are generally consistent with previous research demonstrating that the *Talaqqi* method can support language-related learning outcomes through direct teacher–student interaction, modelling, repetition, and immediate correction. The improvement in students' Arabic reading proficiency from a mean score of 56.32 to 75.45, accompanied by a statistically significant paired-samples *t*-test result ($t = 10.67$, $p = 0.0001$), provides quantitative evidence that is broadly compatible with earlier findings on the pedagogical value of *Talaqqi*. However, the present study also extends previous research by placing greater emphasis on measurable Arabic reading proficiency rather than focusing primarily on Qur'anic memorization, recitation, or general implementation of the method.

The findings are particularly consistent with the study by Abil Fada and Rohman (2026), which examined the application of the *Talaqqi* method in teaching classical Islamic texts. Their findings indicated that students who read directly before the teacher benefited from immediate correction and explanation, particularly when dealing with Arabic texts without vowel markings. The present study similarly demonstrates that direct teacher-guided reading can be associated with improved Arabic reading performance. The increase of 19.13 points in the present study provides quantitative support for the instructional mechanism described by Abil Fada and Rohman (2026), although the present research differs by explicitly measuring the magnitude of improvement through inferential statistics and effect-size analysis.

The present findings are also consistent with Jannah et al. (2023), who reported that the Al-Talaqqi learning model improved students' understanding of *Arab Turats* texts, particularly through the study of *Mutammimah al-Jurumiyah*. While their study emphasized understanding of classical Arabic texts and grammatical concepts, the current study focuses more specifically on Arabic reading proficiency. The similarity lies in the central role of direct interaction between teacher and learner. The difference lies primarily in the outcome variable: the present study provides empirical evidence concerning changes in reading proficiency, whereas Jannah et al. (2023) concentrated on students' understanding of *Arab Turats* material.

The findings also correspond with Wahyudi et al. (2023), who demonstrated that *Talaqqi* has a strong foundation in Indonesian pesantren education and can be adapted to different learning

environments. The current findings strengthen this observation by showing that the method is not merely a traditional practice maintained within pesantren culture but can also function as a measurable instructional approach associated with improved Arabic reading performance. Thus, the present study extends the discussion from the existence and implementation of *Talaqqi* toward its measurable educational effectiveness.

Further consistency can be observed in studies concerning reading performance in Islamic educational settings. Yuhana et al. (2024) found that direct *Talaqqi* instruction enabled teachers to identify students' reading errors and provide immediate supervision. Similarly, Zuhri et al. (2024) reported improvements in reading fluency, particularly in relation to *tajwid* and *makhārij al-ḥurūf*, as well as increased student confidence. These findings support the interpretation that immediate correction and repeated oral performance are important mechanisms within *Talaqqi*. The present study extends this evidence by demonstrating a statistically significant improvement in a broader measure of Arabic reading proficiency.

The results are also partly consistent with Sefrianti et al. (2024), who found a significant relationship between the *Talaqqi* method and students' Qur'anic reading ability, with a significance level of 0.024. Both studies therefore provide empirical evidence of a positive association between *Talaqqi* and reading-related outcomes. Nevertheless, the magnitude of the findings differs. Sefrianti et al. (2024) reported that the magnitude of the effect was relatively low, whereas the present study obtained a Cohen's *d* of 1.50, indicating a large effect. This difference suggests that the effectiveness and magnitude of *Talaqqi* may vary depending on the learning context, instructional conditions, assessment characteristics, and specific reading competency being measured.

An important point of comparison is provided by Fajrin et al. (2025), whose findings introduce a more cautious perspective regarding the effectiveness of *Talaqqi*. Their study found that *Talaqqi* did not produce a statistically significant advantage over the Wahdah method for Qur'anic memorization, with $p = .092$. This result differs from the present study, in which *Talaqqi* was associated with a statistically significant improvement in Arabic reading proficiency. The difference may be explained by the distinct learning outcomes examined in the two studies. Memorization and reading proficiency require different cognitive and pedagogical processes. Therefore, the effectiveness of *Talaqqi* should not be generalized across all forms of learning without considering the specific competency being assessed.

The present findings are further supported by broader literature on Arabic reading and language learning. Asadi and Kasperski (2024) emphasized that Arabic reading comprehension involves the interaction of decoding and language comprehension, particularly within the context of Arabic diglossia. This perspective is relevant to the current study because improved reading proficiency requires more than mechanical word recognition. Similarly, Shahbari-Kassem et al. (2024) demonstrated the importance of systematic exposure to Arabic reading input in developing comprehension and vocabulary. The direct modelling, listening, imitation, and repetition embedded in *Talaqqi* may provide precisely the type of structured language exposure that supports these dimensions of reading development.

The importance of teacher involvement identified in the present study is also consistent with Almelhes (2024) and Grønli et al. (2024). Almelhes (2024) emphasized the importance of appropriate instructional strategies and teacher feedback in Arabic language learning, while Grønli et al. (2024) highlighted the role of teacher feedback in oral reading development. These findings provide a theoretical explanation for why *Talaqqi* may be effective: the method places the teacher at the center of a continuous cycle of modelling, observation, corrective feedback, and guided

repetition. Thus, the present findings are not only empirically consistent with previous studies but also theoretically compatible with literature emphasizing direct interaction and corrective feedback.

The findings can also be compared with research on Arabic reading difficulties in pesantren. Fitri and Musdizal (2024) showed that Arabic reading proficiency involves multiple dimensions, including vocabulary, sentence structure, translation, identification of main ideas, and comprehension. Rahmayani et al. (2023) similarly reported that reading errors can be associated with weaknesses in grammatical understanding and insufficient attention to textual structures. The present findings suggest that a highly guided instructional process such as *Talaqqi* may provide an appropriate environment for addressing such difficulties because errors can be identified and corrected during actual reading performance. In addition, Suryadinata et al. (2024) reported that Arabic proficiency, particularly vocabulary and grammatical knowledge, is closely related to the ability to read *Kitab Kuning*. This supports the broader interpretation that improving Arabic reading proficiency requires systematic and interactive instructional support.

The findings are likewise compatible with Hamid et al. (2024), who emphasized the importance of language environment, interaction, and continuous practice in Arabic acquisition within pesantren. *Talaqqi* can be viewed as a structured form of teacher–student interaction within such an environment. Similarly, Kudus (2025) found that activities involving listening, imitation, and repetition can contribute to improved Arabic pronunciation and reading fluency. This closely corresponds to the central procedural characteristics of *Talaqqi* and provides additional support for interpreting the improvement observed in the present study.

Overall, the comparison with previous research indicates substantial consistency, particularly regarding the value of direct interaction, teacher modelling, corrective feedback, repetition, and guided reading practice. At the same time, the differences observed across studies indicate that the effectiveness of *Talaqqi* is context-dependent and may vary according to the specific learning outcome being assessed. The present study contributes to this body of literature by demonstrating that, within the context of Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis, *Talaqqi* was associated with a 19.13-point increase in mean Arabic reading proficiency, a statistically significant difference, an R^2 of 0.62, and a large effect size of Cohen's $d = 1.50$. These findings therefore reinforce previous evidence while extending it through a more specific and quantitatively measured examination of Arabic reading proficiency.

3. Implications of the Findings

The findings contribute to Arabic language pedagogy by providing quantitative evidence that the *Talaqqi* method can substantially improve Arabic reading proficiency in a pesantren context. The increase in mean scores, significant paired-samples *t*-test, positive regression coefficient, and large effect size indicate that direct teacher modelling, guided reading, immediate corrective feedback, and repeated practice constitute meaningful instructional mechanisms for Arabic reading development. Theoretically, the study extends the understanding of *Talaqqi* by demonstrating that a traditional teacher-centred approach can be examined as an evidence-based instructional model rather than merely as a customary pesantren practice. Practically, the findings suggest that Arabic teachers can integrate *Talaqqi* into reading instruction, particularly for learners who require intensive pronunciation correction, guided decoding, and repeated oral practice. For pesantren administrators, the findings provide a basis for developing structured Arabic reading programs that emphasize teacher–student interaction, systematic feedback, and continuous practice.

4. Research Limitations

Several limitations should be considered when interpreting the findings. First, the study involved only 40 students from one pesantren, which limits the generalizability of the findings to other institutions, regions, and learner populations. Second, the study relied on a relatively limited instructional context and did not control comprehensively for potentially influential variables, such as students' initial Arabic proficiency, motivation, vocabulary knowledge, prior exposure to Arabic, teacher experience, and learning intensity. Third, the use of a single institutional setting and purposive sampling may introduce selection bias and reduce external validity. Fourth, although the regression analysis showed that 62% of the variance in Arabic reading proficiency was explained by the *Talaqqi* variable, the remaining 38% indicates that other relevant factors were not included in the model. Future research should therefore employ larger and more diverse samples, stronger experimental controls, and longitudinal designs to determine the stability and generalizability of the observed effects.

CONCLUSION

This study concludes that the *Talaqqi* method was effective in improving students' Arabic reading proficiency at Pondok Pesantren Wirdullatifah Nahdlatul Wathan Banjar Manis. The mean score increased from 56.32 before the intervention to 75.45 after its implementation, representing a 19.13-point increase. This improvement was statistically significant, as demonstrated by the paired-samples *t*-test ($*t = 10.67$, $df = 39$, $p = 0.0001$). The regression analysis further showed a positive contribution of the *Talaqqi* method ($B = 0.44$), with $R^2 = 0.62$, indicating that 62% of the variance in Arabic reading proficiency was explained by the implementation of the method within the model. Moreover, the Cohen's $d = 1.50$ indicated a large effect. These findings answer the research questions by demonstrating both the significant influence and substantial practical contribution of *Talaqqi* to students' Arabic reading proficiency. The findings also reinforce the value of direct teacher–student interaction, modelling, corrective feedback, and repeated guided reading in pesantren-based Arabic instruction.

Despite these encouraging findings, the conclusions should be interpreted within the study's contextual limitations. The sample consisted of only 40 students from a single pesantren and was selected purposively, which limits generalizability to other institutions and learner populations. In addition, factors such as students' prior Arabic proficiency, motivation, vocabulary knowledge, teacher expertise, and exposure to Arabic were not fully controlled. Future research should therefore employ larger and more diverse samples, stronger experimental or quasi-experimental controls, and longitudinal designs to examine the durability and generalizability of the observed effects. Comparative studies involving *Talaqqi* and other Arabic reading methods would also be valuable, particularly those examining which components of the method—such as immediate feedback, repetition, teacher modelling, or individual reading practice—contribute most strongly to improvements in Arabic reading proficiency.

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