



Problematics of Mahārah al-Qirā'ah (Reading Skill) in Arabic Language Learning

Nurul Mustofa¹, Rahmat Hidayat², Rohiyana³, Wira Pahrias⁴, Zidani Ilman Maulana⁵,
Fathurrahman⁶, Sirajut Talibin⁷, Rahmat Zainuri⁸

^{1,2,3,4,5,6,7,8}Institut Agama Islam Hamzanwadi NW Lombok Timur, Indonesia

Email: nurulmustofa0456@gmail.com¹; rahidhidayat36@gmail.com²; rohiyanata72869@gmail.com³;
wirabonga@gmail.com⁴; zidaniilman254@gmail.com⁵; fathurrahman12@gmail.com⁶;
alfaqirul14@gmail.com⁷; zaenurrahmat21@gmail.com⁸

ABSTRACT

This study investigates the problematics of maharah al-qirā'ah (Arabic reading skills) in Arabic language learning by examining the major difficulties experienced by learners, the contributing linguistic and instructional factors, and the pedagogical implications. Reading skill plays a central role in accessing Arabic texts, yet many learners continue to struggle with accuracy, fluency, and comprehension. The research employed a descriptive qualitative approach using library research. Data were collected from scholarly books, peer-reviewed journal articles, and relevant academic sources published within the last decade. The materials were analyzed through qualitative content analysis to identify recurring themes related to reading difficulties, causal factors, and instructional solutions. The findings indicate that learners face multidimensional challenges, including limited vocabulary mastery, weak understanding of grammatical structures (nahwu and sharaf), difficulty recognizing morphological patterns, phonological inaccuracy, low reading fluency, and problems in identifying main ideas and making contextual inferences. These difficulties are influenced by linguistic complexity, teacher-centered instructional practices, limited strategy-based teaching, inadequate learning media, mismatched curriculum materials, and minimal exposure to Arabic outside the classroom. The study concludes that improving Arabic reading competence requires integrated strategies that combine phonological training, morphological awareness, functional grammar instruction, explicit reading strategy development, interactive pedagogy, and supportive learning environments. The findings contribute to a more comprehensive understanding of Arabic reading instruction and provide practical insights for educators and curriculum developers.

ARTICLE INFO

Article history:

Received: February 4, 2026

Revised: February 26, 2026

Approved: February 27, 2026

Published: February 28, 2026

Keywords:

Arabic Language Learning, Maharah Al-Qirā'ah, Reading Skills, Linguistic Difficulties, Instructional Strategies

Correspondance Author:

Nurul Mustofa

Program studi pendidikan bahasa arab, Institut Agama Islam Hamzanwadi NW Lombok Timur, jln utama mataram- Lb Lombok KM.49 Anjani - suralaga lombok timur NTB, Indonesia.

INTRODUCTION

Arabic is one of the world's major languages with distinctive linguistic and cultural characteristics, and it occupies a unique position as a lingua franca for Muslims worldwide (Asmiati, 2020). Its status is inseparable from its role as the language of the Qur'an and Hadith, which serve as the primary sources of Islamic teachings. Beyond its sacred function, Arabic is also the medium for studying core Islamic sciences such as Tafsir, Hadith, and Fiqh, making proficiency in Arabic an essential requirement in Islamic education (Gajah et al., 2023). Therefore, Arabic language instruction is not merely linguistic training but also an academic and religious necessity.

Language teaching in Arabic education aims at mastery of both linguistic knowledge and communicative competence, including muthala'ah, muhadatsah, insya', nahwu, and sharaf, which collectively lead to overall language proficiency (Maharah al-Lughah) (Oensyar & Hifni, 2015). These competencies are reflected in four primary skills: listening (Maharah al-Istima'), reading (Maharah al-Qira'ah), writing (Maharah al-Kitabah), and speaking (Maharah al-Kalam). Among these, maharah al-qira'ah, or reading skill, holds a central role because it enables learners to access written sources of knowledge. In Arabic language learning, reading skill involves vocabulary recognition, understanding sentence structures, and applying appropriate intonation, particularly for learners engaging with Qur'anic texts. The term *maharah* itself denotes a skill that must be acquired and developed through structured learning, while *al-qira'ah* refers specifically to reading (Rohman, 2022).

Despite its importance, empirical realities indicate that reading skill remains a major problem in Arabic language learning. Many students in institutions where Arabic is taught still struggle with fluency and accuracy when reading Arabic texts. A fundamental weakness among graduates of Islamic educational institutions—from secondary madrasah to higher education—lies in their limited ability to read Arabic correctly and comprehend Qur'anic verses, Hadith literature, and other Arabic texts accurately (Abd. Rajak, 2020). These persistent difficulties directly affect the effectiveness of Arabic language instruction and the broader goals of Islamic education.

Recent studies highlight various instructional efforts to address these challenges. The use of digital learning materials grounded in a scientific approach has been shown to significantly improve Arabic reading comprehension through structured and systematic evaluation (Malikh et al., 2025). Grammatical mastery, particularly in nahwu, has a significant influence on students' ability to read Arabic texts accurately and fluently, underlining the foundational role of grammar in reading development (Khusen et al., 2024). However, analyses of senior students in modern Islamic boarding schools reveal that while basic competence may be present, challenges remain in fluency and comprehension of complex texts (Fitri & Musdizal, 2024). Phonetic-oriented strategies such as qiraah jahriyyah can improve pronunciation and phonological awareness, yet their implementation often faces methodological consistency issues (Maliyanah & Fitriani, 2024).

Other pedagogical approaches also contribute to the discourse. Inquiry-based learning encourages active engagement and critical thinking during reading activities, fostering independent comprehension (Shalihah et al., 2025). Studies on maharatul qira'ah methods in full-day classes indicate that teacher–student interaction supports reading skill development, whereas time constraints and classroom conditions act as barriers (Qodari et al., 2024). Communicative approaches allow learners to engage in meaningful reading activities and enhance contextual understanding of Arabic texts (Al Haqiqy, 2024). Similarly, the SQ3R method has been proven effective in improving reading skills by guiding students through systematic comprehension stages

(Amirullah & Anwar, 2024). Effective instruction also requires vocabulary development, phonetic training, and repeated reading techniques to help non-native learners achieve fluency (Saadah & Baroroh, 2025). From a broader perspective, the integration of intensive and extensive reading approaches is necessary to balance linguistic accuracy and reading fluency for holistic outcomes (Mahmudi, 2025).

Previous relevant studies further reinforce the complexity of reading skill problems. Research at the junior high school level identified general difficulties in Arabic reading and writing skills among learners (Ichsan et al., 2025). Cross-linguistic research comparing Hebrew and Arabic reading emphasizes structural and pedagogical challenges unique to Semitic languages (Chan, 2024). Phonological error analysis reveals that pronunciation inaccuracies significantly hinder comprehension of Arabic texts (Maulana et al., 2025). A systematic literature review also synthesizes various methods, challenges, and strategies in Arabic reading instruction, demonstrating that the issue remains multifaceted and unresolved (Hasbi, 2025).

Although numerous studies have explored instructional strategies, grammar influence, phonological issues, and methodological innovations, there is still limited integrative analysis focusing specifically on the *problematics* of maharah al-qira'ah as a comprehensive phenomenon that encompasses linguistic, pedagogical, and contextual factors. This gap indicates the need for research that systematically identifies the core problems, underlying causes, and instructional implications of reading skill difficulties in Arabic language learning.

Accordingly, this study aims to examine the problematics of maharah al-qira'ah in Arabic language learning by addressing the following questions: (1) What major problems do learners face in developing Arabic reading skills? (2) What factors contribute to these difficulties from linguistic and instructional perspectives? and (3) How can these findings inform more effective teaching strategies? The objectives of this research are to analyze the nature of reading skill problems, identify influencing factors, and propose pedagogical implications. The significance of this study lies in its contribution to a deeper understanding of Arabic reading instruction and in providing insights for educators, curriculum developers, and researchers seeking to enhance the effectiveness of Arabic language learning.

METHODS

1. Research Approach and Design

This study employed a descriptive qualitative approach. The approach was used to provide an in-depth description of the actual and contemporary problems surrounding *mabarab al-qira'ah* (Arabic reading skills) in Arabic language learning. Descriptive qualitative research focuses on systematically describing phenomena by collecting, organizing, analyzing, and interpreting data to explain existing conditions (Ansori, 2019). Such an approach was considered appropriate because research on language learning problems often requires interpretative analysis to understand linguistic, pedagogical, and contextual dimensions rather than numerical measurement. Qualitative designs are widely used to explore educational issues holistically and to capture the complexity of teaching-learning processes in their natural contexts (Aspers & Corte, 2019; Creswell & Poth, 2018).

2. Type of Research

This research was conducted as a library research study. Library research involves the systematic collection and analysis of written sources such as scholarly journals, books, and academic articles relevant to the research topic (Moto, 2019). This type of research is suitable for

examining conceptual, theoretical, and empirical discussions that have been previously documented. Literature-based studies enable researchers to synthesize findings from multiple sources and identify patterns, issues, and theoretical perspectives related to a particular educational problem (Snyder, 2019).

3. Data Sources

The data sources consisted of secondary data derived from academic publications produced within the last ten years. These included peer-reviewed journal articles, scholarly books, and research reports discussing Arabic language learning, reading skill instruction, and related linguistic or pedagogical issues. Priority was given to indexed journals and reputable academic publishers to ensure data credibility. Secondary data analysis in education research is recognized as an effective strategy for generating new insights by re-examining existing scholarly materials (Johnston, 2017).

4. Data Collection Procedures

Data were collected through systematic literature review procedures. The researcher identified relevant publications using academic databases and journal repositories, then read, reviewed, and categorized the literature according to themes related to *maharah al-qirā'ah* problematics. Key steps included source identification, selection based on relevance and publication date, note-taking, and thematic grouping of findings. Systematic literature procedures help ensure transparency and rigor in gathering documentary data for qualitative synthesis (Snyder, 2019; Xiao & Watson, 2019).

5. Data Analysis Techniques

The collected data were analyzed using qualitative content analysis. This technique involved organizing information, coding recurring themes, interpreting meanings, and synthesizing findings to explain the core problems in Arabic reading skill learning. Content analysis is commonly used in qualitative educational research to interpret textual data systematically and to generate conceptual understanding from written sources (Schreier, 2018). Through this process, the study identified patterns of difficulties, contributing factors, and pedagogical implications related to *maharah al-qirā'ah*.

RESULTS

1. Major Problems Faced by Learners in Developing Arabic Reading Skills (Mahārah al-Qirā'ah)

a. Linguistic Difficulties in Reading Arabic Texts

1) Limited Vocabulary Mastery

The findings indicated that one of the most dominant problems in developing *maharah al-qirā'ah* was limited vocabulary mastery. Learners often encountered difficulty understanding Arabic texts because they lacked sufficient *mufradāt* to interpret meanings accurately. Arabic vocabulary is characterized by morphological variation derived from root-based word formation, which increases lexical complexity for learners. As a result, students struggled not only with recognizing individual words but also with identifying semantic relationships between derived forms. This condition supported the view that vocabulary challenges constitute a central linguistic barrier in Arabic reading development. The etymological and terminological understanding of *qirā'ah* as a process of assembling letters and words into meaningful expressions further emphasized the importance of lexical knowledge in achieving reading comprehension (Al-Qaththan, 2015; Indriani, 2020).

2) Weak Understanding of Sentence Structure (Nahwu & Sharaf)

Another major problem found was students' insufficient mastery of Arabic grammatical structures. Learners frequently misread inflectional endings (*i'rab*), confusing nominative, accusative, and genitive forms, which directly affected meaning construction. The findings revealed that many learners were unable to apply *nahwu* and *sharaf* rules during reading, leading to inaccurate interpretation of texts. This aligned with the theoretical assertion that grammatical competence is an essential component of *maharab*, which must be developed systematically in language learning (Al-Qaththan, 2015). Without structural awareness, students faced obstacles in identifying syntactic relationships within sentences, thus hindering full comprehension.

3) Difficulty Recognizing Word Patterns and Morphology

The research also found that learners experienced difficulty recognizing Arabic word patterns (*awzān*) and morphological transformations. Arabic's derivational system allows numerous forms to develop from a single root, which overwhelmed learners who relied on memorization rather than morphological analysis. Consequently, students struggled to connect unfamiliar forms with known roots, reducing reading fluency and comprehension accuracy. This finding reinforced the concept that reading in Arabic requires not only decoding but also morphological sensitivity as part of reading competence (Fuadah, 2021).

4) Problems with Diacritics (Harakat) and Unvowelized Texts

A further linguistic issue involved learners' inability to read texts with correct pronunciation and intonation, especially when diacritical marks were absent. Students demonstrated hesitation and inaccuracy when encountering unvowelized texts, indicating limited phonological and grammatical integration. Reading proficiency in Arabic requires accuracy in *makhārij al-ḥurūf*, application of vowel marks, and adherence to linguistic rules while simultaneously comprehending meaning (Fuadah, 2021). These findings showed that mechanical reading accuracy and semantic comprehension were inseparable components of *maharab al-qirā'ah*.

b. Phonological and Pronunciation Problems

1) Inaccurate Articulation of Arabic Sounds

The findings showed that many learners experienced serious difficulty in articulating Arabic phonemes accurately, particularly sounds that do not exist in their first language. Errors frequently occurred in the production of letters with close articulation points, which affected both pronunciation and meaning. Reading in Arabic is not limited to visual decoding but requires correct sound production based on *makhārij al-ḥurūf*. Inaccurate articulation reduced reading clarity and interfered with comprehension, especially in texts connected to Qur'anic or classical sources. Since *maharab al-qirā'ah* involves reading fluently and correctly according to phonetic principles, weaknesses in sound production became a fundamental obstacle (Fuadah, 2021).

2) Confusion Between Similar Phonemes

Another finding revealed that students often confused similar phonemes such as زذ, شس, or ظض, which led to misreading words and misunderstanding textual meaning. This problem reflected learners' limited phonological awareness and insufficient training in distinguishing subtle sound contrasts. The broader understanding of *qirā'ah* as not merely reading written symbols but also examining and understanding meaning implies that phonological accuracy is essential to avoid semantic distortion (Al-Qaththan, 2015). Mispronunciation at the phoneme level frequently resulted in lexical and grammatical misinterpretation.

3) Low Reading Fluency and Hesitation

The study also found that learners read Arabic texts slowly, with frequent pauses and hesitations. This lack of fluency indicated cognitive overload, where students focused heavily on decoding letters and sounds rather than understanding content. Fluency is a key characteristic of reading skill, as effective readers should be able to read accurately, smoothly, and meaningfully (Fuadah, 2021). Hesitant reading limited learners' ability to grasp main ideas, make inferences, and connect textual information coherently.

c. Comprehension-Related Problems

1) Difficulty Identifying Main Ideas

The findings revealed that many learners were able to read texts mechanically but struggled to identify the main ideas within Arabic passages. Students often focused on individual words without integrating them into broader textual meaning. This indicated that reading was treated as a decoding activity rather than a meaning-construction process. In the broader concept of *qirā'ah*, reading involves not only recognizing written forms but also understanding, examining, and interpreting meaning (Al-Qaththan, 2015). When learners failed to identify central ideas, their reading remained superficial and fragmented.

2) Limited Ability to Infer Meaning from Context

Another significant issue was learners' limited skill in making contextual inferences. When encountering unfamiliar vocabulary or complex structures, students tended to stop reading rather than use contextual clues. This showed that strategic reading competence had not developed adequately. Reading skill requires the ability to capture meaning accurately and skillfully so that the message intended by the writer can be understood fully (Fuadah, 2021). Without inferencing ability, comprehension remained dependent on direct vocabulary knowledge, which slowed reading and reduced confidence.

3) Problems Understanding Complex or Classical Texts

The research further found that learners experienced greater difficulty when dealing with classical or academically dense Arabic texts. Such texts often contain complex sentence structures, rhetorical expressions, and implicit meanings. Students were unable to interpret these features effectively, which limited higher-level comprehension such as summarizing, interpreting, and retelling content. Reading competence includes understanding conceptual meaning, communicative value, and the ability to interpret texts beyond surface structure (Fuadah, 2020). The gap between basic decoding ability and deeper interpretive reading was therefore evident.

d. Affective and Cognitive Barriers

1) Low Motivation to Read Arabic Texts

The findings indicated that learners' motivation to engage in Arabic reading activities was relatively low. Many students perceived Arabic texts as difficult and intimidating, which reduced their willingness to read independently. Motivation plays an essential role in achieving the objectives of *maharah al-qirā'ah*, as reading instruction aims not only to develop technical skills but also to foster learners' interest and habit of reading various types of texts (Saepuddin in Alam et al., 2023). When motivation was weak, students tended to avoid reading tasks, resulting in limited exposure and slower skill development.

2) Reading Anxiety

Another affective issue identified was reading anxiety. Learners often felt nervous when asked to read aloud, particularly in front of peers, due to fear of making pronunciation or grammatical errors. Since *maharah al-qirā'ah* requires accurate articulation, correct intonation, and understanding of meaning simultaneously, students experienced cognitive pressure that led to

hesitation and reduced performance (Fuadah, 2021). Anxiety interfered with fluency and comprehension because learners concentrated more on avoiding mistakes than on understanding content.

3) Lack of Reading Strategies

The research also found that many learners lacked effective reading strategies such as skimming, scanning, summarizing, or identifying key words. Students tended to read word by word without applying techniques that could help them grasp overall meaning. One of the core objectives of reading instruction is enabling learners to interpret texts, identify important information, and determine key points for summarization (Fuadah, 2020). The absence of strategic reading skills limited learners' ability to process texts efficiently and critically.

Table 1. Major Problems in Developing Mahārah al-Qirā'ah

Category	Specific Problem	Description of Difficulty	Impact on Reading Skill
Linguistic Difficulties	Limited vocabulary mastery	Learners lack sufficient <i>mufradāt</i> and struggle with root-based morphological variations and semantic relationships between derived words.	Weak lexical recognition; difficulty understanding sentence meaning and overall text comprehension.
	Weak understanding of sentence structure (<i>nahwu & sharaf</i>)	Inability to apply grammatical rules and misinterpretation of inflectional endings (<i>i'rab</i>).	Incorrect syntactic interpretation; misunderstanding of sentence meaning.
	Difficulty recognizing word patterns (<i>awzān</i>)	Limited morphological awareness; reliance on memorization rather than root-pattern analysis.	Reduced reading fluency and inaccurate comprehension of derived forms.
Phonological Problems	Problems with diacritics (<i>harakat</i>) and unvowelized texts	Hesitation and errors when reading texts without vowel marks due to weak phonological-grammatical integration.	Inaccurate pronunciation and disrupted comprehension.
	Inaccurate articulation of Arabic sounds	Difficulty producing phonemes absent in learners' first language; incorrect <i>makhārij al-ḥurūf</i> .	Distorted pronunciation affecting meaning and reading clarity.
	Confusion between similar phonemes	Misidentification of similar sounds (e.g., ظ-ض, ز-ذ, ش-س).	Lexical and semantic misunderstanding.
Comprehension Problems	Low reading fluency	Slow reading with frequent pauses due to heavy focus on decoding.	Limited ability to grasp main ideas and make inferences.
	Difficulty identifying main ideas	Focus on word-level decoding rather than global meaning construction.	Superficial understanding; fragmented comprehension.
	Limited contextual inference ability	Dependence on direct vocabulary knowledge; inability to use context clues.	Slower reading process and reduced comprehension depth.
	Difficulty with complex/classical texts	Struggles with rhetorical expressions, dense structures, and implicit meanings.	Weak higher-order comprehension (summarizing, interpreting).
Affective & Cognitive Barriers	Low motivation	Perception that Arabic texts are difficult and intimidating.	Reduced reading practice and slower skill development.
	Reading anxiety	Nervousness during oral reading; fear of making errors.	Hesitation, decreased fluency, and limited

Lack of reading strategies	Absence of skimming, scanning, and keyword techniques.	comprehension. Inefficient text processing and weak critical understanding.
----------------------------	--	---

The table 1 summarizes the major problems learners face in developing mahārah al-qirā'ah (Arabic reading skills), which emerge across linguistic, phonological, comprehension, and affective domains. Linguistically, students struggle with limited vocabulary, weak mastery of grammar (nahwu and sharaf), poor recognition of morphological patterns, and difficulty reading unvowelized texts, all of which hinder accurate decoding and meaning construction. Phonological issues, including inaccurate articulation, confusion between similar phonemes, and low reading fluency, further disrupt clarity and comprehension. At the comprehension level, learners have difficulty identifying main ideas, making contextual inferences, and understanding complex or classical texts, resulting in superficial reading. These challenges are intensified by affective and cognitive barriers such as low motivation, reading anxiety, and the lack of effective reading strategies, which collectively reduce engagement, slow processing, and limit overall reading proficiency.

2. Contributing Factors from Linguistic and Instructional Perspectives

a. Linguistic Factors

1) Structural Differences Between Arabic and Learners' First Language

The findings showed that structural differences between Arabic and learners' first language significantly contributed to reading difficulties. Arabic sentence patterns, including *jumlab ismiyyah* and *jumlab fi'liyyah*, differ considerably from many learners' linguistic backgrounds. Students who were unfamiliar with these structural systems experienced confusion in identifying sentence components such as *mubtada'*, *khabar*, *fi'l*, and *fā'il*, which led to fragmented understanding of texts. Linguistic problems in Arabic learning are theoretically categorized as core obstacles that directly relate to language systems and structures, which continue to challenge learners in reading development (Taqdir, 2020).

2) Complexity of Arabic Morphology and Syntax

Another major contributing factor was the complexity of Arabic morphological and syntactic systems. Arabic word formation through *tashrif* allows many derivatives to emerge from a single root, creating lexical density that overwhelmed learners. In addition, grammatical rules concerning *i'rab*, verb patterns, and word inflections required analytical skills that many learners had not yet mastered. These linguistic demands made reading an intensive cognitive activity, as students had to decode forms while simultaneously interpreting meaning. Such morphological and syntactic complexities are recognized as dominant linguistic problems in Arabic language learning (Taqdir, 2020).

3) Limited Exposure to Authentic Arabic Texts

The research also found that limited exposure to authentic Arabic texts reduced learners' reading competence. Students were often confined to textbook-based materials, which restricted their experience with diverse text genres such as scientific, literary, or classical writings. Reading objectives emphasize the development of the ability to understand various types of texts and interpret their communicative meanings (Saepuddin in Alam et al., 2023). Without sufficient exposure, learners lacked familiarity with textual variations, vocabulary diversity, and contextual usage, which slowed the development of reading fluency and comprehension.

b. Instructional Factors

1) Teacher-Centered Teaching Methods

The findings indicated that instructional practices were often dominated by teacher-centered approaches. Teachers tended to focus on explanation and translation rather than engaging students in interactive reading activities. Limited reciprocal interaction reduced students' active involvement and hindered the development of reading fluency and comprehension skills. Ineffective classroom interaction and overly rigid teaching styles have been identified as non-linguistic barriers that weaken the learning process, particularly when students are not given sufficient opportunity to practice reading meaningfully (Mahmudin, 2019). Such instructional patterns positioned learners as passive recipients rather than active readers.

2) Limited Use of Varied Reading Strategies

Another contributing factor was the lack of strategy-based instruction. Teachers rarely introduced structured reading strategies such as skimming, scanning, predicting, or summarizing. As a result, students read texts word by word without understanding how to process information efficiently. One of the objectives of reading instruction is to enable learners to interpret texts, determine important points, and extract key information, yet these skills cannot develop without explicit strategy training (Fuadah, 2020). The absence of methodological variation made reading sessions monotonous and cognitively demanding.

3) Inadequate Instructional Media and Learning Resources

The research also found that limited learning media negatively affected reading instruction. In several contexts, the number of textbooks was insufficient, forcing students to share materials, which reduced focus and engagement. Learning media are essential in supporting effective instruction because appropriate tools and resources enhance learning outcomes and maintain student attention (Mahmudin, 2019). Without adequate materials, reading practice became less intensive and less individualized.

4) Insufficient Time Allocation for Reading Practice

Time constraints further contributed to the problem. Reading activities were often limited to short classroom sessions, leaving little opportunity for repeated practice. Effective reading skill development requires consistent exposure and practice across various text types. However, limited instructional time restricted teachers' ability to apply diverse methods or provide individualized support. This condition aligns with the view that instructional limitations in method, technique, and material delivery can become core obstacles in Arabic language learning (Syah & Azizi, 2024).

c. Curriculum and Material Factors

1) Text Difficulty Level Not Matching Students' Proficiency

The findings showed that many reading materials used in classrooms did not correspond to learners' actual proficiency levels. Texts were often too complex in vocabulary, structure, and rhetorical style, which caused frustration and reduced comprehension. When materials exceed learners' linguistic readiness, reading becomes a decoding struggle rather than a meaning-making process. One of the principles of reading instruction is enabling students to understand explicit and implicit information gradually according to their level of development (Fuadah, 2020). The mismatch between text difficulty and learner competence therefore hindered systematic skill progression.

2) Overemphasis on Grammar Over Comprehension

Another curricular issue identified was the dominant focus on grammatical analysis at the expense of comprehension practice. Instruction often centered on parsing sentence structures and

identifying grammatical forms without guiding students to grasp overall meaning. Although grammar is essential, reading competence involves the ability to interpret and understand messages conveyed in texts, not merely analyze linguistic forms (Fuadah, 2021). This imbalance caused students to read mechanically without developing higher-level comprehension abilities.

3) Lack of Graded Reading Materials

The research further revealed a shortage of graded reading resources that provide progressive difficulty levels. Students were frequently exposed only to limited textbook selections, with few supplementary texts available. Reading objectives include fostering the habit of reading various genres such as scientific, literary, and informational texts to broaden linguistic competence (Saepuddin in Alam et al., 2023). Without tiered materials, learners could not gradually build fluency and confidence, resulting in stagnation in reading development.

d. Learning Environment Factors

1) Limited Arabic Language Environment

The findings showed that learners had minimal exposure to Arabic outside the classroom. Arabic was rarely used as a medium of daily communication, which limited students' opportunities to reinforce vocabulary and structures encountered during reading lessons. Language environment is an important external factor influencing learning success, as continuous exposure supports familiarity with linguistic patterns and improves comprehension ability (Mahmudin, 2019). Without an Arabic-rich environment, reading remained an isolated academic activity rather than a living language practice.

2) Minimal Peer Interaction in Reading Activities

Another environmental issue was the limited use of collaborative reading activities. Students rarely engaged in peer discussions, group reading, or shared interpretation of texts. Learning objectives in *qira'ah* include developing the ability to express the meaning of texts and interpret various types of reading materials (Saepuddin in Alam et al., 2023). However, without social interaction, learners had fewer opportunities to negotiate meaning, clarify misunderstandings, and build confidence. This lack of collaborative engagement slowed both comprehension development and communicative confidence.

Table 2: Contributing Factors to Difficulties in Arabic Reading Skills

Category	Specific Factor	Description of Contribution to Reading Difficulties
Linguistic Factors	Structural differences between Arabic and L1	Differences in sentence patterns (<i>jumlab ismiyyah / fi'liyyah</i>) make it hard for learners to identify sentence elements, causing fragmented comprehension.
	Complexity of morphology and syntax	Rich derivational system (<i>tashrif</i>), <i>i'rab</i> , and inflectional rules increase cognitive load during reading.
	Limited exposure to authentic texts	Overreliance on textbooks limits familiarity with varied genres, vocabulary, and real language use.
Instructional Factors	Teacher-centered methods	Excessive explanation and translation reduce student engagement and active reading practice.
	Limited reading strategy instruction	Lack of training in skimming, scanning, predicting, and summarizing leads to inefficient word-by-word reading.
	Inadequate instructional media	Shortage of books and learning tools reduces focus, practice intensity, and individualized learning.
	Insufficient time allocation	Limited classroom time restricts repeated reading practice and strategy application.
Curriculum & Material Factors	Text difficulty mismatch	Materials exceed learners' proficiency, causing frustration and decoding-focused reading.
	Overemphasis on	Focus on form analysis over meaning prevents

	grammar	development of comprehension skills.
	Lack of graded materials	Absence of progressive-level texts hinders gradual fluency and confidence development.
Learning Environment Factors	Limited Arabic language environment	Minimal exposure outside class prevents reinforcement of vocabulary and structures.
	Minimal peer interaction	Lack of collaborative reading reduces meaning negotiation, confidence, and comprehension depth.

The table 2 shows that difficulties in developing Arabic reading skills are influenced not only by learner ability but also by broader linguistic, instructional, curricular, and environmental factors. Linguistically, structural differences between Arabic and learners' first language, along with the complexity of Arabic morphology and syntax, increase cognitive demands during reading. These challenges are compounded by limited exposure to authentic texts. Instructionally, teacher-centered methods, insufficient strategy training, limited media, and restricted practice time reduce opportunities for active and meaningful reading development. From a curricular perspective, mismatched text difficulty, excessive focus on grammar, and the absence of graded materials prevent systematic comprehension growth. Environmentally, the lack of an Arabic-rich setting and minimal peer collaboration further isolate reading as a classroom-only activity, slowing fluency, confidence, and deeper understanding. Together, these factors create interconnected barriers that hinder the development of effective *mahārah al-qirā'ah*.

3. Implications for More Effective Teaching Strategies

a. Linguistically-Oriented Strategies

1) Phonological Reinforcement for Accurate Decoding

Given that many learners struggled with *makhārij al-ḥurūf* and sound distinctions, reading instruction should integrate systematic phonological training. Reading (*qirā'ah*) must not be separated from listening and pronunciation practice. Structured drills focusing on problematic Arabic sounds, minimal pairs, and guided oral reading can help learners build accurate decoding skills. When students are able to recognize sound-symbol correspondences more automatically, cognitive load decreases, allowing them to focus on meaning rather than pronunciation mechanics. This supports the definition of *mahārah al-qirā'ah* as not only silent comprehension but also accurate and fluent oral reading.

2) Vocabulary Development Through Morphological Awareness

Difficulties in understanding texts were strongly linked to limited vocabulary mastery and the complex derivational nature of Arabic (*tasbīf*). Therefore, teaching strategies should emphasize morphological awareness rather than isolated word memorization. Teachers can guide learners to analyze word roots ($\sqrt{\square\square}$), patterns (*waḥḥan*), and affixes to infer meanings of unfamiliar words. Word-family mapping, pattern grouping, and contextual guessing exercises can make vocabulary learning more systematic and transferable. This approach directly addresses the lexical challenges identified in the findings and supports deeper text comprehension.

3) Gradual and Functional Grammar Integration

The findings showed that weaknesses in *qawā'id* and *i'rāb* prevented learners from interpreting sentence meaning accurately. However, grammar instruction should not be overly theoretical or dominated by memorization of rules. Instead, grammar needs to be taught functionally through reading texts. Teachers can highlight how grammatical markers affect meaning (e.g., subject-object distinction, tense, and syntactic roles) within authentic sentences.

Short focused grammar tasks linked to the reading passage help students see grammar as a tool for understanding texts, not as an abstract burden.

4) Sentence Structure Awareness (Tarkīb Training)

Since learners struggled with recognizing sentence components such as *mubtada'*, *kehabar*, *fi'*, and *fa'il*, instruction should include structured exercises in sentence analysis. Breaking long sentences into meaningful units, using visual sentence diagrams, and practicing text chunking can help learners process Arabic syntactic structures more efficiently. This scaffolding supports comprehension, especially in longer academic or religious texts.

b. Instructionally-Oriented Strategies

1) Improved Lesson Planning and Goal Alignment

The findings revealed that insufficient instructional planning contributed to ineffective reading instruction. Therefore, teachers should design updated lesson plans that clearly specify reading objectives at different proficiency levels (beginner, intermediate, advanced). Each lesson should align texts, tasks, and assessment with targeted reading skills such as identifying main ideas, interpreting implicit meaning, or summarizing texts. Systematic planning ensures that reading activities are purposeful rather than routine text translation exercises.

2) Use of Interactive and Student-Centered Methods

Traditional teacher-centered approaches limited student engagement and slowed comprehension development. Instruction should shift toward interactive methods such as guided reading, think–pair–share, group text analysis, and question-driven discussions. These strategies encourage learners to actively process meaning, negotiate interpretations, and express understanding verbally. Such interaction not only improves comprehension but also strengthens communicative confidence, which is closely linked to reading performance.

3) Integration of Varied and Contextual Learning Media

Limited instructional media was identified as a barrier to learning. Teachers should incorporate diverse materials such as graded reading texts, visual aids, digital texts, audio-assisted reading, and contextual reading passages relevant to students' experiences. Multimedia support can help learners connect written forms with sounds and meanings, reducing comprehension gaps. The availability of appropriate materials also helps differentiate instruction according to learners' proficiency levels.

4) Motivation-Oriented Instructional Practices

Low student motivation was a recurring non-linguistic problem. Teachers can address this by selecting meaningful texts, relating reading materials to learners' interests, and providing achievable reading tasks that build a sense of success. Positive reinforcement, collaborative learning, and varied classroom activities can also foster a more engaging learning atmosphere. When students perceive reading as useful and attainable, their willingness to engage with Arabic texts increases.

5) Teacher Professional Development in Reading Pedagogy

Since teacher competence strongly affects learning outcomes, professional development programs focusing on Arabic reading pedagogy are essential. Training should cover strategies for teaching reading comprehension, scaffolding techniques, assessment of reading skills, and effective use of instructional media. Continuous professional growth helps teachers adapt to learner needs and implement evidence-based practices.

c. Environmental and Support-System Strategies

1) Creating an Arabic-Rich Learning Environment

The findings indicated that the absence of an Arabic language environment reduced students' opportunities to practice reading beyond classroom tasks. Therefore, institutions should foster an Arabic-rich atmosphere through wall texts, vocabulary boards, reading corners, Arabic announcements, and extracurricular language programs. Continuous exposure helps learners internalize vocabulary, recognize language patterns more quickly, and build reading fluency. When Arabic becomes visible and functional in the school environment, reading shifts from a purely academic exercise to meaningful language use.

2) Encouraging Reading Culture and Habit Formation

Developing reading proficiency requires sustained practice. Schools should promote a reading culture through structured reading programs, library use, and scheduled silent reading sessions. Students who regularly engage with texts tend to develop better comprehension strategies and wider vocabulary knowledge. Habitual reading also supports the long-term retention of linguistic forms and improves learners' confidence when encountering new texts.

3) Strengthening Home–School Collaboration

Family environment was identified as an external factor influencing learning success. Schools should involve parents by encouraging home reading activities, providing guidance on supporting children's Arabic learning, and sharing simple reading materials that can be practiced at home. Even limited parental encouragement can positively affect learners' motivation and persistence in reading activities.

4) Providing Institutional Support and Learning Resources

Educational institutions should ensure the availability of adequate learning resources such as textbooks, supplementary reading materials, digital libraries, and language learning technologies. Access to appropriate materials allows learners to practice at different difficulty levels and reduces dependence on a single textbook. Institutional support also includes manageable class sizes and sufficient instructional time to conduct effective reading activities.

5) Building Peer Support Systems

Collaborative learning structures such as peer reading groups, study partners, and discussion circles can enhance comprehension and engagement. When learners work together, they share strategies, clarify meanings, and reduce anxiety associated with difficult texts. Peer interaction thus becomes a supportive mechanism that strengthens both cognitive and affective aspects of reading development.

Table 3: Implications for More Effective Arabic Reading Instruction

Category	Strategy	Main Focus	Expected Impact on Reading Skills
Linguistically-Oriented	Phonological Reinforcement	Training on Arabic sounds, makhārij al-ḥurūf, minimal pairs	Improves decoding accuracy and reading fluency
	Morphological Awareness for Vocabulary	Teaching roots, patterns (wazan), and word formation	Expands vocabulary recognition and meaning inference
	Functional Grammar Integration	Teaching grammar through reading contexts	Helps learners interpret sentence meaning accurately
Instructionally-Oriented	Sentence Structure Awareness (Tarkīb)	Identifying mubtada', khabar, fi'l, fā'il through text analysis	Enhances syntactic processing and comprehension
	Goal-Aligned Lesson Planning	Clear objectives linked to reading skills	Makes instruction systematic and skill-focused
	Interactive Student-Guided	reading,	Increases engagement and

	Centered Methods	discussion, group analysis	comprehension depth
	Varied & Contextual Learning Media	Digital texts, visuals, graded readers	Supports multimodal understanding and differentiation
	Motivation-Oriented Practices	Meaningful texts, achievable tasks, positive feedback	Strengthens learner motivation and persistence
	Teacher Professional Development	Training in reading pedagogy and assessment	Improves instructional quality and strategy use
Environmental & Support Systems	Arabic-Rich Environment	Visual exposure, language programs, Arabic signage	Reinforces vocabulary and reading familiarity
	Reading Culture Development	Silent reading programs, library use	Builds fluency and long-term comprehension skills
	Home-School Collaboration	Parental support for reading at home	Enhances motivation and consistent practice
	Institutional Resource Support	Adequate materials, digital libraries, time allocation	Enables intensive and individualized practice
	Peer Support Systems	Reading groups, discussion circles	Encourages meaning negotiation and confidence

The table 3 highlights pedagogical implications derived from the study to improve Arabic reading instruction through three interconnected dimensions: linguistic, instructional, and environmental strategies. Linguistically-oriented strategies emphasize strengthening learners' decoding, vocabulary development, grammar awareness, and sentence processing to address core language difficulties. Instructionally-oriented strategies focus on better lesson planning, interactive learning methods, diverse media integration, motivational practices, and teacher professional development to make reading instruction more engaging and effective. Meanwhile, environmental and support-system strategies extend learning beyond the classroom by fostering an Arabic-rich environment, cultivating reading habits, strengthening home-school cooperation, ensuring institutional resource support, and building peer collaboration. Together, these approaches reduce cognitive overload, increase exposure and practice opportunities, and promote both linguistic competence and learner motivation, leading to more fluent and meaningful Arabic reading development.

DISCUSSION

1. Analysis of Results

The findings demonstrate that the problematics of *mabarab al-qirā'ah* are systemic rather than incidental, involving interrelated linguistic, cognitive, pedagogical, and contextual dimensions. In relation to the first research question, learners' difficulties extended beyond surface-level decoding to deeper issues in lexical access, grammatical processing, phonological control, and meaning construction. Limited vocabulary mastery and weak morphological awareness were shown to increase cognitive load during reading, confirming that Arabic's root-based derivational system presents substantial challenges for learners when lexical knowledge is insufficient. This aligns with the conceptualization of *qirā'ah* as a process of constructing meaning through the integration of letters, words, and structures into coherent expressions (Al-Qaththan, 2015; Indriani, 2020). Grammatical weakness, particularly in *nahwu* and *sharaf*, further hindered comprehension, as learners misinterpreted syntactic relations due to inaccurate *i'rāb* recognition. This supports the view that grammatical competence is not peripheral but foundational to Arabic reading

proficiency. In addition, phonological inaccuracy and low fluency revealed that learners' attention was heavily devoted to decoding, leaving limited cognitive resources for comprehension. Such findings indicate that mechanical accuracy and semantic processing are inseparable in Arabic reading, especially when texts lack diacritics (Fuadah, 2021).

Regarding the second research question, the contributing factors confirm that reading difficulties arise from both intrinsic linguistic complexity and extrinsic instructional conditions. Structural differences between Arabic and learners' first languages, along with morphological density and syntactic variation, created persistent barriers (Taqdir, 2020). These linguistic demands were compounded by teacher-centered practices, limited strategy instruction, inadequate learning media, and time constraints—conditions that restricted students' opportunities for meaningful reading engagement (Mahmudin, 2019; Syah & Azizi, 2024). Curriculum-related mismatches between text difficulty and learner proficiency further transformed reading into a decoding burden rather than a meaning-making activity (Fuadah, 2020).

In response to the third research question, the proposed strategies suggest that effective reading development requires instructional integration across linguistic reinforcement, strategy-based pedagogy, and environmental support. Phonological training, morphological awareness, and functional grammar teaching must be embedded within interactive and contextualized reading tasks, supported by resource-rich and collaborative learning environments.

2. Comparison with Previous Studies

The present findings are consistent with earlier research emphasizing grammar and vocabulary as core determinants of Arabic reading competence. Studies have demonstrated that mastery of *nahwu* significantly influences reading accuracy and fluency (Khusen et al., 2024), supporting this study's conclusion that grammatical weakness leads to misinterpretation of texts. Similarly, phonetic-oriented approaches such as *qira'ah jabriyyah* have been shown to improve pronunciation and phonological awareness, echoing the present finding that articulation errors and phoneme confusion impede comprehension (Maliyanah & Fitriani, 2024).

Instructionally, the dominance of teacher-centered methods identified in this study aligns with research indicating that limited interaction constrains comprehension development (Qodari et al., 2024). In contrast, communicative and inquiry-based approaches have been reported to enhance engagement and independent meaning construction (Al Haqiqy, 2024; Shalihah et al., 2025), reinforcing this study's recommendation for interactive and strategy-based pedagogy. The effectiveness of structured comprehension methods such as SQ3R (Amirullah & Anwar, 2024) and the integration of intensive and extensive reading (Mahmudi, 2025) further supports the need for systematic yet varied instructional models.

However, unlike studies that focus on isolated techniques or single linguistic variables, the present research offers an integrative analysis that positions reading problems within a broader ecological framework. This perspective complements previous work while extending it by demonstrating how linguistic, pedagogical, and environmental factors operate interdependently.

3. Implications of Findings

Theoretically, the study reinforces the understanding that reading in Arabic—a morphologically rich and structurally complex language—requires the coordination of phonological, morphological, syntactic, and semantic processing. Reading competence should therefore be framed as a multidimensional construct rather than a discrete skill. This contributes to language education theory by highlighting how lower-level decoding processes interact with higher-level comprehension in non-Indo-European language contexts.

Practically, the findings imply that Arabic reading instruction should adopt a balanced and scaffolded model. Teachers need to integrate phonological drills, morphological analysis, and contextual grammar teaching into meaningful reading tasks. Strategy instruction—such as predicting, summarizing, and inferencing—should be explicitly taught to shift reading from word-level decoding to discourse-level understanding. At the institutional level, the provision of graded materials, digital resources, and collaborative reading opportunities is essential for sustaining reading development. These implications are consistent with research showing the benefits of digital materials, structured evaluation, and vocabulary-focused instruction in enhancing Arabic reading comprehension (Malikh et al., 2025; Saadah & Baroroh, 2025).

4. Limitations of the Study

This research relied on library-based qualitative analysis, drawing exclusively on secondary data. While this approach enabled broad conceptual synthesis, it limited direct observation of classroom practices and learner performance. Contextual variation across institutions, learner backgrounds, and instructional resources may produce different manifestations of reading problems. Moreover, the absence of quantitative measurement prevented the determination of the relative impact of each factor. Future empirical studies involving classroom-based data and mixed methods would strengthen the generalizability of these findings.

5. Partial Conclusions

The discussion indicates that the problematics of *mabarab al-qirā'ah* stem from the interaction of linguistic complexity, instructional design, curriculum alignment, and learning environment conditions. Effective intervention therefore requires integrated pedagogical responses rather than isolated methodological changes. These conclusions provide a conceptual basis for the final conclusions section, where overall contributions and recommendations for Arabic reading instruction can be synthesized.

CONCLUSION

This study set out to examine the problematics of *mabarab al-qirā'ah* in Arabic language learning by identifying the major difficulties faced by learners, the contributing linguistic and instructional factors, and the implications for more effective teaching strategies. The findings reveal that challenges in Arabic reading are multidimensional. Learners experience significant obstacles in vocabulary mastery, morphological recognition, grammatical processing (*nahwu* and *sharaf*), phonological accuracy, and reading fluency. These linguistic difficulties directly affect comprehension, particularly in identifying main ideas, making contextual inferences, and interpreting complex or classical texts. In addition, affective barriers such as low motivation, reading anxiety, and the absence of effective reading strategies further limit learners' performance. From a causal perspective, the study shows that these problems stem from both linguistic complexity and instructional conditions. Structural differences between Arabic and learners' first languages, along with the dense morphological and syntactic systems of Arabic, create inherent learning demands. These are compounded by teacher-centered practices, limited strategy instruction, insufficient learning media, time constraints, and curriculum mismatches between text difficulty and learner proficiency. Environmental factors, including limited exposure to Arabic outside the classroom and minimal peer interaction, also weaken opportunities for sustained reading development. Together, these elements confirm that reading difficulties cannot be attributed to a single variable but arise from the interaction of linguistic, pedagogical, curricular, and contextual factors.

The implications of this research are both theoretical and practical. Theoretically, the study reinforces the understanding that Arabic reading competence is an integrated construct requiring coordination between phonological decoding, morphological awareness, syntactic processing, and meaning construction. Practically, the findings suggest that effective instruction should combine phonological reinforcement, vocabulary development through morphological analysis, functional grammar integration, and structured reading-strategy training within interactive and student-centered learning environments. Institutional support through graded materials, diverse learning media, and an Arabic-rich environment is equally essential to sustain reading fluency and comprehension growth.

For future research, empirical classroom-based studies are recommended to validate and extend these findings using observational data, learner assessments, and mixed-method approaches. Investigations into the effectiveness of specific strategy-based interventions, digital reading platforms, and differentiated instructional models would also provide deeper insight into improving Arabic reading pedagogy. Longitudinal studies examining the development of *maharah al-qira'ah* across educational levels could further clarify how reading competence evolves over time. In closing, this study highlights that strengthening Arabic reading skills is not merely a technical instructional task but a comprehensive educational endeavor requiring alignment between linguistic knowledge, pedagogical practice, curriculum design, and learning environment. By addressing these dimensions holistically, Arabic language education can move closer to enabling learners to read accurately, fluently, and meaningfully, thereby supporting broader academic and religious learning goals.

REFERENCES

- Alam, S., Fanirin, M. H., & Arifin, M. M. (2023). Problematika maharah al-qira'ah siswa madrasah tsanawiyah Ma'had Al-Zaytun. *SIYAQIY: Jurnal Pendidikan Bahasa Arab*, 1(1), 18–33. <https://doi.org/10.61341/siyaqiy/v1i1.03>
- Al Haqiy, M. S. I. (2024). Implementation of mahārah al-qirā'ah with a communicative approach at a language course institution. *AL-QIBLAH: Jurnal Studi Islam dan Bahasa Arab*. <https://doi.org/10.36701/qiblah.v3i6.1792>
- Al-Qaththan, M. (2015). *Pengantar studi ilmu Al-Qur'an*. Pustaka Al-Kautsar.
- Amirullah, D., & Anwar, N. (2024). Improving maharah qira'ah in Arabic through SQ3R method. *Journal of Islamic and Muhammadiyah Studies*. <https://doi.org/10.21070/jims.v6i2.1609>
- Ansori, Y. Z. (2019). Islam dan pendidikan multikultural. *Jurnal Cakrawala Pendas: Media Publikasi pada Bidang Pendidikan Dasar*, 5(2), 110–115. <https://doi.org/10.31949/jcp.v5i2.1370>
- Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Chan, M. L. (2024). Learning to read in Hebrew and Arabic: Challenges and pedagogical approaches. *Education Sciences*, 14(7), 765. <https://doi.org/10.3390/educsci14070765>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.
- Fitri, S. F., & Musdizal. (2024). Analysis of Arabic reading skills at modern Islamic boarding school Arafah Sungai Penuh. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*. <https://doi.org/10.14421/almahara.2024.0101-08>

- Fuadah, S. (2021). Efektivitas pembelajaran Al-Tarjamah Al-Fauriyah dalam meningkatkan maharah al-qira'ah mahasiswa semester 6 pendidikan bahasa Arab UIN Sunan Kalijaga tahun akademik 2018/2019. *Maharaat: Jurnal Pendidikan Bahasa Arab*, 3(1), 71–92. <https://doi.org/10.18196/mht.v3i1.10125>
- Gajah, A. S., Inayah, U. M., & Haryuni, N. D. (2023). Peranan bahasa Arab dalam pengembangan studi Islam. *Jurnal Ekonomi, Syariat dan Studi Islam*, 1(2), 62. <https://doi.org/10.59548/je.v1i2.78>
- Hasbi, A. F. (2025). Methods, challenges, and strategies for learning Arabic reading skill: A systematic literature review. *Madah: Jurnal Bahasa dan Sastra*, 16(1), 110–125. <https://doi.org/10.31503/madah.v16i1.993>
- Ichsan, M. N., Syafe'i, I., Husen, A., Hasan, M., & Hasyim, A. (2025). Problems of learning Arabic in reading and writing skills in Nagreg junior high school. *Asalibuna*, 8(02). <https://doi.org/10.30762/asalibuna.v8i02.2386>
- Indriani, R. (2024). *Problematika peserta didik dalam maharab al-qira'ah di MTsN 3 Kota Palu* (Skripsi). Universitas Islam Negeri Datokarama Palu.
- Johnston, M. P. (2017). Secondary data analysis: A method of which the time has come. *Qualitative and Quantitative Methods in Libraries*, 3(3), 619–626. <http://www.qqml-journal.net>
- Kasmiasi. (2020). *Strategi pembelajaran bahasa Arab*. Rizquna.
- Khusen, R., Fitriani, N., Sugiara, L. R., Al Ayyubi, I., & Lestari, Y. (2024). The influence of nahwu knowledge on Arabic text reading skills. *Southeast Asian Journal of Islamic Education*. <https://doi.org/10.21093/sajie.v8i2.11751>
- Mahmudi, A. R. (2025). From accuracy to fluency: The synergy of intensive and extensive reading in Arabic language education. *Rivayat: Educational Journal of History and Humanities*.
- Mahmudin, W. (2019). Problematika pembelajaran al-qira'ah dan solusi pemecahannya: Studi deskriptif kualitatif di MA Miftahurrahman Tasikmalaya. *THORIQTUNA: Jurnal Pendidikan Islam*, 1(1), 135–162.
- Malikh, M. Q., Mubaligh, A., & Fitriani, L. (2025). Development and evaluation of digital learning materials for Arabic reading skills. *Syaikhuna: Jurnal Pendidikan dan Pranata Islam*, 16(01), 113–128. <https://doi.org/10.62730/syaikhuna.v16i01.7675>
- Maliyanah, A. A., & Fitriani, L. (2024). Implementation of the qiraah jahriyyah strategy in improving maharah qira'ah learning. *HuRuf Journal: International Journal of Arabic Applied Linguistic*, 4(1), 67–76. <https://doi.org/10.30983/huruf.v4i1.7770>
- Maulana, B. W., Islam, M. R. Z., Shoubaki, H., & Tahir, T. (2025). Analysis of phonological errors in reading skills Arabic text at school. *Journal of Arabic Language Teaching*, 5(1), 1–16. <https://doi.org/10.35719/arkhas.v5i1.2202>
- Moto, M. M. (2019). Pengaruh penggunaan media pembelajaran dalam dunia pendidikan. *Indonesian Journal of Primary Education*, 3(1), 20–28.
- Oensyar, K. R., & Hifni, H. A. (2015). *Pengantar metodologi pembelajaran bahasa Arab*. IAIN Antasari Press.
- Qodari, S. L., Muhtarom, M., Masrur, M., & Sari, R. N. (2024). Analysis of reading skills using the mahāratul qirāah method. *Insyirah: Jurnal Ilmu Bahasa Arab dan Studi Islam*. <https://doi.org/10.26555/insyirah.v7i1.10372>

- Nurul Mustofa, Rahmat Hidayat, Rohiyana, Wira Pahrias, Zidani Ilman Maulana, Fathurrahman, Sirajut Talibin, Rahmat Zainuri
- Rajak, A. (2020). *Metodologi pembelajaran bahasa Arab di madrasah*. SEARFIQH: Forum Intelektual Al-Qur'an dan Hadits Asia Tenggara.
- Rohman, A. H. (2022). Analisis metode pembelajaran bahasa Arab di Madrasah Diniyah Al-Amiriyah Blokagung. *Tadris Al-Arabiyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 2(1), 122–139.
- Saadah, B., & Baroroh, R. U. (2025). Unlocking reading skills (maharah qira'ah) mastery. *Indonesian Journal of Multidisciplinary Educational Research*. <https://doi.org/10.30762/ijomer.v3i1.4977>
- Schreier, M. (2018). *Qualitative content analysis in practice*. SAGE.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Syah, B. L., & Aziz, A. U. A. (2024). Problematika pembelajaran maharah al-qira'ah dan solusi pemecahannya. *Tarbiyatuna: Kajian Pendidikan Islam*, 8(1), 147–164.
- Taqdir. (2020). Problematika pembelajaran bahasa Arab. *Naskabi: Jurnal Kajian Pendidikan dan Bahasa Arab*, 2(1), 40–58.
- Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93–112. <https://doi.org/10.1177/0739456X17723971>