

**ANALYSIS OF STUDENTS' DIFFICULTIES IN READING TEXTS TO
INCREASE READING COMPREHENSION IN
ISLAMIC SENIOR HIGH SCHOOL**

Fadilatur Rohma

Fakultas Agama Islam, Universitas Nurul Jadid, Probolinggo
fadilaturrahmah693@gmail.com

Achmad Fawaid

Fakultas Agama Islam, Universitas Nurul Jadid, Probolinggo
fawaidachmad@gmail.com

Abstract

One of the student's difficulties in reading Arabic texts, in general, is due to the unique shape of the Arabic letters and no resemblance to the alphabet. So that students feel foreign in identifying and recognizing the letters. Therefore, this study aims to analyze the difficulty of reading Arabic texts in maharah qira'ah learning, starting from linguistic, and non-linguistic problems, and providing solutions to Arabic subject teachers in overcoming these difficulties. The method used is a qualitative approach. The technique used is to use data collection, in collecting data for this study, namely by interviews, observation, and documentation. The research uses this technique because it is done by listening or observing the reading of Arabic texts in maharah qira'ah. And this technique is used to observe the speech of students who are carried out at Madrasah Aliyah Al-Barokah, especially Class X IPS. The difficulty of students reading Arabic texts in learning maharah qira'ah there are two influencing factors, namely internal factors (linguistics) and external factors (non-linguistics). The results of the study indicate that there are two factors for difficulty reading Arabic texts, namely internal factors (linguistics) and external factors (non-linguistics). And the efforts that must be made by an educator in overcoming students' difficulties in reading Arabic texts are by getting used to speaking Arabic even if only a little, providing motivation, giving rewards, getting used to reading Arabic texts, and changing the views of students who think that learning Arabic is difficult and not interesting, learning becomes easy and interesting.

Keywords: Analysis of Difficulties; Reading; Arabic Text; Comprehension

Abstrak

Salah satu kesulitan siswa dalam membaca teks bahasa Arab pada umumnya adalah karena bentuk huruf Arab yang unik dan tidak memiliki kemiripan dengan abjad. Sehingga siswa merasa asing dalam mengidentifikasi dan mengenal huruf. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kesulitan membaca teks bahasa Arab dalam pembelajaran maharah qira'ah, mulai dari permasalahan linguistik, dan non linguistik, serta memberikan solusi kepada guru mata pelajaran bahasa Arab dalam mengatasi kesulitan tersebut. Metode yang digunakan adalah pendekatan kualitatif. Teknik yang digunakan adalah dengan menggunakan pengumpulan data, dalam mengumpulkan data untuk penelitian ini yaitu dengan wawancara, observasi, dan dokumentasi. Penelitian menggunakan teknik ini karena dilakukan dengan cara menyimak atau mengamati bacaan teks bahasa Arab di maharah qira'ah. Dan teknik ini digunakan untuk mengamati tuturan siswa yang dilakukan di Madrasah Aliyah Al-Barokah khususnya Kelas X IPS. Kesulitan siswa membaca teks bahasa Arab dalam pembelajaran maharah qira'ah ada dua faktor yang mempengaruhi, yaitu faktor internal (linguistik) dan faktor eksternal (non linguistik). Hasil penelitian menunjukkan bahwa ada dua faktor kesulitan membaca teks bahasa Arab, yaitu faktor internal (linguistik) dan faktor eksternal (non-linguistik). Dan upaya yang harus dilakukan oleh seorang pendidik dalam mengatasi kesulitan siswa dalam membaca teks bahasa arab adalah dengan membiasakan berbicara bahasa arab walaupun hanya sedikit, memberikan motivasi, memberikan reward, membiasakan membaca

teks bahasa arab, dan merubah pandangan terhadap siswa yang beranggapan bahwa belajar bahasa Arab itu sulit dan tidak menarik, belajar menjadi mudah dan menarik.

Kata kunci: Analisis Kesulitan; Membaca; Teks Arab; Pemahaman

INTRODUCTION

Language is the ability of humans to communicate with other humans by using signs such as terms and body mobility. Humans as social beings need ways to interact with other people in society. For the sake of social interaction, we need a medium of communication called language.

Arabic is an interesting topic in the world of language education. This is because Arabic has advantages over other foreign languages. Such as the beauty of language style, depth of meaning, and structure of language. In its development, Arabic has become the official international language. This language is spoken by more than two hundred million people and even this language is also used by twenty countries that are used as official languages in their countries.¹

In Indonesia, Arabic is one of the subjects in teaching and learning activities in schools, institutes, and even integrated Islamic schools and state schools making Arabic one of the contents of the lesson.² In learning Arabic there are several problems and obstacles during the language learning process, especially the language that acts as a foreign language among Indonesian students. There are two basic principles in learning Arabic in Indonesia. First, linguistic problems, namely phonology, morphology, syntax, and semantics. The second is non-linguistic problems which consist of social, psychological, and methodological problems.

Arabic is also taught to understand the Qur'an and Hadith. Arabic began to be spoken among students in Islamic boarding schools and students living in school dormitories. Indonesians have long understood the importance of Arabic, so until now, they have not dared to make Arabic one of the subjects tested nationally. If only Arabic were tested nationally, students would be motivated to learn and master it.

In Arabic, there are 4 skills. Namely reading, speaking, listening, and writing skills. Along with other language skills, reading is one of the most important language skills. Because reading is a means of learning about other worlds that are desirable for humans to broaden their knowledge. Learning languages and other subjects is also not spared from reading. Because reading is an important part of everyday life, especially in the academic and social world. Likewise, reading is an important skill when learning Arabic. This can be seen from the decision of the Ministry of Religion which said that one of the objectives of the Arabic language course is

¹ Siti Aminah and Siti Aminah, "Jurnal Pendidikan Guru Jurnal Pendidikan Guru" 2, no. 4 (2021): 33–42.

² Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (2019): 558–565.

to improve Arabic communication skills both verbally and in writing. Therefore, especially when learning to read becomes very important.³

To develop foreign language or Arabic language skills, students must have maharah qira'ah skills. As is known, the purpose of teaching reading is to train students to understand reading and develop their reading skills. The method used must still make students look happy and interested in the learning process.⁴

In academic, personal, and social life, reading is very important. Reading is also an integral part of life. Likewise, maharah qira'ah is also very important in learning Arabic.⁵

There are several elements in reading including abstract meaning, words that makeup meaning, and written symbols. All three are in reading because reading is an activity connecting spoken and written language. In addition, language also consists of meanings and words that make up these meanings.⁶

In understanding a reading, students not only understand the content of the reading but also understand its meaning. One of the student's difficulties in reading Arabic texts in general is due to the unique shape of the Arabic letters and no resemblance to the alphabet. So that students feel foreign in identifying and recognizing the letters. Several factors can affect a person's reading skills. It can be divided into 2 parts, the first is the internal factors that exist in each individual, such as reading competence, motivation, interest, and ability to read. While the second factor is the internal factor which is further divided into 2 types. Namely, the elements that are inside the text and outside the text. As for the elements in the text such as readability, and text formation while the second is related to facilities, teachers, teaching models, and others. The dialect of the local language also greatly influences students' reading ability, when there is a mixture of accents between the first language and Arabic so that it can affect students' reading abilities.

Analysis of the difficulty of reading Arabic texts for students does not only aim to look for difficulty factors but the difficulties obtained from data sources are identified and classified as forms of existing difficulties, then provide solutions to students' difficulties reading Arabic texts in maharah qira'ah learning class X at Madrasah Aliyah Al-Barokah Tuuntung Cerme Wonomerto Probolinggo.

³ Dinda Lestari Hamka, Mantasiah Mantasiah, and Enung Mariah, "Analisis Faktor Kesulitan Membaca Teks Bahasa Arab Siswa Sekolah Madrasah Tsanawiyah Kelas Tujuh Di Kota Makassar," *Pinisi Journal of Education* 1, no. 3 (2021): 196–205.

⁴ Khoiriyah Hidayatul, "LISANUNA, Vol. 10, No. 1 (2020)," *Lisanuna* 10, no. 1 (2020): 32–44.

⁵ Yuniarti Amalia Wahdah, "Faktor-Faktor Kesulitan Siswa Dalam Membaca Teks Bahasa Arab," *Alsuniyat* 1, no. 1 (2020): 30–46.

⁶ Ahmad Nurcholis, Syaikhu Ihsan Hidayatullah, and Muhamad Asngad Rudisunhaji, "Karakteristik Dan Fungsi Qira'Ah Dalam Era Literasi Digital," *El-Tsaqafah : Jurnal Jurusan PBA* 18, no. 2 (2019): 131–146.

Several studies reveal that students' difficulties in reading Arabic texts are due to differences in the backgrounds of each student, in addition to factors from different family environments and students' interest in reading. Some students are already basic in Arabic, some don't have basic Arabic at all. Students who have studied Arabic from the start of MI will make it easier for them to understand Arabic, one of which is maharah qira'ah. In contrast to those who directly learn Arabic from class X, it will be more difficult to understand because they have to start from scratch.⁷

In addition to the problems above, there are also factors for students' difficulties in reading Arabic texts, which consist of two sub-factors, namely internal factors (factors originating from within the student) including learning experience and student language competence, student interest in reading, and student motivation. And external factors (factors that come from outside the student) include environmental factors, teachers, books, facilities, and infrastructure. Thus, this problem is considered very serious to be raised to the surface of scientific work to be researched and solutions sought because it is within the scope of the Arabic language in the educational area.⁸ Some of the previous studies that have been mentioned do not fully discuss the difficulty of reading Arabic texts in learning maharah qira'ah starting from linguistic and non-linguistic problems so this research can participate in providing solutions to Arabic subject teachers who have difficulty reading Arabic texts. students especially in maharah qira'ah.

From the results of observations and observations on class X students of Madrasah Aliyah Al Barokah Tunggak Cerme Wonomerto Probolinggo, it shows that the difficulty of reading Arabic texts is in the aspect of maharah qira'ah in their Arabic language learning in their daily activities. Among these difficulties start in terms of letters, sounds, and language arrangements as well as students' ability to read Arabic texts. In this case, it will present an analysis of students' difficulties in reading Arabic texts in maharah qira'ah learning. So that there are no more difficulties in reading Arabic texts, both from a linguistic and non-linguistic perspective. Therefore, this table will be focused on the problem of analyzing students' difficulties in reading Arabic texts in learning maharah qira'ah in class X Madrasah Aliyah Al Barokah Tunggak Cerme Wonomerto Probolinggo.

RESEARCH METHODS

This research was conducted on tenth-grade students at Madrasah Aliyah Al Barokah Tunggak Cerme Wonomerto Probolinggo. In this case, a qualitative research type method will be

⁷ Amrina Rodlatul Janah et al., "Problematika Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Di Kelas X IPA MA Al-Mukarom Ponorogo," *Proceeding of 2nd Annual Interdisciplinary Conference on Muslim Societies (AICOMS) 2* (2022): 17–24.

⁸ Hamka, Mantasiah, and Mariah, "Analisis Faktor Kesulitan Membaca Teks Bahasa Arab Siswa Sekolah Madrasah Tsanawiyah Kelas Tujuh Di Kota Makassar."

used according to its characteristics, which is about analyzing students' difficulties in reading Arabic texts in maharah qira'ah learning with a descriptive analysis approach. The research used in this method is field research conducted at the location where the research object is located. The source of the data in this study were students and educators of class X at Madrasah Aliyah Al Barokah Tunggak Cerme Wonomerto Probolinggo. And the data from this study is spoken language that has difficulty reading Arabic texts.

The methods used in collecting data for this research are observation, interviews, and documentation.⁹ Using this technique is because it is done by listening to or observing the reading of Arabic texts in maharah qira'ah. And this technique is used to observe the speech of the students. And the next technique is the recording technique, which is the recording or documentation of the data obtained and followed by classifying the data. This technique aims to record or document reading difficulties in students' Arabic texts. And also conducted interviews with Arabic subject teachers, and recorded all the difficulty factors that had been carried out from the results of direct observation. The sample is from class X IPS students at Madrasah Aliyah Al Barokah Tunggak Cerme Wonomerto Probolinggo. In this case, we directly examined the object which was taken from class X IPS students at Madrasah Aliyah Al Barokah Tunggak Cerme Wonomerto Probolinggo. All forms of methods were used to obtain the data needed in this study. Then, analyzing data on the difficulty of reading Arabic texts in maharah qira'ah learning conducted by class X students at Madrasah Aliyah Al Barokah Tunggak Cerme Wonomerto Probolinggo.

RESULTS AND DISCUSSION

Problems of Students' Difficulties Reading Arabic Texts in Learning Maharah Qira'ah

In this case, the first step is to collect data by observing, interviewing, and documenting. After making observations on class X IPS MA Al-Barokah students. During Arabic lessons, observations were made by giving Arabic texts to students and then observing students practicing reading Arabic texts in class. And found some students' difficulties in reading Arabic texts.

Next, is to conduct interviews with class X Arabic subject teachers, interviews are conducted to find out in more detail some of the problems of students' difficulties in reading Arabic. The results of the interviews show that there is a lack of habit of reading Arabic or a lack of use of Arabic. Therefore, an educator must foster students' reading interest in learning Arabic texts.

⁹ Mualim Wijaya and Nanda Devi Oktaviani, "Analisis Kesalahan Kalam Bahasa Arab Pada Peserta Didik Lembaga Pengembangan Bahasa Asing (Lpba) Pondok Pesantren Nurul Jadid Paiton Probolinggo," لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya 12, no. 1 (2022): 136.

Based on the results of the analysis above, there are two influencing factors, namely internal (linguistic) and external (non-linguistic) factors. The internal factors that influence students' ability to read Arabic texts are as follows:

a. Linguistic Factors

There are several linguistic factors as follows:

1) Difficulty Pronouncing Written Arabic/Phonology

The observation results showed that some students were not able to distinguish the sound of one hijaiyah letter from another. For example, *جَمَاعَةٌ* is pronounced as *جَمَاءَةٌ*, the letter ع is pronounced as أ, and letters like *ش/ص* are pronounced as *ض*. *س* is pronounced as *ظ*. and some others have been able to distinguish the sound of hijaiyah letters in a word/sentence even though they are not yet fluent in reading Arabic texts.

Based on the explanation above, phonological factors are one of the main causes of difficulty reading Arabic texts. Before studying Arabic further, you should learn to read the Qur'an properly and correctly by the laws of tajwid so that you are not mistaken in reading and pronouncing it because misreading will change the meaning or intent of the reading. Aspects of Arabic speech or writing are very important to reach the basic reading ability of students. This is because the purpose of learning Arabic is to understand the Arabic written language. This is reinforced by Amrullah that what language learners need to know the first time is the sound of the language.¹⁰

2) Lack of Vocabulary Mastery

The observation results show that students of class X IPS MA Al-Barokah who do not memorize or master vocabulary generally have difficulty reading a text. For example, when female student Siti Aisyah was asked to read a paragraph in the Arabic text about "al-Hiwayat", she had difficulty reading the text of words she had not memorized, she said that a word she read still felt foreign. This shows that vocabulary mastery has an impact on students' reading fluency. Previously, this student only mastered 50 percent of the 250 vocabulary words that were asked to be memorized or mastered by the teacher. Another student, named Saiful Bahri, only mastered 23 vocabulary words about the environment. He was asked to read an Arabic text, it appeared that he had difficulty speaking or articulating the vocabulary in the paragraph. This naturally occurs because the student only masters a certain percentage of the entire assigned vocabulary.

The Indonesian teacher for class X IPS MA Al-Barokah also gave information regarding mastery of this vocabulary. He said that the students did have deficiencies in

¹⁰ (Amrullah, 2016)

mastering Arabic vocabulary. This is due to a lack of awareness of language in the environment where students live, *"not to mention foreign languages, Indonesian students are still dominated by their regional languages"* (*janganakan bahasa asing, Bahasa Indonesia siswa saja masih terdominasi oleh bahasa daerahnya*) (Results of Interview with Mr. Zainul, Indonesian Language Teacher for class X IPS, 15/08/2022)

It argues that vocabulary mastery makes an important contribution to student's ability to read Arabic texts. Where vocabulary is an important indicator in determining student success in mastering reading skills. The less vocabulary one has, the less likely the student is to be skilled in reading. This is reinforced by Susilawati & Suhardi that vocabulary mastery greatly contributes to students' reading abilities. Susilawati and Suhardi's research shows quantitatively that there is an important relationship between vocabulary mastery and reading comprehension skills, the accuracy of finding ideas and reading comprehension skills, and the relationship between vocabulary mastery and accuracy of finding ideas with reading comprehension skills.¹¹

3) Lack of Understanding of Language Compilation

Based on the results of observations, shows that students experience difficulties in preparing language, even though in improving the ability to read Arabic texts a student must be able to understand the grammar in the text. Because, if a student is unable to understand the arrangement of Arabic texts, he will have difficulty reading Arabic texts.

The results of the interviews showed that some students had a minimal vocabulary in Arabic. Thus, they have difficulty arranging words into a sentence.

As explained above, in reading Arabic texts students must understand the meaning first, that way they will be able to read correctly. This cannot be separated from the knowledge of nahwu science in Arabic, namely to provide an understanding of how to read correctly and according to the rules of the applicable Arabic language. The science of nahwu is not only related to I'rab and Bina but also the construction of sentences. So, Arabic sentence grammar must also be studied and understood properly. This is reinforced by Ni'mah that understanding language preparation is very effective in increasing students' maharah qira'ah.¹²

4) Syntax (*Qawa'id*)

The results of the observations showed that most of the students still had difficulties and even practically could not read Arabic texts without vowels due to students' lack of understanding of qawa'id or the rules of the Arabic language, especially

¹¹ (Susilawati & Suhardi, 2016)

¹² (Ni'mah et al., 2020)

in nahwu science. This shows that qawaid has a major influence on improving students' reading skills.

The Arabic language teacher for class X IPS (Mohammad Hasan) revealed that:

"Students' knowledge of qawaid is very minimal, I often instruct students to translate Arabic. Just let students get to know Arabic easily, if it's a qawaid story the students certainly won't understand. I teach qawaid to students only what's in the book, not in depth. Such as the use of " هذا " for men and " هذه " for women. Usually, that's it." (pengetahuan siswa tentang ilmu qawaid sangat minim, saya lebih sering menyuruh siswa untuk menerjemahkan bahas arab. Biarkan saja siswa mengenal bahasa Arab ini dengan mudah, kalau cerita qawaid siswa tentu tidak akan mengerti saya mengajarkan qawaid kepada siswa sebatas apa yang ada di dalam buku, tidak mendalam. Sepeti penggunaan " هذا " kepada laki-laki dan " هذه " untuk perempuan. Biasanya sebatas itu) (Results of Interview with Mr. Hasan, Arabic Language Teacher for class X IPS, 08/10/2022)

This fact is quite reasonable based on teacher comments obtained in interviews. Where if learning is more focused on the qawa'id aspect it is considered ineffective, it will even hinder the achievement of the curriculum. Considering that learning qawa'id will require extra time than discussing other aspects of Arabic. So naturally students and teachers have difficulty understanding and teaching Qawaid effectively. Regarding this, as said by one of the Arabic teachers, namely the teacher studies alternative learning models that are considered easier and more comfortable for students, namely through direct communication models.

As explained earlier, the qawa'id method is one of the factors in learning Arabic and gets the largest portion compared to other factors. However, the qawa'id method is an important part of improving students' reading skills. Therefore, this is reinforced by Ernawati that the qawa'id method can improve students' reading skills because it is qawa'id that can increase understanding in learning Arabic, especially in grammar.¹³

b. Non-linguistic factors

The second factor experienced by students who have difficulty reading Arabic is from non-linguistic factors or factors that are caused outside the language. Here are some non-linguistic factors.

¹³ (Ernawati, 2021)

1) Enthusiasm and Passion in Learning

The interest that students have in being able to read Arabic texts and understand them is very low. This is evidenced by the lack of effort they put into improving their ability to read Arabic texts. Students did not show their interest in reading in improving their reading skills. This is following the results of observations made during class hours and recess. During recess, they only play and sleep in class, even during class hours they only do their obligations as a student and show no interest in improving their reading of Arabic texts. Because, if a student already has an interest in improving the ability to read Arabic texts, he will try and ask the teacher during and outside class hours.

Based on the results of interviews with students that Arabic is a language that is difficult and boring in terms of learning and practice so students find it difficult to read Arabic texts.

"Learning a language is very difficult when I understand the lesson, but a few days after, I forget the material. To practice Arabic is very difficult in my environment. It makes me lazy to study" (Belajar bahasa sangat sulit, ketika pelajaran saya mengerti, tapi beberapa hari setelahnya, saya lupa materinya. Untuk mempraktekkan bahasa Arab rasanya sangat sulit dilakukan di lingkungan saya. Hal itu membuat saya malas untuk belajar) (Results of Interview with Siti Aisyah, Class X IPS Student, 23/12/2022)

This explanation shows that students' interest in learning is minimal in improving their ability to read Arabic texts. Thus, the enthusiasm and enthusiasm of students in learning is the most common problem found in learning Arabic in class. Enthusiasm or motivation in learning greatly influences learning activities. Because when students are motivated to learn, they will be diligent in learning, such as in terms of attendance, participating in learning activities in class, or learning from home. Students will also be tenacious in the face of difficulties. Judging from how the attitude in dealing with and efforts to resolve difficulties. In addition, students' interest and concentration in learning will increase because of enthusiasm for teaching and learning activities. Likewise, motivation can increase achievement and independence in student learning. Interest in student learning is the main factor that determines the level of student learning activity doing something without motivation certainly will not get maximum results. So a teacher must be a good motivator for his students so that students' reading difficulties can be overcome.

2) Study Facility

In language learning the teacher never uses existing facilities and does not develop his learning in line with the development of science and technology. This shows that educators do not take advantage of existing facilities.

The above is reinforced by the observation that Arabic teachers have not been able to provide media/tools that are appropriate to the learning material because the level of mastery of using media that is appropriate to the learning material is still lacking. Whereas every educator should not have to depend entirely on schools but must be creative and innovative in making and using learning media.

Thus, learning facilities are made to facilitate students in learning. For this reason, the completeness and condition of learning facilities will greatly affect learning activities in class. Because learning facilities are important tools in conducting learning. Good learning facilities will make the learning atmosphere more enjoyable and conducive. Conversely, a bad lack of learning facilities will hinder learning activities.

3) Educator Skills

Educators' skills in teaching are one of the factors in improving students' reading skills. Because, basically a teacher must have basic teaching skills to carry out teaching tasks efficiently, effectively, and professionally. However, in this study, the teacher did not master the material. This is evidenced by the observation that the teacher when explaining is not clear in explaining a material presented so that students do not understand the content of the material presented and make students less enthusiastic in improving their ability to read Arabic texts.

In addition, the method used by the teacher is less interesting. This causes the students to be not enthusiastic about participating in learning. The skills of educators or teachers are the key to the success of learning activities. According to the Law of the Republic of Indonesia number 14 of 2005 article 8, the skills of a teacher can be viewed in terms of personality, pedagogical, social, and professional competence. The problem is, based on the data obtained, the teachers who teach are not linear with the subjects they teach. So the method or strategy used is not appropriate and has an impact on students' reading skills in Arabic.

Thus, it can be concluded that the teacher factor is one of the factors that cause students difficulties in reading Arabic texts.

4) Learning methods

The results of observations show that in learning the teacher only uses one method. This can cause students to become bored, bored, and not interested in learning. Even

though the teacher can combine the two methods so that learning is more varied and more interesting.

Class X IPS MA Al-Barokah also revealed that the learning methods used were less varied or monotonous. So that students do not explore the material. Students will also quickly feel bored and lazy in learning. This problem is also related to the pedagogic and professional competence of teachers. The monotonous method is caused by the teacher's lack of understanding of social conditions and student needs. Learning methods are also hampered because learning facilities are still limited

The learning method is an important part of improving students' reading skills. The more varied the methods used, the higher the results in learning. This is by the statement Sam that in an expression: الطريقة أهم من المادة means method is more important than substance. In essence, the method is more important than the material (substance), this statement is interesting to digest and analyze because it will have clear implications for the paradigm of our learning method, especially the Arabic learning method.¹⁴ This fact shows that a person who is smart enough and masters a particular science often encounters some kind of stumbling block in communicating this knowledge effectively. This is also reinforced by Nasrulloh that the method plays an important role in fostering students' enthusiasm for learning to improve their reading skills in Arabic.¹⁵

In this case, the use of various learning methods can make students attractive and foster interest in learning in improving the ability to read Arabic texts.

5) Social environment

Based on the results of observations, it was found that there was a lack of use of Arabic, it could even be said that there had never been any language activities such as conversations between students and other students. Likewise in teaching and learning activities, the teacher does not use Arabic when explaining the material, but the teacher still uses Indonesian. This is because the teacher also pays attention to student's abilities in the language. The lack of student literacy in Arabic is also the reason why teachers still use Indonesian in explaining the material.

Apart from being at school, environmental factors at the place of residence are also very influential on students' Arabic language skills. As we know, the most important thing in a language is the application or use of that language in everyday life. The absence of an Arabic-speaking environment causes students to be hampered or have

¹⁴ Zulfiah Sam, "Z. Sam," *Metode Pembelajaran Bahasa Arab* Vol. 2, no. No 1 (2016): Hlm. 5.

¹⁵ (Nasrulloh et al., 2020)

difficulty practicing speaking it makes it difficult for students to develop Arabic language skills.

The lack of use of Arabic in the school environment is one of the students' problems in mastering maharah qira'ah. Moreover, outside the school environment, no one applies Arabic so it becomes a big problem for students and can cause students difficulties in reading Arabic texts.

Efforts to Improve Students' Reading Ability

Based on the results of observations, shows the efforts of the Arabic teacher in overcoming the difficulties experienced by students in reading Arabic. To overcome students' difficulties, teachers must pay attention to things that cause students' reading difficulties. However, in practice when overcoming students' reading difficulties, the teacher only repeats the material being taught, but students do not master it, and do not see the main reason students do not master it. This can cause difficulties in reading Arabic texts that students cannot solve properly. One of the efforts that must be made by the teacher in overcoming difficulties in reading students' Arabic texts is to find out the causes of students' difficulties in reading Arabic texts so that a teacher can handle them properly and well.

The following is the result of an interview with Mr. Hasan as an Arabic subject teacher at Madrasah Aliyah Al-Barokah Tunggak Cerme Wonomerto Probolinggo, especially in class X IPS. Whereas efforts to improve the ability to read Arabic texts are as follows:

a. Giving student exercises in the form of Arabic reading texts

The teacher starts learning by giving texts to students which contain difficult vocabulary and explaining the meaning of the vocabulary contained in the text. Then students are asked to read the text that has been given. After students have finished reading the entire text, the teacher discusses the contents of the text and presents several questions related to the contents of the text. After the discussion, students were asked to conclude the contents of the text and discuss vocabulary that had not been understood. With that, students can get used to and accept every vocabulary that has been analyzed and understand it.

b. Motivating Students During Lessons

The teacher motivates by providing closeness, reinforcement, and punishment from a behavioral perspective. Providing individual freedom, self-choice, self-regulation and self-determination, tendencies for self-development and enrichment based on a humanistic vision, equipping students with beliefs, goals, interpretations, desires, interests, and skills based on cognitive understanding, and Providing students' expectations and appreciation of the social learning perspective. In being a motivator, the teacher also shows a deep understanding of

students' feelings and experiences, shows love for the subjects studied, and provides explanations in easy-to-understand language and attitudes towards things that are still "fuzzy" or unclear.

c. Adjusting the Appropriate Method

In choosing a learning method must also pay attention to several principles. It should be noted that there is no better teaching method because each method has different characteristics. Likewise the behavior and interest of students towards learning methods. Therefore, teaching methods are effective if they suit the needs and circumstances of students. In addition, the facilities and media in the classroom also affect the use of learning methods.

d. Changing Students' Mindset of Arabic Lessons

Changing the perception of difficult Arabic lessons requires effort from students and teachers, the students efforts are that they have to fight all fear and laziness and are responsible for raising awareness about the importance of Arabic. There is no need to listen to other people's opinions about the negative concepts of Arabic and better understand and interpret the benefits of Arabic. A teacher must choose the right, creative, and innovative Arabic learning method. Teachers must be patient and continue to be honest with all students and educate themselves and the environment more to support the smooth running of students in the implementation of learning.

e. Familiarizing Students with Using Arabic Even if Only a Few Words

Familiarize students with using Arabic when interacting with their friends in class, by giving examples and providing new vocabulary at each learning meeting and asking students to use them in their conversations. In addition to conversations, the teacher also gets used to using Arabic when explaining a material by adding gradual vocabulary according to students' receptive abilities to new vocabulary so that this can familiarize students with using Arabic.

f. Enriching Students' Vocabularies (*Mufrodât*)

Adding students' *mufrodât* memorization in a fun way so that students don't feel burdened with vocabulary additions. One way is to use a dictionary game, a dictionary game is a group game made by a group of students with a large number of students, where students form *mufrodât* and each team competes/competes to quickly determine the meaning of difficult *mufrodât* and this game is a language game, which aims to improve students' ability to use dictionaries adequately, remembering dictionary skills helps students identify root words, know the different meanings of a word, know the context that exists in a word, and especially provide the correct pronunciation of directly from the dictionary. By doing these

activities, students indirectly begin to remember every word discussed and it will be easy to memorize it.

g. Providing Teaching about Good and Correct Grammar

Knowing Arabic grammar can make it easier to read Arabic texts, especially Arabic texts without a doubt. Students will find it difficult to read. Therefore, efforts in reading also cannot be separated from teaching Arabic grammar, namely nahwu science, Sharaf science, lughah science, and so on. However, due to the limited time for learning Arabic, the teacher only teaches the basics.

h. Providing Adequate Learning Facilities/Media

Complete learning facilities owned by students make learning more fun and interesting. Proper use of complete learning functions will facilitate and speed up the learning process. Under these conditions, the learning achievement achieved is also maximal. The availability of learning media also determines the success of learning. Success here comes from the achievement of learning success as expected. The role of the use of facilities in teaching and learning activities is very important because the use of learning facilities includes all the use of tools that support student learning activities.

i. Giving Rewards to Students Who Achieve And Are Active in Learning

Teachers can provide rewards in two forms, namely verbally and nonverbally. Verbal rewards can be used to praise student achievement through spontaneous action. Verbal appreciation is expressed in words that make students feel satisfied and happy, such as "Wow, you are great!", "Smart boy", "The answer is correct, great" and others. Forms of nonverbal rewards can be in the form of symbols or movements of the teacher's limbs when seeing student behavior, such as clapping hands, tapping students on the shoulder, giving thumbs up, or giving thumbs up. Nonverbal rewards given by the teacher can also be in the form of motivational writing on student worksheets and valuable items such as medal necklaces, star pins, and so on. There are also special rewards given out on impromptu occasions, such as students getting the chance to do something else if they manage to achieve something first.

Based on the results of the interviews in overcoming students' difficulties in reading Arabic texts, the most influential thing is to practice the Arabic language even if it's only a few words, and provide rewards to students who are active and enthusiastic about learning Arabic.

CONCLUSION

This study found several findings, including several factors of students' difficulties in reading Arabic texts and the teacher's efforts to overcome these problems. First, the difficulty

factor for students in reading Arabic texts is divided into 2, namely linguistic aspects and non-linguistic aspects. Linguistic aspects include difficulties in pronouncing written Arabic, lack of vocabulary mastery, lack of understanding in the preparation of language, and qawa'id. While the non-linguistic aspects include enthusiasm and passion for learning, learning facilities, educator skills, learning methods, and the social environment. So, the background of students' difficulties in reading is very complex, and different solutions are needed for each student. Second, the efforts that can be made by the teacher in dealing with students' difficulties in reading Arabic texts can be measured by analyzing the problems of each individual. Because the background of the problems of each student is different. Some efforts that can be made are adjusting learning methods and media according to the conditions and abilities of students, providing encouragement or motivation, familiarizing students with Arabic texts, providing facilities/media, providing teaching about good and correct grammar, enriching mufrodat memorization, familiarizing speak Arabic, provide Arabic reading texts, and provide rewards to students who excel and are active in learning because giving rewards can increase student enthusiasm in learning.

BIBLIOGRAPHY

- Aminah, Siti, and Siti Aminah. "Jurnal Pendidikan Guru Jurnal Pendidikan Guru" 2, no. 4 (2021): 33–42.
- Amrullah, M. Afif. "FONOLOGI BAHASA ARAB (Tinjauan Deskriptif Fonem Bahasa Arab) Oleh : Muhammad Afif Amrulloh, M.Pd.I." *Jurnal Al Bayan* (2016): 4.
- Ernawati, E. "Penerapan Metode Qowaid Wa Tarjamah Dalam Meningkatkan Maharah Qiro'ah (Ketrampilan Membaca) Pembelajaran Bahasa Arab Siswa Kelas VII D MTsN 5 Kediri." *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 2 (2021).
- Hamka, Dinda Lestari, Mantasiah Mantasiah, and Enung Mariah. "Analisis Faktor Kesulitan Membaca Teks Bahasa Arab Siswa Sekolah Madrasah Tsanawiyah Kelas Tujuh Di Kota Makassar." *Pinisi Journal of Education* 1, no. 3 (2021): 196–205.
- Hidayatul, Khoiriyah. "LISANUNA, Vol. 10, No. 1 (2020)." *Lisanuna* 10, no. 1 (2020): 32–44.
- Janah, Amrina Rodlatul, Ahmad Ahsan Ansori, Siti Nur Maghfirah, and Dian Puput Tiara. "Problematika Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Di Kelas X IPA MA Al-Mukarom Ponorogo." *Proceeding of 2nd Annual Interdisciplinary Conference on Muslim Societies (AICOMS) 2* (2022): 17–24.
- NAsrulloh, Muhammad Farid, Afif Kholisun Nasoih, Wisnu Siwi Satiti, Septiana Khansa, and Afifa. "Mengatasi Problematika Pembelajaran Bahasa Arab Melalui Pelatihan Dan Permainan Bahasa Arab." *Jumat Pendidikan ...* 1, no. 1 (2020): 28–35.
- Ni'mah, Khoirotun, M Rizal Rizqi, and Elis Ismawati. "Implementasi Metode Takrir Pada Materi Fi'Il Dalam Pembelajaran Maharah Qiroah Bahasa Arab Siswa Kelas X Smk Nu 1 Sukodadi." *Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 2 (2020): 1.
- Nurcholis, Ahmad, Syaikhu Ihsan Hidayatullah, and Muhamad Asngad Rudisunhaji. "Karakteristik Dan Fungsi Qira'Ah Dalam Era Literasi Digital." *El-Tsaqafah : Jurnal Jurusan PBA* 18, no. 2 (2019): 131–146.

Fadilatur Rohma, Achmad Fawaid: Analysis of Students' Difficulties In Reading Texts to Increase Reading Comprehension In Islamic Senior High School

Rathomi, Ahmad. "Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik." *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (2019): 558–565.

Sam, Zulfiah. "Z. Sam." *Metode Pembelajaran Bahasa Arab* Vol. 2, no. No 1 (2016).

Susilawati, Tjatur Marti, and Suhardi Suhardi. "Hubungan Antara Penguasaan Kosakata Dan Ketepatan Menemukan Gagasan Dengan Keterampilan Membaca Pemahaman." *LingTera* 3, no. 1 (2016): 112.

Wahdah, Yuniarti Amalia. "Faktor-Faktor Kesulitan Siswa Dalam Membaca Teks Bahasa Arab." *Alsuniyat* 1, no. 1 (2020): 30–46.

Wijaya, Muallim, and Nanda Devi Oktaviani. "Analisis Kesalahan Kalam Bahasa Arab Pada Peserta Didik Lembaga Pengembangan Bahasa Asing (Lpba) Pondok Pesantren Nurul Jadid Paiton Probolinggo." *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 12, no. 1 (2022): 136.