

## Analysis of Student's Arabic Reading Pronunciation Characteristics on Discourse Text "مَدْرَسَتِي"

Sri Nabilah Utami<sup>1\*</sup>, Yayan Nurbayan<sup>2</sup>, Hikmah Maulani<sup>3</sup>

<sup>123</sup>Pendidikan Bahasa Arab, Universitas Pendidikan Indonesia, Bandung, Indonesia

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### \*Correspondence Address:

[srinabilahutami@upi.edu](mailto:srinabilahutami@upi.edu)

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**Abstract :** Based on the importance of pronunciation in Arabic, this study aims to analyze the pronunciation characteristics of students' reading Arabic texts in the discourse text "مَدْرَسَتِي" and identify the factors of difficulty and causes of students' pronunciation errors. The research method used is descriptive with a qualitative approach. In this study, data collection was carried out by researchers by conducting observations, questionnaires, and interviewing students and Arabic teachers in one of the schools located in the city of Bandung. This research was conducted using test and non-test instruments. The test instrument used was to conduct a reading test of Arabic texts on students to see the characteristics of students' pronunciation in Arabic text readings. The non-test instruments are observation, questionnaires, and interviews. The results of this study indicate that the characteristics of students in reciting Arabic text readings are different and there are several errors from students when reading Arabic texts in one of the discourses in the tenth grade of senior high school Arabic textbook entitled "مَدْرَسَتِي". These errors are errors in pronouncing letters in a word and errors in reading vowels mark (*harakat*). This research focuses on finding the pronunciation characteristics of students' reading Arabic texts and this is a novelty in this research. It is hoped that this research can provide good solutions and concepts in the implementation of *qira'ah* learning in senior high schools in the future.

## INTRODUCTION

Reading which in Arabic is called *qira'ah* is one of the language skills that must be mastered when someone learns a language. *Maharah qira'ah* (reading skills) is part of the skills that will be acquired in learning Arabic besides *maharah istima'* (listening skills), *maharah kalam* (speaking skills), and *maharah kitabah* (writing skills).<sup>1</sup>

Reading skill (*maharah qira'ah*) is the ability to recognize and understand the contents of something written by reciting or digesting it silently. In general,

<sup>1</sup> Desi Rahmania Zulfa, "Analisis Kesalahan Fonologi Dalam Keterampilan Membaca Teks Bahasa Arab Siswa Kelas V MI Baiquniyyah," *Mahira: Journal of Arabic Studies and Teaching*, n.d., (2019) 51-60.

reading activities are a process of communication between readers and writers through reading text.<sup>2</sup>

*Maharah qira'ah* learning has great benefits in increasing one's knowledge because good Arabic reading skills will be a tool for students to understand Arabic literacy in the form of books, magazines, newspapers, and other information that uses Arabic.<sup>3</sup>

One of the goals of learning Arabic is that students are able to read and understand Arabic texts, to achieve that goal, students must learn *maharah qira'ah*. Reading in this case is not just an activity of pronouncing a combination of letters or words correctly, but requires understanding and an analysis process of what is being read.<sup>4</sup> In *qira'ah* learning, there are two types of reading activities, one of which is reading aloud (*qira'ah jahriyyah*). As for what is meant by *qira'ah jahriyyah* or reading aloud is reading that is done after reading silently (*qira'ah sirriyyah*).<sup>5</sup>

Reading aloud (*qira'ah jahriyyah*) is reading by voicing or reciting written symbols in the form of words or sentences read in an Arabic text. The goal is for students to be able to recite the reading properly according to the pronunciation and intonation in Arabic. This type of reading uses the concept of *qira'ah* where the accuracy of pronunciation is the main benchmark for assessment in learning Arabic.<sup>6</sup>

*Qira'ah jahriyyah* emphasizes the activities of speech members such as the mouth, lips, and throat to pronounce and make sounds.<sup>7</sup> For this reason, the accuracy of pronunciation is the most important thing in learning *qira'ah jahriyyah*

<sup>2</sup> Khoiriyah Hidayatul, "Metode Qira'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah," *Lisanuna* 10, no. 1 (2020): 32–44.

<sup>3</sup> 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): 131–46, <https://doi.org/10.20414/tsaqafah.v18i2.1853>.

<sup>4</sup> Rappe Rappe, "Kemahiran Membaca Bahasa Arab Tingkat Mutaqaddimin Serta Metode Dan Strategi Pembelajarannya," *Shaut Al Arabiyyah* 8, no. 2 (2020): 131, <https://doi.org/10.24252/saa.v8i2.17786>.

<sup>5</sup> Muhammad Afif Amrulloh and Haliyatul Hasanah, "Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019): 209, <https://doi.org/10.29240/jba.v3i2.815>.

<sup>6</sup> Nur Amaliyah Istiqomah, Siti Mutmainnah, and Mantasiah R, "Analisis Kesalahan Pelafalan Bunyi Huruf Hijaiyyah Berdasarkan Makhoriul Huruf Dalam Membaca Teks Dialog Bahasa Arab Siswa Kelas X SMA Muhammadiyah Limbung," 2019, 1–10.

<sup>7</sup> Nia Andriani, "Problematika Siswa Pada Qira'Ah Jahriyyah Teks Bahasa Arab Serta Upaya Perbaikannya Di Smk Yapari Aktripa Bandung," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 2 (2018): 146–59, <https://doi.org/10.17509/alsuniyat.v1i2.23831>.

(reading aloud). Pronunciation is a process of mastering reading skills that begins with studying the sound system of language, various kinds of vocabulary, and sentence structures. Pronunciation also consists of two aspects which include the process of changing the written symbol into a sound symbol and understanding the situation in the environment around the written symbol and the sound symbol.<sup>8</sup>

So, broadly speaking *qira'ah jahriyyah* is reading by reciting or voicing written symbols in the form of words or sentences read aloud. Based on the definitions and concepts of *qira'ah jahriyyah*, reading activities like this are very appropriate for beginners, because it is in accordance with the goal that *qira'ah jahriyyah* can help find out existing mistakes so that they can be corrected immediately.<sup>9</sup>

However, in practice reading Arabic texts is not easy. There are several things that need to be considered in reading Arabic texts, especially in terms of pronunciation. So, for the sake of fluency and goodness in the pronunciation of Arabic reading, each letter must be sounded according to its articulation. Errors in pronunciation can cause differences in meaning or meaning errors in the text being read. Under certain conditions, this mistake can even lead to disbelief if it is done intentionally. For this reason, the correctness of reciting Arabic readings, especially the pronunciation of *hijaiyyah* letters, is very important.<sup>10</sup>

In a preliminary field study conducted by a researcher at one of senior high schools located in the city of Bandung, data were found on learning Arabic. In this lesson, there are students who experience difficulties in learning Arabic, especially in *maharah qira'ah* (reading skills). This data is shown when some students read Arabic texts, some pronunciations are not correct, there are students who still read with intonation that does not match with the meaning of the letters, and the

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<sup>8</sup> Ahmad Haris Muchsin Aziz and Muhammad Soleh Ritonga, "Pelafalan Huruf Hijaiyyah Yang Benar Harus Sesuai Dengan Makhârij Al- Huruf Dan Karakteristiknya," *Alashriyyah* 5, no. 2 (2019): 12, <https://doi.org/10.53038/alashriyyah.v5i2.95>.

<sup>9</sup> Andriani, "Problematika Siswa Pada Qirâ'Ah Jahriyyah Teks Bahasa Arab Serta Upaya Perbaikannya Di Smk Yapari Aktripa Bandung."

<sup>10</sup> Amrulloh and Hasanah, "Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan."

accuracy in reading is still stuttering. There was a mistake in some students who pronounced the word مِدَانٌ to become مَدَانٌ, pronounced the word صُورٌ to become the word صُورٌ and pronounced the word كُرْسِيٌّ to become كُرْسِيٌّ.

Based on findings related to research that has been done, the researcher found several studies that were relevant to research that examined the pronunciation characteristics of students' reading Arabic texts. It should be noted that this research on the pronunciation characteristics of students' reading Arabic texts is not the first one, because there has been research related to this research before. However, by finding data in the field related to student's weaknesses in reading, especially in pronunciation, thus researchers found the urgency of the importance of reciting Arabic text readings for students in learning *maharah qira'ah* in class so as to achieve the desired learning objectives.

As previously mentioned, research on the pronunciation characteristics of students' reading Arabic texts has been carried out a lot, this has become a reference for researchers, including the research conducted by Muhammad Hafif Amrulloh and Haliyatul Hasanah<sup>11</sup> in 2019 with the title "Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah (MTs) di Lampung Selatan". In this study, it was said that the forms of phonological errors that often occur when reading Arabic texts are errors in sound in terms of the aspect of the articulation factor. And also research conducted by Ahmad Haris Muchsin Aziz and Muhammad Soleh Ritonga<sup>12</sup> in 2019 entitled "Pelafalan Huruf Hijaiyyah yang Benar Harus Sesuai Dengan *Makharij Al-Huruf* dan Karakteristiknya". In this study, it was said that for better pronunciation of the *Hijaiyyah* letters spoken, the basis that must be mastered is to understand and practice *Makharij al-Huruf* and the characteristics of the letters properly and correctly.

Based on the urgency of the previous supporting data and research findings, the focus of this research is to examine the pronunciation characteristics of students' reading Arabic texts in one of the discourses in the tenth-grade senior

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<sup>11</sup> Amrulloh and Hasanah.

<sup>12</sup> Muchsin Aziz and Ritonga, "Pelafalan Huruf Hijaiyyah Yang Benar Harus Sesuai Dengan *Makharij Al-Huruf* Dan Karakteristiknya."

high school Arabic textbook entitled "مَدْرَسَتِي". The characteristics in question are how students pronounce, error factors, and their causes so that good concepts are found in implementing *qira'ah* learning in senior high schools for the future. This is a novelty in this research. Furthermore, this research was conducted to find specific pronunciation characteristics as previously described.

## METHOD

In this study, the research method used is qualitative with a descriptive approach. The characteristics of qualitative research prioritize process, explanation, and understanding where this research is expected to be able to present various information with careful and meaningful descriptions and analysis.<sup>13</sup>

According to Creswell in Kaharuddin, qualitative study is a method or way to deepen and understand a meaning that occurs in a number of individuals or groups of people.<sup>14</sup> The qualitative research method is a research method used to analyze the condition of natural objects where the researcher is the key instrument.<sup>15</sup>

This qualitative descriptive research method was chosen because it was in accordance with the findings of the researcher, namely describing the situation that occurred in the field, describing the pronunciation characteristics of students' reading Arabic texts, error factors, and their causes. By using a qualitative descriptive method, it is hoped that the objectives of this research can be achieved more effectively.

### *Participant (Subject) Characteristics*

The population in this study was a tenth-grade of senior high school in Bandung who studied Arabic in the classroom. There are twenty-two students. Of the population, nine students were taken as participants in this study. The characteristics of the participants are described in the table below.

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<sup>13</sup> Aman, "Metode Penelitian Kualitatif dan Pengaplikasiannya" 2017, 1-11.

<sup>14</sup> Kaharuddin Kaharuddin, "Kualitatif: Ciri Dan Karakter Sebagai Metodologi," *Equilibrium: Jurnal Pendidikan* 9, no. 1 (2020): 1-8, <https://doi.org/10.26618/equilibrium.v9i1.4489>.

<sup>15</sup> Sigit. Suhandoyo, "METODE PENELITIAN KUALITATIF BAB I PENDAHULUAN 1.1 Pengertian Penelitian Kualitatif" 59 (1996): 1-19.

**Table 1. Characteristics of Participants**

Characteristics	N
Gender	
Man	4
Woman	5
Standard Indicators of Students Reading and Writing Quran Scores	
>90 (Well)	3
90 (Enough)	2
<90 (Not Enough)	4

Participants in this study were selected using a purposive sampling technique because not all of the population in this study could be used as a sample, the researchers took several students according to the criteria and objectives of this study. These criteria are seen from the ability to read the Al-Qur'an of students obtained from the data on the reading and writing of the Al-Qur'an (BTAQ) scores. As has been explained by Wahdah, purposive sampling is the taking of research subjects adjusted to the research objectives or the sample part that meets the criteria established based on the research goals.<sup>16</sup>

#### *Data Collection Technique*

In this study, data collection was carried out by researchers using test and non-test instruments. The test instrument used is to carry out a reading test of the Arabic text for students to see the pronunciation characteristics of students' reading Arabic text. The test is carried out using a tool in the form of an Arabic discourse text in the tenth-grade Arabic textbook with the title "مَدْرَسَتِي" and a recording device to record student reading. The non-test instruments are observation, questionnaires, and interviews. Observations were conducted by the researcher to find and collect data on the characteristics of student speech reading Arabic text. The rack used in this study is a closed rack by giving a few questions in writing to the students. The last is an interview, carried out to the student to know the problems or difficulties experienced from the viewpoint of the student and an interview with the teacher who empowers the subject of the Arabic

<sup>16</sup> Yuniarti Amalia Wahdah, "FAKTOR-FAKTOR KESULITAN SISWA DALAM MEMBACA TEKS BAHASA ARAB Abstract : Arab , Baik Dalam Melafalkannya Maupun Dalam Menafsirkan Atau Memahami Isi Dari Teks" 1, no. 1 (2018): 30-46.

language in the class to find out the difficulty of student speaking and the factor of student error speaking from the perspective of the educator.

#### *Data Analysis Technique*

The technique used in checking the validity of data in this study is data triangulation. According to Miles and Huberman in Istiqamah, data triangulation divides data analysis into three stages, namely data reduction, data presentation, and conclusion drawing.<sup>17</sup>

In the process of data reduction, researchers analyze the data recorded and recorded during the field research. In the presentation of data, the researcher presents descriptive data in a narrative form according to the findings of data observed in the field. Next conclusions in the study, the researcher submits conclusions based on the results of the observations carried out by the researchers in the area, which is then reinforced by the outcomes of the lift and results of interviews conducted with students and teachers who are capable of Arabic subjects.

## **RESULT AND DISCUSSION**

### **Characteristics of Pronunciation of Text Reading**

Based on the results of observations, questionnaires, and interviews that have been conducted with tenth-grade students and the teacher who teach Arabic subject at one of the high schools in the city of Bandung, it was found that the characteristics of students' reading Arabic text readings in one of the discourses in senior high school Arabic textbook. The results of the tenth-grade students reading entitled "مَدْرَسَتِي" are different. There are some students who are good at reading the text of the discourse and there are those who are less good at speaking. Each student has their own character in the reading of Arabic texts about "مَدْرَسَتِي". This is in line with the theory presented by Darkun, that each student is someone who has his own uniqueness in him, and that someone has different characteristics.<sup>18</sup>

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<sup>17</sup> Istiqamah, Mutmainnah, and R, "Analisis Kesalahan Pelafalan Bunyi Huruf Hijaiyyah Berdasarkan Makhorijul Huruf Dalam Membaca Teks Dialog Bahasa Arab Siswa Kelas X SMA Muhammadiyah Limbung."

<sup>18</sup> M. Darkun, "Pentingnya Memahami Karakteristik Siswa Dalam Pembelajaran Bahasa Arab," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 21, no. 01 (2019): 77, <https://doi.org/10.32332/an-nabighoh.v21i01.1541>.

When looking at the students' pronunciation in the reading, not all students are fluent in pronouncing the Arabic text entitled "مَدْرَسَتِي". Most of the students' reading pronunciations were not correct in terms of *makharijul* letters, there were still students who read Arabic texts such as intonation reading the Qur'an due to students' ignorance differentiating intonation reading the Qur'an with intonation reading Arabic texts, and accuracy students in reading Arabic texts are still stammering. Meanwhile, in Arabic pronunciation, accuracy in reciting Arabic text readings is very important.<sup>19</sup> When someone uses Arabic, he must be able to pronounce letter by letter in accordance with the *makhraj* of the letters correctly and be able to distinguish one letter from another.<sup>20</sup>

In this study, the researcher found several errors from students when reading Arabic texts in one of the discourses in the tenth-grade senior high school Arabic textbook entitled "مَدْرَسَتِي". These errors include errors in pronouncing letters in a word and errors in reading vowels mark (*harakat*). Because of that, there are some words that have changed. A change in sound and a change in meaning from the meaning they should have. Below is a table of classifications of students' pronunciation errors in reading Arabic texts in one of the discourses in the tenth-grade senior high school Arabic textbook entitled "مَدْرَسَتِي".

Table 2. Classification of Students' Pronunciation Errors

Classification of errors	Words	Pronunciation error
Error pronunciation of letters (Remove the letters)	مَيْدَانٌ	مَدَانٌ
Error reading of vowels mark ( <i>harakat</i> )	صُورٌ كُرْسِيٌّ	صُورٌ كُرْسِيٌّ

Student errors in pronouncing letters are found in the word مَيْدَانٌ. Six of the nine students pronounced the word مَدَانٌ to مَيْدَانٌ. In this case, there are some letters that are omitted when students pronounce the word مَيْدَانٌ, namely removing the letter ي (ya') so that the word changes sound and changes meaning. When viewed

<sup>19</sup> Saidah and Mar'atun Sholiha Eva Iryani, "Analisis Kesalahan Fonologi Dalam Membaca Teks Bahasa Arab Pada Mata Pelajaran Bahasa Arab Di Mis Ihsaniyah Kelurahan Legok Kecamatan Danau Sipin Kota Jambi" 3, no. 1 (2022).

<sup>20</sup> M. Pakihun, Mahyudin Ritonga, and Bambang Bambang, "Problematica Pembelajaran Qiro'ah Untuk Kelas VIII Di Madrasah Tsanawiyah Darussalam Aur Duri Sumani Solok," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2021): 159-82, <https://doi.org/10.18196/mht.v3i2.10883>.

in terms of meaning, the word مَيْدَانٌ has the meaning of field, while the word مَدَانٌ has the meaning of being punished.

Mispronunciation of letters in Arabic which is the language of the Qur'an is included in the category of phonological errors in using the Arabic language.<sup>21</sup> Errors in pronunciation can change the meaning that should be. Therefore, in reading Arabic readings must be correctly and fluently translated so that no meaning changes and misunderstandings are prevented. This is in accordance with what is said by Pakihun, that in Arabic when it is wrong to take to pronounce one letter then the meaning of the word will be different.<sup>22</sup>

The students' errors in reading vowels mark (harakat) are found in the word صُورٌ. Six of the nine students looked confused when pronouncing the word صُورٌ so the students pronounced the word as صَوْرٌ. In this case, there is an error in pronouncing the vowel *fathah* in the letter و (waw) to become the vowel *sukun* so that the word changes its sound. The word صُورٌ the meaning of pictures which is the plural form of the word صَوْرٌ which means picture. In this case, there is a change in meaning in terms of quantity.

Student errors in reading vowels mark (harakat) are also found in the word كُرْسِيٌّ. Six out of nine students found it difficult to pronounce the word كُرْسِيٌّ so these students pronounced the word كُرْسِي to become the word كُرْسِي. This happens because the vowel mark *kasroh* in the letter ي (*ya'*) on the word is located under the *tasydid*, not under the letter ي (*ya'*), so students are mistaken when reading it and think that the vowel is vowel *fathah*.

### Factor of Difficulties

From the interviews conducted by the researchers, it was found that six out of nine students had difficulty reading Arabic texts. The difficulties are that students find it difficult to distinguish the intonation of their reading from the intonation of reading the Qur'an, it is difficult to read the final vowel of a word and it is difficult to pronounce letters that have no vowel. There are several factors

<sup>21</sup> M. Nur Sholihin, "Peran Ilmu Al-Ashwat Dalam Pelafalan Huruf Hijaiyah (Kajian Teoritik Linguistik Terapan)," *ŚALIĤA | Jurnal Pendidikan Dan Agama Islam* 3, no. 2 (2020): 110–27.

<sup>22</sup> Pakihun, Ritonga, and Bambang, "Problematika Pembelajaran Qiro'ah Untuk Kelas VIII Di Madrasah Tsanawiyah Darussalam Aur Duri Sumani Solok."

that cause students to experience errors in the pronunciation of Arabic text readings. These factors are due to the lack of training in reading Arabic texts. This can be seen at the time of the learning process in the classroom with the methods used, the teacher emphasizes the student's understanding of Arabic text, but less trained students in speaking and reading Arabic texts. Speaking Arabic is an important language training.<sup>23</sup> Therefore, pronunciation training in reading Arabic texts must be carried out frequently so that students can pronounce Arabic texts properly and correctly to minimize errors in pronunciation.

Besides that, the student's lack of ability to pronounce Arabic texts is due to the fact that most of the students are graduated of general Junior High Schools whose have not previously studied Arabic. In this regard, Andriani argues that students differ in their learning experiences, while students' learning abilities are always associated with previous experiences. Therefore, students who have a small portion of their experience, are weaker than other students who already have experience in learning.<sup>24</sup> In addition, the students stated at the time of the interview that they were not accustomed to reading Arabic texts before so they did not know how to interpret good and correct an Arabic text.

The other factor is that the punctuation and vowel marks (*harakat*) in the Arabic text in the tenth-grade Senior High School Arabic textbook are incomplete and there are still some incorrect vowel positions. As a result, students often make mistakes and get confused when pronouncing Arabic texts in some words whose vowels marks are incomplete and most of the students feel that their pronunciation is not correct. They realized that there was an error in the pronunciation of the Arabic text due to the mistake in pronouncing the letters that had no vowels marks.

### **Causes of Difficulty Factors**

When looking at the reading pronunciation of students' Arabic texts in one of the discourses in the tenth-grade high school Arabic textbook entitled "مَدْرَسَتِي",

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<sup>23</sup> Abdullah Asyiq, "Pengaruh Latihan Lisan Terhadap Tingkat Kreativitas Belajar Bahasa Arab Siswa," *Murobbi: Jurnal Ilmu Pendidikan* 4, no. 2 (2020): 183-202.

<sup>24</sup> Andriani, "Problematika Siswa Pada Qirā' Ah Jahriyyah Teks Bahasa Arab Serta Upaya Perbaikannya Di Smk Yapari Aktripa Bandung."

six out of nine students' reading pronunciations are relatively the same, this is due to the ability to read the Qur'an from these students not yet fluent. Based on the data obtained in this study, students and teachers who teach Arabic subjects strongly agree that the ability to read the Qur'an influences students' ability to read Arabic texts. This is in line with what was said by Lestari, that the ability to read the Qur'an is very influential on the ability to read Arabic texts in terms of pronunciation.<sup>25</sup> Because basically, the Qur'an is a language, namely Arabic. Therefore, the Qur'an and Arabic have a very close connection.<sup>26</sup>

This can be seen at the time of observation, students who read the Qur'an fluently even though these students have no experience learning Arabic before, these students can take part in *qira'ah* learning and their reading pronunciation is good and correct. However, students whose ability to read the Qur'an is not fluent, sometimes feel insecure when asked to read Arabic texts because their pronunciation is still stuttering. In this school, there is an activity reading and writing the Quran (BTAQ) that can support the ability of students in reading the Qur'an. As for students who do not read the Qur'an smoothly, they are guided in class or outside class, but the students learn to read the Quran only through BTAQ and in school only, and they are not assisted and trained at home. This will slow the student's ability to read the Qur'an, which will have an impact on the Arabic language readability of the student. Students who learn to read the Qur'an in school through this BTAQ program should also be assisted with learning the Quran at home so that they can improve their ability of students in reading the Qur'an.

### The Expected Solution

After conducting research at the school and finding the pronunciation characteristics of students' reading Arabic texts, the researcher found several solutions expected by students and teachers who teach Arabic subjects so that the

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<sup>25</sup> Dwi Puji Lestari, Mustolah Maufur, and Awaludin Abdul Ghaffar, "Pengaruh Pembelajaran Baca Tulis Quran Terhadap Kemampuan Membaca Dan Menulis Teks Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 13-20, <https://doi.org/10.30997/tjpb.v3i1.4839>.

<sup>26</sup> Salma Jamiatul Khoirot et al., "Hubungan Antara Kemampuan Membaca Al-Qur'an Dengan Hasil Belajar Bahasa Arab Siswa Kelas VIII SMP Plus Darussurur," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2021): 99-117, <https://doi.org/10.30997/tjpb.v2i2.4191>.

implementation of *qira'ah* learning in the future can be carried out even better. Solutions in Arabic learning can improve learning effectiveness and support the success of Arabic language learning in the future.<sup>27</sup> As for the solution expected by students is the reading of Arabic text students are more attentive and students expect that teachers more often train students to read Arabic texts sharply or *qira'ah jahriyyah*. Reading is done by repeating or pronouncing written symbols in the form of words or sentences read with a loud voice. The purpose of reading this book is to help you understand the mistakes that exist so that they can be corrected immediately.<sup>28</sup> Reading *jahriyah* is very important in practicing pronunciation because reading *jahriyah* emphasizes good and correct pronunciation of Arabic reading<sup>29</sup>

Meanwhile, the solution expected by teachers who teach Arabic subjects at the school is for students to increase awareness of the importance of pronouncing Arabic properly and correctly so that students know and understand how to pronounce letters in Arabic texts, paying attention to vowels and punctuation marks and can read Arabic text with the right intonation. Increasing student awareness of the importance of the subjects studied, will be able to increase the seriousness of student learning and will affect learning outcomes.<sup>30</sup>

The teacher also hoped that this high school would have an extracurricular program in Arabic. (Arabic club). The Arabic club is an extra lesson outside the classroom. Arabic Club means group or group in Arabic. This program includes a group of students who have an interest in learning Arabic that is held outside the classroom as an additional lesson with guidance from an Arabic language teacher or a language section that is already an expert in it.<sup>31</sup> With the existence of the Arabic extracurricular club, it is hoped that it can accommodate students in improving their ability to learn Arabic, especially in terms of the pronunciation of

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<sup>27</sup> Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63-77, <https://doi.org/10.36835/alfusha.v2i2.358>.

<sup>28</sup> Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (2019): 558-65, <https://doi.org/10.29313/tjpi.v8i1.4315>.

<sup>29</sup> Kemas Abdul, H A I Dan, and Neldi Harianto, "Efektivitas Pembelajaran Qira'ah Pada Program Studi Pendidikan Bahasa Arab Fakultas Ilmu Budaya Universitas Jambi" 1, no. 2 (2017): 128-41.

<sup>30</sup> Abdurahman and Muslimin Nur Fatimatuzzuhra, "Gaya Mengajar Guru Dalam Meningkatkan Minat Belajar Bahasa Arab Siswa" 5, no. 2 (2021): 84-94, <https://doi.org/10.52266/al-afidah.v5i2>.

<sup>31</sup> Ahsan, "Program Arabic Club Dalam Meningkatkan Komunikasi Komunikasi-Produktif Bahasa Arab Santri MTs Qudsiyah Putri," *Arabiya: Jurnal Pendidikan Bahasa Arab* 12, no. 1 (2020): 132-50.

reading Arabic texts. The Arabic Club extracurricular program aims to help students who still have difficulty learning Arabic in formal classes. This program is also to increase the motivation to learn Arabic for students.<sup>32</sup>

## CONCLUSION

Based on the results of the analysis of students' pronunciation characteristics, it can be concluded that in the pronunciation of reading Arabic texts students at one of the senior high schools in the city of Bandung have different characteristics, and some of them experience errors in pronouncing letters in a word and errors in reading vowels. Because of that, there are some words that changed in sound and a change in meaning from the meaning they should have. In this case, there are several factors of difficulty experienced by students in pronouncing Arabic texts. These factors are due to the lack of practice in reciting Arabic text readings, the lack of ability of students to recite Arabic texts previously so that they do not know how to pronounce good and correct Arabic text readings, as well as punctuation and vowels in Arabic texts in the tenth grade of Senior High School Arabic textbooks it is not complete and there are still some incorrect vowel positions. In addition to the difficulty factor, there is also the cause of the difficulty factor which greatly influences students' pronunciation of Arabic text reading, namely the ability to read the Qur'an these students.

From the findings of research already done in the field, then the researcher found some solutions expected by students and teachers who enable Arabic subjects so that the implementation of learning *qira'ah* ahead can be performed even better. As for the solution expected by students is the reading of Arabic text students are more attentive and students expect that teachers more often train students to read Arabic texts sharply or *qira'ah jahriyyah*. The solution that is expected by teachers who can teach Arabic subjects in the school is that students can raise awareness of the importance of speaking Arabic properly and correctly so that students know and understand how to speak letters in Arabic texts, pay attention to curbs and reading signs, and can read Arabic text with the correct

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<sup>32</sup> Aan Kurnianto, "Implementasi Ekstrakurikuler Arabic Club Guna Meningkatkan Komunikasi Bahasa Arab Siswa SD Muhammadiyah Modern Boarding School Prambanan," *Shaut Al- ' Arabiyah* 10, no. 1 (2022): 101–6.

intonation. Teachers also hope that the upcoming Senior High School will have an extracurricular program of Arabic language activities outside of school hours (Arabic club), with the presence of the extra-curricular Arabic club is expected to help students in improving their ability to learn Arabic, especially in terms of reading Arabic texts.

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