

READING RETARDATION: THE READING DIFFICULTIES AND IT'S SOLUTIONS ACCORDING TO RUSHDI AHMED TUAIMA

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Abstract

This study aims to understand the concept of reading difficulties especially reading retardation, and the solution to fix that problem, according to Rushdi Ahmed Tuaima. The researcher also used a book by Abdul Hamid Sulaiman to compare the data. This type of research is library research. The method used in this research is a descriptive method with a qualitative approach. The data collection technique used is documentation and observation to know the application for treating reading difficulty in the school. Meanwhile, the data analysis technique used in this research is content analysis. This research reveals that Retardation reading is a student's slowdown individual process in reading. This is measured not by comparing them with others but by their mental abilities. Rushdi Ahmed Tuaima suggested that the teacher should not force the students to achieve standards that other students have achieved. Teachers must motivate students to restore their self-confidence. Apart from this, exercise is also essential to do. The treatment of reading difficulties was successfully applied in the 9th grade of Ali Maksum Islamic Junior High School, which improved the student's academic and mental aspects. The researcher hopes this research can be a reference for all teachers to implement for learning reading skills.

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Keywords:

Reading Skill; Reading Difficulties; Reading Retardation; Rushdi Ahmed Tuaima.

مستخلص البحث

تهدف هذه الدراسة إلى التعرف على مفهوم صعوبات القراءة وخاصة تخلف القراءة والحل لمعالجة تلك المشكلة عند رشدي أحمد طعيمة. مقارنة البيانات، استخدم الباحث أيضاً كتاباً لعبد الحميد سليمان. هذا النوع من البحث هو بحث مكتبي. الطريقة المستخدمة في هذا البحث هي الطريقة الوصفية ذات المنهج النوعي. تقنية جمع البيانات المستخدمة هي التوثيق وملاحظة لمعرفة التطبيق لعلاج صعوبات القراءة في المدرسة. وفي الوقت نفسه، فإن تقنية تحليل البيانات المستخدمة في هذا البحث هي تحليل المحتوى. يكشف هذا البحث أن تخلف القراءة هو عملية تباطؤ فردية لدى الطلاب في القراءة. ولا يتم قياس ذلك بالمقارنة مع الآخرين، بل يتم تحديده من خلال قدراتهم العقلية. واقترح رشدي أحمد طعيمة على المعلم ألا يجبر الطلاب على تحقيق معايير حققها الطلاب الآخرون. يجب على المعلمين تحفيز الطلاب لاستعادة ثقة الطلاب بأنفسهم. وبصرف النظر عن هذا، من المهم أيضاً القيام بالتمارين الرياضية. نجح علاج صعوبات القراءة المطبق في الصف التاسع من مدرسة علي معصوم المتوسطة والذي يحسن الطلاب في الجوانب الأكاديمية والعقلية. ويأمل الباحث أن يكون هذا البحث مرجعاً لجميع المعلمين لتطبيقه في تعلم مهارة القراءة.

كلمات أساسية: مهارة القراءة؛ الصعوبات في القراءة؛ التخلف في القراءة؛ رشدي أحمد طعيمة.

Introduction

Ancient Arabic scholars recognised the importance of reading and writing. They referred to the word, which means reading, and to the calligraphy, which means writing, and they were concerned with the integrity of Arabic writing, linguistic connotations, and the sciences of construction in depth and breadth. Al-Qanuji, for example, mentions that all information and knowledge are known through their indication of things. There are three: sign, handwriting, and pronunciation. The sign depends on witnessing, and pronunciation depends on the presence and hearing of the addressee. As for handwriting, it does not depend on anything. It is the most beneficial and honourable of all and a characteristic of the human species.¹ According to Anderson, reading is an active and fluent process in which readers construct meaning from reading material.² Meanwhile, Urquhart and Weir stated that reading is the process of obtaining and interpreting information in language form through the media.³ Arabic reading skills are a must for students to master in order to develop their ability to speak Arabic.⁴ The goal of learning reading skills is to train students to be more skilled and fluent in reading comprehension and to develop students' reading skills.⁵ In addition to learning the Arabic language, the ability to read is a significant indicator of students' success in learning the Arabic language. This is because the overall goal of learning a language is to have the ability to read.⁶

However, studying Arabic will not free me from problems.⁷ Many school-age learners experience learning difficulties, which adversely affects their educational attainment.⁸ Learning difficulties are one of the academic problems among students. They are described by those who suffer from a disorder or deficiency in

¹ Hatim Husain, *Tanmiyatul Maharah Al-Qira'ah Wa Al-Kitabah: Istiratijaat Mutaaddidah Li Al-Tadriis Wa Al-Taqwim* (Damaskus: Wazarah Al-Tsaqafah, 2011).

² Neil Anderson, *Exploring Second Language Reading: Issues and Strategies* (Boston, Mass. London: Heinle & Heinle Publishers, 1999).

³ A. H. Urquhart and Cyril J. Weir, *Reading in a Second Language: Process, Product and Practice* (London: Longman, 1998), <https://doi.org/10.4324/9781315841373>.

⁴ Hayati Akyol and Yasemin Boyaci-Altinay, "Reading Difficulty and Its Remediation: A Case Study," *European Journal of Educational Research* 8, no. 4 (2019): 1269, <https://doi.org/10.12973/euler.8.4.1269>.

⁵ Dian Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab," *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 2, no. 2 (2021), <https://ejournal.iaifa.ac.id/index.php/salimiya/article/view/335>.

⁶ Mualim Wijaya and Faiqotul Hikmah, "Problematika Pembelajaran Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Pada Siswa Madrasah Ibtidaiyah," *Jurnal Educatio FKIP UNMA* 9, no. 2 (2023): 858, <https://doi.org/10.31949/educatio.v9i2.4880>.

⁷ Defiani Defiani, "Problematika Pembelajaran Bahasa Arab Di SMP IT Insan Mulia Batanghari," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 21, no. 02 (2019): 215, <https://doi.org/10.32332/an-nabighoh.v21i02.1684>.

⁸ Afrah Bagazi, "Reading Self-Concept and Motivation: A Perspective from Students with Reading Difficulties," *International Journal of Education and Practice* 10, no. 4 (2022): 334, <https://doi.org/10.18488/61.v10i4.3197>.

one or more of the basic psychological processes required to understand or use spoken or written language. Reading is a language skill that is quite difficult for students to master.⁹ In reading Arabic, students must exert more cognitive and mental aspects to associate phonology symbols.¹⁰ This deficiency is evident in the lack of ability to listen, speak, or write reading, spelling, arithmetic operations, or social skills. They do not have learning problems resulting from other sensory disabilities - such as deafness or blindness - or mental, motor, or emotional disabilities or from environmental, social, economic, or cultural conditions.

This deficiency may be due to a qualitative problem, especially a delay in the development of the nervous system.¹¹ Thus, learning to read is among the apparent problems in academic learning difficulties at various levels and stages of study. It is observed in students' readings that contain many errors, as well as the results of achievement tests that indicate the spread of the phenomenon of difficulties in learning to read among students. Also, the formation of committees at the levels of schools, educational regions, and governorates to follow up and treat difficulties in learning to read or reading weakness, as some educators see it, and it is influential in Academic achievement has a clear impact, not only on the Arabic language subject but on all academic subjects that the student learns.¹² Khataee has mentioned that educators need to turn on motivated students in reading to succeed in learning.¹³

The topic of the difficulties facing learners in teaching a second language is endless. The road is not always paved, and conditions are not always favourable, whether on the part of the student, the teacher, or the circumstances surrounding the program. Hence, many analytical and evaluative studies have aimed to define the difficulties students face in institutes teaching Arabic as a second language. There were many methods for studying these difficulties and the results they reached.¹⁴

Ela Munawwaroh's study examines students' difficulties in learning reading skills online. The results of this study indicate that the problems of learning the reading skills faced by students in the Student Study Program include the following: 1) Linguistic aspects. More than 50% of students cannot understand

⁹ Ninuk Lustyantie and Fitria Aprilia, "Reading Interest and Achievement Motivation: A Study in an EFL Context," *TESOL International Journal* 15, no. 4 (2020), <https://eric.ed.gov/?id=EJ1329504>.

¹⁰ Ali Shaban, "The Difficulties of Reading Arabic as a Foreign Language," *Bulletin of The Faculty of Languages & Translation* 7, no. 2 (2014): 6–24, <https://doi.org/10.21608/bflt.2014.166547>.

¹¹ Abdul Hamid Sulaiman As-Sayyid, *Shu'ubaa Al-Ta'allum Tarikhaha, Mahfuhuma, Tasykhisuha, 'Ilajuha* (Qahirah: Dar Al-Fikr Al-Arabi, 2023).

¹² Salim Ibn Nasir Al-Kahaly, *Shu'ubaa Ta'alum Al-Qira'ah: Tasykhisuha Wa 'Ilajuha* (Kuwait: Maktabah Al-Falah, 2011).

¹³ Elnaz Khataee, "Reading Failure among Iranian EFL Learners: Study of Underlying Problems," *International Journal of English Language & Translation Studies* 06, no. 03 (2018), <http://www.eltsjournal.org/archive/value6%20issue4/1-6-4-18.pdf>.

¹⁴ Rushdi Ahmad Tuaima, *Al-Maharaat Al-Lughawiyah: Mustawiyatuha, Tadrisuha, Shu'ubatuha* (Qahirah: Dar Al-Fikr Al-Arabi, 2004).

Arabic grammar, especially when mastering grammar and morphology. 2) There are no significant non-linguistic problems, except network problems that sometimes disappear due to weather changes or power outages.¹⁵ Susan and others overcome difficulties by testing the effectiveness of the direct instruction program and the factors that support the program. The program was conducted in secondary schools to overcome students' reading difficulties, as the school did not want to exclude any students from receiving support for their reading development.¹⁶ As for the study of Allison and others, they conclude that there is a huge achievement gap between students with disabilities and students without disabilities. Among the ways to treat it, the government should consider disaggregating the average scores, standard deviations, and sample sizes according to the disability category.¹⁷ Meanwhile, research by Osman Gedik and Hayati Akyol reveals the strategies used to help learners in reading. These are repeated reading, paired reading, word repetition technique, and word map.¹⁸

In this study, the researcher will identify some difficulties and treatment methods according to Rushdi Ahmed Tuaima. Rushdi Ahmed Tuaima believes that there is a unique phenomenon that many teachers complain about among several students. This phenomenon is called retardation in reading among students. He also searches for some difficulties, their causes and treatment. Through this definition, the researcher can formulate the study on the questions: "What is Rushdi Ahmed Tuaima's opinion about difficulties in reading skills and methods for treating them?" Hopefully, readers will understand how to diagnose reading difficulties and treatment methods.

Method

This type of research is library research, which utilises library materials such as books, articles, etc., related to the topic of discussion. Furthermore, the library materials that have been collected are read, recorded and then processed.¹⁹ This research uses a descriptive qualitative approach that discusses the topic of reading

¹⁵ Ela Munawwaroh, "Problematika Pembelajaran Maharah Qiraah Daring: Studi Kasus Terhadap Mahasiswa PBA IAIN Syaikh Abdurrahman Siddik Bangka Belitung," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2021): 92–104, <https://doi.org/10.19105/ajpba.v2i2.4755>.

¹⁶ Susan Main, Susan Hill, and Annamaria Paolino, "Improving the Reading Skills of Struggling Secondary Students in a Real-World Setting: Issues of Implementation and Sustainability," *Australian Journal of Learning Difficulties* 28, no. 1 (2023): 73–95, <https://doi.org/10.1080/19404158.2023.2210588>.

¹⁷ Allison F. Gilmour, Douglas Fuchs, and Joseph H. Wehby, "Are Students With Disabilities Accessing the Curriculum? A Meta-Analysis of the Reading Achievement Gap Between Students With and Without Disabilities," *Exceptional Children* 85, no. 3 (2019): 329, <https://doi.org/10.1177/0014402918795830>.

¹⁸ Osman Gedik and Hayati Akyol, "Reading Difficulty and Development of Fluent Reading Skills: An Action Research," *International Journal of Progressive Education* 18, no. 1 (2022): 22–41, <https://doi.org/10.29329/ijpe.2022.426.2>.

¹⁹ Moh Nazir, *Metode penelitian* (Jakarta: Ghalia Indonesia, 1999).

retardation and reading difficulties in the book by Rushdi Ahmed Tuaima entitled *Al-Marji' fi Ta'lim Al-Lughah Al-Arabiyah*.

The data collection technique in this study used documentation and observation methods. The primary source in this research is the book by Rushdi Ahmed Tuaima entitled *Al-Marji' fi Ta'lim Al-Lughah Al-Arabiyah*. In addition to the book, the author also chose a book by Abdul Hamid Sulaiman entitled *Shu'ubat Al-Qira'ah: Mahiyatuha Wa Tasykhisaha* as primary data that is useful as additional information and comparison regarding reading retardation. Meanwhile, secondary sources for this research are observation, several books, articles and other scientific works that discuss related topics and support primary data. The data collection technique is documentation, searching for data in notes, books, transcripts, meetings, etc.²⁰ The steps for using this documentation method are as follows: 1) look for information related to the discussion theme from predetermined sources; 2) choose information that focuses on the discussion theme; 3) analyse the data or information collected.

The observation method in this study aims to combine practical examples of reading difficulty treatment strategies by looking, paying attention, observing, and paying attention to the studied activities.²¹ Namely, the application of treatment carried out by teachers with reading difficulties in Ali Maksum Islamic Junior High School 9th grade, according to Rushdi Ahmed Tuaima. The following is a table related to the data collection process and techniques:

Table 1. Methods and Instruments in Data Collection Techniques

Method	The Instrument	Purpose of Disclosure
Documentation	List of documents Table	To get information and facts about primary data, namely reading retardation and some reading difficulties, also their treatment.
Observation	Observation sheet	To know what reading difficulties are found in the 9 th grade. To analyse the treatment application of reading difficulties that the teacher used based on Rushdi Ahmed Tuaima's book.

Meanwhile, the data analysis technique used in this research is content analysis, namely analysing data based on its content.²² Analysing using this technique has several stages: 1) Data reduction. Data reduction is selecting the most critical data from the less important data. In the data collection process, researchers will collect all data related to the research subject, namely reading

²⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2000).

²¹ Eko Murdiyanto, *Penelitian Kualitatif (Teori Dan Aplikasi Disertai Contoh Proposal)* (Yogyakarta: LP2M UPN "Veteran" Yogyakarta Press, 2020), <http://eprints.upnyk.ac.id/24095/>.

²² Suryadi Suryabrata, *Metodologi Penelitian* (Jakarta: Rajawali Press, 1992).

difficulties from primary and secondary sources; 2) Data Display/Data Presentation. The data in this study are presented in descriptive form; 3) Conclusion and Verification. The conclusion is the final analysis conducted by researchers at the end of their research. Meanwhile, the analysis model used is interactive; all stages of data analysis, namely data reduction, data presentation, and conclusion, are carried out by paying attention to the data obtained.²³ In the process of the findings, researchers can produce new theories, strengthen existing theories or perfect them. Meanwhile, comparative analysis is used to conclude this study. The meaning is to compare the research results with other research or to compare existing data with each other.

Result and Discussion

The Difficulties in Reading According to Rushdi Ahmed Tuaima

Difficulty or al-Shu'bah in Arabic means the opposite of easy; it becomes more severe and complex.²⁴ The concept of particular difficulties in learning refers to a specific, unexpected, qualitative deficiency in a specific field or skill, not in all academic fields, and not even in all skills specific to the field in which the child suffers from deficiencies. It is known that these fields include reading and that reading is mentioned as one of the areas in which the effects of the disorder appear in basic psychological processes. The concept of particular difficulties in learning includes many cases, including dyslexia, which is characterised by an individual having difficulty decoding words quickly and accurately.²⁵ But it is a matter of encompassing, comprehensiveness, and absorption, not of differentiation, distinction, and contrast. This ruling confirms that dyslexia is a difficulty in reading.²⁶ Reading difficulties have also been identified as a common occurrence.²⁷ Other terms for reading difficulties include reading problems, poor reading, low reading ability, reading disability, reading impairment, and disorder.²⁸

²³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (California: SAGE Publications, 1994).

²⁴ Ibn Manzur, *Lisan Al-Arab* (Beirut: Dar Sader, 1990); Majma' Al-Lughah Al-'Arabiyyah, *Al-Mu'jam Al-Wasith* (Qahirah: Maktabah Asy-Syuruq Ad-Dauliyyah, 2011).

²⁵ Mahmoud Gharaibeh, "Predicting Dyslexia in Arabic-speaking Children: Developing Instruments and Estimating Their Psychometric Indices," *Dyslexia* 27, no. 4 (2021): 436, <https://doi.org/10.1002/dys.1682>.

²⁶ Abdul Hamid Sulaiman, *Shu'ubat Al-Qira'ah: Mahiyatuha Wa Tasykhisaha* (Qahirah: Alam Al-Kutub, 2013).

²⁷ Margaret J. Snowling et al., "Levels of Literacy among Juvenile Offenders: The Incidence of Specific Reading Difficulties," *Criminal Behaviour and Mental Health* 10, no. 4 (2000): 229, <https://doi.org/10.1002/cbm.362>.

²⁸ Noor Z. Al Dahhan, John R. Kirby, and Douglas P. Munoz, "Understanding Reading and Reading Difficulties Through Naming Speed Tasks: Bridging the Gaps Among Neuroscience, Cognition, and Education," *AERA Open* 2, no. 4 (2016), <https://doi.org/10.1177/2332858416675346>; Genevieve McArthur and Anne Castles, "Helping Children with Reading Difficulties: Some Things We Have Learned so Far," *Npj Science of Learning* 2, no. 1 (2017): 1–4, <https://doi.org/10.1038/s41539-017-0008-3>.

Rushdi Ahmed Tuaima begins by searching for retardation in reading. It is a phenomenon of reading difficulties that many teachers complain about among several students. Our goal here is to know the definition of retardation in reading, its causes, and its treatment.

The Definition of Retardation in Reading

Retardation is a slowdown in renewal. The precise determination of a student's retardation in reading depends mainly on his score in a standardised reading test. A student who receives a score below his expected level in reading is considered backwards in it, and this level is determined in light of his mental abilities. If we imagine, for example, the case of a nine-year-old child whose mental age is ten years old, his cognitive skills are a year older than his chronological age, but his reading level does not reach the level of his mental abilities. Such a child is considered retarded in reading. Determining retardation is, therefore, an individual process that depends on the level of the student himself, not in comparison with other colleagues but in contrast with his abilities.²⁹

While Abdul Hamid Suleiman calls it achievement retardation, he exemplifies achievement retardation with the situation of a child whose achievement declines in a subject and cannot keep up with friends of the same age both chronologically and in terms of IQ in academic achievement.³⁰ So, Rushdi Ahmed Tuaima and Abdul Hamid Sulaiman have slightly different definitions. Abdul Hamid Sulaiman still compares the child's achievements with his friends, not just the individual process.

Causes of Retardation in Reading

The retardation in reading the second language is attributed to many reasons. Some of them are due to the student himself, such as if he is weak in hearing, sight, or memory, or has a problem with speech and expression, or is disturbed, or is unable to adapt to his colleagues, or has specific personal or social issues, or lacks experience with the new language. These reasons are due to the nature of the new language and its differences. About the student's first language. English speakers, for example, suffer somewhat from the difference in how Arabic is written (from right to left) from how English is written (from left to right). They must try to get their eyes accustomed to the rapid movement from right to left, then from left to right, and then a backward movement to move to a new line. Also, the significant disparity between the shapes of the letters in the two languages imposes on the Englishman the formation of habits as well as some new problems for linking the Arabic letter and its sound in Arabic writing, as there are sounds that are pronounced but not written and letters that are written but not pronounced.

²⁹ Rushdi Ahmed Tuaima, *Al-Marji' Fi Ta'lim Al-Lughah Al-Arabiyyah Li Al-Nathiqin Bi Lughat Ukhra* (Makkah Al-Mukarramah: Dar Al-Fikr Al-Arabi, 2010).

³⁰ Sulaiman, *Shu'ubat Al-Qira'ah: Mahiyatuha Wa Tasykhisaha*.

In this case, Abdul Hamid Sulaiman explained that cultural deprivation is the reason behind this difficulty. Cultural deprivation occurs when the child moves to education in a language other than the one he was raised and learned in. It is a case of changing the language of education, contrary to what he was accustomed to and understood before, just as happens if there is a child who has been educated in Arabic for several years, for example, and then fate wills that he moves to an educational environment where the language of education is English or vice versa.

Basic Principles for Treating Retardation

The following is a set of principles that a teacher can use in a remedial reading program. These principles are: 1) The teacher should accurately determine the student's reading level, including the skills he is proficient in, the skills he lacks, and the problems he suffers from. 2) student's progress in reading should be measured on his level and not of his classmates. 3) The student should not be forced to reach a specific reading level that he cannot reach. He should also not be put in a race with his colleagues, which will discourage him and make him feel extremely helpless. 4) The student should be helped to regain his self-confidence by diversifying his reading materials, starting with what he can read and then progressing to more challenging materials. 5) A set of exercises should be prepared that address the student's specific problems in reading. These exercises should be presented to several teachers to verify their validity and ability to address the issues for which they were developed. These exercises should be diversified so that the student does not get bored. These exercises should be repeated at varying intervals and with different materials reading. 6) A group of linguistic activity methods that require reading, which exposes the student to diverse situations and new experiences, must be considered. 7) The teacher should avoid stressing or burdening the student, whether through exercises or evaluation methods. 8) The student's reading tendencies should be studied, and he should begin treating him with the reading materials he likes. The number of new vocabulary words introduced in remedial reading lessons should be controlled. 9) The student should be able to evaluate himself and acknowledge his actual reading level and his satisfaction with his progress to know where he stands. 10) The student should be constantly encouraged and made to feel that he is progressing day after day. In general, people tend to receive appreciation for the work they do or the effort they make.

Reading Difficulties and The Treatments

Due to difficulties in reading Arabic, some beginner students are exposed to some reading mistakes. The teacher must identify these mistakes to diagnose them and then treat them in a way that suits each error. In this case, Ali Ahmad Madkur explains in detail the problems experienced by students in reading and suggests

the treatments that need to be done by teachers.³¹ In his explanation, the author compares the treatment method to reading difficulties by Rushdi Ahmed Tuaima and Ali Ahmad Madkur. The following are some mistakes made by beginners learning Arabic and the treatments according to Rushdi Ahmed Tuaima and Ali Ahmad Madkur.

Table 2. Some Reading Difficulties and Suggested Methods for Treatment

The Difficulty	Suggested Methods of Treatment	
	Rushdi Ahmed Tuaima	Ali Ahmad Madkur
<ul style="list-style-type: none"> - Stumbling in pronunciation - Confusion in pronunciation between letters and closely similar sounds 	<ul style="list-style-type: none"> - Speaking training, lists of similar words and processing orally and visually. - Training to recognise letters when they are seen and pronounced <ul style="list-style-type: none"> - Training in word analysis 	<ul style="list-style-type: none"> - Clarifying the meanings - Training students to read accessible materials with precise meanings
<ul style="list-style-type: none"> - Reverse reading 	<ul style="list-style-type: none"> - paying attention to the direction of the eyes while reading through exercises that include tracing the letters, pointing with the finger, or underlining the letters while reading 	<ul style="list-style-type: none"> - Taking time when reading - Completing the meaning
<ul style="list-style-type: none"> - Replacing one word with another by guessing - Substitute one letter for another 	<ul style="list-style-type: none"> - Word games that include an element of phonetic analysis <ul style="list-style-type: none"> - Using more accessible reading material - Providing the student with a linguistic dictionary through various activities 	<ul style="list-style-type: none"> - Have an easy and light material for the students so that they cooperate with reading the words and understanding their meanings from the context
<ul style="list-style-type: none"> - Adding non-existing words or deleting existing words 	<ul style="list-style-type: none"> - Focus on meaning - Use flashcards that contain incomplete and complete sentences to balance them. 	<ul style="list-style-type: none"> - Training to read aloud - Training to understand the material - Training to read accurately
<ul style="list-style-type: none"> - Intermittent reading: word after word 	<ul style="list-style-type: none"> - Reducing care with words - Using flashcards to see phrases and sentences whose response the student indicates that he has understood their meaning 	<ul style="list-style-type: none"> - Train students on how to read correctly from the beginning of the sentence and stop at commas and periods. - The reading material is accessible for the student and written correctly
<ul style="list-style-type: none"> - Lack of understanding of what is meant by the material read 	<ul style="list-style-type: none"> - Using reading material is easier <ul style="list-style-type: none"> - Focus on meaning - Arouse the motivation or incentive to read <ul style="list-style-type: none"> - Training by using flashcards 	<ul style="list-style-type: none"> - Practice punctuation marks - Train the student to start reading from the beginning and not stop except at the comma or the end of the sentence. - Choose the accessible material

³¹ Ali Ahmad Madkur, *Tadris Funun Al-Lughah Al Arabiyah* (Riyadh: Dar Al-Syawaf, 2008).

- Difficulty in noticing details in describing something	<ul style="list-style-type: none"> - Use sentence completion exercises - Draw lines under the correct answers - Creating questions drawn from a passage given to the student to ensure greater familiarity with the words - Using material is easier 	<ul style="list-style-type: none"> - Identify the new words before presenting them to the students in the lesson - Trying - To alleviate this difficulty, use what clarifies their meaning through pictures, drawings, etc.
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From the table above, it can be seen that Rushdi Ahmed Tuaima and Ali Ahmad Madkur have categorised forms of reading difficulties and provided suggestions for overcoming them. Based on the table above, it can be concluded that at least seven categories of reading difficulties often occur in students. There were 1) pronunciation difficulties, 2) reverse reading, 3) Substituting one letter/word for another, 4) adding or deleting words, 5) intermittent reading, 6) lack of understanding the meaning, and 7) difficulty in noticing details. These suggestions can be used as a guide for teachers who find that their students have reading difficulties.

Application Process for Treatment of Reading Difficulties

The application was completed at Ali Maksum Islamic Junior High School in 9th grade. The following are the results of the reading difficulties experienced by students in 9th grade and the application for their treatment used by the teacher, according to Rushdi Ahmad Tuaima:

Table 3. The Reading Difficulties and Application Suggested Methods for Treatment

Reading Difficulties	Application Methods for Treatment	Student Changes
Difficulty in noticing details	<ol style="list-style-type: none"> 1. The teacher explains new words before presenting them to students. 2. Illustrating words in pictures or signs 3. Creating examples in simple sentences 	Students can recall the details explained by the teacher.
Lack of understanding of the meaning	<ol style="list-style-type: none"> 1. Starting with accessible reading material 2. Training the student to start reading from the beginning of the sentence until the end 3. Using a media to understand the meaning of the word 	Increasing understanding of the meaning of words by identifying, clarifying, and observing the stimuli provided by the teacher
Confusion in pronunciation	<ol style="list-style-type: none"> 1. Training students to pronounce repeatedly 2. Training in word analysis 	Students showed improvement in understanding how to pronounce words correctly.
Substitute one letter for another	<ol style="list-style-type: none"> 1. Rereading over and over again 2. Having an accessible reading material 	Increased confidence in reading increases self-confidence and not worry about minor mistakes.
Intermittent reading	<ol style="list-style-type: none"> 1. Starting with accessible reading material 2. Training students on how to read correctly 	Students progress in their reading skills, such as reading accurately from the beginning to the end of a sentence.

The table above shows that teachers' treatment of students' reading difficulties improves students' academic and mental performance. The educational aspect shows students' improvements in understanding the meaning and pronunciation of words and developing their reading skills. Meanwhile, the mental aspect shows increased confidence in reading and not worrying about small mistakes.

Conclusion

Reading difficulties are one of the phenomena encountered by students in language learning. Rushdi Ahmed Tuaima discusses reading difficulties, specifically with the term reading retardation. Retardation reading is a student's slowdown individual process in reading. This is measured not by comparison but by their mental abilities. The reason for retardation in reading is due to the student himself, and the most reasonable retardation in reading happens because of lack of experience with the new language or cultural deprivation.

Teachers can provide treatment to overcome reading retardation. That is, not forcing students to achieve other students' standards. Teachers must motivate students to restore their' self-confidence. Apart from this, exercise is also essential to do. On the other hand, reading retardation is not only a learning difficulty for students but also a teaching difficulty for teachers that such as a challenge to do an appropriate treatment.

Teachers in the 9th grade of Ali Maksum Islamic Junior High School successfully applied the treatment of students' reading difficulties. The results of the application for treatment of reading difficulty changed students in two aspects, namely improving the academic and mental aspects of students in class 9. This research supports previous studies that state the importance of treatment for students with difficulties learning, especially in reading, according to Rushdi Ahmed Tuaima.

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