The Role of Reading Skills in Understanding Classical Arabic Texts: Challenges and Solutions for Students

Danil Mesa[1], Aldi Muhammad Alfin[2], Quratun Aini[3]

[1]STAI Balaisalasa Pesisir Selatan, Indonesia
[2]Lembaga Ilmu Pengetahuan Islam dan Arab (LIPIA) Jakarta, Indonesia
[3]Universitas Islam Negeri Imam Bonjol Padang, Indonesia
✉ danil@gmail.com *

Abstract

This study aims to analyze the problems faced by students in mastering Arabic reading skills and to find appropriate solutions to improve their abilities. Reading skills are considered the main gateway to understanding Arabic texts, both in the context of other language skills (listening, speaking, writing) and in understanding Islamic teachings such as the Qur'an, hadith, and classical books. T he research method used is qualitative research with a case study approach, analyzing students' difficulties in reading Arabic texts, including limited vocabulary, difficulty in understanding sentence structure, and weak phonological mastery. The results of the study show that the reading learning process takes place in stages, starting from mastery of letters and sounds (phonetics), vocabulary enrichment, to understanding nominal and verbal sentence structures. These findings confirm that mastery of phonology is the main foundation, while vocabulary enrichment and understanding of grammar are determining factors for reading success. The implication of this research is the need for a systematic and continuous reading teaching strategy, with an emphasis on phonology exercises, vocabulary development, and understanding of language structure so that students are able to understand classical Arabic texts more optimally.

INTRODUCTION

Learning arabic is an effort used to teach arabic to student. If you want to learn arabic and the topics you want to study, learn arabic as a beloved languange, understanding that followers of islam understand that followers of Islam understand this in relation to their understanding of the main guiding principles (Fahrurrozi, 2014; Habibah et al., 2022; Lestari et al., 2021; Ridwan & Awaluddin, 2019). For religion, as stated in the Qur'an, this can be seen from the from the development of arabic languange learning in Indonesia, where a number of schools

have begun to include Arabic language learning as one of the subjects taught in one of the educational institutions in Indonesia that requires Arabic as a major subject. Thus, students are at least able to understand how to read words in Arabic so that they can understand what they are reading. This material differs in terms of the form of Arabic from other languages because Arabic has unique characteristics, such as writing and writing movements in using Arabic (Albab, 2019; Albantani et al., 2020; Aswan, 2022; Ginting et al., 2023; Laili, 2024; Ulya & Sofa, 2025).

In learning Arabic, there are several skills that must be mastered, namely listening skills, speaking skills, writing skills, and reading skills (Baroroh & Rahmawati, 2020; Haniefa, 2022; Khoiriyah, 2020; Meishanti et al., 2020; Zayuda et al., 2023). These skills must be taught directly from reading skills to reading skills, because these skills are very important for understanding Arabic texts, especially classical books. The ability to read requires skills that cannot be acquired instantly. Reading skills and reading lessons in Arabic help students read correctly and understand what they read. This study focuses on reading skills. Through reading skills, students can read Arabic texts through visual comprehension and thinking to understand the meaning of the text being read.

Like reading skills, language skills are also important and have many benefits. In Arabic language learning, students are encouraged to read books related to Arabic language learning. This unit focuses on reading materials such as practice questions and illustrated texts in Arabic. Although Arabic is included as part of Arabic language lessons in religious schools, many public high school students cannot read and write Arabic. They still face difficulties in learning Arabic, especially reading skills. For example, in public high schools, students are asked to read the Quran at the beginning of each lesson. If this habit is implemented, students will find it easier to read Arabic texts and become proficient in reading. They will be introduced to Arabic texts, but many students still have difficulty reading Arabic texts (Aini et al., 2023; Amelia & Sofa, 2025; Hamka et al., 2021; Rizka & Ammar, 2024; Sadat et al., 2022). Many students are slow in pronouncing Arabic movements, for example, pronouncing the word قلب 'kalb' as "كلى". This is, of course, a fatal mistake. Pronouncing the letter 'ق' as "ك" cannot be read correctly as it should be.

The reason for choosing high school as the subject of this study is because this study is based on observation. For example, most ninth-grade students are not particularly interested in the author's research on damaged library resources, but they use previous research to determine whether the research is sufficient or not. This is a form of knowledge, such as knowing the accuracy of research. Learning Specific problems students have in reading skills.

Such as letters arranged in Arabic text to develop students' ability to read aloud and words, phrases, and sentences, so that students' reading skills can develop on relevant topics to obtain information. Internal abilities in terms of skills, qualitative descriptive research, and critical research lead to descriptions of actual situations. All objective data can be obtained through research or by collecting data directly from the source through interviews with the principal and school teachers.

METHODS

This study uses a qualitative method with a case study approach to explore the difficulties of reading Arabic texts in depth. The case study approach was chosen because it is suitable for understanding the real experiences of students in

the context of learning (Akmal et al., 2024; Engkizar, et al., 2025; Guspita et al., 2025; Ikhlas et al., 2025; Jaafar et al., 2023; Mutathahirin et al., 2022). Data sources were obtained through direct interviews with the principal, teachers, and students who had difficulty reading. Observations of Arabic reading classes were used to directly observe students' reading behavior, and analysis of documents in the form of reading assignments was used to enrich the research. Interview recordings were transcribed for systematic analysis along with other data. The findings show that limited vocabulary is a major obstacle to understanding Arabic texts. Difficulties in understanding sentence structure also interfere with overall comprehension. Weak phonological skills slow down students' reading fluency. Thus, this study provides a comprehensive picture of the difficulties in reading Arabic texts and directions for improving learning (Engkizar, et al., 2025; Faddhia et al., 2025; Ikhwan et al., 2023; Istiqamah et al., 2024; Khairunisa et al., 2025; Mustafa et al., 2025; Wulandari et al., 2024).

RESULT AND DISCUSSION

Reading ability is a very important skill in Arabic (Lathifah & Shofa, 2025; Lestari et al., 2022). Reading ability is also the main gateway to understanding information written in Arabic, both in the context of the four language skills (listening, speaking, reading, and writing) and in other contexts. Reading ability is a receptive skill that supports the cessation of written stimuli, such as writing. Reading ability is considered a receptive skill that supports writing skills, such as writing through reading, which expands students' vocabulary and their understanding of language rules. Different languages can be used to perform applicable tasks, but they can also be used to understand Islamic educational institutions such as Tasnaika schools, reading skills to understand sources of Islamic teachings such as the Quran and basic Arabic books, namely classical Arabic. As mentioned earlier, reading skills shape Islamic reading skills for students learning Arabic, namely learning to read can be seen from two sides: the specific side. The beginning of learning reading skills and the ability to read Arabic well from right to left and comprehension. In this case, students can connect written symbols with spoken sounds.

In addition to the technical aspects of reading from right to left and recognizing phonetic symbols, the main challenge in understanding classical Arabic texts lies in the complexity of the language structure and the richness of its vocabulary. Classical Arabic texts are generally written without harakat, use long sentence structures, and contain balaghah expressions and scientific terms that are no longer commonly used in modern Arabic. This often makes it difficult for students, especially those who are still in the early or intermediate stages of learning Arabic. As a result, the reading process requires not only phonological skills, but also grammatical skills (nahwu and sharaf) and knowledge of the historical and religious context in order to fully understand the meaning of the text.

To overcome these challenges, an integrated and contextual reading learning strategy is needed. Teachers need to guide students gradually, starting from mastering basic vocabulary, simple sentence patterns, to analyzing more complex sentence structures in classical Arabic texts. The use of guided reading methods, intensive reading exercises, and the use of dictionaries and commentaries (text explanations) can help students improve their understanding. In addition, integrating reading skills with other language skills—such as oral discussions and summary writing exercises— can strengthen students' understanding of the meaning of the text. With the right

approach, reading skills become not only a technical tool, but also an important means for students to access, understand, and internalize the wealth of Islamic knowledge sourced from classical Arabic texts.

As with other reading skills, starting to learn to read in Arabic means learning the basic letters, especially for beginner learners. Difficulties in reading letters can lead to errors in writing. Stopping the pronunciation of letters as a basis in the process of reading and writing allows students to understand the text only if they have the ability to teach reading (Engkizar et al., 2023; Syafril et al., 2021). Therefore, expanding the vocabulary of words that are inseparable from the reading process will enrich the understanding of parts related to the Arabic language. Understanding language structures such as the use of verbs and nouns will help in understanding Arabic texts. Understanding language structures such as verbs and nouns to understand Arabic texts helps explain the relationship between words such as nouns correctly.

Understanding concepts correctly will help you understand the basic rules of reading. Speed reading will help you. understand general ideas, while careful reading will help you understand details. Students should be trained to use both methods according to the type of text. The word "problem" comes from the word masalah, which means difficulty or obstacle. The word problem in the English dictionary comes from Latin, namely "problematic," which means problem or obstacle. A problem itself is an obstacle or issue that is difficult to solve. The final problem is the gap between reality and expectations in order to achieve the desired results. The word "problem" in the English dictionary comes from English. It means "okay." Nothing causes problems; things that do not cause problems are like things that do not cause problems.

Fig 1. Strategies for overcoming obstacles to teaching reading skills
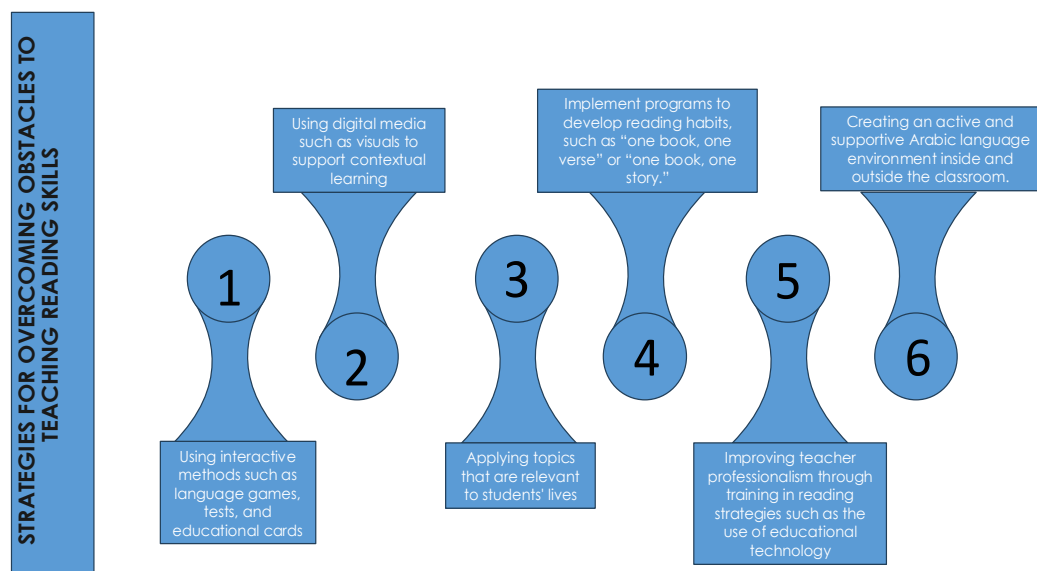
The process of teaching reading skills in the ninth grade of Agbukumiya Bisest Sialatf Arabic High School consists of three main stages: introductory, basic, and advanced activities. It begins with a greeting as motivation, such as reading Arabic texts, for practical questions. However, during the learning process, students encounter obstacles and problems. The problems students face in learning reading

skills at Bisest High School consist of three problems, namely language problems, including: sound system, vocabulary, and sentence structure writing (Al-Ghifari & Anam, 2025; Andini et al., 2025; Ritonga, 2023). Environmental problems, including: classroom atmosphere, unsupportive family environment, and unsupportive social environment. Problems with completeness as motivation. There are many strategies that can be applied to overcome obstacles in teaching reading skills, such as: i) Using interactive methods such as language games, tests, and educational cards. ii) Using digital media such as visuals to support contextual learning. iii) Applying topics that are relevant to students' lives. iv) Implementing programs to develop reading habits, such as "one book, one verse" or "one book, one story." v) Improving teacher professionalism through training in reading strategies such as the use of educational technology. vi) Creating an active and supportive Arabic language environment inside and outside the classroom.

CONCLUSION

Teachers must continue to develop creative teaching methods such as reading texts that are appropriate for students' abilities. In addition, schools must continue to encourage motivation to learn. Students must develop an awareness of their own motivation to learn, get used to reading Arabic texts, and actively memorize and understand everyday vocabulary. Schools are expected to support the Arabic language learning process by providing supporting infrastructure, such as Arabic reading materials, digital learning tools, and an active language environment. Al-Kaliya Al-Amur, and with Al-Kaliya Al-Amur, we encourage educational activities for children as mentioned earlier. Both issues are very important in order to learn Arabic well and achieve satisfactory results. If you have any doubts, look for answers or ask your teacher. Language problems are problems faced by students who are learning (studying) and dealing directly with language. At that time, the problem was not the language itself, but how you could learn quickly and easily. Implemented learning programs Common problems faced by students in learning reading skills Usually, one of the main problems students face when learning skills is reading in Arabic, especially for Arabic speakers. Therefore, understanding the text, if the students' language skills are weak, they will have difficulty understanding the complex grammar in Arabic. One of the main problems faced in learning reading skills. The complexity of the language structure of Arabic-speaking students, especially Arabs, makes it difficult for them to understand the structure of the language, and thus the texts they read.

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Author contribution
Danil Mesa: Data curation, Writing-Original draft preparation, **Aldi Muhammad Alfin:** Writing-Reviewing and Editing, **Quratun Aini:** Visualization, Supervision, Formal analysis, Conceptualization, Methodology, Validation, Supervision, Software.

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The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance
The research company has agreed to carry out the research and is willing if the results of this research are published.

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