



Factors Influencing Arabic Text Reading Difficulties among Islamic Education Students

Musfiratul Afmar¹, Faizah Zinnurain¹, Nahdia Safira Arsyah², Jodi², Muhammad Nofriyanto² Agustri Ananda³

¹Al-Azhar University, Egypt

²Universitas Islam Negeri Imam Bonjol Padang, Indonesia

³Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

✉ musfiratulafmar@gmail.com*

Abstract

Mastering the skill of reading Arabic texts remains a crucial challenge in Islamic higher education. This study aims to analyze the factors that cause difficulties for students at an Islamic university in mastering the skill of reading Arabic texts. This study employs a quantitative-descriptive method with an interpretive analytical approach. Research data were obtained by distributing questionnaires to respondents to collect data on a large scale. The study population consisted of 150 Islamic Education students, while the sample comprised 100 respondents selected purposively based on their enrollment in courses related to the Arabic language. Data were collected using a structured questionnaire developed based on four indicators. The results indicate that the primary difficulties students face when reading Arabic texts stem from limited vocabulary mastery, insufficient understanding of grammatical rules, and a lack of independent reading practice. In addition, motivational and environmental factors also influence students' reading competence. These findings suggest that strengthening vocabulary mastery, improving grammar comprehension, and increasing the intensity of independent reading practice should be prioritized in Arabic language instruction to enhance students' reading skills.

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INTRODUCTION

The Arabic language is one of the core competencies that students in the Islamic Religious Education program must master, as it serves as the primary means of understanding the sources of Islamic teachings, such as the Qur'an, hadith, exegetical works, fiqh, and various other Islamic texts (Aziza, 2025; Dzaky, 2022; Intan Rahmadany Farihana & Nuril Mufidah, 2024; M. Hadi Sutiyo, 2024). Among the four language skills, reading proficiency (maharah al-qira'ah) plays a crucial role

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independently access and comprehend various Arabic-language academic references. Therefore, mastery of reading skills is a key indicator of success in Arabic language learning at Islamic universities.

Socially speaking, there are still many students who can read Arabic letters but struggle to fully understand the content of Arabic texts, especially those without vowel marks (unvoweled Arabic). These difficulties are evident in their limited vocabulary (*mufradat*), poor understanding of the rules of *nahwu* and *sharaf*, inability to determine the meaning of sentences based on context, and low interest in reading Arabic texts. This situation poses a unique challenge for students of Islamic Religious Education, as limited reading skills can lead to a poor ability to understand Islamic sources, which serve as the primary references in their studies. Teaching Arabic to non-native speakers does indeed require special strategies due to differences in the language system, phonology, morphology, and syntax, which are quite complex compared to Indonesian (Sekar Wulandari et al., 2024; Sessas et al., 2023). Difficulties in reading Arabic texts stem from linguistic factors such as limited vocabulary, a weak grasp of *nahwu* and *sharaf*, and pronunciation errors as well as non-linguistic factors like low motivation to learn and ineffective learning strategies. Both internal and external factors contribute to poor Arabic reading proficiency, as evidenced by students' low achievement in the *qira'ah* component.

Students still face various linguistic and non-linguistic problems in learning *qira'ah* skills, such as difficulty understanding language structure, limited vocabulary, and a lack of reading practice. Similar findings were also obtained, which identified students' difficulties in reading and adding *harakat* to Arabic texts. Morphology (*sharf*), syntax (*nahwu*), phonology, as well as psychological factors and the learning environment are the main causes of students' difficulties in reading Arabic texts. Although various studies have addressed the difficulties in reading Arabic texts, most previous research has focused primarily on *madrasah* students or students in the Arabic Language Education program. Meanwhile, research specifically examining the factors contributing to the difficulties faced by students in the Islamic Religious Education program in mastering Arabic text reading skills remains relatively limited. In fact, the characteristics of Islamic Religious Education students differ from those of Arabic Language Education students, particularly in terms of the intensity of Arabic language instruction, educational background, and academic needs regarding Arabic-language literature.

The ability to read Arabic texts is not only related to the skill of correctly pronouncing sequences of letters or words, but also encompasses the ability to understand the content, meaning, and message contained in a text. In the context of higher education, reading skills serve as the foundation for students to develop critical thinking skills through the study of various Arabic-language scholarly references. The better students' reading skills are, the broader their opportunities to access primary literature that forms the basis for the development of Islamic studies. Therefore, mastery of *maharah al-qira'ah* requires more serious attention in the Arabic language learning process at the university level (Ulfah, 2023).

Students in the Islamic Religious Education program have a significant need for Arabic reading skills because many of the courses they take are closely related to Arabic-language sources. Courses such as *tafsir*, *hadith*, *fiqh*, *usul al-fiqh*, *akhlak*, and Islamic thought require students to be able to understand Arabic literature independently. However, in reality, many students still rely on translations without analyzing the structure or context of the language used (Aini et al., 2023; Rofi'i,

2024; Wahdah, 2020). This situation results in a less in-depth understanding of the text's content and has the potential to lead to errors in interpreting the information contained within it.

Difficulties in reading Arabic texts are also influenced by the diversity of students' educational backgrounds prior to entering college. Some students come from madrasahs or Islamic boarding schools where they have acquired the basics of Arabic, while others come from public schools with relatively limited experience in learning Arabic (Firdaus et al., 2025; Ratih Kusuma Ningtias, 2021; Rosyadi & Athari, 2025). These differences in learning experiences result in variations in reading ability within the classroom. Students who do not yet have an adequate linguistic foundation tend to take longer to recognize sentence structures, understand vocabulary, and determine the meaning of a text based on its context.

Furthermore, excessive reliance on Artificial Intelligence has the potential to diminish critical thinking abilities and independent translation skills. Learners who consistently rely on machine translations tend to be less trained in analyzing sentence structure, understanding grammatical rules, or selecting appropriate equivalents based on context. As a result, linguistic competencies that should develop through practice may decline. Therefore, the use of Artificial Intelligence must be balanced with a mastery of nahwu, sharaf, and balaghah, as well as ongoing translation practice, to ensure that Arabic language proficiency continues to develop optimally.

Given these circumstances, there is a research gap in the form of a lack of studies that specifically analyze the factors contributing to the difficulties faced by Islamic Religious Education students in mastering Arabic text reading skills by identifying the internal and external factors that influence them. Therefore, this study is important to obtain a more comprehensive picture of the various factors causing difficulties for Islamic Education students in reading Arabic texts so that it can serve as a basis for the development of more effective learning strategies (Daoed & Lailaa, 2025; Juliadin Al-Ghifari & Syaiful Anam, 2025; Maulida & Marsiah, 2024). Consequently, this study aims to analyze the factors contributing to the difficulties faced by Islamic Education students in mastering Arabic text reading skills and to identify the most dominant factors influencing students' reading abilities.

METHODS

This study employed a quantitative-descriptive method with an interpretive analytical approach. Research data were collected by distributing questionnaires to respondents to gather data on a large scale. The study population consisted of 150 Islamic Education students, while the sample consisted of 100 respondents selected purposively based on their enrollment in courses related to the Arabic language (Engkizar et al., 2026; Guspita et al., 2025; Ritonga et al., 2025; Salsabila et al., 2025; Zulmuqim, 2017). Data were collected using a structured questionnaire developed based on four indicators: vocabulary mastery (mufradat), understanding of Arabic grammar (nahwu and sharaf), learning methods, and motivation to learn. The data sources consisted of student responses, and the analysis was conducted using descriptive statistical techniques, including percentages and mean scores, supported by software such as SPSS and Microsoft Excel for tabulation and visualization. The collected data was then quantified to map patterns subjectively in the form of percentages. Data collection was conducted by distributing an online questionnaire

via Google Forms to active students in the Islamic Religious Education program. The researchers selected this sample based on the assumption that the subjects possessed relevant characteristics and were considered the most representative of the overall population. The instrument was constructed based on four main indicators, which include: Arabic vocabulary comprehension competence, difficulty with Arabic pronunciation, low interest in learning Arabic, and lecturers' teaching methods (Akmal et al., 2024; Engkizar, et al., 2025; Htay et al., 2025; Ibrahim et al., 2025; Istiqamah et al., 2024; Saminu et al., 2025). Each indicator was broken down into several statements measured using a Likert scale to gather data on students' experiences and perceptions. The collected data was then quantified through tabulation, grouping, and the calculation of frequencies and percentages for each indicator. The results of these calculations are then interpreted descriptively to identify trends and factors that cause students' difficulties in reading Arabic texts.

RESULT AND DISCUSSION

Vocabulary is one of the key elements of reading skills because comprehension of a text is greatly influenced by the reader's ability to recognize and understand the meaning of words. When students encounter unfamiliar vocabulary, the reading process is hindered because they must pause to look up or guess the meaning of the word. This situation indicates that limited vocabulary mastery can be one of the factors affecting students' ability to understand the content of Arabic reading materials.

This difficulty becomes even more apparent when students are asked to translate Arabic texts into Indonesian. Students are not only required to recognize word forms but must also know the meaning that fits the context of the sentence. A single Arabic word sometimes has several different meanings, causing students to become confused about which meaning is most appropriate. As a result, students tend to translate words individually based on the meanings they know without considering how those words relate to the sentence as a whole. This can lead to translations that do not accurately reflect the text's intended meaning.

Given these circumstances, students often use dictionaries or translation technology when they encounter unfamiliar vocabulary. While these tools can indeed make it easier for students to find the meaning of a word, for some students this also makes the reading process less fluid because they rely too heavily on external sources. Students may understand the meaning of individual words, but they are not necessarily able to connect those meanings to the context of the text. Thus, the problem faced is not only related to the number of vocabulary words mastered but also to the ability to understand the use of vocabulary in accordance with the context of the sentence.

Thus, the problem faced is not only related to the number of vocabulary words mastered, but also to the ability to understand the use of vocabulary in accordance with the context of the sentence. Limited vocabulary comprehension also affects students' ability to grasp the main information contained in Arabic texts. When there are many unfamiliar words in a single paragraph, students tend to have difficulty determining the overall meaning of the text (Engkizar, Muslim, et al., 2025; Murzani, 2026; Valentina Eka Amelia & Ainur Rofiq Sofa, 2025). In fact, students may lose track of the connection between one sentence and the next because they are too focused on looking up word meanings. This situation slows down the reading and translation process and requires more time. In the learning process, this situation

can also lead to a lack of confidence when students are required to read or translate texts directly.

A strong command of vocabulary is not merely about students' ability to memorize the meaning of a word, but also their ability to recognize a word's meaning based on the context in which it is used. When reading Arabic texts, a single word can have different meanings depending on the sentence or topic in which it is used (Desi Rahmania Zulfa, 2023; Khairani & Susiawati, 2024). This situation means that students need the ability to understand the relationship between vocabulary and sentence context, so they do not rely solely on word-for-word translation. Students with limited vocabulary tend to pause more frequently when they encounter unfamiliar words, look them up in a dictionary, or translate them in isolation without considering the overall meaning of the text.

Difficulty understanding vocabulary can also affect students' confidence in reading Arabic texts. When students encounter unfamiliar vocabulary too frequently, the reading process slows down and their comprehension of the text becomes less than optimal. Therefore, vocabulary instruction should be conducted gradually and continuously, taking into account students' proficiency levels. The introduction of new vocabulary should not merely consist of a list of words and their meanings but should also include examples of usage in sentences, exercises in deriving meaning from context, and the application of vocabulary in reading and translation activities. With this approach, students are expected to build a stronger command of vocabulary and gradually improve their ability to comprehend Arabic texts as a whole.

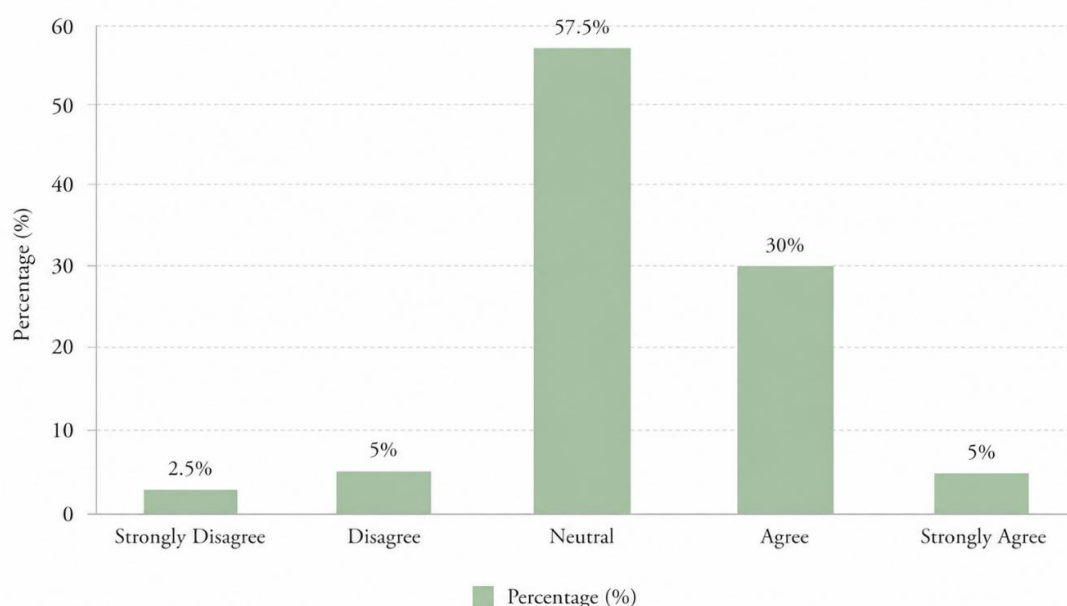


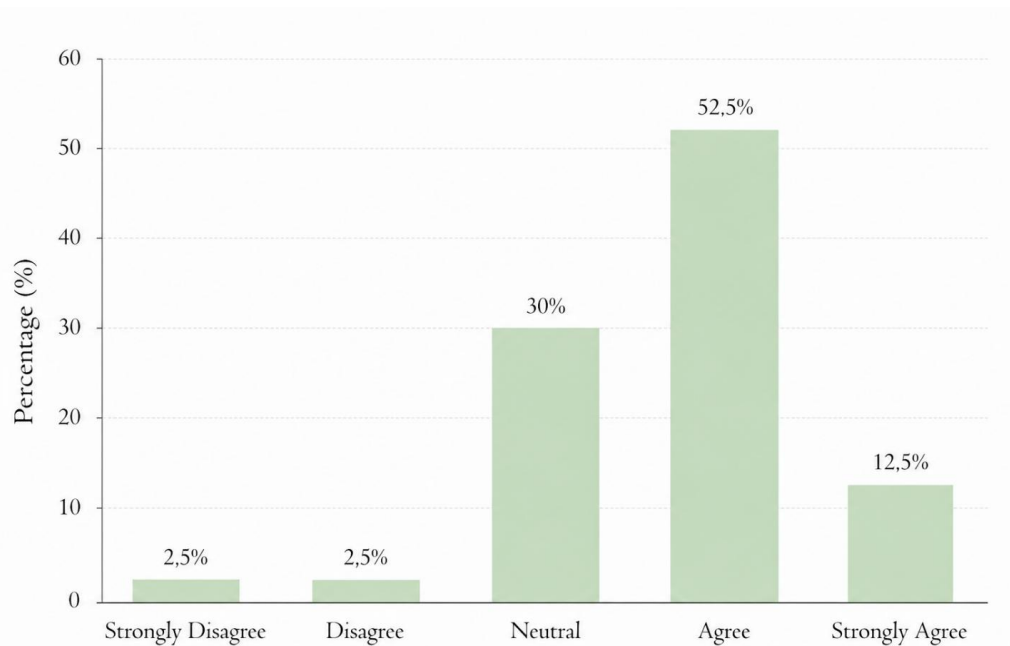
Fig 1. Student data: Difficulty understanding the meaning of vocabulary in Arabic texts

Based on these findings, the majority of respondents (57.5%) adopted a neutral stance, indicating that some students still experience difficulty understanding Arabic vocabulary, although the level of difficulty varies. This situation is caused by limited mastery of vocabulary and a lack of practice reading Arabic texts. These findings indicate that vocabulary comprehension is one aspect that requires attention in Arabic language learning. The neutral stance chosen by the majority of respondents may

indicate that the difficulties experienced by students are not always at the same level but arise primarily when they encounter unfamiliar vocabulary in a text. A lack of vocabulary mastery causes students to take longer to understand the meaning of a sentence as a whole. In addition, a lack of reading practice also makes students less accustomed to recognizing vocabulary based on context. Therefore, instruction needs to be directed toward strengthening vocabulary through regular reading practice and the use of vocabulary in various contexts so that students become more accustomed to understanding the precise meaning of words.

Fig 2. A limited vocabulary makes it difficult to read texts

The data in Figure 2 shows that the majority of respondents (52.5%) agreed



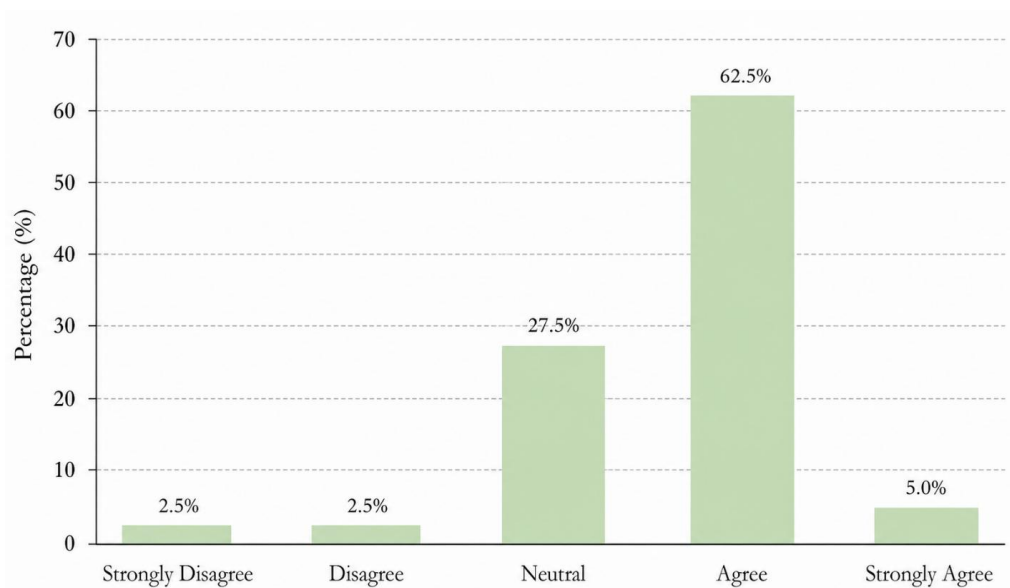
that limited vocabulary makes it difficult to understand the content of a text. This indicates that a lack of vocabulary mastery is a fundamental obstacle for students in fully understanding reading texts, as comprehension of meaning in Arabic heavily depends on the breadth of one's vocabulary. Limited vocabulary mastery can cause students to experience difficulties in identifying word meanings, understanding relationships between sentences, and grasping the main information conveyed in the text. This situation indicates that vocabulary mastery is closely related to reading comprehension ability; the more vocabulary a student masters, the greater their ability to construct meaning from the text they read. Thus, these results indicate that improving vocabulary mastery needs to be a key focus in qira'ah instruction, particularly through learning activities that enrich students' vocabulary and train them to understand word meanings based on the context of the text.

This finding is further supported by the data showing that the majority of respondents (50%) agreed that they rarely memorize Arabic vocabulary outside of class. Meanwhile, 25% of respondents chose "neutral," 10% strongly agreed, 10% strongly disagreed, and 5% disagreed. This condition may help explain why limited vocabulary remains a significant obstacle in understanding Arabic texts. When students do not regularly review, memorize, and use vocabulary outside the classroom, their opportunities to reinforce and expand the vocabulary acquired

during learning activities become limited. As a result, students may encounter unfamiliar words more frequently when reading Arabic texts, which can hinder their ability to understand the meaning and overall content of the text. Therefore, vocabulary learning should not be limited to classroom instruction but should also be supported by independent learning activities. Developing students' habits of memorizing, reviewing, and applying Arabic vocabulary outside the classroom can contribute to stronger vocabulary retention and, ultimately, improve their qira'ah comprehension.

Fig 3. Encountering New Vocabulary While Reading Arabic Texts

The results indicate that the majority of respondents 62.5% agreed that they



often encounter many new words while reading Arabic texts, while 27.5% of respondents chose “neutral,” 5% strongly agreed, and 2.5% each disagreed and strongly disagreed. These results indicate that most students still encounter unfamiliar vocabulary while reading Arabic texts (Ramadani & Baroroh, 2020; Burhanudn & Mukhtiba, 2026). This situation suggests that limited vocabulary mastery is one of the factors that can affect students' fluency and comprehension of the text's content. The more new vocabulary students encounter, the greater the effort required to fully understand the text's meaning; therefore, a gradual and contextual approach to strengthening vocabulary mastery is necessary so that students' Arabic reading skills can develop more effectively.

Furthermore, the dominance among students suggests that the selection of Artificial Intelligence applications is influenced not only by translation accuracy but also by the ability to facilitate deeper learning. Interactive features that provide contextual explanations, grammatical clarification, and alternative translation options enable students to better understand the translation process rather than simply obtaining the final translated text. This indicates that students perceive as a learning companion capable of supporting both knowledge acquisition and problem-solving during translation activities. Therefore, the integration of conversational Artificial Intelligence into language learning has the potential to enhance students' engagement and promote a more meaningful learning experience, particularly in developing their translation competence.

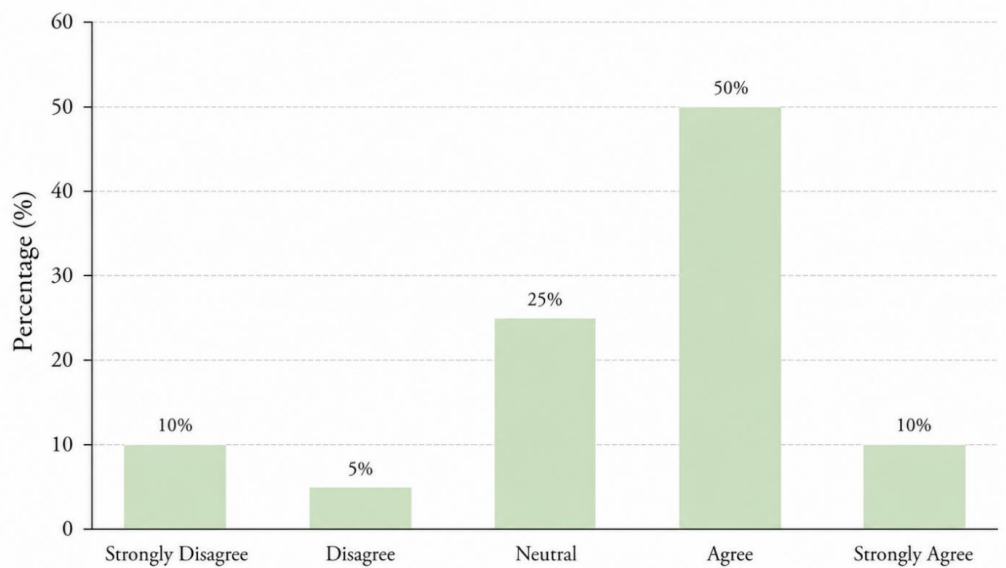


Fig 4. Rarely Memorizing Vocabulary Outside of Class

The data show that the majority of respondents 50% agreed that they rarely memorize Arabic vocabulary outside of class. Meanwhile, 25% of respondents chose “neutral,” 10% strongly agreed, 10% strongly disagreed, and 5% disagreed. These results indicate that the low frequency of vocabulary memorization outside of class hours is one factor that may limit students’ mastery of vocabulary. The lack of independent study activities limits students’ opportunities to expand and reinforce the vocabulary they have learned in class. This situation ultimately has the potential to affect reading fluency (*qira’ah*), as students will more frequently encounter obstacles when they come across unfamiliar vocabulary in Arabic texts. Therefore, the habit of memorizing and using vocabulary independently outside of class needs to be improved as part of efforts to strengthen vocabulary mastery and support the ability to understand Arabic texts.

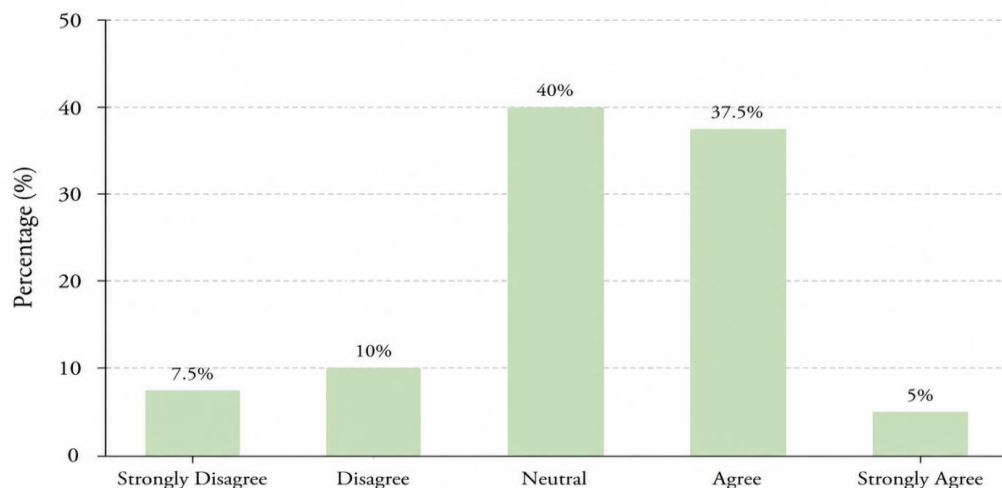


Fig 5. Difficulty Remembering New Vocabulary After Reading Arabic Texts

The data in the figure show that the majority of respondents 40% expressed a neutral stance toward the statement regarding difficulty remembering new vocabulary after reading Arabic texts. These results indicate that some students do not yet have

effective review strategies, causing newly learned vocabulary to be easily forgotten. In addition, 37.5% of respondents agreed, 10% disagreed, 7.5% strongly disagreed, and 5% strongly agreed with the statement. These findings indicate that the ability to recall vocabulary remains a challenge for some students, especially when the vocabulary is not used or reviewed regularly. A lack of vocabulary reinforcement after the reading process can make it difficult for students to retain the meanings of words in their memory and ultimately affect their ability to understand texts in the future. Therefore, learning strategies are needed that encourage students to review, take notes, and use new vocabulary in different sentences or contexts so that the vocabulary can be retained longer and support the improvement of Arabic reading skills.

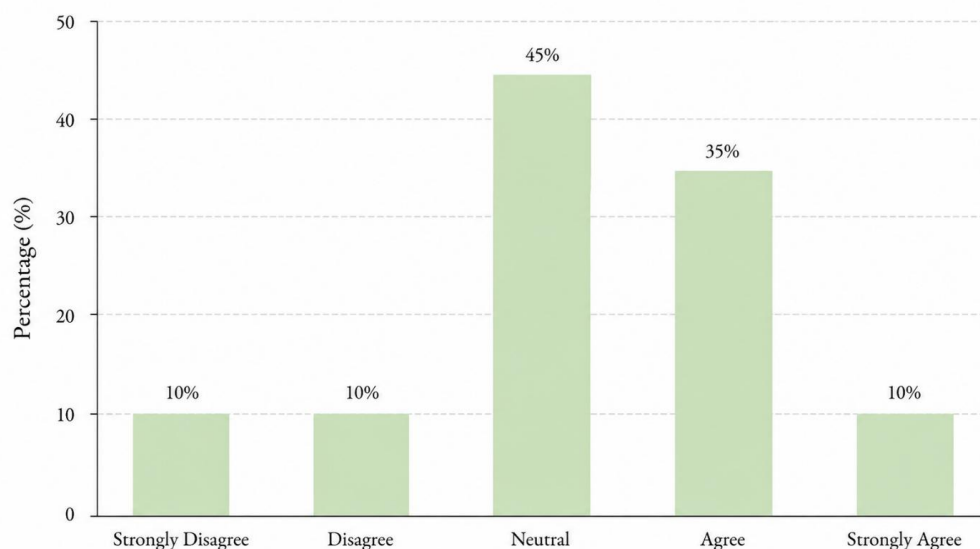


Fig 6. Difficulty Understanding Arabic Sentence Structure

The majority of respondents, namely 45%, expressed neutrality toward the statement regarding difficulties in understanding Arabic sentence structure. These results indicate that some students perceive these difficulties as situational, depending on the level of complexity of the text being read. Difficulties in understanding sentence structure have the potential to hinder students' ability to analyze meaning, translate, and construct coherent and grammatically correct Arabic sentences. In addition, 35% of respondents agreed, while 10% each disagreed, strongly agreed, and strongly disagreed. These findings indicate that understanding sentence structure remains an aspect that requires attention in Arabic language learning, particularly in reading skills. Students are not only required to recognize the meaning of each vocabulary word but also to understand the relationships between words and the function of each element in a sentence so that they can accurately grasp the meaning of a text. Therefore, strengthening students' understanding of sentence structure through gradual and contextual sentence analysis exercises needs to be enhanced so that students are better able to understand text structure and improve their accuracy in comprehending Arabic reading materials.

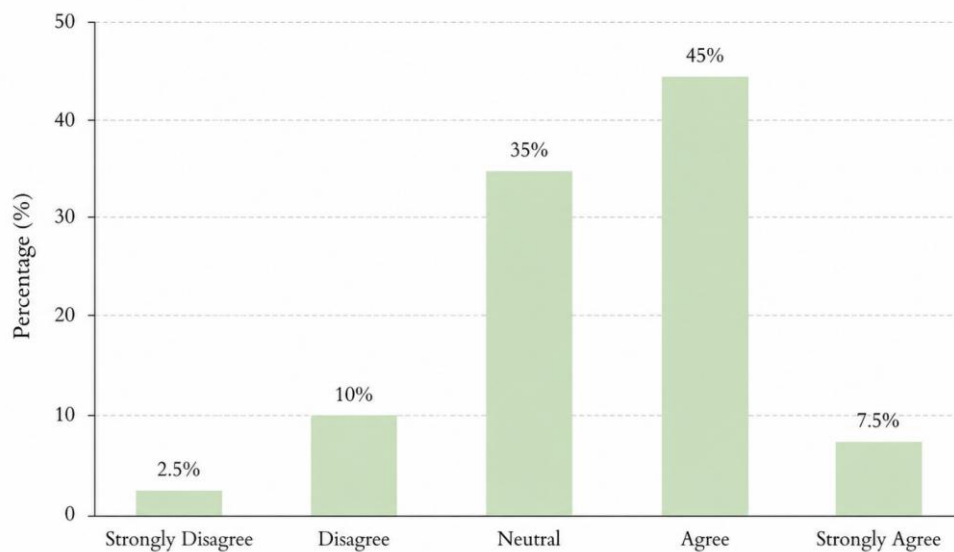


Fig 7. Difficulty in determining the word order in Arabic sentences

The data indicates that the majority of respondents 45% agreed that they have difficulty determining the grammatical function (i'rab) of words in Arabic sentences. These results indicate that the ability to identify the grammatical functions of words such as fa'il, ma'ful, mubtada', and khabar remains a major challenge for students. This situation underscores the importance of consistently reinforcing nahwu material and i'rab exercises for students. These difficulties can affect students' accuracy in understanding the relationships between words and determining the meaning of a sentence, especially when dealing with complex Arabic sentence structures. If students are unable to determine the grammatical function of each word, the process of understanding the text as a whole may also be less effective, as changes in word function can affect the meaning and relationships between components within a sentence. Therefore, the study of nahwu must be accompanied by practical i'rab exercises conducted in stages using sentence examples relevant to the reading texts, so that students not only understand the rules theoretically but are also able to apply them when reading and analyzing Arabic texts.

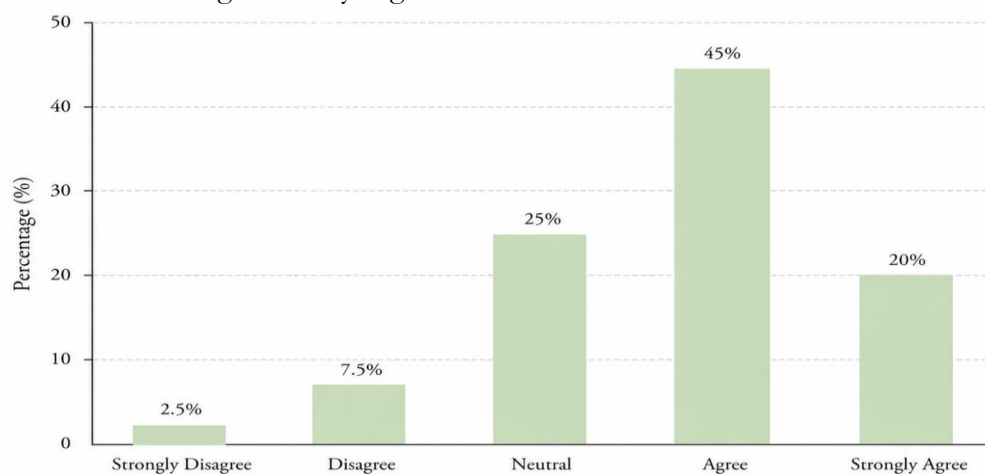


Fig 8. Factors Contributing to Difficulties in Understanding Sharaf

These results show that the majority of respondents 45% agreed that a lack of understanding of nahwu hinders their ability to understand Arabic texts. These results indicate that an understanding of the rules of nahwu plays a central role in the fluency of reading and understanding Islamic texts in Arabic. Consequently, the process of deriving meaning from the text becomes less accurate. Additionally, 25% of respondents were neutral, 20% strongly agreed, 7.5% disagreed, and 2.5% strongly disagreed. These findings show that the majority of students recognize the connection between mastery of nahwu and the ability to understand Arabic texts. An inability to understand the functions and relationships between elements in a sentence can lead students to comprehend texts based solely on the isolated meanings of individual words, without being able to grasp the sentence's meaning as a whole. This issue becomes even more critical when students read Islamic texts, which feature complex sentence structures and require precision in understanding grammatical relationships. Therefore, strengthening students' knowledge of nahwu through exercises in sentence structure analysis, i'rab, and their application in authentic texts must be conducted on an ongoing basis so that students can understand Arabic texts more accurately, deeply, and in accordance with the contextual meaning contained within them.

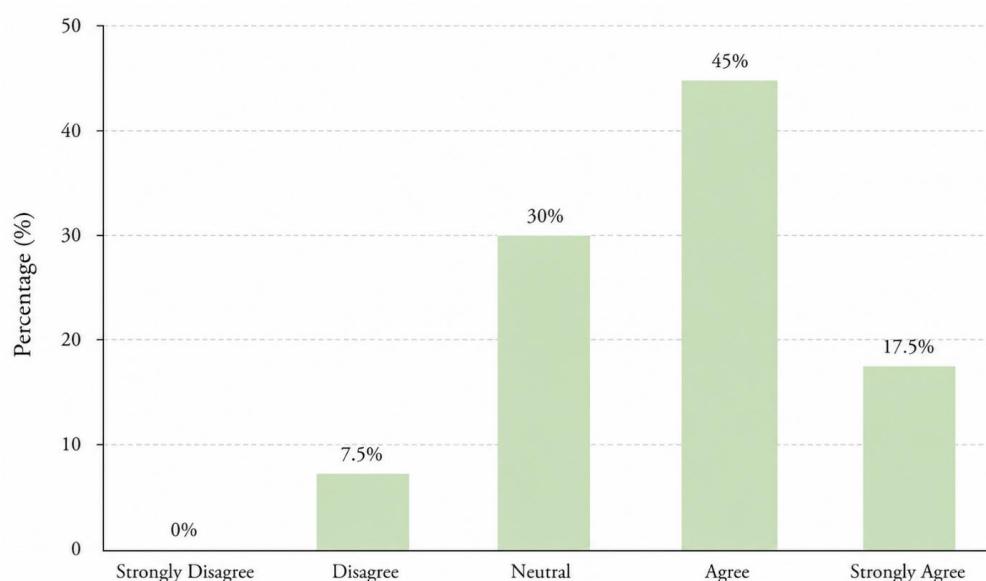


Fig 9. A lack of understanding of morphology leads to difficulty in understanding word meanings

The results show that the majority of respondents 45% agreed that a lack of understanding of morphology makes it difficult for them to understand the meanings of words in Arabic texts. These results indicate that a weak command of morphology poses a challenge for students in identifying word patterns, derivational forms, and changes in word meaning. This situation directly impacts the accuracy of translations and the comprehension of Islamic texts; therefore, strengthening morphology must be a priority in Arabic language instruction. Additionally, 30% of respondents were neutral, 17.5% strongly agreed, and 7.5% disagreed with the statement. These findings show that most students recognize the importance of mastering morphology

in understanding word meanings more deeply, especially since a single Arabic root can undergo morphological changes that result in differences in meaning and function. Difficulty in recognizing these changes can lead students to understand words only based on their basic forms without being able to relate them to the context of a sentence. Therefore, the study of morphology needs to be conducted in an applied manner through exercises in recognizing word roots, wazan, morphological changes, and word meanings within the context of a text, so that students not only memorize the rules but are also able to apply them to improve accuracy in understanding and translating Arabic texts.

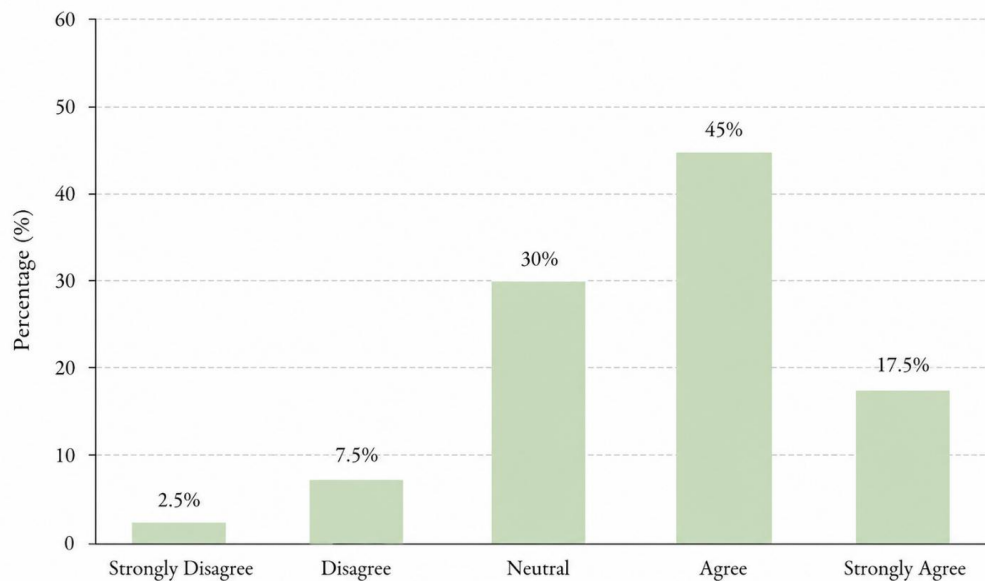


Fig 10. Complex grammatical rules cause fear of reading Arabic texts

These results show that the majority of respondents 52.5% were neutral regarding the statement that complex grammatical rules make them afraid to read long texts. These results indicate that the complexity of grammatical rules affects not only students' cognitive aspects but also their affective aspects. This fear has the potential to reduce motivation for reading and cause students to tend to avoid long Arabic texts. Additionally, 32.5% of respondents agreed, while 5% each strongly agreed and strongly disagreed, and another 5% disagreed. These findings suggest that even though some students do not directly feel fear, the complexity of language structures and rules can still be a factor affecting their confidence in reading. Therefore, the teaching of nahwu needs to be presented gradually, simply, and contextually through texts appropriate to the students' proficiency levels so that the rules being learned are not perceived as a burden but rather as a tool to help understand the structure and meaning of the text. This approach is expected to boost self-confidence, reduce anxiety in reading, and encourage students to be more active and consistent in improving their Arabic reading skills.

Based on the research findings, the collected data indicate that students in the Islamic Religious Education Program face difficulties in learning Arabic. The factors influencing these difficulties stem from both internal and external sources. These two factors are interrelated in their impact on students' ability to comprehend Arabic learning materials.

The main problems that arise can be examined from a linguistic perspective;

one of these is limited vocabulary (*mufradat*). The majority of students explicitly acknowledge that their limited vocabulary is the primary barrier that makes it difficult for them to fully grasp the content of the texts they read. This situation is exacerbated by the reality that students very often encounter unfamiliar new vocabulary when reading Arabic texts. Reading effectiveness depends heavily on the reader's vocabulary richness, as comprehension schemas cannot be formed without strong word recognition. This obstacle stems from a lack of independent study outside of formal class hours, as most students confirm that they rarely and inconsistently memorize vocabulary on their own. Consequently, their retention of new terms is low, and these terms struggle to be stored in long-term memory.

In addition to vocabulary challenges, the mechanical complexity of Arabic grammar which encompasses the disciplines of *Nahwu* and *Sharaf* poses the most significant linguistic barrier for students of Islamic Religious Education, as a lack of in-depth understanding of sentence structure and word inflection has been shown to radically hinder the process of text interpretation. Students generally experience real difficulty in determining the position of a word or the functional system of *i'rab* within a sentence. The highly inflectional nature of the Arabic language demands that readers possess a high level of syntactic sensitivity (*al-wa'y al-nahwiyy*), as a change in a single final vowel (*harakat*) can completely alter the functional meaning of a proposition. The complexity of these grammatical rules ultimately triggers a certain degree of academic anxiety, characterized by fear and a lack of confidence when students are confronted with lengthy Arabic texts. An overly rigid approach to grammar often acts as a mental block that stifles students' courage to engage with lengthy non-sacred texts.

From a non-linguistic perspective, particularly regarding the dynamics of affective motivation captured in the data, the findings are quite interesting because students actually still view Arabic as an important skill to master. They reject the view that the ability to read Arabic texts has no direct benefit for their future, and most of them emphasize that their learning orientation is not merely pragmatic aimed at graduating from college or achieving good exam scores. Referring to Uno's (2011) macro-motivation theory, this positive internal drive serves as a foundational asset (entry behavior) with significant potential for academic success. Nevertheless, external motivational factors continue to play a vital role in maintaining the consistency of their learning. Social support from their surroundings, such as parents and peers, is recognized as an important stimulus for increasing the frequency of independent practice. Conversely, a high-pressure learning evaluation atmosphere acts as a demotivator, where intimidating grading systems or exams significantly erode students' motivation to learn in line with the "law of effect" in behaviorist theory, which states that excessive anxiety weakens learning responses.

CONCLUSION

Second-semester students' ability to read Arabic texts (*al-qira'ah* proficiency) is influenced by a combination of linguistic and non-linguistic factors. From a linguistic perspective, students face serious challenges due to limited and weak retention of new vocabulary (*mufradat*), a problem exacerbated by a lack of independent study outside of class hours. In addition, the complexity of grammatical rules such as those in *Nahwu* and *Sharaf*, particularly in determining word case (*i'rab*) triggers academic anxiety and fear when students must read lengthy Arabic texts. On the other hand, although students actually possess positive

intrinsic motivation because they view Arabic as an important tool, this motivation is highly susceptible to weakening due to the intimidating exam atmosphere they face.

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Author contribution

Musfiratul Afmar: Data curation, Writing-Original draft preparation, **Faizah Zinnurain:** Writing-Reviewing and Editing, **Nahdia Safira Arsyah:** Visualization, Supervision, **Rosi Guspita:** Formal analysis, Conceptualization, Methodology, **Agustri Ananda:** Validation, Supervision, Software.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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Conflict of interest

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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