



Journal Proceedings VIRAL (Virtual International Research and Academic Conference on Arabic Language)

ISSN: - (Print) ISSN: - (Electronic)
Journal homepage: <https://ejournal.iaingorontalo.ac.id/index.php/viral>

Enhancing Arabic Text Comprehension Skills through the SQ3R Method among Grade XII Students of MA Nuruttaqwa

Siti Khairunnisa Maku¹, Ayuba Pantu², Marwati³, Muhammad Zaini Mamonto⁴

¹IAIN Sultan Amai Gorontalo, Indonesia

²IAIN Sultan Amai Gorontalo

³UIN Alauddin Makassar, Indonesia

⁴IAIN Sultan Amai Gorontalo

Article Info

Article history:

Received Jun 12th, 2024

Accepted Aug 20th, 2024

Published Nov 02th, 2024

Keyword:

SQ3R Method

Arabic Reading Comprehension

Classroom Action Research

(CAR)

Vocabulary Mastery

Grammatical Structures

ABSTRACT

The purpose of this study is to investigate whether the SQ3R method can enhance students' ability to comprehend Arabic texts and to explore the implications of its implementation in improving this skill. This research employed a Classroom Action Research (CAR) method. Three aspects were assessed to measure students' comprehension: understanding vocabulary (mufradat), grasping the content of the text, and recognizing grammatical structures. Data collection techniques included observation sheets and tests, and the data were analyzed using percentage formulas. The research subjects were students of Grade XII at MA Nuruttaqwa Limboto, District of Limboto, Gorontalo Regency. The findings of the study revealed two main conclusions: (1) the classroom action research was conducted in two cycles; and (2) after the application of the SQ3R method, students demonstrated significant improvement in understanding Arabic texts. This was evident in the average score of Cycle I, where students' comprehension reached 65%, compared to 40% in the pre-test. In Cycle II, the average score increased to 85%, indicating a substantial enhancement in their Arabic reading comprehension.



© 2024 The Authors. Published by VIRAL.

This is an open access article under the CC NC-SA license

(<https://creativecommons.org/licenses/nc-sa/4.0>)

Corresponding Author:

Siti Khairunnisa Maku,

IAIN Sultan Amai Gorontalo

Email: ririmaku@gmail.com

Introduction

Reading (maharah al-qirā'ah) is a vital component in Arabic language education, especially at the Madrasah Aliyah level where students are expected to not only understand basic vocabulary but also engage in critical analysis of religious, literary, and academic texts. In Class XII, students face increasing academic demands and are required to master reading skills to prepare for university education or religious studies. Despite its importance, many students still struggle with Arabic reading comprehension due to limited vocabulary mastery, poor grammatical awareness, and a lack of strategic reading approaches. These challenges often result in students reading texts superficially without deep understanding, which in turn hinders their overall academic performance.

To respond to this issue, one of the most effective reading strategies that has gained attention in language pedagogy is the SQ3R method: Survey, Question, Read, Recite, and Review. This method, originally proposed by Francis P. Robinson, provides a structured framework for active reading. It encourages learners to preview texts, ask questions, read purposefully, summarize key points, and review content systematically. The approach

is not only applicable to reading in general, but also highly beneficial in the context of Arabic as a second or foreign language.[1], [2]

In Arabic reading instruction, the SQ3R method supports comprehension by activating prior knowledge, directing attention to main ideas, and reinforcing memory through repetition and review. According to Azharunnailah et al. this method enhances student's ability to navigate complex syntactic structures and promotes better retention of vocabulary and meaning.[3] Furthermore, research by Julaeha et al. confirms that students taught with SQ3R exhibit greater participation, stronger motivation, and improved academic performance in reading tasks.[4]

From a linguistic standpoint, Arabic is characterized by unique morphological patterns and intricate sentence structures. This complexity often poses barriers to students in madrasah settings, especially when instruction relies heavily on rote memorization. The SQ3R strategy helps to break this pattern by promoting active learning and inquiry-based engagement, which is aligned with the principles of modern Arabic pedagogy that emphasize student-centered instruction and meaningful language use.[5]

Moreover, several studies have emphasized the broader benefits of SQ3R beyond comprehension. For instance, Azharunnailah et al. note that the method aids in vocabulary acquisition, enhances syntactic awareness, and contributes positively to learner's speaking and writing skills as a byproduct of improved reading comprehension.[3] In this context, Asbarin & Amalia argue that structured reading strategies like SQ3R can serve as intervention tools to overcome common challenges in Arabic education, particularly in schools with limited access to modern teaching resources.[6]

In the Indonesian educational landscape—particularly in Islamic schools such as Madrasah Aliyah—the application of SQ3R becomes even more relevant. These institutions often grapple with issues such as low student engagement, outdated teaching methods, and limited technological integration. The adoption of SQ3R provides an opportunity to create a more interactive, reflective, and effective Arabic learning environment.[7] Notably, in the context of Education 4.0, teachers are expected to adapt their methods to meet the demands of digital-native learners, and SQ3R lends itself well to digital adaptation, such as integration with online reading tools and comprehension platforms.[8], [9]

Considering these perspectives, this study seeks to investigate the implementation of the SQ3R method in Arabic reading instruction for students in Class XII of MA Nuruttaqwa Limboto. The research aims to determine the method's effectiveness in improving reading comprehension and to explore how its application can address persistent challenges in Arabic pedagogy at the senior secondary level.

By presenting the process, outcomes, and educational implications of classroom-based implementation of the SQ3R method, this paper aims to provide both theoretical insights and practical recommendations for Arabic language educators, especially those in Islamic education settings. The study contributes to the growing discourse on instructional innovation in Arabic language teaching and supports the development of evidence-based reading strategies that are adaptable, scalable, and aligned with modern pedagogical standards.

Method

This research employed a Classroom Action Research (CAR) approach based on the model proposed by Kemmis and McTaggart, which involves four interrelated phases: planning, action, observation, and reflection. The study aimed to improve students' Arabic reading comprehension (maharah al-qirā'ah) through the application of the SQ3R method—Survey, Question, Read, Recite, and Review—in the context of a real classroom setting.

The study was conducted at Madrasah Aliyah Nuruttaqwa in Kabupaten Gorontalo, Indonesia, during the first semester of the 2016/2017 academic year. The participants were 15 students of Class XII, consisting of 5 male and 10 female students. The participants were selected using purposive sampling, based on preliminary observations indicating low proficiency in reading Arabic texts.[10], [11]

Data Collection and Instruments

To evaluate the effectiveness of the SQ3R (Survey, Question, Read, Recite, Review) method in enhancing students' reading comprehension skills, this study employed a mixed-methods approach by integrating both quantitative and qualitative data collection techniques. Quantitative data were gathered through pre-tests and post-tests administered before and after the intervention. These assessments aimed to measure students' comprehension performance and track their academic progress attributable to the application of the SQ3R method.

In addition, student observation sheets were used to assess multiple dimensions of learner engagement. These included indicators such as learning readiness, task commitment, peer interaction, classroom participation, vocabulary mastery, responsiveness during Q&A sessions, summarization ability, and awareness of grammatical structures. The observation instrument was adapted from Ristyadewi and Fitria, ensuring a comprehensive analysis of students' learning behavior.[12]

To evaluate instructional practices, teacher observation sheets were applied. These focused on evaluating teaching performance during each SQ3R phase, particularly regarding clarity of method delivery, motivational strategies, and classroom time management. This instrument was developed following the framework proposed by Purwanti.[13]

Furthermore, qualitative data were collected through field notes, semi-structured interviews, and document analysis. These instruments served to enrich the findings by providing contextual depth and enabling data triangulation. Insights derived from qualitative sources offered a more nuanced understanding of the teaching-learning dynamics throughout the implementation of the SQ3R strategy. The evaluation rubric for student activities is shown in Table 1.

Table 1. Observation of Student Activities

No	Activity	BS	B	C	K	KS
1	Learning readiness					
2	Following teacher's initial instructions					
3	Interaction with teacher and peers					
4	Participation in learning activities					
5	Understanding new vocabulary (mufradat)					
6	Asking and answering questions					
7	Summarizing the reading content					
8	Maintaining order and discipline					
9	Understanding grammar in the text					

A similar observation instrument was also used to evaluate teacher performance during the SQ3R-based instruction. This instrument measured the ability of the teacher to introduce the method, facilitate its stages, provide motivation, and manage classroom time effectively. The rubric used for this purpose is presented in Table 2.

Table 2. Observation of Teacher Performance

No	Activity	BS	B	C	K	KS
1	Motivation and apperception					
2	Stating the learning objectives					
3	Explaining the steps of the SQ3R method					
4	Selecting appropriate reading texts					
5	Giving clear instructions in each SQ3R step					
6	Allowing students to read and apply SQ3R independently					
7	Guiding students to reflect and review their notes					
8	Conducting evaluations					
9	Managing classroom time effectively					
10	Giving appreciation or rewards to students					
11	Summarizing the lesson					
12	Closing the class session					

Implementation Procedure

The research was carried out during the first semester of the academic year 2016/2017, specifically in September 2016. The implementation of the SQ3R strategy was integrated into Arabic reading classes and aligned with the KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum. The instruction covered activities such as pre-reading surveys, question generation, guided and independent reading, recitation (retelling), and review sessions. Both teacher and researcher collaborated in developing the lesson plan, instructional materials, and instruments. Reflection meetings were held at the end of each cycle to evaluate the outcomes and refine instructional strategies.[14], [15]

Data Analysis and Success Indicators

To evaluate the effectiveness of the SQ3R (Survey, Question, Read, Recite, Review) method in improving students' Arabic reading comprehension, the study employed a mixed-methods design by integrating both

quantitative and qualitative data collection techniques through several research instruments. Quantitative data were obtained through pre-tests and post-tests administered before and after the intervention. These tests served to assess students' comprehension skills and determine the measurable impact of the SQ3R strategy.

Student observation sheets were utilized to monitor key behavioral and cognitive aspects during the learning process, including learning readiness, task adherence, student interaction, participation, vocabulary acquisition, ability to answer comprehension questions, summarizing skills, and grammatical awareness. This instrument was adapted from Ristyadewi and Fitria to provide a comprehensive evaluation of student engagement.[12]

Teacher observation sheets focused on assessing the instructional process, particularly the application of each phase of the SQ3R method. Elements such as clarity of method delivery, teacher motivation strategies, and time management were observed using a framework developed by Purwanti.[13]

Additionally, qualitative data were collected through field notes, semi-structured interviews, and document analysis. These sources allowed for data triangulation and offered deeper insights into the contextual factors influencing teaching and learning outcomes.

Assessment Indicators

Student reading comprehension was measured based on three main indicators:

1. Vocabulary mastery (mufradat)
2. Text comprehension
3. Grammar understanding (qawa'id)

Each component was scored out of 100, giving a maximum total of 300. Scores were converted into percentages using the following formula:

$$\frac{\text{Total Score}}{\text{Comprehension Score}} = \frac{300}{3} = 100$$

Based on the Indonesian national education standards, a student was considered to have achieved mastery if they scored ≥ 80 , and a class was deemed successful if $\geq 75\%$ of the students achieved this score.[11] The grading scale is presented in Table 3.

Table 3. Comprehension Score Scale

Score Range	Grade	Interpretation
80–100	A	Excellent
66–79	B	Good
56–65	C	Satisfactory
40–55	D	Poor
30–39	E	Fail

Validity, Reliability, and Limitations

All instruments were validated by Arabic language education experts to ensure alignment with curriculum goals and content standards. Triangulation of data was applied across methods—test results, observations, and interviews—to strengthen reliability.[16]

While this study offers meaningful insights, its limitations must be acknowledged. These include a small sample size, single-institution focus, and relatively short implementation period. Thus, the results, while promising, may not be generalizable without further multi-site or longitudinal studies.

Results

The study was conducted through two cycles of Classroom Action Research (CAR) aimed at improving students' ability in understanding Arabic reading texts using the SQ3R method. Each cycle consisted of four main stages: planning, action, observation, and reflection. Data were collected through tests, observations, and documentation.

Pre-Cycle Findings

Before the action was conducted, students' reading comprehension ability was assessed through a pre-test. The average score of the students was 61.00, and only 4 out of 15 students (26.7%) passed the minimum mastery criteria (KKM) of 75. The majority of students demonstrated weaknesses in recognizing vocabulary, identifying the main ideas, and understanding grammatical structures.

Cycle I

1. Planning

In this phase, the researcher collaborated with the Arabic teacher to prepare the lesson plan using the SQ3R approach. Learning materials, worksheets, observation sheets, and instruments for assessment were also designed and validated.

2. Action

a. Preliminary Activities

The teacher greeted students, took attendance, provided apperception, and conveyed learning objectives.

b. Main Activities

Students practiced the five stages of SQ3R. In the Survey stage, students scanned the reading text. In the Question phase, they developed questions from headings and keywords. During the Read stage, they searched for answers in the text. In the Recite phase, they retold what they understood, followed by the Review stage where they rechecked their answers through discussion.

c. Closing Activities

The teacher concluded the lesson by summarizing key points, providing feedback, and giving assignments.

3. Observation

Student activity was monitored using an observation sheet. Based on the analysis, most students actively participated during group discussions and showed enthusiasm in following instructions. The level of student activity is presented in the following table:

Table 1. Student Learning Activity in Cycle I

No	Observed Aspects	Average Score	Category
1	Learning readiness	3.3	Good
2	Following instructions	3.2	Good
3	Asking/answering questions	3.1	Good
4	Summarizing content	3.0	Good
5	Overall participation	3.2	Good

4. Reflection

Although 10 out of 15 students (66.7%) achieved the KKM with an average score of 74.00, some students still faced difficulty in the Recite and Review stages due to limited vocabulary and lack of confidence. The reflection results suggested that the second cycle should emphasize group collaboration and reinforce vocabulary understanding.

Cycle II

1. Planning

The second cycle involved revising the previous lesson plan by adding peer group discussions, vocabulary maps, and oral summarization exercises to strengthen the Recite and Review stages.

2. Action

a. Preliminary Activities

The teacher used interactive apperception (e.g., brief Arabic story) and posed warm-up questions.

b. Main Activities

Similar to Cycle I, but with more collaborative learning. Students created questions together in pairs, presented answers to the class during Recite, and drew mind maps in the Review phase.

c. Closing Activities

Students shared their reflections on what they learned and received reinforcement from the teacher.

3. Observation

The observation showed significant improvement in student involvement and collaboration. The average score for learning activity increased to 3.9, categorized as Very Good. This is summarized in the table below:

Table 2. Student Learning Activity in Cycle II

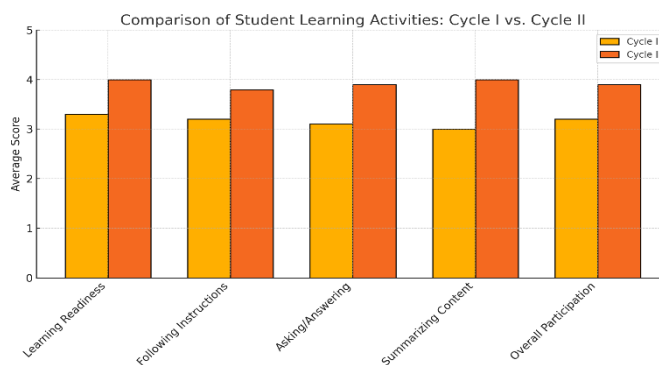
No	Observed Aspects	Average Score	Category
1	Learning readiness	4.0	Very Good
2	Following instructions	3.8	Very Good
3	Asking/answering questions	3.9	Very Good
4	Summarizing content	4.0	Very Good
5	Overall participation	3.9	Very Good

4. Reflection

At the end of Cycle II, the learning outcomes met the target indicators. 13 out of 15 students (86.7%) reached or exceeded the KKM with an average score of 84.00. This indicated that the SQ3R method, especially when combined with group activities, was effective in enhancing comprehension skills.

Summary of Students' Reading Comprehension Improvement

Assessment Phase	Average Score	Students Achieving KKM	Percentage
Pre-Test	61.00	4 out of 15	26.7%
Cycle I Test	74.00	10 out of 15	66.7%
Cycle II Test	84.00	13 out of 15	86.7%



The above data demonstrate a steady and significant improvement in students' Arabic reading skills. The SQ3R method, by guiding learners through a structured comprehension process, helped them engage more deeply with the text and improve vocabulary acquisition, main idea recognition, and sentence structure analysis.

Discussion

The implementation of the SQ3R (Survey, Question, Read, Recite, Review) method in Arabic reading instruction at *Madrasah Aliyah Nuruttaqwa Limboto* has proven to be both effective and pedagogically relevant in improving students' reading comprehension skills, especially in the domain of maharah al-qirā'ah. The significant increase in both individual scores and the percentage of students reaching the mastery level across the two cycles reflects the method's strength in enhancing structured and meaningful learning experiences.

The Relevance of SQ3R in Arabic Reading Instruction

The SQ3R method—an acronym for Survey, Question, Read, Recite, and Review—is widely acknowledged as an effective instructional approach, particularly for enhancing reading comprehension in linguistically complex languages such as Arabic. Rooted in cognitive and metacognitive learning theory, this method promotes structured interaction with texts by guiding students through focused, sequential stages that facilitate deeper comprehension and critical engagement. In the context of Arabic, which is characterized by intricate morphological patterns and rich syntactic structures, such scaffolding is not only beneficial but essential. Marwan emphasizes that structured reading strategies encourage learners to engage in reflection and critical analysis of texts—skills that are vital for mastering the rhetorical density of Arabic literature.[17] This theoretical foundation is supported by the findings of the present study, which revealed a substantial increase in students' average scores from 61.00 to 84.00, and a dramatic improvement in mastery level from 26.7% to 86.7%. These results validate SQ3R's capability to transform passive reading into an active, constructive learning process. Additional studies support these findings. For instance, Amrullah highlights the significance of strategic cognitive methods in Arabic instruction, arguing that approaches like SQ3R equip students with tools to manage the cognitive load associated with text complexity.[18] Likewise, Adawiyah and Wulandari report similar score improvements when SQ3R is applied, affirming its role in promoting meaningful engagement and knowledge construction.[19]

This is further aligned with broader educational literature on active reading pedagogy, which underscores the importance of learner-centered strategies. According to Heinrichs-Graham et al. and Guo, active reading methods such as SQ3R increase student-text interaction, boost retention, and sustain motivation.[20], [21] Zarkasyi et al. and Sriandila et al. echo this, affirming that effective engagement with text is a key driver of successful reading outcomes and long-term memory consolidation.[22], [23] Moreover, the structured phases of the SQ3R method—beginning with text exploration (Survey), the formulation of guiding questions (Question), active reading (Read), recitation of key points (Recite), and consolidation through review (Review)—allow students to move from superficial decoding to deeper semantic processing. This shift is particularly critical in Arabic reading, where understanding often hinges on recognizing nuanced lexical and syntactic patterns found in both classical and modern texts.

In conclusion, the relevance of the SQ3R method in Arabic reading instruction lies in its cognitive underpinnings, empirical efficacy, and alignment with best practices in modern pedagogy. As Arabic language educators confront the challenges of promoting literacy in a demanding linguistic context, structured approaches like SQ3R offer a proven, scalable, and learner-centered solution to enhance both comprehension and student engagement.

Vocabulary Acquisition and Cognitive Engagement

Vocabulary acquisition plays a central role in the development of reading comprehension, especially in foreign language contexts such as Arabic, where morphological and syntactical complexity demands a high level of lexical understanding. The SQ3R method—Survey, Question, Read, Recite, and Review—serves as an effective strategy to foster both vocabulary development and deeper engagement with texts. During the Survey and Read stages, students are encouraged to identify keywords and infer meanings through contextual analysis, thereby enhancing their ability to process complex sentence structures.

As emphasized by Misuari-Abdurasul, there is a significant correlation between vocabulary proficiency and reading comprehension, reinforcing the role of vocabulary knowledge as foundational to understanding written material.[24] The active nature of the SQ3R method supports this view, as the Question and Recite phases promote metacognitive reflection, self-verbalization, and the articulation of personal interpretations—cognitive strategies shown to deepen learning outcomes.[25]

In the context of the present study, students' reading comprehension scores improved significantly, a transformation attributed to increased vocabulary familiarity and cognitive interaction during SQ3R implementation. This is consistent with the findings of Guo and Heinrichs-Graham et al., who note that active reading strategies stimulate learner interaction, increase retention, and foster sustained attention.[20], [21] Collaborative discussions emerged as a particularly powerful mechanism for cognitive engagement in this study, especially during Cycle II. Through peer interaction and structured group dialogue, students actively constructed and negotiated meaning—a process rooted in Vygotskian learning theory, which posits that social interaction is critical to cognitive development.[26] These findings are supported by Hasanzoy and Abid, who observed that collaborative discussion enhances individual comprehension by allowing learners to clarify, compare, and refine their understanding through exchange.[27]

Such interaction not only benefits comprehension but also aids vocabulary retention. According to Hasan and Rahman, structured peer communication reinforces vocabulary acquisition by embedding new lexical items within meaningful conversational contexts.[28] Furthermore, Dagnaw highlights the importance of both vocabulary depth and breadth, noting that understanding multiple meanings and contextual applications of

words substantially enhances reading comprehension[29]. This aligns with observations from this study, where students demonstrated improved abilities to interpret nuanced expressions in Arabic texts. Additionally, Herrera asserts that interventions focusing on explicit vocabulary instruction—particularly when integrated with active methods like SQ3R—yield measurable improvements in reading achievement.[30] When combined with reflective learning and student collaboration, such strategies not only build vocabulary but also foster long-term comprehension skills.

In conclusion, vocabulary acquisition and cognitive engagement are inseparable components of effective Arabic reading instruction. The SQ3R method, by facilitating structured interaction with texts and supporting both individual reflection and peer learning, offers a robust framework for vocabulary development and comprehension mastery.

Structured Learning and Increased Motivation

A key finding from this study is the increase in student motivation and confidence, which was closely linked to the structured nature of the SQ3R method. Students reported clarity in reading goals, felt guided through the learning process, and were more motivated to complete reading tasks.[31] Each phase of the method provided clear cognitive challenges, reducing cognitive overload and maintaining learner engagement. The Review phase, in particular, which emphasized summarizing through mind-mapping and reflection, helped solidify comprehension and facilitated the transfer of information into long-term memory.[21]

Instructional structure, when applied to complex content like Arabic texts, enhances not only engagement but also reduces anxiety—particularly when students are guided through new vocabulary, unfamiliar grammar, and content organization. This observation supports Nykyporets who highlights the role of clear instructional sequencing in boosting learner participation in second language contexts.[32]

Limitations and Pedagogical Insights

While the study has shown marked improvement in students' reading comprehension, it is important to acknowledge its limitations. The research was conducted within a single institution, involved a small sample size (15 students), and was limited in time span. These constraints may limit the generalizability of the findings. However, the depth of improvement and consistency of data across cycles suggest that the SQ3R method holds considerable promise for wider application in Arabic language education.

Pedagogically, the study reinforces the need for teacher scaffolding, especially during initial implementation. The success of the method was bolstered by explicit modeling, guided questioning, and collaborative reflection, particularly during the early sessions of each cycle. This finding is consistent with Cortazzi & Jin and Whiteley & Peplow, who emphasize the necessity of structured teacher support in enhancing literacy development in foreign language contexts.[33], [34]

Conclusions

The implementation of the SQ3R method in Arabic reading instruction at *Madrasah Aliyah Nuruttaqwa Limboto* has demonstrably enhanced students' reading comprehension skills (maharah al-qirā'ah). This improvement is evidenced by a significant increase in test scores and mastery percentages from Cycle I to Cycle II, indicating both cognitive development and increased learner engagement. By guiding students through a structured reading process—Survey, Question, Read, Recite, and Review—the SQ3R method enabled learners to interact more actively with Arabic texts, improve vocabulary retention, and comprehend grammatical structures more effectively. It also supported higher-order thinking, encouraged collaborative learning, and fostered a more motivated and confident reading environment.

Despite limitations in terms of sample size and research duration, the findings highlight the pedagogical value of structured reading strategies in foreign language instruction, especially for languages with complex linguistic features like Arabic. Future studies are encouraged to expand the implementation of SQ3R across different educational settings and learner profiles, as well as to explore its integration with digital tools and blended learning models. The study ultimately recommends that Arabic language educators adopt the SQ3R method as a strategic instructional approach, particularly in enhancing reading comprehension among senior high school students, while emphasizing the role of teacher scaffolding, collaborative activities, and reflective practices in maximizing its effectiveness.

References

- [1] J. Juliana, D. S. Amaniarsih, and E. Darmayanti, "Peningkatan Kemampuan Pemahaman Siswa Sma Harapan 1 Medan Melalui Penerapan Metode Sq3r," *Reswara J. Pengabd. Kpd. Masy.*, vol. 3, no. 2, pp. 457–464, 2022, doi: 10.46576/rjpkm.v3i2.1870.

- [2] M. M.Pd and Y. Tangibiri, "Penerapan Strategi Sq3r Dalam Meningkatkan Keterampilan Membaca Pemahaman Mahasiswa," *MTL*, vol. 1, no. 1, pp. 49–55, 2021, doi: 10.47178/mataallo.v1i1.1251.
- [3] H. Azharunnailah, R. Supriadi, and N. Nursyamsiah, "Pengaruh Metode SQ3R Terhadap Penguasaan Kosa Kata Bahasa Arab," *An Naba*, vol. 6, no. 1, pp. 41–53, 2023, doi: 10.51614/annaba.v6i1.213.
- [4] J. Julaeha, L. S. Soekamta, K. A. Pahlawani, and E. Kosmajadi, "Pengaruh Manajemen Mutu Terpadu Dan Kompetensi Profesional Guru Terhadap Kualitas Pembelajaran Bahasa Arab," *Madinasika*, vol. 4, no. 2, pp. 39–47, 2023, doi: 10.31949/madinasika.v4i2.7303.
- [5] T. Suryani, "Pengaruh Penguasaan Sintaks Arab Terhadap Pemahaman Teks Bahasa Arab Pada Siswa MAN 2 Pesisir Selatan," *Jerh*, pp. 1–11, 2023, doi: 10.51178/jerh.v1i3.1495.
- [6] A. Asbarin and N. N. Amalia, "Tantangan Dan Problematika Pembelajaran Bahasa Arab Pada Santri MTs Al-Irsyad Tenganan 7 Kota Batu," *Al-Waraqah J. Pendidik. Bhs. Arab*, vol. 3, no. 2, pp. 19–28, 2022, doi: 10.30863/awrq.v3i2.3033.
- [7] M. Yusvida, "Strategi Belajar Bahasa Arab Yang Efektif Pada Perguruan Tinggi," *Tatsqify J. Pendidik. Bhs. Arab*, vol. 1, no. 2, pp. 127–139, 2020, doi: 10.30997/tjpa.v1i2.2781.
- [8] B. Burhanuddin, "Pengembangan Materi Ajar Berbasis Komunikasi Dalam Pendidikan Bahasa Arab," *J. Pendidik. Indones.*, vol. 4, no. 12, pp. 1318–1328, 2024, doi: 10.59141/japendi.v4i12.2583.
- [9] I. Mahmudi, D. A. Manca, and A. R. Kusuma, "Literatur Review: Pendidikan Bahasa Arab Di Era Digital," *J. Multidisiplin Madani*, vol. 2, no. 2, pp. 611–624, 2022, doi: 10.54259/mudima.v2i2.396.
- [10] M. Kurniawan, Y. A. Putri, and G. C. Alianti, "Learning Fun English Through Pop-Up QR Book: An Audio-Visual Aid for Early Childhood Foreign Language Development," *Eur. J. Educ. Pedagog.*, vol. 5, no. 1, pp. 7–14, 2024, doi: 10.24018/ejedu.2024.5.1.788.
- [11] S. Soeryanto, I. M. Arsana, W. Warju, and S. R. Ariyanto, "Implementation of Online Learning During the Covid-19 Pandemic in Higher Education," 2020, doi: 10.2991/assehr.k.201014.139.
- [12] F. Ristyadewi and N. Fitria, "Peningkatan Kemampuan Berpikir Logis Anak Usia 4-5 Tahun Dengan Menggunakan Game Powerpoint," *J. Anak Usia Dini Holistik Integr.*, vol. 5, no. 2, p. 82, 2023, doi: 10.36722/jaudhi.v5i2.1814.
- [13] I. Purwanti, "Upaya Peningkatan Hasil Belajar Mata Pelajaran Teknik Pengolahan Audio Dan Video Dengan Metode Resitasi," *J. Educ. Action Res.*, vol. 6, no. 2, pp. 160–167, 2022, doi: 10.23887/jear.v6i2.43917.
- [14] Ngadiana, "Implementasi Metode Project-Based Learning Pada Kompetensi Sistem Kontrol Berbasis Relay," *Steam Eng.*, vol. 2, no. 2, pp. 79–85, 2021, doi: 10.37304/jptm.v2i2.2416.
- [15] O. Rasdana *et al.*, "Bimbingan Kemampuan Berbicara Melalui Penerapan Pembelajaran Media Gambar Di Raudhatul Athfal Al-Huda Desa Sungai Tonang," *J. Pengabd. Masy. Indones.*, vol. 3, no. 1, pp. 10–18, 2023, doi: 10.55606/jpmi.v3i1.2616.
- [16] Z. A. Putri, D. Insyasiska, and P. Wahyono, "Problem Based Learning to Improve Creative Thinking Skills and Technological Literacy on Virus Material," *J. Eksakta Pendidik.*, vol. 7, no. 2, pp. 185–196, 2023, doi: 10.24036/jep/vol7-iss2/767.
- [17] H. F. Marwan, "From Theory to Practice: The Pedagogic Application of Major L2 Motivation Theories in an IB School," *J. English Educ.*, vol. 8, no. 2, pp. 87–96, 2022, doi: 10.20885/jee.v8i2.25703.
- [18] M. K. Amrullah, "Strategi Belajar Kognitif Untuk Pembelajaran Bahasa Arab," *Muhadasah J. Pendidik. Bhs. Arab*, vol. 3, no. 1, pp. 43–59, 2021, doi: 10.51339/muhad.v3i1.290.
- [19] Y. R. Adawiyah and S. Wulandari, "Impelementasi Metode SQ3R Untuk Meningkatkan Maharah Al-Qiro'ah Di Madrasah Tsanawiyah," *Jiip - J. Ilm. Ilmu Pendidik.*, vol. 7, no. 3, pp. 3323–3329, 2024, doi: 10.54371/jiip.v7i3.3743.
- [20] E. Heinrichs-Graham, E. Walker, J. A. Eastman, M. R. Frenzel, and R. W. McCreery, "Amount of Hearing Aid Use Impacts Neural Oscillatory Dynamics Underlying Verbal Working Memory Processing for Children With Hearing Loss," *Ear Hear.*, vol. 43, no. 2, pp. 408–419, 2021, doi: 10.1097/aud.0000000000001103.
- [21] Y. Guo, "Childrens Cognitive Development: Early Language Learning," *Commun. Humanit. Res.*, vol.

-
- 3, no. 1, pp. 925–929, 2023, doi: 10.54254/2753-7064/3/20221007.
- [22] A. Zarkasyi, A. S. Himam, R. H. Lubis, S. K. Prameswari, and I. Badriya, “Kurikulum Merdeka for Arabic Language Learning According to Piaget’s Cognitive Development Theory,” *Inov. Kurikulum*, vol. 20, no. 2, pp. 305–316, 2023, doi: 10.17509/jik.v20i2.61359.
- [23] R. Sriandila, D. Suryana, and N. Mahyuddin, “Implementasi Kurikulum Merdeka Di PAUD Nurul Ikhlas Kemantan Kebalai Kabupaten Kerinci,” *J. Educ.*, vol. 5, no. 2, pp. 1826–1840, 2023, doi: 10.31004/joe.v5i2.823.
- [24] S.-A. M. Misuari-Abdurasul, “Vocabulary Proficiency: Its Influence on Reading Comprehension Skills Among Students in Selected Secondary Schools in Isabela Basilan,” *Int. J. Manag. Stud. Soc. Sci. Res.*, vol. 05, no. 03, pp. 382–395, 2023, doi: 10.56293/ijmssr.2022.4650.
- [25] H. S. A. Qunayeer, “An Investigation of the Relationship Between Reading Comprehension, Vocabulary Knowledge, and English Language Proficiency Level of Saudi EFL Learners,” *Adv. Lang. Lit. Stud.*, vol. 12, no. 2, p. 59, 2021, doi: 10.7575/aiac.all.s.v.12n.2.p.59.
- [26] I. Reem, “Examining the Role of Breadth and Depth of Vocabulary Knowledge in Reading Comprehension of English Language Learners,” *Jordan J. Mod. Lang. Lit.*, vol. 15, no. 1, pp. 327–345, 2023, doi: 10.47012/jjml.15.1.17.
- [27] M. S. Hasanzoy and Z. Abid, “Relationship Between Reading Comprehension and Vocabulary Knowledge in English Authentic Text Among Afghan English as Foreign Language Learners,” *Linguist. Lit. Stud.*, vol. 9, no. 4, pp. 102–109, 2021, doi: 10.13189/lis.2021.090402.
- [28] M. K. Hasan and M. M. Rahman, “Analytic Relations Versus Syntagmatic and Paradigmatic Relations of Vocabulary Depth Knowledge: Their Correlation and Prediction to Academic Reading Comprehension of EFL Learners,” *Open Linguist.*, vol. 6, no. 1, pp. 357–371, 2020, doi: 10.1515/opli-2020-0024.
- [29] A. T. Dagnaw, “Revisiting the Role of Breadth and Depth of Vocabulary Knowledge in Reading Comprehension,” *Cogent Educ.*, vol. 10, no. 1, 2023, doi: 10.1080/2331186x.2023.2217345.
- [30] E. M. Herrera, “Improving Reading Comprehension and Vocabulary Through Explicit Vocabulary Instructions,” *Res. Soc. Dev.*, vol. 11, no. 15, p. e436111537206, 2022, doi: 10.33448/rsd-v11i15.37206.
- [31] S. N. J. Fital, J. Kasdan, and F. K. Khalid, “Socio-Cognitive Analysis on the Attitude of Gen Z Towards Malay Language in the Era of Industrial Revolution 4.0.,” *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 11, no. 6, 2021, doi: 10.6007/ijarbss/v11-i6/10120.
- [32] S. Nykyporets, “Exploring the Dynamics of Foreign Language Education Within Socio-Cultural Transformations: A Comprehensive Analysis,” 2023, doi: 10.36074/logos-29.09.2023.48.
- [33] M. Cortazzi and L. Jin, “Metaphorical Conceptualizations of Language: Networks of Meanings and Meta-Functions,” *Int. J. Educ. Lit. Stud.*, vol. 9, no. 1, p. 2, 2021, doi: 10.7575/aiac.ijels.v.9n.1p.2.
- [34] S. Whiteley and D. Peplow, “Interpreting Real and Fictional Worlds in Interaction: A Socio-Cognitive Approach to Reading Group Talk,” *Text Talk - An Interdiscip. J. Lang. Discourse Commun. Stud.*, vol. 41, no. 1, pp. 119–139, 2020, doi: 10.1515/text-2020-2072.