



Improving Maharah Al Qiro'ah: Evaluating the PQ4R Method

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Abstract. This research is classroom action research that aims to improve Maharah Qiraah Arabic for class VII A students at SMP Al Fattah Sidoarjo through the Preview, Question, Read, Reflect, Recite, and Review (PQ4R) learning method. This research was conducted in two cycles, each consisting of four components: action planning, implementation, observation, and reflection. The techniques used for data collection are tests and observations. The results obtained from the quantitative descriptive analysis Based on the results of the analysis and discussion, the implementation of the Perview, Question, Read, Reflect, Recite, and Review (PQ4R) method for Maharah Qiraah in class VII students at SMP Al Fattah Sidoarjo shows that this method has a positive effect on student learning. While the increase obtained was 68.32 for the first indicator and 74.69% for the second indicator in cycle I and 88.32 for the first indicator and 90.84 for the second indicator in cycle II, Thus, the implementation of the Preview, Question, Read, Reflect, Recite, and Review (PQ4R) learning method can improve Arabic Maharah Qira'ah in class VII-A students at SMP Al Fattah Sidoarjo.

Keywords: Preview, question, read, reflect, recite, review (PQ4R) learning method.

1 Introduction

Arabic teaching and learning process activities are not just aimed at mastering how to speak, but must have the ability to speak Arabic. Language is one of the human needs to have several skills that are all interrelated, namely speaking, listening, reading, and writing including in Arabic. Arabic is recognized as a religious language for that Arabic is taught from the first grade of Ibtidaiyah to a certain level in Islamic Higher Education Institutions, and curricularly occupies a compulsory subject.[1] the importance of language, making it must be realized in the form of systematically arranged subject matter, which is then taught in the teaching-learning process.[2] Arabic has several skills in language, there are 4 aspects namely Maharah Kalam, Kitabah, Istima' Listening well is a basic skill in learning a foreign language or mother tongue. So that someone who does not have this ability, then he cannot learn the language properly and reduce his ability,[3] and also as a process of listening seriously to the codes of language that are spoken and then interpreted,[4] then Qira'ah. Maharoh Kalam is generally developed with the medium of direct conversation between the listener and the person speaking, while in Maharoh Kitabah and Qiro'ah it is developed with letters in the text.

It aims to develop communication skills in Arabic, both oral and written, which includes four language skills, namely reading, writing, speaking, and listening. In addition, it aims to raise awareness of how very important Arabic is as a foreign language which is the main tool in studying the sources of Islamic teachings. Reading skills are the identification and understanding of all types and speeds in reading, and some are added to what is called reading aloud and students are trained to read a foreign language with an understanding of the immediate meaning without a deliberate attempt to translate what is in the Qira'ah text to the mother tongue." [5]. [5] Maharah Qiraah a language proficiency is mandatory for every student in the process of learning Arabic. So perfect reading mastery will support students to receive written information quickly and precisely. [6]

To achieve the goal of Maharah Qira'ah, a method using PQ4R is needed. The Preview, Question, Read, Reflect, Recite and Review (PQ4R) learning method is one of the cooperative learning methods that aims to increase the level of students' recall and comprehension skills of the teaching materials that have been read using the writing and reading approach. Cooperative Learning is defined as students taking responsibility for their learning process and being forced to try to get news about the questions they will answer. However, the educator's role is to provide facilities, to be a support system for them. [7] The methods used for reading in the scientific field have been abundantly proposed by language experts using many learning strategies. Namely 1) The SQ4R strategy (Survey, Question, Read, Recite and Review) in 1914 Francis Robinson coined the strategy. There have been major developments and changes to learning methodologies that use these strategies.

Then the world experts copied this pattern using some elaboration, adding some steps just to change the name. Today, the same learning system is widespread. 2) Preview, Question, Read, State an Test (PQRST) by Thomas F. Staton. 3) Overview, Key Ideas, Read, Record, Recite, Review and Reflect (OK5R) by Walter Pauk. 4) Survey, Think, Understand, Demonstrate and you Review (STUDY) by David Heller and William Resnick. [8] This method is used in an effort to help students memorize what they have read and to assist teaching activities. Thomas and Robinson came up with this method in 1972. The PQ4R method is an elaboration strategy. The elaboration strategy is a process of detailing then the latest news becomes very meaningful, therefore making coding much easier and more certain. The PQ4R strategy is the most widely recognized strategy to help students understand the material they have read.

Al Fattah Sidoarjo Junior High School teaches all students Arabic language knowledge, one of which is Maharah Qira'ah because this school also has a target that students are able to read Arabic text properly and correctly. The reading comprehension ability of Maharah Qira'ah is less than the standard that has been set. The ability of students to read Arabic text can be seen in the following indicators, namely; (1) sounding out letters, words and sentences contained in the qira'ah text; (2) recognizing the sentence structure, by giving syakal to letters, words and sentences contained in the qira'ah text; and (3) finding the meaning of the text read. So that researchers conducted interviews with educators in class VII A SMP al Fattah Sidoarjo. Of the 25 students, there are 15 students who have not been able to read Arabic with indicators (1) sounding letters, words and sentences contained in the qira'ah text; (2) recognizing the sentence structure, by giving syakal to letters, words and sentences contained in the qira'ah text; and (3) finding the meaning of the text being read, but those who reached the standard amounted to 10 students, so a new effort was needed, namely by using a learning method, in the hope that there was an improvement in Arabic language learning, especially Maharah Qira'ah, the effort was with the use of the Preview, Question, Read, Reflect, Recite, Review (PQ4R) learning method. This method is very suitable because it includes cooperative learning methods that focus on

student activeness, not only educators who are actively teaching but students are also required to be active in receiving lessons, especially Arabic language learning.

A study of this learning method has also been conducted. "Entitled Improving Science Learning Outcomes by Using the PQ4R Method in Class V Al-Kholiq SD Muhammadiyah 8 Surabaya". In the study, the PQ4R learning method was applied to science learning and gave very good results. This can be seen from the increase that occurs in each cycle. In cycle I, there were 72% of students who reached the level of learning completeness. Meanwhile, in cycle II, the percentage of learning completeness increased to 80%. Therefore, it can be concluded that there was an increase of 8% in the implementation of science learning by applying the PQ4R method. The results showed that the PQ4R method can improve science learning outcomes in elementary school. In order to produce quality learning and provide high learning outcomes, it is recommended to use good learning tools. [9] Another study was also conducted, the results showed that there was a significant difference in influence between students taught using the PQ4R learning method and students taught using the assignment learning method. [10] While some research related to this research, including research conducted, The focus of the problem in this study is that through this level of method the reading learning process is very effective at its clear purpose, namely being able to get the main idea of a reading that is aligned with the questions that have been prepared before reading the material. [11] Similar research has also been conducted, with the title "Application of PQ4R and Portfolio strategies in STAD type Cooperative Learning as an effort to improve Arabic Vocabulary Mastery of XII Language Class Students of MAN I Bengkulu. The application is focused on optimizing innovative learning with the help of PQ4R. [12] Similar research has also been conducted by PQ4R Strategy to Increase Student Participation in Arabic Learning on Qiraah Material. [13]

Based on the description above, there are problem formulations in this study, First, how is the implementation of the Preview, Question, Read, Reflect, Recite, Review (PQ4R) method in Maharah Qiraah for seventh grade students at Al Fattah Sidoarjo Junior High School? Second, how is the implementation of the Preview, Question, Read, Reflect, Recite, Review (PQ4R) method to improve Maharah Qiro'ah for seventh grade students at Al Fattah Sidoarjo Junior High School? While this study has objectives, First, to find out the implementation of the Preview, Question, Read, Reflect, Recite, Review (PQ4R) method in Maharah Qiroaah for seventh grade students at Al Fattah Sidoarjo Junior High School. Second, to find out the improvement of Maharoh Qiro'ah using the Preview, Question, Read, Reflect, Recite, Review (PQ4R) method for VII grade students at Al Fattah Sidoarjo Junior High School.

2 Research Methods

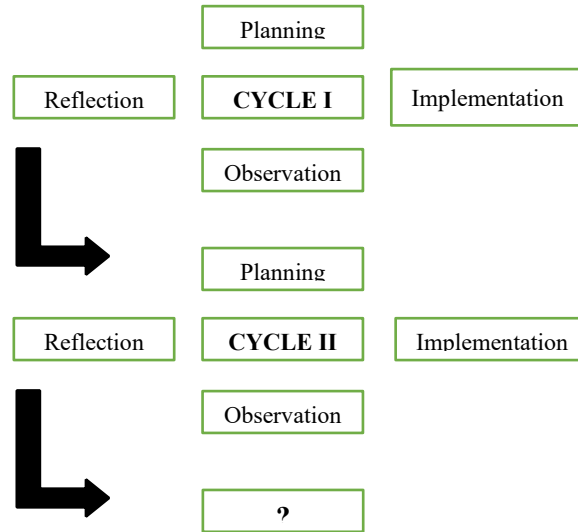


Fig. 1. Research work activities

This research is a collaborative experimental classroom action research. Researchers work together with educators in planning, identifying, observing, and carrying out planned activities. The research has a design, namely PTK using a spiral system with this research model carried out according to the research design model disseminated by Kemmis & Mc Taggart argues that in PTK there are 4 stages, namely (planning), (acting), (observing), (reflecting). Performance indicators are used to determine the level of success of PTK to improve or improve the learning process in the classroom. Performance indicators must be realistic. The indicators used in this PTK, must meet the classical KKM with a score of 85%.

So in cycle I in this PTK consists of planning to prepare lesson plans, the implementation of researchers collaborating with teachers, observation is carried out with class teachers, and reflection is carried out simultaneously with students and teaching teachers. when the research in cycle one has not met the 85% achievement indicator, it is necessary to carry out cycle II by slightly changing the planning and changing it to focus more on students in reading comprehension. Types of Data, In this classroom research activity, there are two types of data that researchers can collect; Quantitative data is data that shows quantity. [14] The qualitative data in this study is data in the form of sentence information that gives a view of the behavior of class VII A students about the level of understanding of the PQ4R method, the attitude of class VII A students towards the application of the method, the activities of class VII A students in participating in learning, enthusiasm for learning Maharah Qiraah. Data collection techniques are one of the stages of research. The methods used by researchers to collect data are, Observation is a data collection technique by observing activities that are taking place in the classroom. [15] Second, Interviews are used to obtain answers from respondents by asking questions. In this case the researcher used a free interview technique. [16] As the interview source here is the Arabic language subject teacher and several students of class VII A SMP Al Fattah Sidoarjo. Third, this documentation technique is also used to find data about the

establishment of the school, as well as the number of students and educators in the school.[17] The documentation of this study is all activities of the Arabic language learning process in class VII A students of Al Fattah Sidoarjo Junior High School. Fourth, Tests are a way of collecting data to measure the ability of students in cognitive aspects. In this study using two types, namely pre-test and post-test. 1) Pre-test, This test will be conducted when researchers have not applied the PQ4R method in learning activities to VII A grade students at Al Fattah Sidoarjo Junior High School. During this pre-test, the researcher will divide the students into several groups, then give a question that contains a problem to the students. 2) Post Test, Conducted when researchers have applied the PQ4R method in learning activities for class VII A students at Al Fattah Sidoarjo Junior High School. As for this post test, the researcher will re-divide the students into several groups, then give a question that contains a problem to the students. The data analysis technique in this study is to use the model developed by Miles and Huberman, namely data reduction, data display and verification.[18] As for knowing the improvement of Maharah Qiraah classically and student activity, the formula below is used. Analysis of classical learning completeness used the formula:

$$NP = \frac{R}{SN} \times 100 \quad (1)$$

NP= Percentage Value

R= Number of students who scored > 85%

SN= Number of all students

3 Results and Discussion

3.1 Result

The first step in the learning process is planning, where Class VII teachers at Al Fattah Sidoarjo Junior High School and observers discuss teaching materials, learning processes, and evaluation media. In addition, they also prepare media instruments and observation guidelines to support effective learning. The second step is implementation, where researchers carry out learning in accordance with the previously prepared plan. The implementation of learning consists of three stages, namely: 1) The first that must be done includes apperception, explanation of learning objectives, and delivery of teaching materials. 2) Core activities which include delivering teaching materials, providing information for students to pay attention to reading material, assembling questions, and answering each question. 3) Finally, which includes asking again about teaching materials that have been understood, students are asked to summarize the essence of all learning materials that have been learned, and provide a closing. The third step is to make observations during the activity. Observations were made on student and teacher activities using observation sheets. In addition, educators and researchers also evaluate the impact of the implementation of activities, whether it is in accordance with the plan or there are obstacles or obstacles faced by students and teachers. After that, the fourth step is reflection, where educators and researchers discuss the final results, the teaching and learning process, learning improvement, and evaluate more or less in that cycle. Based on the results of the reflection, improvements will be made in the next cycle to overcome the shortcomings found in the previous cycle. So in cycle I in this PTK consists of planning, implementation, observation, and reflection, as follows; First, research planning is the most important stage.

Doing everything must be based on planning so that the expected results are maximized. [19] In the planning stage of cycle I, preparation for learning Maharah Qiraah was carried out using the PQ4R method. In learning there are four interrelated variables, namely learning objectives, methods, materials and evaluation. [20] The steps that researchers must use are as follows; First, Develop a research schedule. Second, Working on curriculum analysis to see the basic competencies that will be presented during the learning process. Third, Planning the teaching and learning process activities. Fourth, Presenting some learning resources. Fifth, Prepare pre-test and post-test materials that students will do to find out the learning outcomes in cycle I, along with the answer key. Sixth, Presenting learning instruments as data collection in the form of educator and student observation sheets. Seventh, make an evaluation of each cycle.

Second, the implementation carried out by the teacher or the application of the contents of the design, namely carrying out classroom actions in line with the plan that has been prepared at the planning stage. [21] So as for the implementation are; 1) Conveying the learning objectives to be achieved in accordance with the material to be taught. 2) Exploring and seeking students' knowledge Questions and answers about Qiraah material 3) Pretest conducted to students by educators or researchers. 4) Explaining and delivering Maharah Qira'ah material about القرآن at this stage the teacher provides a description text that refers to the teaching material of the Durusullughoh book from Pondok Modern Darussalam Gontor. Furthermore, the teacher instructs students to read the text in turn with a loud voice. The aim is that students get used to pronouncing Arabic clearly and correctly in accordance with Arabic pronunciation. [22]

This is in accordance with the learning objectives in the book of Al-qira'ah Wa Al Kitabah from Silsilah Ta'lim Al-Lughah Al-Arobiyyah mustawa awwal, namely familiarizing students with the pronunciation of Arabic sounds in accordance with the rules of Arabic. [23] 5) Using the PQ4R method. 6) Researchers or educators convey the problems that students will solve. 7) Make time limits for students to think about answers individually. 8) Educators or researchers bring up the teaching material again. 9) To find out the learning outcomes of students conducted at that time the educator or researcher conducted a post-test. Third, observation is an observation activity carried out by the observer. The observations are; 1) Observe all types and forms of student activities. 2) Checking student assignments that have been completed, then giving an assessment and recording on the learning outcomes sheet. 3) Interviews were conducted with several students with predetermined interview guidelines. Fourth, Reflection is the most important stage in doing everything, this activity is carried out to convey back what has been done. The reflections are as follows. 1) Evaluate the actions that have been taken, namely the amount, time, and quality of each action. 2) Restoring action activities according to the evaluation results to be used in the next cycle. 3) Evaluate the actions of cycle I.

There are several stages that must be carried out for cycle II, namely planning, making a lesson plan based on the results of the reflection in cycle I. Second, namely implementation, Educators or researchers conduct Arabic language teaching, especially Maharoh Qiraah using the PQ4R method based on the cycle I learning plan. The third is observation, Carry out observations on the learning process of Maharah Qiraah using PQ4R. The sixth is reflection, In the implementation of cycle II analyze and write conclusions or implementation of the Maharoh Qira'ah teaching process in Arabic language subjects, with the use of the PQ4R method in class VII A odd semester students at Al Fattah Sidoarjo Junior High School.

Learners' ability to read Arabic texts can be seen in the following indicators, namely; (1) sounding out letters, words and sentences contained in qira'ah texts; (2) recognizing sentence structures, by giving syakal to letters, words and sentences contained in qira'ah texts; and (3) finding the meaning of the text read. [24] So a student can be interpreted as having a good Maharah Qira'ah when after conducting an evaluation he can do all three indicators well.

Conversely, if the student has not been able to achieve these three indicators, then he does not yet have Maharah Qira'ah as the purpose of learning to read. there is a pre-cycle stage carried out an evaluation of learning outcomes using a daily exam test after the Maharah Qira'ah material is given. After descriptive analysis of the scores of Arabic learning outcomes of seventh grade students at Al Fattah Sidoarjo Junior High School, after being taught using learning methods, some findings were obtained that need to be considered Preview, Question, Read, Reflect, Recite, Review (PQ4R) can be seen in the following table:

Table 1. Score of maharah qira'ah learning outcomes of class VII students of Al Fattah Sidoarjo junior high school in the final test

No	Name	Pre Cycle		Rate Cycle I		Cycle II	
		<i>Sound out words and sentences</i>	<i>find meaning</i>	<i>Sound out words and sentences</i>	<i>find meaning</i>	<i>Sound out words and sentences</i>	<i>find meaning</i>
1	Acmad R	30	45	45	55	80	87
2	Agha Z	33	44	55	65	87	88
3	Ahmad L	32	43	54	65	88	89
4	Ahmad Z	31	32	56	67	85	88
5	Alanadi B	31	52	57	66	85	89
6	Bima B	36	55	56	65	89	98
7	Deka F	38	56	65	78	85	90
8	Elang F	35	32	55	66	80	88
9	Fahmi S	35	33	55	65	82	89
10	Faiq A	70	36	66	67	84	97
11	Fakhrizal	76	54	67	68	90	99
12	Fiqih	77	76	86	89	99	98
13	Mahesa	50	44	55	77	97	87
14	M Daffa	44	76	65	76	96	87
15	M Faiz	46	66	67	76	94	88
16	M Taufiq	54	23	56	77	90	89
17	M Zafir	55	76	77	76	64	89
18	M Zihni	56	77	78	86	93	98
19	Nabil W	55	33	77	78	87	89

20	Raka	56	33	87	88	90	87
21	Revaldo	56	45	88	77	98	98
22	Singgih A	57	46	78	87	92	87
23	M Hafidz	85	76	87	87	99	98
24	M Irsyad	59	44	88	78	94	87
25	Umar F	60	50	88	88	80	87
	Average	50,28	49,88	68,32	74,68	88,32	90,84

Table 2. Analysis of classical learning completeness of Arabic language Maharah Qira'ah Class VII SMP Al Fattah Sidoarjo in the Final Test of Pre-Cycle, Cycle I and II.

Student Absorption	Students' Classical Learning Completeness	Percentage (%)					
		Pre Cycle		Cycle I		Cycle II	
		<i>Soundi ng out words and sentenc es</i>	<i>find mea ning g</i>	<i>Soundi ng out words and senten ces</i>	<i>find mea ning</i>	<i>Soundi ng out words and sentenc es</i>	<i>find meani ng</i>
0%-75%	Incomplete	88%	80%	64%	40%	4%	0%
75%-100%	Complete	12%	30%	36%	60%	96%	100%

Table 3. Analysis of learning completeness indicators of Arabic Maharah Qira'ah Class VII SMP Al Fattah Sidoarjo on Pre-Cycle Tests

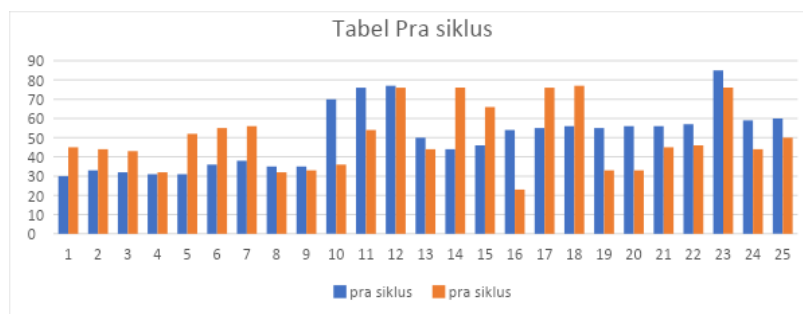


Table 4. Analysis of learning completeness indicators of Arabic Maharah Qira'ah Class VII SMP Al Fattah Sidoarjo in Cycle I Tests

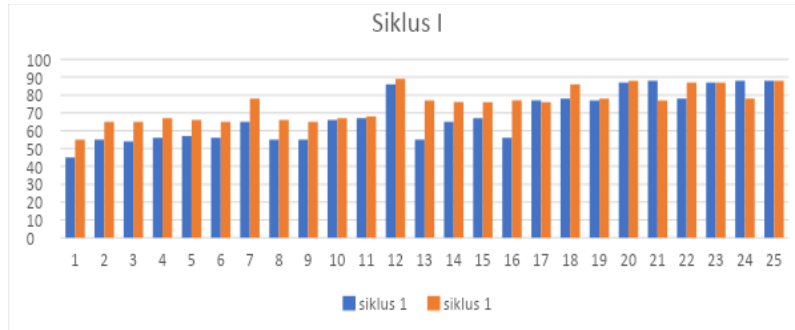


Table 5. Analysis of learning completeness indicators of Arabic language Maharah Qira'ah Class VII Al Fattah Sidoarjo Junior High School in Cycle II Tests

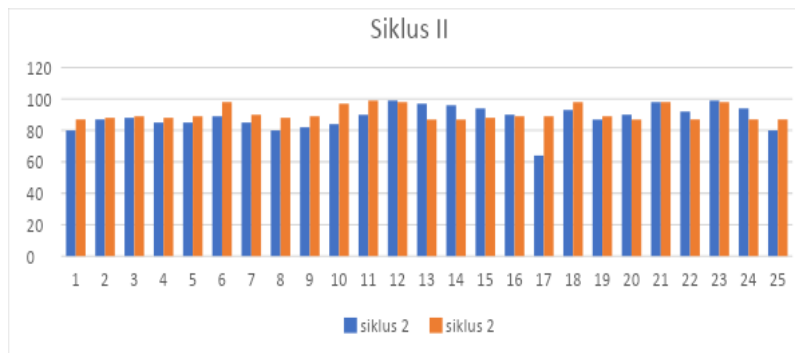
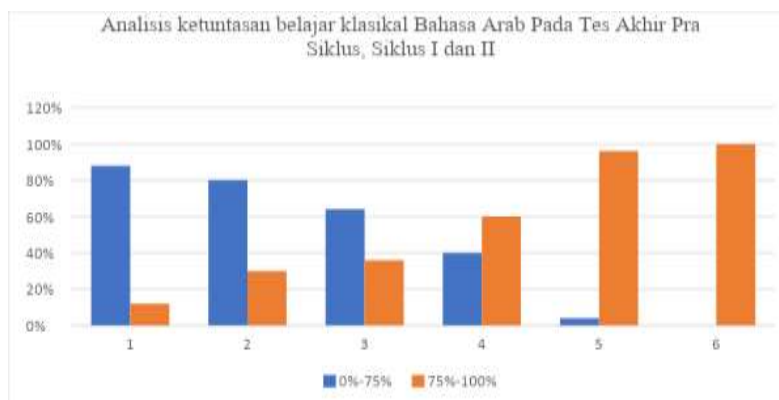


Table 5. Analysis of classical learning completeness of Arabic Maharah Qira'ah Class VII SMP Al Fattah Sidoarjo in the Final Test of Pre-Cycle, Cycle I and II.



3.2 Discussion

Based on the data contained in table 1, it can be seen that the learning outcomes of Maharah Qira'ah class VII A students of Al Fattah Sidoarjo Junior High School after taking action in the pre-cycle are in the first indicator of 50.28% and the second indicator of 49.88% of the maximum score. Based on the indicators, the first is sounding the letters, words and sentences contained in the qira'ah text while the second indicator is finding the meaning of the text read, students have not been able to reach the indicators perfectly. Students need guidance and intervention to reach the indicator.

This is because researchers and teachers hope that all students can achieve all the indicators that have been determined. In addition, researchers and teachers want to monitor the expected improvement. Although the improvement in reading mastery in the first indicator is in the medium category with a score of 68.32% and the second indicator is 74.69% of the ideal score, this is an improvement even though it is not much from the previous cycle.

In Cycle II using the PQ4R method is more focused in terms of reading by sounding out letters with drills and understanding the meaning so that it is discussed based on the percentage of improvement in table 1, it can be described that the improvement achieved by students is relatively stable and balanced in each cycle. The results of data analysis showed a significant percentage increase in reading mastery in the high category with an average score of 88.32 on the first indicator and 90.84 on the second indicator from the ideal score. Thus based on the comparison of the percentage of Maharah Qira'ah students in the pre-cycle to cycle II has increased. In cycle II there was a significant increase in the average amount of 90.84 This increase has reached the research target. This means the indicators (1) sounding out letters, words and sentences contained in the qira'ah text; (2) recognizing the sentence structure, by giving syakal to the letters, words and sentences contained in the qira'ah text; and (3) finding the meaning of the text that students read. The PQ4R method teaches students to remember what they have read, using the PQ4R method can help students to remember the concepts they have learned and can improve their skills in asking questions and also expressing their knowledge [25]. [25] After monitoring the percentage increase in each cycle, the researcher decided not to continue to the next cycle. Similarly, the researcher and collaborator had observed that the percentage increase in each cycle was significant. Therefore, they agreed to stop the action in cycle II in accordance with the target in cycle I, namely if the percentage of students' mastery of Arabic continues to increase, then it is said that there is an increase.

4 Conclusions

Based on the results of the discussion that the implementation of the Preview, Question, Read, Reflect, Recite, Review (PQ4R) method on Maharah Qira'ah for seventh grade students at Al Fattah Sidoarjo Junior High School that this method has a positive effect on student learning. While the increase obtained is 68.32 the first indicator and the second indicator 74.69% in cycle I and 88.32 the first indicator and the second indicator 90.84 in cycle II. Thus, the implementation of the Preview, Question, Read, Reflect, Recite, Review (PQ4R) learning method can improve Arabic Maharah Qira'ah in class VII A students at Al Fattah Sidoarjo Junior High School.

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