

**MAHARAH QIRĀ'AH EXERCISES IN THE INDONESIAN MINISTRY OF
RELIGIOUS AFFAIRS ARABIC TEXTBOOK FOR MTs: AN ANALYSIS BASED
ON H. DOUGLAS BROWN'S READING SKILLS FRAMEWORK**

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ABSTRACT

Reading skill (maharah qirā'ah) plays an important role in Arabic language learning, particularly in helping students understand written texts effectively. Therefore, reading exercises in Arabic textbooks should reflect appropriate reading skill frameworks. This study aims to analyze the maharah qirā'ah exercises in the Grade VIII Arabic textbook published by the Indonesian Ministry of Religious Affairs based on H. Douglas Brown's reading skills framework. This study employed a qualitative approach using content analysis. The data were collected from reading materials, vocabulary lists, and exercises contained in the textbook and analyzed using Krippendorff's six-stage content analysis procedure. The findings reveal that the textbook contains fourteen qirā'ah exercises distributed into two reading skill types: selective reading and interactive reading, each accounting for seven exercises (50%). Meanwhile, perceptive reading and extensive reading were not identified in the textbook. The absence of perceptive reading tasks is considered appropriate for students' level, while the absence of extensive reading indicates limited opportunities for students to develop higher-level reading skills. This study concludes that the qirā'ah exercises in the Grade VIII Arabic textbook partially reflect Brown's reading skills framework but lack comprehensive coverage of all reading skill types. Therefore, teachers are encouraged to supplement the textbook with extensive reading activities to support balanced development of students' Arabic reading skills.

Keywords: maharah qirā'ah, Arabic textbook, reading skills, H. Douglas Brown, content analysis

ABSTRAK

Keterampilan membaca (maharah qirā'ah) merupakan salah satu aspek penting dalam pembelajaran bahasa Arab yang membantu siswa memahami teks secara efektif. Oleh karena itu, latihan membaca dalam buku ajar Bahasa Arab perlu disusun berdasarkan kerangka keterampilan membaca yang tepat. Penelitian ini bertujuan untuk menganalisis latihan maharah qirā'ah dalam buku ajar Bahasa Arab kelas VIII MTs terbitan Kementerian Agama Republik Indonesia berdasarkan kerangka keterampilan membaca H. Douglas Brown. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis isi. Data diperoleh dari materi bacaan, daftar kosakata, dan latihan yang terdapat dalam buku ajar, kemudian dianalisis menggunakan prosedur analisis isi enam tahap menurut Krippendorff. Hasil penelitian menunjukkan bahwa terdapat empat belas latihan qirā'ah yang terbagi dalam dua jenis keterampilan membaca, yaitu selective reading dan interactive reading, masing-masing sebanyak tujuh latihan (50%). Sementara itu, keterampilan perceptive reading dan extensive reading tidak ditemukan dalam buku ajar. Tidak ditemukannya perceptive reading dianggap sesuai dengan tingkat kemampuan siswa, sedangkan ketiadaan extensive reading menunjukkan terbatasnya kesempatan bagi siswa untuk mengembangkan keterampilan membaca tingkat lanjut. Penelitian ini menyimpulkan bahwa latihan qirā'ah dalam buku ajar Bahasa Arab kelas VIII MTs sebagian telah mencerminkan kerangka keterampilan membaca Brown, namun belum mencakup seluruh jenis keterampilan membaca secara komprehensif. Oleh karena itu, guru disarankan untuk menambahkan kegiatan extensive reading guna mendukung pengembangan keterampilan membaca yang lebih seimbang.

Kata Kunci: maharah qirā'ah, buku ajar bahasa Arab, keterampilan membaca, H. Douglas Brown, analisis isi

A. Background

Reading proficiency in Arabic — known as maharah qirā'ah — constitutes a foundational competency in formal Arabic language instruction, particularly within Islamic educational institutions such as madrasah (Fadhlan et al., 2021). As a core language skill, qirā'ah enables students to engage with a wide range of texts, including informative, narrative, and argumentative

discourse (Khoiriyah, 2020). Within the broader framework of Islamic education, reading ability carries particular significance, as it serves as the primary gateway to classical Islamic scholarship — encompassing the Qur'an, hadith, and the turāts tradition — as well as contemporary Arabic literature (Robiatussadiyah et al., 2024). It follows, therefore, that the teaching of qirā'ah must be approached in a structured and

developmentally informed manner, with careful attention to students' cognitive and linguistic growth. Among the most influential factors shaping this process is the quality of the textbook, which functions as the primary instructional resource and plays a decisive role in determining whether students attain the targeted reading competencies (Sitorus & Rizkia, 2025).

Beyond simply presenting reading passages, an Arabic language textbook must incorporate maharah qirā'ah exercises that are systematically sequenced and pedagogically grounded (Magdalena et al., 2021). Well-designed exercises are instrumental in guiding students through the various stages of reading development — from the recognition of basic linguistic forms to the holistic comprehension of textual meaning. In practice, however, many textbooks continue to present qirā'ah exercises in a conventional and undifferentiated manner, with insufficient attention to the progressive nature of reading skill acquisition. Exercises frequently require immediate textual comprehension without first engaging students in foundational tasks such as letter recognition, vocabulary

development, sentence-level analysis, or the retrieval of specific information. As a result, the conditions necessary for optimal reading development are often not met (Prasetyo et al., 2025).

Against this backdrop, the Arabic language textbook for Grade VIII of Madrasah Tsanawiyah (MTs), published by the Ministry of Religious Affairs of the Republic of Indonesia (Kementerian Agama RI), was selected as the focus of this study. As the officially mandated national textbook, it presents a relatively diverse range of maharah qirā'ah exercises across its chapters and is grounded in the national curriculum framework. Of particular relevance is the fact that Grade VIII represents a critical transitional stage in students' academic trajectory, during which they are progressively introduced to more complex and demanding texts. The qirā'ah exercises embedded in this textbook should therefore be equipped to support the gradual and balanced development of students' reading abilities.

Existing scholarship, however, suggests that qirā'ah exercises in Arabic language textbooks have yet to be consistently developed within a coherent and theoretically grounded

reading skills framework. An effective maharah qirā'ah textbook should present exercises that are both graduated in difficulty and balanced in scope (Royan & Gumiandari, 2024) — beginning with the recognition of linguistic forms such as letters, words, and punctuation marks; advancing through vocabulary comprehension and syntactic analysis; progressing toward active and purposeful engagement with texts; and culminating in the development of global reading comprehension. Furthermore, exercises should employ varied task formats capable of cultivating a broad repertoire of reading skills, ensuring that students move beyond mechanical decoding toward genuine comprehension, interpretation, and meaning-making. Where such criteria are absent, reading exercises risk being fragmentary and unsequenced — potentially impeding the holistic development of students' qirā'ah competence.

The central concern of this study, therefore, is the extent to which the maharah qirā'ah exercises in the Grade VIII MTs Arabic textbook published by the Ministry of Religious Affairs align with the established

stages of reading skill development. Specifically, this study examines whether the exercises reflect a coherent progression from foundational to advanced reading competencies, or whether they remain partial and non-sequential in design. Addressing this concern requires a systematic analysis of the form, variety, and pedagogical orientation of the qirā'ah exercises presented in the textbook.

To this end, the study draws on the reading skills framework proposed by H. Douglas Brown, which identifies four progressive and interrelated reading skill types: perceptive reading, selective reading, interactive reading, and extensive reading (Brown, 2004). Brown's framework is premised on the understanding that reading competence develops incrementally, with each skill type building upon the preceding one — a principle that renders it particularly well-suited for evaluating the design and sequencing of qirā'ah exercises in Arabic language textbooks. By applying this framework, the study aims to systematically map the types of reading exercises present in the textbook and critically assess the degree to which they reflect

Brown's model of reading skill progression.

Ultimately, this study seeks to offer a theoretically informed and empirically grounded analysis of maharah qirā'ah exercise design in the Grade VIII MTs Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia. Its findings are intended to contribute to both the scholarly understanding of reading skill pedagogy and the practical improvement of qirā'ah exercise development — fostering more systematic, progressive, and learner-responsive approaches to Arabic reading instruction at the madrasah level.

B. Research Methodology

This study employs a qualitative approach using content analysis as its primary method. This approach was chosen because the main objective of the study is to analyze and interpret the qirā'ah material in the Grade VIII MTs Arabic language textbook in depth, particularly in terms of its structural and pedagogical dimensions. Content analysis is a systematic, objective, and replicable technique for examining the meaning of textual data within the context of its

use (Stemler & Colors, 2001). This method was applied to assess the extent to which the qirā'ah material aligns with H. Douglas Brown's reading skills framework, which classifies reading competence into four progressive types: perceptive, selective, interactive, and extensive reading. The primary data were drawn from the Grade VIII MTs Arabic language textbook published by the Indonesian Ministry of Religious Affairs, encompassing reading passages, vocabulary lists, exercises, and reading-based activities. The secondary data include theoretical literature, journal articles, and relevant prior studies. Data collection was carried out through documentary study by systematically reading, identifying, and categorizing the qirā'ah material according to Brown's four reading skill types.

Data analysis followed the six-stage content analysis procedure outlined by Krippendorff (Krippendorff, 2004). The first stage, unitizing, involved identifying the units of analysis, which consisted of all qirā'ah exercises in the textbook — including exercise formats, task instructions, and accompanying reading activities — with each exercise treated as an

independent analytical unit. The second stage, sampling, involved purposively limiting the scope of analysis to exercises directly related to reading skills, while exercises associated with other language skills such as listening, speaking, and writing were excluded as they fall outside the study's focus. The third stage, recording and coding, involved documenting and assigning a categorical code to each exercise corresponding to one of Brown's four reading skill types — perceptive, selective, interactive, or extensive — to facilitate data organization and pattern identification. The fourth stage, reducing, involved streamlining the coded data by retaining only the information most relevant to the research focus, ensuring that the analysis remained coherent and consistently grounded within the established theoretical framework. The fifth stage, inferring, involved interpreting the degree to which the qirā'ah exercises reflect the defining characteristics of each reading skill type according to Brown, drawing on the theoretical foundation and the study's research questions. The sixth and final stage, narrating, involved presenting the findings in the form of a

descriptive-analytical account systematically organized according to Brown's conceptual framework, ensuring that the conclusions are academically sound and accessible to the reader.

C. Results and Discussion

This section presents the findings of the content analysis conducted on the qirā'ah material in the Grade VIII MTs Arabic language textbook published by the Indonesian Ministry of Religious Affairs. Following Krippendorff's (2004) six-stage content analysis procedure, the data were systematically unitized, sampled, coded, reduced, and interpreted before being presented in the form of a descriptive-analytical narrative. The findings are organized according to the four reading skill types proposed by H. Douglas Brown (2004).

1. Perceptive Reading

Perceptive reading refers to the most foundational level of reading performance, in which the reader attends to the basic components of written text — letters, words, punctuation marks, and other graphemic symbols. This type of reading relies predominantly on bottom-up processing, in which the

reader decodes text by moving from its smallest units (individual letters and words) toward larger units of meaning. Brown (2004) describes perceptive reading tasks as essentially literacy tasks, implying that the learner is in the early stages of becoming literate in the target language. Typical assessment tasks associated with perceptive reading include reading aloud, written response to graphemic stimuli, minimal pair distinction, grapheme recognition tasks, and picture-cued word or sentence identification tasks. In terms of text length, perceptive reading involves short textual stimuli — typically individual letters, words, or brief sentences — and expects brief, targeted responses from the reader.

Based on the systematic examination of all qirā'ah exercises across the six chapters of the textbook, no exercises were identified and coded as perceptive reading. Brown (2004) defines perceptive reading as tasks that involve attending to the fundamental components of written text — letters, words, punctuation, and other graphemic symbols — through bottom-up processing. Task formats characteristic of this type include reading aloud, written response to

graphemic stimuli, minimal pair distinction, grapheme recognition tasks, and various picture-cued word or sentence identification tasks. None of these formats were found in the textbook's qirā'ah exercises.

Following the reduction stage, the absence of perceptive reading tasks was confirmed across all six chapters. No exercises requiring students to recognize Arabic letters, distinguish graphemic symbols, or perform basic literacy tasks were identified in any of the analyzed units.

The complete absence of perceptive reading tasks in this textbook is pedagogically justifiable given the level of the intended learners. The textbook is designed for Grade VIII MTs students — the second year of junior secondary education — who are assumed to have already acquired foundational Arabic literacy skills at the previous level (Ilmiani et al., 2022). Brown (2004) notes that perceptive reading tasks are essentially literacy tasks, implying that the learner is in the early stages of becoming literate in the target language. Since Grade VIII students are expected to have moved beyond this foundational stage, the exclusion of perceptive reading tasks

from the textbook's qirā'ah material does not constitute a pedagogical shortcoming (Jamil & Maulidah, 2023). Rather, it reflects an appropriate calibration of task difficulty to the learners' presumed entry-level competence, consistent with the progressive nature of reading skill development as described by Brown.

2. Selective Reading

Selective reading refers to a category of reading performance that focuses on formal aspects of language — specifically lexical, grammatical, and a limited range of discourse features — within short stretches of text. This type uses a combination of bottom-up and top-down processing, though the emphasis remains on recognizing and extracting specific linguistic information rather than constructing global meaning. Brown (2004) notes that selective reading is largely an artifact of assessment formats, designed to ascertain a reader's recognition of particular language features within brief textual stimuli such as sentences, short paragraphs, and simple charts or graphs. Brief responses are expected. Typical assessment tasks associated with selective reading include multiple-choice vocabulary and grammar

tasks, matching tasks, gap-filling and sentence completion tasks, grammar editing tasks, and picture-cued tasks at the sentence or diagram level (Setiyorini et al., 2022).

A total of 7 exercises across six chapters were identified and coded as selective reading. The following table presents the complete coding results:

Table 1. Selective Reading Exercises Identified in the Grade VIII MTs Arabic Textbook

No	Chapter	Task	Task Format
1	Chapter 1	ضع علامة ✓ أو X	True/false task
2	Chapter 1	عَيِّن الأسماء والأفعال في الفقرة	Grammatical feature identification
3	Chapter 2	املأ الفراغ بالساعات أو الأنشطة	Gap-filling task
4	Chapter 2	صل الساعات والأنشطة الصحيحة	Matching task
5	Chapter 4	أكمل النقط التالية وفقا بالنص	Gap-filling task
6	Chapter 5	أكمل النقط التالية	Gap-filling task
7	Chapter 6	أكمل النقط التالية	Gap-filling task

From the coded data, the most representative and recurring task format under selective reading is the gap-filling task (أكمل النقط/املأ الفراغ), appearing in four out of seven

exercises. This is followed by a true/false task, a matching task, and a grammatical feature identification task, each appearing once. All seven exercises share the defining characteristic of requiring students to locate and process specific, explicitly stated information from short or moderately short texts through scanning, using a combination of bottom-up and top-down processing.

Brown (2004) characterizes selective reading as a category focusing on formal aspects of language — lexical, grammatical, and discourse features — within very short stretches of text, using a combination of bottom-up and top-down processing. Stimuli are typically limited to sentences and brief paragraphs, and brief responses are expected. This is consistent with findings in Arabic language textbook research, which suggest that reading texts in Arabic textbooks are often classified and graded based on the complexity of their linguistic features — including vocabulary load and syntactic structures — to match the developmental stage of the target learners (Mohamed, 2024). The selective reading tasks identified in

this textbook are broadly consistent with this characterization.

The gap-filling tasks (Chapters 2, 4, 5, and 6) require students to scan the text for specific information such as times, activities, and narrative details, and to supply brief, targeted responses — a process that aligns with Brown's description of selective reading as form-focused and information-retrieval oriented. The matching task in Chapter 2, which asks students to connect times with corresponding activities, similarly reflects the matching task format that Brown identifies as a key selective reading assessment type. The true/false task in Chapter 1, while brief in format, requires students to verify specific factual statements against a short, simple text — consistent with selective reading given the limited length and simplicity of the accompanying passage. The grammatical feature identification task in Chapter 1, which asks students to identify nouns (الأسماء) and verbs (الأفعال) within the text, represents a form-focused selective reading task that targets students' recognition of grammatical word classes — one of the microskills of reading explicitly listed by Brown (2004). Overall, the

selective reading tasks in this textbook are adequate in terms of variety of format, though they are predominantly oriented toward information retrieval through scanning rather than deeper form-focused analysis.

3. Interactive Reading

Interactive reading refers to a type of reading performance in which the reader engages with moderately longer texts — typically spanning several paragraphs to approximately one page — through a process of active meaning-making (Brown, 2004). Brown (2004) characterizes this type as psycholinguistically interactive in nature: reading is understood as a process of negotiating meaning, in which the reader brings a set of schemata — prior knowledge, cultural experience, and linguistic competence — to the text, and comprehension is the product of that dynamic interaction between reader and text. Top-down processing is dominant in interactive reading, though bottom-up processing may also occur. Typical genres that lend themselves to interactive reading include short narratives, anecdotes, dialogues, excerpts from longer texts, questionnaires, memos, and announcements. Assessment tasks

associated with this type include impromptu reading followed by comprehension questions, cloze tasks, short-answer tasks, ordering and sequencing tasks, scanning tasks, grammar editing on connected texts, and information transfer tasks involving charts, maps, graphs, and diagrams.

A total of 7 exercises across six chapters were identified and coded as interactive reading. The following table presents the complete coding results:

Table 2. Interactive Reading Exercises Identified in the Grade VIII MTs Arabic Textbook

No	Chapter	Task	Task Format
1	Chapter 1	ناقش واكتب العنوان المناسب للفقرة	Main idea identification task
2	Chapter 3	أجب عن الأسئلة الآتية	Comprehension questions
3	Chapter 3	ترجم الجمل الآتية ثم رتبها	Translation + ordering task
4	Chapter 4	أجب عن الأسئلة الآتية شفهيا	Comprehension questions (oral)
5	Chapter 5	أجب عن الأسئلة الآتية شفهيا	Comprehension questions (oral)
6	Chapter 5	ترجم الجمل الآتية	Translation task
7	Chapter 6	أجب عن الأسئلة الآتية شفهيا	Comprehension questions (oral)

From the coded data, the most dominant task format under interactive reading is comprehension questions (أجب عن الأسئلة), appearing in four out of seven exercises — three of which are delivered orally (شفهيا). This is followed by translation tasks (ترجم الجمل) appearing twice, a main idea identification task once, and a combined translation and ordering task once. All seven exercises involve moderately longer texts of several paragraphs, requiring students to actively engage with and derive meaning from the text through top-down processing.

Brown (2004) describes interactive reading as involving stretches of language of several paragraphs to one page or more, in which the reader must psycholinguistically interact with the text — that is, reading becomes a process of negotiating meaning in which the reader brings a set of schemata to the text, and comprehension is the product of that interaction. Top-down processing is dominant, though bottom-up processing may also occur. The interactive reading tasks identified in this textbook broadly reflect these characteristics.

The comprehension question tasks (Chapters 3, 4, 5, and 6) each present ten questions covering a range of reading comprehension specifications consistent with Brown's framework, including identification of stated details, scanning for specific information, understanding narrative and dialogic content, and — in Chapter 6 — an inferential question asking students how Fatimah feels upon being visited by her friends, which goes beyond surface-level information retrieval (Ahmed et al., 2025). This range of specifications reflects the multi-layered nature of interactive reading as described by Brown.

The main idea identification task in Chapter 1 (ناقش واكتب العنوان المناسب) (للفقرة) requires students to synthesize the overall content of the text into a suitable title — a task that demands global comprehension through top-down processing and aligns with Brown's description of interactive reading as focused on retaining and integrating processed information. The translation tasks (Chapters 3 and 5) require students to understand the full contextual meaning of sentences drawn from the reading text before rendering them in Indonesian,

reflecting the meaning-negotiation process that is central to interactive reading (Yusoff & Seman, 2022). The combined translation and ordering task in Chapter 3 (ترجم الجمل الآتية ثم رتبها) additionally involves sequencing sentences into logical order — a format that Brown (2004) explicitly identifies as an ordering task within interactive reading, requiring comprehension of textual cohesion and coherence.

Overall, the interactive reading tasks in this textbook demonstrate a reasonable degree of variety and cognitive depth. Particularly through the inclusion of inferential and discourse-level comprehension demands, these exercises effectively avoid the common pitfall where language textbooks fail to encourage high-level reading engagement by focusing solely on basic linguistic elements (Syafei et al., 2024).

4. Extensive Reading

Extensive reading refers to the most advanced type of reading performance, involving texts of more than one page in length — including professional articles, essays, technical reports, short stories, and books. Unlike the previous types, extensive reading is almost exclusively oriented

toward top-down processing, with the primary purpose of tapping into a reader's global understanding of a text rather than focusing on specific details or linguistic forms. Brown (2004) notes that extensive reading fosters reading fluency, broadens vocabulary through contextual exposure, and develops the reader's capacity for autonomous engagement with longer texts. Assessment of extensive reading typically involves skimming tasks, summarizing and responding to reading tasks, and note-taking and outlining activities. Brown further acknowledges that extensive reading presents a unique challenge for formal classroom assessment, as its scope makes it unlikely to be fully contained within the time constraints of a typical testing session.

Based on the systematic examination of all qirā'ah exercises across the six chapters of the textbook, no exercises were identified and coded as extensive reading. Brown (2004) defines extensive reading as applying to texts of more than a page — including professional articles, essays, technical reports, short stories, and books — with assessment aimed at tapping into a learner's global understanding of a

text rather than focusing on small details. Task formats characteristic of this type include skimming tasks, summarizing and responding to reading, and note-taking and outlining. None of these formats were found in the textbook's qirā'ah exercises, and all reading texts in the textbook were limited to one page or less.

The complete absence of extensive reading tasks in this textbook represents a more significant pedagogical gap than the absence of perceptive reading. Brown (2004) emphasizes that extensive reading is essential for developing students' overall reading fluency and their capacity for autonomous, meaning-focused reading — skills that are particularly important in the context of foreign language learning (Sangers et al., 2025). All reading texts in this textbook are limited to within one page, consisting of short narratives and dialogic passages that, while suitable for selective and interactive reading tasks, do not meet Brown's criterion of more than one page for extensive reading. Furthermore, none of the accompanying exercises include skimming tasks, summarizing activities, or note-taking tasks that would encourage students to engage

with longer texts for global comprehension.

Brown (2004) acknowledges that extensive reading presents a unique challenge for formal classroom assessment, as it is unlikely to be contained within typical time constraints — which may partly explain its absence from this textbook (Aghar et al., 2023). Nevertheless, the consistent absence of extensive reading tasks across all six chapters suggests that the textbook does not systematically provide opportunities for students to develop the higher-order, top-down reading strategies associated with this skill type. This pedagogical gap is particularly concerning given the well-documented difficulties of reading Arabic as a foreign language (Ali, 2023). Consequently, this presents a notable limitation, as Brown's framework positions extensive reading as the most advanced and meaning-oriented form of reading — one that fosters reading habits, builds vocabulary through context, and develops the capacity for independent engagement with Arabic texts.

5. Narrating: Overall Analysis

The content analysis of qirā'ah exercises across the six chapters of

the Grade VIII MTs Arabic language textbook reveals a distribution of reading skill types that is heavily concentrated in two of Brown's four categories. Of the 14 exercises identified across all chapters, selective reading and interactive reading each account for 7 exercises (50% each), while perceptive reading and extensive reading are entirely absent.

Table 3. Overall Distribution of Reading Skill Types Based on Brown's Reading Skills Framework

Reading Skill Type	Number of Exercises	Percentage	Dominant Task Format	Processing Mode
Perceptive Reading	0	0%	—	Bottom-up
Selective Reading	7	50%	Gap-filling task	Bottom-up & Top-down
Interactive Reading	7	50%	Comprehension questions	Top-down dominant
Extensive Reading	0	0%	—	Top-down
Total	14	100%		

This distribution pattern reveals several important characteristics of the textbook's pedagogical orientation. First, the equal proportion of selective and interactive reading

tasks suggests that the textbook attempts to balance form-focused and meaning-focused reading development, which is broadly consistent with Brown's progressive framework. Second, the complete absence of perceptive reading is pedagogically appropriate given the level of the learners, as Grade VIII students are assumed to have already acquired foundational Arabic literacy skills. Third, and most significantly, the complete absence of extensive reading tasks across all six chapters indicates that the textbook does not provide systematic opportunities for students to develop higher-order, autonomous reading competencies in Arabic.

Brown (2004) positions extensive reading as the most advanced and meaning-oriented reading type, essential for building fluency and fostering independent reading habits. Its absence suggests that the textbook's approach to qirā'ah development remains predominantly confined to text-bound, teacher-guided comprehension tasks, without extending toward the kind of independent, global reading engagement that characterizes proficient readers. This finding has

important implications for Arabic language instruction in madrasah contexts, suggesting that teachers may need to supplement the textbook with extensive reading activities — such as longer Arabic texts, skimming exercises, and summarizing tasks — in order to provide a more complete and balanced development of students' reading competencies in line with Brown's framework.

E. Conclusion

Based on the content analysis of the maharah qirā'ah exercises in the Grade VIII Arabic textbook published by the Indonesian Ministry of Religious Affairs, it can be concluded that the distribution of reading skills in the textbook does not fully reflect H. Douglas Brown's reading skills framework. Of the fourteen exercises identified, seven exercises (50%) fall under selective reading and seven exercises (50%) under interactive reading, while perceptive reading and extensive reading exercises are entirely absent.

The absence of perceptive reading tasks is not considered a significant limitation, as Grade VIII students are assumed to have already acquired basic Arabic literacy skills at

earlier educational levels. However, the absence of extensive reading exercises represents a more substantial pedagogical gap. Extensive reading plays a crucial role in developing reading fluency, expanding vocabulary, and fostering students' independent reading abilities.

Overall, the qirā'ah exercises in the textbook adequately support students' reading development through selective and interactive reading activities. Nevertheless, to achieve a more comprehensive development of reading skills in line with Brown's framework, the inclusion of extensive reading tasks involving longer texts and activities such as summarizing, note-taking, and skimming is highly recommended. Therefore, teachers are encouraged to supplement the textbook with additional extensive reading materials and activities to ensure a more balanced and optimal development of students' Arabic reading competence.

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