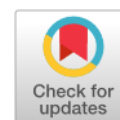


Oral Test-Based Assessment in The Book Arabiyah Linnasyiin: An Alternative Assessment of Arabic Reading Skills

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ABSTRACT

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This study aims to Strategy the instrument for assessing the maharah qira'ah test in the book al-Arabiyyah linnasyiin volume 5, and to analyze the instrument to be studied, qualitative research methods are used to examine comprehensively and in depth related to the quality of assessment, research This study uses descriptive qualitative, data used in this study in the form of fact findings or content of the material and patterns of the aspects of the questions in the assessment from the book al'arabiyyah linnasyiin volume 5. It was found that there were four aspects of the assessment instrument that contained in the book include: understanding, pronunciation (*ta'bir*), mufradahat and use of language, and aspects of qawāid nahwu. This study focuses on aspects of maharah qira'ah assessment. Based on the research results, there are updates in the assessment aspect using the method of reading aloud and silently with a rubric assessment system on a scale of 1-5 by determining quality, so that this scientific contribution can be used directly in the field of oral examinations.

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1. Introduction

Assessment is an activity that cannot be separated from educational and teaching activities in general. All educational activities carried out must always be followed or accompanied by assessment activities. Considering that teaching is a process, that is, a process in which the achievement of a number of goals that have been prepared, so that assessment is interpreted as a measure of the level of knowledge (Nurwati, 2014).

Language competence is certainly related to aspects of knowledge about language systems, about structure, and aspects of linguistic vocabulary, language skills themselves are

divided into two groups, namely the ability to understand (*comperhension*) and use (*production*) each is receptive and productive, each of which is receptive and productive (Burhan Nurgiyantoro & Suyata, [2011](#)). This is because Arabic does not just function as a receptive, namely as a medium to understand (*al-fahm*) what can be heard, news, texts, readings, and interviews, but also functions productively or expressively, namely to understand (*al-ifhâm*) others through oral and written communication (Wahab, [2015](#)).

Arabic Language Learning is a process of planned learning activities to know and assess the transformation of science, attitude-mental, and behavior (*performance, al-ada' al- luqhawî*) language that is carried out professionally and oriented towards predetermined goals towards the state of an Arabic learning object (Maksudin dan Nurani, [2018](#)).

Assessment is also an important aspect of the learning process. Assessment is also a process of knowing for sure, obtaining and providing useful assessments for students. So the assessment (Am, [2018:55](#)) is a series of activities to collect data or information to see to what extent the objectives of Arabic learning can be achieved by the learner himself (Faizatul Nadia Mohd Tahir, Harun Baharuddin, [2016](#)).

Stufflebeam defines assessment as a process of collecting data or information to see how far learning objectives can be achieved by learners and then the teacher will have a decision based on the assessment that has been made. *While Gay* also states that judgment is a systematic process when collecting and analyzing data to determine whether a predetermined objective will be achieved. Furthermore, teachers can make appropriate considerations or decisions in the teaching and learning process (Faizatul Nadia Mohd Tahir, Harun Baharuddin, [2016](#)).

In the discipline of Arabic learning is an educational process directed at encouraging, guiding, developing and fostering Arabic language skills, both actively and passively and fostering students' confident attitudes in reading and speaking. In the learning process, the implementation of the assessment of learning outcomes has a function to measure the extent of the success rate of the implementation of learning (Hanun et al., [2021:67](#)) since effective Arabic can create an optimal environment both physically and mentally, a joyful mood without pressure will make it easier for students to understand the subject matter. Good classroom arrangement is an effective step towards measuring the overall student learning experience through assessment. In this case the author offers an assessment process that uses verbal linguistics by providing updates on the assessment aspects in the book (de Boer et al., [2022](#)).

In the *Kitab Al Arabiyah Linasyiin* there are several aspects of discussion and stories as assessment material to improve the ability of maharah qira'ah, in its learning objectives the book of *Al Arabiyah Linasyiin*, has several basic objectives, namely providing a comprehensive curriculum for students who complete the intermediate stage in Arabic language studies (*Al*

Arabiyah Lin Nasyiin [Juz 5.Pdf](#), n.d.:5).

This research discusses related to assessment innovations in accordance with the object book, namely the Kitab Al Arabiyah Linasyiin volume 5, because innovation must certainly be carried out in the assessment of the Arabic language specifically on the *aspect of qira'ah (Reading)* (Mahliatussikah, [2022](#):11). So that the Arabic language continues to develop and does not stagnate on one assessment.

2. Method

In general, research methods are a scientific way to obtain data with a specific purpose and use. To examine comprehensively and in-depth the quality of assessment, this study uses (Yosani, [2006](#)) qualitative descriptive (Sugiyono, [2013](#)). The data used in this study is in the form of facts or material content and patterns rather than aspects of the questions in the assessment of the book Al'Arabiyah Linasyiin Volume 5. Which is equipped with documents or studies of several research assumptions carried out related to aspects of research in Arabic. In the assessment aspect in this book, it is understood as a standard assessment without a better development process, so this research provides wider space for innovation in the assessment aspect using verbal linguistics, where conversation can also be an important assessment aspect in language mastery.

3. Results and Discussion

In the learning process, there are often terms that sometimes make confusion in understanding terms in assessment, say there are several aspects that become the main thing, namely, Tes (al-ikhtibar), then there is, measurement (*al-qiyas*), and the last one, namely, assessment (*at-taqwim*), (Faizatul Nadia Mohd Tahir, Harun Baharuddin, [2016](#):186). If takhrij is deeper in meaning, all three of them fall into the same linguistic aspect, namely to know or measure the success of a learning process so that an assessment can be carried out (Arifianto et al., [2013](#):1).

Gronlund dan Linn, penilaian suatu proses yang secara terukur dengan cara sistematis untuk menafsirkan informasi terhadap ketercapaian dalam proses pembelajaran (Anwar, [2022](#):37). Acep hermawan berpendapat dalam buku nya yang berjudul "*penilaian pembelajaran bahasa arab*", penilaian adalah bagian penting berupa pesan yang diterjemahkan malalui kurikulum pembelajaran bahasa arab (Acep Hermawan, [2021](#):7).

Linguistic assessment is also the main focus, because knowledge related to linguistic competence is important because it affects the ability to understand the content in the book Al-Arabiyah Linasyi'in volume 5. Without the competencies possessed, of course, learners find

obstacles, learners cannot achieve good and optimal linguistic productivity that is actively reeptive and actively productive. So that *Maharah qira'ah* becomes an obstacle when this ability is not yet possessed by learners (Burhan Nurgiyantoro, [2015](#)).

Linguistic assessment in the process of communication is more intended to aim at understanding the information, messages or ideas contained in the object of reading (Burhan Nurgiyantoro, [2015:55](#)). Written discourse as material to be a stimulus supplement in terms of thinking to understand texts and related discourses. therefore, the spelling system is also important in terms of reading (*Qira'ah*).

3.1. Material Maharah Qira'ah in Kitab Al-Arabiyah Lināsyiin Vol.5

Kitab al arabiyah linasyiin volume 5 there are several themes that become material for understanding reading discourse in improving reading skills (*qiro'ah*).

Table 1. Title and theme in Kitab Al arabiyah-L inasyi'in Vol. 5

Title in Kitab Al arabiyah-L inasyi'in	
Theme	Title
Islamic Culture (<i>Tsaqafah Islamiyah</i>)	<ul style="list-style-type: none"> • A'yadu fi Islam (Islamic holidays) • Tadwinu As Sunnah Nabawiyah • Huquq Insan Fi Islam
Achievements in culture (<i>Munjazat as Tsaqafah</i>)	<ul style="list-style-type: none"> • History of formal education and boarding schools • Islamic culture in Spain • Islamic mosques and muslims
Islamic personality (Syahsiyaat Islamiyah)	<ul style="list-style-type: none"> • Sa'id ibnu 'amir • Iyas qadhi • Amru ibn ash • Saad ibn abi waqash • Imam syafi'i
Literary heritage	<ul style="list-style-type: none"> • Abi qashim Shoes • Loyalty and authority (<i>Muru'ah wa wafa'</i>) • 'Urs said 'arab
Community and School Environment	<ul style="list-style-type: none"> • School exams • Speak for your life • Ten pieces of advice for success

3.2. Examination in Kitab Al Arabiyah Linayiin Volume 5

In the book al-arabiyah linasyiin volume 5, there are several categories of research that researchers consider to be included in the al *Qiroa'ah* category, which are material for linguistic ability, including:

Table 2. Examination list test In Kitab Al Arabiyah Linayiin Vol. 5

وصف المحتوى	نموذج التقييم

<p>أ. فهم النص</p> <ol style="list-style-type: none"> 1. السؤال والجواب (إجابات كاملة أو مختصرة) 2. ترتيب أحداث بحسب ورودها في النص . 3. علاقة العنوان بموضوع النص 4. اختيار عنوان منا عدة عناوين تصلح لفقرة معينة في النص <p>ب. فهم العبارة والجملة :</p> <ol style="list-style-type: none"> 1. صحيح وخطأ (مع تصحيح الخطأ من النص) . 2. شرح أو ذكر المعنى بالاختيار من متعدد . 3. تكملة الجملة بالاختيار من متعدد. 4. ملء الفراغ بالتكملة المناسبة عن طريق الاختيار من متعدد 5. تعيين عبارات أو جمل تعبر عن معان معينة في النص 6. تلخيص الفكرة الأساسية لفقرة في جملة واحدة . 7. توضيح الغرض من بعض الأمثلة الواردة في النص 8. علاقة أمثلة أوردها الكاتب بجملة معينة في النص <p>المثال :</p> <ul style="list-style-type: none"> • أجب عن الأسئلة الآتية إجابات كاملة ! • اقرأ العبارات الآتية، و قل (صحيح) إذا كان العبارات صحيحة أو قل خطأ إذا كانت العبارة خاطئة ! 	<p>الإستيعاب الفهم</p>
<p>أ. الجملة</p> <ol style="list-style-type: none"> 1. إعادة كتابة الجملة مع البدء بكلمات معينة 2. ربط بين جملتين باستعمال أداة ربط 3. إكمال جمل بطريقة حرة 4. التعبير عن أفكار معينة في جملة أو عدد من الجمل 5. الإتيان بجملة باستخدام كلمة معينة . 6. كتابة جملة حملة عن شخصية أو موقف في النص 7. ربط بين عدد من العبارات باستخدام أدوات ربط 8. ترتيب عبارات لتكوين جملة مركبة. 9. اقتراح عنوان آخر للنص . 10. إكمال عبارات مقيدة بكلمات معينة <p>ب. الفقرة</p> <ol style="list-style-type: none"> 1. إعادة ترتيب عبارات لتكوين فقرة في النص 2. الإجابة عن أسئلة على فقرة في النص في شكل قائمة من النقاط 3. تحويل النقاط المختصرة بأسلوب الطالب إلى فقرة مماثلة لإحدى فقرات النص 4. التحدث عن حدث معين من أحداث النص في فقرة واحدة (من ٥٠ إلى ١٠٠ كلمة) 5. كتابة فقرة عن موضوع يتصل بالنص ، مع الاستعانة بكلمات أو بدون الاستعانة بكلمات 6. تحويل أفكار فقرة في النص إلى نقاط مختصرة . 	<p>التعبير</p>

<p>7. كتابة فقرة عن موضوع بعيد الصلة بالنص ج. الموضوع :</p> <ol style="list-style-type: none">1. إعادة ترتيب أحداث حسب ورودها في النص .2. التعبير عن موضوع في شكل نقاط مختصرة3. الاستعانة بالنقاط في كتابة موضوع4. تلخيص موضوع أو جانب معين منه في عدد محدد من الكلمات5. كتابة موضوعات حرة (من ١٥٠ - ٢٥٠ كلمة) .6. مناظرة بين طالب وطالبة <p>المثال :</p> <ul style="list-style-type: none">• أعد كتابة الجمل الأتية مبدئاً بما في (ب) لا ترجع الى النص إلا بعد إنتهاء من التدريب !• أكمل الجملة الأتية !• أذكر ثلاثة الجمل تبين فيها عن الموضوع, (إعتماد فيما تقول على ما ورد في النص)	
<p>أ. بنية الكلمة :</p> <ol style="list-style-type: none">1. ذكر جمع كلمة أو تعيينه في النص2. ذكر مفرد كلمة أو تعيينه في النص3. ملء الفراغات في جمل بكلمة مشتقة من مادة معينة4. ملء الفراغ في جملة بكلمة مشتقة من (فعل) <p>ب. المعنى :</p> <ol style="list-style-type: none">1. ذكر المرادف أو تعيينه من النص2. ذكر المضاد أو تعيينه من النص3. تصنيف كلمات إلى مجموعات متجانسة من حيث المعنى4. تعيين كلمات من النص تعبر عن معان معينة أو تعريف خاص <p>ج. الاستعمال الموجه :</p> <ol style="list-style-type: none">1. ملء الفراغات في جمل بكلمة من عدة كلمات متشابهة2. استخدام كلمات أو تعبيرات في جمل ، عن طريق القياس3. الإجابة عن أسئلة باستعمال تعبيرات معينة .4. ملء فراغات في جمل بكلمة يأتي بها الطالب من عنده (قراءة موسعة)5. كتابة فقرة تتضمن ثلاثة تعبيرات تعين للطالب (تدريب ٧ ص ٥٤)6. إعادة صياغة جمل باستخدام تعبيرات معينة (تدريب ٤ ص ٦٢) <p>د. الاستعمال الحر :</p> <ol style="list-style-type: none">1. استعمال كلمات أو تعبيرات في جمل من عند الطالب2. استعمال كلمتين أو تعبيرين في جملتين مختلفتين لتوضيح الفرق بينهما.3. اختيار كلمتين متلائمتين واستخدامهما في جملة واحدة (أ. محمود اسماعيل صبيحي n.d,) <p>المثال :</p>	<p>المفردات و التعبير</p>

<ul style="list-style-type: none"> • لاحظ التعبيرات الآتية • وردت الكلمات الآتية في النص، فاذكر المضاد في المعنى لكل منها، وإستخدامه في الجملة و توضيح المعنى 	
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In the following book of al-arabiyah linasyi'in the author explains some aspects of the assessment category that are material for the evaluation of assessment on linguistic ability, especially maharah qira'ah, these categories are:

1. Understanding in the Text.
 - a. Among them are questions related to complete or short question and answer, compiling events of events in the text, the relationship between the title and the subject of the text, choosing a title that corresponds to the paragraph in the text.
 - b. phrases and sentences, right and wrong (correction of text errors), selecting the text and trying to explain and mention the meaning, complete sentences in multiple choice, fill in the blanks by completing according to the theme contained in the title, assign phrases or sentences that express a certain meaning in the text, summarize the main idea of a paragraf in one sentence, clarify the purpose of some examples in the text, linking the example cited by the author with a specific sentence.
2. Expression of Understanding
 - a. Sentences, rewriting sentences that begin with certain words, connecting sentences by using conjunction (*connecting*) words, completing sentences with free comprehension, expressing certain ideas in one sentence or several sentences, composing sentences with words, rewriting related figures that have been read on the discourse of the text, arranging phraseological sentences into compound sentences, determining the title of the text that has been read, Complete on phrases limited to a specific word.
 - b. Phrase phrases, Rearrange phrases to form paragraphs in the text, Answering questions in paragraphs in the text in the form of a list of points, Changing the abbreviated bullet points in the student's style into paragraphs similar to one of the paragraphs of the text, Speaking about a specific event in the text in one paragraph (from 50 to 100 words) , Writing paragraphs on topics related to the text, with or without the use of words, Turning the idea of a paragraph in the text into brief bullet points, Write a paragraph on a topic that is not related to the text .
 - c. Topics, Rearrange the events of their occurrence in the text, express the topic in the form of brief bullet points, use bullet points to write a topic, summarize a certain topic or aspect in a certain number of words, write articles (150-250 words), debates between male and female students
3. Understanding of Vocabulary.

- a. the structure of a word, i call the plural of a word or its designation in the text, i mention one word or designate it in the text, i silah dots in the sentence with the word derived from the given material, isilah the dots on the sentence with the derived word (verb).
- b. Meaning, Name synonyms or define from the text, Menyebutkan or determine the antithesis of the text, m classify words into homogeneous groups in terms of meaning, m define words from the text that express a certain meaning or special definition.
- c. The use of directional phrases, I use dots in sentences with one word of several similar words, I use words or expressions in sentences, by analogy, I answer questions using certain expressions, Fill the dots in the sentence with the words made by the students themselves (additional reading), m enwrites a paragraph that includes three phrases assigned to the student (Exercise 7 p. to 54 p.m.), Reformulating sentences using specific expressions (Exercise 4 p. 62 p.)
- d. Compose freely, use words or expressions in sentences, use two words or two expressions in two different sentences to explain the difference between them, choose two suitable words and use them in one sentence.

3.3. Innovation of Maharah Qiro'ah Test Assessment Instrument in The Book of Al-Arābiyah Lināsyaiin Vol. 5

Innovation as an option for creative, usually carried out through various considerations and decisions from various parties for the expected purpose (Mahliatussikah, [2022:22](#)). Then it is planned, designed, established, applied then evaluated to finally be refined. The innovation process should be able to make the teaching and learning process easier, both for teachers and for students themselves. behind the innovation process, there are certainly reasons why the innovation is implemented, then the reasons that are available will be studied more deeply to finally implement the innovation process by educational institutions. The innovation process is not carried out by chance, but through various considerations and decisions from various institutional parties. Then it is planned, designed, established, applied then evaluated to finally be refined (Hanun et al., [2021:72](#)).

in this phase the researcher tries to formulate an innovation effort related to the assessment of maharah qira'ah in the book of Al arabiyah Linasyiin volume 5. So that in the context of learning maharah al qiro'ah, if a learner does not master the rules and grammatics of Arabic, the purpose of learning maharah al qiro'ah will not be achieved. Therefore, there needs to be innovation in the learning of maharah al qiro'ah to improve the quality of

learning maharah al qiro'ah in particular and the learning of Arabic bahaasa in general.(Anwar, [2021](#))

One of the learning innovations that can be applied in learning maharah al qiro'ah is skill and intelligence(Syarifuddin et al., 2021:20) verbally through linguistics. Bycombining maharah al qiro'ah and linguistic verbal intelligence (Kirom, 2019), It is hoped that the quality of learning of Maharah Al Qiro'ah will be better.(Dewi & Wilany, 2019) In addition to improving students' ability to read Arabic texts with makhraj and shifat correct letters, students have the ability to infer the reading texts that have been read. An example of linguistic verbal intelligence is through a pronunciation test (*ikhtibar al-talafudz*) (Acep Hermawan, [2021](#):122).

1. Reading Aloud (*Qira'ah Al-Jahriyah*)

Assessment with this method is considered as one of the appropriate methods in measuring the assessment in the aspect of reading qira'ah with loud intonation (Dadan, [2013](#):3). It is also mentioned that reading aloud can be used as an activity to start a lesson, support the writing process, help students speak and think about discourse, introduce new things and of course mastery of the reading of letter structure and intonation is a matter of concern in reading a discourse text, so as to familiarize students with the structure of discourse and types of discourse in the text in the book of Al'arabiyah li-nasyii'in volume 5, and directing students to the thought process (Gianistika, [2021](#):165). Reading aloud focuses on the speed and accuracy of reading. By frequently repeating readings in the discourse of the text. So that it can improve proficiency in speech and comprehension (Gianistika, [2021](#):659)

2. Pronunciation Test (*Ikhtibar Al-Talafudz*)

This aspect of skill is the same as the test of imitating sounds, letters, words, and sentences. Then the most appropriate means is to read aloud (*Qira'ah al-jahriyah*). In the method used is the same as membaca extensive (*Qira'ah Muwassa'ah*), also called qira'ah takmiliyah, which is a complement to qira'ah mukats afah. This second category is usually in the form of material about stories or stories, both long and continuous stories or short stories. The goal is to provide a fresh atmosphere to students after being serious and stressful while participating in qira'ah mukatsifah learning. There are several steps to the extensive reading method (*Qira'ah Muwassa'ah*) (Munip, [2017](#):217).

In this phase, of course, the pronunciation in the reading skills test requires innovation to a wider level to a higher level such as sentences and to the paragraph level. on the skill of reading paragraphs (*al-faqrah*) includes words and sentences. This is in accordance with the objectives of the competence (Nurwati, [2014](#):387) which is owned in the kitab al arabiyah Linayiin volume 5, there are many nash, paragraphs of stories in it.

After carrying out the reading process related to the material and title, then next at the assessment stage. This assessment uses a rubric scheme. Regarding the content of the message (the content of meaning and language) both are detailed into several elements. Thus step on the innovation of test assessment at this stage by assessing several aspects: Understanding the content of the story, Collapse of disclosure of the content of the story, Smoothness and reasonableness of disclosure, Accuracy of diction, Accuracy of sentence structure (Burhan Nurgiyantoro & Suyata, [2011](#):72).

Table 3. Rubric of qirā'ah discourses of the text

No.	Assessed aspects	Level of fluency				
		1	2	3	4	5
		Very Less	Less	Good	Good Enough	Excellent
1	Understanding the content of the story					
2	Collapse of disclosure of the content of the story					
3	Smoothness and fairness of disclosure					
4	Accuracy of diction					
5	Accuracy of sentence structure					
Number of scores: Value:						

3. Silent Reading Test (*Qira'ah Shamitah*)

Qira'ah shamitah and silent reading to increase the focus of learning Qira'ah shamitah (Dahlia, [2013](#):17), Students are able to understand each word, understand the style of language used and understand the meaning contained in it. Some of the objectives of qira'ah learning are that students are able to understand the nature of the makhraj of the letters, language style, intonation so that the reading is correct and in accordance with grammatical rules (Abd [Hamid](#), Uril Baharuddin, n.d.:16).

In the process, this learning recites silently, aiming at an effort to record the content of the meaning contained in the text (*Fahmu Al maqru'*), in the process, this ability is not clearly seen and heard by the senses, but this ability will be seen, when this ability to read silently is re-presented by explaining the content of the meaning contained in the text properly and correctly, able to answer the problems in the text, and conclude the essence of the summary of the text discourse contained in it.

After reading with silent reading techniques (*qira'ah shamithah*), the purpose of this developed process, is to improve the ability to deduce text discourse, improve the

ability to understand various scientific aspects, improve the ability to focus in the process of reading quickly (Munip, 2017:147). By using *the qira'ah* assessment rubric assessment (Burhan Nurgiyantoro, 2015:73).

Table 4. The Rubrik of qira'ah Shamithah discourse text

No.	Assessed aspects	Level of understanding				
		1	2	3	4	5
1	Understanding the content of the story					
2	Summing up the content of the story					
3	Fluency of disclosure with own language style					
4	Precision diction of speed reading (focus processing)					
Number of scores: Value:						

4. Conclusion

After further research related to the assessment in the book of Al arabiyah linasyiin, it can be concluded that there is a fairly good and complete and detailed assessment, from several aspects such as the assessment of understanding of text discourse, understanding in the aspect of pronunciation or pronunciation, research in the aspect of mufradhat and the structure of qawaid available in it, but researchers see that there is a slight gap in the assessment process, As it is known that the aspect of reading proficiency (*maharah qira'ah*) is required to be able to read and understand the meaning of a reading, therefore researchers innovate related to the assessment process as additional material to the book Al 'arabiyah Li-nasyi'in volume 5.

First, the researcher added the qira'ah jahriyah (reading aloud) method with the technique of reading - repeating (qira'ah at' talafudz) so that from this technique, the students are able to read repeatedly so that what is said can be realized, the assessment system uses rubric assessment with a scale of 1 to 5, the assessment includes: Understanding the content of the story, Smoothness and fairness of disclosure, Accuracy of diction, Accuracy of sentence structure

Secondly, the researcher added the qira'ah shamitah (Silent reading) method by using this study, the reader can increase the focus in improving the understanding of the discourse of the text being read, just like the first assessment aspect, in the assessment using a rubric on a scale of 1 to 5 with the following details of the assessment: Understanding the content of the story, summing up the content of the story, fluency of disclosure with an artistic language style, accuracy of diction of speed reading (focus).

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