UNLEASHING THE POWER OF READING: EFFECTIVE STRATEGIES FOR NON-NATIVE ARABIC LANGUAGE LEARNERS

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Abstract

This study delves into the realm of enhancing reading skills for non-native Arabic language learners, exploring effective strategies to unlock the full potential of reading comprehension. Despite the limited existing research in this domain, the study aims to shed light on various perspectives that can contribute to a deeper understanding of the subject. this study aspires to pave the way for the development of more comprehensive and effective learning strategies for non-native Arabic language learners, ultimately fostering a heightened appreciation for the power of reading in language acquisition. This research employs a literature review methodology to collect, analyze, and synthesize relevant literature related to effective strategies in developing Arabic reading skills for non-native learners. The research findings highlight the effectiveness of various reading strategies for non-native Arabic learners. The findings of this research reveal that the direct memory strategy enhances Arabic reading through direct recall and vocabulary retention, crucial for non-native learners. Consistent use and tools like digital apps build learners' memory foundation. Additionally, the Direct Cognitive, Compensation, Indirect Cognitive, Affective, and Social Strategies contribute significantly, offering diverse approaches for non-native learners to excel in Arabic qira'ah (reading skills).

Keyword: *Reading Strategies, Effective Strategies, Non-Native Arabic Language.*

Abstrak

Artikel ini menulusuri realitas dalam meningkatkan keterampilan membaca bagi siswa non-Arab, mengeksplorasi strategi yang efektif untuk membuka potensi pemahaman membaca. Terlepas dari penelitian terbatas terkait bidang ini, artikel ini bertujuan untuk menyoroti berbagai perspektif yang dapat berkontribusi pada pemahaman yang lebih dalam tentang subjek. Studi ini bertujuan untuk membuka jalan bagi pengembangan strategi belajar yang lebih komprehensif dan efektif bagi siswa non-Arab, pada akhirnya mempromosikan penghargaan yang lebih tinggi untuk kekuatan membaca dalam

akuisisi bahasa. Penelitian ini menggunakan metodologi ulasan literatur untuk mengumpulkan, menganalisis, dan mensintesis litertur yang relevan terkait dengan strategi efektif dalam mengembangkan keterampilan membaca bahasa Arab untuk siswa *non-native*. Temuan penelitian menyoroti efektivitas berbagai strategi membaca untuk siswa non-Arabi. Temuan dari penelitian ini mengungkapkan bahwa Strategi Memori Langsung meningkatkan membaca bahasa Arab melalui pengingat langsung dan retensi kata, yang sangat penting bagi siswa *non-native*. Penggunaan yang konsisten dan alat-alat seperti aplikasi digital membangun dasar memori siswa. Selain itu, *Direct Cognitive, Compensation, Indirect Cognitive, Affective*, dan *Social Strategies* berkontribusi secara signifikan, menawarkan pendekatan yang beragam bagi siswa *non-native* untuk unggul dalam pembelajaran *qira'ah* (*reading skills*).

Kata Kunci: *Strategi Membaca, Strategi Efektif, Bahasa Arab Non-Native.*

INTRODUCTION

Mastering Arabic as a second or foreign language is not an easy task, especially for learners who are not native speakers.[1] One crucial skill in the language learning process is the ability to read.[2] In this article, we will delve into how unlocking the potential of reading can be the key to success in mastering the Arabic language for non-native speakers. Reading is not merely the process of identifying words and phrases but serves as a gateway to a deep understanding of the culture and linguistic context of the Arabic language. Non-native Arabic language learners need to comprehend and implement effective reading strategies to acquire the necessary skills.[3] By understanding the essence of reading, learners can explore the richness of literature, enhance vocabulary, and deepen their understanding of Arabic grammar.[4]

Reading is an ability that engages the senses and the mind to comprehend and communicate. The reading process involves attention, recognition, memory, understanding, and emotions. Reading strengthens the senses, memory, and mind, resulting in knowledge.[5] It also connects us to human knowledge, provides pleasure, and eliminates the constraints of time and place. Recent research focuses on the causes of reading problems and the cognitive processes used by learners. The results reveal differences in the reading processes associated with reading proficiency levels.[6]

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[1] Mahmud Abubakar Garba, Abd Rauf Bin Hassan, and Mohd Azidan Abdul Jabar, "Functions of Collocations in the Prevention of Linguistic Errors among Arabic Learners as a Foreign Language," *Cogent Social Sciences* 9, no. 2 (2023): 1-13.

[2] Yi Liu, Hao Cui, and Zhongqiang Zhang, "Bilingual Interactive Teaching in Public Management Cases," *Proceedings of the 2nd International Seminar on Education Research and Social Science (ISERSS 2019)* (Atlantis Press, 2019): 238-240.

[3] Zamri Arifin, et.al., "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom," *Ijaz Arabi Journal of Arabic Learning* 4, no.1 (2020): 1-11.

[4] Buska et.al., "Analysis of Students' Arabic Proficiency for Vocabulary Mastery in State Islamic Junior High School in Muaro Jambi," *Innovatio: Journal for Religious Innovation Studies* 18, no.1 (2018): 51-62.

[5] Abdul Haris, "Teaching Reading of Arabic Language in Indonesia: Reconstruction of the Contents and Scope of Nahwu Science," *Eurasian Journal of Applied Linguistics* 8, no.2 (2022): 122-136.

[6] Mohammadtaghi Shahnazari, "The Role of WM in Second Language Reading Comprehension: Does L2 Proficiency Level Matter?," *Learning and Motivation* 82, no. 2 (2023): 101875.

Reading skills are highly individual and can vary among learners, depending on their personal approaches to learning.[7] Reading is a complex mental activity that involves understanding word forms both auditorily and visually, requiring various types of thinking, from evaluation to problem-solving. The importance of conscious reading and reading comprehension is based on the application of cognitive processes, especially cognitive and metacognitive strategies that are increasingly emphasized in modern education[8]. For non-native Arabic language learners, discovering effective reading strategies and sharing them with teachers and fellow learners has a positive impact on the learning and teaching of reading skills.[9] Skilled readers are those who can effectively use various strategies to interact with the text, and the main difference lies in the types of strategies used during reading.

Teachers can leverage knowledge of these reading strategies to design more effective curricula and learning activities. Moreover, teachers can provide specific guidance to help learners practice and integrate reading strategies into their daily activities. Interaction among learners is also key in supporting the use of reading strategies. Group discussions, exchange of experiences, and feedback support can help reinforce the practical and contextual use of reading strategies. Thus, collaboration among non-native Arabic language learners, teachers, and fellow learners in defining, understanding, and implementing reading strategies can enrich the learning experience. Consistent implementation of these strategies can enhance learners' reading skills, optimize text comprehension, and open broader doors to understanding the cultural and linguistic aspects of the Arabic language.[10]

The importance of these reading strategies is evident in learners' ability to overcome reading challenges, such as a lack of comprehension and lengthy reading times. Reading comprehension can be enhanced through understanding and applying beneficial reading strategies. The more knowledge learners possess about reading strategies and learning, the higher their level of comprehension of the reading, and the greater their awareness of the cognitive and non-cognitive processes involved

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[7] Desriliwa Ade Mela, Mamluatul Hasanah, and Muhammad Fadli Ramadhan, "Reading Guide and Students' Arabic Reading Ability," *Kitaba* 1, no.2 (2023): 48-59.

[8] Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension," *English Language Teaching* 6, no.10 (2013):235-244.

[9] Anna M. Dillon and Kay Gallagher, "The Experience of Co-Teaching for Emergent Arabic-English Literacy," *Qualitative Report* 24, no.7 (2019): 1556-1576.

[10] Abdul Ghani bin Md Din, et al., "The Role of Technology and Its Techniques in The Development of Teaching Arabic to Non-Native Speakers," *International Journal of Academic Research in Business and Social Sciences* 13, no. 10 (2023): 102-115.

in reading comprehension.[11] Monitoring and organizing reading strategies become crucial in achieving reading goals, ultimately improving learners' reading skills.[12] In this research, we will explore various reading strategies proven to be effective for non-native Arabic language learners. From speed reading techniques to analytical approaches to texts, this article will provide in-depth insights into methods that can help learners sharpen their reading skills. Reading is not just a goal but a powerful tool to unlock the world of the Arabic language and enhance learners' linguistic competence.

Acquiring reading skills in a non-native language, such as Arabic, poses significant challenges due to the language's complex script, vocabulary, and grammar. Various reading strategies have been developed and studied to aid non-native learners in overcoming these obstacles. This literature review critically examines effective strategies for enhancing reading skills among non-native Arabic language learners, drawing from a wide range of scholarly sources. Phonological awareness is crucial for reading Arabic, a language characterized by its unique script and phonetic complexity. Studies, such as those by Garita and Sanchezhighlight that phonological training can significantly improve reading accuracy and fluency.[13] Teaching learners to recognize and decode Arabic phonemes and their corresponding graphemes forms a foundational strategy in developing reading proficiency. Effective reading in Arabic also requires a substantial vocabulary. Al-Jarf emphasizes that explicit vocabulary instruction, including the use of flashcards, word maps, and semantic grouping, enhances reading comprehension.[14] Techniques that encourage contextual learning, such as extensive reading and the use of bilingual dictionaries, are also beneficial for vocabulary development.

Comprehension involves understanding and interpreting text, a critical aspect of reading. Cognitive strategies such as summarization, questioning, and predicting have been found to be effective. Khaldieh emphasizes the importance of metacognitive strategies, where learners monitor and regulate their understanding, leading to improved comprehension outcomes. Scaffolding, or providing structured support, is essential for non-native learners.[15] Gibbons discusses how

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[11] Elihami Elihami and Ismail Ismail, "Increasing Students' Reading Comprehension Through Cognitive Strategies of Senior High School of Sidenreng Rappang Regency," *Edumaspul: Jurnal Pendidikan* 1, no.2 (2017): 61-70.

[12] Afkhoriyatul Hilmi, Imam Asrori, and Nur Anisah Ridwan, "The Implementation of K-W-L (Know-Want to Know-Learned) Strategy to Improve Students Arabic Text Reading Ability of Grade XI of MA Bahrul Ulum," *Alsinatuna* 5, no. 1 (2019): 30-46.

[13] Cinthya Olivares Garita and Verónica Brenes Sánchez, "Indirect Learning Strategies in University Students' EFL Development," *Mextesol Journal* 45, no. 1 (2021): 1-9.

[14] Reima S Al-jarf, "Teaching Reading to EFL Freshman Arabic Students Online," *Eurasian Arabic Studies* 8 (2019): 57-75.

[15] S. Khaldieh, "An Investigation into Reader-Text Interaction : Native, Proficient, and Less Proficient Non-Native Readers of Arabic," *Al-Arabiyya* 32 (1999): 117-136.

scaffolding can bridge the gap between learners' current abilities and potential development. Techniques such as guided reading, where teachers provide targeted assistance, and the use of visual aids and context clues, are particularly effective.[16]

The integration of technology in language learning has opened new avenues for enhancing reading skills. Various studies have explored the efficacy of digital tools and applications in supporting non-native Arabic readers. Digital platforms that offer interactive reading exercises and immediate feedback are shown to improve engagement and retention. Al-Jarf found that multimedia resources, such as videos and interactive e-books, can enhance learners' reading experiences by providing multimodal input. Mobile applications designed for Arabic language learning, such as Duolingo and Rosetta Stone, incorporate gamified elements to make learning more appealing.[17] These apps often include reading practice modules that adapt to learners' proficiency levels, providing personalized learning experiences. Tools such as Google Docs and online forums allow learners to collaborate and engage in peer review, fostering a deeper understanding of text through discussion and feedback. Costley indicates that online collaboration can lead to improved literacy skills as learners are exposed to diverse perspectives and interpretations.[18]

Despite advancements in reading strategies for non-native Arabic learners, several gaps remain. There is a need for more empirical studies addressing the long-term impacts of these strategies. Additionally, the role of cultural context in reading comprehension is underexplored. Future research should focus on developing culturally responsive reading materials that resonate with learners' backgrounds. Moreover, as technology continues to evolve, investigating the potential of emerging technologies, such as artificial intelligence and virtual reality, in reading instruction could offer new insights. Creating adaptive learning environments that cater to individual learners' needs and progress could further enhance the effectiveness of reading strategies. In conclusion, effective strategies for improving reading skills among non-native Arabic language learners encompass a range of phonological, vocabulary, and comprehension techniques, supported by scaffolded instruction and technological integration. By addressing current gaps and exploring innovative approaches, educators and researchers can continue to enhance the reading proficiency and overall language acquisition of non-native Arabic learners.

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[16] Pauline Gibbons, *Scaffolding Language , Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom* (Sydney:Heinemann, 2002), 36-37.

[17] Reima Al-Jarf, "Reading Habits and Motivation Among Educated Arabs in the Age of Social Media and Distractions," *Journal of Psychology and Behavior Studies* 3, no. 1 (2023): 32-44.

[18] Jamie Costley, "Using Cognitive Strategies Overcomes Cognitive Load in Online Learning Environments," *Interactive Technology and Smart Education* 17, no. 2 (2020): 215-228.

METHOD

This research employs a literature review methodology to collect, analyze, and synthesize relevant literature related to effective strategies in developing Arabic reading skills for non-native learners. The primary data in this research includes scholarly literature, articles, and other relevant sources through academic databases, digital libraries, and other online information sources. Secondary data in this research includes historical documents, previous research reports, official publications from related institutions obtained through national archives, libraries, and trusted online information sources. The primary consideration in the literature selection involves a focus on proven effective reading strategies, encompassing cognitive, affective, and social perspectives.

Subsequently, this literature review utilizes a critical analysis approach to evaluate and synthesize findings from various sources. This includes identifying common trends, differences in approaches, as well as shortcomings or knowledge gaps that may exist in the accessed literature. The literature review also emphasizes materials discussing the potential application of technology, such as Arabic language learning applications and interactive digital platforms, in enhancing reading skills. With this approach, the research aims to provide in-depth insights into effective strategies that can be adopted by non-native Arabic learners, while also designing a strong conceptual foundation for the development of better learning strategies in the future. This comprehensive evaluation will not only highlight successful methods but also propose innovative solutions to overcome existing challenges in learning maharah qira'ah, ensuring that learners can achieve higher proficiency and confidence in their reading abilities..

RESULTS AND DISCUSSION

Exploring Dynamic Reading Strategies and Their Varied Types

Maharah al-Qira'ah, or the skill of reading, is one of the four essential skills in learning the Arabic language [19]. The significance of maharah al-Qira'ah for non-native Arabic learners is highly notable as it opens wide doors to understanding the Arabic language as a whole. This skill encompasses the ability to read and comprehend texts in Arabic script, as well as understanding meaning and context deeply.[20] Maharah al-Qira'ah is crucial for comprehending religious texts, particularly the Quran.[21] For non-Arab Muslim learners, the ability to read effectively enables them to access and understand the sacred verses of the Quran directly, contributing to a deeper

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[19] Mark Winston Visonà and Luke Plonsky, "Arabic as a Heritage Language: A Scoping Review," *International Journal of Bilingualism* 24, no. 4 (2020): 599-615.

[20] Mustapha Qureshi et al., "Scale For Measuring Arabic Speaking Skills In Early Children's Education," *Journal International of Lingua and Technology* 1, no. 2 (2022):114-130.

[21] Manshur Fadlil Munawwar, "Typical Literary Works of Pesantren on Righteousness Teaching within Cultural Transformation," *Journal of Social Studies Education Research* 11, no. 4 (2020): 114-148.

understanding of faith and religious values.[22] Additionally, maharah al-Qira'ah aids learners in understanding Arabic literary texts. Proficient reading skills allow them to enjoy and appreciate the works of great Arab writers, exploring the richness of the Arab literary and intellectual heritage.

In the context of education, the skill of al-Qira'ah, or reading, is highly relevant. Non-Arab learners can access scholarly and academic sources in the Arabic language, extracting knowledge from original works and keeping abreast of scientific developments and research in the Arab world.[23] Additionally, al-Qira'ah proficiency provides advantages in everyday communication. Learners can read and comprehend instructions, general information, or daily news in the Arabic language, enhancing their communicative abilities in various daily life situations [24]. Furthermore, al-Qira'ah skills help expand vocabulary and enhance understanding of Arabic grammar. By reading various types of texts, learners can enrich their vocabulary and grasp sentence structures and grammar rules more effectively. The learning of al-Qira'ah involves mastering effective reading techniques, not only improving reading speed but also enhancing comprehension. A profound understanding of context, meaning, and the author's intent can be achieved through well-trained reading skills.

Al-Qira'ah proficiency supports the development of cognitive abilities, such as critical, analytical, and evaluative thinking. Faced with diverse texts, learners are challenged with problem-solving and decision-making that require careful thought. Overall, al-Qira'ah skills play an integral role in the Arabic language learning process for non-native speakers. Proficient reading abilities not only open doors to a deeper understanding of Arab culture and language but also provide learners with access to knowledge, enriching their overall learning experience. Here are some reading strategies that can be applied for non-Arab speakers.

1. **Direct Memory Strategy**

Direct Memory Strategy in Arabic reading skills for non-native learners involves efforts to remember and store information directly from the text. This strategy encompasses ways to enhance memory capacity and information retention so that learners can more effectively comprehend and remember the read material. One common direct memory strategy is repetition. Learners read the text repeatedly to help strengthen the recall of key words and phrases. Repetition can be done by rereading the entire text or focusing on specific sections considered

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[22] Essam Ayyad, "Re-Evaluating Early Memorization of the Qurʾān in Medieval Muslim Cultures," *Religions* 13, no. 2 (2022): 1-19.

[23] Hani'atul Khoiroh, Uril Bahruddin, and Umi Mahmudah, "Taṭwīr Al-Namużaj Li Ta'līm Mahārah Al-Qirāah 'ala Asās Mahārāt Al-Tafkīr Al-'Ulya Wa Al-Ma'rifah 'An Al-Muḥtawa Wa Al-Ta'Līm Wa Al-Tiknūlūjiya," *Alsinatuna* 8, no. 2 (2023): 221-240.

[24] Ali H. Al-Bulushi and Ali S. Al-Issa, "Playing with the Language: Investigating the Role of Communicative Games in an Arab Language Teaching System," *International Journal of Instruction* 10, no. 2 (2017): 179-198.

challenging or important [25]. Additionally, the use of marking techniques is also included in direct memory strategy. This involves visual markers, such as underlining or highlighting key words, to guide the learner's attention to important elements in the text. Such marking can facilitate review and aid in recalling information

The importance of direct memory strategy lies in its ability to assist learners in overcoming challenges that may arise in understanding and remembering Arabic vocabulary, sentence structures, and language concepts. By using this strategy, learners can enhance information retention and their ability to comprehend texts comprehensively. Direct memory strategy helps learners remember and store information from the texts they read. By employing repetition and marking techniques, learners can improve their ability to absorb Arabic vocabulary, sentence structures, and language concepts. Applying direct memory strategy allows learners to focus on key points in the text, aiding them in understanding the context and meaning contained in the text more deeply. This improved understanding is crucial in mastering the Arabic language.

Arabic has a rich and complex vocabulary. Direct memory strategy helps learners face the challenge of remembering new vocabulary more effectively. Repetition of words and the use of marking techniques help strengthen mental connections to the meaning and usage of the vocabulary. Direct memory strategy also plays a role in the maintenance or revision process. Learners can easily revisit texts they have read before, using marking and repetition to review and enhance their understanding of the material. Direct memory strategy can be tailored to individual learning styles. Learners can choose techniques that best suit their preferences, such as repetition through rereading or using visual markings, which can enhance the flexibility and effectiveness of the strategy. By understanding and implementing direct memory strategy, non-native Arabic learners can expedite their learning process, improve language comprehension, and become more skilled readers in the context of the Arabic language.
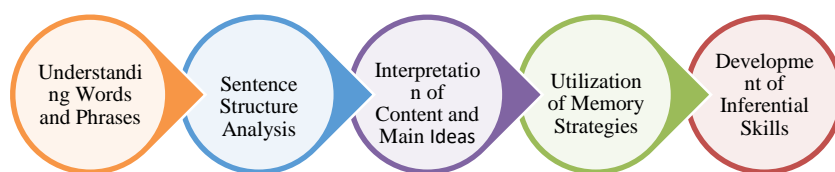
2. Direct Cognitive Strategy

Direct Cognitive Strategy is a reading skill approach that focuses on the direct use of cognitive processes to understand and process information from the text. In the context of learning Arabic for non-native speakers, direct cognitive strategy involves conscious efforts to activate cognitive functions, such as comprehension, analysis, and evaluation, to enhance text understanding [26]. Direct Cognitive Strategy encompasses understanding words and phrases.

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[25] Suhaila Albazi and Nadia Shukri, "Evaluating the Effect of Metacognitive Strategy Training on Reading Comprehension of Female Students at KAU," *International Journal of Applied Linguistics and English Literature* 5, no. 3 (2016): 172-183.

[26] Nurhidayati et al., "Learning Strategy Patterns in Developing Skills for Listening of Arabic Speech," *KnE Social Sciences* (2020): 223-236.

Learners use this strategy to comprehend the meaning of each word and phrase in the text. This involves problem-solving and contextual interpretation, helping learners detail the significance of words that may be unfamiliar to them. Direct Cognitive Strategy involves the analysis of sentence structures. Learners learn to identify and understand sentence structures in Arabic, including the relationships between subjects, predicates, and objects. This syntactic analysis supports the overall understanding of the text [27]. Furthermore, Direct Cognitive Strategy incorporates content interpretation and main idea identification [28]. Learners use this strategy to pinpoint main ideas and crucial information in the text, helping them construct a coherent overview of the reading content. Direct cognitive strategy also involves the use of memory strategies to remember and record information. Learners use repetition and mental organization techniques to enhance their memory of the material, facilitating the maintenance and revision process.

Figure 1. Steps of Direct Cognitive Strategy

The picture above details the steps of Direct Cognitive Strategy involving understanding words, sentence structure analysis, interpretation of content, utilization of memory strategies, and development of inferential skills. Each step is designed to enhance reading skills and comprehension of Arabic texts, particularly for non-native learners. The importance of Direct Cognitive Strategy lies in its ability to enhance reading skills and comprehension of Arabic texts for non-native learners. By focusing on activating direct cognitive processes, direct cognitive strategy provides a foundation for learners to understand sentence structures, word meanings, and language concepts more deeply. This accelerates the process of text comprehension and establishes a solid basis for the development of higher-level reading skills. The implementation of direct cognitive strategy also supports the development of critical and analytical thinking skills. Learners are encouraged to actively analyze and interpret information, enabling them to make inferences and connections between various parts of the text. Thus, direct cognitive strategy not only improves reading abilities but also cultivates reflective thinking skills essential

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[27] Sovinaz and Achmad Tito Rusady, "Uncovering Arabic Language Errors in Conversational Context: An Analysis of Derivation and Inflection Aspects," *Alsinatuna* 8, no. 2 (2023): 172-186.

[28] Jacquelyn F. Gamino et al., "Effects of Higher-Order Cognitive Strategy Training on Gist-Reasoning and Fact-Learning in Adolescents," *Frontiers in Psychology* 1 (2010): 188-203.

for a deeper understanding of texts. In the context of learning the Arabic language, the application of direct cognitive strategy becomes crucial for achieving comprehensive understanding and effective reading skills.

3. **Direct Compensation Strategy**

The Direct Compensation Strategy in the context of reading skills (*maharah qira'ah*) is an approach that involves learners' efforts to overcome obstacles or difficulties in reading by directly implementing specific strategies. This approach enables learners to address their reading challenges proactively by employing targeted techniques that directly tackle the issues they encounter. The Direct Cognitive Strategy is particularly crucial for non-native Arabic learners, as it helps them overcome specific linguistic and cognitive challenges, thereby enhancing their overall reading skills and comprehension in Arabic. By utilizing these strategies, learners can effectively navigate the complexities of Arabic text, improving both their fluency and accuracy in reading . This approach not only aids in decoding text but also in understanding context and meaning, which are essential for mastering maharah qira'ah. Therefore, integrating Direct Compensation and Cognitive Strategies is vital in the curriculum for non-native Arabic learners to facilitate their language acquisition process and boost their confidence in reading Arabic.

Table 1. Direct Compensation Strategy

Dictionary or Reference	Utilization of Context in Sentences	Understanding Punctuation and Sentence	Skimming and Scanning	Read aloud or use audio media
Identify unfamiliar words Refer to a dictionary to understand the meaning of the word Apply the context of usage in a sentence	Utilize surrounding words as clues Find additional information in the sentence Develop contextual understanding	Recognize punctuation and its functions in sentences identify sentence structure for overall understanding	Use skimming techniques for an overview Apply scanning to find specific information Quick and selective reading	Reading aloud provides additional comprehension Use audio media to listen to the text Strengthen listening skills and contextual understanding

Direct Compensation Strategy involves the use of dictionaries or references to understand the meaning of unfamiliar words. When learners encounter unfamiliar words, they can directly refer to a dictionary to find the meaning and context of usage in a sentence. This strategy accelerates comprehension and addresses vocabulary barriers. The use of context within a

sentence becomes an effective direct compensation strategy. Learners can utilize words around them or additional information in the sentence to gain a deeper understanding of the meaning of confusing words or phrases. This helps improve overall text comprehension [29]. Furthermore, the use of punctuation and sentence structure is the focus of Direct Compensation Strategy. Learners are taught to recognize punctuation and sentence structures that support comprehension. Identifying sentence structures helps learners understand the relationships between words in a sentence and the overall text [30]. Learners can employ skimming and scanning strategies to quickly gather information. Skimming helps them get an overview of the text, while scanning is used to find specific information. Both are Direct Cognitive Strategy methods that support quick and selective comprehension. Learners may try reading aloud or utilizing audio media to enhance comprehension. This approach incorporates auditory aspects into reading comprehension, helping learners strengthen listening skills and contextual understanding [31]. By implementing the Direct Compensation Strategy, learners of maharah qira'ah can overcome obstacles more effectively and enhance their reading skills in the Arabic language.

4. The Indirect Cognitive Strategy

The Indirect Cognitive Strategy is an approach in developing reading skills that involves more complex and indirect mental processes. In the context of the Arabic language's maharah qira'ah (reading skill), the Indirect Cognitive Strategy includes methods that are not directly related to understanding individual words or sentences but rather emphasizes overall text comprehension and the development of deep cognitive strategies [32]. The Indirect Cognitive Strategy may involve the use of previewing or predicting before reading a text. Learners can read titles, subtitles, or look at pictures to form expectations about the content of the text before reading it thoroughly. This helps activate prior knowledge and build a chain of associations to facilitate understanding. Furthermore, learners can apply the questioning strategy. This involves learners formulating questions to be answered through reading the text. These questions guide comprehension and help learners stay focused on the reading goals [33].

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[29] Samir Al-Rimawi and Amaal Al Masri, "The Level of Reading Comprehension Skills of Students with Learning Disabilities in Jordan," *Journal of Educational and Social Research* 12, no. 1 (2022): 1-19.

[30] Suci Ambarwati, "Solving the Difficulties of Reading Comprehension Through Metacognitive Strategy," *English Education Journal* (2019): 1-9.

[31] Jalil Fathi and Mohsen Shirazizadeh, "The Effects of a Second Language Reading Strategy Instruction on Iranian EFL Learners' Reading Comprehension and Reading Anxiety," *Language Related Research* 13, no. 1 (2020): 267-295.

[32] Costley, "Using Cognitive Strategies Overcomes Cognitive Load," 215-228.

[33] Norimah Mohamad Yunus and Kuldip Kaur a/p Maktiar Singh, "The Use of Indirect Strategies in Speaking: Scanning the MDAB Students," *Procedia - Social and Behavioral Sciences* 13 (2014): 204-214.

Figure 2. Indirect Cognitive Strategy
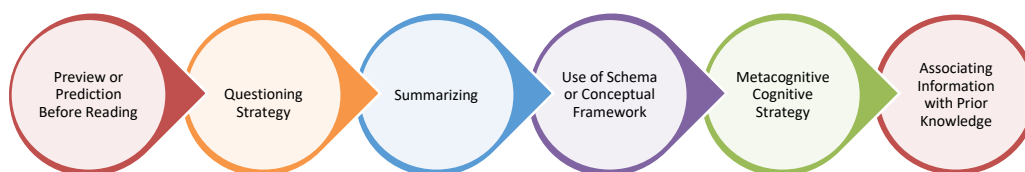
Summarizing is also an important aspect of the Indirect Cognitive Strategy. After reading a specific part of the text, learners are asked to summarize the understood information. This helps process and record information better and build an understanding of the entire text.[34] The use of schema or conceptual frameworks is another aspect of the Indirect Cognitive Strategy. Learners can create a mental representation or conceptual diagram to help visualize relationships between ideas or information in the text. This helps build a strong understanding structure.[35] Additionally, learners can develop inferential skills by identifying implications and implied meanings in the text. This involves the ability to read between the lines and extract information not explicitly presented in the text.

The Indirect Cognitive Strategy also includes the use of metacognitive cognitive strategies.[36] Learners are taught to monitor and regulate their understanding during reading. This includes identifying difficulties, revising reading strategies, and being aware of changes in understanding during the reading process. Finally, the strategy of associating information with prior knowledge is a crucial aspect of the Indirect Cognitive Strategy. Learners are encouraged to make connections between information in the text and their previous knowledge or personal experiences. This helps deepen understanding and make learning more relevant.[37] By implementing Indirect Cognitive Strategies, learners can develop holistic and in-depth reading skills. Indirect Cognitive Strategies help learners not only understand the text at a surface level but also build a profound understanding of the content and overall structure of the text.

5. **Indirect Affective Strategy**

Indirect Affective Strategy is an approach in the development of qira'ah (reading skills) that emphasizes the management of learners' emotional aspects. The goal of Indirect Affective Strategy is to create a learning environment that supports learners' success and enhances their motivation and confidence in reading. In the context of this, "Emotional" Indirect Affective

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[34] Feng Kuei Chiang, Joni D. Wallis, and Erin L. Rich, "Cognitive Strategies Shift Information from Single Neurons to Populations in Prefrontal Cortex," *Neuron* (2022): 566-568.

[35] Lamb & Lerner, *Handbook of Child Psychology and Developmental Science* (Wiley, 2015), 325.

[36] Lijia Lin et al., "Information and Communication Technology Engagement and Digital Reading: How Meta-Cognitive Strategies Impact Their Relationship," *British Journal of Educational Technology* 55, no. 1 (2024): 277-296.

[37] Lin, "Information and Communication Technology Engagement," 277-296.

Strategy includes an approach that focuses on managing learners' emotions and building a positive learning atmosphere [38].

In Indirect Affective Strategy, learners are encouraged to increase self-awareness regarding their emotions while reading. This involves recognizing and understanding their emotional reactions to specific texts. By being aware of the emotions that arise, learners can manage them more effectively. Furthermore, learners engage in self-reflection regarding the influence of emotions on their reading skills. This strategy helps them identify factors that can trigger specific emotional reactions and find solutions to cope with or manage these emotions [39]

Figure 3. Indirect Affective Strategy
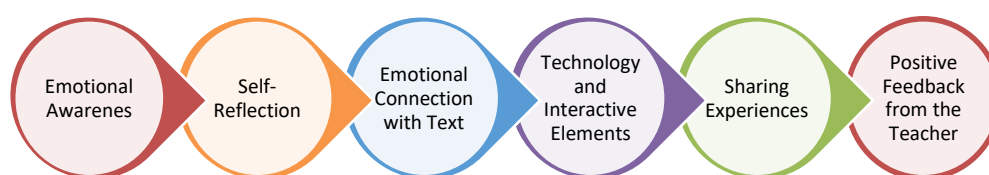
"Emotional" Indirect Affective Strategy also involves creating a supportive learning environment [40]. Teachers can establish a positive and inclusive atmosphere in the classroom, motivate learners by providing rewards, and design emotionally engaging activities. This can enhance learners' interest and enthusiasm for reading. Additionally, learners are encouraged to find emotional connections with the texts they read. This involves identifying elements in the text that can trigger positive emotional responses, such as a sense of engagement, empathy, or admiration. Emotional connections can enhance interest and understanding of the text. The use of technology can also be part of "Emotional" Indirect Affective Strategy. Learners can use digital platforms or applications that utilize visual, auditory, or interactive elements to create a more enjoyable reading experience and evoke positive emotions. Furthermore, learners can be given the opportunity to share their reading experiences with classmates or small groups. Discussions about emotional reactions to texts can enrich the reading experience and build a supportive learning community. Finally, teachers can provide constructive feedback related to the emotional aspects of reading learning. This involves offering positive support, praising achievements, and providing guidance on managing emotions that may arise during the reading process.

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[38] S. Wijirahayu and P. Dorand, "Affective Strategies, Attitudes, and a Model of Speaking Performance Development for Engineering Students," *Journal of Physics: Conference Series* 948, no. 1 (2018): 1-10.

[39] Garita and Sánchez, "Indirect Learning Strategies in University," 7.

[40] K Harper and D Temkin, "Responding to Trauma through Policies That Create Supportive Learning Environments," *Child Trends* (2019): 1-14.

6. Social Indirect Strategy

Social Indirect Strategy in the context of reading skills includes aspects involving social interaction and the learning environment. Unlike direct social strategies that emphasize direct cooperation among individuals, indirect social strategies focus more on the overall social environment's influence on reading learning. Here is an explanation in five paragraphs regarding the Social Indirect Strategy [41]. The indirect social strategy involves creating a supportive and motivating learning environment. Teachers can design a positive classroom atmosphere, promote togetherness, and provide support to students. Consequently, learners feel comfortable and motivated to develop their reading skills. Emphasizing a reading culture in society is also part of the indirect social strategy. By promoting reading habits in the community, both through school and extracurricular activities, learners can engage in a social context that supports the development of reading skills. This creates positive norms related to reading in society.

Figure 4. Social Indirect Strategy

Utilizing social resources such as libraries, book clubs, and community literacy events can be part of the indirect social strategy. Learners can participate in extracurricular activities that support the development of their reading skills. Interaction with peers and other readers can stimulate interest and motivation for reading. Empowering students to become reading mentors for classmates or community members is an effective indirect social strategy. By taking on the mentor role, learners not only enhance their own reading skills but also contribute to developing the reading skills of others. Support from family and the home environment is also an integral part of the indirect social strategy. Promoting a reading culture at home, encouraging parents to participate in reading activities with their children, and creating a conducive learning space at home can reinforce the positive impact of the indirect social strategy. Overall, indirect social strategies bring a social dimension to reading instruction, involving various factors beyond direct individual interactions. By creating a supportive environment, promoting reading habits in society, and leveraging social resources, this strategy focuses on building a positive social foundation for the development of learners' reading skills.

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[41] Heriyanti Tahang et al., "Language Learning Strategies Employed by Successfull Students in Developing English-Speaking Performance," *Qalam : Jurnal Ilmu Kependidikan* 7, no. 1 (2019): 56-65.

Table 2. Differences Between Reading Strategies

Focus of Strategy	Main Characteristics	Example Implementation
Direct Memory Strategy	▪ Emphasizes direct memorization of words and information ▪ Involves understanding and memorizing the text	▪ Repeating key words repeatedly ▪ Taking notes while readingTable 1.
Direct Cognitive Strategy	▪ Focuses on direct cognitive processing ▪ Involves direct understanding, analysis, and evaluation	▪ Identifying main ideas and details in the text ▪ Applying comprehension techniques like mind mapping ▪ Using a dictionary or reference sources while reading
Direct Compensation Strategy	▪ Used to overcome obstacles or difficulties ▪ Involves actions directly addressing challenges	▪ Adjusting reading speed
Indirect Cognitive Strategy	▪ Emphasizes an indirect cognitive approach ▪ Involves in-depth understanding of concepts	▪ Thinking abstractly about ideas in the text ▪ Reflecting on the meaning of the text
Indirect "Emotional" Affective Strategy	▪ Focuses on the influence of emotions on reading ▪ Involves emotional responses to the text	▪ Building emotional connections with characters in the story ▪ Reflecting on feelings about the text
Indirect Social Strategy	▪ Refers to indirect social interactions ▪ Involves the influence of the social environment on learning	▪ Participating in book clubs or discussion groups ▪ Sharing reading experiences with peers

Effectiveness of Reading Skills for Non-Native Learners

Direct Memory Strategy, as one of the key focuses in Arabic reading skills, demonstrates its effectiveness through an approach that emphasizes the direct recall of information. This method involves making close connections between learning key words, phrases, and concepts in Arabic, contributing to memory enhancement. By repeating frequently used words and phrases, learners can strengthen their retention of vocabulary and language structures, aiding in the process of understanding and interpreting texts. The importance of the Direct Memory Strategy is evident in its ability to assist learners in overcoming memory challenges often experienced by non-native speakers. In the context of Arabic, which has unique structures and vocabulary compared to other languages, learners often face a large and complex vocabulary. Utilizing repetition methods and memory techniques such as flashcards, word grouping, or creating vocabulary lists systematically

helps learners build their memory foundation and enhance their understanding of Arabic reading materials [42]

In application, learners can take notes or create lists of important vocabulary from the texts they read. The use of digital applications or flashcards can also be an effective tool in implementing the Direct Memory Strategy. With consistency and dedication in applying this strategy, learners can improve their memory of Arabic vocabulary and contextual understanding, supporting the overall development of their reading skills. The Direct Cognitive Strategy proves its effectiveness in enhancing Arabic reading skills for non-native learners. This approach focuses on direct comprehension of meaning and sentence structures in texts. By using this strategy, learners are actively engaged in the reading process by applying direct thinking to the encountered information.

The Direct Cognitive Strategy involves activities such as detailing word meanings, extracting main information, and understanding sentence structures. Learners are encouraged to read more carefully, focus on key words, and analyze grammatical structures. Thus, this strategy helps learners decipher Arabic texts more efficiently, supporting comprehensive meaning understanding and enriching their vocabulary. Awareness and application of the Direct Cognitive Strategy are key to the success of learners in facing the complexity of Arabic language and accelerating their adaptation to various texts encountered [43]

The Direct Compensation Strategy proves effective as an approach that helps non-native Arabic learners overcome obstacles and difficulties in reading. This approach emphasizes the use of replacement or compensatory strategies when learners encounter unfamiliar or challenging words or phrases. In the context of reading Arabic, learners often face unfamiliar vocabulary or complex sentence structures, and the Direct Compensation Strategy provides a way to tackle these challenges. Learners can apply the Direct Compensation Strategy by seeking the meaning of unknown words through context, using root words or affixes, or detailing the meaning of the word by referring to other resources such as dictionaries. The use of this strategy helps learners not to be stopped by difficult words but to continue reading with a better understanding. By engaging direct thinking with words that pose obstacles, the Direct Compensation Strategy becomes an effective tool in gradually and progressively building the Arabic reading skills of non-native learners.

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[42] Izdihar Yunis and Basma Dajani, "Acquiring Reading and Writing Skills among Beginner Learners of Arabic Language, An Applied Analytical Study of the First and Second Books of the University of Jordan's Arabic Curriculum for Non-Native Speakers," *Dirasat: Human and Social Sciences* 29, no. 5 (2022): 275-286; Nizar Qpilat and Wael Salam, "Literary Contexts for Teaching Non-Arabic Learners," *International Journal of Humanities Education* 21, no. 2 (2023): 75-89.

[43] S. Khaldieh, "An Investigation into Reader-Text Interaction : Native, Proficient, and Less Proficient Non-Native Readers of Arabic," *Al-Arabiyya* 32 (1999): 117-156.

The Indirect Cognitive Strategy proves its effectiveness as a profound approach to enhance the reading comprehension of non-native Arabic learners. This approach focuses on a comprehensive understanding of cognitive processes, involving deep thinking and consideration of language structure, contextual meaning, and interrelationships between ideas. The Indirect Cognitive Strategy includes activities such as hypothesizing meanings, predicting text developments, and reflecting responsively on the content read [44].

Engaging learners in high-level thinking activities, the Indirect Cognitive Strategy helps them develop analytical, synthesis, and evaluation skills for Arabic texts. Learners are not only encouraged to understand literal meanings but also to delve into deeper meanings, making the reading process a complex and dimensional thinking experience. By stimulating holistic cognitive processes, the Indirect Cognitive Strategy creates a strong foundation for contextual understanding and deep analytical skills, assisting learners in overcoming challenges posed by complex and abstract Arabic texts.

The Indirect Affective "Emotional" Strategy proves its effectiveness by addressing the emotional and motivational aspects of non-native Arabic learners. This approach emphasizes the importance of building positive emotional connections to learning Arabic to enhance motivation and interest in learning. The strategy involves activities such as reading texts that evoke emotional responses, exploring relevant and interesting themes, and providing space for expression and discussion of feelings related to reading materials. Incorporating emotional aspects into Arabic language learning has a positive impact on engagement and information retention. The Indirect Affective "Emotional" Strategy creates a supportive learning environment, motivating learners to be more committed and building confidence in facing Arabic texts. By stimulating positive emotions, learners can feel more connected to the reading material, reduce anxiety, and create a more memorable reading experience. Thus, the Indirect Affective "Emotional" Strategy becomes an effective tool for creating a enjoyable learning atmosphere and building a solid foundation for progress in the qira'ah (reading skills) of non-native Arabic learners [45].

The Indirect Social Strategy proves its effectiveness by emphasizing social interaction as an integral part of Arabic reading learning for non-native learners. This approach encourages learners to engage in collaborative activities, such as reading together, group discussions, or sharing understanding with fellow learners. By incorporating a social dimension into reading learning, the

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[44] Jamie Costley, "Using Cognitive Strategies Overcomes Cognitive Load," 215-228.

[45] Felli and Kentaoui,"The Role of Smart Applications in Serving Self-Learning and Developing Arabic Language Skills for Non-Native Speakers (A Field Study on Sample of Non-Arabic Speakers in the State of Tamanrasset in South of Algeria)," *Rimak International Journal of Humanities and Social Sciences* 5, no. 3 (2023): 435-457.

Indirect Social Strategy helps create a learning environment that supports the exchange of ideas, enhances active engagement, and builds social skills necessary for understanding Arabic texts. Engaging learners in the social aspects of Arabic language learning also helps motivate them through peer support and shared understanding. The Indirect Social Strategy provides opportunities for learners to give feedback, motivate each other, and assist each other in overcoming reading challenges. By creating an open and supportive learning community, the Indirect Social Strategy helps shape a positive attitude towards reading, stimulates collaborative learning, and enhances the reading abilities of non-native Arabic learners effectively. Thus, this approach becomes an effective tool for improving the qira'ah (reading skills) among non-native Arabic learners.

CONCLUSION

The Direct Memory Strategy stands out as a valuable focus in Arabic reading skills, showcasing its effectiveness in enhancing memory and understanding. By emphasizing the direct recall of information and establishing close connections between key Arabic words and concepts, learners can strengthen their vocabulary retention through repetition and memory-enhancing techniques. This strategy proves crucial in overcoming the challenges faced by non-native speakers, particularly in dealing with the unique structures and vast vocabulary of the Arabic language. Through consistent application and the use of tools like digital applications or flashcards, learners can systematically build their memory foundation, thereby supporting the overall development of their Arabic reading skills.

Similarly, the Direct Cognitive, Compensation, Indirect Cognitive, Affective "Emotional," and Social Strategies each contribute significantly to the enhancement of Arabic reading skills for non-native learners. The Direct Cognitive Strategy engages learners in active comprehension, the Compensation Strategy aids in overcoming reading obstacles, the Indirect Cognitive Strategy fosters deep analytical skills, the Affective "Emotional" Strategy builds positive emotional connections, and the Social Strategy emphasizes collaborative learning. Collectively, these strategies offer diverse approaches to address the multifaceted challenges of reading Arabic texts, making them effective tools for non-native learners seeking progress and proficiency in qira'ah (reading skills).

Although research on "Unleashing the Power of Reading: Effective Strategies for Non-Native Arabic Language Learners" is still limited, there are many perspectives that can be explored to deepen understanding and develop more effective learning strategies. One area that needs further attention is the integration of technology to enhance Arabic language reading skills. Further

research can explore the use of Arabic language learning apps, interactive digital platforms, or the use of artificial intelligence to provide more engaging and effective reading experiences for learners

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