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IMPROVING STUDENTS' ABILITY TO PRONOUNCE ARABIC SOUNDS THROUGH A GRADUAL QUR'AN RECITATION PROGRAM

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Abstract

This study focuses on the problems in pronouncing Arabic letters and reading Arabic texts encountered by Arabic students at the Department of Arabic language who graduated from public secondary schools. To address these issues, researchers experimented with the simulation approach utilizing a gradual recitation program of the Qur'an from easy to complex, rarely heard, and listening to well-known verses. This research aimed to identify the simulation in the gradual Qur'an recitation program suitable for promoting the ability to articulate Arabic sounds for third-year students using Classroom Action Research (CAR). Kurt Lewin proposed the research design with planning, action, observation, and reflection procedures. The researchers completed the simulation procedure by listening to multiple repetitions of well-known verses utilizing a gradual Qur'an recitation program. The findings of this study were that the method in the present study, in which the researchers use Qur'an recitation with a simple rhythm and design the familiar verses, is appropriate to improve the students' ability to pronounce sounds.

Keywords: *Simulation method, Qur'an recitation program, Arabic sounds pronunciation.*

Abstrak

Permasalahan dalam penelitian ini adalah kesulitan dalam melafalkan huruf abjad dan membaca teks bahasa yang dialami oleh mahasiswa Bahasa Arab pada Jurusan Bahasa Arab lulusan Sekolah Menengah Umum. Untuk mengatasi permasalahan tersebut, peneliti bereksperimen dengan metode simulasi menggunakan program pembacaan Al

Qur'an secara bertahap dari yang sederhana hingga yang kompleks, jarang terdengar, dan mendengarkan surah yang terkenal. Tujuan dari penelitian ini adalah untuk mengidentifikasi simulasi dalam program pembacaan AlQur'an bertahap yang cocok untuk peningkatan kemampuan mengartikulasikan bunyi bahasa Arab untuk siswa tahun ketiga menggunakan penelitian tindakan kelas. Penelitian ini dirancang oleh Kurt Lewin dengan prosedur yang terdiri dari perencanaan, tindakan, observasi dan refleksi. Peneliti menyimpulkan metode simulasi menggunakan program pembacaan Al Qur'an sederhana dengan ayat-ayat terkenal, mendengarkan beberapa pengulangan melalui beberapa langkah. Hasil penelitiannya berupa peningkatan kemampuan pengucapan bunyi huruf dengan metode al muhaakat atau peniruan dengan tartil Qur'an ayat yang masyhur dengan irama atau kecepatan yang sedang.

Kata kunci: *Metode simulasi, program pembacaan Qur'an, pengucapan suara bahasa Arab*

INTRODUCTION

The Arabic language is one of the languages of the world that has witnessed the social development of society and science, and it is an international language used in printed sources¹. It is a language that Muslims understand because the Qur'an is a holy book written in Arabic. Therefore, a Muslim must be able to learn the Arabic language well in order to be able to understand the contents and messages of the Qur'an and the sources of Islamic law in Arabic. In doing so, Arabic teachers are obligated to educate the students as much as possible. One of the efforts that teachers can offer to their students is to teach them to read the letters in the Qur'an, as reading is a form of student intelligence which is an essential capital for them to acquire knowledge later.²

Proficiency in reading and defining the alphabet is very important in developing aspects of Arabic language skills. Because when the students learn the language, they progress through three stages. They are the stage of listening, imitation, and then conversation. They are able to speak before reading and writing.³ Considering that some people who take the Arabic language major, belong to different schools, such as *Al-Asriyah Institute*, *Al-Salafi Institute*, and *Masry Al-Aya*, their abilities are also different. For instance, some of them found problems in listening to Arabic sounds and repeating Arabic letters or words.

Therefore, there is no doubt that teaching sounds are essential in any program for teaching foreign languages since sounds are the main component of any language. It is not possible to imagine a program or book to teach a language without training in sounds in its large part. Problems with the

¹ Muhammad Arif Mustofa, "Interferensi Bahasa Indonesia Terhadap Bahasa Arab," *Jurnal An-Nabighoh* 20 (2018):14.

² Mustofina, "Peningkatan Kemampuan Mengenal Huruf Hijaiyyah Melalui Media Kartu Mata Pelajaran Al-Qur'an Dan Hadits Siswa Kelas IB MI Nyatnyono 02 Ungaran Barat Tahun Pelajaran 2015/2016" (UIN Walisongo, 2016), 13, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=m.mustofina+peningkatan+kemampuan+mengenal+huruf+hijaiyyah+melalui+media+kartu+mata+&btnG=#d=gs_qabs&u=%23p%3DF6HBdQ4ETEAJ.

³ Abdul Hamid, "Teknik Pengajaran Bunyi Bahasa Arab," *Jurnal Al-Bayan* 5 (2013): 1.

pronunciation of Arabic sounds, especially for similar sounds and sounds that have no equivalent in Indonesia, appeared due to the weakness of students in listening and re-pronouncing the letters correctly. This is for reasons including the speed of the speaker in speaking so that it is difficult for the addressee to understand the letters in the spoken sentence.⁴ Despite the importance that sounds occupy in teaching foreign languages, many teachers of Arabic for speakers of other languages lack the correct method of teaching them, and many books teaching this language does not give this matter the attention it deserves, whether in planning or in the way it is taught.⁵ These problems will be serious for students of the Department of Teaching Arabic, and they should study Arabic easily without obstacles.

Researchers of this paper observed the process of teaching Arabic in a Language Center and the results of the students' documents in the Arabic language education department. The researchers discovered that most Arabic language education department students who graduated from non-Islamic secondary schools have a weak ability to listen to Arabic sounds and re-pronounce them correctly. Then the researchers interviewed the third-semester students who had completed the language study at the Language Center. It was found that some of the students found it difficult to recognize sounds and pronounce the alphabet and were even wrong when re-reading Arabic texts. If in the first stage of teaching the Arabic language, students already find these problems and then do not adjust them quickly, they will face difficulty when pursuing subsequent education in teaching the speaking skill especially. Further, they will find difficulty in pronouncing the letters properly, especially among the Arabic Language Teaching Department students as teacher candidates. What will happen to their students if the teacher candidates mispronounce the word?

Based on the presented problems, the researchers concluded that the students need to develop old techniques so that the third-semester students are trained to pronounce sounds by returning the alphabet from an easy to a difficult one. To overcome this problem, the researchers listened to gradual Arabic sounds from familiar and unfamiliar verses of the Qur'an, using a reading model with a slow and simple rhythm.

The researchers chose the verse of the Qur'an without a subject from the Arabic language book or the heritage book because it is a way that the students used to hear so that it would be easy for them to imitate it. As for the unfamiliar verses of the Qur'an, they are taught as an example of good and correct reading. Researchers present a special method for students who can pronounce sounds

⁴ Abbas, "Kendala-Kendala Pembelajaran Bahasa Arab Pada Prodi PAI Jurusan Tarbiyah STAIN Malikussaleh," *Jurnal Pencerahan Intelektual Muslim* 15 (2016): 98-99.

⁵ Rusydi Ahmad Thu'aimah, *Dalil 'Amal Fi I'Daad al-Mawaad at-Ta'liimiyyah* (Makkah al-Mukarramah, 1975), 175.

and low recitation from the result of the Qur'an reading ability test. All of them graduated from non-Islamic secondary schools. Researchers used the simulation method of the Qur'an recitation program gradually in rhythm, simplicity, or speed to improve the pronunciation of sounds for students in the third semester at the Department of Arabic Language Teaching at Antasari University Banjarmasin. This is in order to derive an appropriate method with students' characteristics.

The scholars concerned with language study are trying to determine what "sound" means. Among the ancients is Ibn Sina, who defined the sound - as transmitted by Manaf Mahdi Muhammad - as "the ripple of the air and pushing it with force and speed from any cause." As for the modernists, Ibrahim Anis defined sound as "a natural phenomenon whose effect we perceive without realizing its essence."⁶

Teaching sounds has four educational principles. The principle of Instructional Phonology is everything in phonemic education and is useful for creating a comprehensively descriptive language skill. Those principles are listening skills, speaking skills, reading skills, and writing skills. Depending on the listening skill from some groups, the most important skill is, if this skill is mastered, students will be proficient in several vocabularies, understanding grammar, and appropriate pronunciation.⁷

In teaching sounds, there are three types of education, each representing a major goal of teaching Arabic sounds to speakers of other languages. These three types are standard education, productive education, and descriptive education.

The first type aims to study the phonemic skills acquired by the students in their mother language, which differs from the Arabic sounds in many or few. This type works to correct these skills and reduce the forms of overlap between them as much as possible, and the new vocal skills students must acquire to communicate in Arabic. The goal here, then, is to correct the forms of vocal performance that the students acquired from their mother language and to reduce the forms of interference between two vocal systems, one of which is already present in the students and the second that they should have. The second type aims to acquire new patterns of the taught language (Arabic) and train him to pronounce sounds unparalleled in the phonemic system of the student's mother tongue. The goal here, then, is not to correct the linguistic patterns of the student and to eliminate the forms of interference between two sound systems but to acquire new phonetic skills in a sound system the students have no acquaintance with. Finally, the third type aims to provide the students with information about the characteristics of the Arabic language and the features of its phonemic system.

⁶ Ad-Diin Idris Jauhar, *Ilmu Al-Ashwat Li Diraasii al-Lughah al-'Arabiyyah Min Induunisiyyin* (Sidoarjo: Maktabah "Lisan Araby, 2014), 12.

⁷ Nuril Mufidah and Imam Zainudin, "Metode Pembelajaran Al-Ashwat," *Jurnal Al-Mahara Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2018): 207-208.

This teaching method differs from the other book, and the Arabic teaching book combines it. First, they teach Arabic sounds in a book or books at the primary level, then teach students about Arabic sounds in books at the intermediate and advanced levels. This is certainly with books deviating from this phenomenon.

Looking at the primary-level books, we find a discrepancy in how Arabic sounds are taught. Some of them study sounds directly, whether by reviewing them abstractly, teaching them on the map of human vocalization, or describing them and showing the method of extracting each. This includes indirectly studying the sounds through training in the pronunciation of certain sentences and words that include the sounds to be taught and then extracting abstract from these words and sentences⁸.

The acoustic method is considered the acoustic phase of the direct method. The new emphasis of the direct method on the original language as a means of instruction in the classroom meant that correct pronunciation was an important consideration. Since the study of phonetics developed during the second half of the twentieth century, teachers have been able to use the results of this study in connection with the mechanics of sound output and connection with the new development in the phonetic system of the alphabet. In this method, the cyclical language was used in the explanation, but on condition that the newly learned language remained the dominant language in the classroom. Also, this method used the oral form and delayed the language's written form until the students became familiar with the symbols of the sounds. This method achieved great success in developing the process of good pronunciation, but it needed a strong motive that pushes the students to teach the language as it is dry and does not provoke the students' inclinations⁹.

The teacher needs to represent the way the sound is output. It is as if they stick out their tongues a little while uttering the slander or humiliation, as if they smile wide as they remove the eye. When training the student to pronounce the sound of *haa*, students are asked to whisper words that contain a sound of distraction, such as (he is here) and the more hiss is clear, the sound of distraction approaches the Arabic *haa*. It also trains the students to pronounce the Arabic *ghin* by imitating the sound produced when gurgling and pronouncing the *kha* by imitating snoring.

Education theory from Bandura is known as a learning theory. It is also known as teaching watching through (imitation) after watching something¹⁰. The purpose of the simulation method in this research is to repeat the reading that was heard before, that is, by listening to the reciter of the Qur'an and then imitating that reading with the correct pronunciation.

⁸ Ahmad Thu'aimah, *Daliil 'Amal Fi I'Daad al-Mawaad at-Ta'liimiyyah*, 178.

⁹ Mahmud Kamil an-Naaqah, *Ta'liim al-Lughah al-'Arabiyyah Li an-Naathiqiin Bi Lughaat Ukhraa* (Makkah al-Mukarramah: Jaami'ah Ummu al-Quraa, 1985), 76.

¹⁰ Annisa Siti Aisah, "Belajar Dengan Meniru Atau Keteladanan (Studi Komparatif Antara Belajar Menurut al-Qur'an Dan Teori Belajar Bandura)" (IAIN Ponorogo, 2017), 37, <http://etheses.iainponorogo.ac.id/2152/>.

This method is one of the practical and fastest ways to learn the Holy Qur'an to help students read Qur'an. The recitation method is a method of reading the Qur'an accompanied by a tuned intonation song with the rules of Tajweed. Recitation is recited slowly and reassuringly,¹¹ taking out each letter from its point of origin, giving it its due, and contemplating the meanings.

Reading slowly and reassuringly that there is no one is faster. The letters are pronounced clearly and said according to their output and description. The short length is well kept and tries to understand the contents of its meaning.¹²

Moreover, the importance of the science of chant appears in the following matters: (1) It is a way to protect the tongue from melody when performing. (2) It is a way to contemplate the meanings of the Book of God Almighty, reflect on its verses, and delve into its purposes. (3) It is a way to correct the crookedness of the tongue and to train it to pronounce in classical Arabic, and in this, there is a revival of Arabic, and it is encouraged to learn it.¹³

This method has the teaching steps as follows: (1) Directly recite the readings with intonation according to the example from the teacher. (2) Direct practice easily scattered, easy reading according to the example of the teacher. (3) Make learning on a grade easier. (4) Implementation of a complete educational system. (5) Teaching has been given frequently over training.¹⁴

METHOD

The type of this research is Classroom Action Research (CAR). Classroom action research is a teacher's research in the classroom or school to improve teaching. Kurt Lewin said that procedural design research could be: Planning and action and observation and reflection (*reflecting formation*). Those four components are cyclical¹⁵. Then the results of this observation will be the basis for the next step means reflection.

Moreover, from the results of contemplation and then collecting a modification in the form of the procedure and observation again, etcetera¹⁶. This classroom action research is done through rotation to see an increase in the results of the study and the activities of the third-semester students in following up on the recitation program of the Qur'an. The subject of this classroom action research is the third-semester students from the Department of Arabic Language Education at Antasari

¹¹ Faiz Abdul Qadir Syekh az-Zauri, *Duruus Fi Tartil Al-Qur'an al-Kariim* (Daulah Qata: Jaami'ah Damaskus, 2002), 13.

¹² Moh Wahyudi, *IlmuTajwid Plus* (Surabaya: Halim Jaya, 2007), 8-9.

¹³ Syekh Abdul al-La'li A'nuuni, *Kaifa Nartil Al-Qur'an Bi Riwaayah Warasy 'an Naafi' Min Thariiq al-Azraq*, 2004, 7-8, <https://tinyurl.com/tbzkr4z>.

¹⁴ Abdul Aziz dkk, *Pedoman Daurah Al-Qur'an Kajian IlmuTajwid Disusun Secara Aplikatif* (Jakarta Timur: Markaz Al-Qur'an, 2011), 22.

¹⁵ Yoyok Soesatyo dkk, "Pelatihan Penulisan Proposal Penelitian Tindakan Kelas (PTK) Bagi Guru Ekonomi Kabupaten Sidoarjo," *Jurnal Pemberdayaan Masyarakat Madani (JPMM)* 1 (2017): 165.

¹⁶ Suharsimi Arikunto, *Langkah Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2002), 83.

University Banjarmasin. There are 7 students, consisting of 5 female students and two male students. This research was taken from improving the Qur'an in the Language Development Center because their results are under average.

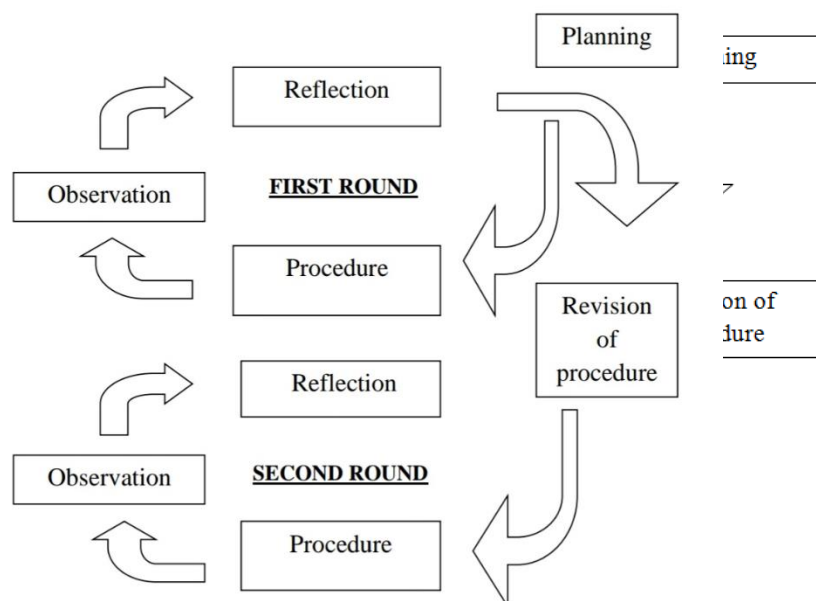


Figure 1
Procedures for classroom action research

Based on that plan, it was found that classroom action research is a method that depends on the following cycles:

Based on figure 1, it can be found that classroom action research is conducted with four steps. The first step is planning, in which the researchers develop critical process plans to improve learning processes and its outcome based on the problems faced by lecturers. The second step is action, where the plans are made before being executed, and all process components, such as media and methods, are implemented. The third step is an observation that focuses on how the students learn Arabic pronunciation with the Qur'an recitation program with help from the lecturer, Ms.N. In this step, researchers are also documenting the program on the internet. Moreover, the last one is reflection, when the researchers evaluate and analyze the results of all learning processes in implementing the Qur'an recitation program to improve students' ability to pronounce Arabic letters. The results of this step will be the reference in deciding the next cycle stage in the research.

RESULTS AND DISCUSSION

The researchers conducted classroom action research in the two cycles. Before the experiment, the researchers gave a pre-test to the third-semester students to get their previous ability to pronounce Arabic letters. Based on the test by recording a video, the researchers obtained that the seven students' ability results were below the passing grade ≤ 75 .

Table 1. Result of the pre-phase stage

No	Names	M/F	Passing Grade	Result	Remark
1.	Student 1	F	75	50	Not Passed
2.	Student 2	F	75	50	Not Passed
3.	Student 3	F	75	68	Not Passed
4.	Student 4	M	75	56	Not Passed
5.	Student 5	M	75	50	Not Passed
6.	Student 6	F	75	56	Not Passed
7.	Student 7	F	75	56	Not Passed
Sentence value					386
Average value					5,5
Percentage					0%
Notes: M : Male F : Female					

First Cycle

The first cycle is the next stage after a pre-phase stage that consists of four steps: planning, action, observation, and reflection.

Planning

The planning stage took place in steps: Setting up a group of Whatsapp in which researchers and students are included. Then submit the referendum in the google form and the calendar sheet. Thus, preparing the procedure steps to be used during the Qur'an recitation program means preparing the reciter of the Qur'an Surah (Al-Jathiya: 1-5) from Sheikh Abdullah Basfar with a simple rhythm.

Action

Action or implementation for the first cycle on Monday, December 21, 2020, at 09.00 - ended. The subject in this research was third-semester students in the Department of Teaching Arabic, which amounted to 7 students.

Observation

The researchers noticed how many times the students listened to the sent reading, how many times they re-read the Qur'an, and how many verses the Qur'an was read in this first cycle. As for the result of the data from the observation, the following is the following:

1) Student's practical observation

Table 2. The results of student's practical observation in cycle 1

No.	Names	Type of reading	Day 1		Day 2		Day 3	
			How many verse / how many times		How many verse / how many times		How many verse / how many times	
			Reading	Listening	Reading	Listening	Reading	Listening
1.	Student 1	Al-Baseet	5/3	5/5	5/10	5/8	5/10	5/7
2.	Student 2	Al-Baseet	5/7	5/9	5/9	5/9	5/10	5/12
3.	Student 3	Al-Baseet	5/2	5/2	5/5	5/10	5/5	5/10
4.	Student 4	Al-Baseet	5/2	5/4	5/3	5/3	5/3	5/3
5.	Student 5	Al-Baseet	4/3	5/3	2/3	5/3	5/2	5/2
6.	Student 6	Al-Baseet	5/1	5/1	5/2	5/2	5/2	5/1
7.	Student 7	Al-Baseet	4/2	4/2	4/1	4/1	4/2	4/2

Notes: more reading and listening : 3 students

less reading and listening : 4 students

The table confirms that all students' processes affect reading students. Three students more in listening and reading Qur'an and four less listen and read Qur'an even though the pronunciation of the sounds in this role of the students is not good. Therefore, researchers must upgrade students' processes during the Qur'an recitation program.

2) Ability results in pronunciation

Table 3. The third-semester students' pronunciation ability in cycle 1

No.	Names	M/F	Passing Grade	Result	Remark
1.	Student 1	F	75	62	Not Passed
2.	Student 2	F	75	68	Not Passed
3.	Student 3	F	75	68	Not Passed
4.	Student 4	M	75	62	Not Passed
5.	Student 5	M	75	62	Not Passed
6.	Student 6	F	75	62	Not Passed
7.	Student 7	F	75	68	Not Passed
Sentence value					452
Average value					6,4
Percentage					0%

Notes: M : Male F : Female

In this cycle 1, a result is found according to good if relative to before the turn. From the data, the researchers found a result of 6.4 who accepted it in the first cycle and a number of 5.5, so I found that role 1 increased student training by 16%.

Reflection

On the implementation of the first cycle, it was found that the ability to pronounce the sounds of the students in the recitation of the Qur'an increased. It can be seen from the average score from the pre-phase stage and after the implementation in the first cycle of the study. In the pre-phase stage, the average score was 5.5; in the first cycle of the study, the average score obtained by the students was 6.4.

Even though the scores obtained after implementing the method proposed in cycle 1 are increasing, the score stated in the action index is not achieved yet. Therefore, the second cycle should be conducted with an additional strategy. In the first round, it is revealed that the students still have difficulty listening and reading the Qur'an and pronouncing some of the alphabet. Therefore, after reflection, the researchers try to motivate the students with a video on how to pronounce the alphabets, where the students can practice listening and pronouncing the difficult letters.

Second cycle

The second cycle's method is similar to cycle 1, applying the simulation in the Qur'an recitation program with a simple rhythm but a familiar Qur'an versus plan.

Cycle 2 consists of four steps, as follows.

Planning

The students are asked to recite the Qur'an with the same method as in cycle 1. In addition, they are required to listen to the video of how to pronounce the alphabet and try to imitate it appropriately. The material used in cycle 2 is the reciter of the Qur'an Surat (Al-Zalzalah:1-8) from Sheikh Abdullah Basfar with a simple rhythm. After the video and material required for the second cycle are prepared, the action step is conducted. The second cycle is completed in three days for teaching and one day for evaluating the reading.

Action

The second cycle was implemented on Monday, December 28, 2020. The subject involved in this research was third-semester students in the Department of Teaching Arabic, which consists of 7 students.

Observation

The researchers observed the students' process of the Qur'an recitation program during the implementation of cycle 2. The data of the observation results are as follows:

- 1) Students' practical observation

Table 4. Results of cycle 2

No .	Names	Type of reading	Day 1		Day 2		Day 3	
			How many verse / how many times		How many verse / how many times		How many verse / how many times	
			Readin g	Listeni ng	Readin g	Listenin g	Readin g	Listenin g
1.	Student 1	Al-Baseet	8/5	8/7	8/3	8/6	8/5	8/8
2.	Student 2	Al-Baseet	8/5	8/5	8/11	8/11	8/10	8/10
3.	Student 3	Al-Baseet	8/5	8/7	8/3	8/6	8/5	8/8
4.	Student 4	Al-Baseet	8/3	8/3	8/3	8/3	8/7	8/7
5.	Student 5	Al-Baseet	8/2	8/2	5/2	8/2	8/6	8/5
6.	Student 6	Al-Baseet	8/1	8/2	8/2	8/2	8/3	8/3
7.	Student 7	Al-Baseet	8/2	8/2	8/2	8/2	8/3	8/3

Notes : More reading and listening : 5 students

Less reading and listening : 2 students

The table shows that the program of Qur'an recitation affects the students' reading and listening. From the result of the observation, five students are likely to have more frequency in listening and reading the Qur'an. They also learn to pronounce difficult letters in the second cycle. Besides, the students' pronunciation of sounds is increasing compared to the first cycle. Thus, it can be concluded that the results of practical observation of students in the program of reciting Qur'an with a simple rhythm and familiar Qur'an verses plan to succeed because of the relevant results with the procedure indicator.

2) Students' ability in pronounce sounds

Table 5. The third-semester students' pronunciation ability in cycle 2

No.	Names	M/F	Passing Grade	Result	Remark
1.	Student 1	F	75	81	Passed
2.	Student 2	F	75	81	Passed
3.	Student 3	F	75	93	Passed
4.	Student 4	M	75	81	Passed
5.	Student 5	M	75	81	Passed
6.	Student 6	F	75	87	Passed
7.	Student 7	F	75	87	Passed
Sentence value					591
Average value					8,4

No.	Names	M/F	Passing Grade	Result	Remark
Percentage					100%
Statement:		M : Male		F : Female	

The data showed that there were improved results in the Qur'an recitation program in the second cycle. The average score obtained in cycle 2, shown in the table above, is 8.4. Meanwhile, in cycle 1 the average score is 6.4. The increasing score from cycle 1 and cycle 2 is 31%. From the data gathered in cycle 1 and cycle 2, it can be concluded that there is improvement after the implementation of the program.

Reflection

In the implementation of the second cycle, the appropriate plan was found to increase the ability to pronounce the sounds of the students in the third semester in a simple rhythm. This is seen that there is an increasing average score from the first cycle to the second cycle. The average score in cycle 1 is 6.4, and in cycle 2 is 8.4. In cycle 1, the number of students who passed the passing grade is 0%. Meanwhile, in cycle 2, 100% of the students pass the passing grade score ≥ 75 .

From the data gathered, it can be concluded that the simulation method in the Qur'an recitation program with the simple rhythm and familiar verses of the Qur'an showed improvement. Furthermore, the results of the students' scores already achieved the procedure indicator in this study. Therefore, the cycle is ended, and there is no need to implement another action.

Based on the study results, it can be said that the program implemented in two cycles helps the students to improve their ability to pronounce sounds. However, the data presentation of the simulation method in Qur'an recitation program in cycle 1 and cycle 2 shows different results. The differences can be seen in the following figure:

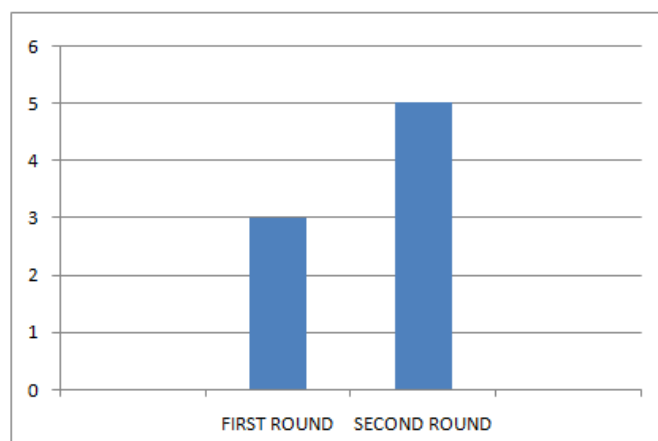


Figure 2 Comparison of observational results for students

In the first cycle, the researcher found the results of the students' outcome results are not successfully achieved because of the lack of listening and re-reciting activities. Besides, the researcher did not set the minimum and maximum levels of listening and reciting the Qur'an. Therefore, the students could not pronounce the sounds fluently during the reading evaluation.

In the first cycle, the students must listen and read the Qur'an. After doing reflection in the first cycle, the researchers changed the strategy in which the students were presented with familiar verses of the Qur'an and taught the pronunciation of difficult letters for them to select. In addition, in the second cycle, the reading presentation increased in the part of vocalization of the sounds. From this statement, the researchers concluded that the results of students' observation from cycle 1 showed improvement in cycle 2.

Usually, listening skill is taught by using unfamiliar materials so that it is easier for the teacher to identify the students' comprehension after the listening session. However, in this research, the researchers found two other findings from that theory. In fact, with familiar material in this research, it is easier for students to differentiate between the correct and incorrect pronunciation of the spoken letters. Then, after reflection, they can repeat the letters well until the students' ability to pronounce the alphabets improve. Therefore, the teacher should give appropriate and easy materials suitable to the students. Khadija supports this finding.

This is related to the theory that teaching sounds are essential in every foreign language teaching program. This is because the sound is the first component of every language, so it needs appropriate training. As it is seen in the present study, the appropriate training, which is the imitation method in the Qur'an recitation program with a simple rhythm and the design of familiar verses, showed positive results in the students' performance. This finding is in accordance with the theory from Albert Bandura that education is done by imitation. If students learn by observing, focusing, remembering, analyzing, and making judgments, it will affect the learning process.

The research finding is supported by a theory Mr. G, which said that the promotion of the Qur'an involves students in the learning process so that they can learn better and have good skills in reciting the Qur'an with chanted melody. This is also in line with the previous study from Mrs.F, which proved that the chant is effective for the students.

Based on the results of the present study which the researchers had already implemented a simulated method, the Qur'an recitation program in the pre-phase stage, first cycle, and second cycle to the third-semester students, it is found that there is an improvement from one cycle to other cycles.

The following diagram shows the comparison score of the students before and after using the simulation method in the Qur'an recitation program. It is revealed that there is an increasing score after the method is employed.

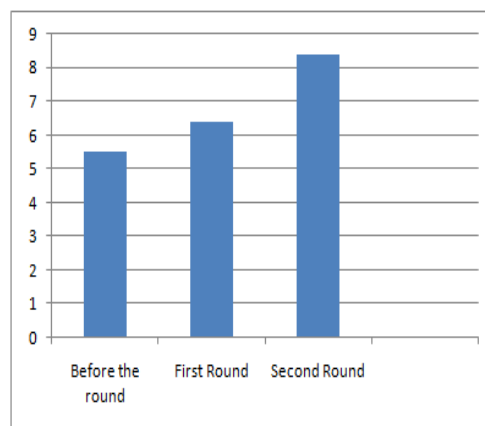


Figure 3

Comparison of the students' average results in the ability to pronounce sounds

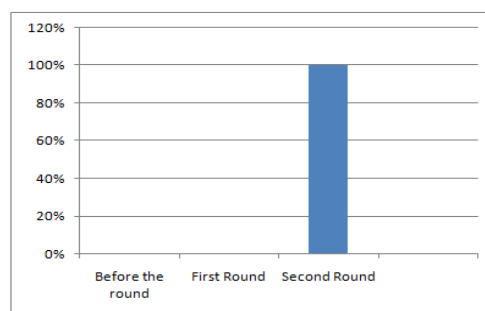


Figure 4

Comparison of the percentage of the students' ability to pronounce sounds

The results of cycle two showed that the students' average score already passed the basic minimum criteria stated in the study. The method implemented in cycle 2 is the Qur'an intonation program by selecting familiar verses and providing a simple rhythm for the students. Since the results of the second cycle already met the successful indicator stated in the study, the researchers did not continue with another cycle. The number of students who passed the passing grade is 100%; in the

first cycle, the number of students who passed the passing grade is 0%. Therefore, it can be highlighted that implementing the method in the second cycle is successful.

CONCLUSION

Implementing the simulation method using the gradual Qur'an recitation program in a simple rhythm to improve the students' articulation ability is considered effective and impressive. The previous findings can be summarized as the method in the present study, in which the researchers use Qur'an recitation with a simple rhythm and design the familiar verses as appropriate to improve the students' ability to pronounce sounds. It can be seen from the score obtained revealed that the ability to pronounce sounds of the students in the third semester after using the Qur'an recitation program was improved. The improvement of the students can be observed based on the average score from the pre-phase stage, cycle 1, and cycle 2. In the pre-phase stage, the average score of the total students was 5.5, with 0% of students passed the passing grade. In cycle 1, the average score found by the researchers was 6.4, and 0% of the students passed the passing grade. In cycle 2, the average score of the total students is 8.4, and 100% of the students passed the passing grade. The results from each cycle showed an increasing score of the students' pronunciation gradually. From the first to the second cycle, the improvement is 31% in the correct accentuation and pronunciation of the letters when reciting the verses of the Qur'an. The limitation of this study is that we only took a limited sample of first graders who graduated from high school and with a fairly limited duration. For further research, it is better to use a wider sample with more complex variables and longer duration. In addition, it is necessary to try out verses that are less familiar to train and improve the ability to pronounce Arabic sounds with different techniques based on the basic concept of *istima'* (listening) material.

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