

***Al-Intiqaiyyah* Method to Improve *Maharah Al-Qira'ah* Skills in Arabic Language Learning**

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ABSTRACT: *This study aims to analyze the application of the al-intiqaiyyah method to improve Arabic reading skills (maharah al-qira'ah) in grade VIII Islamic Junior High School (MTs) students. This study fills the gap in previous studies by focusing on improving reading skills and exploring the flexibility of eclectic methods in adjusting learning to students' needs. This study uses a descriptive qualitative approach to analyze the application of the al-intiqaiyyah method in maharah al-qira'ah learning at State Islamic Junior High School (MTsN) 2 Palu City. Data were obtained through interviews, observations, and documentation, then analyzed using condensation techniques, data presentation, and concluding. Data validity was tested through triangulation of sources and methods. Implementing the al-intiqaiyyah method in maharah al-qira'ah learning at MTsN 2 Palu City involves three stages: preparation, implementation, and evaluation. This eclectic method combines audiolingual, grammar-translation, and task-based learning approaches to improve students' understanding of Arabic texts, pronunciation, and vocabulary. Evaluation is carried out through formative and summative assessments. As a result, students can understand sentence structures, apply grammar rules, and improve their speaking and writing skills through practical exercises. This approach supports a deeper and more applicable understanding of learning Arabic. This study was limited to minimal supporting facilities and a sample from one school, so the results are less generalizable. Further research is recommended to test the eclectic method in various schools with different conditions, expand the use of technology, and explore its impact on other language skills.*

Penelitian ini bertujuan menganalisis penerapan metode *al-intiqaiyyah* untuk meningkatkan keterampilan membaca (*maharah al-qira'ah*) bahasa Arab pada siswa kelas VIII MTs. Penelitian ini mengisi kesenjangan dalam penelitian sebelumnya dengan fokus pada peningkatan keterampilan membaca, serta mengeksplorasi fleksibilitas metode eklektik dalam menyesuaikan pembelajaran dengan kebutuhan siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menganalisis penerapan

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metode *al-intiqaiyyah* dalam pembelajaran *maharah al-qira'ah* di MTsN 2 Kota Palu. Data diperoleh melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis dengan teknik kondensasi, penyajian data, dan penarikan kesimpulan. Validitas data diuji melalui triangulasi sumber dan metode. Implementasi metode *al-intiqaiyyah* dalam pembelajaran *maharah al-qira'ah* di MTsN 2 Kota Palu melibatkan tiga tahap: persiapan, pelaksanaan, dan evaluasi. Metode eklektik ini menggabungkan pendekatan *audiolingual*, *grammar-translation*, dan *task-based learning* untuk meningkatkan pemahaman siswa terhadap teks bahasa Arab, pelafalan, dan kosakata. Evaluasi dilakukan melalui penilaian formatif dan sumatif. Dampaknya, siswa dapat memahami struktur kalimat, menerapkan kaidah tata bahasa, dan meningkatkan kemampuan berbicara serta menulis melalui latihan praktis. Pendekatan ini mendukung pemahaman yang lebih mendalam dan aplikatif dalam pembelajaran bahasa Arab. Penelitian ini terbatas pada fasilitas pendukung yang minim dan sampel dari satu sekolah, sehingga hasilnya kurang dapat digeneralisasikan. Penelitian selanjutnya disarankan untuk menguji metode eklektik di berbagai sekolah dengan kondisi berbeda, memperluas penggunaan teknologi, dan mengeksplorasi dampaknya pada keterampilan bahasa lain.

Keywords: *Al-Intiqaiyyah Method, Maharah Al-Qira'ah, Arabic Language Learning.*

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I. INTRODUCTION

Arabic language learning involves four primary skills, namely listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah al-qira'ah*), and writing (*maharah kitabah*), all of which have an important role in mastering Arabic as a whole (Yunis & Dajani, 2022). Among the four skills, *maharah al-qira'ah* has a strategic position because the ability to read Arabic is crucial, especially in the context of education and understanding the Qur'an. Reading skills support literacy development, so they become an integral part of Arabic language education (Maan, 2021).

Grade VIII students of State Islamic Junior High School (MTsN) 2 Palu City face fluently difficulties in reading skills (*maharah al-qira'ah*), both in understanding Arabic texts and the Qur'an. Lack of fluency in reading Arabic is one of the main obstacles to mastering Arabic as a whole (Maulia et al., 2020). The main difficulty in Arabic *maharah al-qira'ah* material is the need for more memorisation of vocabulary, grammar, and *nahwu* and *sharaf* structures (Khoury-Metanis & Khateb, 2022). This difficulty is thought to be influenced by various factors, including the lack of variation in learning methods, differences in students' educational backgrounds, and low motivation and interest in learning Arabic in line with the results of Fajar and Jannah's research (Janah & Nashoih, 2020; Maan, 2021).

The success of mastering the skills of *maharah al-qira'ah* in learning Arabic depends on applying various methods and approaches that can be adjusted to students' needs (Al-Janaideh et al., 2023). Appropriate methods allow educators to create an engaging learning atmosphere to support the progress of *maharah al-qira'ah* Arabic skills (Yah

& Lubis, 2018). Therefore, an innovative and relevant approach is needed to help students improve their *maharah al-qira'ah* skills.

One solution to overcome the problem of reading skills (*maharah al-qira'ah*) is the application of the eclectic method (*al-intiqaiyyah*), which combines various learning approaches tailored to students' needs and characteristics. With the flexibility of adapting this method, teachers can adjust teaching according to student needs (Chernus et al., 2022).

The *al-intiqaiyyah* method, or eclectic method, is a learning approach that combines various teaching methods to utilize the advantages of each method and avoid its disadvantages (Hamzah et al., 2019; Mamat et al., 2020; Wahba et al., 2017). This method allows teachers to adjust learning techniques based on students' needs, age, knowledge, and goals (Sagar, 2019). In addition, the eclectic method allows flexibility in choosing and combining various teaching strategies to increase the effectiveness of language learning, including grammar-translation, audiolingual, and other methods (Mwanza, 2017; Valledor et al., 2023). This method is known in Arabic by terms such as *al-thariqah al-intiqaiyyah* and *al-thariqah al-mukhtarah* (Hanani et al., 2024). The eclectic method has been proven effective in improving Arabic reading skills by helping students recognize and understand the contents of the reading (Joodi, 2023). Combining various techniques and approaches, the *al-intiqaiyyah* method is expected to improve students' understanding of Arabic texts and reading skills.

The research application of the eclectic method in Hanani et al. (2024) research can be seen from the combination of various learning approaches used in modern Islamic boarding schools. The book *al-Amsilah at-Tasrifiyyah* is the leading media that integrates game-based learning with grammar instruction. After students complete reading and memorization activities, the teacher explains Sharaf's grammar, creating a balance between theory and practice. This approach shows the flexibility of the eclectic method, which utilizes the advantages of different methods such as active interaction through games and reinforcement of formal grammar to improve students' Arabic language skills effectively and interestingly.

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Research on the effectiveness of the *al-tariqah al-intiqaiyyah* method in learning Arabic in experimental and control classes. The pre-test results showed that both classes had the same average score 55.25, but after the intervention, the experimental class achieved an average of 87, while the control class was only 79.25. The t-test showed a significant difference sig. 0.008 < 0.05 between the two groups. In conclusion, as previous studies prove, this method effectively improves Arabic learning outcomes (Janah & Nashoih, 2020).

The gap in this research lies in applying the method in a different context from previous research. Hanani et al. (2024) research highlights the combination of learning

approaches through games and grammar instruction in modern Islamic boarding schools. Joodi (2023) research focuses on linguistic analysis using an eclectic method in integrating English and Arabic grammar theories for the phenomenon of ergativity. Meanwhile, Janah & Nashoih (2020) research shows the effectiveness of the *al-intiqaiyyah* method in learning Arabic but has yet to explore in depth the application of this method to improve reading skills (*maharah al-qira'ah*). This gap opens up opportunities to investigate further how the *al-intiqaiyyah* method can be applied specifically to improve Arabic reading skills at various levels of education, emphasising the flexibility of the method in adjusting to students' needs.

The purpose of this study is to analyze the application of the *al-intiqaiyyah* method in improving Arabic reading skills (*maharah al-qira'ah*) in grade VIII students of Madrasah Tsanawiyah, with a focus on the flexibility of the method that can be adjusted to the needs and characteristics of students. This study aims to fill the gaps in previous studies, especially in the context of Arabic language learning that is more focused on the reading aspect, as well as to understand the impact of the eclectic method in improving the understanding of Arabic texts.

The expected contribution of this study is to provide new insights into the effectiveness of implementing the *al-intiqaiyyah* method, specifically to improve Arabic reading skills at the Madrasah Tsanawiyah level. In addition, this study is expected to enrich the literature on the use of eclectic methods in language teaching and provide practical recommendations for educators to adjust the Arabic language learning approach to students' needs.

II. METHOD

This research paradigm leads to a descriptive qualitative approach to analyze the application of the *al-intiqaiyyah* method in learning *maharah al-qira'ah* for class VIII students of MTsN 2 Palu City (Creswell & Creswell, 2018). The subjects of this study were class VIII students of MTsN 2 Palu City who was involved in learning *maharah al-qira'ah*. This study's object is applying the *al-intiqaiyyah* method in learning *maharah al-qira'ah* for MTsN 2 Palu City class VIII students.

Interviews were conducted directly with Arabic teachers and class VIII MTsN 2 Palu City students to obtain information related to implementing the *al-intiqaiyyah* method in learning *maharah al-qira'ah*. Observations were made by directly observing the process of learning *maharah al-qira'ah* in class to obtain more in-depth data on implementing the method. Documentation is used to trace the learning tools, such as the Arabic language lesson plan (RPP), to understand the material taught in learning *maharah al-qira'ah* (Alam, 2020).

The data obtained will be analyzed using analysis techniques, according to Miles et al. (2014). The first process is data condensation, which is summarizing and simplifying the collected data to make it more efficient to process. At this stage, the author simplified the data obtained from observations of Arabic language learning in class, *al-qira'ah* material taught, and interviews with Arabic teachers and students of class VIII MTsN 2 Palu City regarding the application of the *al-intiqaiyyah* method in learning *maharah al-qira'ah*. The next stage is data presentation, which includes data presentation in visual or narrative form to make it easier for readers to understand. At this stage, the author presents simplified data based on predetermined themes. The last stage is

drawing conclusions, where the author analyzes and draws conclusions based on the data that has been presented previously.

Several techniques that can be used to test the validity of qualitative data include source triangulation, method triangulation, re-checking by informants, and member checking. Source triangulation is done by comparing data from interviews, observations, and documentation to ensure consistency of information (Sugiyono, 2015). Method triangulation uses various approaches to obtain more comprehensive data. Re-checking and member-checking ensure data accuracy by confirming information to informants (teachers and students), supporting the research results' validity.

III. RESULT AND DISCUSSION

Implementation of the *Al-Intiqaiyyah* Method in *Maharah Al-Qiraah* Learning

The results of an interview with an Arabic teacher at MTsN 2 Palu City explained that applying the *al-intiqaiyyah* method aims to increase the effectiveness of teaching *maharah al-qira'ah* through integrating various learning techniques. The teacher said that this method combines an audiolingual approach to train intonation and pronunciation, grammar-translation to help understand texts through translation, and task-based learning that provides practical tasks to deepen students' understanding and reading skills. According to him, this method is very relevant in overcoming challenges such as low understanding of Arabic texts and lack of interest in learning, because of its flexibility in adjusting teaching to the diverse needs of students. At the end of the interview, the teacher expressed the hope that the *al-intiqaiyyah* method could make learning more engaging and effective in developing students' reading skills (Arabic Teacher, 2024).

Applying the *al-intiqaiyyah* method in learning *maharah al-qira'ah* in class VIII students of MTsN 2 Palu City through 3 stages, namely the learning preparation stage, the learning implementation stage, and the learning evaluation stage.

Planning

In the planning stage, the teacher designs a Learning Implementation Plan (RPP) that includes learning objectives, methods, steps, and evaluations. The planning stage is the initial step to develop strategies and prepare everything needed to achieve learning objectives optimally (Afrila, 2024).

The challenges of learning Arabic *maharah al-qira'ah* include students needing help understanding Arabic texts and low learning motivation. Students at MTsN 2 Palu City need adaptive, engaging, relevant, and varied learning methods and approaches to increase learning motivation in basic Arabic skills, such as grammar and vocabulary. The *al-intiqaiyyah* (eclectic) method is flexible by combining various methods and approaches to accommodate the diverse backgrounds of students' Arabic language abilities. Learning must include practical tasks to help students master reading skills thoroughly and apply them.

The purpose of learning Arabic *maharah al-qira'ah* is to develop students' ability to read Arabic texts well and understand their meaning. In addition, students are expected to be able to apply this understanding in daily activities. *maharah al-qira'ah* is one of the primary skills in learning Arabic, usually learned after speaking skills (*maharah*

kalam). This skill includes three important components: understanding meaning, mastery of vocabulary, and interpretation of written symbols.

The learning method used is the *al-intiqaiyyah*, or eclectic, which integrates various approaches to effectively achieve learning objectives (Sagar, 2019). The learning approaches used include the audiolingual approach, which is applied at the pre-reading stage to help students recognize intonation and sounds in Arabic; the grammar-translation approach, which is used in delivering core material to facilitate understanding of texts through reading and translation; and the task-based learning approach, which is applied at the final assignment stage to provide practice-based tasks, such as summarizing or creating dialogues.

The learning strategies implemented include Task-based learning, which involves students in practical tasks to practice comprehension and speaking and writing skills. In addition, an integrative approach is used by combining various techniques such as listening (audiolingual), reading (grammar-translation), and writing in the learning process. Learning ends with reflection and a question and answer session to ensure students' understanding of the material that has been studied.

Learning resources are tailored to students' needs, including Arabic textbooks for Class VIII of Madrasah Tsanawiyah, the use of audio-visual media Duolingo Arabic provides reading exercises through simple texts with interactive methods, and Arabiconline and Quranic, which provides Arabic courses that focus on reading skills. Teachers prepare facilities and infrastructure, including projectors, image media, and learning videos.

The implementation plan for the *maharah al-qira'ah* learning using the *al-intiqaiyyah* method is designed to be structured and interactive. The activity begins with a 10-minute opening, including greetings, prayers, and attendance to create a conducive atmosphere. In the pre-reading stage, the teacher uses an audiolingual approach by playing texts from Duolingo or Arabiconline so that students recognize Arabic intonation and pronunciation. The 20-minute core stage uses a grammar-translation approach, where the teacher guides students to read texts assisted by the Qur'anic platform, translate difficult words, and understand grammar rules through discussion. The final assignment stage adopts a task-based learning approach, with students asked to summarize stories or create dialogues to be presented. The 5-minute closing is filled with reflection, questions, and answers to evaluate student understanding. Active interaction at each stage supports effective learning.

Implementation

Implementing the *al-intiqaiyyah* method in learning *maharah al-qira'ah* at MTsN 2 Palu City takes place interactively and structured, with each stage of learning involving active participation between teachers and students. Learning begins with a 10-minute opening session that includes greetings, joint prayers, and recording student attendance, creating a warm and conducive atmosphere.

In pre-reading, the teacher applies an audiolingual approach by reading texts from platforms such as Duolingo and Arabiconline. This strategy invites students to listen to the correct Arabic intonation and pronunciation to pay in-depth attention to phonetics. The interaction during this process encourages students to be more focused and actively involved in learning. For 15 minutes, the teacher uses this method to help students understand the sounds and rhythms of sentences in Arabic more effectively.

During the 20-minute core material delivery, the teacher uses a grammar-translation approach supported by the Qur'anic platform. The teacher reads short dialogues, displays texts, and guides students to read individually or in pairs. In addition, the teacher explains grammar rules, translates complex vocabulary, and encourages active discussions to help students understand and master the material better.

The final assignment stage for 15 minutes uses a task-based learning approach, where students are asked to summarize a story or create a dialogue based on the text they have read. This activity ends with a presentation in front of the class, which aims to practice speaking and writing skills. The teacher is a facilitator, helping students summarize or compose dialogues while providing opportunities to apply their understanding in a broader and more interactive context.

In the closing stage, which lasts for 5 minutes, a short reflection and Q&A session is conducted to ensure students' understanding of the material that has been studied. The teacher allows students to assess the extent of their understanding of the material while encouraging interactions that can strengthen their understanding.

The following is an example of dialogue material in the *maharah al-qira'ah* learning.



Figure 1. *Maharah al-qira'ah* dialogue material

Evaluation

The evaluation stage of learning in *maharah al-qira'ah* learning is a process to measure the achievement of learning objectives and assess student development. This evaluation aims to determine how students understand the material and master the skills taught. Based on interviews with Arabic language teachers of class VIII MTsN 2 Palu City, evaluations were carried out through formative and summative evaluations. Formative evaluations include ongoing assessments at each meeting, such as asking students to read Arabic texts directly. Summative evaluations are carried out through end-of-semester exams to measure overall learning achievement.

Student Learning Experience with the *Al-Intiqaiyyah* Method

The results of interviews with students in class VIII MTsN 2 Palu City showed that they felt a diverse and enjoyable learning experience by applying the *al-intiqaiyyah* method in learning *maharah al-qira'ah*. This method combines various approaches, namely

audiolingual, grammar-translation, and task-based learning, which creates a more interactive and comprehensive learning experience. One student stated, "The audiolingual approach helps me understand Arabic intonation and pronunciation better" (Students, 2024). In addition, the grammar-translation method facilitates text comprehension by analyzing grammar and translation, which enriches their vocabulary. Students also expressed that task-based learning allowed them to apply skills in more authentic activities, such as summarizing stories or creating dialogues, which improved their reading and speaking skills. This combination of approaches makes learning more enjoyable, motivating, and effective in improving students' Arabic comprehension and reading skills.

The results of interviews with students at MTsN 2 Palu City revealed various difficulties faced in learning *maharah al-qira'ah* using the *al-intiqaiyyah* method. First, in applying the audiolingual method, students need help memorizing vocabulary and following repetition exercises, especially for those not used to the listening-based approach. Second, although the grammar-translation method helps understand the meaning of difficult words, some students find it challenging to analyze Arabic grammatical structures, which can be confusing, especially for those less intense in understanding grammar. Third, the task-based learning approach requires relatively high reading skills to complete tasks relevant to the text. Some students who have not mastered vocabulary or sentence structure will find it challenging to complete these tasks. In addition, students also need time to adapt to the combination of various eclectic approaches to understand the learning method that best suits the approach (Students, 2024).

The results of interviews with students at MTsN 2 Palu City showed positive feedback on applying the *al-intiqaiyyah* method in learning *maharah al-qira'ah*. Many students felt helped using an integrated audiolingual, grammar-translation, and task-based learning approach. They stated that this method made it easier to understand Arabic texts because they could listen to the correct intonation through audio, analyze the text with grammar explanations, and translate difficult words or phrases. In addition, real-life teaching-based tasks, such as summarizing stories or creating dialogues, were considered to improve speaking and writing skills. Overall, students felt that this method helped them expand their vocabulary and apply learning in a more authentic context (Students, 2024).

Interaction in Learning *Maharah Al-Qira'ah* Using the *Al-Intiqaiyyah* Method

The observation results show an active and dynamic interaction between teachers and students during the *maharah al-qira'ah* learning process using the *Al-Intiqaiyyah* method. This interaction takes place continuously and sustainably throughout the learning activities.

In the opening stage, the teacher greets students warmly, says hello, leads a prayer together, and records attendance, creating an attentive atmosphere. Next, the teacher plays the text in the pre-reading stage to help students recognize Arabic intonation. This is followed by a discussion about correct pronunciation, allowing students to understand the correct pronunciation.

In delivering the core material, the teacher explains the text and grammar rules while directly assisting students with difficulty. During this process, the teacher actively interacts with students, reads and displays the text using learning media, and helps students read and translate difficult words or phrases. The teacher also explains

grammar rules openly, allowing students to participate in discussions or ask questions if there is something they do not understand.

In the final assignment stage, students actively summarize the story and create a dialogue, then present the results in front of the class. The teacher provides direction in completing the assignment, helps students make a summary or dialogue, and provides an opportunity to present their work. In the closing stage, the teacher conducts reflection and a question and answer session to ensure students' understanding of the material that has been studied while also providing an opportunity for students to express their opinions or ask questions.

The observation results show that the *al-intiqaiyyah* method encourages active student participation in learning *maharah al-qira'ah*. Each stage of learning, from pre-reading to final assignments, is designed to involve students directly. The dynamics of discussions and question and answer activities in the *maharah al-qira'ah* learning class with the *al-intiqaiyyah* method are active and productive. This interaction creates an interactive learning environment, supports understanding of the material, and motivates students to participate more actively. This dynamic interaction process improves understanding of the material and motivates students to be more active in learning (Chernus et al., 2022). Thus, applying the *al-intiqaiyyah* method has proven effective in improving students' reading skills and understanding of Arabic texts (Hanani et al., 2024).

Obstacles and Solutions to the Implementation of the *Al-Intiqaiyyah* Method

Applying the *al-intiqaiyyah* method in learning *maharah al-qira'ah* for class VIII students of MTsN 2 Palu City faces various obstacles, including the limited supporting facilities. The Arabic teacher said the main obstacle was the lack of learning media, such as visualization and audio devices. Visual and audio approaches are critical to help students understand *maharah al-qira'ah*. Observations showed that several meetings could have used learning media in the form of images or audio due to inadequate facilities. This limitation reduces the effectiveness of the method. According to Joodi (2023) view, the success of the eclectic method is highly dependent on the availability of adequate learning facilities and infrastructure.

Teachers can take several solutions to overcome the constraints of limited supporting facilities in implementing the *al-intiqaiyyah* method in *maharah al-qira'ah* learning. First, teachers can use existing media, such as textbooks or whiteboards, with higher creativity in visually presenting materials, such as drawing diagrams or writing key sentences to clarify student understanding. In addition, teachers can also utilize simpler technology, such as mobile phones or free applications, to play audio or text in Arabic. If audio and visual facilities are limited, teachers can use resources outside the classroom, such as downloading materials from the internet or asking for help from the school to provide better devices. Increasing training for teachers to optimize the use of existing media and adapt to limitations can also help improve the quality of learning.

One of the supporting factors for implementing the *al-intiqaiyyah* method in learning *maharah al-qira'ah* for class VIII students of MTsN 2 Palu City is the increase in student learning motivation. Various methods can avoid boredom and increase students' interest in learning. Arabic teachers revealed that using various approaches in *maharah al-qira'ah* attracts students' interest in Arabic, especially in reading skills. In addition, audio-visual media creates a comfortable and enjoyable learning atmosphere, making students more enthusiastic about following the lesson. This is supported by statements

from students who feel that the method helps them understand Arabic texts more efficiently so that previously considered complex material becomes more interesting and enjoyable.

The Impact of the *Al-Intiqaiyyah* Method in Learning *Maharah Al-Qira'ah*

The results of interviews with teachers at MTsN 2 Palu City revealed that the application of the *al-intiqaiyyah* method in learning *maharah al-qira'ah* has a significant impact on student's ability to understand texts, pronunciation, and mastery of Arabic vocabulary. The teacher explained that combining the audiolingual, grammar-translation, and task-based learning approaches provides a more comprehensive learning experience. The audio-lingual approach helps students listen to and imitate texts, which improves pronunciation and recognition of intonation in Arabic. Furthermore, the grammar-translation approach facilitates students' understanding of sentence structure and text meaning through translation and grammar analysis, improving vocabulary mastery. The task-based learning approach also integrates text comprehension with real practices, such as creating dialogues or summarizing texts, which improves students' ability to apply vocabulary and understand the learning context authentically (Arabic Teacher, 2024).

The results of interviews with teachers at MTsN 2 Palu City, students can apply grammatical knowledge (*nahwu* and *sharaf*) through the *al-intiqaiyyah* method (eclectic), which integrates various approaches in learning *maharah al-qira'ah*. The teacher explained that using the audiolingual method encourages students to memorize vocabulary and practice correct pronunciation. It also involves understanding Arabic sentence structure, thus helping them understand the practical application of *nahwu* and *sharaf* rules. In addition, the grammar-translation method allows students to analyze grammatical rules more deeply through text translation, which requires them to recognize and understand *nahwu* and *sharaf* patterns in the context of the text being read. With the exercises in task-based learning, students can integrate grammatical knowledge in real situations, such as summarizing stories or creating dialogues. Combining these three methods allows students to understand and apply grammar directly in a more comprehensive and meaningful learning context (Arabic Teacher, 2024).

The learning of *maharah al-qira'ah* at MTsN 2 Palu City reflects the application of the *al-intiqaiyyah* or eclectic method, which selectively integrates various approaches to achieve learning objectives effectively. This method combines various learning strategies (Jebiwot et al., 2016; Kemelbekova et al., 2024; Najeebullah et al., 2018) to optimize students' learning experiences based on their ability levels and interests. Arabic teachers at MTsN 2 Palu City apply this method in a structured manner through an audiolingual approach to practice pronunciation, grammar-translation to understand sentence structure, and task-based learning to strengthen understanding through practical tasks. Integrating these various approaches allows students to gain a deeper understanding and makes it easier to apply the material directly. The application of this method is in line with Valledor et al. (2023) findings, which show that eclectic methods based on religion can improve student learning outcomes, making it a practical and flexible method.

The results of this study support Hanani et al. (2024) research, which examines the application of eclectic methods in Arabic language learning. Both studies used a combination of various approaches to improve students' Arabic language skills. At

MTsN 2 Palu City, the approaches used were audiolingual, grammar-translation, and task-based learning, while Hanani et al. (2024) research integrated game-based learning and grammar instruction. Both studies emphasize the flexibility of the method to achieve a balance between theory and practice, as well as improve reading, writing, and speaking skills. Both also highlight interactivity in learning, although using different media, such as Duolingo at MTsN 2 Palu City and the book *al-Amsilah at-Taşrifıyyah* in Hanani's research. Both studies support using methods that combine various approaches for optimal results in Arabic language learning.

This study's results align with Joodi (2023) research principles on eclectic methods in linguistics. Both emphasize the importance of integrating various approaches for more optimal results. At MTsN 2 Palu City, the *Al-Intiqaiyyah* method combines audiolingual, grammar-translation, and task-based learning to improve Arabic language skills despite facility constraints. This reflects flexibility in choosing relevant methods, which aligns with Hameed Jodi's research, which combines English and Arabic grammar theories (Joodi, 2023). Both studies show the effectiveness of a flexible approach in achieving better results, both in Arabic language learning and linguistic analysis.

The results of this study are in line with the results of Janah & Nashoih (2020) study, which showed the effectiveness of the *al-tariqah al-intiqaiyyah* method in improving Arabic language learning outcomes, with significant differences between the experimental and control groups after implementing the method.

The learning theory that is by the implementation of learning based on the *al-intiqaiyyah* or eclectic method is the constructivism theory. This theory emphasizes that learning is an active process in which students construct their knowledge through experience and interaction with the learning environment (Granja, 2015). In this context, the integration of various approaches such as audiolingual, grammar-translation, and task-based learning demonstrates the method's flexibility in meeting students' diverse needs in accordance with the principles of constructivism that value contextual and meaningful learning experiences.

In the pre-reading stage, using an audiolingual approach helps students recognize Arabic intonation and pronunciation, which is the first step in developing reading skills. This approach allows students to build initial understanding through listening experiences. By emphasizing repetition and imitation, the audiolingual approach helps form effective language habits (Barona-Oñate et al., 2020). Although initially applied in teaching speaking and listening skills, this approach has also proven effective in learning *maharah al-qira'ah*. In class VIII MTsN 2 Kota Palu, learning begins by listening to texts read by the teacher or through audio recordings so that students can directly imitate the correct intonation. This approach encourages students to learn independently through additional exercises, such as memorizing important vocabulary and phrases (Obitube et al., 2020). According to Wen et al. (2021), applying the audiolingual approach improves the quality of the learning process in the classroom and significantly improves students' reading skills, especially at lower grade levels. This approach helps students understand language patterns more deeply, making it easier to master Arabic reading skills.

In delivering core material, the grammar-translation approach is applied to facilitate understanding of the text through translation and grammar discussion. This approach is effective in strengthening vocabulary and sentence structure mastery. Grammar

translation focuses on grammatical analysis and text translation as the primary way to learn a new language (Stanton, 2019). In class VIII MTsN 2 Palu City, this approach helps students understand Arabic texts by translating difficult words or phrases and explaining relevant grammar rules, thus facilitating understanding of the text's meaning. According to Abdelaal & Md Rashid (2016), the advantage of this approach lies in its ability to help students understand the meaning of each text while enriching their vocabulary. Activities such as listening, reading, and practising conversations in front of the class, accompanied by teacher explanations about vocabulary, broaden students' understanding of reading texts (Betti & Bsharah, 2023). Stanton (2019) findings support the idea that reading aims to add new vocabulary through a fun and interactive approach so that grammar-translation is an analytical method and an interactive learning tool.

The task-based learning (TBL) approach in the final assignment stage strengthens the application of the eclectic method by involving students in activities such as summarizing stories or creating dialogues. Students can apply their acquired knowledge through these practical tasks, creating authentic and relevant learning experiences. These activities improve reading skills (*maharah qira'ah*) and speaking and writing skills. Thus, TBL combines the best elements of various approaches to create comprehensive learning. This approach emphasizes using real-life tasks as a means of language learning, which helps students master *maharah qira'ah* through meaningful and contextual activities. In addition to strengthening their understanding of the text, students are encouraged to use Arabic in authentic contexts, increasing their confidence and communication skills. Fadel et al. (2023) research shows that task-based learning significantly improves students' reading comprehension skills. This finding strengthens the evidence that TBL can be a practical approach to developing various language skills simultaneously.

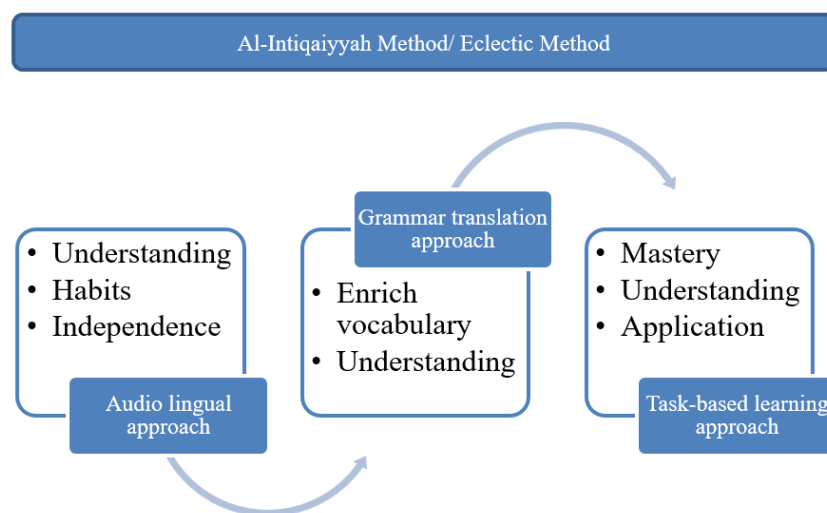


Figure 2. Combining 3 approaches in the al-intiqaiyyah method of maharah al-qira'ah learning

Active and dynamic interaction between teachers and students throughout the learning process is a characteristic of the eclectic method. Teachers facilitate, provide direction, and encourage student participation at every stage of learning, from opening to closing. This strategy aligns with the principles of the *al-intiqaiyyah* method, which aims to combine approaches appropriate to learning needs to create meaningful and directed

learning experiences. Therefore, this implementation consistently reflects the characteristics of the *al-intiqaiyyah* method, which is flexible, adaptive, and effective.

Active interaction between teachers and students also reflects the principle of constructivism, where teachers act as facilitators who guide students in building knowledge, not just as transmitters of information (Mann & MacLeod, 2015). Through discussion, reflection, and question and answer, students are encouraged to think critically and connect learning to their experiences. This approach also aligns with Vygotsky's theory of the zone of proximal development (ZPD), which emphasizes the importance of teacher support in helping students achieve higher understanding (Alghamdy, 2023).

Overall, applying the *al-intiqaiyyah* method not only supports the theory of constructivism but also reflects a differentiated learning approach, where learning strategies are designed to meet students' individual needs, allowing them to learn in the most effective way.

IV. CONCLUSION

The application of the *al-intiqaiyyah* method (eclectic) in learning *maharah al-qira'ah* at MTsN 2 Palu City combines various approaches, such as audiolingual, grammar-translation, and task-based learning, to create a comprehensive, contextual, and meaningful learning experience. This approach improves reading skills and speaking and writing and strengthens students' confidence in using Arabic. This method aligns with the theory of constructivism and the zone of proximal development (ZPD) principle, where the teacher acts as a facilitator who encourages active student participation. The practical implications of the *al-intiqaiyyah* method provide flexibility for teachers in choosing an approach that suits the needs and abilities of students. The theoretical implications of this study support the theory of constructivism and Vygotsky's theory of the zone of proximal development (ZPD), which emphasizes that learning is an active process through which students construct knowledge through social interaction and teacher guidance. This study has limited supporting facilities, such as adequate digital resources or interactive learning devices. In addition, the sample used was limited to one school, so the results of this study may need to be generalized to a wider context. Further research is recommended to explore eclectic methods in various schools with different conditions and expand the use of digital technology to support learning. Further research can also measure the impact of this method on other language skills, such as speaking and writing.

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