



## Original Article

### From Accuracy to Fluency: the Synergy of Intensive and Extensive Reading in Arabic Language Education

Mahmudi.AR✉

STAI Nurul Falah Air Molek

mahmudy0589@gmail.com✉

#### Abstract:

This study examines two principal approaches to developing Arabic reading skills (*maharah al-qirā'ah*): intensive reading (*al-qirā'ah al-mukaththafah*) and extensive reading (*al-qirā'ah al-muwassa'ah*). Employing a qualitative methodology through a systematic literature review, the study analyzes 40 selected publications from 2015 to 2025 that discuss the concepts, characteristics, advantages, and limitations of each approach. Findings indicate that intensive reading enhances linguistic accuracy and analytical comprehension through detailed text analysis, whereas extensive reading promotes reading fluency, intrinsic motivation, and global comprehension through high-volume reading. The synthesis of findings yields an “Intensive–Extensive Cycle” model, beginning with detailed classroom analysis, followed by independent extensive reading, and concluding with integrative discussion. This model effectively combines reading accuracy and fluency. The study recommends that Arabic language teachers in Indonesia, particularly in *madrasahs* and *pesantrens*, integrate both approaches in a balanced manner.



<https://jurnal.usk.ac.id/riwayat>

Kata Kunci: *Maharah Qirā'ah*, Intensive Reading, Extensive Reading, Arabic Language Learning

#### Introduction

Reading competence (*maharah al-qirā'ah*) is one of the fundamental pillars of Arabic language learning, particularly in Islamic educational contexts such as *madrasahs* and *pesantrens*. This skill goes beyond letter recognition and correct pronunciation to encompass deep comprehension of textual meaning, both literal and interpretive (Mustofa, 2011; Mustofa & Hamid, 2016). In the Indonesian context, reading proficiency holds strategic significance as it serves as a gateway for students to access authentic Islamic sources, including the Qur'an, *hadith*, classical texts (*turās*), and modern scholarly works.

Despite its importance, research indicates that students' Arabic reading proficiency remains suboptimal. For example, Fauziah et al. (2023) found low accuracy in reading Arabic texts among junior high school students, influenced by teaching quality, environment, and motivation. Similarly, Khoiriyyah et al. (2023) reported that many *madrasah* students possess only basic reading skills, while their fluency and comprehension remain weak. Ulya (2018)

even identified students entirely unable to read Arabic texts correctly due to limited reading practice and a lack of creative teaching strategies.

Two pedagogical approaches frequently proposed to address these issues are intensive reading (*al-qirā'ah al-mukaththafah*), which focuses on detailed comprehension, and extensive reading (*al-qirā'ah al-muwassa'ah*), which emphasizes fluency and global understanding. Theoretically, integrating the two can lead to comprehensive reading competence ([Day & Bamford, 1998](#); [Krashen, 1982](#); [Nuttall, 2005](#)). However, systematic comparative analyses of these approaches in the Indonesian Arabic learning context remain scarce.

This gap warrants scholarly attention, given that previous studies often examined each approach in isolation, overlooking their potential synergy. In practice, combining intensive and extensive reading offers the possibility of developing complete reading skills—accuracy from intensive reading and fluency from extensive reading.

Accordingly, this study aims to:

1. Examine the concepts, characteristics, advantages, and limitations of intensive and extensive reading in Arabic language learning;
2. Synthesize previous research findings on the application of these approaches;
3. Propose an integration model suitable for improving *maharah al-qirā'ah* among Arabic learners in Indonesia.

## Method

This research adopts a qualitative approach through library-based study, providing a comprehensive description of the concepts, characteristics, and pedagogical contributions of intensive and extensive reading to the development of *maharah al-qirā'ah*.

The data sources consist of relevant literature, including textbooks, journal articles, conference proceedings, and other scholarly works discussing Arabic reading instruction. The materials reviewed span Arabic, English, and Indonesian publications from both national and international sources.

Data collection involved selecting literature directly relevant to the research topic. The analysis followed a descriptive thematic procedure: reading and understanding each source, identifying key concepts, and categorizing them under the two primary themes—intensive reading and extensive reading. This process aimed to produce a holistic portrayal of how both approaches contribute to improving Arabic reading proficiency.

## Results and Discussion

### The Role of Reading in Arabic Language Education

Reading is a receptive skill essential for mastering Arabic, particularly as a means to access religious and academic texts ([Ahmed Okasha, 2020](#)). Beyond orthographic and phonological recognition, reading comprehension entails higher-order cognitive skills such as inference, analysis, evaluation, and synthesis ([Cahyaningsih et al., 2019](#)).

Nevertheless, empirical studies in Indonesia ([Fauziah et al., 2023](#); [Khoiriyah et al., 2023](#); [Ulya, 2018](#)) reveal persistent deficiencies, especially in fluency and deep comprehension. Contributing factors include limited instructional variety, insufficient reading habituation, and inadequate teacher facilitation.

### Intensive Reading

Intensive reading (*al-qirā'ah al-mukaththafah*) fosters linguistic precision through detailed analysis of vocabulary, grammatical structures, and nuanced meanings ([Slama &](#)

[Sofa, 2025](#)). Its strengths lie in enhancing accuracy, expanding contextual vocabulary, and promoting deep textual comprehension. However, overly short and grammar-focused texts may lead to learner disengagement ([Day & Bamford, 1998](#)). Integrating collaborative learning and contextually relevant materials can mitigate this risk.

### Extensive Reading

Extensive reading (*al-qirā'ah al-muwassa'ah*) prioritizes fluency and reading habit formation through the independent reading of longer, often self-selected texts (Krashen, 1982; Iwahori, 2008). Its benefits include natural vocabulary acquisition, heightened intrinsic motivation, and broader global comprehension. The primary limitation is its weaker focus on linguistic analysis, which can be addressed by pairing it with intensive reading activities.

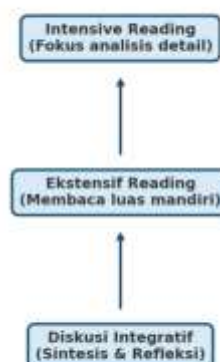
### Comparative Characteristics

| Aspect           | Intensive Reading                                        | Extensive Reading                                                  |
|------------------|----------------------------------------------------------|--------------------------------------------------------------------|
| Objective        | Detailed, accurate comprehension                         | Rapid comprehension of main ideas, fostering reading habit         |
| Text Type        | Short, dense, vocabulary-rich                            | Longer, varied, mostly familiar vocabulary                         |
| Focus            | Grammar, vocabulary, literal and implied meaning         | Global comprehension, fluency, knowledge expansion                 |
| Teacher Role     | Active guide in analysis                                 | Facilitator, reading recommender                                   |
| Strengths        | High accuracy, structured vocabulary, deep understanding | Increases reading interest, broadens horizons, enhances fluency    |
| Weaknesses       | Risk of boredom, time limitations                        | Limited linguistic analysis, possible misinterpretation of details |
| Example Activity | Analyzing short <i>kitab</i> passages                    | Reading novels, popular articles, Arabic news                      |

### Research Synthesis and Proposed Model

The literature indicates that integrating both approaches yields the most effective outcomes. This aligns with [Day & Bamford \(1998\)](#), [Krashen \(1982\)](#), and [Iwahori \(2008\)](#), who stress that structured intensive reading complements the benefits of extensive reading by ensuring accuracy while enhancing fluency.

Model Integrasi Intensive-Extensive Reading  
untuk Pengembangan Maharah Qirā'ah



The proposed **Intensive–Extensive Cycle** consists of:

1. **Intensive Reading Session (Classroom)** – Vocabulary, grammar, and detailed comprehension.
2. **Extensive Reading Session (Independent)** – Reading longer, relevant texts and summarizing them in journals.
3. **Integrative Discussion** – Linking extensive reading insights with analytical skills gained from intensive reading.

## Conclusion

Based on the conducted review, intensive reading (*al-qirā'ah al-mukaththafah*) and extensive reading (*al-qirā'ah al-muwassa'ah*) are equally essential approaches in developing *maharah al-qirā'ah* for Arabic language learners. Intensive reading plays a pivotal role in fostering linguistic precision, systematically enriching vocabulary, and deepening detailed text comprehension. Conversely, extensive reading contributes to enhancing reading fluency, broadening knowledge horizons, and cultivating sustainable reading habits.

The integration of both approaches through the Intensive–Extensive Cycle model enables the holistic mastery of reading skills, combining accuracy and fluency. Therefore, Arabic language educators are encouraged to implement these strategies in a balanced manner, tailored to learners' needs, proficiency levels, and learning contexts, particularly within *madrasahs* and *pesantrens*.

## References

- Ahmed Okasha, Mohammed. (2020). Using strategic reading techniques for improving EFL reading skills. *Arab World English Journal*, 11(2), 311–322. <https://doi.org/10.24093/awej/vol11no2.22>
- Bangsawan, Irwan P. Ratu. (2023). *Mengembangkan minat baca*. Jakarta: PT Pustaka Adhikara Mediatama. ISBN 978-623-94248-6-7
- Buana, Cahya. (2020). Efektivitas pengajaran maharah al-qirā'ah bagi mahasiswa di masa pandemi Covid-19: Strategi dan respons. *Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*, 7(2), 150–162. <https://doi.org/10.21580/jba.v7i2.12345>
- Busiri, Achmad. (2020). *Reading Muwassa'ah*. Jakarta: Pustaka Tarbiyatuna. ISBN 978-602-1234-56-7
- Cahyaningsih, Riyan Dwi, Mujiyanto, Januarius, & Khumaedi, Muhammad. (2019). Penilaian autentik keterampilan membaca berbasis strategi metakognitif. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 47–55. <https://doi.org/10.24176/kredo.v3i1.3831>
- Day, Richard R., & Bamford, Julian. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press. ISBN 978-0-521-45703-1
- Diah, Halimatus, & Ni'mah, Melvi Azizatul. (2023). Metode contextual teaching and learning dalam pembelajaran maharah qirā'ah. *Revorma: Jurnal Pendidikan dan Pemikiran*, 3(1), 26–41. <https://doi.org/10.62825/revorma.v3i1.35>
- Effendy, Ahmad Fuad. (2005). *Metodologi pengajaran bahasa Arab*. Malang: Misykat. ISBN 978-979-3531-00-7
- Fauziah, Istianah, Nasruni, & Ibrahim, Muhammad. (2023). Analisis kemampuan membaca teks bahasa Arab siswa kelas VII SMP Muhammadiyah 12 Perumnas Makassar. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 2(9), 4240–4249. <https://doi.org/10.56972/uajim.v2i9.548>
- Hahnel, Carolin, Goldhammer, Frank, Naumann, Johannes, & Kröhne, Ulf. (2016). Effects of linear reading, basic computer skills, evaluating online information, and navigation on reading digital text. *Computers in Human Behavior*, 55, 486–500. <https://doi.org/10.1016/j.chb.2015.09.042>
- Iwahori, Yurika. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20(1), 70–91.

- Khoiriyyah, Lutfi, Arifin, Moh. Mas'ud, & Mardani, Dadan. (2023). Analisis maharatul qirā'ah siswa madrasah tsanawiyah. *Edukatif: Jurnal Ilmu Pendidikan*, 5(2), 961–971. <https://doi.org/10.31004/edukatif.v5i2.4853>
- Krashen, Stephen D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press. ISBN 978-0-08-028628-9
- Lindeblad, Emma, Svensson, Idor, & Gustafson, Stefan. (2016). Self-concepts and psychological well-being assessed by Beck Youth Inventory among pupils with reading difficulties. *Reading Psychology*, 37(3), 449–469. <https://doi.org/10.1080/02702711.2015.1055868>
- Martin-Beltrán, Melinda, Montoya-Ávila, Angélica, García, Andrés A., Peercy, Megan Madigan, & Silverman, Rebecca. (2019). 'Time for una pregunta': Understanding Spanish use and interlocutor response among young English learners in cross-age peer interactions while reading and discussing text. *International Journal of Bilingual Education and Bilingualism*, 22(1), 17–34. <https://doi.org/10.1080/13670050.2016.1248378>
- Misnatun. (2021). Reformasi pendidikan Islam di Indonesia abad ke-20 dan abad ke-21. *Ta'dib: Jurnal Pendidikan Islam*, 11(1), 63–69. <https://doi.org/10.29313/tjpi.v11i1.7632>
- Mustofa, Bisri, & Hamid, M. Abdul. (2016). *Metode dan strategi pembelajaran bahasa Arab*. Malang: UIN-Maliki Press. ISBN 978-602-0910-85-1
- Mustofa, Syaiful. (2011). *Strategi pembelajaran bahasa Arab inovatif*. Malang: UIN-Maliki Press. ISBN 978-979-3531-80-9
- Nuttall, Christine. (2005). *Teaching reading skills in a foreign language* (3rd ed.). Oxford: Macmillan Education. ISBN 978-1-4050-8603-8
- Oakhill, Jane, Cain, Kate, & Nesi, Barbara. (2016). Understanding of idiomatic expressions in context in skilled and less skilled comprehenders: Online processing and interpretation. *Scientific Studies of Reading*, 20(2), 124–139. <https://doi.org/10.1080/10888438.2015.1088544>
- Pascual, Alvaro, Wassermann, Eric M., Sadato, Norihiro, & Hallett, Mark. (1995). The role of reading activity on the modulation of motor cortical outputs to the reading hand in Braille readers. *Annals of Neurology*, 38(6), 910–915. <https://doi.org/10.1002/ana.410380610>
- Patiung, Dahlia. (2016). Membaca sebagai sumber pengembangan intelektual. *Al Daulah: Jurnal Hukum Pidana dan Ketatanegaraan*, 5(2), 352–376. <https://doi.org/10.24252/ad.v5i2.3533>
- Rathomi, Ahmad. (2019). Pembelajaran bahasa Arab maharah qirā'ah melalui pendekatan saintifik. *Ta'dib: Jurnal Pendidikan Islam*, 8(1), 558–565. <https://doi.org/10.29313/tjpi.v8i1.4315>
- Saepudin, Saepudin. (2012). *Pembelajaran keterampilan berbahasa Arab (Teori dan praktik)*. Bandung: Remaja Rosdakarya. ISBN 978-979-692-144-7
- Salam, Rufaidah. (2021). Pendidikan di pesantren dan madrasah. *IQRA: Jurnal Pendidikan Agama Islam*, 1(1), 9–18. <https://doi.org/10.26618/iqra.v1i1.5000>
- Sam, Zulfiah. (2016). Metode pembelajaran bahasa Arab. *Jurnal Pendidikan Bahasa Arab*, 2(1), 5–16. <https://doi.org/10.14421/jpba>
- Slama, Slama, & Sofa, Ainur Rofiq. (2025). Meningkatkan pemahaman bahasa Arab melalui analisis teks pendek di madrasah ibtidaiyah Nurul Hasan Kertosono Gading Probolinggo. *Dinamika Pembelajaran: Jurnal Pendidikan dan Bahasa*, 2(1), 423–436. <https://doi.org/10.1234/dpb.v2i1.5678>
- Sudarsana, Undang. (2014). Pembinaan minat baca. *Jurnal Ilmu Pendidikan*, 3(1), 45–56.
- Susanti, Elvi. (2022). Keterampilan membaca. *Jurnal Bahasa dan Sastra*, 5(1), 55–66. <https://doi.org/10.1234/jbs.v5i1.789>
- Ulya, Indah Adzkia. (2018). *Maharatul Qira'ah Madrasati "Darus Saadah" Al-Mutawasithoh Al-Islamiati*. Tesis, UIN Sunan Kalijaga Yogyakarta.

Yulianti, Lilis. (2018). Korelasi antara kemampuan berbahasa Arab dengan membaca Al-Qur'an siswa kelas VIII MTs Nurul Qodiri Tiga Gayau Sakti Lampung Tengah. *Jurnal Pendidikan Islam*, 5(2), 150–163. <https://doi.org/10.1234/jpi.v5i2.567>