Oral Reading Fluency (ORF) Method to Improve Arabic Reading Comprehension

Lailatul Mauludiyah
Universitas Muhammadiyah Malang
elimauludiyah@umm.ac.id

ENGLISH ABSTRACT

The purpose of this study was to describe the use of the Oral Reading Fluency (ORF) method and to show the effectiveness of its use in Arabic reading at Muhamamdiyah University Malang. The method used in this research was descriptive quantitative with the Arabic education department students as the objects. The instruments used for the data collection were questionnaire and observation sheet, while the data analysis used the percentage of student responses. This research was conducted on four meetings. Each meeting had different text with a range of 125-140 words and a different final evaluation. This method implements a bear-back manner of reading quickly and at a specified time. The results of this study indicated that the ORF method is very helpful for students to be able to read Arabic texts fluently and accurately. It is proven that 50% of students give positive response to the application of this method. This method can also help improve the ability to understand the contents of Arabic text which has been one of the problems in learning Arabic language skills. It was proven that at the end of the meeting 85% of students completed the material with perfect scores.

Keywords: Oral Reading Fluency, Reading Comprehension, Arabic Text

INDONESIAN ABSTRACT

Tujuan dari penelitian ini adalah untuk mendeskripiskan penggunaan metode Oral Reading Fluency (ORF) dan menunjukkan keefektifan dari penggunaan metode ini dalam pembelajaran qiro'ah di Universitas Muhamamdiyah Malang. Metode yang digunakan dalam penelitian ini adalah kuantitaf deskriptif dengan objek penelitian adalah mahasiswa program studi pendidikan Bahasa Arab. Instrumen pengumpulan menggunakan angket dan lembar observasi. Sementara analisis data menggunakan prosesntase dari hasil tanggapan mahasiswa. Penelitian ini dilakukan selam empat kali pertemuan. Masing–masing pertemuan diberikan teks yang berbeda dengan rentang 125–140 kata dengan evaluasi akhir yang berbeda. Metode ini menerapkan cara membaca secara beruang–ulang dengan cepat dengan waktu yang ditentukan. Hasil dari penelitian ini menunjukkan bahwa metode ORF ini sangat membantu mahasiwa untuk bisa membaca teks Arab dengan lancar dan tepat tebukti 50% dari mahasiwa memberikan respon positif pada penerapan metode ini. metode ini juga bisa membantu

meningkatkan kemampuan memahami isi teks Arab yang selama ini menjadi salah satu permasalahan dalam pembelajaran keterampilan berbahasa Arab. Terbukti di akhir pertemuan 85% mahasiswa menuntaskan materi dengan nilai sempurna.

Kata kunci: Oral Reading Fluency, Kemampuan Membaca, Teks Arab

Introduction

Foreign language cannot be separated from receptive and productive abilities. Receptive abilities consist of the ability to read and hear. While productive ability is the ability to write and speak. A foreign language learner will not be able to produce productive abilities, if their receptive abilities are not honed properly. For foreign language learners, especially Arabic reading is a homework that must be completed before entering other language proficiency material. Because knowing and reading Arabic letters is the key to pronouncing Arabic. Someone will not be able to pronounce Arabic letters, if they cannot read Arabic characters.

Some of the factors causing difficulty in learning a foreign language include the level of mastery of foreign languages (Megawati, 2016), motivation (Islam, 2015), lack of practice (Kurniawati, 2015), lack of learning media (Istiqomah, Diner, & Wardhana, 2015), creativity of textbooks (Mahbubah, Biahmada, & Mauludiyah, 2019) and others. These difficulties arise because of different factors based on the circumstances of the learner. The problem that arises from many new students in the Arabic education department is that some of the students cannot read Arabic text because their previous educational background is not from a *pesantren* or madrasa or school that taught Arabic. Thus, in the practice of language courses, some students are left behind in the mastery of *maharah*. Problems like this, not only in universities, also occur in many schools.

Reading problems are caused by two factors, internal and external. Internal factors are factors in themselves. In this case, it is the student's motivation to be able to read Arabic text. Meanwhile, external factors are the social environment and teacher behavior. These two factors are interrelated and support each other. While the problems that exist in Arabic Education Department students are due to their educational background, so it is the teacher's duty to innovate learning methods so that students achieve the target learning objectives.

The solution that has been done to overcome this problem is through increasing motivation. The teacher in this case provides active action to answer student questions. Thus, students are motivated to read foreign language texts. And the results of this study show that motivation only has a slight effect on reading ability (Kartika & Mastuti, 2012). In addition, an interesting method including using the Concentrated Language Encounter (CLE) method is used. CLE is a method that focuses on reading comprehension and the result of the application of this method is to help students understand the content of the text. From the use of CLE, it is likely that students will be able to understand the text. However, it is not certain that students can read the text fluently to improve reading skills, research is also conducted in using the Ipad to motivate reading skills (Alqahtani, 2020)

Meanwhile, what teachers have done in Arabic learning is to use traditional learning models, such as the *bandongan* and *sorogan*. This model is still commonly found in pesantren (Hanani, 2015). The cooperative method has also been used by the teacher, this method is an application of the peer tutoring method which in practice, students who have more abilities should be able to teach friends with low abilities (Fattah & Yamin, 2014). The results of this study showed the effectiveness of learning. However, from existing research, it only shows how the understanding of the text is, not yet referring to reading ability. For this reason, research will refer to the application of the Oral Reading Fluency (ORF) method, which aims to make students read a text, without the need to understand the contents of the text. So that the main purpose of this method is how the student is able to read Arabic texts correctly. In practice, this ORF requires students to focus on reading with any distraction. Thus, here to increase concentration is echoed by timing.

The purpose of this study was to describe the application of the ORF method in the *Qiroah* subject for students at the University of Muhammadiyah Malang. The application of the ORF method is expected to contribute to the development of language learning methods and be a solution for teachers who often face students, have difficulty reading Arabic texts.

Methods

This research uses a quantitative approach with descriptive research type. In this study describing the learning outcomes using ORF. The sample in this study were students

of the Arabic Education Department semester I with a total of 49 students during four meetings. While the instruments used in this study were (1) a questionnaire with a measurement scale using a Likert scale with a gradation of values ranging from negative to positive values. This instrument is used to determine the level of student satisfaction with the method; (2) tests, to determine the mastery of the material on the text that has been read; (3) the observation journal as a medium for measuring the time spent by students reading text. The analysis steps in this study were (1) measuring and making an average of the time spent by students when reading the text in each meeting; (2) comparing the number of words and minutes produced; (3) procesing questionnaire results as supporting data for this study.

Oral Reading Fluency (ORF) Method to Improve Arabic Reading Comprehension

The process of implementing the Oral Reading Fluency (ORF) method for students of the Arabic Education Department is carried out in the Qiroah course and uses the *al-muyassar fi al-qiro'ah* textbook by Dr. Abdul haris, the implementation of this method was carried out for one month with four meetings and four different materials. The material taught is as in Table 1.

Table 1. Qiroah Material

No	Meetings	Material	Words
1	I	إعداد الندوة	125 words
2	II	إلى الجامعة	137 words
3	III	إلى المسجد	140 words
4	IV	في مقابلة الإمتحان	140 words

Table 1 above is about qiroah material which is carried out in four meetings to train students' reading comprehension. In this lecture activity, the emphasis is on students reading fluently so that the material needed is basic material. In the implementation process, the steps used in teaching are as follows:

First   : The lecturer drills students to read Arabic text in Arabic language

Second   : Students read by themselves with emphasis on Arabic language

Third   : Students read by themselves by counting the reading time

Fourth   : Students read counted time in pairs.

This activity is carried out in every meeting and ends with an evaluation of the understanding of the Arabic text by providing a different form of evaluation at each meeting.

The benefits of using the drill method include the first, to increase the thinking power of learners. Because the driil process is something that is repeated, it will make the learner more careful. Second, learners' understanding will increase from various sides. And with this method students will get deeper cognitive abilities (Jamhuri, 2016). In addition to benefits, Jamhuri (2016) also explains the benefits of the drill method 1) Having moreist or garak skills such as memorizing words, writing, etc. and 2) Developing intellectual skills, such as diverting, dividing, adding, subtracting, drawing roots in counting, guess objects, and so on.

The result of the Oral Reading Fluency (ORF) process is that students are able to read Arabic text quickly, correctly, and use Arabic language. This success, of course, is supported by the motivation of the students by competing in speed reading. The results of reading Arabic text with ORF are as follows:

Table 2. The Time Spent by Students

Meeting	Fastest Time	Average Time	Longest Time
I	00.00.33 seconds	00.01.13 seconds	00.03.07 seconds
II	00.01.30 seconds	00.02.03 seconds	00.03.04 seconds
III	00.00.47 seconds	00.01.14 seconds	00.02.00 seconds
IV	00.01.20 seconds	00.01.50 seconds	00.03.04 seconds

Table 2 shows the time spent by students during the third step, namely reading in pairs. Before this activity is carried out, students are given time to read independently so that students can practice reading Arabic texts before the counting time.

The process of reading the text in pairs is a factor to increase motivation. Learning that emphasizes competence is learning from students, by students, and for students. In this learning ability depends on himself and does not depend on the teacher (self-direct learning) (Marhaendro, 2010). At this stage, students are asked to study qiroah by themselves by learning to read up to a specified time limit and measuring how much time they spend in one reading.

The problem of competition in learning, Blazauskas, Limanauskiene, and Kersiene, (2012) also explained that competition has a very strong role in increasing student motivation. Regueras dkk (2008) stated that learning motivation can be grown in various ways, including competition. In his writing, it is explained that this competency is good because this method forces students to compete among their peers.

While related to reading, according to Romansyah (2017) a person is categorized as mastering effective and efficient reading comprehension, if he or she has a proportional reading speed and is able to find the essence of the reading. So, after reading, an evaluation process is carried out to measure how well students understand the text given. So, in this ORF also combines two things, namely reading speed and understanding of the text. The types of evaluation used are as follows:

Table 3. The Types of Evaluation

Meeting	Material	Evaluation Type
I	إعداد الندوة	Answer questions
II	إلى الجامعة	Read the text without *syakal*
III	إلى المسجد	Summerize the text
IV	في مقابلة الإمتحان	Retell teks (lisan)

From Table 3, it is explained that in addition to improving reading skills, students are also required to be able to understand the text they are reading. In the first evaluation 34 students (75%) were able to get perfect scores, namely 80-100, the second evaluation 36 students (80%) got perfect scores, while the third evaluation was 38 students (83%) who got perfect scores, and at evaluations and meetings the fourth 39 students (85%) got perfect scores. According to Zainal (Aqib & Amrullah, 2009) if the percentage of completeness reaches 81 - 100 &%, the level of learning completeness is very high. Meanwhile, students who have not received a perfect score, 6 people are carried out additional learning outside the classroom through activities that are proclaimed by the study program.

Although, the main target in this ORF activity is reading ability, this indirectly also trains students to understand reading. Munawaroh, Madyono, dan Suwarti (2018) said reading is an activity carried out to understand the content in the reading and is used to

obtain messages contained in the reading. Meanwhile, according to Jayani dan Hastjarjo (2011) if someone is only asked to read without a test, then the reading is only stored in short-term memory. However, if after repeated reading and then given a test, the reading will be stored in the Long-term memory, and can be remembered for a long time. For this reason, after the ORF process takes place, there is a need for an evaluation in the form of a test to bring students' memories to long-term memory.

After the learning process, students take opinions as material for teacher evaluation through distributing questionnaires. The results of the questionnaire are in table 4.

Table 4. Student Questionnaire Results

No	Indicator	Disagree Strongly (%)	Disagree (%)	Agree (%)	Agree Strongly (%)	Agree Very Strongly (%)
1	Difficulty in using the method at an early steps	58	36	7	0	0
2	This method helps to learn to read	0	0	0	7	93
3	This method helps improve reading skills	9	0	27	13	51
4	Help understand the content of the text	7	13	38	36	7
5	This method only helps improve reading skills	0	0	13	13	73
6.	Read with the given time is motivate learning read	0	0	36	51	13
7	Makes it easier to answer evaluations	0	7	27	58	9
8	Makes it easier to read the text without *syakal* after ORF	0	13	38	27	22

Table 4 describes the results of the student questionnaire after the application of the ORF method to Qiroah learning. In the first indicator, it appears that students are still having difficulty applying this ORF method, this can be seen in 58% of students agreeing with it. This kind of thing becomes very natural, because so far students are not getting used to reading Arabic texts. While the second and third items, almost all students stated

that this method was very helpful in reading Arabic texts, because this method required students to read regularly. In the research of Abd Ghani, Muslim, dan Zakaria, (2020) this ORF method has also been carried out and the results are significant. In addition, other studies also say that ORF is very helpful in learning words (Reed, Zimmermann, Reeger, & Aloe, 2019).

Habit in learning foreign languages, including Arabic, is essential and substantial to achieve the goal of language acquisition and skills. Including the ability to speak four languages, one of which is the ability to read. Because habituation is also the core of foreign language learning itself. Habit in language will have a positive influence on self-development of language learners to improve their language skills (Sunan, 2015).

This ORF method, besides helping to improve students' reading skills, this method also indirectly helps students understand the content of the text. Evidenced by 36% of students choose to agree and 38% feel this method is enough to help understand the content of the text and answer the evaluation of the text read. In addition, this method also motivates students to continue reading practice so that they understand the text. In addition, because this method is an application to read a test repeatedly, and it makes and helps students to read text without harokat easier.

ORF is an activity which requires a person to unite his concentration on one text for a few minutes. In unifying these concentrations, it is hoped that things will be recorded in the brain and will be recalled at the required time. According to Julianto, Dzulqaidah, dan Salsabila (2014) if someone concentrates, he will get and accommodate the information given. So that when a reading is evaluated, the person is able to answer easily. Recall is a process, where someone will remember something. According to Suharmana in Dewi, Omegantini, Dian, dan Disa (2019),), recall memory can be influenced by several things: (1) The effect of serial position is information that is arranged sequentially. The most recent information is likely to be remembered by someone; (2) media; (3) adventure, with this adventure, the memory will be stored deeply in the short term memory, so it will be easy to remember.

The goal of language learning is definitely to improve the ability to communicate properly and correctly, both orally and in writing. Language learning cannot be done mechanically, because language skills involve mental structures. In order to be skilled at speaking, students are trained to speak continuously. In order to be skilled at writing,

students must practice writing. When writing, reading, listening, or speaking, mental processes occur in the brain so that students can reveal new things that they have read or heard (Nurcahyani, 2018).

In implementing this ORF, students read Arabic text repeatedly for 10 minutes independently, before evaluating the reading and calculating the time spent in reading. When referring to the theory that emphasizes recall memory, repeated reading has tremendous benefits including helping to improve the ability to remember a reading text. So, when students read text repeatedly, there is a process of storing reading memory in short term memory. When this memory is needed in the evaluation it will be issued by answering questions.

Reading a text is not only about understanding but also about reading effectiveness. The principle of effectiveness and efficiency in reading comprehension activities will be achieved, if the reader has adequate reading speed (proportional) and has the skills to find reading focus information (Romansyah, 2017). To be able to read with a proportional amount of time one has to get used to reading and of course it takes a long time. This, as happened in the learning process. At the first meeting, the time it took students to read was longer than at the third and fourth meetings. During the third and fourth meetings, students were already familiar with the ORF process, so the time needed to read was relatively less.

In reading, there are two things that work together, namely the eyes and the brain. The eye as a thing that portrays what we are seeing in this case is text. While the brain is processing the results of the shot made by the eye. If the two organs cannot work together, the reading process with high concentration will not be achieved (Kamalasari, 2012). According to Aizid, reading with concentration is like unraveling tangled threads. The method is also easy, just by following the tangled threads in this case is the text from start to finish using our eyes (Aizid, 2011). In the research of Łockiewicz dan Jaskulska (2019) it is necessary to concentrate and focus on the reading text to produce good reading skills. In this ORF, students must read aloud to correct the correctness of reading in reading an Arabic text where some students still cannot read Arabic text correctly. And to practice student concentration is the time determined by the teacher.

To achieve a certain goal requires concentration of mind or concentration. Concentration is something that only focuses on the most important information. In Aryati

dan Setio (2010) study, concentration is very much needed in learning, and in this study to increase concentration using a brain gym. Meanwhile, in the implementation of Qiroah learning, the process is to stimulate student concentration through reading together aloud. Because sound is one of the things that can foster concentration and enthusiasm for learning. Meanwhile, to increase the enthusiasm of students in learning Qiroah, at the step of fast reading in pairs each time generated by students is recorded, and the fastest readers will get appreciation from the teacher. Kadji (2012) in his research states that a person will always be motivated if: (a) live in a way that is appropriate to their preferred role, (b) is treated according to their preferred level, and (c) is valued in a way that reflects appreciation of one's abilities.

Oral Reading Fluency (ORF) improves students 'reading ability which involves students' internal and external factors. Internal factors through increasing the motivation to learn qiroah and external factors through the habit of recurring reading and speed reading without neglecting the content of the text being read. Because this method emphasizes reading over and over again so that it makes students able to read fluently and remember and understand the contents of the text. For this reason, the ORF method is very suitable for students or students who cannot read Arabic text but are targeted to be able to read Arabic text in a short time.

Conclusion

Oral Reading Fluency (ORF) is a method of reading text that emphasizes reading a text repeatedly. Based on the research results, the method is very effective to help students to improve their reading skills in Arabic tests and to understand their contents. It is proven that based on the results of a questionnaire distributed regarding the effectiveness of this method, more than 50% students stated that this method really helped them improve their reading skills and were able to answer evaluations. In subsequent research, this method can be applied to non-face-to-face activities using an online learning platform. So, it is very useful for Arabic teachers in this pandemic.

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