

**From Accuracy to Fluency: The Synergy of Intensive and Extensive Reading in Arabic
Language Education**

من الدقة إلى الطلاقة: تكامل القراءة المكثفة والقراءة الموسعة في تعليم اللغة العربية

**Dari Akurasi ke Kelancaran: Sinergi Membaca Intensif dan Membaca Ekstensif dalam
Pendidikan Bahasa Arab**

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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.

Keywords: *maharah qirā'ah*, intensive reading, extensive reading, Arabic language learning

Abstrak

Penelitian ini mengkaji dua pendekatan utama dalam pengembangan keterampilan membaca (*maharah al-qirā'ah*) bahasa Arab, yaitu membaca intensif (*al-qirā'ah al-mukaththafah*) dan membaca ekstensif (*al-qirā'ah al-muwassa'ah*). Dengan menggunakan pendekatan kualitatif dan kajian pustaka sistematis, penelitian ini menganalisis 40 publikasi terpilih periode 2015–2025 yang membahas konsep,

karakteristik, kelebihan, dan keterbatasan masing-masing pendekatan. Hasil menunjukkan bahwa membaca intensif meningkatkan akurasi linguistik dan pemahaman analitis melalui analisis teks secara rinci, sedangkan membaca ekstensif mendorong kelancaran membaca, motivasi intrinsik, dan pemahaman global melalui pembacaan volume besar. Sintesis temuan menghasilkan model “Siklus Intensif–Ekstensif” yang diawali analisis rinci di kelas, dilanjutkan membaca ekstensif mandiri, dan diakhiri diskusi integratif. Model ini efektif menggabungkan akurasi dan kelancaran membaca. Penelitian ini merekomendasikan guru bahasa Arab di Indonesia, khususnya di madrasah dan pesantren, untuk mengintegrasikan kedua pendekatan secara seimbang.

Keywords: maharah qirā’ah, membaca intensif, membaca ekstensif, pembelajaran bahasa Arab

ملخص

تهدف هذه الدراسة إلى بحث منهجين رئيسيين في تنمية مهارة القراءة (مهارة/القراءة) في اللغة العربية، وهما: القراءة المكثفة (القراءة/المكثفة) والقراءة الموسعة (القراءة/الموسعة). وقد استخدمت الدراسة المنهج النوعي من خلال مراجعة أدبية منهجية، حيث تم تحليل أربعين دراسة مختارة خلال الفترة 2015–2025، وتركز التحليل على المفاهيم والخصائص والمزايا والقيود في كل منهج. أظهرت النتائج أن القراءة المكثفة تعزز الدقة اللغوية والفهم التحليلي من خلال تحليل النصوص بشكل مفصل، في حين أن القراءة الموسعة تنمي الطلاقة في القراءة، والدافعية الذاتية، والفهم العام من خلال قراءة كميات كبيرة من النصوص. وتشير نتائج المراجعة إلى أن نموذج “دورة القراءة المكثفة–الموسعة”، الذي يبدأ بتحليل مفصل داخل الصف، يليه قراءة موسعة مستقلة، وينتهي بمناقشة تكاملية، يُعدّ نموذجًا فعالاً للجمع بين الدقة والطلاقة. وتقدم هذه الدراسة دلالات عملية لمعلمي اللغة العربية في إندونيسيا لدمج المنهجين معًا بصورة متوازنة، وخاصة في سياقات التعليم الإسلامي مثل المدارس الدينية والمعاهد.

الكلمات المفتاحية: مهارة القراءة، القراءة المكثفة، القراءة الموسعة، تعليم اللغة العربية.

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Introduction / المقدمة / Pendahuluan

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 (*turaṣ*), 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 / منهج البحث / Metode

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.

Result and Discussion / نتائج البحث ومناقشتها / Hasil dan Pembahasan

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.

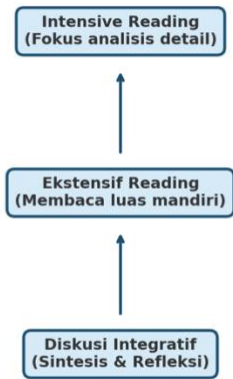
Comparative Characteristics

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 Qir’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.

Closing / الخاتمة / Kesimpulan

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*.

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