The Application of the Loud Reading Strategy (Al Qira'ah Al Jahriyyah) Based on Pop-Up Books in Enhancing Arabic Reading Skills

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Abstract

This study employs an action research method to evaluate the effectiveness of a read-aloud strategy using *pop-up book*s in improving Arabic reading skills among 20 students of Class VI B at Nurul Amal Elementary School, Bandung. The research, conducted over two cycles, addresses challenges such as difficulty understanding Arabic texts and a lack of engaging learning media, which led to low reading interest and skills. In the pre-cycle phase, students achieved an average score of 40.5, with only 10% learning success. This improved in Cycle I, with an average score of 74.5 (45% success), and further in Cycle II, with an average score of 89.25 (85% success). A Likert-scale questionnaire also showed an 87.8% positive response. The findings conclude that the read-aloud strategy with *pop-up book*s effectively enhances students' Arabic reading skills and engagement.

Keywords: *Pop up book, reading skills, read-aloud strategy*

Abstrak

Penelitian yang dilakukan selama dua siklus ini menjawab tantangan seperti kesulitan memahami teks Arab dan kurangnya media pembelajaran yang menarik sehingga menyebabkan rendahnya minat dan keterampilan membaca. Penelitian ini menggunakan metode penelitian tindakan untuk mengevaluasi efektivitas strategi baca nyaring menggunakan buku pop-up dalam meningkatkan keterampilan membaca bahasa Arab pada 20 siswa Kelas VI B di SD Nurul Amal Bandung. Pada fase prasiklus siswa memperoleh nilai rata-rata 40,5 dengan keberhasilan belajar hanya 10%. Hal ini meningkat pada Siklus I dengan skor rata-rata 74,5 (keberhasilan 45%), dan selanjutnya pada Siklus II dengan skor rata-rata 89,25 (keberhasilan 85%). Kuesioner skala Likert juga menunjukkan respon positif sebesar 87,8%. Temuan ini menyimpulkan bahwa strategi membaca dengan lantang dengan buku pop-up secara efektif meningkatkan keterampilan dan keterlibatan membaca bahasa Arab siswa.

Kata Kunci: *Keterampilan membaca, Pop up book, Strategi membaca nyaring*

Introduction

Reading is a fundamental process of understanding written texts and serves as an essential skill in language acquisition. Proficient reading abilities are crucial for expanding knowledge and achieving educational objectives. For elementary school students, particularly in learning Arabic, reading serves as a vital skill to comprehend texts and acquire foundational knowledge that contributes to their long-term academic and personal development[1]. Consequently, structured and well-designed efforts to enhance Arabic reading skills are imperative to ensure successful learning outcomes.

To cultivate students who are proficient in Arabic, emphasis on reading skills is indispensable.[2] A study conducted by Rohani among elementary school students indicates that deficiencies in writing skills are often a direct result of weaknesses in reading competencies.[3] Thus, reading is regarded as the cornerstone of knowledge acquisition and a fundamental element of learning success, especially for young learners in elementary schools or madrasah ibtidaiyyah. Sulikhah underscores that the key to improving student learning outcomes lies in fostering comprehension-based reading, which sharpens their overall reading proficiency. Therefore, the systematic development of Arabic reading skills through programmed learning strategies is vital to achieving desired educational goals.[4]

Nevertheless, findings from the study reveal that not all students possess adequate reading skills. A majority struggle to read Arabic texts fluently, and their ability to comprehend written material remains underdeveloped. This lack of proficiency significantly impedes their ability to engage with Arabic texts.[5] Research conducted by Masrai highlights considerable weaknesses in students' mastery of linguistic components such as syntax, vocabulary, sentence structure, and text comprehension.[6] This challenge is further corroborated by Wahdah's findings, which report that 85% of students demonstrate a low level of interest in developing Arabic reading skills.[7] Given these circumstances, it becomes imperative to formulate and implement targeted strategies to

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[1] W. Anggraini et al., "Development of Pop-Up Book Integrated with Quranic Verses Learning Media on Temperature and Changes in Matter," *Journal of Physics: Conference Series* 1155, no. 1 (2019): 0–9, https://doi.org/10.1088/1742-6596/1155/1/012084.

[2] Bunyamin Celik, "Improvement of Reading Skills in the Second Foreign Language Courses by the 'Anti-Method' Way," *International Journal of English Linguistics* 8, no. 4 (2018): 237, https://doi.org/10.5539/ijel.v8n4p237.

[3] Siti Rohani, "Faktor-Faktor Rendahnya Kemampuan Siswa Dalam Membaca Dan Menulis Kelas IV Di SDN 85 Kota Lubuk Linggau," *Prodi Pendidikan Guru Madrasah Ibtidaiyah* (Institut Agama Islam Negeri Bengkulu, 2020).

[4] Sulikhah Sulikhah, Slamet Utomo, and Santoso Santoso, "Pengaruh Teknik Survey Question Read Reflect Recite Review (Sq4R) Dan Teknik Skema Terhadap Kemampuan Membaca Pemahaman Mata Pelajaran Bahasa Indonesia Pada Siswa Sd Negeri Kelas Iii Di Kecamatan Karanganyar Demak," *KREDO : Jurnal Ilmiah Bahasa Dan Sastra* 3, no. 2 (2020): 365–85, https://doi.org/10.24176/kredo.v3i2.4752.

[5] Dinda Lestari Hamka, Mintasiah R, and Enung Mariah, "Analisis Faktor Kesulitan Membaca Teks Bahasa Arab Siswa Sekolah Madrasah Tsanawiyah Kelas Tujuh Di Kota Makassar," *Pinisi Journal of Education* 1, no. 2 (2021): 196–205.

[6] Ahmed Masrai, "Vocabulary and Reading Comprehension Revisited: Evidence for High-, Mid-, and Low-Frequency Vocabulary Knowledge," *SAGE Open* 9, no. 2 (2019), https://doi.org/10.1177/2158244019845182.

[7] Yuniarti Amalia Wahdah, "Faktor-Faktor Kesulitan Siswa Dalam Membaca Teks Bahasa Arab," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 1 (2020): 30–46, https://doi.org/10.17509/alsuniyat.v1i1.24197.

enhance reading competencies, thereby improving the Arabic reading proficiency of elementary school students in a structured and impactful manner.

From the teacher's perspective, research has shown that employing diverse reading strategies in teaching can significantly aid in developing elementary students' Arabic reading skills. Therefore, teachers are encouraged to adopt and encourage their students to utilize various reading strategies tailored to their needs to help them master reading skills effectively.[8]

In teaching reading skills, several commonly used strategies exist, one of which is the read-aloud strategy. According to Asnawi's theory, reading aloud is the act of articulating each word, phrase, and sentence from a text, a practice that occurs naturally in students from birth or evolves over time through consistent practice.[9] Juhairiyah emphasizes that the read-aloud strategy is particularly essential when students engage with academic materials in Arabic.[10] Nurbayan further argues that through reading aloud, teachers can evaluate students' proficiency in pronouncing Arabic hijaiyyah and provide corrections when pronunciation errors occur.[11]

Additionally, Sajid and Kassim highlight that Arabic reading skills can be enhanced through the read-aloud strategy.[12] Studies demonstrate that when implemented effectively, this strategy not only improves reading skills but also strengthens text comprehension, contributing to better reading comprehension abilities. The positive impact of using the read-aloud strategy has been a critical component of teaching methods aimed at developing text comprehension skills in Arabic. This approach is an active learning method that helps improve pronunciation skills as an initial step toward grasping meaning, particularly for beginner-level classes.[13]

Over time, reading aloud has become a favored classroom activity for many teachers. This practice allows students to test their pronunciation and receive corrections when errors occur. The strategy involves students vocalizing syllables or paragraphs, paying attention to intonation, punctuation, and pauses. The urgency of employing read-aloud methods alongside pop-up books lies in their ability to integrate visual elements with reading activities. These visual aids facilitate students' comprehension of sentence structures and complex text meanings, while simultaneously boosting their motivation

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[8] Meliza, Adnan, and Intan Safiah. "Strategi guru dalam meningkatkan kemampuan membaca pada siswa kelas rendah gugus inti Kecamatan Peudada Kabupaten Bireuen." *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 1.2 (2016): 26-36.

[9] Asnawi, Sugiyono, and Endang Uliyanti, "Peningkatan Kemampuan Membaca Nyaring Teks Dengan Metode Demonstrasi Pembelajaran Bahasa Indonesia Di Sekolah Dasar," *Jurnal Pendidikan Dan Pembelajaran* 4, no. November (2020): 274–82.

[10] Siti Juhairiyah, "Peningkatan Keterampilan Membaca Nyaring Dengan Media Komik Pada Siswa Kelas III MI Hidayatul Mubtadi'aat Tahun Ajaran 2013/2014," *Prodi Pendidikan Guru Madrasah Ibtidaiyah* (UIN Syarif Hidayatullah Jakarta, 2015).

[11] Isnainiyah, Syihabuddin, and Yayan Nurbayan, "Minat Siswa Terhadap Jenis Media Pembelajaran Bahasa Arab Di Masa Covid-19 Dan Implementasinya Dalam Proses Pembelajaran," *Al-Nadwah Al-'Alamiyyah Fi Ta'Lim Al-Lughah Al-'Arabiyyah (International Conference on Arabic Languange Teaching)* 1, no. 1 (2020): 137–48.

[12] Muhammad Khalid Mehmood Sajid and Hafizoah Kassim, "The Effects of Reading Aloud Strategies on Text Level Difficulties, Reading Proficiency and Reading Comprehension Skill," *International Journal of Language Education and Applied Linguistics (IJLEAL)* 09, no. 1 (2019): 85–97, https://doi.org/10.15282/ijleal.v9.788.

[13] Saepuddin, *Pembelajaran Keterampilan Berbahasa Arab Teori Dan Praktik*, *Trust Media Publishing* (Yogyakarta: Trust Media Publishing, 2012).

and engagement in learning. Consequently, both teachers and students can more easily grasp the meanings embedded within the text or paragraphs being read aloud.[14] A study by Chery further substantiates the effectiveness of the read-aloud strategy in improving students' reading skills by enhancing their expertise and reducing the difficulty level of texts.[15]

However, the implementation of the read-aloud strategy must be accompanied by the use of appropriate and relevant media.[16] According to Isnainiyah, media are fundamental tools in teaching and learning activities, as they establish an interconnected relationship between various elements of learning.[17] Aminudin aligns with this view, emphasizing that the importance of media lies in its capacity to transmit the majority of knowledge, skills, and attitudes, primarily through visual perception and direct engagement, with the remainder through other senses.[18] In this study, the medium used to support Arabic reading skill development is the pop-up book, a visual aid that enhances learning experiences and outcomes.

A pop-up book is a type of card or book that, when opened, presents three-dimensional or raised constructions.[19] Research by Karumpa demonstrates that pop-up books are an effective tool to improve students' comprehension of the content they read.[20] Similarly, Loliyana, in her journal, states that reading skills can be developed through the use of pop-up books as an alternative medium to stimulate students' reading abilities.[21] The visual elements in pop-up books motivate students and foster enthusiasm, making learning activities enjoyable. Moreover, the material presented is easier for students to retain and recall. Kusnawati also highlights in her journal that pop-up books can serve as a problem-solving medium for challenges in learning Arabic.[22]

Based on this background, the researcher intends to conduct a study titled "The Application of Read-Aloud Strategy (Al-Qira'ah Al-Jahriyyah) Using Pop-Up Books to Improve Arabic Reading Skills." This research introduces an innovative approach to

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[14] Sulfiati, "Peningkatan Kemampuan Membaca Nyaring Melalui Media Cerita Bergambar Pada Pelajaran Bahasa Indonesia Kelas 2B SD Pujokusuman 1 Yogyakarta," *EDUCATOR : Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 2, no. 3 (2022): 353–62, https://doi.org/10.51878/educator.v2i3.1644.

[15] Chery Julida Panjaitan and Uswatun Hasanah, "Meminimalisir Kesulitan Membaca Dengan Metode Reading Aloud Pada Siswa MIN 1 Langsa," *Seminar Nasional Royal (SENAR)*, no. September (2018): 547–52.

[16] Neng Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2023): 108–23, https://doi.org/10.19105/ajpba.v4i1.7497.

[17] Isnainiyah, Syihabuddin, and Nurbayan, "Minat Siswa Terhadap Jenis Media Pembelajaran Bahasa Arab Di Masa Covid-19 Dan Implementasinya Dalam Proses Pembelajaran."

[18] Aminudin, "Media Pembelajaran Bahasa Arab," *Al-Munzir* 7, no. 2 (2014).

[19] Tri Ningtiyas, Punaji Setyosari, and Henry Praherdiono, "Pengembangan Media Pop-Up Book Untuk Mata Pelajaran Ipa Bab Siklus Air Dan Peristiwa Alam Sebagai Penguatan Kognitif Siswa," *Jurnal Kajian Teknologi Pendidikan* 2, no. 2 (2019): 115–20, https://doi.org/10.17977/um038v2i22019p115.

[20] Aco Karumpa, Andi Halimah, and Sulastri, "Efektivitas Penggunaan Media Pop Up Book Dan Big Book Terhadap Kemampuan Siswa Memahami Isi Bacaan," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 8, no. 2 (2022): 818–25, https://doi.org/10.30605/onoma.v8i2.2089.

[21] Loliyana Loliyana, Dinda Tri Anggraini, and Ujang Efendi, "Penggunaan Media *Pop-up book* Terhadap Keterampilan Membaca Dan Menulis Peserta Didik Kelas I SD," *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar* 9, no. 1 (2022): 19–30, https://doi.org/10.24042/terampil.v9i1.9602.

[22] Yanti Kusnawati, Diwiacita Azzahra, and Maman Rusman, "Penerapan Media *Pop-up book* Pada Pembelajaran Bahasa Arab Dalam Meningkatkan Motivasi Belajar Siswa," *El-Ibtikar: Jurnal Pendidikan Bahasa Arab* 13, no. 1 (2024): 1–18.

Arabic language learning by integrating the read-aloud strategy (al-qira'ah al-jahriyyah), which emphasizes pronunciation, intonation, and text comprehension, with interactive and visual pop-up books. This combination aims to assist students, particularly beginners, in overcoming difficulties in reading Arabic texts through a more engaging and effective method. The pop-up books are specifically designed to support Arabic language learning by presenting three-dimensional visual elements that enhance the understanding of reading material.

This study contributes to the development of more modern and practical Arabic language teaching strategies. The combination of the read-aloud strategy and pop-up book media addresses the challenges of teaching Arabic in beginner classes, particularly in enhancing students' reading skills and comprehension. This approach aspires to establish a model of instruction that can be widely implemented to improve the effectiveness of Arabic language education.

Method

This study adopts a Classroom Action Research (CAR) model, inspired by the framework developed by Kemmis and McTaggart.[23] The CAR model used in this research is structured into four stages within each cycle: planning (plan), implementation (act), observation (observe), and reflection (reflect). This model was chosen because it offers a systematic, flexible, and continuous approach, enabling researchers to directly observe and evaluate the effectiveness of implemented actions while allowing teachers to actively participate in improving the learning process. Consequently, this CAR approach is highly relevant for enhancing students' reading skills effectively and measurably.

In alignment with the above explanation, the researcher conducted the CAR process across two cycles.

Figure 1. Stages of the Research Cycle

The researcher served as the primary instructor during the teaching process, focusing on improving Arabic reading skills, particularly through the use of pop-up book-based media.

Location, Subjects, and Timeline

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[23] Kemmis, S., and R. McTaggart. "The action research planner: Action research and the critical analysis of pedagogy." *Deakin University* (1988).

This study was conducted at MI Nurul Amal, Bandung, with the research subjects being 20 sixth-grade B students, comprising 12 boys and 8 girls. The subjects were chosen due to their limited foundational skills in reading Arabic texts, necessitating guidance in articulating Arabic letters (huruf hijaiyyah) and understanding intonation and punctuation. The research aimed to explore the effectiveness of the read-aloud strategy supported by pop-up book media in fostering enjoyable Arabic reading skills. This CAR was carried out from February 23 to April 21, 2023, over a total of four sessions divided into two cycles.

Data Collection and Analysis Techniques

Data were collected through observation, questionnaires, and field notes, analyzed using both qualitative and quantitative approaches. The research instruments were validated by experts to ensure alignment with the research objectives and tested for reliability to guarantee consistent results. Observations assessed student participation and engagement during the learning process. Average scores were calculated to evaluate the progress in reading skills. Learning mastery was determined by the number of students meeting the KKM (Kriteria Ketuntasan Minimal). Questionnaire responses were analyzed using a Likert scale to evaluate students' perceptions of the read-aloud strategy supported by pop-up book media. This approach ensured that the findings were valid, reliable, and provided a comprehensive understanding of the strategy's effectiveness.

To obtain accurate data, the following calculations were conducted to assess mastery levels and student achievement:

1. Observation Analysis during Learning Activities

$$S = \frac{R}{N} \times 100$$

Where:
S = Score sought
R = Total score obtained
N = Maximum score

2. Average Student Scores in Arabic Reading Skill Activities

$$\mathcal{X} = \frac{\sum x}{N} \times 100$$

Where:
$\mathcal{X}$ = Class average (mean)
$\sum x$ = Sum of student scores
N = Number of students

3. Student Mastery Analysis

$$P = \frac{\sum F}{N} \times 100$$

Where:
P = Percentage
F = Number of students achieving mastery
n = Total number of students

Students' responses regarding the use of pop-up book media in Arabic reading skill development were assessed using the following Likert scale:

Table 1. Percentage and Response Scale for the Evaluation of the Read-Aloud Strategy Using Pop-Up Book Media

Percentage	Grade	Score	Description
80% - 100%	A	5	Sangat Setuju (SS)
60% - 79%	B	4	Setuju (S)
40% - 59%	C	3	Cukup/Netral (N)
20% - 39%	D	2	Kurang Setuju (KS)
0% - 19%	E	1	Tidak Setuju (TS)

Results and Discussions

This research was conducted during the even semester of the 2022/2023 academic year, from February 23 to April 21, 2023. The findings are presented in stages corresponding to the cycles of Classroom Action Research (CAR). Prior to initiating the CAR cycles, the researcher conducted a pre-cycle activity in the form of a pre-test. This was carried out by the researcher, who acted as the CAR teacher, alongside the subject teacher as a collaborator and the primary observer in evaluating the students' Arabic reading skills.

Pre-Cycle Actions

The initial step before commencing CAR involved a pre-test to evaluate students' baseline Arabic reading skills. This pre-test was conducted on February 27, 2023, by the researcher and the subject teacher, who also served as the primary observer.

The pre-test results revealed that the majority of students had not met the predefined success indicators. This was likely due to a lack of understanding of the teacher's explanations and the absence of a reading habit. Consequently, it was concluded that the absence of reading interest inevitably hindered the development of reading habits. This finding aligns with Sulikhah's assertion that reading skills must be cultivated early to become a habitual activity, motivating students to read and achieve the desired learning outcomes effectively.[24]

In response, the researcher decided to implement a CAR intervention using the read-aloud strategy supported by pop-up book media. The results of the pre-test are summarized below:

Table 2: Pre-Cycle Frequency Distribution of Student Scores

Tabel Frekuensi Siklus II	
Skor	**Frekuensi**
11 – 20	6
21 – 30	3
31 – 40	3
41 – 50	4
51 – 60	2
61 – 70	0
71 – 80	2
81 – 90	0

[24] Sulikhah, Utomo, and Santoso, "Pengaruh Teknik Survey Question Read Reflect Recite Review (Sq4R) Dan Teknik Skema Terhadap Kemampuan Membaca Pemahaman Mata Pelajaran Bahasa Indonesia Pada Siswa Sd Negeri Kelas Iii Di Kecamatan Karanganyar Demak."

| 91 – 100	0
Total	**20**
Average Score	**40,5**

The pre-cycle results indicate that most students failed to achieve the Arabic reading proficiency benchmarks. Only 2 students (10%) met the Minimum Mastery Criteria (MMC), with a class average of 40.5. The highest score was 80, and the lowest was 20. The percentage of students achieving mastery was far below the success standard, set at an average of ≥75%. This condition highlights significant challenges in students' ability to comprehend and pronounce Arabic texts, necessitating a more targeted instructional approach.

To address these challenges, the researcher planned interventions for Cycle I, implemented across two sessions held on March 3 and March 10, 2023. The first session lasted 60 minutes, while the second spanned 90 minutes. The interventions aimed to enhance students' reading skills through more effective and engaging strategies.

Cycle I Actions

Cycle I consisted of two sessions, each beginning with the following steps: 1) Greeting and checking on students' well-being. 2) Providing an introduction to the topic. 3) Motivating students to engage in the lesson. 4) Explaining the competency standards, indicators, and lesson material. The material for Cycle I focused on the topic of al-'utlah (vacation). The results of Cycle I are summarized below:

Figure 2. Cycle I Student Scores
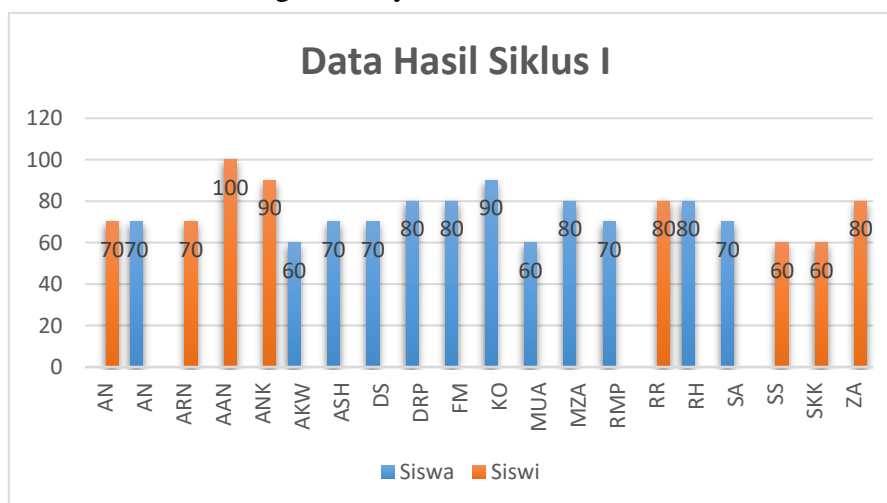
The Cycle I results demonstrated improvement in students' reading skills compared to the pre-cycle stage. The percentage of students achieving mastery increased from 10% to 45%, and the class average rose to 74.5, up from 40.5 in the pre-cycle. However, 55% of students still scored below the MMC, with the highest score being 100 and the lowest 60. While some students successfully read sentences and understood the text content, the criteria for classical mastery had not yet been met.

This improvement reflects the positive impact of the implemented teaching strategy, though it remains insufficient for all students. The lack of complete success indicates the need for further evaluation and refinement of the teaching approach to better

address the diverse needs of students. Consequently, the researcher proceeded to Cycle II to enhance learning outcomes and achieve the target of classical mastery.

Actions in Cycle II

In Cycle II, each session began with the following steps: 1) Greeting the students and inquiring about their well-being, 2) Eliciting students' prior knowledge related to the material to be taught (apperception), 3) Motivating students to engage in the learning process, 4) Presenting the competency standards, learning indicators, and teaching materials. The material for Cycle II focused on the topic of an-nuzhah (picnic). The planning for this cycle was based on the reflection outcomes from Cycle I. Cycle II was conducted in two sessions on March 16 and March 23, 2023, each lasting 60 minutes.

The use of a read-aloud strategy supported by pop-up book media facilitated smoother and more effective student reading in Arabic. The engaging illustrations helped enhance students' memory and comprehension. The results of Cycle II indicated a significant improvement in students' Arabic reading skills. The data outcomes for Cycle II are summarized in the following table:

Figure 3. Students' Scores in Cycle II
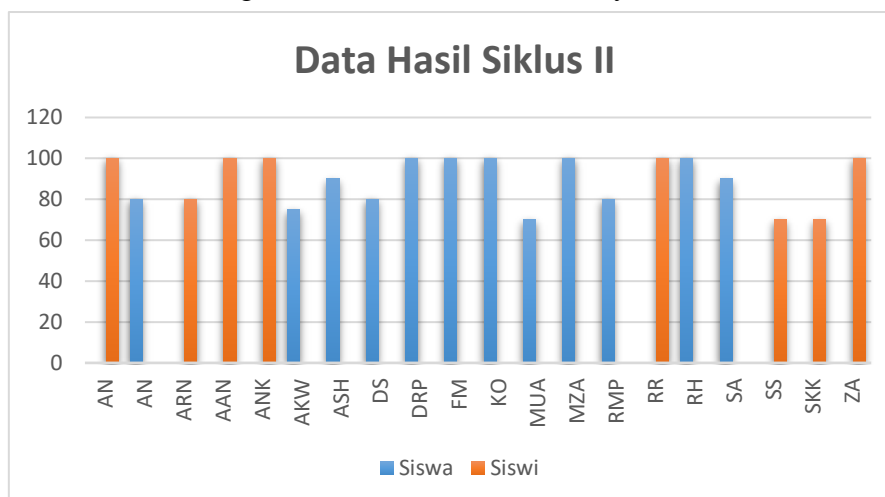
Based on the data summarized in Table 5, the results of Cycle II revealed a significant improvement in students' Arabic reading skills. The student mastery rate reached 85%, compared to 45% in Cycle I, marking a 40% increase. Additionally, the number of students scoring below the Minimum Mastery Criteria (MMC) decreased to three students (15%). The class average score in Cycle II was 89.25. Given that the success criteria for Arabic reading skills, defined as a minimum of 75% of students achieving mastery, had been met, the researcher concluded that further cycles of classroom action research were unnecessary. The second cycle demonstrated an 85% mastery rate, validating the effectiveness of the implemented read-aloud strategy supported by pop-up book media in improving students' Arabic reading skills. This conclusion is reinforced by the highest student score of 100 and the lowest score of 70 in Cycle II. These findings underscore the significant impact of this strategy on enhancing students' reading abilities. Moreover, similar strategies could potentially be adapted for teaching other subjects in the future.

Likert Scale Data Results

The survey used in this research employed a Likert scale to gather students' responses toward the implementation of the read-aloud strategy supported by pop-up book media for improving Arabic reading skills on the topic of an-nuzhah.

Table 3. Likert Scale Survey Results

Item	Respondents' Answers										Score
	SS (5)		S (4)		N (3)		KS (2)		TS (1)		
	F	%	F	%	F	%	F	%	F	%	
Item 1	11	55%	8	40%	1	5%	0	0%	0	0%	90
Item 2	8	40%	7	35%	5	25%	0	0%	0	0%	83
Item 3	9	45%	7	35%	4	20%	0	0%	0	0%	85
Item 4	8	40%	9	45%	3	15%	0	0%	0	0%	85
Item 5	13	65%	6	30%	1	5%	0	0%	0	0%	92
Item 6	15	75%	5	25%	0	0%	0	0%	0	0%	95
Item 7	11	55%	4	20%	5	25%	0	0%	0	0%	86
Item 8	10	50%	5	25%	5	25%	0	0%	0	0%	85
Item 9	11	55%	7	35%	2	10%	0	0%	0	0%	89
Item 10	11	55%	6	30%	3	15%	0	0%	0	0%	88
Total Score											878

$$= \frac{Obtained\ Score}{Ideal\ Score} \times 100\%$$

$$= \frac{878}{100} \times 100\%$$

$$= 87.8\ \%$$

The total score obtained from the Likert scale survey was 878 out of a maximum ideal score of 1,000, resulting in a student approval rate of 87.8%. This indicates that 87.8% of the 20 students responded positively to the use of pop-up book media in enhancing their Arabic reading skills.

Effectiveness of the Read-Aloud Strategy Supported by Pop-Up Book Media

This research demonstrates the significant impact of pop-up book media in improving students' Arabic reading skills. Using pop-up books as a supporting medium in the read-aloud strategy (al-qira'ah al-jahriyyah) fosters a more interactive, enjoyable, and meaningful learning experience.[25] The survey findings highlight several advantages of using pop-up book media.

First, the use of pop-up books enhances students' interest and motivation. This is evidenced by survey items indicating that more than 50% of students strongly agreed (SA) with the use of this media in Arabic language learning. For example, in Item 5, 65% of students expressed strong agreement, demonstrating that the media successfully captured students' attention and heightened their enthusiasm for learning Arabic, particularly on the topic of an-nuzhah.

Second, pop-up books assist in improving students' comprehension of Arabic texts. This is reflected in survey items measuring the extent to which students found it

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[25] Muh. Komari, Priyantini Widiyaningrum, and Partaya Partaya, "Development Of Pop Up Book To Increase Interest and Learning Outcomes," *Journal of Innovative Science Education* 11, no. 1 (2022): 22–29, https://doi.org/10.15294/jise.v10i1.46881.

easier to understand texts with the help of pop-up books.[26] For instance, in Item 3, 45% of students strongly agreed, and 35% agreed, indicating that the 3D visualizations provided by pop-up books facilitated the understanding of complex concepts in Arabic texts. The media enabled students to more effectively connect words with their meanings through clear visual representations.

Third, pop-up books have proven effective in enhancing students' reading skills. The survey results showed high scores for items evaluating reading abilities, such as Item 6, where 75% of students strongly agreed. This suggests that using pop-up books in the read-aloud strategy helped students improve their reading skills, particularly in aspects such as the pronunciation of Arabic letters (hijaiyah), punctuation, and intonation.

Fourth, pop-up books provide a more interactive and enjoyable learning experience.[27] The data revealed that students felt more engaged in the learning process. In Item 8, 50% of students strongly agreed, and 25% agreed with the use of this media, indicating that it encouraged students to be more active and participatory in learning activities.

Overall, based on the survey results, which showed a score of 87.8%, it can be concluded that pop-up books have significant advantages in increasing students' interest, comprehension, and reading skills in Arabic language learning. Additionally, they provide a more enjoyable and interactive learning experience, further supporting their effectiveness as a teaching tool.

Conclusion

Based on the research findings, it can be concluded that the implementation of a read-aloud strategy supported by pop-up book media is effective in improving students' Arabic reading skills. In the pre-cycle stage, the students' average score was only 40.5. However, after applying this strategy in Cycle I, the average score increased to 74.5, and further improved to 89.25 in Cycle II, exceeding the established success standard of ≥ 75%. Likert scale survey results revealed that students responded positively to this strategy, with an average score of 87.8%. The effectiveness of this strategy lies in the combination of the pop-up book's visual elements and the read-aloud approach, which fosters an interactive, engaging, and enjoyable learning experience. This method effectively enhances students' comprehension, motivation, and reading skills, including pronunciation and intonation. Based on these findings, it is recommended to conduct further research to test the application of this strategy across various themes and different levels of student ability. Additionally, exploring other variations of learning media is suggested to create a more diverse learning experience. Developing more comprehensive evaluation tools is also advised to provide a deeper understanding of the impact of this strategy on overall Arabic language skills.

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[26] Karina Pratiwi, Sugito Sugito, and Marianus Subandowo, "The Development Pop-Up Books To Improve Children's Language Skills," *JKTP: Jurnal Kajian Teknologi Pendidikan* 3, no. 4 (2020): 408–14, https://doi.org/10.17977/um038v3i42020p408.

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