

Arabic Phonological Skills and Their Implications for the Achievements of Participants in the Qiraat Branch of MTQ XXXII, Boyolali Regency, Central Java

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Abstract

This study examines the implications of Arabic pronunciation skills on the achievements of MTQ XXXII participants. In the context of Qira'at, Arabic phonological skills such as makharijul huruf, tajwid, the properties and characteristics of letters are the main elements that influence the quality of reading and accuracy in reading the Qur'an. This shows that phonetic errors not only impact the meaning of verses, but can also reduce participants' scores in the competition. Through a qualitative approach, this study involved interviews with participants and instructors, as well as observations of participants' competition recordings. The results of this study indicate that phonological skills significantly influence the achievements of MTQ participants. However, several challenges were found that affect participants' phonological abilities, including the influence of their mother tongue, difficulty in distinguishing similar sounds, and the lack of effective training methods. This study recommends technology-based phonetic learning strategies, drilling methods, and regular evaluations to improve the abilities of MTQ XXXII participants in Boyolali Regency. This study is expected to contribute to Arabic linguistic studies and become a reference for participants and instructors of MTQ XXXII in Boyolali Regency.

Keywords: Arabic Phonology, Musabaqah Tilawatil Qur'an, Qiraat

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INTRODUCTION

The Musabaqah Tilawatil Qur'an (Quran Recitation Competition) is a Quranic recitation festival held in various provinces across Indonesia, including in Boyolali Regency. The 32nd Regency-level Quranic Recitation Competition (MTQ) in 2026 was held at the Ageng Hall, with the theme "The Quran and Moderation for a Harmonious Indonesia." Hundreds of participants participated in various competitions, including Tilawah (Quran recitation), Tartil (Tartil), Juz (Juz) memorization, Qiraat (Quran recitation), and calligraphy.

The Qiraat (Quran recitation) category of the Musabaqah Tilawatil Qur'an focuses on Quranic recitation skills, including tajweed (tajweed), letter pronunciation (makharijul surat), fluency (fasahah), and rhythm, all in accordance with the rules of correct Qiraat narration.

Furthermore, the 32nd Musabaqah Tilawatil Qur'an is related to Arabic language skills, particularly phonology (pronunciation). Phonology is a field in linguistics that studies the sounds of language according to their function. One aspect of Arabic phonology

is the letter pronunciation and letter properties. This is a key factor in determining the quality of a participant's reading.

Errors in pronouncing Arabic sounds, especially in the letter pronunciation aspect, can affect the meaning of the verse and also affect the assessment in the Musabaqah Tilawatil Qur'an. Phonetic accuracy is a key aspect of the assessment. For example, mispronouncing letters like *sā d* (ص) and *sin* (س) or *dzal* (ذ) and *zay* (ز) are incorrect. In addition to changing the meaning of the verse, this can also reduce the fluency and accuracy of tajweed in the recitation. Therefore, phonetics and mastery of tajweed are the main standards in the Qira'at branch of the Musabaqah Tilawatil Qur'an.

Several factors hinder participants in mastering phonetic skills, including the influence of their mother tongue, as their first language often acts as a phonological interference that affects letter pronunciation. Furthermore, there is a lack of effective training methods that can influence participants to achieve recitations that comply with Tajweed rules.

Based on the background of the problem described above, the author identified several research questions to be analyzed. First, how do Arabic pronunciation skills affect the performance of participants in the Qira'at branch of the MTQ in Boyolali Regency? Second, what challenges do participants in the Qira'at branch of the MTQ face in mastering Arabic phonology to improve the quality of their Qira'at recitations?

Following the explanation of the above research questions, the author has several research objectives: to analyze the relationship between Arabic pronunciation skills and the success of participants in the Qira'at branch of the MTQ, to identify the main challenges faced by participants in mastering Arabic phonology, and to provide recommendations for improving Arabic phonology learning in preparation for the Qira'at branch of the MTQ. This research also has several benefits as follows: (a) theoretically, this research contributes to the field of Arabic linguistics with the success of the Qira'at Branch MTQ Participants, (b) practically, it becomes a reference for Participants, Trainers, and MTQ Organizers in improving the Arabic phonology learning method for Qira'at. (c) in terms of policy, it provides input for Islamic Educational Institutions and MTQ Organizers in improving the coaching system for Qira'at Participants..

METHOD

This research employs a qualitative approach, a series of research processes undertaken to obtain information in the form of written and oral data obtained from informants and from the observed objects. According to Moleong, a qualitative method is a research method that produces descriptive data in the form of written or spoken words from the objects observed during the research. Therefore, based on the explanation above, this study uses a qualitative approach to explore participants' experiences in mastering Arabic phonology in the context of the Musabaqah Tilawatil Qur'an (Quran Recitation Competition).

The subjects of this study included 10 participants in the Qira'at branch of the MTQ (Quran Recitation Competition) in Boyolali Regency and the instructors who guided the participants in the Qira'at branch. This research was conducted at the 32nd MTQ (Quotes of the Quran Recitation Competition) in Boyolali Regency, held at the Ageng Hall, a special institution that organizes MTQ competitions every two years in Central Java. The research data, consisting of oral data from informants, were transcribed into written form and supported by several supporting literature. The primary data sources were informants directly related to the research object, while secondary data sources included archival documents, relevant articles, and MTQ manuals.

The data collection techniques used in this study were a combination of interviews, observation, and documentation. Interviews were conducted with participants and mentors to explore experiences and challenges. Interviews involved two people meeting

to exchange information and ideas through questions and answers, thereby contributing meaning to a topic. A questionnaire, on the other hand, involves providing respondents with a set of written questions. The questionnaire technique is highly efficient with measurable variables (Sugiyono, 2010). Supporting techniques included observation and documentation, such as video recordings of practice and competitions, to identify problems in Arabic phonological pronunciation.

The data analysis technique used in this study involved three stages: data reduction, data presentation, and conclusion drawing. First, the author reduced the data by simplifying the interview questions and answers to the research topic to identify patterns of phonological skills that contributed to participant achievement. This reduced data provides a clearer picture and assists the author in further data collection. As Sugiyono (10) argues, data reduction involves summarizing, selecting the main points, and focusing on the important points relevant to the research topic.

Second, data presentation, an organization and unification of information that allows for conclusions and action. Data presentation in qualitative research can take the form of brief descriptions and relationships between categories. As Miles and Huberman¹¹ argue, the most frequently used method for presenting data in qualitative research is narrative text. Third, drawing conclusions. The third step in qualitative research, according to Miles and Huberman¹², is drawing conclusions. Conclusions in qualitative research can answer the problem formulation but are tentative and will develop after the research is in the field. Conclusions that are initially ambiguous will become more specific. Conclusions in qualitative research are findings that can be descriptions or depictions of an object that were previously unclear but become clearer after research. These conclusions can be causal or interactive relationships, as well as hypotheses or theories. These conclusions are used to develop recommendations for phonology learning strategies for participants in the Qira'at branch of the MTQ (Quran Recitation Competition).

RESULT AND DISCUSSION

The results and discussion section of this study outlines the findings regarding Arabic phonological skills and their implications for the performance of participants in the Qira'at branch of the MTQ (Islamic Quranic Competition) in Central Java. The results indicate that Arabic language skills, particularly mastery of tajwid, makharijul huruf (letter pronunciation), and letter properties, significantly influence the quality of participants' reading and assessment. The phonological analysis also revealed errors in pronunciation and placement of waqaf (letter pronunciation), which resulted in decreased reading scores. Furthermore, several major challenges were identified, such as difficulty distinguishing similar letter sounds, the influence of mother tongue on articulation, and the ineffectiveness of phonological coaching methods. To address these issues, this study recommends strategies for improving phonological skills through drilling, talaqqi, periodic evaluation, and the use of more interactive and efficient phonetic learning technology in MTQ training.

The research conducted is described in the results and discussion, the researcher found several aspects of Arabic pronunciation skills that influence the performance of Qira'at participants and the challenges faced in mastering Arabic Phonology to improve the quality of Qira'at reading as follows:

The Relationship Between Arabic Language Ability and MTQ Participants' Achievements

Based on the data obtained, almost all participants in the Qira'at MTQ (Islamic Recitation Competition) had a basic understanding of Arabic. This was evident in interviews with participants and instructors. To master qira'at skills, one of the primary skills required is knowledge of Tajweed and the pronunciation of letters. Understanding Tajweed requires an understanding of the pronunciation of letters to ensure correct and

precise pronunciation. Conversely, pronunciation of letters requires knowledge of Tajweed to ensure correct pronunciation.

One participant, NS, stated, "In the MTQ, Tajweed and the pronunciation of letters are key. These two factors require proficiency in Arabic. Producing recitations with Arabic pronunciation is not considered standard. Participants without a strong knowledge of Arabic are likely to frequently make mistakes in determining when to stop and start recitation in the middle of a verse."

Based on the statement above, it is also strengthened by the opinion of the MTQ Qira'at branch supervisor, he stated "almost all participants who took part in the MTQ Qira'at branch competition already have basic Arabic language skills, because the instrument for understanding qira'at comes from Arabic, to know the rules of ushul or farsy rules in qira'at science, more or less one must know Arabic and Arabic is often used when learning, training, or implementing Musabaqah Tilawatil Qur'an, but the most important thing is the consistency of the participants and the stability of their reading". As for the opinions above, it states that Arabic language skills are a provision that participants must have because they greatly contribute to the achievements of participants and as a source of instruments for several sciences that must be mastered in the qira'at competition.

Analysis of the Phonological Skills of MTQ Qira'at Branch Participants

Based on observations by watching video recordings of Qira'at Practice and competitions, there are several problems that can be identified in the pronunciation of Arabic phonology, including; in the video of the Qur'an recitation competition that I observed in a YouTube recording in 2025 which lasted 13.09 minutes, in the video there was an error in the pronunciation of (هـ) which was pronounced excessively (mubalaghoh) so that the makhraj that came out sounded like it came from the chest, when it should have come out through the base of the throat. This error can occur because of too much pressure or holding the sound when pronouncing (هـ) so that it does not produce a natural sound and in accordance with the original nature of the letter. This causes a difference in the original sound of the letter which should have the nature of Hams, namely flowing and emitting breath or wind when pronouncing the letter. Then the second analysis is that in the pronunciation of يَضْحَكُونَ the pronunciation of the letter (ح) does not show the hiss (soft) as one of its characteristics, and sounds more muffled and less clear, so that it sounds out of its makhraj and causes the letter to be less clear and prominent in reading. The lack of hissing in the letter (ح) causes the loss of the "Hams" characteristic and makes the letter sound less than perfect. This can occur due to a lack of airflow when pronouncing the letter (ح) or the makhraj shifts so that it is not in the middle of the throat. If the letter (ح) is not pronounced correctly, it will lose its distinctive characteristics which can change the meaning or impression in the reading. Then there was an error in the placement of the waqf in the sentence أَلَيْسَ لِي مَلِكٌ based on the analysis of the interpreter and the science of tajwid the placement of the waqf in the verse is considered inappropriate وَهَذَا الْأَنْهَارُ from the continuity of meaning, which should be continued in the next verse namely the letter wawu in this verse is an absolute wawu which has a role to connect the verse, according to the rules of interpretation this is done to convey the statement of Pharaoh closely and strengthen the narrative in the previous verse. From the perspective of phonology in the science of tajwid, the inappropriate placement of the waqf can cause changes or reductions in meaning, if there is no specific reason such as the need to take a breath. This is because the context of the verse is still continuing and stopping at that place can cause an imperfect understanding of the meaning of the verse as a whole.

Analysis of the Relationship between Sound Pronunciation and Tajwid Errors on Assessment

The Qira'at branch of the Musabaqah Tilawatil Qur'an competition has several assessment criteria used to assess the quality of participants' recitation. Based on the results of the interview, the instructor stated that the Musabaqah Tilawatil Qur'an has three assessment principles: (1) tajweed, (2) fluency, (3) voice and melody. Accuracy of phonetics and tajweed are key to fluency in recitation, as errors in letter pronunciation or letter properties can change the meaning of the verse and potentially reduce fluency. Therefore, errors in letter pronunciation can lead to a decrease in participants' scores. Furthermore, phonetic errors also reflect a lack of mastery of tajweed, the primary standard in the Qira'at branch of the Musabaqah Tilawatil Qur'an competition.

Therefore, an understanding of Arabic phonology is essential for participants to read the Qur'an correctly and achieve maximum scores. One participant (RM) also stated that "participants in the Qira'at branch must continually study and equip themselves with tajweed, makharijul huruf (letter pronunciation), and fashohah (pronouncing the words) before learning Qira'at, and regularly meet with the teacher for tajweed (recitation) revision."

The analysis indicated that participants who are less fluent in letter pronunciation are likely to frequently make tajweed errors that affect the quality of their recitation. These errors include incorrect or omitted letter pronunciation. Furthermore, this can affect the accuracy of their Quranic recitation and the scores received in the MTQ (Quran Recitation and Quranic Recitation) assessment. Arabic pronunciation skills, particularly in the Qira'at branch, are a key factor in determining the fluency and accuracy of Quranic recitation.

Mastery of specific Arabic sounds, such as makharijul huruf (letter placement) and letter characteristics (e.g., thick, thin, rough, or soft), significantly influence how the recitation is interpreted in the MTQ assessment. The correct meaning of makhraj leads to letter pronunciation in a manner that conforms to the standards of Tajweed. Without a good understanding of makhraj, participants can make mistakes in pronunciation which leads to tajwid errors, which in turn reduces the quality of their reading, thus leading to a decrease in scores in the competition, which should be the MTQ Qira'at branch competition focuses on the perfection of pronunciation and reading. In addition to makharijul huruf and tajwid participants must master naghom or songs from various qira'at imams, the selection of naghom or songs in the qira'at branch of science is chosen randomly and participants are required to read them according to the rules of the History of the rowi and imams that have been selected and displayed on the pulpit. To master naghom or songs based on the qira'at rules of the History of the rowi imams can certainly improve the beauty of the participants' reading, but besides that participants have their own difficulties in memorizing and mastering the reading. This was also felt by (MS) who is a participant in the Qira'at branch of MTQ "Participants in the Qira'at branch of MTQ must learn the readings of the Imams with their narrators, each of whom must master the rules of ushuliyyah and farsyil letters, there are various pronunciations, harkat and different rules in each reading, of course some of the readings of some of the imams are different from the readings of Imam Hafs and Imam 'Ashim that we usually read in Indonesia, so to master several types of qira'at, maintain the reading of tajwid, fashohah, and place waqof ibtida' well by maintaining the integrity of the sound and song are components that have their own difficulties for each participant ". Based on the statement above, the collaboration of naghom or songs according to the rules of qira'at, makharijul letters and tajwid is an important factor that supports the fluency of the participants' reading, so that participants who experience errors in these three aspects can reduce the assessment in the qira'at branch of MTQ.

The Main Challenges in Mastering Arabic Phonology

Based on observations and interviews with participants, several challenges were identified in improving their Arabic phonology skills, including the following:

Difficulty distinguishing similar sounds

Based on interviews with participants, most participants in the Qira'at branch of the MTQ experienced difficulty pronouncing similar letter sounds, which could potentially alter the meaning of the verse. For example, the pronunciation of (ح) and (هـ) for example: حُو: , the pronunciation of (ظ) and (ذ) for example: ذُر: , the pronunciation of (ك) and (ق) for example: يَّة شَيْئٌ كُلُّ فَخَلٍ اللهُ. Participants had difficulty pronouncing these letters. This is because the letters sound almost similar and are close in pronunciation, and also because these letters do not exist in the Indonesian language structure. This is based on an interview with (MI) "To read the Qur'an with lahjah 'arabiyah certainly presents several problems, this is due to the characteristics of our mother tongue. There is a letter order in Arabic that does not exist in the Indonesian language structure. Letters in Indonesian are often pronounced without bolding the letters, while Arabic letters, especially in the Qur'an, are relatively thicker in pronunciation, even thin letters are still thick compared to letters in Indonesian."

Indonesian has a different phonological structure from Arabic. Some letters in Arabic, such as bold letters or the length of short vowels (mad), have a direct impact on meaning and tajweed rules. Limited understanding of these differences is often a major obstacle for participants in the Qira'at branch of the MTQ. The MTQ Qira'at supervisor also stated, "Many participants have difficulty distinguishing between similar letter sounds and incorrect letter pronunciation. This is due to the influence of their native language and the phonemic differences between Arabic and Indonesian. However, this can be overcome with consistent pronunciation practice and strong commitment from the participants, as incorrectly pronouncing letters will affect the quality of the reading and can result in tajweed errors, potentially altering the meaning and reducing the participant's score."

1. The Influence of Mother Tongue on Arabic Sound Articulation

One factor that can influence phonetic errors in Arabic is the influence of their native language. This is experienced by almost all MTQ participants because they come from a background with a mother tongue with a different vowel and consonant structure than Arabic. As experienced by (C), "One of the difficulties they experience is the influence of their native language, which is influenced by habits formed since childhood. This is also caused by the phonemic differences between their native language and Arabic. Despite frequent practice, pronouncing letters correctly sometimes remains a reflex due to childhood habits, which presents a challenge in itself." From this statement, pronunciation habits formed in their mother tongue significantly influence Arabic pronunciation, leading them to tend to recite the Quran with pronunciation patterns similar to their mother tongue, which have been ingrained in them since childhood.

The challenge faced by the participants was the influence of their mother tongue, with nearly 70% of their recitations still having an 'ajamy' nuance and not yet 'Arabic'. This is due to the strong influence of their mother tongue, which prevents them from abandoning the distinctive characteristics of their regional languages. He also stated that this presents a challenge for the instructor to minimize the influence of their mother tongue on the participants' recitations. Overall, the influence of their mother tongue on the recitations of the MTQ participants in the Qira'at branch is very significant. This difficulty affects the standard of recitation in the MTQ, which should have an Arabic language like the recitations of the Qari'-Qari'ah in Arabic.

Lack of effective phonology learning methods in MTQ training.

During the training process for participants in the Qira'at branch of the MTQ, several learning methods were found to be ineffective in improving participants' phonological abilities. The Talaqqi method is a classic method still used in MTQ training to maintain the

authenticity of recitations and the chain of transmission. However, in practice, when this method is implemented in 14 sessions over a four-month period, its effectiveness is questionable. According to my data, time and location constraints sometimes lead to online MTQ training, with participants submitting their recitations online to the instructor via Zoom, or making video recordings and sending them to the participants. While this is considered more flexible, the online method has many obstacles, such as suboptimal sound quality, signal interference, and limited attention to detailed vocal and articulation aspects. This makes it difficult for instructors to make appropriate corrections, especially for phonological errors such as makharijul huruf (letter pronunciation) and tajweed (recitation), which require direct listening. This method is considered less comprehensive and less than optimal, especially since MTQ training should be intensive, consistent, and focused.

Strategies for Improving Phonological Skills in Qira'at

Phonetic skills are essential foundational skills in reading the Quran, enabling fluent and correct recitation. This refers to the ability to pronounce the letters of the Quran correctly according to the rules of tajweed and makharijul huruf. Several strategies for improving phonological skills include the following:

The drilling method and regular phonetic evaluation. This classical method has long been applied in MTQ training. Drilling is useful for practicing consistency and accuracy of recitation, and is combined with talaqqi (recitation correction), which helps teachers refine and validate readings. Periodic phonetic evaluations are then conducted to assess the development of participants' phonetic skills and ensure consistency of their recitation with correct reading standards. In the LPTQ (Quran Recitation Development Institute), regular reading evaluations are implemented through live performance tests before instructors in a competition-like atmosphere.

Technology-based phonetic learning: Rapid technological developments have created various multimedia innovations that play a crucial role, especially in education. Technology has provided various tools such as applications, software, and learning platforms that facilitate students' honing of their skills. This learning refers to the use of digital devices and applications to assist the process of learning letter sounds. One form of technology utilization in phonetics training is the provision of these aids that allow participants to practice independently outside of training. Participants can listen to and imitate reading sounds through animated articulator videos that help (for example, how the tongue or lips move to produce certain sounds) or naghom (the seven imams' narrations (Qira'ah Sab'ah) more accurately, thereby minimizing errors and saving time during training..

DISCUSSION

The results of the study indicate that Arabic phonological skills play a very significant role in the achievements of participants in the Qira'at branch of the Musabaqah Tilawatil Qur'an (MTQ) in Boyolali Regency. These skills are not only related to technical abilities in pronouncing letters and words, but also reflect the participants' depth of understanding of the science of tajwid, makharijul huruf, and fashohah as integral parts of Arabic language mastery. In line with the views of Alfarobbi & Siregar¹³ and Nuramaliah¹⁴, Arabic phonology cannot be separated from the science of tajwid because the two complement each other in producing correct Qur'an recitation and meeting the standards of lahjah 'arabiyyah. The results of interviews with participants and MTQ instructors also strengthen this finding that a good Arabic language provision is the main foundation for participants' success in reciting the Qur'an fluently and with high value before a panel of judges. Analysis of the participants' phonological skills showed that various forms of phonetic errors were still present, such as incorrect pronunciation of the letters ḥā' (ح) and hā' (هـ), as well as incorrect placement of the waqf which affected the meaning of the

verse. These errors are in line with Nursyamsidawati's findings¹⁵ that weak mastery of phonology and tajwid has the potential to cause distortion of meaning in Qur'anic recitation. This phenomenon shows that phonological aspects not only impact the technical dimension, but also the semantic and theological aspects of the reading. In the context of the MTQ, these phonological errors have a direct impact on the assessment, especially on the elements of tajwid and fashohah, which are two of the three main components in the qira'at competition assessment system. The MTQ instructor emphasized that phonetic accuracy is the main indicator of fluency, so that any error in makharijul huruf will result in a decrease in the score and quality of the participant's reading. Furthermore, the research findings show that mastery of phonology is closely related to the participant's ability to maintain stable reading and mastery of the qira'at song (nagham). Participants are required not only to understand the recitation rules of each imam and narrator, but also to adapt the style of the song to suit the narration being recited. The combination of mastery of the makharijul huruf (letter pronunciation), accurate tajweed, and appropriate nagham serve as benchmarks for fluency and aesthetics of the recitation. However, as expressed by one participant (MS), the complexity of the variations in the imams' recitations and the differences between the 'Ashim-Hafs qira'at common in Indonesia and other qira'at pose challenges. This reinforces the view that the phonological aspects of qira'at are not merely linguistic but also require musical sensitivity and performative stability.

In terms of challenges, the study identified three main factors hindering the improvement of participants' phonological skills: difficulty distinguishing similar letter sounds, the influence of the mother tongue on articulation, and the ineffectiveness of phonology learning methods in MTQ training. The influence of the mother tongue proved to be the dominant factor, causing participants' recitations to tend toward 'ajamiyyah (affectionate) sounds and not yet reaching 'arabiyyah standards. This aligns with the findings of Fitri¹⁶ and Aruwiyantoko¹⁷, who explained that mother tongue interference is a phonological barrier that is difficult to eliminate because it is ingrained from childhood. Meanwhile, from a pedagogical perspective, the use of traditional talaqqi methods without the support of a measurable evaluation system and the use of technology results in less than optimal coaching outcomes. Some online learning sessions also encounter technical challenges, such as sound quality and network connectivity, which reduce the effectiveness of direct phonetic correction.

To address these challenges, this study recommends implementing an intensive phonetic drilling method combined with talaqqi and mushafahah, accompanied by regular evaluations to maintain reading consistency.¹⁸ This strategy aligns with coaching practices at the Qur'an Recitation Development Institute (LPTQ), which emphasizes repeated practice and performance tests as a means of strengthening phonetic skills. Furthermore, the integration of technology-based phonetic learning, such as interactive pronunciation apps and animated articulator videos, can be a new innovation for training participants independently and efficiently. Thus, improving the phonological skills of MTQ participants should not only rely on the talaqqi tradition but also need to be adapted to modern, technology-based pedagogical approaches and ongoing evaluation.

CONCLUSION

After conducting a series of studies, researchers concluded that Arabic language skills, particularly phonology, play a crucial role in the performance of participants in the Qira'at branch of the MTQ (Islamic Religious Quran) in Central Java. Phonological aspects, including tajwid (recitation), makharijul huruf (letter pronunciation), and letter properties, play a role in the accuracy and fluency of recitation and serve as the primary benchmarks for judging the Qira'at branch of the MTQ competition.

Several challenges exist in mastering Arabic phonology, including the influence of the mother tongue, difficulty distinguishing similar letter sounds, and limited effective coaching methods, all of which pose serious obstacles to achieving good and correct reading. Therefore, structured, intensive, and technology-based phonological skills development is an urgent need to prepare participants to excel.

Overall, the results of this study reveal that mastery of Arabic phonology is a key component determining the success of participants in the Qira'at branch of the MTQ. Therefore, improvements in phonological development methods need to be a primary concern for LPTQ (Quran Recitation Development Institute) as the competition organizer, in order to produce higher quality Qari-Qari'ah.

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