

Analysis of Maharah Qiro'ah Learning Difficulties of Grade 10 Students at Madrasah Aliyah Swasta Tarbiyah Islamiyah (MAS TI) Candung

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Abstract

The background of this research is students' inability to read Arabic texts presented aloud correctly and fluently, as well as their low examination scores. This study aims to identify the internal and external factors contributing to students' difficulties in learning reading skills (maharah al-qira'ah) and to determine strategic solutions that teachers can implement to address these pedagogical challenges. The researcher employed a qualitative descriptive approach to investigate the phenomenon within its natural educational setting. Data were gathered through comprehensive classroom observations, in-depth interviews with Arabic language teachers, and documentation of students' academic performance. The findings of this study reveal that the primary obstacles include a lack of vocabulary mastery, difficulties in understanding grammatical structures, and a shortage of engaging, contextual learning media. These collective findings help establish an empirical foundation for developing visually based reading-skill instructional materials. To address these issues, this research recommends the systematic use of visual aids as an innovative solution to overcome the limitations of existing educational resources and to significantly enhance student engagement in learning. By integrating contextual illustrations, students can grasp textual meanings more intuitively. This study focuses on the development of instructional materials tailored to the students' cognitive levels, aiming to transform abstract linguistic concepts into concrete visual representations. Ultimately, this study implies that the optimization of visually-enriched modules can foster a more joyful and effective language learning environment, thereby systematically improving both students' reading fluency and their overall comprehension scores in Arabic examinations.

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INTRODUCTION

Driven by modern educational progress, language mastery has become indispensable for global integration. Thus, gaining proficiency in foreign languages in addition to Indonesian is crucial for fostering opportunities in employment, education, and social spheres. Within modern school curricula, various foreign languages are taught, with Arabic being one of the primary languages offered (Arsyad & Syafrizal, 2023). Arabic is one of the languages that holds a prominent position among other world languages (الخولي, 1989). Proficiency in the Arabic language is an essential foundation for acquiring knowledge, specifically within the realm of Islamic studies (Safitri & Ajie, 2022).

It plays a vital role in the education and daily lives of Muslims, particularly in Indonesia. As the language of the Qur'an, Arabic serves not only as a medium of communication but also as a primary key to understanding Islamic knowledge and sciences. Learning the Arabic language is a primary prerequisite for mastering the contents of the Qur'an, Hadith, and various scholarly texts. Consequently, this underscores the paramount importance of Arabic language instruction within educational institutions, spanning from primary to tertiary levels, demanding serious attention and commitment (Arsyad, 2010). Language skills consist of four core competencies: listening, speaking, writing, and reading. The ability to read is considered one of the most paramount language skills, as human life would stagnate and fail to progress without it (Hamid, 2013). Reading is an inseparable part of daily life that is vital to an individual's academic, personal, and social well-being (Wijaya & Hikmah, 2023).

Reading serves as a critical human skill that facilitates interpersonal understanding and interaction. It is essentially an interpretive process where readers derive meaning from text based on their recognition of printed symbols. Advanced reading proficiency is characterized by an individual's capacity to comprehend texts efficiently, broaden their vocabulary, and maximize the utility of written information (Hariyanto et al., 2025). A primary objective of Arabic language instruction is to enhance students' oral and written communication competencies. This development encompasses the mastery of the four core language skills: listening, speaking, reading, and writing (Utama et al., 2024). Reading maintains a close relationship with other language skills. The correlation between reading and listening skills is manifested in students' ability to comprehend words when listening to the correct pronunciation of the Arabic language. Furthermore, the relationship between reading and speaking can be observed through the teacher's method of preparing for a new lesson by discussing the topic of the previous one. This step enhances students' reading proficiency and familiarizes them with the text, thereby fostering their interest in reading.

The instruction of Arabic as a second language in Indonesia is fraught with various pedagogical and linguistic complications. These issues originate both internally from the structural differences between Arabic and the learners' native language, and externally from contextual variables, all of which collectively obstruct the progress of Arabic language learning (Fardiyah et al., 2024). Learning the Arabic language is an interactive and communicative process involving various interrelated elements, including human resources, instructional materials, facilities, equipment, and procedures, all of which mutually influence one another to achieve the objectives of Arabic language acquisition (Zubaidah, 2020). However, supplementary media are rarely utilized in Arabic language instruction, frequently causing students to experience boredom and a subsequent decline in learning engagement (Y. Dewi et al., 2021). Consequently, students often encounter obstacles in the form of learning difficulties, which ultimately render the instructional process less effective.

A difficulty represents a discrepancy between expectations and reality, or that which deviates from desired outcomes. Lexically, "difficulty" denotes things that cause problems or remain unresolved. In an educational context, diagnostic assessment of learning difficulties involves understanding the types, characteristics, and underlying backgrounds of such challenges through the collection and utilization of diverse data or information to deduce and formulate viable alternative solutions (2023, سريرغر). A learning difficulty is a condition that impairs an individual's capacity to acquire, retain, and apply information, thereby creating a significant disparity between their intellectual potential and actual academic achievement. Within the realm of pedagogy and education, it is imperative to recognize that learning difficulties are not invariably linked to a deficiency in intelligence. Numerous external factors influence the obstacles students encounter in their learning process, with environmental factors serving as a prime example. This

demonstrates that learning difficulties are shaped by a diverse and interconnected array of factors (Kurniawan et al., 2025).

Reading difficulties refer to conditions that impair an individual's ability to read and comprehend texts. Rather than being an intellectual deficiency, a reading difficulty is a disorder rooted in the neurological processing of letters and words. These reading difficulties are influenced by two distinct dimensions: linguistic and non-linguistic factors. The linguistic dimensions manifest as difficulties in understanding phonology, morphology, and syntax. Conversely, the non-linguistic dimensions may encompass environmental, psychological, and biological factors (All Habsyi et al., 2025).

Writing difficulties (dysgraphia) represent a disorder that hinders a child's writing process, which can be observed through an inability to hold or control a writing instrument properly, among other indicators. Dysgraphia is defined as an impairment, disorder, or difficulty in the spelling and writing process that involves physical aspects of motor coordination in expressing thoughts, despite the individual possessing adequate intelligence (K. Y. F. Dewi & Herayuni, 2021). Similarly, mathematical difficulties (dyscalculia) refer to a condition stemming from a student's impairment in solving arithmetic problems. Students experiencing dyscalculia exhibit specific characteristics, such as difficulties distinguishing between different mathematical symbols and differentiating between visually similar numbers. Furthermore, external factors—such as overcrowded classrooms that create an uncondusive learning environment—also contribute to these learning obstacles (All Habsyi et al., 2025). Through direct observation, the researcher discovered that several students were unable to read the provided Arabic texts accurately and fluently. Additionally, the students obtained poor academic results, which indicates the presence of significant obstacles in reading proficiency and text comprehension.

This study aims to identify the factors causing students' difficulties in learning reading skills and to explore the solutions implemented by the teacher to address these challenges. This study employs a descriptive qualitative research design, conducted from May to June 2025. Data collection instruments include observation, interviews, and documentation in the form of students' academic grades. To ensure data validity, the researcher utilized two types of triangulation: methodological triangulation and data sources triangulation. Previous studies have broadly analyzed the difficulties students encounter in learning reading skills from various multi-dimensional perspectives. In contrast, the scope of this study is specifically limited to investigating students' linguistic difficulties precisely focusing on the levels of phonology, morphology, and syntax. Furthermore, this study comprehensively addresses the teacher's targeted instructional solutions to overcome these specific linguistic-based reading obstacles.

METHOD

This study employed a descriptive qualitative research design to investigate students' linguistic reading difficulties and the corresponding instructional solutions implemented by the teacher. The research was conducted from May to June 2025 at MTI Candung Private Islamic Senior High School (Madrasah Aliyah Swasta MTI Candung). The primary research subjects consisted of tenth-grade students who demonstrated persistent obstacles in Arabic reading literacy, alongside the respective Arabic language teacher as the key informant. A purposive sampling technique was utilized to select students based on their low reading performance and academic grades, ensuring that the participants directly reflected the phenomena under investigation. Data were gathered through three integrated qualitative instruments: non-participant observation during reading activities, semi-structured interviews with both the teacher and the selected students, and documentation in the form of students' academic score archives. The observation focused on identifying overt errors in phonology, morphology, and syntax during oral reading

tasks, while the interviews explored the underlying causes of these difficulties and the teacher's pedagogical interventions. To guarantee the validity and trustworthiness of the qualitative data, the researcher implemented two forms of triangulation, namely methodological triangulation and data sources triangulation. The collected data were analyzed using the interactive model, which involved systematic data reduction, data display through thematic narratives, and conclusion drawing or verification. Methodologically, this study is strictly limited to a descriptive analysis of localized linguistic challenges, specifically sound systems, word structures, and sentence patterns within a specific instructional timeline, and does not aim to establish statistical generalizations or evaluate non-linguistic biological factors.

RESULT AND DISCUSSION

This study was conducted at MTI Candung Private Islamic Senior High School (Madrasah Aliyah Swasta MTI Candung) in Agam Regency, West Sumatra. The researcher focused the investigation on tenth-grade students (Class V according to the school's traditional system) across the institution, which comprises five separate classrooms. Out of these five classrooms, the researcher purposively sampled only two specific classes. These two classes did not participate in the advanced, extracurricular afternoon Arabic language program, as their curriculum placed a heavier emphasis on English language acquisition. Conversely, the other three classrooms participated in an intensive Arabic language track that primarily focused on speaking skills (*maharah al-kalam*) rather than reading proficiency. The analysis of this study is structured around two primary dimensions: first, the underlying factors contributing to students' difficulties in acquiring reading skills, which encompass the aspects of phonetics (*makharij al-huruf*), diacritics (*harakat*), vocabulary (*mufradat*), and grammar (*qawa'id*); and second, the pedagogical solutions implemented by the teacher to overcome these reading literacy obstacles.

The Arabic language possesses a diverse phonological system; consequently, students' pronunciation errors can alter the meaning of a sentence, a challenge closely linked to native speech habits in articulating the Arabic alphabet and spoken communication (Kasim Fika Magfira Tungkagi & Ali, 2022). Following the conclusion of the interviews, the researcher conducted subsequent observations utilizing a diagnostic test to delve deeper into the phonetic articulation aspects that pose specific difficulties for students and to measure their capacity to articulate the Arabic alphabet correctly. This oral reading test is specifically aimed at identifying frequently occurring pronunciation errors. Upon completing both the interviews and field observations, the researcher uncovered empirical data indicating that students did encounter substantial difficulties in reading phonetically similar Arabic letters. The structured data are presented in the table below:

Table 1 makharjul huruf

الأحرف الهجائية										اسم
ء	ع	ظ	ط	ش	س	ز	ح	ث	ت	
-	-	-	-	س	-	-	ه	س	-	إلهام ماي فهري
ع	ء	-	-	س	-	-	ه	-	-	محمد ريدوان جاندرا
-	-	-	-	-	-	-	-	-	-	إحسان رمضان
-	-	-	-	-	-	-	ه	-	-	أحمد سعيد
ع	-	-	-	-	-	-	ه	س	-	ابن حلیم
-	-	-	-	س	-	-	ه	ت	-	عبد الذكري رشد

-	-	-	-	-	-	-	ه	س	-	ريحان ألفينو
-	-	-	-	-	-	-	-	س	-	راسيل أسنجل
-	-	-	-	-	-	-	ه	-	-	ألفينو أبرار
-	ء	-	-	-	-	-	-	-	-	كافين فولانا أديرا
-	-	-	-	-	-	-	ه	س	-	راشد الفكري
-	-	-	-	-	-	-	ه	-	-	أشرف عزيز أمر
-	-	-	-	-	-	-	ه	س	-	لطفي إكليل
-	-	ز	ت	-	ص	-	ه	س	-	محمد فردوس
-	-	-	-	-	س	-	ه	-	-	حبيب حسن براتاما
-	-	-	-	-	-	-	ه	-	-	غام فاريل فيروز خان
-	ء	-	-	-	-	-	ه	س	-	محمد ألفين فرنانديس
-	-	-	-	س	-	-	ه	-	-	نوفال فردوس
-	-	-	-	س	-	-	ه	-	-	راجا فورتونا
-	-	-	-	-	-	-	-	-	-	ملكا عظيما
-	-	-	-	-	-	-	-	-	-	فرحان جوحيني

The aforementioned table illustrates the distribution of difficulties encountered by students in phonemic articulation across specific Arabic letters. Based on the documented data, it is evident that the vast majority of students face substantial difficulties in pronouncing the letter "Ha" (ح). This specific articulation error is closely attributed to a lack of deep conceptual understanding regarding *makharij al-huruf* (points of articulation). To provide a comprehensive overview of these findings, the exact percentage distribution calculated by the researcher is summarized in the following table:

Table 2 Percentage of makharijul huruf

أحرف هجائية	تردد الخطأ	نسبة مئوية
ث	9	22,5 %
ح	16	40 %
س	2	5 %
ش	5	12,5 %
ط	1	2,5 %
ظ	1	2,5 %
ع	4	10 %
ء	2	5 %
الإجمالي	40	100 %

Based on the data obtained through the oral reading test instrument evaluated across ten selected Arabic letters, the researcher identified a pattern of substantial obstacles in correctly pronouncing the letter "Ha" (ح). Although several other letters exhibited variations in acoustic production, errors in articulating the letter "Ha" (ح) were the most prevalent among the interviewed students. Specifically, the produced sound

consistently experienced a phonetic shift into the letter "Ha" (هـ), thereby stripping away the distinctive acoustic properties of the pharyngeal "Ha" (ح). If this phonetic deviation remains unaddressed, it will inevitably impair vocabulary accuracy and, on a broader scale, corrupt the semantic integrity of syntactical constructions.

Regarding the analysis of diacritics (*harakat*), the researcher administered a reading assessment instrument that comprehensively evaluated the production of the short vowels *fathah*, *kasrah*, and *dammah*, as well as the natural elongation (*madd tabi'i*). To illustrate the quantitative distribution of these errors, the comprehensive data are summarized in the table below:

Table 3 harakat

حركات	النطق الخاطئ	عدد الأخطاء	نسبة مئوية	عدد الطلاب	نسبة مئوية
مد طبيعي (ا)	ثَقَافَةٌ، سَقَافَةٌ، ثَقَّافَةٌ، الطَّبَق، طَبَّاق، ثَنَّاوِيَّة، الثَّنَوِيَّة، تَرِيخٌ، مَشْرُوبَتٌ، مَأْكُولَتٌ	10	71,42 %	20	76,92 %
فتحة	ثَقَّافَةٌ، أَثَقَّافَةٌ	2	14,30 %	3	11,53 %
كسرة	المَلَادِ	1	7,14 %	1	3,85 %
ضمّة	تَرِخٌ	1	7,14 %	2	7,70 %
الإجمالي		14	% 100	26	100 %

Based on the data analysis results, a noticeable disparity was identified regarding the students' mastery of short vowels (*harakat*), where only a single instance of error was recorded for each type (*fathah*, *kasrah*, and *dammah*). The findings indicate that the vast majority of reading errors were highly concentrated within long vowels, specifically *natural elongation (madd tabi'i)*. Nevertheless, despite the low frequency of short vowel errors, mispronunciations remained substantially prevalent within the dimension of phonemic articulation (*makharij al-huruf*).

Furthermore, during the interviews, several students admitted that while they were vaguely familiar with the vocabulary words embedded in the text, they heavily relied on reviewing their notebooks to fully recall them. To cross-verify this, the researcher utilized two specific reading texts selected from Chapters 4 and 5 of the standardized instructional material namely, the Grade 10 Arabic Language Textbook published by the Ministry of Religious Affairs of the Republic of Indonesia under the 2013 Curriculum. Upon administering the test, the researcher discovered empirical evidence that some students encountered persistent difficulties in identifying and comprehending the structural meanings of the vocabulary words based on the texts they read. A comprehensive summary of these findings is presented below:

Table 4 mufrodat

مفردات لم يعرفون	أعداد الطلاب	نسبة مئوية
مأكولات	1	5 %
القمصان	3	15 %
إتجها	2	10 %
القياس	1	5 %
جرب	1	5 %
عطلة	2	10 %
الفراغ	1	5 %
الرفوف	2	10 %
عطلة	2	10 %
أوقات	2	10 %
أيام	1	5 %
مراسلة	1	5 %
الصحافة	1	5 %

Within the vocabulary dimension, the documented error frequency was found to be relatively low. The maximum number of errors recorded for any individual student reached only three instances, while the majority of students experienced only a single pronunciation error. This low frequency of errors demonstrates that the students possessed a solid foundation of lexical knowledge regarding the evaluated vocabulary. This proficiency is heavily attributed to their academic background; as is widely known, these students have been trained in reading classical and modern texts since their junior high school years (*Madrasah Tsanawiyah*). Consequently, their sustained interaction with various textbooks throughout their prior education has indirectly reinforced their cognitive memory regarding visual word-form recognition and morphological structures.

Furthermore, during the interviews, all participating students asserted that they possessed a comprehensive understanding of Arabic grammar. This self-assessment stems from the fact that they undergo rigorous instruction in classical Islamic texts (*kitab kuning* or traditional yellow books) within a specialized preparatory class before advancing to other religious and linguistic sciences. To verify these claims, the researcher subsequently evaluated the students' grammatical proficiency based on the syntactical frameworks embedded within the two aforementioned reading texts. The quantitative percentage distribution of the gathered results is compiled in the table below:

Table 5 qowaid

رقم السؤال	عدد الطلاب الخاطئ	نسبة مئوية
1 (الفعل)	0	0
2 (الفعل)	0	0
3 (الفعل الأمر)	3	75 %
4 (أدوات الإستفهام)	0	0
5 (ظرف الزمان و ظرف المكان)	1	25 %

% 100	4	إجمالي
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Within this dimension, the researcher identified a stark contrast compared to the previously analyzed phonemic articulation aspects. Specifically, only a small minority of students encountered difficulties when answering the evaluation items related to Arabic grammar. Out of the 21 students assessed, only 3 students committed errors in responding to specific grammatical categories, namely, questions concerning the imperative verb (*fi'l al-amr*) and adverbials of time and place (*zarf al-zaman* and *zarf al-makan*). Consequently, these empirical findings demonstrate that the students have achieved a highly proficient and robust mastery of syntactical rules.

Based on a comprehensive analysis of the four linguistic dimensions encompassing phonemic articulation (*makharij al-huruf*), diacritics (*harakat*), vocabulary (*mufradat*), and grammar (*qawa'id*), the researcher concludes that linguistic obstacles do not, in fact, constitute the primary barrier to students' reading skill acquisition. Rather, through the process of classroom observations and field interviews, the researcher uncovered empirical evidence indicating that non-linguistic factors significantly exert a more profound influence on the students' learning process.

The researcher purposely selected these two specific classrooms because they consistently demonstrated lower academic test scores compared to the other three classes. Notably, these two classrooms were entirely composed of male students, contrasting sharply with the other three classes, which were either exclusively female or co-educational. This distinct structural environment in the classroom directly shaped the dynamics of the learning activities; the researcher observed a noticeable disparity in academic engagement and enthusiasm, with female students displaying higher learning motivation compared to their male counterparts. Furthermore, interview data revealed that these target classrooms did not participate in the supplementary afternoon Arabic program, unlike the remaining three classes. This issue was heavily compounded by severe learning resource constraints in the school library, where textbooks could only be borrowed strictly during classroom hours. Consequently, this restricted access prevented the majority of the students from engaging in independent study outside of formal instructional time.

Furthermore, the findings of this study reveal various pedagogical solutions implemented by the Arabic language teacher to overcome students' difficulties in acquiring reading literacy skills at Madrasah Aliyah Swasta Tarbiyah Islamiyah (MAS MTI) Candung, Agam. Through direct classroom observations and face-to-face interviews with the Arabic language educator, Dra. Fenni Haliani.

Before initiating the core lesson, the educator consistently delivers motivational guidance to cultivate the students' self-confidence. This psychological scaffolding is paired with immediate positive reinforcement, utilizing appreciative verbal feedback such as "*Mumtaz*" (excellent) or "*Jayyid Jiddan*" (very good) to foster an active and supportive affective environment. Before introducing the core reading material, the educator conducts a systematic retrieval practice (review) focusing on previously acquired vocabulary words. Each student is individually randomly sampled and queried on up to three vocabulary words. During this interactive session, the educator provides immediate corrective feedback to fix any phonetic or articulation deviations.

To reinforce reading literacy skills, the teacher strategically implements the repetition and drilling method. Students are systematically required to read the Arabic texts multiple times, transitioning fluidly from collective choral reading to individual recitation. The educator then designates specific students to perform oral readings, enabling continuous auditory monitoring and real-time correction of reading errors by both the peers and the teacher. To counter academic boredom and fatigue, the teacher incorporates diverse instructional media, including physical pictures displayed on the

whiteboard and instructional videos from YouTube, accessed directly via the smartphones of designated group leaders. In instances of behavioral disengagement, such as students becoming drowsy or falling asleep, the educator administers empathetic, private counseling sessions and provides individualized consultative opportunities to address their learning difficulties.

Nevertheless, the instructional delivery employed by the educator remains predominantly anchored in the teacher-centered lecture method, wherein the teacher primarily elucidates the material while the students assume a passive, receptive listening role. This pedagogical approach is heavily influenced by the teacher's demographic profile, specifically an advanced career stage nearing retirement age, which understandably impacts flexibility in adopting contemporary teaching paradigms. Consequently, classroom instruction exhibits a heavy pedagogical reliance on standard textbooks from the school library, which are available only in restricted quantities, rather than utilizing a more diversified range of innovative, tech-integrated instructional media.

Ultimately, these empirical findings align with a previous study conducted by Muhammad Pakihun, Mahyudi Ritonga, and Bambang (2021) entitled "Problematika Pembelajaran Qiro'ah untuk Kelas VIII di Madrasah Tsanawiyah Darussalam Aur Duri Sumani Solok." (Pakihun et al., 2021) Employing a qualitative approach, Pakihun et al. revealed that students' linguistic obstacles in reading skills encompass pronunciation and grammar issues, while non linguistic factors include immature lesson planning, low student motivation, and inadequate learning resources and time. The results of the current study reinforce those findings, particularly regarding the linguistic aspect of difficulties in pronouncing the *hijaiyyah* letter *ha'* (ح), and the non linguistic constraints of resource scarcity. However, this study expands on Pakihun et al.'s findings by identifying unique classroom demographics as a primary source of disengagement. The sub optimal classroom environment in this study is primarily driven by the distinct challenges of an all-male student composition, characterized by high rates of absenteeism and frequent drowsiness during lessons contrasting sharply with co-educational classes where the presence of female students fosters greater academic enthusiasm and peer engagement.

Within this specific classroom dynamic, the teacher's choice of the traditional lecture method represents a conventional instructional approach common among experienced educators. The distinct novelty of this research lies in documenting how the educator actively adapts to these barriers. While the previous study left teacher interventions unaddressed, this research demonstrates that implementing repetitive drills, administering verbal positive reinforcement (such as '*mumtāz*' and '*jayyid jiddan*'), and integrating YouTube serve as pragmatic pedagogical strategies to stimulate motivation and compensate for both structural and demographic limitations in the classroom."

CONCLUSION

Based on the comprehensive data analysis gathered through interviews, classroom observations, and documentary reviews regarding the analysis of Arabic reading literacy difficulties among Grade 10 students at Madrasah Aliyah Swasta Tarbiyah Islamiyah (MAS MTI) Candung, Agam, the researcher arrives at the following tripartite conclusion:

First, based on the diagnostic interviews and classroom observations regarding the linguistic dimensions, the empirical evidence demonstrates that the fundamental root cause of the students' reading difficulties lies within phonemic articulation (*makharij al-huruf*). Specifically, the most prevalent and systematic error committed by the students is the mispronunciation of the pharyngeal fricative letter "*Ha*" (ح). This deficiency in phonetic accuracy directly exerts a negative impact on both the structural quality of oral reading and the correct comprehension of linguistic meanings, as sound substitutions can lead to severe semantic distortions. Consequently, the findings indicate that students

critically require high-fidelity auditory modeling and intensive, repetitive verbal drilling to overcome these articulation barriers. In conclusion, the researcher strongly recommends that educators prioritize immediate, real-time corrective phonetic feedback during instruction to ensure that students attain seamless and accurate mastery over Arabic articulatory phonetics.

Second, in terms of pedagogical implications, the Arabic language educator has actively implemented strategic interventions to alleviate these difficulties. These corrective solutions include delivering pre-instructional motivation with positive verbal reinforcement, conducting routine vocabulary retrieval practice with real-time phonetic corrections, utilizing the repetition and auditory drilling method (choral and individual recitations), and incorporating multi-platform digital media such as YouTube to counter student fatigue. Nevertheless, these efforts face pedagogical constraints due to the teacher's advanced career stage nearing retirement age, which induces a heavy reliance on conventional, teacher-centered lecture methods and standard textbooks.

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