The Influence of Ummi Method Using Mother Tongue Approach on Arabic Reading Skills

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Abstract

Students' reading skills depend on their teacher and effective teaching methods are crucial, especially for Arabic language teachers. The Ummi method designed for learning to read the Quran is easy and enjoyable. The Ummi method can be applied to teaching reading in Arabic because the language used in the Quran is Arabic. The Ummi method has three mother tongue approaches: the Direct method, Repetition, and Affection. This study employs a quantitative approach with a quasi-experimental, non-equivalent control group design. The research population includes students from SMP Laboratorium Percontohan UPI Bandung, with purposive sampling techniques. Class VII-C is the experimental sample, while Class VII-D is the control sample. Data collection involved observation, interviews, pre-tests, and post-tests. The main objective of this research is to demonstrate the effect of the Ummi method through the mother tongue approach, on the skills of reading Arabic texts. The hypothesis test result showed a significance value of 0.009<0.05, which rejects Ho and accepts Ha. The experimental class had a mean gain score of 23.4531, higher than the control class's 13.9219. It was concluded that the Ummi method through the mother tongue approach, significantly improves Arabic reading skills.

Keywords: *Ummi method, reading skills, Arabic learning*

Introduction

In Islam, the first command revealed to Prophet Muhammad saw. Was the command to read, in the Quran, Surah Al-Alaq, verse 1:

$$اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِیْ خَلَقَ$$

Iqra bismi rab bikal lazii khalaq

Recite in the name of your Lord who created.

The commands in the Quran surah Al-Alaq are related to one of the four aspects of language skills. To be able to master a foreign language, especially Arabic, the first skill that must be learned is reading skills (Huda et al., 2024).

Reading skills involve the ability of a reader to articulate and comprehend a text and its meaning. Teaching reading skills begins with the correct pronunciation of *hijaiyyah* letters. Once this foundation is established, the teacher can help students understand the content of the readings (Robbani & Haqqy, 2020). There are two stages in reading, the first stage is recognizing symbols and letters in written words and pronouncing them, and the second stage is understanding the interconnected words and sentences in the text (Al Ghozi et al., 2024). Based on Thu'aimah's thoughts, reading skills involve a

connection between spoken language and written symbols, reading skills encompass four related processes: (1) vocabulary recognition; (2) sentence comprehension; (3) critique; and (4) interaction, Thu'aimah also formulated five indicators of success in reading ability: (1) Students' ability to identify Arabic letters (*hijaiyyah*), know how to read Arabic letters and understand the differences in letter shapes and Arabic writing rules; (2) Students' ability to understand the meaning of the text, evaluate its content, and comprehend the functions of sentences, paragraphs, and different patterns in Arabic texts; (3) Ability to understand the relation between spoken and written words, and how to pronounce written symbols; (4) Ability to recognize and understand the various functions of punctuation marks such as commas, periods, question marks, exclamation points, and other punctuation; (5) Ability to apply silent reading skills (In'ami et al., 2022).

In Arabic language learning, reading is divided into loud and silent reading, loud reading involves pronouncing the text aloud, which is an initial step in developing reading skills as it helps train phonology and adjust the diacritics on the *hijaiyyah* letters, silent reading involves reading by looking at and understanding the meaning of the text without vocalizing it, this is the next step for readers to master and comprehend the text (Hidayah, 2020). The ability to recognize *hijaiyyah* letters is a fundamental skill that students learning Arabic must possess, especially in studying reading skills (Nafisah et al., 2022).

Reading skills are crucial in learning Arabic and cannot be separated or neglected compared to other Arabic language skills (Maryamah et al., 2023). Reading skills play a crucial role for readers in obtaining information presented through written texts (Hardiyanti, 2022). Therefore, to understand a text, especially in Arabic, it is essential to have reading skills and knowledge of the grammar used in Arabic sentences. Reading activities are among the initial stages of learning and play a primary role in human life because, through reading, people derive meaning from written text (Maulana & Fahamsyah, 2022). Arbaniah (2022) also emphasized that if a person has not mastered Arabic reading skills, they cannot master the other Arabic language skills.

A reader's skill in understanding the grammar used in Arabic text can lead to mastery of reading Arabic texts, however, nowadays, people in Indonesia from various backgrounds are experiencing a crisis in reading skills, with low interest in reading and a lack of awareness of the importance of reading skills for language proficiency (Zainuri & Wahyudi, 2023). Students will be more interested in actively learning Arabic reading skills if they have a teacher who can provide enjoyable and creative methods (Arbaniah, 2022). Arabic language teachers must choose the best teaching methods to transfer material to their students effectively (Noviani, 2022). One method that teachers can use to improve Arabic reading skills is the Ummi method.

The Ummi method teaches Quran reading with tartil (E. Azizah & Riyadi, 2020). The term "Ummi" used in naming this method means "my mother" in Arabic. It signifies a mother who teaches a child their first language, a role that deserves respect and remembrance (Hidayatulloh, 2022). The Ummi method aims to provide schools and other educational institutions with a more structured approach to teaching Quran reading and to assure parents of students' success in reading the Quran upon graduating from these institutions (Solikah et al., 2021). Like other methods, the Ummi method includes several approaches to teaching. According to the Ummi Foundation website (2023), the Ummi method employs three mother tongue approaches. The term "mother tongue" here does not refer to the first language taught by a mother, but rather to the way a mother teaches her child full of love, care, and boundless patience. The three

mother tongue approaches include (1) the Direct method; (2) Repetition; and (3) Affection. These approaches are very relevant and align with what teachers seek in improving students' interests and reading skills.

One school that has implemented the Ummi method for teaching Quran reading is SMP Laboratorium Percontohan UPI Bandung. This school does not offer an Arabic language lesson, but it does have an Islamic Religious Education and Character lesson. This lesson includes several teaching materials that use Arabic terms and some content based on Quranic and Hadith references, both of which are in Arabic, therefore, all Muslim students in regular classes are required to participate in the extracurricular Quran reading program using the Ummi method (Nurhayati, 2023).

Before the implementation of the Ummi method, some students in Class 1 Junior High School had various problems with reading the Quran, these issues included not recognizing *hijaiyyah* letters, frequently confusing the pronunciation of *hijaiyyah* letters, and struggling to read and pronounce Quranic words and sentences fluently. However, these problems have gradually been resolved, and there has been an improvement in the students' Quranic reading abilities (Nurhayati, 2023). The improvement in Quran reading skills among the students after the Ummi method was implemented is evident. Based on the problems experienced by the students and the solutions provided by the teachers, the researcher will experiment with teaching Arabic text reading skills using the Ummi method through the mother tongue approach, this is because learning the Quran is related to learning Arabic reading skills, as the language used in the Quran is Arabic.

Arabic is the language used in the Quran since its revelation (Aulia et al., 2023). Husnawati et al. (2023) state that there is a relationship between Quranic reading skills and Arabic reading skills. Luthfi & Munir (2021) state that there is a significant relationship between the ability to learn Arabic and the ability to read and write the Quran among ninth-grade students at SMP Al-Ihsan Jatisari, Karawang. Agustar et al., (2023) also indicate a correlation between learning to read the Quran using the Ummi method and learning Arabic at SMP IT Ulil Albab. The Ummi method is also implemented by teachers from various institutions to improve Quran reading and other learning activities. Agustar et al. (2023) state that there is a correlation between learning to read the Quran using the Ummi method and learning Arabic. The Ummi method has had a positive impact and has been successful in improving students' knowledge and skills in learning tajweed at SDN Kepuh Kiriman 1 Waru (Hidayatulloh, 2022). At SMP IT ABATA Lombok, the use of the Ummi method in teaching tahsin al-Quran has led to improvements in various aspect (Firdaus, 2021). Janah et al. (2023) also state that understanding tajweed and the pronunciation of Arabic letters at TPA Desa Karanganyar have improved following the implementation of the Ummi method, as well as an increase in the children's Quran memorization.

The researcher will further investigate the impact of the Ummi method using a mother tongue approach on Arabic text reading skills. The influence of the Ummi method through the mother tongue approach serves as the independent variable, while Arabic text reading skills serve as the dependent variable. This research aims to determine the effect of the Ummi method in enhancing students' Arabic text reading skills, ascertain the level of achievement in Arabic text reading skills based on Thu'aimah's formulation, and provide innovation and solutions to Arabic language teachers in selecting an appropriate teaching method to enhance students' interest and skills in reading Arabic texts, applicable to schools offering Arabic language subjects.

Method

This study employs a quantitative approach. Quantitative research uses statistical calculation to process and analyze data, emphasizing numerical data (Sudaryana & Agusiady, 2022). The researcher used an experimental research design. Experimental research aims to determine how one variable affects another with strict control (Ansori, 2020). The research design uses a quasi-experimental design, utilizing subject samples from two pre-existing groups without randomly selecting the sample subjects. A quasi-experimental design is similar to a true-experimental, but unlike true experiments, it does not involve random sampling (Abraham & Supriyati, 2022) . The researcher used a non-equivalent control group design, administering pre-tests and post-tests to the sample subjects. Comparing the results of the initial and final tests is a form of design using a quasi-experimental, non-equivalent control group design (Fajriani, 2019). Among all the designs in quasi-experiments, the non-equivalent control group design is predominantly used in several studies (Hastjarjo, 2019). The following is an overview of a quasi-experimental research design with a non-equivalent control group design:

Table 1. A quasi-experimental design with a non-equivalent control group design.

Experiment	T_1	X	T_2
Control	T_1	O	T_2

Explanation :
T_1: Pre-tests conducted for both sample groups.
T_2: Post-tests conducted for both sample groups.
X: Treatment with the Ummi method using the mother tongue approach, given only to the experimental group.
O: Treatment with conventional method.

The population in this study involved seventh-grade students at SMP Laboratorium Percontohan UPI Bandung. The selection of sample classes used a purposive sampling technique. As a result, classes VII C and VII D were chosen as the sample for this study, with class VII C as the experimental group and VII D as the control group. The data collection methods used by the researcher included observation, interview, pre-tests, and post-tests. The research instruments used were test sheets consisting of reading text and reading comprehension tests, as well as test evaluation sheets comprising reading assessment criteria and a column for scores corresponding to student attendance. After conducting the research, the data was analyzed using SPSS 26.0 software. The steps for data analysis performed by the research included: (1) Analyzing the normality test of the data using the Shapiro-Wilk method; (2) Analyzing the homogeneity test of the data; (3) Calculating the gain score of pre-tests and post-test results for each individual in the two class groups and converting the theoretical hypothesis into a statistical hypothesis; (4) Testing the statistical hypothesis with an independent sample t-test using the gains score data; (5) Concluding the hypothesis result by observing the highest mean gain score between the experimental and control groups in the descriptive output analysis from SPSS.

Results

The study began with observations and interviews with a teacher who teaches Quranic reading using the Ummi method at SMP Laboratorium Percontohan UPI Bandung. As explained in the introduction, the Quran is closely related to the Arabic language, as the Quran is written in Arabic. The subsequent research involved conducting pre-tests, treatments, and post-tests. During the pre-test phase, the researcher distributed test sheets to all students who were part of the study sample especially classes VII C and VII D. These test sheets contained Arabic texts to be tested on by the students, as well as comprehension questions about the texts. The same test sheets were used for both the pre-test and post-test phases to determine the differences in the results between the pre-test and post-test.

This study focuses on measuring the improvement in Arabic text reading skills after administering treatment using the Ummi method with the mother tongue approach. The result and discussion in this study were derived from observations, interviews, pre-tests, and post-tests conducted by the researcher with all students in the experimental and control classes. The total of VII grade classes at SMP Laboratorium Percontohan UPI is five with different categories: one bilingual class, one tauhid class, and three regular classes (Nurhayati, 2023). The researcher selected two classes as the study sample, one as the experimental group and the other as the control group.

The researcher used purposive sampling, selecting the sample most suitable for the research objectives. Purposive sampling is a non-random sampling technique where the researcher chooses the sample based on specific criteria aligned with the research goals (Lenaini, 2021). Among the regular classes, the criteria needed are most appropriate compared to other classes, as only regular classes have scheduled periods for deepening the study of Quran reading. Therefore, the researcher selected two out of the three regular classes. The next criterion set by the researcher was to choose the two classes with the highest Quran study scores. Consequently, class VII C was to be selected as the experimental class, and class VII D was designated as the control class. The experimental class received Arabic reading lessons using the Ummi method with the mother tongue approach, whereas the control class was taught using only conventional methods.

After obtaining the pre-test and post-test scores from the two different classes with different treatment methods, the researcher analyzed and processed the data from these assessments. The following are the steps for analyzing and processing the pre-test and post-test data from the two class groups:

Data normality test

The normality test was conducted to determine the normality of the data obtained from the pre-test and post-test assessments (Saputri et al., 2023). The researcher used the Shapiro-Wilk method with SPSS to test the normality of the data. If the result is sig<0.05, then the data is considered not normal, but if the data is sig>0.05, then the data is considered normal (Azizah et al., 2023).

Table 2. Results of data normality test

Test of Normality

	Group	Kolmogrorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Reading Skill	Pre-Test Experiment	.173	16	.20	.907	16	.103
	Post-Test Experiment	.152	16	.20	.910	16	.117
	Pre-Test Control	.179	16	.18	.962	16	.693
	Post-Test Control	.206	16	.07	.929	16	.233

Based on the normality test results in Table 2, significant values were obtained for the pre-test in the experimental class, 0.103, and for the post-test in the experimental class, 0,117. Significant values were also obtained for the pre-test in the control class, 0.693, and for the post-test in the control class, 0.233. All four significant values are >0.05. Thus, all the data obtained indicate normal data, namely significant values greater than 0.05.

Data homogeneity test

A homogeneity test of data is conducted to determine whether the variance data obtained from the post-tests in both class groups are homogeneous or not to proceed to the analysis stages of an independent sample t-test and an ANOVA (Sianturi, 2022). Data can be considered homogeneous if the sig value is >0.05, conversely, data is considered not homogeneous if the sig value is <0.05 (Prabowo et al., 2023).

Table 3. Results of data homogeneity test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Reading Skill	Based on Mean	.206	1	30	.653
	Based on Median	.117	1	30	.734
	Based on Median and with adjusted df	.117	1	29.088	.734
	Based on trimmed mean	.124	1	30	.727

Based on the results of the data homogeneity test in Table 3, the average post-test score is significant at 0.653. Thus, the collected data has a sig>0.05, indicating that the pre-test and post-test data in both the experimental and control classes are homogeneous.

Gain score test

Table 4. Results of gain score test calculation

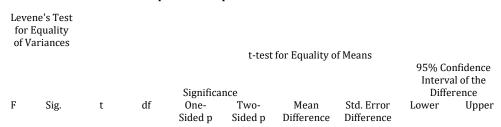| Experiment	Control
25.25	0.25
30.25	20
35.5	20.25
25.75	20.25
5	15.25
15	10.25
15.25	20.25
10	5
40.5	20.25
25.75	-5
20.25	15.25
40.25	25.25
20.25	0
20.25	15.25
20.25	25.25
25.75	15

The results from the gain score test will be input into the independent sample t-test calculation for the hypothesis. The theoretical hypothesis in this study states that the Ummi method using the mother tongue approach affects the skill of reading Arabic texts. The researcher converts the theoretical hypothesis into a statistical hypothesis to measure the impact of the Ummi method using the mother tongue approach on the skill of reading Arabic texts. The influence of a variable will be indicated by the difference in the results from the gain score test for each individual.

The null hypothesis (H_o) in this study is that there is no difference in gain scores between those who receive the Ummi method using the mother tongue approach and those who do not. The alternative hypothesis (H_a) is that there is a difference in gain scores between those who receive the Ummi method using the mother tongue approach and those who do not.

Data hypothesis test

The researcher conducted a statistical analysis using parametric statistics through the independent sample t-test to prove the existence of a significant difference in gain scores between the experimental and control classes. If the result is sig<0.05, the null hypothesis (H_o) will be rejected and the alternative hypothesis (H_a) will be accepted.

Table 5. Results of independent sample t-test

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
				Significance					
F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper

Gain Score Reading Skills	Equal variances assumed	.020	.888	2.802	30	.004	.009	9.53125	3.40128	2.58491	16.47759
	Equal variances not assumed			2.802	29.857	.004	.009	9.53125	3.40128	2.58351	16.47899

Based on the output table of the independent sample t-test they obtained a two-sided p-value of 0.009, which is sig<0.05. Thus, H_o is rejected, while H_a is accepted. This means that the hypothesis of no difference in gain scores between the Ummi method using the mother tongue approach and the group not treated with this method is rejected, whereas the hypothesis of a difference in gain scores between these groups is accepted. The researcher analyzed the N-gain scores from the experimental and control groups to establish which group had the most influence.

Descriptive statistical analysis

The stage of descriptive statistical analysis is conducted to determine the mean of the gain score by comparing the mean of the experimental group with that of the control group.

Table 6. Group statistics on N gain score values
Group Statistics

Gain Score	Kelas	N	Mean	Std. Deviation	Std. Error Mean
	Eksperimen	16	23.4531	9.94787	2.48697
	control	16	13.9219	9.28113	2.32028

Based on the results of the descriptive statistical analysis, the gain score's mean for Arabic text reading skills in the experimental group was 23.4531, while in the control group, it was 13.9219. This indicates that the increase in Arabic text reading skills among students who received the Ummi method using the mother tongue approach was higher compared to those who did not receive this treatment. Thus, it can be concluded that the Ummi method using the mother tongue approach significantly influences the improvement of Arabic text reading skills among students at SMP Laboratorium Percontohan UPI Bandung, with a significance value of 0.009<0.05 from the independent sample t-test, which rejects H_o and accepts H_a, as evidenced by the higher gain score's mean of the experimental group.

Discussion
Implementation of the Ummi Method

The Ummi teaching method is seen to greatly enhance learning and create a more conducive classroom environment, attributed to its effective instructional model (Al Muiz & Umatin, 2022). In the Ummi method of teaching, students must be accompanied by a teacher so that any mistakes they have made while reading can be corrected right away, this also makes students feel more comfortable and helps a teacher-student relationship become stronger (Putri et al., 2023). The conducive atmosphere in Ummi method classrooms is fostered by teachers to not only engage students cognitively (Alfaini, 2022). Success in the Ummi teaching method is attributed to the modern teaching system and facilities available to both teachers and students, thereby creating an enjoyable learning environment in the classroom (Ruqoyyah & Wasik, 2023). The

Ummi method involves not only the roles of teachers and students but also the involvement of parents, particularly mothers, who are supportive factors in the success of this method (Afidah & Sholichah, 2020).

Ustadz Ahmad Yusuf and *Ustadz* Masruri developed the Ummi method, which features an easy, enjoyable, and heartfelt approach to teaching, touching the hearts of students through its application (Amrullah et al., 2022). Quranic learning using the Ummi method has become highly systematic, leading to increased affective, cognitive, and psychomotor abilities in students (Nobisa & Usman, 2021). The Ummi method's three mottos act as guiding principles for every teacher during the learning process: (1) Simple, designed to make the teaching and learning process easier for both teachers and students; (2) Enjoyable, intended to keep students enthusiastic and engaged by ensuring they are always happy; and (3) Heart-touching, similar to the mother tongue approach, this motto is based on the idea that a teacher should emulate a mother's nurturing qualities when teaching (Fajria, 2023).

Implementation of the Ummi method in Quranic learning for students is highly systematic, thereby improving reading skills and improving pronunciation of Arabic letters. Quranic learning with the Ummi method is systematically structured (Hamid et al., 2022). The teacher conducted two sessions of learning treatment using the Ummi method with the experimental group, with each session lasting 60 minutes. Similarly, the control group received treatment using Conventional methods, also conducted in two sessions, each lasting 60 minutes. All systematic stages of the Ummi method were conducted for 60 minutes as specified on the Ummi Foundation website (Ismiati & Setiawan, 2023). The stages of reading skills instruction presented by Robbani and Haqqy in the introduction study align with the systematic learning stages of the Ummi method. The Ummi method consists of seven systematic learning stages implemented only in the experimental group, namely: (1) Introduction; (2) Preconception; (3) Conceptualization; (4) Understanding; (5) Practice and Skills; (6) Evaluation; and (7) Conclusion (Nurfaizah, 2021). The Ummi method plays a role in enhancing Quranic learning abilities, significantly impacting learners' success, and offering easy learning with a highly impressive approach for learners (Fajriani, 2019).

Teachers utilize the Ummi method stages to the fullest in teaching Arabic text reading using three mother tongue approaches, as mentioned in the introduction study. The Direct method approach is conducted with clear and direct teaching without lengthy spelling and explanation; the Repetition approach involves frequent repetition of each reading; and the Affection approach consists of the patience and heartfelt touch of a teacher emulating a mother (Syaikhu, 2022). Here are the stages of the Ummi method using the mother tongue approach:

1. Introduction: The teacher conditions the class, followed by a welcoming greeting to the students accompanied by prayer together, and then provides a motivating learning statement;
2. Preconception: The teacher provides an initial introduction to reading Arabic texts;
3. Conceptualization: The teacher explains the plan and the learning material to be provided during the session;
4. Understanding: The teacher explains the planned Arabic text material and teaches how to read Arabic texts according to the articulation points of the letters and the correct intonation;
5. Practice and Skills: The teacher repeats Arabic text readings and conducts educational games with the student;

6. Evaluation: The teacher gives test questions related to the Arabic text that has been studied and tests the readings of all students;
7. Conclusion: The teacher concludes the lesson with a collective prayer and ends with a closing greeting.

All aspects of the mother tongue approach have been fully integrated into every stage of the teaching process, both by the teacher and the students. Specifically, the Direct method approach was applied during the comprehension phase. Here, the teacher reads Arabic texts aloud directly to the students, ensuring proper pronunciation and intonation by the Arabic language's phonetic rulers. Additionally, they supplemented the reading with body gestures, minimizing the need for extensive verbal explanations. The Repetition and Affection approaches were employed during the practice and skill-building phase. In this stage, the teacher engaged the students in repeated reading of the texts, demonstrating immense patience. They also organized interactive activities, such as maker-passing games by singing together. When the music stopped, the student holding the maker was prompted to come forward, recite the previously explained Arabic texts, and retell them using the provided visual aids. These instructional strategies fostered Repetition and demonstrated the teacher's genuine care and concern for the students' learning experiences.

Basic competencies and level of Arabic text reading skills

The teacher determines four basic competencies used as a reference for pre-test and post-test assessments, including (1) Recognizing the differences in the shapes of Arabic letters; (2) Understanding the differences in how to read each Arabic letter; (3) Knowing the Indonesian translation of each vocabulary in Arabic texts; (4) Understanding the function of punctuation marks in Arabic texts. The indicators of competencies defined by the teacher, such: (1) Students can distinguish the shapes of Arabic letters; (2) Students can differentiate how to read each Arabic letter; (3) Students can translate each vocabulary in Arabic texts into Indonesian; (4) Students can comprehend the function of punctuation marks in Arabic texts (Nurhayati, 2024).

The levels of reading skills formulated by Thu'aimah (2004) include (1) الأدنى (lowest level), referred to as beginners in mastering reading skills; (2) الأوسط (intermediate level); and (3) الأعلى (highest level). Each level has specific achievements that serve as benchmarks for assessments to categorize them within each level. The lowest level is reached when students can understand the meaning of reading and recognize the Arabic letters used in Arabic texts. The intermediate level is attained when students can understand every principle of Arabic grammar, understand the content of the text being read, critique the text, and interact with it. The highest level is achieved when students make reading Arabic texts a habit develop an interest and cultivate a culture of reading Arabic texts within themselves. Reading proficiency levels based on Thu'aimah's theory, aligned with the basic competencies and competency achievement indicators made by the teacher, are the lowest level, namely the beginner level, when students can understand the mechanics of reading and translate each vocabulary word in Arabic texts into Indonesian.

Following all the research procedures, the researcher discovered that implementing the Ummi method using the mother tongue approach significantly enhances students' Arabic text reading skills. The finding is expected to foster consistent interest and engagement among students in reading Arabic language educators with innovative solutions for effective teaching of Arabic reading in schools. Additionally, the researcher recommends further exploration based on these findings to refine the Ummi method or

explore alternative teaching approaches, aiming to bring more diversity and innovation to Arabic reading instruction.

Conclusion

Based on the findings and discussions in this study, several conclusions can be drawn: (1) It is crucial to select appropriate teaching methods for Arabic text reading instruction; (2) The Arabic reading skills level based on Thu'aimah at SMP Laboratorium Percontohan UPI Bandung is الأدنى (lowest level); (3) The Ummi method using the mother tongue approach, proves to be a suitable choice for teaching Arabic text reading, this study shows a significant influence on the experimental group in improving reading skills; (4) The Ummi method enhances students' interest and engagement in reading and understanding Arabic texts; (5) The mother tongue approaches employed in the Ummi method simplifies and enrich students' learning experience with Arabic texts; (6) The systematic learning stages of the Ummi method ensure active participation from both teacher and students throughout the learning process; (7) These findings are expected to sustain students' reading interest and provide Arabic language teachers with innovative and practical teaching methods to achieve desired learning outcomes.

Acknowledgment

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