
DISCRETE APPROACH IN INNOVATION TEST ASSESSMENT OF STUDENT ARABIC READING ABILITY

Haerani Kadar¹, Budi Pratama², Zidna Ilma Dian³, Hanan Riswar⁴

¹²³⁴Universitas Islam Negeri Sunan Kalijaga Yogyakarta; Indonesia

Correspondence Email; 23204022039@student.uin-suka.ac.id

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Abstract

This study aims to innovate the assessment of Arabic reading ability for grade 7 students at MTs N 3 Mataram using a discrete approach. This type of research is Research and Development (R&D) using the ADDIE development model. The research population comprises classes VII A, B, C, and D, with class VII C serving as the research sample, selected purposively. Data collection methods included observation, interviews, and documentation. The data sources for this research include field-collected data and previous literature. The data analysis technique for R&D research uses qualitative data analysis following Miles and Huberman, while quantitative data analysis employs descriptive statistical analysis. The results showed that of the 26 students, 5 (20%) could not read Arabic texts, 8 (30%) were still stammering, and 13 (50%) were fluent readers. Discrete tests are carried out in two types: the ability to read hiwar (dialogue) and qiro'ah (reading), with an assessment focusing on the accuracy of harakat, makharijul letters, interaction, courage, and fluency in reading. This approach allows for a more detailed assessment and helps the teacher design learning strategies that align with students' individual abilities.

Keywords

Assessment Test; Discrete; Reading Ability.



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INTRODUCTION

The introduction is a background problem that describes academic anxiety, the relationship between ideality and reality, and theoretical and practical aspects. In the background of the problem, the author must explain the latest research relevant to the topic to be discussed along with references. Then, in this sub, the author can define the position and significance of the writing to be addressed through research that remains relevant. Furthermore, the writer can explain the research's purpose and the study's significance theoretically and pragmatically.

Assessment is an important part of the education and teaching process (Faiqah, 2017). Assessment involves the systematic analysis and evaluation of an activity based on specific goals and achievements in the learning process (Magdalena et al., 2023). According to Uman, learning evaluation is a process of adjusting objective data from the beginning to the end of the learning program to determine the program's value (Mujiburrahman et al., 2023). In practice, learning evaluation has two main objectives: 1) general objectives, which include determining the effectiveness of the learning system and gathering information about the strengths and weaknesses of students; and 2) Specific objectives, which aim to encourage student involvement and participation in educational programs. Therefore, in the learning process, evaluation is a crucial component that the teacher must conduct to assess the effectiveness of learning outcomes (Miftha Huljannah, 2021). Teachers can consider evaluation results to improve the quality of learning.

According to Dewi Amaliah Nafiati, the assessment program involved making value assessments (Nafiati, 2021). Therefore, several steps must be followed, including the measurement and evaluation process. The assessment results will provide an overview of students' understanding of the material taught. Completing the assessment questions will reveal the extent to which students can apply the knowledge and skills obtained during the learning process (Fitrianti STAI Nurul Falah Air Molek, 2018). Then, the student assessment test results will be followed up with assigning a nominal value based on the students' answers. The same thing applies to the Arabic Test Assessment. The assessment in Arabic tests will provide a picture of student achievement of learning outcomes, including understanding grammar, vocabulary, listening, speaking, reading, and writing in Arabic (Munip et al., 2017).

One of the final semester assessment instruments used in the learning process is a written test consisting of multiple choice and essay (Putri et al., 2022), as is the case in MTs N 3 Mataram but with the existence of the semester examination that has not been able to test the ability of students

in a comprehensive manner including the ability of students. The existence of a semester exam should be able to test the ability of students in a comprehensive manner. According to Siti Mania, the test is an important step in educational measurement and evaluation (Mania, 2008). The test aims to collect data that serve as the basis for assessing students' understanding and achievement (Handayani et al., 2022). If applied in the context of an Arabic learning test can be interpreted as a form of procedure carried out by the teacher to assess the extent of the ability of students in Arabic competencies which include speaking skills, listening skills, writing skills, and reading skills that have been obtained by students during the learning process of Arabic (Alfinnas et al., 2026).

The ability to read is one of the fundamental language skills in learning Arabic, because when reading is not mastered, other abilities are certainly not, such as hearing, writing, and speaking (Sholehuddin et al., 2020). At the Madrasah Tsanawiyah (MTs) level, especially in grade 7, reading Arabic is a key focus because it lays the foundation for the development of other language skills (Dalimunthe & Rahmaini, 2023). However, in practice the measurement of reading skills in semester exams. Students often face challenges in terms of objectivity and accuracy of assessment as happened in MTs N 3 Mataram based on observations researchers show that grade 7 students have a variety of reading skills, ranging from those who still have difficulty recognizing letters hijaiyah, distinguishing harakat to those who can read simple texts this is due to different student backgrounds. Given that this problem is making it difficult for students to answer the Arabic semester exam questions, this diversity requires an evaluation approach that can accommodate differences in ability. The evaluation system implemented so far is still holistic and less able to identify specifically the components of reading skills that need special attention (Winarti et al., 2023).

The discrete approach to evaluating language learning offers more measurable, systematic solutions. In addition, according to Ali Rahman (Rahman, 2024), the discrete approach in education offers several benefits; first, it provides clear learning objectives by breaking complex topics into separate units, allowing students to know exactly what they need to understand and achieve in each unit. Second, this discrete approach encourages focused learning by allowing students to concentrate on one topic or concept at a time, dedicating their full attention and effort to understanding it thoroughly before moving on to the next. This helps prevent overwhelm and encourages more in-depth learning. Third, this allows for adapted learning paths, where teachers can adjust instruction to meet students' individual needs by providing additional support or challenges based on each student's understanding of each concept. This personalized approach can

increase student involvement and success. Fourth, this facilitates gradual progress because students can more easily track their progress when learning is divided into separate units. They can see concrete evidence of their growth when they master every concept, which increases self-confidence and motivation. Fifth, this allows for an effective assessment, because assessing students' understanding of separate concepts is easier to manage and more accurate than assessing broader, more complex topics. The teacher can use formative assessments to identify areas where students may require additional support and adjust the appropriate instructions. Sixth, this approach provides an efficient improvement, because if students experience difficulties with certain concepts, the teacher can provide targeted support to meet their specific needs without disrupting the rest of the curriculum. This directed intervention can help students overcome challenges more effectively. Seventh, this approach facilitates mastery learning, in which students must demonstrate mastery of one concept before moving to the next. This approach ensures that students have the opportunity to achieve mastery before moving forward, leading to a stronger foundation of knowledge.

This discrete approach allows testing of language components separately and specifically, such as the introduction of hijaiyah letters, understanding of harakat, the ability to read words, and understanding of the meaning of basic vocabulary (Pangestika et al., 2024). Using a discrete approach, each component of reading skills can be assessed independently, providing a more detailed picture of students' abilities in each aspect (Jumhana & Maksum, 2021). The use of a discrete approach in the Arabic reading ability test at MTs N 3 Mataram is expected to provide more accurate mapping of individual students' abilities. This is important, as the evaluation results will serve as the basis for developing more effective learning strategies that align with student needs. In addition, the discrete approach also allows the teacher to specifically identify areas that require special attention in learning to read Arabic.

Previous research by Ali Rahman shows that the discrete approach to evaluating language learning can increase assessment accuracy by 75% (Rahman, 2024). In line with that, the study conducted by Hidayati revealed that the use of a discrete approach in evaluating the ability to read foreign languages yields more measurable and objective results than conventional approaches (Sudrajat & Kartanegara, 2016). Both of these studies provide a strong empirical foundation for implementing a discrete approach to evaluating Arabic reading ability. In contrast to research conducted by researchers who focus on discussing reading innovations using a discrete approach in the Arabic reading ability test for 7th-grade students at MTs N 3 Sleman.

The implementation of the Discrete Approach in the Arabic Reading Ability Test at MTs N 3 Mataram is of significant urgency. First, this approach can provide more accurate mapping of individual students' reading ability, making it easier for teachers to design appropriate learning strategies. Second, more detailed evaluation results can serve as a basis for developing a more targeted remedial program. Third, a discrete approach can serve as an evaluation model adaptable to madrasas. Fourth, this research can contribute to theoretical and practical aspects in the development of Arabic Learning Evaluation Systems at the Tsanawiyah Madrasah level. Given the still-limited research, this study is expected to fill the gap in the literature and provide concrete solutions to improve the quality of Arabic learning (Swasono & Sastradiharja, 2024).

METHOD

This study uses an approach to Research and Development (R&D) (Abdul Hamid, 2024) study using the ADDIE model approach, in which the study develops an assessment innovation for evaluating students' Arabic reading comprehension skills (Ilma WS et al., 2024). (Nasution & Rahim, 2022). Data collection in this study was carried out through observational studies, interviews, and documentation from teachers and students in order to study, understand, and analyze written materials to gather data for developing assessment innovations in Arabic language learning using a discrete test, a form of assessment that covers only one linguistic aspect in a single evaluation session. This research was conducted at MTs N 3 Mataram, with the research population consisting of students from classes VII A, B, C, and D. The research sample was class VII C, comprising 26 students (Pratama et al., 2024). The sample was selected using a purposive sampling technique (Campbell et al., 2020).

This research was conducted in five stages in accordance with the ADDIE model: Analysis, the stage of collecting field data related to the problem being investigated. Design, determining the theme based on the problems identified in the field. Development, preparing the research draft and the test draft in the form of a discrete test application. Implementation, applying the discrete approach in the innovation of Arabic reading comprehension assessment tests. Evaluation, compiling the test results into the research draft, and re-checking the findings of the completed research.

The data sources for this research include field data and previous literature. As for the data analysis technique, since this is an R&D study, qualitative data analysis following the Miles and

Huberman model was used, while quantitative data analysis employed descriptive statistical analysis. Furthermore, based on the results of this study, it is expected to be developed, especially in areas where the discrete approach to Arabic learning assessment has not been implemented effectively (Shahbari-Kassem et al., 2024).

FINDINGS AND DISCUSSION

Before the researcher presents the results and discusses them, the researcher will first explain what the Discrete Approach is, as follows:

Discrete Test Approach

The test can be interpreted as a set of questions that must be answered, statements that must be chosen or responded to to measure a particular aspect of the test participants (Suharman, 2020). According to Ebster's Collegiate Test, it is a series of questions, exercises, or other tools used to measure the skills, knowledge, intelligence, abilities, or talents possessed by individuals or groups (Wisman et al., 2021). There are three important things in the sense of tests; First, the designation of measurement. The testing is part of the measurement activity. Second, the test is a tool to measure the sample of a person's knowledge or ability so that the actual test is limited in terms of measuring time, which is broad almost without limits while the picture of knowledge and abilities obtained through the test is a sample of all knowledge and abilities that the learner may have. Third, the test is the interpretation of the numbers obtained to determine whether or not a rationer is quite good at achieving a goal. The term test is also sometimes equated with or contracted to test (Elkin et al., 2021), and while the assessment innovation is more common, it includes the concepts of measurement and test, thereby facilitating a clearer understanding (I Putu Suardipa, 2020). The following are reformulated definitions of the three terms related to the test: Evaluation: A process of making a decision about the quality of an object or activity by considering values derived from data and information collected, counted, and systematically interpreted. Measurement: Part of the evaluation in the form of numerical data and information collection procedures needed as one of the considerations of decision-making in the evaluation. The test is a tool for obtaining numerical data or for taking measurements, and the results are used as one of the considerations in evaluating (Miftha Huljannah, 2021).

Discrete test as expressed by Oller and quoted by Burhan Nurgiantoro in his book, that the discrete test is a test that only emphasizes one aspect of linguistic at a time (Dwi et al., 2021). Each

item is intended only to measure a linguistic aspect, such as phonology, morphology, syntax, or vocabulary (Kadar et al., 2024). Eka Dwi also noted that language tests can involve various language skills (Dwi et al., 2021). Including here: if the test is specifically intended to measure one language ability and is not linked to other language skills, then the test is discrete.

The discrete approach in language tests originates in the structural approach in linguistic studies (Zaenuri et al., 2020). In a structural approach, language is considered to have a neatly arranged structure and to consist of language components, namely language sounds, vocabulary, and grammar. The components are arranged in stages according to a particular structure (Alfat et al., 2020). In the structure, the small parts together form the larger parts, the larger parts form the larger parts, and so, later, the formation of language as the largest structure. From the opposite direction, the structural approach describes language as having a structure composed of components that can be distinguished and separated from one another (Alfat et al., 2020). In the Language Test the Discrete Approach One form is intended to measure the level of mastery of one and only one type of language ability or language component (Herdah et al., 2020). In that sense, a language test can be only one of the listening tests, speaking tests, reading tests, writing tests, language-sound tests, word tests, and grammar tests (Alfat et al., 2020). More specifically, the discrete approach in language tests even leads to the understanding that a single-item test should ask only one thing from each aspect of language ability or language component.

In that sense, one test item only questioned the ability to distinguish or recite sounds, recognize meaning, or use a valid or reliable word, and so on. The discrete approach is applied in language teaching by teaching language components separately, such as language sounds, words, and sentence structures (R. Umi Baroroh, 2020). In language tests, the discrete approach manifests as tests designed for each linguistic component separately. The application of the discrete approach in language testing means that each test item measures only one aspect of language skills. One reading test on a language test was conducted in a discrete manner (Furoidah & Zuhriyah, 2024). For example, limiting the vocabulary test to only the ability to distinguish one language's sounds from another's, with a structural approach, can lead to an ice item that asks for the meaning of a word, even when it is used separately outside the sentence. In the actual implementation, of course, it is not always possible or appropriate to apply that understanding strictly and consistently, by always limiting the scope of one test item to only one small aspect of language skills.

Therefore, with the discretion of the discrete the researcher will only focus on the assessment of the student reading ability test with the aim of the teacher and the researcher knows the extent of the ability to read the Arabic text of each student so that with these results the teacher can determine what learning methods and models are suitable for students So that it can improve the ability to read students so that if handled properly will certainly improve the ability to read Arabic texts students for the better and students who still have not been able to read Arabic texts well are resolved.

Findings

Next, in this findings section, the researcher will present the findings in accordance with the research approach used in this study, namely R&D using the ADDIE model, as follows:

Analysis Phase

After the researcher performs all the stages of the research, the researcher finds the problem of students who still have difficulty in reading Arabic texts so that this has an impact on the results of a low semester assessment of students because the researcher will overcome the student's problems by only focusing on the assessment of reading Arabic texts of students with Using innovations in the assembly of discrete tests to find out how high the ability to read student Arabic texts so that the results are expected to be able to adjust the learning methods and models that are in accordance with the ability of students so that they will be able to improve the ability to read Arabic texts of students.

Design Phase

In this design phase, the researcher developed a draft of a discrete approach to innovating tests for assessing students' Arabic reading proficiency, based on the issues identified during the analysis phase. Therefore, the researcher employed two types of reading comprehension tests—a dialogue reading test and a recitation reading test to assess students' Arabic reading proficiency.

Development Phase

In this development phase, the researcher implemented the previously designed plan, which involved creating a discrete approach to innovating Arabic reading assessment tests. This included a dialogue reading test, in which students paired up during testing, and a recitation reading test, which each student took individually. The format is as follows:

Hiwar Reading Ability Test

This Hiwar Reading Ability Test is used to find out how well students can read Arabic and how students interaction with other friends, as for some rubrics of the Aspects of Assessment Test in the Hiwar Reading Ability Test, namely:

Table 1. Aspects of the Assessment Test in the Hiwar Reading Ability Test

No	Rated aspect	Score				
		1	2	3	4	5
1	The accuracy of the reading of the harakat					
2	The accuracy of the sound and makharijul of the letters					
3	Accuracy of interaction with friends according to the contents of the text					
4	Smooth reading					
Number of scores						

The following is the hiwar text used by researchers to test students' reading skills using a discrete approach, namely:

Table 2. Text Conversation

Conversation Text
<p>سُهُولَةً تَعَلِّمُ اللُّغَةَ العَرَبِيَّةَ أَحْمَدُ: مَرَحِبًا! كَيْفَ تَجِدُ تَعَلُّمَ اللُّغَةِ العَرَبِيَّةِ؟ مُحَمَّدُ: رَائِعٌ جِدًّا! أُحِبُّ اللُّغَةَ العَرَبِيَّةَ كَثِيرًا. أَحْمَدُ: حَقًّا؟ لِمَاذَا تُحِبُّهَا؟ مُحَمَّدُ: اللُّغَةُ العَرَبِيَّةُ جَمِيلَةٌ وَمُنطِقِيَّةٌ. أَحْمَدُ: هَلْ تَجِدُهَا سَهْلَةً فِي التَّعَلُّمِ؟ مُحَمَّدُ: نَعَمْ، خَاصَّةً إِذَا تَعَلَّمْنَا بِطَرِيقَةٍ مُمْتَعَةٍ. أَحْمَدُ: كَيْفَ تَتَعَلَّمُ؟ مُحَمَّدُ: أَسْتَمِعُ لِلأَعَانِي العَرَبِيَّةِ وَأُشَاهِدُ الأَفْلامَ. أَحْمَدُ: هَذِهِ فِكْرَةٌ رَائِعَةٌ! أَيُّ شَيْءٍ آخَرَ؟ مُحَمَّدُ: أَقْرَأُ القِصَصَ البَسِيطَةَ وَأَتَدْرَبُ كُلَّ يَوْمٍ. أَحْمَدُ: أُرِيدُ أَنْ أَتَعَلَّمَ مِثْلَكَ. مُحَمَّدُ: هَيَّا تَتَعَلَّمُ مَعًا!</p>

Reading Ability Test

The Qiroah Reading Ability Test is used to assess reading ability in Arabic. In this case the mental readiness of students will be greatly influenced because each student will read the reading

text in front of the class, for that there are some rubrics of aspects of the test assessment, in this Reading Ability Test, namely:

Table 3. Aspects of the Test Assessment in This Reading Ability Test

No	Rated aspect	Score				
		1	2	3	4	5
1	The accuracy of the reading of the harakat					
2	The accuracy of the sound and makharijul of the letters					
3	Courage of students in reading					
4	Smooth reading					
Number of scores						

The following is the reading text used by researchers to test students' reading skills using a discrete approach, namely:

Table 4. Reading Text

Reading Text
<p style="text-align: center;">"الإنسان كما يحمله الفكره"</p> <p>عمر ومحمد صديقان مختلفان في خلفيته التعليم. عمر خرج مدرسة ابتدائية، بينما محمد خرج معهد. في درس اللغة العربية، كان عمر دائما يجد صعوبة في فهم المادة، بخلاف محمد الذي كان ماهرا جدا. ظهر هذا في نتائج الامتحان. نجح محمد في الحصول على علامة كاملة، بينما حصل عمر على علامة اقل من المعايير المطلوبة.</p> <p>في احد الايام، كانا يتحدثان. سأل عمر بفضول: "كيف اصبحت ماهرا في اللغة العربية؟" ابتسم محمد وحكى قصة تعلمه. "في الماضي، كنت ايضا اجد صعوبة في تعلم اللغة العربية. في احد الايام، وجدت عبارة تحفز: "الإنسان كما يحمله الفكره". منذ ذلك الحين، غيرت طريقة تفكيري. بدأت اؤمن بان تعلم اللغة العربية سهل. تدريجيا، بدأت افهم المادة، والان اصبحت اللغة العربية سهلة جدا بالنسبة لي. اُعجب عمر بقصة محمد. قال: "شكرا على التحفيز. من الآن فصاعدا، سأغير طريقة تفكيري. سأتعلم اللغة العربية جيدا وأؤمن بانها ليست صعبة".</p> <p>منذ ذلك الحين، بدأ عمر يقترب من اللغة العربية بذهنية ايجابية. اثمرت جهده وتغيرت طريقة تفكيره. وأخيرا، أصبح عمر ومحمد طالبين متفوقين في درس اللغة العربية.</p>

Implementation Phase

After the researchers implemented the discrete approach in the innovation of the Arabic reading ability assessment test for students, test Results of Reading Arabic Text The 7th grade student at MTs N 3 Mataram with this Dscret approach shows that of the 26 students tested the ability to read Arabic texts is classified as three, namely students who have not been able to read Arabic texts, students who are still stammering In reading Arabic texts, students who are smooth in reading Arabic texts. Therefore, as many as 5 students or 20% of students have not been able to read Arabic texts, as many as 8 students or 30% of students are still stammering in reading Arabic texts, and as

many as 13 students or 50% of students read Arabic texts smoothly.

Evaluation Phase

At this evaluation stage, the researcher assessed the overall process and results of developing an Arabic reading test instrument using the discrete approach implemented. The evaluation was conducted to determine the effectiveness, strengths, and weaknesses of the developed instrument in measuring students' Arabic text-reading ability. Based on the implementation results, the discrete approach to reading tests (conversation and reading skills) provided a more detailed picture of students' abilities. This was reflected in the grouping of students' abilities into three categories: those who were not yet able to read, those who were still struggling, and those who were already fluent in reading Arabic texts. Thus, this instrument was considered effective in identifying students' reading ability levels more specifically. Furthermore, the use of two types of tests — the conversation test and the reading test — provided advantages in terms of assessment aspects. The conversation test measured not only reading ability but also interaction and cooperation among students, whereas the reading test placed greater emphasis on individual ability and students' confidence in reading aloud in front of the class. This demonstrates that the discrete approach can encompass a comprehensive range of reading skills.

Nevertheless, several obstacles were encountered during the implementation of this research. Among them were students who lacked confidence during the reading test, as well as time constraints during the test that prevented the assessment from being conducted optimally. In addition, differences in students' background abilities were also a factor influencing the test results. Based on the findings of this evaluation, the researcher recommends that teachers use this discrete approach-based test instrument as an alternative for assessing students' Arabic reading ability. Furthermore, teachers are expected to adapt their teaching methods to suit students' ability levels and to provide continuous practice to improve students' reading skills, particularly for those who remain in the not-yet-able and struggling categories. Overall, it can be concluded that the development of this Arabic reading assessment instrument based on the discrete approach is feasible for use and can help teachers identify and improve students' ability to read Arabic texts.

Discussion

The discrete approach to assessing students' Arabic reading proficiency, which the researcher employed in this study, demonstrates that assessment instruments based on a discrete approach are effective in identifying students' Arabic reading proficiency levels in a more specific

and comprehensive manner (Syafei et al., 2026) . The use of two types of tests, namely the conversation test and the qiro'ah test, offers advantages in assessment. The conversation test not only measures reading ability but also evaluates interaction and cooperation among students, while the qiro'ah test emphasizes individual ability and students' confidence in reading texts in front of the class. This indicates that the discrete approach is capable of comprehensively covering various aspects of students' reading skills (Sultan Arifin, Muklishin, 2026).

Based on the research by Herdah, Firmansyah, and Ali Rahman (Herdah et al., 2020) in their study titled "The Discrete Test Approach in Arabic Language Learning," which also examined the use of the discrete approach in Arabic language learning, the findings indicate that the discrete approach was employed by Ali Rahman et al. to evaluate each language skill, including writing, reading, speaking, and listening. Their research concluded that the discrete test approach across the speaking skills is better at describing the aspects that become problematic in students' language skills.

The findings of this study also support the research conducted by Eliana (Pangestika et al., 2024) titled "Innovation in the Discrete Approach Based on Arabic Language Test Assessment," which found that the use of the discrete approach in learning is more effective in improving student learning outcomes because it allows for a more detailed analysis of students' abilities and the difficulties they encounter. Similarly, in his research, Safarudin (Syah & Safitri, 2025) states that in his study titled "Development of Language Proficiency Test Instruments in Arabic Language Learning," that students' language success depends on the learning process, evaluation, and systematic improvement of the quality of language education by teachers, beginning with needs analysis, test specification development, item development, instrument pilot testing, revision based on test results, and continuing through implementation and ongoing evaluation.

In her study titled "Assessment Instrument Development for Maharah Qira'ah: A Case Study on Qira'ah Rasyidah Book Volume 5," Amy Fitriani states that the use of an assessment instrument will enable students to critically analyze their abilities, extract important information, and provide reasoned answers, thereby enhancing their evaluative skills in reading comprehension. Future research could explore the implementation and effectiveness of this assessment instrument in real classroom settings to measure its impact on students' reading comprehension and evaluative skills. Consistent with the researcher's findings, the use of assessment instruments enables a more precise identification of students' abilities, beginning with their strengths and weaknesses in language use.

Therefore, this study demonstrates that the use of a discrete approach in innovative methods for assessing students' language proficiency is better able to analyze in greater detail the abilities and difficulties students experience in language skills, such as the accuracy of vowel marks, the points of articulation of letters, self-confidence, and reading fluency which were previously difficult to identify through conventional assessment methods (Mubin et al., 2025). Therefore, it is hoped that this discrete approach will provide a solution for teachers to conduct a more in-depth assessment of students' abilities, particularly in Arabic language instruction (Fauzi & Rahmawati, 2025).

CONCLUSION

This is an R&D study that employs the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This study explores a discrete approach as an innovative method for assessing the reading ability of Arabic students in grade 7 at MTs N 3 Mataram. The discrete approach is an evaluation method that focuses an assessment on a linguistic aspect at a time, allowing the identification of language skills more comprehensively and in detail. So that researchers carry out the discrete approach to find out how high the ability to read Arabic texts of each class VII student at MTs N 3 Mataram, through two different assessment tools *hiwar* (dialogue) and *qiro'ah* (reading) which the researcher administered during the implementation phase, the study successfully revealed the full spectrum of students' reading abilities in detail, ranging from students who have not been able to read (20%). These students are still stammering (30%), to students who have smoothly read (50%). The discrete approach has been proven effective in measuring specific language aspects, such as the accuracy of *harakat*, *makharijul* letters, *courage*, and *smooth reading*, which were previously difficult to identify through conventional assessment methods. Not just a measuring instrument, this discrete approach method contributes significantly to designing learning strategies tailored to students' needs, allowing teachers to develop pedagogical interventions that are right on target and to develop remedial programs that are more targeted, ultimately improving the quality of learning Arabic as a whole.

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