THE EFFECT OF FLUENCY IN RECITING AL-QUR'AN ON MASTERY OF ARABIC READING SKILLS IN CLASS VII STUDENTS OF MTSN 4 HULU SUNGAI UTARA SOUTH KALIMANTAN

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Abstract. In learning Arabic, there are four skills that must be mastered by students. One of them is reading skill. This thesis presents the Influence of Fluency in Reciting al-Qur'an on the Mastery of Reading Skills for class VII students of MTsN 4 HSU. The background of this research is that there are still some students who are still not fluent in reading skills, while the Al-Qur'an recitation program has been implemented at the school. Therefore, the researcher wants to examine this research to find out whether there is influence and how much influence the program has to improve the mastery of reading skills of class VII students. This type of research is field research, using a statistical quantitative approach. The population of this study were all students of class VII, a total of 38 people, using a saturated sample. By collecting data in the form of tests, interviews, observations and documentation. As for processing techniques and data analysis using descriptive statistical analysis and inferential statistics using simple linear regression. The results of this study indicate that the average score of the Al-Qur'an memorization test is included in the very good category with a score of (80.21). Likewise, the average score of the reading skill test is included in the very good category with a score of (84.39). And based on the results of calculations using the simple linear regression formula, it can be seen that there is a significant influence between the ability to fluency in Reciting al-Qur'an in the Mastery of Skills for class VII students with a value of 72%

Keywords: Effect, Fluency in Reciting al-Qur'an and Reading Skills.

A. INTRODUCTION

Education is very important for human life, because education itself has a central role in encouraging individuals and society to improve their quality in all aspects of life in order to achieve progress and to support their role in the future (Syahruddin, 2021). According to article 1 of the Law on the National Education System Number 20 of 2003. National Education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of Students to become human beings who believe and fear God Almighty , have a noble character, be healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Mulyasa, 2012). In addition, in the world of education there are various types of knowledge that are taught. One of them is Arabic. Arabic has a very important role. Especially for Muslims, Arabic is a language that contains a lot of knowledge, be it about religion or something else (Ansor, 2009). Arabic is one of the oldest Semitic languages and still exists today, this is due to its position as the language chosen by Allah as the language of the holy book of the Qur'an, and as the language of religion Pray) (Wahab. R. dkk, 2012). Moreover, in Indonesia

itself the majority of the population is Muslim, indirectly studying the Arabic Qur'an and used as a way of life and as the language of worship.

This is found in Surah Yusuf verse 2:

<div dir="rtl">

إِنَّا أَنْزَلْنَاهُ قُرْآنَا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُوْنَ (يوسف : 2)

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It means: *"Indeed, we sent it down in the form of the Qur'an in Arabic so that you all become people of understanding. (QS Yusuf: 2).*

In Arabic language education there are objectives to be achieved which include four skills, such as listening skills (maharah al-istima'), speaking skills (maharah al-kalam), reading skills (maharah al-qira'ah) and writing skills (maharah al- -kitabah).

One of the schools that organizes Al-Qur'an and Arabic education is MTsN 4 Hulu Sungai Utara. This school strives to produce graduates who are not only successful, excel in academic aspects but also non-academic, namely to produce alumni of the Qur'anic generation who are qualified, accomplished, having good morals, and being able to actualize oneself in the life of society on the basis of faith and piety . In addition, this is an effort made in cultivating and forming the character of discipline, namely memorizing the Qur'an, because discipline is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order and order (Suradi, 2017). Discipline, namely obedience concerning rules and regulations (Wakid, 2018). This is in accordance with the vision of MTsN 4 HSU.

As the results of an interview with the Principal of MTsN 4 HSU, Ms. Nahdiyatul Husna, S.Pd.I, MM. He said *"We as Madrasahs seek to optimize children's proficiency in reading the Qur'an by trying to provide direction and training which will certainly be useful for them in the future by holding the Tahsin and Tahfidz Qur'an programs. Later graduates of MTsN 4 HSU will produce alumni who are skilled in reading the Qur'an. The Tahsin program is intended for novice students who are still not skilled in reading the Qur'an, while the Tahfidz Al-Qur'an program is for students who are already skilled, and of course a selection is held before this program is implemented*. And with the holding of the program, of course, it has a positive influence on learning Arabic. As the results of the interview with the Arabic language teacher, namely Mrs. Jamilatur Rasyidah, S.Pd.I. Which during the teaching of 2021, he also serves as a Tahfidz Al-Qur'an Teacher. He said *"I am very grateful that the Tahsin and Tahfidz Qur'an programs will have a positive influence and impact on students, especially for beginners (Class VII) in learning Arabic, of course in Arabic language skills, namely reading skills. loud Arabic text (Qira'ah Jahriyyah)''.* This was also conveyed in an interview with the current Tahsin Teacher and Tahfidz Al-Qur'an, namely Mr. Muzakki, S.Pd.I. '' *I am quite enthusiastic about this program. And it is hoped that in the future it will be easier for students to read the Al-Qur'an, and in my opinion this will also have a big impact on learning Arabic, especially for reading skills''* . To be able to master Arabic, it starts with Arabic language habituation such as reading, listening, and pronouncing in Arabic. One of them is the Tahsin and Tahfidz Qur'an programs. By convening the program it is used as a support in improving students' mastery of reading skills in Arabic subjects, so that the program will make students easier, accustomed and fluent in reading Arabic texts. Where the Tahsin program is a program to improve, decorate, improve, beautify the quality of one's reading of the Qur'an better than before. Whereas Tahfidz Qur'an is a process of memorizing the Qur'an either by reading or listening to it repeatedly until it is memorized so that each verse can be read without looking at the manuscript. Memorizing the Al-Qur'an includes tajwid, characteristics and makharijul letters, studying its meaning and interpretation and memorizing it is one of the efforts to maintain and maintain the purity of the Al-Qur'an, namely by memorizing and understanding it, even though Allah has guaranteed the sanctity, purity and originality of Al-Qur'an. -Qur'an, as in the Al-Qur'an surah al-Hijr verse 9 which reads: We were the ones who sent down the Qur'an and in fact We really preserved it.

People who memorize the Al-Qur'an will be exalted in rank and get guidance and show the bright way of life (Ihsan, 2017). In addition, memorizing the Qur'an has many benefits. As research has been done by Dr. Shali bin Ibrahim Ash-Shani, professor of psychology at Al-Imam bin Saud Al-Islamiyah University, Riyadh, that: reading and memorizing the Qur'an can help

memory, never get senile, educate and increase IQ, more accepted to speak in public, and memorizing the Qur'an will always benefit and never lose (Massul, 2014).

The real facts found in the field and which became the main reason for choosing class VII was because the discovery of a problem from some class VII students of MTsN 4 HSU. And based on the results of research and interviews, it was found that many students were still not fluent in reading the Qur'an when the initial test entered MTsN 4 HSU. This is the end of the tahsin and Tafidz Qur'an Programs. Apart from that, another objective of the program is to improve the Arabic language learning program, namely reading skills, in which the Al-Qur'an and Arabic reading skills are related to each other. Automatically people who memorize the Qur'an will usually find it easier and fluent in terms of reading Arabic texts as well. As we know that the language of the Qur'an is Arabic.

This is reinforced by the theory of identical elements developed by EL Thorndike, as quoted by Muhibin Syah, saying that, ''Positive transfer will only occur if the two subject matter have the same elements''. Example: a student who has mastered mathematics will easily learn statistics (Syah, 2006). Judging from the theory developed by Thondike and the problems that exist in MTsN 4 HSU schools, students who can memorize the Qur'an should also have better abilities in learning Arabic, especially in mastering maharah qira'ah. This is because the Qur'an and reading skills in Arabic are closely related and have the same element, namely Arabic. To achieve this success, namely increasing their mastery of maharah qira'ah, they must always practice or use it in everyday life. And Arabic can be influenced by people who memorize the Al-Qur'an, and vice versa, people who memorize the Al-Qur'an are always inseparable from Arabic (Hidayatullah, 2018).

Based on the explanation above, How the fluency of VIIN class students in memorizing the Qur'an is, how the mastery of students' reading skills in reading Arabic text and language? and how the fluency in reading the Qur'an influences on Mastery of Reading Skills in VII grade students of MTsN 4 HSU?

B. METHODS

This paper uses a type of field research (*field research*) using a statistical quantitative approach. The research design in this study is to use a correlational research design, namely only observing the variables as they are, so not manipulating any variables. The object of research in this thesis is memorizing the Qur'an as *the independent variable* and mastery of maharah qira'ah as *the dependent variable*. The two variables in this study are quantitative, namely in the form of correlation. The population in this study were all class VII students of MTsN 4 HSU who were enrolled in the 2021/2022 school year with a total of 38 students, consisting of 2 groups. And the samples taken in this study are saturated samples. That is, all members of the population are used as samples. Because there are 21 and 18 people in each class, there are less than 30 people, a saturated sample is used. The types of primary data consist of the ability to master memorizing the Koran, namely juz 30 and reading skills that originate from the KMA package book. Secondary data consists of history, vision and mission, condition of teaching staff, background, location and condition of MTsN 4 HSU infrastructure buildings. While there were 3 data sources in this study, namely respondents (students), informants (principal, Arabic teacher, gru tahfidz qur'an and administrative staff at MTsN 4 HSU), and documents (all school records or archives). There are three data collection techniques in this study, namely tests. This *test* is used to obtain data in the form of scores about how far the ability to memorize the Al-Qur'an and reading skills of students. The test is in the form of an oral test by reading aloud to find out aspects of reading accuracy, students' reading fluency, intonation fluency, and Arabic text reading fluency. The *interviews* in this study used an unstructured interview type, namely free interviews. where the researcher did not use an interview guide which was arranged systematically, this was used by the researcher to find out the problems that occurred and to find out the Arabic language learning at MTsN 4 HSU. While *the documentation* in this study was used to obtain documentary data such as the organizational structure of the school, the state of the school, the condition of the teachers, the condition of the

students, geographical location, the history of the establishment of the school, and the facilities and infrastructure of MTsN 4 HSU.

C. RESULT & DISCUSSION

The research data is in the form of statistical data taken from the results of tests on class VII students of MTsN 4 HSU (for variable Y, namely the reading skills test), while the value data taken directly without carrying out the test is only observation, namely (Variable X program tahfiz Al-Qur' an). The data presented in this study are data on the results of the Al-Qur'an tahfiz program scores and the results of the test scores for reading skills of class VII MTsN 4 HSU students.

Data Results for the 2021/2022 Tahfiz Program

After completing the Al-Qur'an tahfiz program, of course the teacher will conduct an evaluation of the student's memorization which focuses on juz 30 (juz amma). The measurement standards for the assessment of the Al-Qur'an memorization oral test obtained from the results of a survey with Al-Qur'an tahfiz teachers are as follows:

Letter Name	Number of Verses	Rated aspect	Evaluation					
			0	1	2	3	4	5
		Memorizing Fluency						
		Reading Fluency						
		Makharijul Letters						
		Conformity of reading with the rules of Tajwid Science						
		Number of Memories (number of verses)						

Total Value = n/25 x 100%

The value guidelines in the implementation of the oral test, whether it is Memorization of the Qur'an or Reading Skills, are as follows:

Value Amount	Interpretation
81 up to you 100	Very good
61 to 80	Good
41 to 60	Enough
21 to 40	Not enough
0 to 20	Very less

Table 1. Al-Qur'an Memorization Test Scores for Class VII A and B

No	Student's name	The Value of Memorizing the Qur'an	Information
1.	Andi Saputra Ramadani	75	Good
2.	Bunga Amalia	90	Very well
3.	Dewi Sapetri	95	Perfect
4.	M. Rifki Al Khairi	85	Very well
5.	Muhammad Barkat	80	Very well
6.	Muhammad Hasbi	65	Enough
7.	Rina Muliana	70	Good
8.	Yulia Rahma	75	Good
9.	Yunita Noor Syifah	80	Very well
10.	Amanda	90	Very well

11.	Helma Riana	90	Very well
12.	Muhammad Silva	85	Very well
13.	Muhammad Taufikkurahman	80	Very well
14.	Muhammad Ricky	70	Good
15.	Nadera	76	Good
16.	Naila Maulida	75	Good
17	Nidha Munirah	80	Very well
18.	Ahmad Karim	86	Very well
19.	Aida Rahmiati	85	Very well
20.	Albab Ubaydillah	65	Enough
21.	Amirah Khafizah	68	Enough
22.	Hafizatus Shifa	70	Good
23.	Hilpina	74	Good
24.	Khafizatun Zawra Norrizky	86	Very well
25.	M. Faisal Azami	84	Very well
26.	Maria Ulpah	92	Perfect
27.	Midi Farisi	60	Enough
28.	Muhammad Raisya An Naofal	80	Good
29.	Muhammad Sarif	70	Good
30.	Nor Syifa	80	Very well
31.	Rahmat Nopan	90	Very well
32.	Rahmawati	77	Good
33.	Rizki Aulia Rahmah	88	Very well
34.	Ruliayana	90	Very well
35.	Siti Khadijah	95	Perfect
36.	Sri Raesya Dwi	80	Very well
37.	Saipul Rasyid	88	Very well
38.	Zahratunnida	79	Good

From the above data can be analyzed to obtain minimum and maximum data, namely as follows:
Table 2: Descriptive Table

	N	Minimum	Maximum	Means	std. Deviation
Memorizing the Qur'an (X)	38	60.00	95.00	80.2105	8.87498
Valid N (listwise)	38				

From the table of descriptive statistics obtained using the SPSS 21 format, it can be seen that the highest score is 95.00 , the lowest score is 60.00 and the average score is 80.210. Based on the predetermined value guidelines, the results show that the determination of memorization of the Al-Qur'an for class VII students is in the very good category. Which means that the Al-Qur'an tahfiz program for class VII students at MTsN 4 HSU is already running well.

Results of the 2021/2022 Reading Skills Test Data

Data on reading skills was taken from the results of tests conducted by researchers in class, with material taken from KMA books. The assessment measurement standards for the oral test in Reading Skills of Arabic texts are as follows:

	Evaluation				
Rated aspect	**1**	**2**	**3**	**4**	**5**
Fluency in Reading Texts					

The fluency of sounding letters according to the makhraj of letters.					
Accuracy in reading the text					
Able to read aloud (aloud)					
Able to read with correct and correct reading along with intonation					

Total Value = n/25 x 100%

The value guidelines in the implementation of the oral test, whether it is Memorization of the Qur'an or Reading Skills, are as follows:

Value Amount	Interpretation
81 up to you 100	Very good
61 to 80	Good
41 to 60	Enough
21 to 40	Not enough
0 to 20	Very less

Based on the test and assessment results taken from the measurement standards and value guidelines above, the following results are obtained:

Table 3. Reading Skills Test Scores for Class VII A and B

No	Student's name	Reading Skills Score	Information
1.	Andi Saputra Ramadani	70	Good
2.	Bunga Amalia	89	Very well
3.	Dewi Sapetri	90	Perfect
4.	M. Rifki Al Khairi	80	Very well
5.	Muhammad Barkat	85	Very well
6.	Muhammad Hasbi	75	Enough
7.	Rina Muliana	77	Good
8.	Yulia Rahma	85	Good
9.	Yunita Noor Syifah	95	Very well
10.	Amanda	94	Very well
11.	Helma Riana	88	Very well
12.	Muhammad Silva	80	Very well
13.	Muhammad Taufikkurahman	79	Very well
14.	Muhammad Ricky	80	Good
15.	Nadera	79	Good
16.	Naila Maulida	80	Good
17	Nidha Munirah	85	Very well
18.	Ahmad Karim	88	Very well
19.	Aida Rahmiati	85	Very well
20.	Albab Ubaydillah	70	Enough

21.	Amirah Khafizah	70	Enough
22.	Hafizatus Shifa	75	Good
23.	Hilpina	80	Good
24.	Khafizatun Zawra Norrizky	90	Very well
25.	M. Faisal Azami	92	Very well
26.	Maria Ulpah	96	Perfect
27.	Midi Pharisees	70	Enough
28.	Muhammad Raisya An Naofal	85	Good
29.	Muhammad Sharif	80	Good
30.	Nor Syifa	88	Very well
31.	Rahmat Nopan	95	Very well
32.	Rahmawati	84	Good
33.	Rizki Aulia Rahmah	90	Very well
34.	Ruliayana	95	Very well
35.	Siti Khadijah	98	Perfect
36.	Sri Raesya Dwi	85	Very well
37.	Saipul Rasyid	93	Very well
38.	Zahratunnida	87	Good

Based on the test scores above, the descriptive table can be analyzed as follows:
Table 4: Descriptive Table

	N	Minimum	Maximum	Means	std. Deviation
Maharah Qira'ah (Y)	38	70.00	98.00	84.3947	7.84836
Valid N (listwise)	38				

From the descriptive statistics table above obtained through the SPSS 21 format, it can be seen that the highest score is 98.00, the lowest score is 70.00 and the average score is 84.394 . Based on the predetermined value guidelines, the results show that the reading ability of class VII students is included in the very good category. In this study the hypothesis used is the alternative hypothesis (Ha) which reads: "There is an Influence on the Ability to Memorize the Al-Qur'an on the Mastery of Reading Skills in Grade VII Students of MTsN 4 HSU" academic year 2021/2021 . To prove whether or not the alternative hypothesis is accepted, it is necessary to put forward the null hypothesis (H0). As a comparison which reads: "No Effect of Ability to Memorize Al-Qur'an on Mastery of Reading Skills in Grade VII Students of MTsN 4 HSU" for the 2022/2023 school year. In determining whether or not the results of the analysis are significant, the researcher will compare the tcount obtained from the calculation data and data processing with the ttable at the 5% level where applicable:

If tcount is more than ttable then Ha is accepted and H0 is rejected
If tcount is less than ttable then Ha is rejected and H0 is accepted.

Based on the data above, after analyzing it can be concluded that the data between the ability to memorize the Al-Qur'an (X) and reading skills (Maharah Qiraah) in Arabic (Y)

obtained tcount = 3.847. And t table = 2.028. Thus the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) which says that "There is an Effect of the Ability to Memorize the Al-Qur'an on the Mastery of Reading Skills" is accepted. Thus there is a significant relationship between the ability to memorize the Qur'an and reading skills in class VII students at MTsN 4 HSU.

DISCUSSION

Tahfidz (memorization) comes from Arabic from (Yunus, 1990)حَفَظَ – يُحَفِّظُ – تَحْفِيْظًا which means care. In terms according to Abdur Rabbi Nawabudin, memorization contains two points, namely memorizing the entire Qur'an and matching it perfectly and always continuously and sincerely in keeping memorization from forgetting (Nawabudin, 1991). The word Al-Qur'an is of Arabic origin qara'a, yaqra'u, qira'atan, qur'anan. Which has various meanings, such as reading. And the word reading does not mean just reading, but means understanding, thinking, contemplating, thinking and taking thoughts. The word Qur'an is usually combined with the word ''Karim'' to become ''Al-Qur'an Al-Karim'' or honorable reading. It is the greatest miracle of the Prophet Muhammad SAW (Muradi, 2011). Memorizing the Al-Qur'an is the ability and ability of students to memorize every verse contained in the Al-Qur'an (Zhehian, 2022). Memorizing the Al-Qur'an is an activity of storing and maintaining the Al-Qur'an in one's self in earnest as an effort to preserve it through reading and listening activities (Ma'ruf, 2019). People who memorize the Al-Qur'an belong to a group of people whose persistence is high and their consistency is very extraordinar (Sarwanto, 2020), and these are the conditions that must be possessed by a candidate who memorizes the Al-Qur'an, namely sincere intentions, sincerity to memorize the Al-Qur'an 'an must be maintained continuously, this will be a very strong motivator to achieve success in memorizing the Qur'an (Aziz & Rouf, 1996). Memorizing the Al-Qur'an is an ability, skill and memory by rote by reading the Al-Qur'an repeatedly so that it is always remembered in order to maintain the purity of the Al-Qur'an (Atika, 2017). The inhibiting factors for memorizing the Qur'an are that children sometimes still want to play around, lack of supervision during muraja'ah when at home, and high fear and the dominant factor is that many children have elementary school backgrounds, have not yet passed iqra', so they have to follow tahfidz class first (M. Ramadhan. dkk, t.t). Some of the benefits of memorizing the Qur'an, among others , are: (Sa'dulloh, 2008) If it is accompanied by good deeds and sincerity, then this is victory and happiness in this world and in the hereafter. And what is meant by memorizing the Koran in this study is an activity of memorizing the Koran for class VII students who are focused on juz 30 in reciting the memorization of the Koran. Memorization of the Al-Qur'an in this study was measured through a direct test by assessing fluency, fluency, makhraj, suitability of reading with the rules of recitation and the amount of memorization during the even semester of the 2021/2022 academic year.

Meanwhile, Qiraah comes from *qara'a-yaqra'u-qar'a-waqiraatan wa Al-Qur'anan*, which means reading (أبو لويس، 1997). Reading is a mental process that includes the interpretation of symbols that the reader receives through his eyes, and these symbols require an understanding of meaning (فتحي علي يونس وأخرون، 1998). Reading is one of the main skills needed in language learning, other skills are listening, speaking and writing comprehension (محمد علي الخولي، 1994). Reading skill is a language ability that is owned by someone in seeing and understanding what the meaning contained in a writing skillfully, precisely and fluently (Rahman, 2017). Learning to read a child is necessary to understand the symbols of written language. Reading is one of two ways of receiving language, and the second is listening. Writing is needed as a second means of expression (عبد العزيزعبد المجيد، 1986). Reading is the main resource for learning Arabic outside the classroom, and it is a skill that requires specialized and varied training (هبة محمد عبد الحميدن، 2006). And reading includes four skills (عبد الرحمن بن إبراهيم الفوزن، 1328), namely recognition skills (فتحي علي يونس وأخرون، 1998). Comprehension skills (عبد الرحمن بن إبراهيم الفوزن، 1328). Criticizing skills (أحمد فؤاد محمود علهان، 2001). And Interaction Skills. And what is meant by reading skills in this study are skills that must be achieved by students in reading aloud (qiraah jahriyyah) with material

for the even semester of the 2021/2022 academic year which originates from class VII textbooks. Reading skills in this study were measured through a direct test by assessing students' ability to read aloud, the accuracy of reading Arabic texts with correct reading and fluency in sounding letters according to makhraj and their fluency in reading Arabic texts.

Based on the explanation above, the researcher found findings in the field and conducted interviews and documentation with respondents and informants, and administered tests related to the ability to memorize the Qur'an with Arabic reading skills. From the data obtained, namely interviews, documentation and giving the test, it can be said that in general the ability to memorize the Qur'an and Arabic reading skills at MTsN 4 HSU have a very close relationship.

However, with the Memorizing Al-Qur'an program owned by MTsN 4 HSU, it is necessary to emphasize that by improving students' reading skills in Arabic, actually the ability to memorize the Al-Qur'an is not an absolute factor, because being able or whether or not students read Arabic can also be influenced by several factors, such as the level of intelligence of students, student motivation, the influence of the student's environment at school or in the classroom. And of course in the establishment of a program there are bound to be inhibiting factors, one of which is the child arriving late or avoiding the tahfidzh class . After knowing the results of data analysis, then between the two variables (X and Y) there is a relationship. This is evident from the results of data analysis showing the results of tcount = 3.847 and ttable = 2.028 at a significance level of 5% with the number of respondents N = 38 students. This shows that the Alternative Hypothesis (Ha) proposed in the introductory chapter which reads " There is an Influence between the Ability to Memorize the Al-Qur'an on the Mastery of Reading Skills in class VII students of MTsN 4 HSU " is accepted. While the null hypothesis (H0) which states "There is no influence between the Ability to Memorize the Qur'an on the Mastery of Reading Skills in class VII students of MTsN 4 HSU" is rejected.

Thus it can be concluded that there is a significant (positive) relationship between the Influence of the Ability to Memorize the Al-Qur'an on Mastery of Reading Skills in class VII students of MTsN 4 HSU. The results of research on the influence of the Ability to Memorize the Al-Qur'an on the Mastery of Reading Skills in class VII students of MTsN 4 HSU . It is known that all students while at MTsN 4 HSU, they are required to read the Al-Qur'an and deposit memorization for every day and every meeting of the tahfidz program in the way or strategy that has been taught by the teacher. This is also in accordance with the results of observations or reviews that researchers conducted at MTsN 4 HSU, it is clear that there is an influence of "Memorization of the Al-Qur'an on Reading Skills", seen from the point of view of students in filling their lung time every day by reading Al-Al- Qur'an and memorization deposits, reviewing their memorization, and reviewing the lessons they have learned in class.

With the Al-Qur'an memorization activities it can make it easier for students to learn Arabic, because in them they memorize so many vocabulary that they know when memorizing the Al-Qur'an. As for the activities or processes of students in memorizing the Qur'an, they start by being included in the tahsin program, to be trained basically, if it is fluent then they are entered into the tahfiz Al-Qur'an class, and each meeting is required to deposit 1 surah on juz 30 starting from surah an naba. As for the activities or processes of class VII students in Arabic reading skills according to the results; observation to the knowledge of researchers, most of them in reading can be said to be fluent in reading Arabic texts in the makharijul letters. However, in reading Arabic, most of the seventh grade students read like the intonation in reading the Al-Qur'an . And based on the research that has been carried out by researchers, it can be concluded that memorizing the Al-Qur'an that students have lived can and is able to have an important influence in terms of learning achievement, especially in learning Arabic on reading skills, and memorizing the Al-Qur'an can be one of the important factor in Arabic reading skills. Because from starting the practice of memorizing the Al-Qur'an, students' brains can learn to hone competence, fluency and ability, their ability to memorize from what is seen, observed or read (Mustofa, 2017). Therefore students will become accustomed to memorizing something they see, hear and read, besides that it can also affect brain agility and students' proficiency in reading Arabic.

D. CONCLUSION

As the end of this study, the conclusion that can be used as an answer to the formulation of the problem based on the results of research and discussion, namely the ability of class VII students of MTsN 4 HSU to be able to read and memorize the Al-Qur'an is included in the good category with the highest average score of 95.00 and the lowest average value is 60.00 while the overall average value is 80.21. And the reading ability of class VII MTsN 4 HSU students who can read Arabic texts is included in the good category with the highest average score of 98.00 and the lowest average score of 70.00 with an overall average score of 84, 394. based on the results of both there is a positive and significant influence between the Effect of Ability to Memorize the Qur'an on the Mastery of Reading Skills in class VII students of MTsN 4 HSU. It is known that all students while in MTsN 4 HSU with a significant level of 0.000 and there is a strong relationship between the Effect of Ability to Fluency in Reciting al-Qur'an on Mastery of Reading Skills in class VII students of MTsN 4 HSU is shown with an R value of 0.666 in the model summary table.

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