

CHAPTER FOUR

SURAH AL-FĀTIḤAH READING QUALITY

A. *Surah Al-Fātiḥah* Reading Quality of 3rd Grade Student of State High School 7 Banjarmasin.

1. Assessment of *Surah Al-Fātiḥah* Reading Quality of 3rd Grade Student

- Result of assessment of *surah al-Fātiḥah* reading quality

SCIENCE 1

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
ZAHWA NUR AZIZAH	90	90	95	275	91.66
M. RAIHAN AHDA	90	79	100	269	89.66

NAME	MISTAKE/WEAKNESS
ZAHWA NUR AZIZAH	<ul style="list-style-type: none"> - Read mostly <i>mād ṭābi'ī</i> and <i>mād lazīm muthaqqal kilmī</i> was not long enough. - Read <i>makhraj</i> of ش (<i>shā'</i>) letter was less precise. - Read word مَغْضُوبٍ by bouncing غ (<i>ghayn</i>) letter (verse 7). - Stop (<i>waqāf</i>) after أَنْعَمْتَ عَلَيْهِمْ (verse 7).
M. RAIHAN AHDA	<ul style="list-style-type: none"> - Read mostly <i>mād ṭābi'ī</i> was not consistent.

	<ul style="list-style-type: none"> - Read <i>makhrāj</i> of غ (ghayn) letter was less precise. - Read word مَغْضُوبٍ by bouncing غ (ghayn) letter (verse 7). - Read ذ (dhāl) letter as ز (zāy) letter in word الَّذِينَ (verse 7). - Read ت (tā') letter like ط (ṭā') letter in word نَسْتَعِينُ (verse 5). - Read ا (alīf kasrah) letter in word إِهْدِنَا by <i>imalāh</i> (sounds like “e” letter) (verse 6).
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SCIENCE 2

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
SYIFAUSSARIYAH	65	59	75	199	66.33
MUHAMMAD IQBAL	98	85	100	283	94.33

NAME	MISTAKE/WEAKNESS
SYIFAUSSARIYAH	<ul style="list-style-type: none"> - Read mostly <i>mād ṭābi'ī</i> and <i>mād lazīm muthaqqal kilmī</i> was not long enough. - Read ح (ḥā') less thin in word الرَّحِيمِ (verse 1 and 3)

	<ul style="list-style-type: none"> - Read word اَلْحَمْدُ by bouncing م (<i>mīm</i>) letter (verse 2). - Read ك (<i>kāf</i>) letter as خ (<i>khā'</i>) letter in word ملك (verse 4). - Read ه (<i>hā'</i>) letter as ح (<i>hā'</i>) letter in word اِهْدِنَا (verse 6). - Read word اِهْدِنَا by bouncing ه (<i>hā'</i>) letter (verse 6). - Read اَ (<i>hamzah</i>) letter as ع (<i>'ayn</i>) letter in word اَنْعَمْتَ (verse 7). - Continue (<i>waṣal</i>) <i>ta'awudh</i> to <i>basmalah</i> without read <i>harakat</i> in the last letter of <i>ta'awudh</i> (read it like <i>waqāf</i>). - Read one <i>sura</i> to other <i>sura</i> by <i>waṣal</i> but without read <i>harakat</i> in the last letter (read it like <i>waqāf</i>). - Stop (<i>waqāf</i>) after word اَنْعَمْتَ عَلَيْهِمْ (verse 7).
<p style="text-align: center;">MUHAMMAD IQBAL</p>	<ul style="list-style-type: none"> - Read ح (<i>hā'</i>) less thin in word اَلْحَمْدُ, so it is like ه (<i>hā'</i>) letter. - Read ص (<i>ṣād</i>) letter like ش (<i>shā'</i>) letter in word

	صراط.
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SCIENCE 3

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
TASYA NADIRA SALSABILLAH	89	60	79	228	76
KHAIRUL ABDILLAH	98	98	95	291	97

NAME	MISTAKE/WEAKNESS
TASYA NADIRA SALSABILLAH	<ul style="list-style-type: none"> - Read mostly <i>mād ṭābi'ī</i> too long - ح (<i>ḥā'</i>) letter less thin in word الرَّحِيمِ (verse 1 and 3) - Too much pressure in م (<i>mīm</i>) letter in word الْحَمْدُ (verse 2). - Read اِ (alif kasrah) letter too long in word اِيَّاكَ (verse 5). - Read س (<i>sīn</i>) letter as ص (<i>ṣād</i>) letter in word نَسْتَعِينُ (verse 5). - Read م (<i>mīm</i>) letter like ن (<i>nūn</i>) letter in word مُسْتَقِيمٍ (verse 6).

	<ul style="list-style-type: none"> - Read ذ (<i>dhāl</i>) letter as ز (<i>zāy</i>) letter in word الَّذِينَ (verse 7). - Read ع ('<i>ayn</i>) letter as أ (<i>hamzah</i>) letter in word أَنْعَمْتَ (verse 7). - Read ض (<i>dād</i>) letter like د (<i>dāl</i>) letter in word مَغْضُوبٍ (verse 7). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7). - Stop (<i>waqāf</i>) after word مَغْضُوبٍ عَلَيْهِمْ (verse 7).
KHAIRUL ABDILLAH	<ul style="list-style-type: none"> - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).

SCIENCE 4

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
ADELIA PUSPITA SARI	60	45	95	200	66.66
AHMAD FEBRYAN BAKRIE	80	70	95	245	81.66

NAME	MISTAKE/WEAKNESS
<p style="text-align: center;">ADELIA PUSPITA SARI</p>	<ul style="list-style-type: none"> - Read mostly <i>mād ṭābi 'ī</i> too short - Read mostly <i>mād ṭābi 'ī</i> was not consistent. - Read <i>mād lazīm muthaqqal kilmī</i> too short. - Read word رَبِّ الْعَلَمِينَ by bouncing ل (<i>lām</i>) letter (verse 2). - Read ع ('<i>ayn</i>) letter as أ (<i>hamzah</i>) letter in word الْعَلَمِينَ. - ح (<i>hā'</i>) letter less thin in word الرَّحِيمِ (verse 1 and 3), so it sounds like ه (<i>hā'</i>) letter. - Read س (<i>sīn</i>) letter as ص (<i>ṣād</i>) letter in word نَسْتَعِينُ (verse 5). - Read ه (<i>hā'</i>) letter as خ (<i>khā'</i>) letter in word إِهْدِنَا (verse 6) and عَلَيْهِمْ (verse 7). - Read ص (<i>ṣād</i>) letter as ش (<i>shīn</i>) letter in word صِرَاطِ (verse 6). - Read ط (<i>ṭā'</i>) letter as ت (<i>tā'</i>) letter in word صِرَاطِ (verse 6).

	<ul style="list-style-type: none"> - Read ق (<i>qāf</i>) letter as ك (<i>kāf</i>) letter in word مُسْتَقِيمٌ (verse 6). - Read ذ (<i>dhāl</i>) letter as ز (<i>zāy</i>) letter in word الَّذِينَ (verse 7). - Read ع ('<i>ayn</i>) letter as أ (<i>hamzah</i>) letter in word أَنْعَمْتَ (verse 7). - Read <i>makhrāj</i> of غ (<i>ghayn</i>) letter was less precise. - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).
<p style="text-align: center;">AHMAD FEBRYAN BAKRIE</p>	<ul style="list-style-type: none"> - Read mostly <i>mād tābi 'ī</i> was not consistent. - Read <i>mād lazīm muthaqqal kilmī</i> was not long enough. - Read word رَبِّ الْعَالَمِينَ by bouncing ل (<i>lām</i>) letter (verse 2). - Read word الْحَمْدُ by bouncing ل (<i>lām</i>) letter (verse 2). - ح (<i>hā'</i>) letter less thin in word الْحَمْدُ (verse 2). - Read ح (<i>hā'</i>) letter like خ (<i>khā'</i>) letter in word الرَّحْمَن (verse 3).

	<ul style="list-style-type: none"> - Read نَ (nūn fathāh) letter like “o” vowel in word نَعْبُدُ (verse 5), so it sounds like “no ’budu”. - Read ذَ (dhāl) letter as زَ (zāy) letter in word الَّذِينَ (verse 7). - Read هِ (hā’ kasrah) letter in word عَلَيْهِمْ by imalāh (sounds like “e” letter) (verse 7). - Stop (waqāf) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).
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SCIENCE 5

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
M. FIKRI	85	60	95	240	80
RIZKA AMALIA PUTRI	75	45	79	199	66.33

NAME	MISTAKE/WEAKNESS
M. FIKRI	<ul style="list-style-type: none"> - Read several māḍ ṭābi ’ī was too long. - Read mostly māḍ ṭābi ’ī was not consistent. - Less pressure on tashdīd in word الرَّحْمَنَ. - Read word رَبِّ الْعَالَمِينَ by bouncing لَ (lām) letter

	<p>(verse 2).</p> <ul style="list-style-type: none"> - Read word الْحَمْدُ by bouncing ل (<i>lām</i>) letter (verse 2). - Read ع ('<i>ayn</i>) letter as أَ (<i>hamzah</i>) letter in word الْعَلَمِينَ (verse 2) and عَلَيْهِمْ (verse 7). - Read ق (<i>qāf</i>) letter as ك (<i>kāf</i>) letter in word مُسْتَقِيمٌ (verse 6). - Read ص (<i>sād</i>) letter as س (<i>sīn</i>) letter in word صِرَاطِ (verse 6). - Read ذ (<i>dhāl</i>) letter as ز (<i>zāy</i>) letter in word الَّذِينَ (verse 7). - Read أَ (<i>hamzah</i>) letter as ع ('<i>ayn</i>) letter in word أَنْعَمْتَ (verse 7). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).
<p>RIZKA AMALIA PUTRI</p>	<ul style="list-style-type: none"> - Read mostly <i>mād tābi 'ī</i> was not consistent. - Less pressure on <i>tashdīd</i> in word الرَّحْمَنِ. - Read <i>mād lazīm muthaqqal kilmī</i> was not long enough. - Read ع ('<i>ayn</i>) letter as أَ (<i>hamzah</i>) letter in word

	<p>نَسْتَعِين (verse 5).</p> <ul style="list-style-type: none"> - Read ه (hā') letter as ح (ḥā') letter in word <p>إِهْدِنَا (verse 6).</p> <ul style="list-style-type: none"> - Read ص (ṣād) letter as ش (shīn) letter in word صِرَاط (verse 6). - Read ق (qāf) letter as ك (kāf) letter in word مُسْتَقِيم (verse 6). - Read ع ('ayn) letter as أ (hamzah) letter in word عَلَيْهِمْ (verse 7). - Read غ (ghayn) letter as خ (khā') letter in word غَيْر (verse 7). - Read غ (ghayn) letter as ء (hamzah) letter in word مَغْضُوب (verse 7). - Stop (waqāf) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7). - Stop (waqāf) after word مَغْضُوبٍ عَلَيْهِمْ (verse 7).
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SCIENCE 6

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
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DWI ASTUTI	90	70	95	255	85
FACHRY AKBAR	90	90	95	275	91.66

NAME	MISTAKE/WEAKNESS
DWI ASTUTI	<ul style="list-style-type: none"> - Read <i>mād lazīm muthaqqal kilmī</i> was not long enough. - Read word الحَمْدُ by bouncing ل (<i>lām</i>) letter (verse 2). - Read نَ (<i>nūn fathāh</i>) letter like “o” vowel in word اِهْدِنَا (verse 6). - Read س (<i>sīn</i>) as ص (<i>ṣād</i>) letter in word مُسْتَقِيم (verse 6). - Read <i>makhrāj</i> of ط (<i>ṭā’</i>) letter was less precise in word صِرَاط (verse 6). - Read ذ (<i>dhāl</i>) letter as ز (<i>zāy</i>) letter in word الَّذِينَ (verse 7). - Read word اَنْعَمْتَ by bouncing ن (<i>nūn</i>) letter (verse 7). - Read word مَغْضُوبٍ by bouncing غ (<i>ghayn</i>) letter

	(verse 7). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).
FACHRY AKBAR	- Read several <i>mād ṭābi'ī</i> was not long enough. - Read <i>mād lazīm muthaqqal kilmī</i> was not long enough. - Read word أَنْعَمْتَ by bouncing ن (<i>nūn</i>) letter (verse 7). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).

SCIENCE 7

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
ABDUL GHANI	95	80	100	275	91.66
SHOFIA AZKIA	90	90	95	275	91.66

NAME	MISTAKE/WEAKNESS
ABDUL GHANI	- Read word الْحَمْدُ by a little bit of bouncing in ل (<i>lām</i>) letter (verse 2). - Read ح (<i>ḥā'</i>) letter less thin in word الرَّحِيمِ (verse 1 and 3).

	<ul style="list-style-type: none"> - Read <i>makhrāj</i> of ط (ṭā') letter was less precise in word صِرَاط (verse 6&7). - Read ض (ḍād) letter like د (dāl) in word مَغْضُوبٍ (verse 7).
SHOFIA AZKIA	<ul style="list-style-type: none"> - Less pressure on <i>tashdīd</i> in ض (ḍād) letter in word الضَّالِّينَ (verse 7). - Read several <i>mād ṭābi ṭ</i> was not long enough. - Read ص (ṣād) letter too thin, so it sounds like س (sīn) letter in word صِرَاط (verse 6&7). - Read <i>makhrāj</i> of ض (ḍād) letter was less precise. - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).

SOCIAL 1

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
AHMAD RAFI MADANI	89	70	95	254	84.66
NUR AMELIA	90	89	95	274	91.33

NAME	MISTAKE/WEAKNESS
<p style="text-align: center;">AHMAD RAFI MADANI</p>	<ul style="list-style-type: none"> - Less pressure on <i>tashdīd</i> in ض (<i>dād</i>) letter in word الضَّالِّينَ (verse 7). - Read ح (<i>hā'</i>) like ه (<i>hā'</i>) letter in word الرَّحِيمِ and الرَّحْمَنِ. - Read word نَعْبُدُ by bouncing in ع (<i>'ayn</i>) letter (verse 5). - Read ع (<i>'ayn</i>) letter as أ (<i>hamzah</i>) letter in word أَنْعَمْتَ (verse 7). - Read word نَسْتَعِينُ by bouncing in س (<i>sīn</i>) letter (verse 5). - Read ص (<i>ṣād</i>) letter like س (<i>sīn</i>) letter in word صِرَاطِ (verse 6&7). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).
<p style="text-align: center;">NUR AMELIA</p>	<ul style="list-style-type: none"> - Read word رَبِّ الْعَالَمِينَ by bouncing ل (<i>lām</i>) letter (verse 2). - Read word أَنْعَمْتَ by bouncing ن (<i>nūn</i>) letter (verse 7).

	<ul style="list-style-type: none"> - Read <i>makhrāj</i> of غ (<i>ghayn</i>) letter was less precise. - Read <i>makhrāj</i> of ع (<i>'ayn</i>) letter was less precise in word نَسْتَعِين (verse 5). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).
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SOCIAL 2

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
DAVY LYSRIANDI PUTRA	89	70	79	238	79.33
ANNISA NADA WIDYA	85	75	79	239	79.66

NAME	MISTAKE/WEAKNESS
DAVY LYSRIANDI PUTRA	<ul style="list-style-type: none"> - Read <i>mād lazīm muthaqqal kilmī</i> was not long enough. - Read word رَبِّ الْعَالَمِينَ by bouncing ل (<i>lām</i>) letter (verse 2). - Read word الْحَمْدُ by bouncing ل (<i>lām</i>) letter (verse

	<p>2).</p> <ul style="list-style-type: none"> - Read <i>makhrāj</i> of ع ('ayn) letter was less precise. - Read س (<i>sīn</i>) as ص (<i>ṣād</i>) letter in word نَسْتَعِينُ (verse 5). - Read د (<i>dāl</i>) letter as ض (<i>dād</i>) letter in word نَعْبُدُ (verse 5). - Read ص (<i>ṣād</i>) letter as ش (<i>shīn</i>) letter in word صِرَاطُ (verse 6). - Stop (<i>waqāf</i>) in the middle verse 1. - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7).
<p>ANNISA NADA WIDYA</p>	<ul style="list-style-type: none"> - Read word رَبِّ الْعَالَمِينَ by bouncing ل (<i>lām</i>) letter (verse 2). - Read word الْحَمْدُ by bouncing ل (<i>lām</i>) letter (verse 2). - Read ال (<i>alīf lām</i>) sounds like “o” vowel in word الرَّحْمَنِ. - Read نَ (<i>nūn fathāh</i>) sounds like “o” vowel in word نَعْبُدُ (verse 5).

	<ul style="list-style-type: none"> - Read ه (<i>hā'</i>) letter like ح (<i>hā'</i>) letter in word إِهْدِنَا (verse 6). - Read word أَنْعَمْتُ by bouncing ن (<i>nūn</i>) letter (verse 7). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7). - Stop (<i>waqāf</i>) after word مَغْضُوبٍ عَلَيْهِمْ (verse 7).
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SOCIAL 3

NAME	TAJWĪD	MAKHRĀJ	WAQĀF	TOTAL	MEAN
SITI AISYAH	85	75	100	260	86.66
M. FAIRUZ AYMAN	89	69	79	237	79

NAME	MISTAKE/WEAKNESS
SITI AISYAH	<ul style="list-style-type: none"> - Less pressure on <i>tashdīd</i> in word الرَّحْمَنِ. - Read word رَبِّ الْعَالَمِينَ by bouncing ل (<i>lām</i>) letter (verse 2). - Read word الْحَمْدُ by bouncing ل (<i>lām</i>) letter (verse 2).

	<ul style="list-style-type: none"> - Read أ (<i>hamzah</i>) letter as ع (<i>'ayn</i>) letter in word أَنْعَمْتَ (verse 7). - Read word أَنْعَمْتَ by bouncing ن (<i>nūn</i>) letter (verse 7). - Read غ (<i>ghayn</i>) letter as ع (<i>'ayn</i>) letter in word مَغْضُوبٍ (verse 7).
<p>M. FAIRUZ</p> <p>AYMAN</p>	<ul style="list-style-type: none"> - Less pressure on <i>tashdīd</i> in ض (<i>dād</i>) letter in word الصَّالِّينَ (verse 7). - Read mostly <i>mād tābi 'ī</i> was too long. - Read ح (<i>hā'</i>) letter less thin in word الرَّحِيمِ (verse 1 and 3) and الْحَمْدُ (verse 2). - Read word رَبِّ الْعَالَمِينَ by bouncing ل (<i>lām</i>) letter (verse 2). - Read <i>makhrāj</i> of ع (<i>'ayn</i>) letter was less precise in word نَسْتَعِينُ (verse 5). - Read ه (<i>hā'</i>) letter like ح (<i>hā'</i>) letter in word إِهْدِنَا (verse 6).

	<ul style="list-style-type: none"> - Read ص (<i>ṣād</i>) letter too thin, so it sounds like س (<i>sīn</i>) letter in word صِرَاط (verse 6&7). - Read ر (<i>rā'</i>) letter too long in word صِرَاط (verse 6). - Read أ (<i>hamzah</i>) letter as ع ('<i>ayn</i>) letter in word أَنْعَمْتَ (verse 7). - Read ذ (<i>dhāl</i>) letter as ز (<i>zāy</i>) letter in word الَّذِينَ (verse 7). - Read word مَغْضُوبٍ by bouncing غ (<i>ghayn</i>) letter (verse 7). - Stop (<i>waqāf</i>) after word أَنْعَمْتَ عَلَيْهِمْ (verse 7). - Stop (<i>waqāf</i>) after word مَغْضُوبٍ عَلَيْهِمْ (verse 7).
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- Percentage of achievement students of *surah al-Fātiḥah* reading quality

No.	Class	Score Up KKM		Score Under KKM	
		Total	%	Total	%
1.	Science 1	2	100%	-	-
2.	Science 2	1	50%	1	50%
3.	Science 3	2	100%	-	-

4.	Science 4	1	50%	1	50%
5.	Science 5	1	50%	1	50%
6.	Science 6	2	100%	-	-
7.	Science 7	2	100%	-	-
8.	Social 1	2	100%	-	-
9.	Social 2	2	100%	-	-
10.	Social 3	2	100%	-	-
Total		17	%	3	%
Percentage		85%		15 %	

- **P.S:**

- a. Table of Assessment Aspect

NO	ASPECT	ASSESSMENT
1.	<i>TAJWĪD</i>	<i>Mād</i> rules (lengthen or shorten of reading), <i>tashdīd</i> , <i>nūn sukūn</i> or <i>tanwīn</i> rules, <i>mīm sukūn</i> rules.
2.	<i>MAKHRĀJ</i>	<i>Makhārijul ḥurūf</i> , <i>ṣifāt hurūf</i> , the <i>ḥarakat</i> pronunciation.
3.	<i>WAQĀF</i>	Accuracy of stopping of Al-Qur`an reading, either in one verse or between

		two verse.
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b. Table of Indicator Score

NO.	ASPECT	INDICATOR	SCORE
1.	TAJWĪD	Very understand and able to use the <i>tajwīd</i> rules properly	90-100
		Understand and able to use the <i>tajwīd</i> rules properly	80-89
		Good enough in understanding and using the <i>tajwīd</i> rules properly	60-79
		Poor in understanding and using the <i>tajwīd</i> rules properly	40-59
2.	MAKHRĀJ	Excellent in pronouncing <i>makhārij al-hurūf</i> and <i>ṣifāt hurūf</i> properly	90-100
		Able to pronounce <i>makhārij al-hurūf</i> and <i>ṣifāt hurūf</i> properly	80-89
		Good enough in pronouncing <i>makhārij al-hurūf</i> and <i>ṣifāt hurūf</i> properly	60-79

		Poor in pronouncing <i>makhārij al-hurūf</i> and <i>ṣifāt hurūf</i> properly	40-59
3.	<i>WAQĀF</i>	Very understand and able to use the <i>waqāf</i> rules properly	90-100
		Understand and able to use the <i>waqāf</i> rules properly	80-89
		Good enough in understanding and using the <i>waqāf</i> rules properly	60-79
		Poor in understanding and using the <i>waqāf</i> rules properly	40-59

➤ TOTAL SCORE: 300

➤ SCORE:

- ✓ EXCELLENT: When the student have an excellent mastery of *tajwīd* rules (read *mād* rules, *tashdīd*, *nūn sukūn* rules, *mīm sukūn* rules properly), *makhārij al-hurūf* (pronounce every letter properly from its exit place), *ṣifāt hurūf* (pronounce every letter properly based on its characteristic), and *waqāf* rules and able to use it in their Al-Qur`an reading. The student only done a few Al-Qur`an reading errors or the small errors. The student with mean score 90-100 is the excellent category.

- ✓ GOOD: When the student have a good mastery of *tajwīd* rules (read *mād* rules, *tashdīd*, *nūn sukūn* rules, *mīm sukūn* rules properly), *makhārij al-hurūf* (pronounce every letter properly from its exit place), *ṣifāt hurūf* (pronounce every letter properly based on its characteristic), and *waqāf* rules and able to use it in their Al-Qur`an reading. There are more many errors that done by the student than the excellent category, either in one of the aspect or all of them. The student with mean score 80-89 is the good category.
- ✓ GOOD ENOUGH: When the student have a good enough mastery of *tajwīd* rules (less precise in reading *mād* rules, *tashdīd*, *nūn sukūn* rules, and *mīm sukūn* rules), *makhārij al-hurūf* (less precise in pronouncing every letter from its exit place), *ṣifāt hurūf* (less precise in pronouncing every letter based on its characteristic), and *waqāf* rules and good enough in using it in their Al-Qur`an reading. There are more many errors (heavy and small error) of Al-Qur`an reading that done by the student, either in one of the aspect or all of them. The student with mean score 60-79 is the good enough category.
- ✓ POOR: When the student have a poor mastery of *tajwīd* rules (cannot read *mād* rules, *tashdīd*, *nūn sukūn* rules, and *mīm sukūn* rules properly), *makhārij al-hurūf* (cannot pronounce every letter from its exit place), *ṣifāt hurūf* (cannot pronounce every letter based on its characteristic), and *waqāf* rules and poor in using it in their Al-Qur`an

reading. There are many heavy errors of Al-Qur`an reading and more many small errors that done by the student, either in one of the aspect or all of them. The student with mean score 40-59 is the poor category.

2. Analyzing Data

Analyzing data is aim to get the result as same as the data of the research. The author will describe the data based on the author's analyzing that:

There are 2 Students of 28 Students of Class Science 1 that tested by author. Both of them reach the score up the KKM, that are Zahwa Nur Aziizah get 275 total score with 91.66 mean score and M. Raihan Ahda get 269 total score with 89.66 mean score. There are 2 Students of 38 Students of Class Science 2 that tested by author. One person reaches the score up the KKM, so the other one reaches the score under the KKM, that are M. Iqbal get 283 total score with 94.33 mean score and Syifaussariyah get 199 total score with 66.33 mean score.

There are 2 Students of 31 Students of Class Science 3 that tested by author. Both of them reach the score up the KKM, that are Tasya Nadira Salsabillah get 228 total score with 76 mean score and Khairul Abdillah get 291 total score with 97 mean score. There are 2 Students of 29 Students of Class Science 4 that tested by author. One person reaches the score up the KKM, so the other one reaches the score under the KKM, that are Ahmad

Febryan Bakrie get 245 total score with 81.66 mean score and Adelia Puspita Sari get 200 total score with 66.66 mean score.

There are 2 Students of 28 Students of Class Science 5 that tested by author. One person reaches the score up the KKM, so the other one reaches the score under the KKM, that are Muhammad Fikri get 240 total score with 80 mean score and Rizka Amalia Putri get 199 total score with 66.33 mean score. There are 2 Students of 28 Students of Class Science 6 that tested by author. Both of them reach the score up the KKM, that are Dwi Astuti get 255 total score with 85 mean score and Fachry Akbar get 275 total score with 91.66 mean score.

There are 2 Students of 35 Students of Class Science 7 that tested by author. Both of them reach the score up the KKM, that are Abdul Ghani get 275 total score with 91.66 mean score and Shofia Azkia get 275 total score with 91.66 mean score. There are 2 Students of 30 Students of Class Social 1 that tested by author. Both of them reach the score up the KKM, that are A. Rafi Madani get 254 total score with 84.66 mean score and Nur Amelia get 274 total score with 91.33 mean score.

There are 2 Students of 35 Students of Class Social 2 that tested by author. Both of them reach the score up the KKM, that are Davy Lysriandi Putra get 238 total score with 79.33 mean score and Annisa Nada Widya get 239 total score with 79.66 mean score. There are 2 Students of 35 Students of Class Social 3 that tested by author. Both of them reach the score up the

KKM, that are M. Fairuz Ayman get 237 total score with 79 mean score and Siti Aisyah get 260 total score with 86.66 mean score.

The result of those data are the sample of Class Science 1 are 100% reach score up KKM, that are one person is excellent category of *surah al-Fātiḥah* reading quality with 91.66 mean score and one person is good category of *surah al-Fātiḥah* reading quality with 89.66 mean score. The sample of Class Science 2 are 50% reach score up KKM, that are excellent category of *surah al-Fātiḥah* reading quality with 94.33 mean score and 50% reach score under KKM, that are good enough category of *surah al-Fātiḥah* reading quality with 89.66 mean score.

The sample of Class Science 3 are 100% reach score up KKM, that are one person is excellent category of *surah al-Fātiḥah* reading quality with 97 mean score and one person is good enough category of *surah al-Fātiḥah* reading quality with 76 mean score. The sample of Class Science 4 are 50% reach score up KKM, that are good category of *surah al-Fātiḥah* reading quality with 81.66 mean score and 50% reach score under KKM, which are good enough category of *surah al-Fātiḥah* reading quality with 66.66 mean score.

The sample of Class Science 5 are 50% reach score up KKM, that are good category of *surah al-Fātiḥah* reading quality with 80 mean score and 50% reach score under KKM, that are good enough category of *surah al-Fātiḥah* reading quality with 66.33 mean score. The sample of Class Science

6 are 100% reach score up KKM, that are one person is excellent category of *surah al-Fātiḥah* reading quality with 91.66 mean score and one person is good category of *surah al-Fātiḥah* reading quality with 85 mean score.

The sample of Class Science 7 are 100% reach score up KKM, that both of them are excellent category of *surah al-Fātiḥah* reading quality with 91.66 mean score. The sample of Class Social 1 are 100% reach score up KKM, which are one person is excellent category of *surah al-Fātiḥah* reading quality with 91.33 mean score and one person is good category of *surah al-Fātiḥah* reading quality with 84.66 mean score.

The sample of Class Social 2 are 100% reach score up KKM, that both of them are good enough category of *surah al-Fātiḥah* reading quality with 79.66 mean score and 79.33 mean score. The sample of Class Social 3 are 100% reach score up KKM, that are one person is good category of *surah al-Fātiḥah* reading quality with 86.66 mean score and one person is good enough category of *surah al-Fātiḥah* reading quality with 79 mean score.

Furthermore, based on the data above, there are 7 students have excellent quality of *surah al-Fātiḥah* reading, 6 students have good quality of *surah al-Fātiḥah* reading, and 7 students have good enough quality of *surah al-Fātiḥah* reading. The percentage are 35% of tested students are excellent quality of *surah al-Fātiḥah* reading, 30% of tested students are good quality of *surah al-Fātiḥah* reading, and 35% of tested students are good enough quality of *surah al-Fātiḥah* reading.

Thus, based on data above, there are 17 students reach score up KKM and 3 students reach score under KKM. The percentage are 85% of tested students reach score up KKM and 15% of tested student reach score under KKM. It means that the 3rd grade of State High School 7 Banjarmasin has the good quality of *surah al-Fātiḥah* reading.

B. The Most Common Mistakes in Surah Al-Fātiḥah Reading

The collected data show the mistakes that done by the students repeatedly on their *surah al-Fātiḥah* reading. There are mostly same mistakes or minus that repeated by each student, that are:

1. Read *mād ṭābi'ī* and *mād lazīm muthaqqal kilmī* was not long enough/too short. (8 times repeated)
2. Read *mād ṭābi'ī* was not consistent. (5 times repeated)
3. Read mostly *mād ṭābi'ī* too long. (3 times repeated)
4. Less pressure on *tashdīd* in word الرَّحْمَن. (3 times repeated)
5. Less pressure on *tashdīd* in ض (*ḍād*) letter in word الضَّالِّين (verse 7). (3 times repeated)
6. Read ح (*ḥā'*) less thin in word الرَّحِيم and الرَّحْمَن (verse 1 and 3) (6 times repeated)
7. Read ح (*ḥā'*) less thin in word الْحَمْدُ, so it is like ه (*hā'*) letter. (3 times repeated)
8. Read word الْحَمْدُ by bouncing ل (*lām*) letter (verse 2). (7 times repeated)

9. Read word رَبِّ الْعَالَمِينَ by bouncing ل (lām) letter (verse 2). (8 times repeated)
10. Read ع ('ayn) letter as أ (hamzah) letter in word الْعَالَمِينَ. (2 times repeated)
11. Read س (sīn) letter as ص (ṣād) letter in word نَسْتَعِينُ (verse 5). (3 times repeated)
12. Read *makhrāj* of ع ('ayn) letter was less precise in word نَسْتَعِينُ (verse 5) and الْعَالَمِينَ (verse 2). (3 times repeated)
13. Read ه (hā') letter as ح (ḥā') letter in word إِهْدِنَا (verse 6). (4 times repeated).
14. Read ق (qāf) letter as ك (kāf) letter in word مُسْتَقِيمٌ (verse 6). (3 times repeated)
15. Read ص (ṣād) letter as س (sīn) letter in word صِرَاطٌ (verse 6 or 7). (4 times repeated)
16. Read *makhrāj* of ط (ṭā') letter was less precise in word صِرَاطٌ (verse 6 or 7). (2 times repeated)
17. Read ص (ṣād) letter like ش (shā') letter in word صِرَاطٌ (verse 6 or 7) (4 times repeated)
18. Read أ (hamzah) letter as ع ('ayn) letter in word أَنْعَمْتَ (verse 7). (4 times repeated)
19. Read ع ('ayn) letter as أ (hamzah) letter in word أَنْعَمْتَ (verse 7). (3 times repeated)

20. Read ض (*dād*) letter like د (*dāl*) letter in word مَغْضُوبٍ (verse 7). (2 times repeated)
21. Read ع ('*ayn*) letter as أ (*alīf*) letter in word عَلَيْهِمْ (verse 7). (2 times repeated)
22. Read word أَنْعَمْتَ by bouncing ن (*nūn*) letter (verse 7). (5 times repeated)
23. Read word مَغْضُوبٍ by bouncing غ (*ghayn*) letter (verse 7). (4 times repeated)
24. Read *makhrāj* of غ (*ghayn*) letter was less precise.(3 times repeated)
25. Read ذ (*dhāl*) letter as ز (*zāy*) letter in word الَّذِينَ (verse 7). (7 times repeated)
26. Stop (*waqāf*) after أَنْعَمْتَ عَلَيْهِمْ (verse 7).¹⁵¹ (16 times repeated)
27. Stop (*waqāf*) after word مَغْضُوبٍ عَلَيْهِمْ (verse 7). (4 times repeated)

C. The Factors that affected *Surah Al-Fātiḥah* Reading Quality of 3rd Grade Student of State High School 7 Banjarmasin

Based on the data above, the result score of *surah al-Fātiḥah* reading quality of 3rd grade student of State High School 7 Banjarmasin divided into three quality categories. There are 7 students with excellent category of *surah al-Fātiḥah* reading quality, 6 students with good category of *surah al-Fātiḥah* reading quality, and 7 students with good enough category of *surah al-Fātiḥah* reading quality.

¹⁵¹ This one is not the mistake of Al-qur`ān reading, but mostly scholar agreed that read it by continuing (*waṣāl*) after أَنْعَمْتَ عَلَيْهِمْ was better than read it with stop (*waqāf*). It also explained by M. Laili Al-Fadhli, S. Pd. I in his book by the title *Syarh Manzhumah Al-Fatihah* (Sukoharjo: Nur Cahaya Ilmu, 2020), 397. Thus, the author enter this one to one of the minus of Al-qur`ān reading.

To know the factors that affect *surah al-Fātiḥah* reading quality of the students, the author do the interview with each sample students of State High School 7 Banjarmasin, those are the questions:

1. Do you read Al-Qur`an frequently everyday in home?
2. Do you learn and understand the *tajwīd* science properly?
3. Do you learn to read Al-Qur`an beside the school learning?
4. Do you practice the *tajwīd* rules every reading Al-Qur`an?
5. Do your parents command and support you to read Al-Qur`an in home?
6. Are you a member of KSI *Aṣḥabul kahfi* and join the *taḥsīn* program?

The results of the questions above show the following data:

NO.	NAME	ANSWER
1.	Zahwa Nur Azizah	<ol style="list-style-type: none"> 1. Yes 2. Yes 3. No 4. Occasionally 5. Yes 6. Yes, but without joining <i>taḥsīn</i> program
2.	M. Raihan Ahda	<ol style="list-style-type: none"> 1. Occasionally

		<p>2. Occasionally</p> <p>3. No</p> <p>4. Occasionally</p> <p>5. Yes</p> <p>6. No</p>
3.	Syifaussariyah	<p>1. Yes</p> <p>2. Yes</p> <p>3. No</p> <p>4. Yes</p> <p>5. Yes</p> <p>6. No</p>
4.	Muhammad Iqbal	<p>1. Seldom</p> <p>2. Yes</p> <p>3. No</p> <p>4. Yes</p> <p>5. Seldom</p> <p>6. Yes</p>
5.	Tasya Nadira Salsabillah	<p>1. Yes</p> <p>2. Yes</p> <p>3. Yes</p>

		<p>4. Yes</p> <p>5. Yes</p> <p>6. No</p>
6.	Khairul Abdillah	<p>1. Yes</p> <p>2. Yes</p> <p>3. Yes</p> <p>4. Yes</p> <p>5. Yes</p> <p>6. Yes. Now i am a manager/coordinator of <i>tahsīn</i> program</p>
7.	Adelia Puspita Sari	<p>1. Occasionally</p> <p>2. Occasionally</p> <p>3. No</p> <p>4. Occasionally</p> <p>5. Yes</p> <p>6. No</p>
8.	Ahmad Febryan Bakrie	<p>1. Yes</p> <p>2. Occasionally</p> <p>3. No</p>

		<p>4. Occasionally</p> <p>5. Yes</p> <p>6. No</p>
9.	Muhammad Fikri	<p>1. Yes</p> <p>2. Yes</p> <p>3. No</p> <p>4. Occasionally</p> <p>5. Yes</p> <p>6. No</p>
10.	Rizka Amalia Putri	<p>1. Seldom</p> <p>2. Yes</p> <p>3. No</p> <p>4. Seldom</p> <p>5. Seldom</p> <p>6. No</p>
11.	Dwi Astuti	<p>1. Yes</p> <p>2. Occasionally</p> <p>3. No</p> <p>4. Occasionally</p> <p>5. Yes</p>

		6. No
12.	Fachry Akbar	1. Yes 2. Yes 3. Yes 4. Yes 5. Seldom 6. Yes
13.	Abdul Ghani	1. Seldom 2. Yes 3. Yes 4. Yes 5. Yes 6. Yes
14.	Shofia Azkia	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Yes

15.	Ahmad Rafi Madani	<ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. No
16.	Nur Amelia	<ol style="list-style-type: none"> 1. Yes 2. Yes 3. No 4. Yes 5. No. I read Al-Qur`an directly without my parents commanding. 6. Yes, but without joining <i>tahsīn</i> program
17.	Davy Lysriandi Putra	<ol style="list-style-type: none"> 1. No 2. Seldom 3. No 4. Yes 5. Occasionally

		6. No
18.	Annisa Nada Widya	1. Yes 2. Yes 3. No 4. Yes 5. Yes 6. No
19.	Siti Aisyah	1. Occasionally 2. Yes 3. Yes 4. Yes 5. Yes 6. No
20.	M. Fairuz Ayman	1. Yes 2. Yes 3. No 4. Yes 5. Yes 6. No

The results above show that there are some factors that affect their Al-Qur`an reading quality, particularly *surah al-Fātiḥah* reading quality, those are:

1. The persistence of reading Al-Qur`an

Based on the interview¹⁵², 65% of the students are reading Al-Qur`an frequently in their home, they read Al-Qur`an usually every after prayer or after *maghrīb* prayer. 35% of the students are sometimes reading Al-Qur`an in home or rarely. Most of students that have excellent or good quality of *surah al-Fātiḥah* reading were also reading Al-Qur`an frequently in home. Some students that have good enough quality were reading Al-Qur`an rarely in home.

Nevertheless, State High School 7 Banjarmasin has an activity related to Al-Qur`an reading, namely *Literasi*. The system of *Literasi* is all Muslim student reading Al-Qur`an in 10 until 15 minutes before the study begin in every class together.¹⁵³ It leaded by one student from the audio room by microphone, and other students were stand by in the classroom to read Al-Qur`an together. The student who is being the leader of Al-Qur`an reading are mostly student that chosen by the teacher and they have been trained for one week before they lead the *literasi*. In this pandemic era, *literasi* was still continued by classroom google and zoom, but the students read Al-Qur`an by

¹⁵² All participated students, private interview, room chatt WhatsApp, 16th January 2021.

¹⁵³ M. Mihrab Hidayatullah, Al-Qur`ān education lesson teacher, private interview, administration office of State High School 7 Banjarmasin, 13th January 2021.

their self in each home. The schedule is from Monday until Friday.¹⁵⁴ So, in fact at least five times in a week the students are reading Al-Qur`an. The high frequent of reading Al-Qur`an was being the factor that affects Al-Qur`an reading quality and also surah al-Fātiḥah reading quality of the student.

2. Learning and understanding of *tajwīd* rules

Based on the interview,¹⁵⁵ the students have studied many of *tajwīd* rules in the school or outside school learning. In the school they were studying *tajwīd* rules in Al-Qur`an education lesson from 10th grade until 12th grade. Mostly students learn properly in Al-Qur`an education lesson and also understand the lesson. 75% of the students are learning and understanding of *tajwīd* rules properly, and 25% of them are not well of learning and understanding it. So, learning and understanding of *tajwīd* rules also can be factor that affects Al-Qur`an reading quality and also *surah al-Fātiḥah* reading quality of the student.

3. Additional learning of Al-Qur`an reading beside the school learning

Based on the interview,¹⁵⁶ a few numbers of the students have spirit and chance to learn more of Al-Qur`an reading or *tajwīd* rules beside in learning school, either in Al-Qur`an institution, in Islamic Study Club or with

¹⁵⁴ Shofia Azkia, Science 7 student, private interview, room chatt WhatsApp, 14th January 2021.

¹⁵⁵ All participated students, private interview, room chatt WhatsApp, 16th January 2021.

¹⁵⁶ All participated students, private interview, room chatt WhatsApp, 16th January 2021.

a private teacher. 60% of the students with excellent *surah al-Fātiḥah* reading quality were have additional learning of Al-Qur`an reading beside in school learning. Even though, only 35% of the students that have additional learning of Al-Qur`an reading beside in school learning until now. 75% of them were have additional learning of Al-Qur`an reading only when they were in elementary school or junior high school, not for this day. So, learning more of Al-Qur`an reading beside in school lesson also can be the factor that affects Al-Qur`an reading quality and also *surah al-Fātiḥah* reading quality of the student.

4. Practicing the *tajwīd* rules when reading Al-Qur`an

Based on the interview,¹⁵⁷ the student mostly read Al-Qur`an by notice the *tajwīd* rules. As explain before, they have studied many of *tajwīd* rules, and most of them were practiced the *tajwīd* rules in their Al-Qur`an reading. 65% of the students notice the *tajwīd* rules and keep it true to their Al-Qur`an reading, as long as they knew the *tajwīd* rules of every word that they read. 35% of the students do it rarely. So, practicing the *tajwīd* rules when reading Al-Qur`an also can be the factor that affects Al-Qur`an reading quality and also *surah al-Fātiḥah* reading quality of the student.

5. Supporting from the parents

¹⁵⁷ All participated students, private interview, room chatt WhatsApp, 16th January 2021.

Based on the interview,¹⁵⁸ the students have the support from their parents to usual read Al-Qur`an in home. 80% of students were supported by their parents to read or learn Al-Qur`an, they parents remind them or command them to read Al-Qur`an frequently in home. Several parents were also read Al-Qur`an together with their child. 20% of the students were not reminded or commanded by their parents to read Al-Qur`an in home, but some of them were not reminded by their parents because they have read Al-Qur`an firstly before their parents remind them. So, the support from the parents can be the factor that affects Al-Qur`an reading quality and also *surah al-Fātiḥah* reading quality of the student.

6. *Taḥsīn* program of KSI (Islamic Study Club Extracurricular)

State High School 7 Banjarmasin have an Islamic Study Club namely KSI *Aṣḥabul kahfi*. This is one of the extracurricular of State High School 7 Banjarmasin that moved in area of development of religious ability. The activities of this club are controlling the prayer room, religious activities/agenda, religious learning like *taḥsīn* learning (learning of the *tajwīd* rules and the improvement of Al-Qur`an reading ability), Arabic learning, etc. One of the best programs of KSI *Aṣḥabul kahfi* is *taḥsīn* learning/program. The system of *taḥsīn* program is every member KSI that follow this program

¹⁵⁸ All participated students, private interview, room chatt WhatsApp, 16th January 2021.

was taught by their senior or teacher how to read Al-Qur`an properly by notice the *tajwīd* rules.¹⁵⁹

Based on the interview,¹⁶⁰ 100% of participated students that have excellent quality of *surah al-fātiḥah* reading are the member of KSI *Aṣḥabul kahfi*. Most of them also follow the *taḥsīn* program, even one of them is the manager and teacher of *taḥsīn* program. So, joining *Aṣḥabul kahfi* Islamic Study Club (KSI *Aṣḥabul kahfi*), especially joining the *taḥsīn* program also can be the factor that affects Al-Qur`an reading quality and also to *surah al-Fātiḥah* reading quality of the student.

¹⁵⁹ M. Mihrab Hidayatullah, Al-Qur`ān education lesson teacher, private interview, room chatt WhatsApp, 15th January 2021.

¹⁶⁰ All participated students, private interview, room chatt WhatsApp, 16th January 2021.