

Developing An Integrated *Nahwu* Textbook For Kitab Kuning Reading Skills

Muhammad Zaenuri¹, R. Umi Baroroh²

¹Pendidikan Bahasa Arab, Fakultas Tarbiyah, UIN Raden Mas Said Surakarta, Indonesia, ²Pendidikan Bahasa Arab, Fakultas Tarbiyah, UIN Sunan Kalijaga, Indonesia
muhammad.zaenuri@staff.uinsaid.ac.id, umi.baroroh@uin-suka.ac.id

Abstract

This research aimed to develop a *Nahwu* textbook integrated with authentic material for *kitab kuning* reading skills using the Graves model. This study's research and development procedure follows Graves' instructional material development model tailored to field conditions. It is used in five stages: needs analysis, goal setting, content conceptualization, material selection, and content and activity organization. Data was collected through questionnaires from 10 students, one *Nahwu* teacher, and one expert, then analyzed descriptively. The results show a clear need for *Nahwu* books to integrate mastery of rules and classical text reading skills. According to the pesantren curriculum, this book was developed to improve *Kitab Kuning*'s mastery of *Nahwu* rules and reading skills. The content is compiled based on the *Nahwu Ta'limiy* approach, which integrates linguistic elements to support the skills of reading the *Kitab Kuning*. The teaching materials are taken from *Ajurumiyyah*'s book and *Kitab Kuning* (Islamic classical texts), which follow the pesantren tradition. The book is arranged thematically with exercises and drill methods to reinforce learning. Expert and teacher evaluations show that this book is practical and follows the curriculum without revision. The trial on students showed explicit, relevant material and exercises to help master *Nahwu* and read the *Kitab Kuning* effectively. This study confirms that grammar learning for non-native speakers cannot be separated from other linguistic elements, such as vocabulary, or language skills, such as reading, which are the ultimate goal of language learning.

Keywords: *Nahwu*; Textbook Development; *Kitab Kuning*; Reading Skill; Graves Model Approach

INTRODUCTION

Nahwu is the study of grammatical rules applied in Arabic, the Quran, and Islamic texts (Ghazali, 2022). Mastery of *Nahwu* is a crucial aspect of studying the Arabic language and Islamic teachings as a whole (Afandi et al., 2024; Krisnawilujeng et al., 2023). Proficiency in Arabic grammar (*Nahwu*) is essential for reading and comprehending *Kitab Kuning* and Quranic verses accurately. Therefore, *Nahwu* instruction plays a vital role in the educational context of Islamic Boarding School which are also known as *Pondok Pesantren* (Siroj & Safitri, 2022). A solid understanding of *Nahwu* aids individuals in accurately interpreting Islamic texts, particularly in reading Arabic texts (Shidqi & Mudinillah, 2021).

The *Nahwu* textbooks commonly used in Indonesian Islamic Boarding School are traditional grammar books, such as *Ajurumiyyah*, *Imriti*, *Awamil*, *Alfiyah*, and others (Zaenuri, 2018). These books are part of the standardized curriculum and form the basis of student progression (Sururin, 2012). In the development of Arabic language teaching,

grammar instruction is classified into two types, namely *Nahwu Ilmiy* and *Nahwu Ta'limiy* (Thawahiriyyah, 2011). *Nahwu Ilmiy* refers to grammar instruction that solely presents rules without considering pedagogical aspects, while *Nahwu Ta'limiy* is designed to be taught and includes simplifications, focusing on the students' practical needs and choosing materials relevant to teaching objectives. This is based on linguistic, psychological, and educational foundations (Luthfi, 2018).

Observations have shown that *Nahwu* instruction at the Darussalam Student Islamic Boarding School has not been optimally implemented. There is a gap between students' grammatical mastery and their application in reading *kitab kuning*, leading to unmet educational objectives. Grammar knowledge plays a significant role in reading comprehension, as evidenced by numerous studies. One study indicates a significant positive correlation between grammatical knowledge and reading comprehension across educational levels, highlighting its overall substantial impact (Zheng et al., 2023). Moreover, the relationship between grammar knowledge and reading comprehension is further supported by findings that grammatical knowledge, particularly regarding form and meaning components, directly influences reading comprehension and indirectly through vocabulary (Tsui-Chun Hu et al., 2022). Additionally, in the context of L2 reading comprehension, the role of grammatical knowledge in predicting reading comprehension varies by proficiency level, with vocabulary being a better predictor in more proficient groups and grammar playing a slightly more contributive role in less proficient groups (Amin Raeisi Vanani & Baleghizadeh, 2022). These findings collectively underscore the importance of grammar knowledge in enhancing reading comprehension across contexts and proficiency levels.

One factor contributing to this issue is the absence of textbooks that meet the students' needs. Textbooks are crucial in the learning process, serving as a resource for both teachers and students (O'Toole & Kannass, 2018). Textbooks contain scientific knowledge derived from basic competencies outlined in the curriculum, used by students as a learning tool (Johnson, 2017). Textbooks are standard references used for specific subjects. In this context, textbooks play an important role in various language learning and teaching programs, offering numerous benefits to both teachers and students (Amerian & Khaivar, 2014). Hutchinson dan Torres (1994) stated that textbooks are universal elements of instruction.

The heterogeneity of student input requires textbooks that can facilitate learning effectively. The textbooks used in *Nahwu* instruction at Darussalam Student Islamic Boarding School remain purely theoretical and are neither practical nor effective. An effective textbook prioritizes grammar points efficiently, focusing on structures relevant and commonly used in contemporary language usage while eliminating obsolete or rare constructions (Hinkel, 2016). By logically presenting material, including interactive exercises and monitoring progress through test assignments, textbooks can optimize grammar instruction, making it more accessible and engaging for learners (Hinkel, 2016).

In terms of the systematic development of textbooks, there are at least two possible formats, namely logical and psychological. A logical system organizes textbooks based on the substance of the material. For example, in grammar, it starts with simple grammatical material (nouns and verbs) and progresses to more complex topics such as participles and indeclinables. This system emphasizes principles of material gradation. On the other hand, a psychological system organizes textbooks based on students' needs

and conditions. For example, grammar material might begin with prepositions and pronouns based on the students' needs when reading Arabic texts (Thu'aimah, 1989).

This study focuses on developing *Nahwu* textbooks for university students. The textbook is not merely a collection of material but serves as a bridge between the content and the learning objectives. The development of this textbook is expected to enhance students' understanding of *Nahwu* and its practical application in reading skills through a more practical and integrative approach. Students often struggle with understanding and applying *Nahwu* rules due to the lack of relevant and engaging material in the text books (Karyani et al., 2021).

Previous studies on *Nahwu* textbook development have been conducted. Shofiyani & Nafingah (2021) explained that students' difficulties in understanding *Nahwu* material derive from the presentation of material and the methods used by teachers. Karyani & Rahmawati (2021) found that students were less interested in *Nahwu* because the textbooks were unengaging. Erlina (2017) showed that the ineffectiveness of reading comprehension was due to students' inability to apply *Nahwu-Sarf* rules in reading skills. However, these studies did not fully address the needs of university students and have not resulted in innovative products for that context. Therefore, the *Nahwu* textbook developed in this study aimed to combine theoretical *Nahwu* rules with contextual and relevant reading practice in *kitab kuning*. This approach is expected to reduce students' difficulties in learning *Nahwu* and increase their interest in the subject.

The novelty of this study lies in the development of a *Nahwu* textbook that integrates *Nahwu* rules with practical and contextual *kitab kuning* reading skills, aligned with the needs of university students in pesantren. The developed textbook is expected not only to improve students' understanding of *Nahwu* but also to increase their interest in the subject through a more practical and relevant approach. This textbook aims to fill the existing literature gap by providing practical examples and relevant exercises for students.

METHOD

This study adopts a Research and Development (R&D) approach to develop a *Nahwu* textbook integrated with authentic materials to improve reading skills. The R&D approach was chosen as it allows for systematic and continuous studies in formulating, refining, developing, producing, and testing the effectiveness of products, models, strategies, services, or procedures that are superior, new, effective, efficient, productive, and meaningful (Putra, 2013). This process includes needs analysis and product testing to evaluate the effectiveness of the developed product (Sugiyono, 2018).

The instructional material development model used in this study adapts Graves model, with adjustments to the local context. The stages in Graves model applied in this study include 1) needs analysis, 2) determining general and specific objectives, 3) conceptualizing content, 4) selecting and organizing instructional materials and activities, as well as 5) structuring the content and activities logically (Graves, 1996). The study began by conducting a needs analysis to identify gaps in students' reading skills using tests and questionnaires, as well as reviewing available textbooks. Based on this analysis, the general and specific objectives for instructional material development were determined, referring to the curriculum used in the Darussalam Student Islamic Boarding School and literature reviews. The next step involved conceptualizing the content to be delivered in the *Nahwu* textbook, followed by selecting and organizing relevant

instructional materials and activities. The final stage involved structuring the content and activities into a logical and easy-to-understand format.

Data Collection and Analysis Techniques

The study was conducted at the Darussalam Student Islamic Boarding School in Kartasura, with the subjects consisting of students and active *Nahwu* teachers at the Islamic Boarding School. The location was chosen based on the specific needs and characteristics of the population targeted for instructional material development. Data were collected through questionnaires distributed to students, *Nahwu* teachers, and experts. The questionnaire was designed to measure respondents' perceptions of the developed product, using an interval rating scale (4) Very good, (3) Good, (2) Fair, (1) Poor.

The collected data were analyzed using descriptive statistics to interpret the respondents' feedback. This analysis aimed to evaluate the quality and effectiveness of the developed *Nahwu* textbook based on feedback from students, *Nahwu* teachers, and experts. Descriptive statistics were used to quantitatively describe the results, which were then used as a basis for product improvement and refinement.

RESULTS AND DISCUSSION

Development Of The *Nahwu Lil Qiro'ah* Textbook

This study resulted in the development of a *Nahwu* textbook aimed at enhancing reading skills. *Nahwu* is among the pillars of Arabic linguistics and is regarded as the gateway to understanding Arabic and Islamic sciences (Haris, 2022). The development of this *Nahwu* textbook was conducted using the Graves method, with adjustments to suit the field conditions. Employing this method is deemed appropriate for developing a *Nahwu* textbook integrated with the reading skills required for *Kitab Kuning*. As stated by (Ghofur, 2020; Ritonga et al., 2021), a person cannot fully comprehend Arabic without a sound understanding of *Nahwu*.

By adapting the Graves model, it can be ensured that the textbook was designed with consideration of the specific characteristics of *Nahwu Ta'limiy* materials and the needs of the students. This approach also provided flexibility in tailoring the instructional materials to the actual educational environment. Through this method, it is expected that the developed textbook will offer an effective solution for improving *Nahwu* teaching quality in Islamic boarding school and meet the educational needs and local context at Darussalam Student Islamic Boarding School.

Referring to the Graves model, the instructional material development process followed several stages:

1. Needs Analysis

Needs analysis is a critical first step in developing this *Nahwu* instructional material. This stage involved collecting and evaluating information to understand the students' needs and the learning context (Muzdalifah et al., 2021). An initial assessment revealed a gap between student's mastery of *Nahwu* rules and their reading skills. Based on test results from 37 students from the 2022 and 2023 cohorts at Darussalam Student Islamic Boarding School, 38% scored above 70, while 62% scored below 70. The test evaluated the students' understanding of *Nahwu* concepts and their application in reading *Kitab Kuning*.

In addition to the tests, feedback was gathered from students through questionnaires regarding the current instructional materials. According to the collected responses, the existing *Nahwu* textbooks were not effective in improving reading skills. Additionally, the current textbooks lacked sufficient examples, vocabulary to aid in text interpretation, and exercises to reinforce comprehension (Muzdalifah et al., 2021).

Similar concerns have been highlighted in previous studies, which found that traditional *Nahwu* textbooks lack practicality, examples, vocabulary, and exercises, thereby hindering the development of reading skills for beginners and non-Arabic speakers (Rifa'i & Ma'arif, 2022; Rohman & Anwar, 2023; Sulaikho et al., 2023; Nasution & Suharmon, 2022; Kamaluddin, 2022). Based on the needs analysis obtained from tests and questionnaires, the researcher then has developed an Integrated *Nahwu* Textbook that meets the needs of students in mastering the rules of *Nahwu* and applying it to the skills of reading the *kitab kuning*. The development is in the form of adding examples of using rules in texts, mastery exercises in the form of practicing rules in texts, vocabulary related to texts, and the presentation of easy-to-understand rules. This addition is intended to foster students' learning motivation and reading skills.

2. Defining General and Specific Objectives

The development of this textbook aligns with the curriculum at Islamic boarding school, particularly at the beginner level. The curriculum at Darussalam Student Islamic Boarding School uses Kitab Kuning as references. In the *Nahwu* discipline, students begin with the *Ajrumiyyah* book, followed by the *Imrithi* poem, *Alfiyah* commentary, and eventually progress to advanced rhetorical texts such as *Jawahirul Maknun*. These texts are expected to serve as a foundation for helping students understand Kitab Kuning.

The general objective of this textbook development is to enable students to master *Nahwu* rules and apply correctly. This instructional material covers several topics that align with the school's curriculum and the students' needs. The specific objective of this textbook development is to create a *Nahwu* book oriented toward reading skills. This textbook is expected to improve not only students' understanding of *Nahwu* but also their reading skills in Arabic, particularly in reading Kitab Kuning. Additionally, it aims to fill the gap in Islamic educational literature at the local level. In this context, the textbook has profound and beneficial implications for Islamic education and curriculum development in Islamic boarding school (Muzdalifah et al., 2021). The general and specific objectives served as guiding principles in the development of the instructional materials.

3. Conceptualization of Content

After defining the general and specific objectives, the next step was content conceptualization. In this stage, the researchers conceptualized and formulated the *Nahwu* rules, reading materials, and instructional methods. Based on the objectives that have been set, the *Nahwu Ta'limiy* concept is employed, which integrates other linguistic elements such as vocabulary and texts into reading Kitab Kuning. *Nahwu Ta'limiy* is designed to be teachable, incorporating various simplifications. Its presentation focuses on what students need in real-world discourse and selects materials that align with instructional goals. This approach is grounded in linguistic, psychological, and educational principles. According to (Luthfi, 2018), six aspects

must be considered in the development of *Nahwu Ta'limiy*, including 1) perspective, 2) structure, 3) gradation, 4) relevance, 5) clarity, and 6) simplicity. Reading skills were conceptualized based on the traditional method of reading classical texts in Islamic boarding school. Consequently, the developed materials reference classical texts and the Quran, accompanied by meanings and vocabulary to aid students in understanding the texts.

4. Selection and Organization of Instructional Materials and Activities

Based on the formulated concept, the next step was the selection and organization of instructional materials and activities. The *Nahwu* materials were selected from the *Ajrumiyyah* book, adjusted according to the needs analysis and the formulated concept. Meanwhile, reading materials were drawn from authentic classical texts, such as the *Taqrib* book, which is studied by students in Islamic boarding school (Muzdalifah et al., 2021).

The selection of the *Ajrumiyyah* book as the reference for developing this instructional material was influenced by the strong adherence to tradition in Islamic boarding school, including the textbooks used. The continued use of the *Ajrumiyyah* book in Islamic boarding school is not only due to its content but also the belief in its long-standing blessings passed down through generations, as well as the *Taqrib* book in the field of Islamic jurisprudence/fiqh.

5. Organization of Content and Activities in the Instructional Book

a. Thematic Organization

At this stage, the selected materials are organized based on previously formulated concept. The first step involved restructuring the *Nahwu* themes selected from the *Ajrumiyyah* text, while considering the *Nahwu Ta'limiy* concept and adding supplementary materials as needed. Based on the *Nahwu Ta'limiy* concept, the *Nahwu* themes were presented in the following order:

- 1) Symbols of *Tarkib* in *Kitab Kuning*,
- 2) Words in Arabic,
- 3) *I'rab* in Arabic,
- 4) Indicators of *I'rab Rafa'* and Their Applications,
- 5) Indicators of *I'rab Nashab* and Their Applications,
- 6) Indicators of *I'rab Jer* and Their Applications,
- 7) Indicators of *I'rab Jazem* and Their Applications,
- 8) *Fi'il* Words and Their Agents,
- 9) The Rule of *Isim* after Prepositions, *Tarkib Idhafah*,
- 10) The Rule of *Fa'il* and Its Applications,
- 11) The Rule of *Naibul Fa'il* and Its Applications,
- 12) The Rule of *Mubtada' Khabar* and Its Applications,
- 13) The Rules of *إن*, *كأن*, *ظن* and Their Applications,
- 14) The Rule of *Na'at* and Its Applications,
- 15) The Rule of *'Athaf* and Its Applications,
- 16) The Rule of *Taukid* and Its Applications,
- 17) The Rule of *Badal* and Its Applications,
- 18) The Rule of *Maf'ul Bih* and Its Applications,
- 19) The Rule of *Masdar* and Its Applications,
- 20) The Rule of *Dzaraf* and Its Applications,
- 21) The Rule of *Hal* and Its Applications,

- 22) The Rule of *Tamyiz* and Its Applications,
- 23) The Rule of *Istitsna'* and Its Applications,
- 24) The Rule of *Munada* and Its Applications,
- 25) The Rule of *Maf'ul li Ajlih* and Its Applications,
- 26) The Rule of *Maf'ul Ma'ah* and Its Applications.

This book is an extension of the *Ajrumiyyah* text, which is taught at Darussalam Student Islamic Boarding School to first-year students as a foundation for reading *Kitab Kuning*. Formally called as *al-Muqaddimah al-Ajrumiyyah fi Mabadi' Ilm al-Nahw*, the *Ajrumiyyah* is a basic work in the study of Arabic grammar (nahw) and is frequently used as a key resource for novices in traditional Islamic schools (pesantren) (Zakiyatul Abidah et al., 2022). The development of this book aims to integrate *Nahwu* rules with reading skills, following the chapter structure of the *Ajrumiyyah* text while making adjustments based on the needs analysis.

The structure of the book consists of the *Ajrumiyyah* text and its translation, Qur'anic verses and classical texts, accompanied by word-by-word translations (placed under the text), as well as exercises that apply the rules to Qur'anic and classical texts. At the end of each section, students are given exercises to practice applying the rules and reading texts, as in previous exercises. This method helps students become accustomed to reading Arabic texts and understanding the syntactical function of each word within sentences.

b. Structure of the Instructional Book

The *Nahwu Ta'limiy* textbook is structured to include several components, namely a cover, preface, table of contents, thematic sections, and exercises in each chapter. This structure aligns with the curriculum of Islamic boarding school, with some additional elements. The structure of the *Nahwu Ta'limiy* textbook is outlined as follows:

1) Cover

The design of the cover uses both Arabic and Latin script. Careful attention was given to the font selection, including bold, italicized, and other styles.

2) Preface

This section introduces the instructional book *Nahwu li al-Qira'ah* from the *Nahwu Ta'limiy* perspective, tailored for Darussalam Student Islamic Boarding School. It includes an overview of the book's content structure and its unique features. Acknowledgments are also extended to those who contributed to the development of this instructional material. At the end, a note is provided for readers to offer feedback and suggestions for future improvements.

3) Instructions for Use

The developed instructional book includes a guide for using the book. The guide explains the *Nahwu* rules, vocabulary, and exercises. The *Nahwu* rules form the core material in this book, and their structure follows the *Ajrumiyyah* text. The steps involved in this process are as follows: (1) The instructor reads the *Nahwu* rules and their translation, explaining them simply without elaborating on the rules already stated in the book. This prevents instructors from providing lengthy or complicated explanations; (2) Students comprehend the rules presented by the instructor; and (3) The instructor allows students to ask questions about the rules they have studied.

The application of *Nahwu* rules in this book is presented in table form, featuring text derived from Qur'anic verses and *Kitab Kuning*. Each text example is accompanied by a *Pegon* script translation, and alongside it, an explanation of the rule's application to that text. The method used may be the al-Qira'ahwa al-Qiyasiyah method, employing a pattern drill. Using this method, reading skills are taught alongside understanding the application of *Nahwu* rules to Arabic texts. The steps involved are as follows:(1) The instructor reads the qira'ah material aloud while the students listen attentively and follow along with the text;(2) All students repeat the instructor's reading word-by-word, along with the meanin(3) After reading the text, the instructor explains the rules' application, and the students follow along.

The vocabulary in this book is provided to help students interpret the text exercises after understood the *Nahwu* rules. The vocabulary presented is based on the text exercises in each subsection. The drill method can be used for teaching vocabulary, wherein the instructor reads each word, and the students repeat it. Once the students have sufficiently mastered the vocabulary, they proceed to interpret the text in the exercises without relying on the vocabulary list.

According to (Mohamad et al., 2021), the drill method is an effective technique for improving students' memory retention of foreign language vocabulary. Emphasize that consistent repetition strengthens long-term memory, especially for memorizing new vocabulary (Nathir Ghafar et al., 2022). Structured use of the drill method in vocabulary learning not only enhances vocabulary acquisition but also prepares students to understand more complex texts independently (McKeown et al., 1983). Consequently, with an understanding of the rules, students will have sufficient vocabulary to read Arabic texts.

The exercises in this book consist of texts drawn from Qur'anic verses and classical texts. These exercises are presented in table form, similar to the application of rules in the previous subsections. The exercises are designed to familiarize students with applying *Nahwu* rules while reading Arabic texts. The steps for these exercises are as follows: (a) students complete the exercises by filling in the table columns provided; (b) the instructor instructs students to read the text aloud and provides explanations as modeled in the preceding example; (c) the instructor clarifies the exercises that the students have completed.

The brief instructions provided in the guide for using the book represent one possible teaching technique. Instructors and others involved in the teaching process may develop this technique or use other methods suited to the context. This approach ensures that the teaching activities will be more effective and efficient.

4) Learning Outcomes

The learning outcomes describe the expected level of student understanding of *Nahwu* rules and their application in reading Arabic texts. The estimated time required to teach all the material in this first volume is 62 instructional hours where 1 instructional hour equals 45 minutes.

5) Table of Contents

This section presents the organization of the material within the instructional book. The content is arranged systematically and logically. Each section includes page numbers to make it easier for students to locate and comprehend the various parts of the book.

6) Chapters/Themes

This book is an extension of the *Ajrumiyyah* text. The *Ajrumiyyah* text is taught during the first year at Darussalam Student Islamic Boarding School to provide students with the foundation needed to read *Kitab Kuning*. The *Ajrumiyyah* text is categorized as a scholarly *Nahwu* text, which includes rules but lacks many examples and exercises. The development of this book aims to integrate *Nahwu* rules with reading skills, following the chapter structure of the *Ajrumiyyah* text, with modifications based on the needs analysis. The structure of this book consists of the *Ajrumiyyah* text and its translation, Qur'anic verses and classical texts with word-by-word translations, and exercises applying the rules using Qur'anic and classical texts.

7) ExerciseSheets

At the end of each section, students are given exercises to practice applying the rules and reading texts as modeled in previous exercises. This approach helps students become accustomed to reading Arabic texts and understanding the syntactical role of each word within the sentence.

8) References

This section contains the references or sources used in the development of the *Nahwu li al-Qira'ah* instructional book from the *Nahwu Ta'limiy* perspective. Additionally, the reference list provides readers with easy access to the sources used.

Results Of The Trial for the Developed Instructional Book

The results of this product trial include a trial of the textbook with one *nahwu* expert, one *nahwu* teacher, and a trial with students as end users. The trial of the *Nahwu* expert and teacher focused on learning outcomes, the content of the developed textbook, and the presentation of the material. While 10 students gave responses to the contents of the book and its presentation.

1. Testing Learning Outcomes

The product trial involved one expert as Expert 1 and a *Nahwu* instructor as Expert 2. The evaluation of the developed instructional book regarding the alignment of learning outcomes showed that Expert 1 rated it as good, while the instructor rated it as excellent, indicating no need for revision. Similarly, the alignment of learning objectives with learning outcomes received a good rating from Expert 1 and an excellent rating from the instructor, suggesting no revisions were necessary. The analysis of the learning outcome data from the experts and the *Nahwu* instructor is presented in Table 1.

Table 1. Testing Learning Outcomes by Experts

| No | Criteria | Expert | | | | Teacher | | | |
|----|--|--------|---|---|---|---------|---|---|---|
| | | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 |
| 1. | Alignment of learning outcomes with the curriculum | | ✓ | | | | ✓ | | |

| | | | | | | | | |
|----|--|--|---|--|--|---|--|--|
| 2. | Learning objectives align with learning outcomes | | √ | | | √ | | |
|----|--|--|---|--|--|---|--|--|

Note: 4 = excellent; 3 = good; 2 = sufficient; 1 = insufficient

From the table, the first criterion (alignment of learning outcomes with the curriculum) received ratings of excellent and good. The second criterion (alignment of learning objectives with learning outcomes) received ratings of excellent and good.

2. Testing the Content of the Instructional Book

The *Nahwu* instructional material is presented with clear explanations, detailed descriptions, practice questions, and examples that align with the learning process. The material is designed to be engaging to encourage students' enthusiasm, particularly in developing reading skills. The analysis of the content trial results from experts and the instructor is shown in Table 2.

Table 2. Testing the Content of the Instructional Book by Experts

| No | Criteria | expert | | | | teacher | | | |
|----|--|--------|---|---|---|---------|---|---|---|
| | | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 |
| 1. | The material facilitates students' learning, especially in developing knowledge and reading skills | √ | | | | √ | | | |
| 2. | Alignment of content with curriculum outcomes | √ | | | | √ | | | |
| 3. | Appropriateness of the content to students' knowledge | | √ | | | √ | | | |
| 4. | Content tailored to the student's needs | | √ | | | | √ | | |
| 5. | Clarity of instructions in each learning activity | | √ | | | √ | | | |
| 6. | The usefulness of the content for students | | √ | | | | √ | | |
| 7. | Clarity of exercises provided in the instructional book | | √ | | | | | √ | |
| 8. | Completeness of the instructional book with exercises | √ | | | | | √ | | |

Note: 4 = excellent; 3 = good; 2 = sufficient; 1 = insufficient

The table shows that Item 1 and 2 received excellent ratings from both the expert and the instructor. Item 3 was rated as good by the expert and excellent by the instructor. Item 4 received good ratings from both the expert and the instructor. Item 5 was rated as good by the expert and excellent by the instructor. Item 6 was rated as good by both the expert and the instructor. Item 7 was rated as good by the expert and sufficient by the instructor. Meanwhile, Item 8 was rated as excellent by both the expert and the instructor. Based on data collected from a trial involving 10 students, nearly all students answered "Yes" on all items except for Items 2 and 5, where one student answered "No". The detailed findings from the student trial are presented in Table 3.

Table 3. Testing the Content of the Instructional Book by Students

| No | Criteria | Responses | |
|----|---|-----------|----|
| | | Yes | No |
| 1. | Is the learning guide in the <i>Nahwu li al-Qira'ah</i> instructional book clear? | 10 | - |
| 2. | Does the systematic organization of each chapter in the book facilitate your understanding and application in reading <i>Kitab Kuning</i> ? | 9 | 1 |
| 3. | Does the translation of Arabic grammatical rules help you easily understand <i>Nahwu</i> rules? | 10 | - |
| 4. | Does applying the rules through reading classical texts enhance your understanding of <i>Nahwu</i> ? | 10 | - |
| 5. | Do the activities in the <i>Nahwu li al-Qira'ah</i> book make you interested in learning? | 9 | 1 |
| 6. | Are the exercises in the <i>Nahwu li al-Qira'ah</i> book aligned with the expected competencies? | 10 | - |

3. Testing the Presentation of the Instructional Book

The data gathered from the expert and instructor trials on the presentation of the instructional materials are displayed in Table 4.

Table 4. Testing the Presentation of the Instructional Book by Experts

| No | Criteria | Expert | | | | teacher | | | |
|----|---|--------|---|---|---|---------|---|---|---|
| | | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 |
| 1. | Availability of an introduction section that includes learning objectives and learning instructions | √ | | | | √ | | | |
| 2. | Provision of appropriate explanations to aid students' understanding | | √ | | | √ | | | |
| 3. | Availability of examples that integrate reading skills, facilitating the achievement of learning objectives | | √ | | | √ | | | |
| 4. | Consistency in the sequence and components of each chapter | √ | | | | √ | | | |
| 5. | Alignment between grammatical rules and texts in each chapter | | √ | | | √ | | | |
| 6. | Availability of practice sheets for students | √ | | | | √ | | | |

Note: 4 = excellent; 3 = good; 2 = sufficient; 1 = insufficient

From the table, Item 1 and 5 was rated excellent by both the expert and the instructor. Item 2 and 4 received good ratings from both. Item 3 was rated as good by the expert and excellent by the instructor. Meanwhile, Item 6 received excellent ratings from both the expert and the instructor. Data from the student trial regarding presentation showed that all students responded "Yes" to all the tested criteria, as outlined in Table 5.

Table 5. Testing the Presentation of the Instructional Book by Students

| No | Criteria | Responses | |
|----|---|-----------|----|
| | | Yes | No |
| 1. | Does the concise and clear explanation of the material enhance your interest in learning? | 10 | - |
| 2. | Is the material presented in alignment with your needs? | 10 | - |
| 3. | Do the examples provided help you understand the material? | 10 | - |
| 4. | Does the instructional book offer relevant exercises? | 10 | - |

Based on the results from testing the presentation of the instructional book with 10 students, all students answered "Yes" to every criterion, indicating that the book met their expectations and learning needs. The concise and clear presentation of the material proved to increase students' interest in learning. According to Mayer (2014), delivering information succinctly and directly enhances learner engagement and aids in better information processing. This is further supported by (Asma & Sarnou Dalle, 2020), who emphasized the importance of creating instructional materials that are both concise and thorough, aligning with students' cognitive capacities.

The material's relevance to students' needs was also a key factor in boosting motivation, aligning with Sumarsono et al. (2017), which explains the significance of instructional material relevance in supporting meaningful learning experiences. The use of examples in the instructional book that aid in students' understanding resonates with Kaminski & Sloutsky (2020), who argued that concrete examples help learners grasp abstract concepts, enhancing comprehension through a problem-oriented approach. In addition, providing relevant exercises following active learning principles can encourage students' active participation and enhance their ability to apply the knowledge gained. Additionally, the provision of relevant exercises is consistent with active learning principles (Momand et al., 2019).

CONCLUSION

In conclusion, this study demonstrated that developing the Nahwu li Al-Qira'ah instructional book, which integrates Arabic grammar (Nahwu) with reading skills, significantly enhances students' comprehension and reading abilities in Islamic boarding schools. The data analysis, which is supported by reports of improved engagement and understanding of Nahwu concepts, indicates that the book was well-received by both students and instructors. This study's primary contribution is providing a more holistic and contextual learning model, which other educational institutions can adapt to improve their Arabic language programs. Future study recommendations include expanding the implementation of this instructional book to various educational contexts and exploring the integration of digital tools to enhance accessibility and interactivity. Long-term studies are also suggested to evaluate the sustained impact of using this instructional book and to refine the material based on user feedback.

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