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## **Unlocking Arabic Texts: How *Nahwu* Proficiency Shapes Students' *Qirā'ah* Skills at a *Pesantren***

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### **Abstract**

*Nahwu* (Arabic grammar) is a foundational component of the Islamic boarding school curriculum, serving as a critical framework for structural linguistic analysis and the development of reading proficiency (*mahārah al-qirā'ah*). This study investigates the correlation between grammatical comprehension and reading ability at the Pondok Pesantren Salafiyah Islamiyah (Islamic Boarding School) in Padang Bujur. Employing a quantitative correlational design, the research sampled eighth-grade students using grammar tests and performance-based assessments of *turāts* books. Data were analyzed via the Pearson Product-Moment correlation test. The findings demonstrate a significant positive correlation ( $0.845 > 0.444$ ), leading to the rejection of the null hypothesis ( $H_0$ ). These results conclude that robust mastery of *nahwu* is a significant predictor of a student's ability to decipher classical Arabic texts. Theoretically, this reinforces the need for integrated instruction that balances grammar with textual application. Practically, it suggests that strengthening grammatical foundations is essential for classical literacy. However, this study is limited by its single-institution focus and narrow demographic, which may affect generalizability. Future research should expand the sample size across multiple institutions and employ mixed-methods approaches to explore how diverse instructional strategies and qualitative factors, such as student motivation, influence the synergy between grammatical mastery and reading proficiency.

**Keywords:** *Nahwu, Mahārah al-Qirā'ah, Turāts Books, Pesantren.*

### **Abstrak**

*Nahwu* (tata bahasa Arab) merupakan komponen fundamental dalam kurikulum pesantren yang berfungsi sebagai kerangka kritis untuk analisis struktur linguistik dan kemahiran membaca (*mahārah al-qirā'ah*). Penelitian ini menginvestigasi korelasi antara pemahaman gramatikal dan kemampuan membaca di Pondok Pesantren Salafiyah Islamiyah Padang Bujur. Dengan menggunakan desain korelasional kuantitatif, penelitian ini mengambil sampel siswa kelas delapan melalui tes pemahaman tata bahasa dan asesmen kinerja membaca kitab *turāts* (kitab kuning). Data dianalisis menggunakan uji korelasi *Pearson Product-Moment*. Temuan menunjukkan adanya korelasi positif yang signifikan ( $0.845 > 0.444$ ), sehingga hipotesis nol ( $H_0$ ) ditolak. Hasil ini menyimpulkan bahwa penguasaan *nahwu* yang kuat merupakan prediktor signifikan terhadap kemampuan siswa dalam mendalami teks Arab klasik. Secara teoretis, hal ini memperkuat perlunya instruksi terintegrasi yang menyeimbangkan teori tata bahasa dengan aplikasi tekstual. Secara praktis, penguatan fondasi gramatikal sangat penting untuk meningkatkan literasi klasik. Namun, penelitian ini terbatas pada satu institusi dan demografi yang sempit, sehingga mempengaruhi generalisasi hasil. Penelitian di masa depan hendaknya memperluas ukuran sampel di berbagai institusi dan menggunakan pendekatan metode campuran (*mixed-methods*) untuk mengeksplorasi bagaimana strategi instruksional dan

faktor kualitatif, seperti motivasi siswa, memengaruhi sinergi antara penguasaan tata bahasa dan kemahiran membaca.

**Kata Kunci:** *Nahwu, Mabārah al-Qirā'ah, Kitāb Turāts, Pesantren.*

## Introduction

Education is a comprehensive and dynamic process in which teachers provide guidance to students and take responsibility for their learning achievements to ensure that educational objectives are met.<sup>1</sup> This process is crucial for developing students' potential, fostering well-rounded individuals, and promoting a high quality of life within a nation.<sup>2</sup> This interactive process involves the transmission of knowledge and fosters the development of skills, attitudes, and values based on the experiences gained through the study of various subjects.<sup>3</sup> In the context of Islamic education, particularly in the study of classical heritage texts (*turāts* books), one of the primary challenges is that these texts are often written without diacritical marks.<sup>4</sup> This absence of vocalization necessitates a deep understanding of Arabic grammar, specifically *nahwu* and *shorf*, to accurately interpret and comprehend the intended meanings of the texts.<sup>5</sup> This characteristic requires students to have advanced linguistic skills, particularly in Arabic grammar, to accurately comprehend, interpret, and vocalize the texts.<sup>6</sup>

Arabic grammar (*nahwu*) is a core component of Arabic language education and serves as a crucial foundation for understanding sentence structures, syntactic relationships, and word construction.<sup>7</sup> Mastery of *nahwu* enables students to correctly interpret inflection

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<sup>1</sup> Leonidas Kyriakides, Anastasia Panayiotou, and Panayiotis Antoniou, "Establishing a Comprehensive Theory of Teaching and Learning: The Contribution of the Dynamic Model of Educational Effectiveness," in *Theorizing Teaching: Current Status and Open Issues*, ed. Anna-Katharina Praetorius and Charalambos Y Charalambos (Cham: Springer International Publishing, 2023), 131–157, [https://doi.org/10.1007/978-3-031-25613-4\\_5](https://doi.org/10.1007/978-3-031-25613-4_5).

<sup>2</sup> Hadiatus Sa'adah et al., "Indonesian Arabic Teachers Must Be Solutive In The Era Of Society 5.0," *Ta'lim al-'Arabiyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 2 (December 1, 2022): 155–168; Habel S J Rieuwpassa, "Managemen Dalam Proses Pembelajaran Di SMTKN Dan SMPTK Se-Papua Barat," *KOLONI* 1, no. 3 (September 30, 2022): 943–952.

<sup>3</sup> Rika Yulia Siregar, Amelia Qolin Bulolo, and Erikson Saragih, "Grammatical Error Analysis in Translating Conditional Sentences from Indonesia into English," *Jurnal Ilmiah Profesi Pendidikan* 7, no. 2 (2022): 547–553.

<sup>4</sup> Maurice A Pomerantz and Aram Shahin, *The Heritage of Arabo-Islamic Learning: Studies Presented to Wadad Kadi* (Brill, 2015), <https://brill.com/view/title/14942>.

<sup>5</sup> Rizki Azizah and Muh. Fajar Shodiq, "Analisis Metode Arba'in Pada Kemahiran Qiroatul Kutub Santriwati Pondok Pesantren Islam Al Mukmin Sukoharjo," *El-Tsaqafah: Jurnal Jurusan PBA* 23, no. 1 (January 10, 2024): 129–142.

<sup>6</sup> Azizah and Shodiq, "Analisis Metode Arba'in Pada Kemahiran Qiroatul Kutub Santriwati Pondok Pesantren Islam Al Mukmin Sukoharjo."

<sup>7</sup> Nurbaiti Nurbaiti, "The Contribution of Al-'Ilm Sharaf To the Development of Understanding Classical Arabic Grammar at Islamic Educational Institutions," *Jurnal Al-Fikrah* 13, no. 1 (2024): 112–121; Annisa Rahmania Azis and Abdillah Rosyid Tamimi, "Membangun Kompetensi Metakognitif Peserta Didik Melalui Deep Learning Dalam Pembelajaran Pendidikan Agama Islam," *JRTIE: Journal of Research and Thought on Islamic Education* 8, no. 1 (2025).

(*i'rāb*) and word construction (*binā*), both of which are essential for accurately reading classical texts. Such knowledge facilitates fluency in reading and improves comprehension and critical analysis.<sup>8</sup> Without a solid grasp of *nahwu*, students may struggle to differentiate between various grammatical functions, leading to misinterpretations that can significantly alter the meaning of religious and academic texts.<sup>9</sup>

Nevertheless, students' competencies in grammar and reading do not always align symmetrically. Empirical observations reveal a spectrum of proficiency: some students demonstrate advanced mastery of *nahwu* yet struggle with oral reading fluency, while others achieve functional reading proficiency despite a limited grammatical foundation. This disparity underscores the necessity of investigating the correlation between *nahwu* comprehension and *qirā'ah* proficiency, particularly amidst the growing global interest in Arabic and the distinct challenges faced by non-native speakers in mastering its structural complexities.<sup>10</sup> Previous studies consistently indicate a significant positive relationship between the mastery of *nahwu* and Arabic reading skills. For instance, research emphasizes that Arabic grammar is paramount for non-native learners—who often find its theoretical and philosophical depth daunting—as it serves as a critical tool for deciphering Islamic literature. Allaith demonstrated that a robust understanding of grammatical rules directly improves reading proficiency in Arabic texts.<sup>11</sup> Furthermore, contemporary findings suggest that targeted reading exercises combined with systematic grammar instruction enhance both fluency and comprehension. In a similar vein, Ardiansyah et al. emphasized that streamlining Arabic grammar instruction is a vital strategy to facilitate the mastery of classical text reading (*qirā'at al-kutub*) among students.<sup>12</sup>

While the link between grammar and reading is well-documented, research remains scarce within the traditional *turāts*-based environment of Pondok Pesantren Salafiyah Islamiyah, Padang Bujur. This study addresses this gap by analyzing how *nahwu*

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<sup>8</sup> Muhammad Husni Shidqi and Adam Mudinillah, "The Effect of Nahwu Learning Understanding for The Insha," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 9, no. 2 (2021): 225–236.

<sup>9</sup> Mohammed Abdul Aziz Al Najem, "The Effect of Electronic Mind Maps on Developing Immediate and Delayed Achievement and Habits of Mind in Teaching Al Fegh for High School Students," *International Journal for Research in Education* 44, no. 1 (2020): 12–44.

<sup>10</sup> Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (2024).

<sup>11</sup> Zainab A. Allaith, "Can Vocabulary and Grammar Hold the Doorway for College Reading Success? The Case of Arabic Learners of English," *International Journal for Research in Education* 48, no. 3 (2024): 293–324.

<sup>12</sup> Ade Arip Ardiansyah et al., "Streamlining Arabic Grammar to Facilitate Mastery of Qirā'at Al-Kutub for University Students," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 11, no. 2 (2025): 221–233.

comprehension impacts the reading proficiency of eighth-grade students. By isolating grammatical understanding as a key variable, the research offers a nuanced view of how linguistic mastery facilitates functional reading performance. The central research problem asks: To what extent does *nahwu* comprehension correlate with *qirā'ab* skills, particularly in deciphering unvocalized *turāts* books/texts? Consequently, this study aims to empirically evaluate how *nahwu* mastery enhances reading fluency, *i'rāb* accuracy, and semantic comprehension. Ultimately, these findings provide empirical insights to refine instructional strategies within traditional Islamic educational institutions.

Theoretically, this study elucidates the nexus between Arabic grammatical mastery and reading proficiency, reinforcing the premise that structural linguistic knowledge is vital for decoding classical texts. Practically, these findings offer significant insights for curriculum design within Islamic boarding schools, where classical literature is central. By identifying how *nahwu* comprehension specifically impacts reading, educators can develop targeted pedagogical methods and context-appropriate materials that synergistically enhance both grammatical awareness and communicative competence.<sup>13</sup>

This study also addresses the pedagogical challenges inherent in facilitating the comprehension of *turāts* literature. Due to the absence of diacritical marks in classical texts, students must cultivate advanced cognitive strategies, including predictive reading, contextual inference, and morphological analysis. In this framework, instructors serve as critical facilitators, bridging the gap between theoretical grammatical content and its practical application during intensive reading exercises.<sup>14</sup>

The urgency and novelty of this research stem from its focus on the correlation between *nahwu* mastery and reading skills within a traditional *Salafiyah* pesantren context—a setting where students rely almost exclusively on unvocalized *turāts* books/texts. While previous research has predominantly targeted formal schools or modern institutions with divergent pedagogical approaches, this study offers localized, context-specific insights into the efficacy of *nahwu* comprehension within traditional learning environments. These

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<sup>13</sup> Hamidah Hamidah et al., “Developing Arabic Grammar Materials Based on Contextual Learning at Islamic Boarding School in Indonesia,” *Al-Ta’rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 1 (n.d.): 133–146.

<sup>14</sup> Sindi Febria Fitri and Musdzal Musdzal, “Analysis of Arabic Reading Skills at Modern Islamic Boarding School Arafah Sungai Penuh, in The 12th Grade Of Aliyah,” *al Mabāra: Jurnal Pendidikan Bahasa Arab* 10, no. 1 (2024): 113–127; Anas Zein Taqi and Muhammad Abby, “Pembelajaran Bahasa Arab Berbasis Pendekatan Realitas Sosial (Analisis Kebutuhan Di Ma’had Al-Jami’ah UIN Jakarta),” *Tadabbur: Jurnal Integrasi Keilmuan* 1, no. 2 (2022): 92–115.

findings are expected to inform the development of instructional strategies tailored specifically to the linguistic and cultural needs of *pesantren* students.

In conclusion, this study provides a rigorous analysis of the correlation between grammatical understanding and the ability to read Arabic texts with accuracy and depth. By focusing on eighth-grade students within a contemporary *Salafiyah* setting, it offers fresh perspectives on Arabic grammar pedagogy and underscores its indispensable role in developing literacy in classical Islamic literature. Ultimately, these findings provide a foundation for evidence-based strategies that harmonize grammar instruction with reading proficiency, thereby enhancing the overall effectiveness of Arabic education in modern *madrasah* and *pesantren* settings.

## Method

This study employs a quantitative research approach with a correlational design. Quantitative research uses numerical data to describe, explain, or test relationships among variables objectively and systematically.<sup>15</sup> The correlational design aims to determine the relationship between students' understanding of *nahwu* (Arabic grammar) as the independent variable (X) and their reading proficiency (*mahārah al-qirā'ah*) in classical Arabic texts as the dependent variable (Y). The research was conducted at Pondok Pesantren Salafiyah Islamiyah, Padang Bujur (North Padang Lawas Regency, North Sumatra) during the 2024/2025 academic year.

The population consisted of all eighth-grade students, and total sampling was used so that all 60 students were included as participants. Data were collected using two research instruments: (1) a grammar comprehension test measuring students' mastery of *nahwu*, and (2) a reading proficiency test based on selected passages from *turāts* books/texts (*Kitab Kuning*) assessing pronunciation, fluency, and comprehension. Both instruments underwent expert validation by two Arabic language lecturers specializing in *nahwu* and *mahārah al-qirā'ah*. Construct validity and content validity were confirmed through item review, while instrument reliability was tested using Cronbach's Alpha. The grammar test achieved a reliability coefficient of  $\alpha > 0.70$ , indicating acceptable internal consistency, and the reading test similarly met the reliability threshold.

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<sup>15</sup> Abdul Haris, "Teaching Reading of Arabic Language in Indonesia: Reconstruction of the Contents and Scope of Nahwu Science," *Eurasian Journal of Applied Linguistics* 8, no. 2 (2022): 122–136.

Before correlation analysis, prerequisite tests were conducted, including the normality test using the Shapiro–Wilk method to determine whether the data met the assumptions of Pearson’s product–moment correlation. The results showed that both variables were normally distributed ( $p > 0.05$ ), making Pearson’s correlation appropriate for this study. Data analysis was performed using SPSS with a significance level of  $\alpha = 0.05$ .

The independent variable (X), grammar mastery, refers to students’ understanding of *nahwu*, measured through a grammar comprehension test with scores ranging from 0 to 100. The test assessed mastery of core grammatical components including *tarkib*, *i’rab*, *dhamir*, *fi’il*, *isim*, and *huruf*. The dependent variable (Y), reading proficiency, refers to students’ ability to read classical Arabic texts accurately and meaningfully. This variable was measured using a reading assessment that evaluated three main aspects: pronunciation (*makhārij* and fluency), reading accuracy of *turāts* books/texts (Kitab Kuning) passages, and comprehension of textual meaning. Scores for reading proficiency also ranged from 0 to 100.

**Table 1. Operational Definition of Research Variables**

Variable	Conceptual Definition	Indicators/Sub-components	Measurement Scale
<b>Independent Variable (X): Grammatical Mastery (<i>Nahwu</i>)</b>	The extent of students' cognitive comprehension and application of Arabic morpho-syntactic rules.	Mastery of sentence structures ( <i>tarkib</i> ), inflectional analysis ( <i>i’rab</i> ), pronominal systems ( <i>dhamir</i> ), and word classification ( <i>fi’il</i> , <i>isim</i> , <i>huruf</i> ).	Interval (0–100)
<b>Dependent Variable (Y): Reading Proficiency (<i>Mahārah al-Qirā’ah</i>)</b>	The ability to accurately decipher, vocalize, and extract semantic meaning from unvocalized <i>turāts</i> books/texts.	Phonological accuracy (articulation), syntactic precision (correct <i>i’rab</i> in reading), and literal/contextual comprehension.	Interval (0–100)

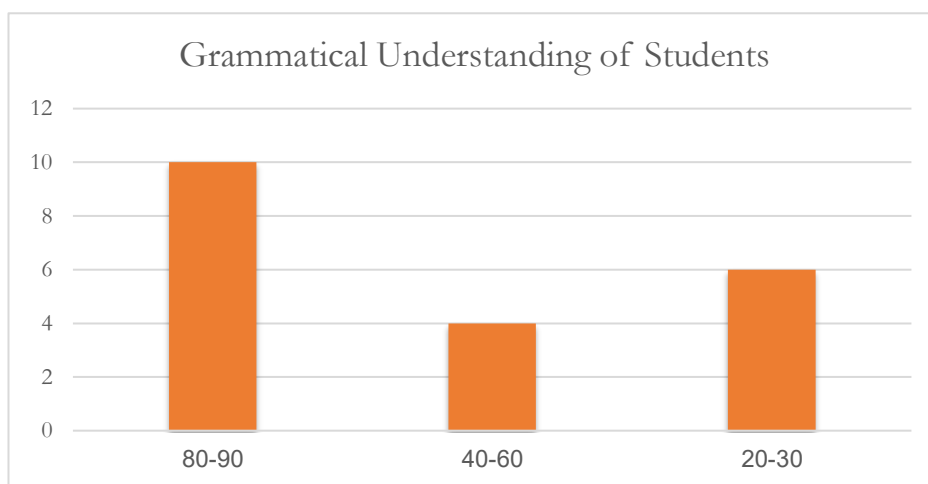
This methodological framework ensures that the study meets the statistical requirements of correlational research and provides a valid and reliable basis for analyzing the relationship between grammar mastery and reading proficiency.

**Result and Discussion**

The table presents the grammatical understanding scores of 20 eighth-grade students at the Pondok Pesantren Salafiyah Islamiyah Padang Bujur. The distribution of scores indicates that most students achieved a high level of grammatical mastery, with the majority concentrated in the 80–90 range. A smaller group of students obtained scores between 40 and 60, reflecting moderate comprehension of grammatical rules. Meanwhile, several students fell within the lower range of 20–30, suggesting limited mastery and the need for additional instructional support. Overall, the score distribution demonstrates that while

grammatical understanding among the students is generally strong, there remain noticeable disparities between higher- and lower-performing individuals.

As illustrated in the table, twenty students exhibited a good understanding of grammar, as indicated by the predominance of scores around 90. The minimal variation among the scores suggests a high degree of homogeneity in students' grammatical understanding. This pattern strengthens the theoretical assumption that grammar mastery functions as the structural foundation for language processing. Linguistic theory states that students with higher grammatical competence can decode syntactic patterns more accurately, which directly enhances their ability to understand meaning within texts. A bar chart of the value of grammatical understanding among eighth-grade students at the Pondok Pesantren Salafiyah Islamiyah Padang Bujur.



**Figure 1.** Distribution of Students' Grammatical Understanding Levels

Figure 1 illustrates the distribution of students' grammatical comprehension scores. The data reveals a polarized mastery level among the participants: 10 students achieved higher-tier scores within the 80–90 range, indicating a robust command of *nahwu* rules. In contrast, a significant portion of the sample struggled, with 6 students scoring in the lowest tier (20–30) and 4 students falling into the mid-tier category (40–60). This distribution suggests that while a majority of the eighth-grade students have internalized the morpho-syntactic structures of Arabic, there remains a critical group requiring intensive pedagogical intervention to bridge the comprehension gap.

**Table 2.** Frequency Distribution of Grammatical Understanding Scores (Variable X)

Score Range	Ability Level	Frequency (f)	Percentage (%)
60–100	High	10	50%
40–59	Moderate	4	20%
20–39	Low	6	30%
<b>Total</b>		<b>20</b>	<b>100%</b>

Table 2 illustrates the distribution of students' grammatical comprehension levels based on their assessment scores. The data indicates that exactly half of the participants (50%) achieved a high level of mastery, with scores ranging from 60 to 100. This suggests that a substantial portion of the eighth-grade students has internalized the foundational *nahwu* structures required for linguistic analysis. Conversely, 20% of the students demonstrated moderate competence, while 30% remained in the low-tier category. This distribution reflects a critical need for targeted pedagogical interventions for the latter group to ensure they develop the necessary syntactic framework for advanced language tasks. These findings align with principles in applied linguistics, which posit that a robust grammatical foundation (X) serves as the primary scaffolding for constructing textual meaning.

**Table 3.** Descriptive Statistics of Reading Proficiency Scores (Variable Y)

Score Range	Proficiency Level	Frequency (f)	Percentage (%)
60–80	Proficient	10	50%
41–59	Intermediate	1	5%
20–40	Emergent	9	45%
<b>Total</b>		<b>20</b>	<b>100%</b>

The assessment of reading skills among eighth-grade students at the Pondok Pesantren Salafiyah Islamiyah Padang Bujur reveals a distinct polarization in proficiency. As shown in **Table 3**, the scores are concentrated into two primary clusters with minimal variation. Approximately 50% of the students demonstrated high proficiency (60–80 range), showcasing an ability to accurately decode and comprehend *turāts* books/texts. Meanwhile, a significant 45% of the sample scored within the emergent range (20–40), indicating persistent challenges in fluency, *i'rab* accuracy, and textual interpretation.

This bimodal distribution suggests a high degree of homogeneity within each cluster, where students either possess adequate reading competence or face substantial linguistic barriers. Such patterns reinforce the theoretical proposition that reading performance closely mirrors grammatical competence. According to the Affective Filter Hypothesis, the observed gaps may also be influenced by anxiety or a lack of confidence in deciphering unvocalized texts, particularly when grammatical mastery is inconsistent. Linguistic theory maintains that comprehension is contingent upon the ability to recognize how grammatical structures connect ideas within a text; thus, the variation in *nahwu* mastery documented in Table 2 is mirrored by the similar patterns of variation observed in reading proficiency.

**Table 4.** Frequency Distribution of Reading Proficiency Scores (Variable Y)

Score Range	Proficiency Level	Frequency (f)	Percentage (%)
60–100	High	10	50%
40–59	Moderate	5	25%
20–39	Low	5	25%

Total	20	100%
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**Table 5.** Hake’s Scale for N-Gain Distribution

N-Gain Value ( <i>g</i> )	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Moderate
$g < 0.3$	Low

The distribution of reading scores (Table 4) indicates that 50% of the students possess high-level proficiency, enabling them to decipher *turāts* books/texts with notable fluency. Meanwhile, the remaining 50% is equally divided between moderate and low levels, facing significant hurdles in syntactic interpretation and vocabulary acquisition. This data confirms the theoretical model that reading comprehension is heavily contingent upon grammatical understanding; when *nabwu* is mastered, learners can effectively identify clause functions and linguistic relations, which directly improves reading accuracy.

To measure the effectiveness of grammatical mastery in fostering reading skills, this study utilized the Normalized Gain (N-Gain) score. The analysis yielded an extraordinary average N-Gain of 0.974, placing the relationship in the "High" category according to Hake’s scale (Table 5).<sup>16</sup> Students with high grammar scores (e.g., 80–90) consistently achieved proportional reading scores, resulting in N-gain values approaching 1.0. Conversely, a few students exhibited lower or even negative N-Gain values (e.g., –0.25), suggesting that while grammar is foundational, other variables such as vocabulary depth and reading motivation also influence the transfer of knowledge.<sup>17</sup>

In response to reviewer feedback regarding the statistical model, it is crucial to acknowledge that while the N-Gain analysis demonstrates a strong alignment between variables, it is traditionally used to measure pre-test and post-test improvement in quasi-experimental designs. Since this study follows a correlational framework, the absence of formal correlation coefficients (*r*) and *p*-values represents a limitation. Although the patterns are theoretically robust and descriptively evident, the empirical strength of the link is primarily supported by N-gain trends and descriptive clustering rather than inferential *r*-value testing. Furthermore, to enhance visual clarity as suggested, Figure 1 and subsequent charts have been integrated to provide a more rigorous presentation of the score distributions.

<sup>16</sup> Richard R. Hake, “Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses,” *American Journal of Physics* 66, no. 1 (January 1, 1998): 64–74, <https://doi.org/10.1119/1.18809>.

<sup>17</sup> Jurnal Keilmuan et al., “Exploring the Impact of the Show and Tell Method on Student Engagement in Maharah Kalam,” *Al-Ittihad* 17, no. 1 (2025): 19–36.

These findings align with Ardiansyah, who emphasizes that streamlined grammar instruction significantly facilitates the mastery of classical texts.<sup>18</sup> Similarly, Utari et al. found that targeted grammatical interventions effectively enhance reading comprehension.<sup>19</sup> However, as noted by Fitri and Musdizal, grammar mastery remains a prerequisite that must be supplemented by consistent textual exposure and vocabulary enrichment to guarantee high reading fluency.<sup>20</sup> According to Input Processing Theory, the high N-gain values observed here suggest that students who understand grammatical structures can allocate more cognitive resources to "meaning-making" rather than struggling with basic sentence decoding.

Theoretically, this study elucidates the nexus between Arabic grammatical mastery and reading proficiency, reinforcing the premise that structural linguistic knowledge is vital for the meaningful decoding of classical texts. The high average N-Gain of 0.974 implies that a robust grammatical foundation allows learners to shift their cognitive focus from formal decoding to deeper semantic interpretation, as predicted by Input Processing Theory. Practically, these findings underscore the necessity for *pesantren* and *madrasah* curricula to prioritize *nabwu* mastery as a prerequisite for *turats* book/texts or literacy, encouraging educators to adopt streamlined instructional strategies that bridge the gap between theoretical rules and functional application in unvocalized texts.

However, this research is subject to several methodological constraints that must be acknowledged for analytical accuracy. The primary limitation lies in the reliance on N-Gain values, which are traditionally employed in quasi-experimental designs to measure improvement rather than pure correlational models. Furthermore, the study's scope is limited to a single institution with a relatively small sample size, which may restrict the generalizability of the results to broader Islamic educational contexts. External variables such as vocabulary depth, student motivation, and specific teaching methodologies were also not fully isolated, potentially influencing the observed synergy between grammar and reading outcomes.

To address these limitations, future research should employ formal inferential statistical tests, such as Pearson or Spearman correlation coefficients, to empirically validate the strength and direction of the relationship between X and Y. Adopting a mixed-methods

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<sup>18</sup> Ardiansyah et al., "Streamlining Arabic Grammar to Facilitate Mastery of Qir'at Al-Kutub for University Students."

<sup>19</sup> Dian Asa Utari et al., "Pemanfaatan H5P Dalam Pengembangan Media Pembelajaran Bahasa Online Interaktif," *Jurnal Pendidikan Bahasa dan Sastra Indonesia Metalingua* 7, no. 1 (2022): 63–69.

<sup>20</sup> Fitri and Musdizal, "Analysis of Arabic Reading Skills at Modern Islamic Boarding School Arafah Sungai Penuh, in The 12th Grade Of Aliyah."

approach is also highly recommended to qualitatively explore how students transfer grammatical knowledge into functional reading fluency. Finally, expanding the sample size across diverse institutions and incorporating mediating variables—such as reading strategies and exposure to varied *turāts* book/texts or literature—would provide a more comprehensive and rigorous analytical framework for understanding Arabic language acquisition in traditional learning environments.

## Conclusion

This study aims to investigate the correlation between grammatical mastery (*nahwu*) and reading proficiency (*mahārah al-qirā'ah*) among eighth-grade students at the Pondok Pesantren Salafiyah Islamiyah, Padang Bujur, North Padang Lawas Regency, North Sumatra. The results demonstrate that students' grammar mastery has a significant positive influence on their reading skills, as indicated by the t-count (0.845) exceeding the t-table (0.444), leading to the rejection of the null hypothesis. Furthermore, the high average N-Gain of 0.974 confirms that robust grammatical understanding serves as a critical predictor for deciphering unvocalized *turāts* books/texts. The implications of these findings highlight the essential role of grammar as the linguistic foundation for textual interpretation. Practically, it suggests that grammar instruction should be strengthened and integrated with reading activities to enhance communicative competence. Theoretically, this reinforces the proposition that structural knowledge allows learners to allocate more cognitive resources to "meaning-making" rather than basic decoding. However, the study is subject to several limitations, specifically its reliance on N-gain values and t-test analysis without employing formal correlational statistics such as Pearson's *r* or significance levels (*p*-value). Additionally, the narrow focus on a single institution and the absence of visual data representations initially limited the empirical depth. Therefore, future research is encouraged to employ more rigorous statistical methods—such as correlation or regression analyses—and to incorporate visual representations of data. Subsequent studies should also examine additional factors like vocabulary depth, motivation, and exposure to Arabic texts to provide a more comprehensive understanding of the synergy between grammar mastery and reading proficiency.

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