



Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban

Vol. 11 No. 2, December 2024, 221-233

P-ISSN: 2356-153X; E-ISSN: 2442-9473

doi: <http://dx.doi.org/10.15408/a.v11i2.42517>



Streamlining Arabic Grammar to Facilitate Mastery of *Qirâ'at al-Kutub* for University Students

Ade Arip Ardiansyah, Izzuddin Musthafa, Isop Syafei, Siti Sanah

Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

Corresponding E-mail: adearipardiansyah@uinsgd.ac.id

Abstract

This study evaluates a streamlined approach to Arabic grammar instruction designed to help university students master *Qirâ'at al-Kutub*. This study uses a qualitative approach with a case study design to explore the effectiveness of a simplified Arabic grammar teaching method in facilitating mastery of *Qirâ'at al-Kutub*. The simplified method addresses challenges in traditional teaching, improving comprehension and application of grammar in classical texts. Using pre-test and post-test analysis, the study recorded a 20% increase in average scores (65% to 85%) and significant reductions in *fi'il mudhâri'* errors (40% to 10%) and *i'râb* errors (50% to 15%). The method proved particularly effective for students struggling with conventional approaches, with 86% reporting improved confidence and comprehension. However, participants also highlighted the need for additional resources (82%) and support for complex texts (68%). This research offers a practical, inclusive solution to Arabic grammar instruction, fostering critical reading skills and deeper engagement with linguistic heritage. Future studies should explore digital tools, interactive platforms, and longitudinal impacts to refine and expand this approach in diverse educational contexts.

Keywords: *Arabic Grammar Instruction, Classical Arabic Texts, Streamlined Teaching Method*

Introduction

Mastery of the Arabic language, particularly in the context of *Qirâ'at al-Kutub* (the reading and understanding of classical Arabic texts), is essential for students of religious studies and linguistics, as it enables them to engage deeply with primary sources and classical works that are central to their fields (Sultan & Yahya, 2024). However, despite its importance, many students face significant challenges in understanding and applying the intricate rules of Arabic grammar, often laden with complex syntactic structures, nuanced vocabulary, and idiomatic expressions (Lewicka & Waszau, 2017;

Safrullah et al., 2022). This struggle can hinder their ability to interpret and appreciate the richness of religious texts, limiting their insights into the language's broader cultural and philosophical underpinnings (Hastuti & Rini, 2023). In an academic landscape that increasingly recognizes the value of cross-linguistic and cross-cultural competencies (Kharkhurin, 2007; Lyu, 2024), the demand for mastering *Qirâ'at al-Kutub* has become more urgent than ever. Consequently, there is a pressing need to explore and develop more innovative, pedagogically sound approaches to teaching Arabic grammar—methods that go beyond rote memorization and instead foster a deeper, more intuitive grasp of the language (Ardiansyah & Muhammad, 2020; Salim, 2024). Such approaches would ideally accelerate the learning process, empower students to achieve greater linguistic competence, and enable them to interact with Arabic texts with analytical precision and cultural sensitivity (Sanusi et al., 2024).

The study of *Qirâ'at al-Kutub* holds a foundational place in higher education at Islamic State Colleges (PTKIN), where it functions not merely as a reading skill but as a gateway to comprehending and embracing the values embedded in religious texts. In the context of Islamic education (Hidayah, 2022), *Qira'ah* goes beyond literacy; it is an interpretive and reflective practice that cultivates a deep, principled understanding of Islamic teachings. However, many PTKIN students encounter significant challenges in learning *Qirâ'at al-Kutub*, often due to traditional, less interactive teaching methods that may not fully engage students or accommodate their learning needs (Habibi, 2019). Additionally, there is frequently a shortage of resources supporting a more dynamic, contextualized learning experience, such as digital tools, annotated texts, and practice materials tailored to different proficiency levels. This gap between instructional methods and student needs limits their ability to access the rich intellectual and spiritual dimensions of *Qirâ'at al-Kutub*, highlighting the urgent need for pedagogical reform and enhanced resources to support effective learning in this critical area.

At UIN Sunan Gunung Djati, the objective conditions of *Qirâ'at al-Kutub* instruction reveal significant challenges. Many students struggle with the intricate grammatical structures, resulting in a lack of understanding of the texts they read. The current curriculum often does not provide adequate attention to more comprehensible teaching methods, leaving students feeling trapped in their difficulties. This underscores the need for a new approach to enhance the learning process's effectiveness.

Previous studies provide valuable support for this research, particularly the work by Isop Syafei et al., which developed a constructivism-based Arabic learning model to enhance the reading skills of boarding school students for religious and other Arabic texts. The model's effectiveness in improving reading skills suggests its applicability across boarding schools (Syafei et al., 2024). Similarly, Ahmad Hidayatullah Zarkasyi et al. found that using descriptive and inferential statistical tests on pre-and post-test data

showed notable improvements in students' reading abilities, supported by engaging teaching aids (Zarkasyi et al., 2022). Aulia Mustika Ilmiani et al. emphasized building reading literacy through structured activities, such as assigning reviews of Arabic and English references and guiding students to publish academic papers. This research highlights the benefits of literacy-oriented teaching practices (Ilmiani et al., 2022). Eman Sulaiman's study on Al-Ihsan boarding school's *Qirâ'at al-Kutub* model found that a structured, community-supported learning environment and skilled instructors improves Arabic reading skills, particularly in interpreting Tafsir. Additionally (Sulaeman, 2016), Adi Ihsanul Amal and Rohmatun Lukluk Isnaini examined *Qirâ'at al-Kutub* at Al-Huda boarding school, where a curriculum focused on *nabwu*, *sharf*, and *balaghah*, using traditional texts and the *sorogan* method, led students to excel in national Arabic reading competitions (Amal & Isnaini, 2023).

The evolving educational paradigm, especially in the digital age, creates opportunities for more engaging and effective strategies in learning *Qirâ'at al-Kutub*. Arabic reading skills, particularly within this domain, face unique challenges, such as students' struggles with complex grammar and sentence structures, which often lead to a lack of comprehension (Almazroui & Albloushi, 2024). Limited interactive teaching methods and restricted access to quality resources hinder the learning experience. To address these issues, this study suggests simplifying Arabic grammar to focus on the essential elements relevant to *Qirâ'at al-Kutub* and incorporating interactive and collaborative methods. This approach aims to alleviate cognitive burdens and boost students' confidence in reading Arabic texts. This research offers a unique grammar simplification model tailored to *Qirâ'at al-Kutub*, filling a gap where prior studies have not applied this focused approach. The proposed method is anticipated to improve learning outcomes at UIN Sunan Gunung Djati and potentially other institutions.

Nonetheless, the study's findings are limited to a single institution, indicating a need for further research to generalize results across various contexts. By highlighting the importance of tailored grammar simplification, this study contributes to developing Arabic language learning approaches specifically suited for *Qirâ'at al-Kutub*. It offers a practical perspective that could enhance Arabic education within Islamic studies.

Method

This study uses a qualitative approach with a case study design to explore the effectiveness of a simplified Arabic grammar teaching method in facilitating mastery of *Qirâ'at al-Kutub*. This approach was chosen to give the researcher a deeper understanding of students' experiences and challenges during the learning process. Through this approach, it is hoped that various factors influencing the success of the teaching can be revealed.

The subjects of this research consist of 37 individuals, comprising 24 male and 13 female students from the Islamic Education program at UIN Sunan Gunung Djati Bandung, enrolled in the spring semester of the 2023 academic year. The students were purposively selected based on their previous experience studying *Qirâ'at al-Kutub*. This selection aims to obtain relevant and in-depth perspectives on the effectiveness of the teaching methods applied within the context of this study.

Data collection techniques include in-depth interviews, classroom observations, and questionnaires. In-depth interviews aim to delve into students' perspectives regarding the teaching method, while classroom observations are conducted to observe interactions during the learning process. Questionnaires are used to gather quantitative data on students' perceptions of the teaching and their progress in *Qirâ'at al-Kutub*. The data collection tools include interview guides, observation sheets, and online questionnaires designed to facilitate data collection and analysis. Data analysis is conducted using thematic analysis and descriptive statistics to provide comprehensive insights into the impact of the simplified teaching method.

Result and Discussion

Simplifying Arabic grammar is essential to facilitate students' understanding of Arabic texts. Arabic has a complex structure with diverse grammatical rules, often challenging beginners (Al Qorin et al., 2022; Setiadi, 2023). By streamlining grammar, students can more quickly grasp the core meaning of the texts they are studying without getting bogged down by intricate rules that might discourage them. This approach also boosts their confidence in Arabic communication (Zarrinabadi, 2014).

Furthermore, simplifying Arabic grammar can enhance students' motivation to learn. When students experience clear progress in their comprehension, they are more likely to stay enthusiastic and committed to their studies. A simplified approach allows for more interactive and contextual teaching, enabling students to see the practical applications of the language they are learning (Yusyac et al., 2021). Thus, simplifying grammar makes learning easier and serves as a key to creating a more positive and productive learning environment (Kamaluddin et al., 2022).

The primary key for students to be able to easily and quickly read Arabic without harakat is to teach *uslub* or sentence patterns, not by teaching rigid and long-winded grammar theories (Prakasa et al., 2023). This approach allows students to directly engage with actual Arabic texts to understand the context and meaning of sentences more intuitively. When students focus on sentence patterns often used in Arabic, it will be easier for them to recognize the structure and meaning without relying on punctuation. This helps them feel more confident and motivated in learning (Larsen-Freeman, 2009).

Teaching sentence patterns can also speed up the learning process. Students can quickly apply that knowledge when reading new texts by understanding how sentences are formed and used in different contexts. This contrasts the traditional approach that emphasizes grammar's definition and division, which often feels confusing and boring (Li & Li, 2015). When students see firsthand how sentences are formed, remembering and applying them in practice will be easier, accelerating their ability to read without expectation.

To facilitate the mastery of *Qirâ'at al-Kutub* for university students, a well-structured and simplified approach to teaching Arabic grammar is essential. The syllabus is carefully designed to address the specific needs of students by focusing on crucial grammatical concepts and practical applications. It emphasizes simplifying complex grammatical structures, enabling students to understand and analyze classical Arabic texts more effectively. The streamlined curriculum provides a step-by-step framework that progresses from fundamental grammar principles to advanced reading exercises, ensuring a balance between theoretical understanding and practical proficiency. Table 1 below outlines the syllabus developed for this purpose.

Table 1. Syllabus of Streamlining Arabic Grammar to *Qirâ'at al-Kutub*

الرقم	الموضوع	عناصر الموضوع
١	مفهوم الكلمة	أ) الفعل الماضي، الفعل المضارع، فعل الأمر ب) الإسم المبني والإسم المعرب ج) الأسماء الخاص إعرابها د) الحرف المؤثرة في الإعراب
٢	مفهوم المركب	أ) المركب النعتي، المركب الإضافي، المركب التوكيدي، المركب البدلي، المركب الموصولي ب) العلاقة بين عنصري المركب وإعرابهما
٣	مفهوم الجملة	أ) الجملة الفعلية والاسمية ب) العناصر الأساسية في الجملة وإعرابها ج) تمديد الجملة على أساس الاسم د) تمديد الجملة على أساس الفعل هـ) تحليل الجملة على أساس نظرية المسند المسند إليه والفضلة
٤	تطبيق القراءة	أ) التدريبات في قراءة الجمل ب) التدريبات في قراءة النصوص

The syllabus displayed in the table 1 designed to streamline Arabic grammar, enabling university students to master *Qirâ'at al-Kutub* (reading classical Arabic texts). It

is divided into four main topics, each focusing on simplifying essential grammatical components. The first topic, Concept of Words (مفهوم الكلمة), introduces foundational grammar, including verb forms (*fi'il mādî, fi'il mudâri ', fi'il amr*), types of nouns (ism mabnî and ism mu'rab), and an introduction to i'râb analysis. The second topic, Concept of Composition (مفهوم المركب), focuses on grammatical structures like affirmative, negative, demonstrative, and conditional phrases, as well as understanding the relationships and functions within compound sentences.

The third topic, Sentence Structure (مركب الجملة), emphasizes breaking down sentences into their primary components, such as subjects, predicates, and verb forms, to facilitate understanding of sentence-level grammar. Finally, the syllabus concludes with Reading Practice (تطبيق القراءة), where students apply their grammar knowledge to reading classical Arabic texts through structured exercises. This syllabus is designed to make grammar learning more accessible, ensuring students can progress from mastering basic concepts to confidently analyzing and interpreting advanced texts in a practical, step-by-step manner.

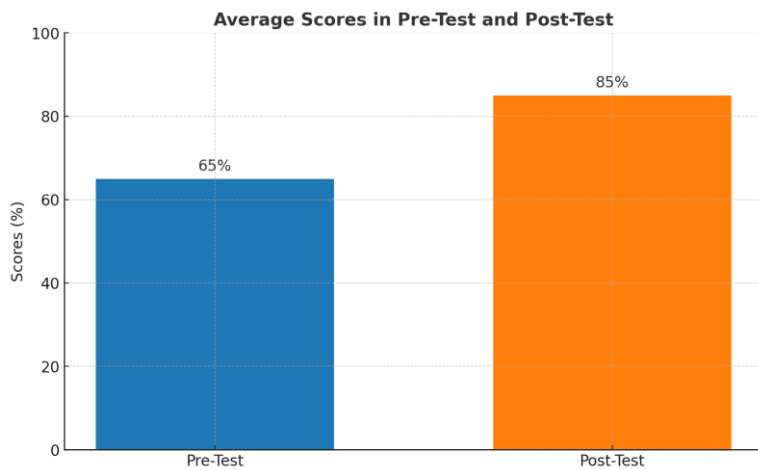


Figure 1. Average Score in Pre-Test and Post-Test

The figure 1 illustrates the impact of streamlined Arabic grammar on students' performance. The bar chart shows a significant improvement in average scores, with students scoring 65% on the pre-test and 85% on the post-test, marking a 20% increase in overall performance. This data highlights the effectiveness of the simplified approach in enhancing students' understanding and application of grammar. Additionally, the pie chart provides a demographic breakdown of participants, comprising 24 male students (64.9%) and 13 female students (35.1%), indicating a diverse sample group that benefitted from the intervention.

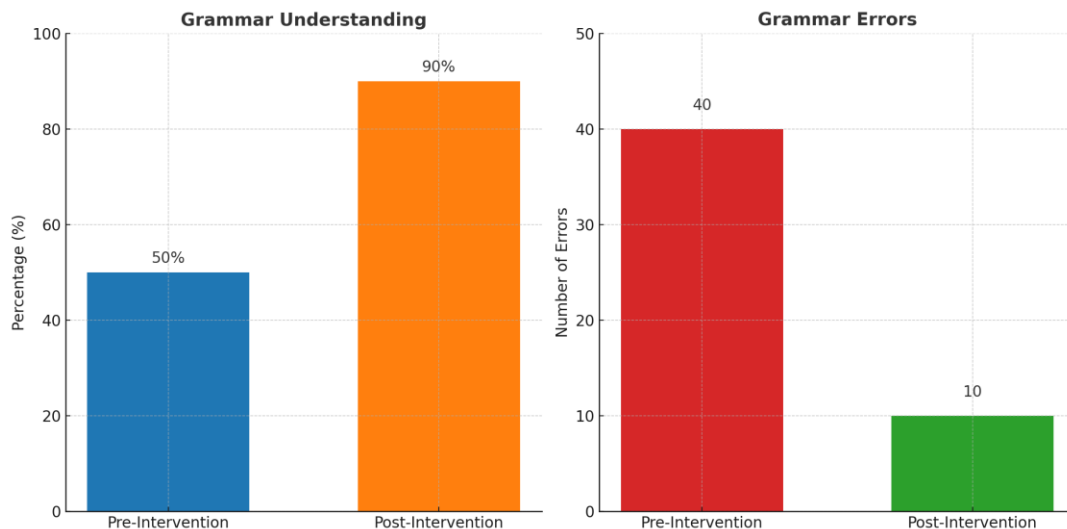


Figure 2. Grammar Understanding and Grammar Errors

The figure 2 highlights the effectiveness of streamlined grammar instruction in improving students' comprehension of Arabic grammar concepts. The first chart shows a substantial increase in students who understand basic grammar (*nahw*). Before the intervention, only 50% of students clearly understood vital concepts, while this figure rose significantly to 90% post-intervention. This improvement reflects the ability of the simplified approach to enhance learning outcomes by focusing on essential grammar principles and reducing unnecessary complexity.

The second chart underscores the reduction in grammar analysis errors, particularly in identifying *i'râb* and *şarf*. Before the intervention, students made an average of 40 errors during grammar assessments. However, this number dropped dramatically to just 10 errors after implementing the streamlined teaching method. This decline in errors indicates that the intervention improved comprehension and helped students apply their knowledge more accurately, thereby boosting their confidence and proficiency in analyzing classical Arabic texts.

The table below presents interview data evaluating the effectiveness of the simplified Arabic grammar teaching method in facilitating students' mastery of *Qirâ'at al-Kutub*. According to the data, most respondents gave positive feedback on this streamlined teaching approach. They reported that it significantly improved their understanding of complex Arabic texts, particularly within the context of *Qirâ'at al-Kutub*. Most students also noted that this method helped them feel more confident in handling Arabic texts, which often require a deep understanding of grammar.

Table 2 of Student Results and Comprehension Improvement

No	Question	Agree/positive	Neutral	Disagree/Negative
1	Experience learning traditional grammar	72% found difficult	18% Neutral	10% easy
2	Challenges in applying grammar to texts	78% major challenges	14% minor	8% no challenge
3	Simplified method improves understanding	86% yes	8% Neutral	6% no
4	Increased confidence reading	80% more confident	12% Neutral	8% same confidence
5	Beneficial aspects of the simplified method	89% focus on essentials	7% Neutral	4% no benefit
6	Remaining challenges in grammar	76% complex sentences	15% vocabulary	9% no challenges
7	Recommendation to others	92% yes	5% unsure	3% no
8	Suggested improvements	84% more exercises	10% other suggestions	6% no improvement needed
9	Usefulness for advanced texts	68% valuable % with support	22% unsure	10% not useful
10	Additional resources desired	82% vocabulary & exercises	13% Neutral	5% none needed

This table 2 illustrates a positive reception towards the simplified Arabic grammar teaching method, with most students (86%) indicating that the approach improved their comprehension and confidence in *Qirâ'at al-Kutub*. Most students still needed additional resources (82%) and support for handling complex texts (68%), pointing to areas for potential curriculum enhancement. The data support the continued use of the streamlined method, with suggested modifications to address advanced learning needs.

The table below provides a statistical overview of students' scores and comprehension gains in the *Qirâ'at al-Kutub* course. This assessment was designed to evaluate the impact of the simplified Arabic grammar teaching method on students' understanding and mastery of *Qirâ'at al-Kutub*. The data is presented in two main categories: Initial Assessment Scores (before applying the streamlined approach) and Final Assessment Scores (after applying the approach), followed by the percentage of Improvement in Comprehension reported by the students. Most students demonstrated notable improvements in scores and overall comprehension confidence, suggesting that the streamlined grammar method significantly enhances student learning outcomes in *Qirâ'at al-Kutub*.

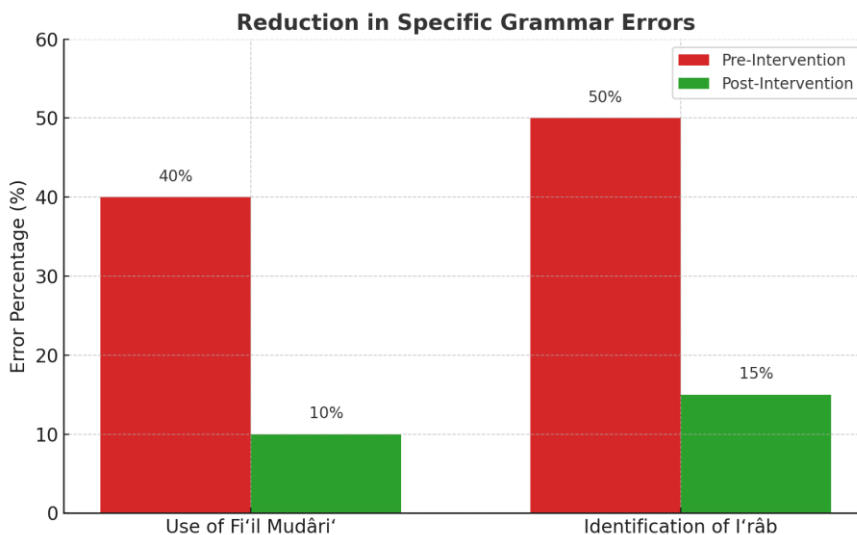


Figure 3. Reduction in Specific Grammar Errors

The figure 3 highlights the significant reduction in specific grammar errors following the implementation of the streamlined teaching method. Errors in using *fi'il mudâri* 'decreased from 40% to 10%, indicating improved understanding and application of verb forms. Similarly, errors in identifying *i'râb* dropped from 50% to 15%, demonstrating enhanced comprehension of grammatical structures and sentence analysis. These results underscore the effectiveness of the simplified approach in addressing critical areas of difficulty and improving overall grammar proficiency among students.

Table 3 of Student Performance and Improvement Statistics

Category	Mean Initial Score	Mean Final Score	Mean Score Improvement (%)	Percentage of Students Reporting Improved Comprehension (%)
Overall Scores	65	85	20%	88%
Male Students	63	84	21%	85%
Female Students	68	87	19%	91%
Top 25% of Students (Initial Score)	78	92	14%	95%
Bottom 25% of Students (Initial Score)	52	78	26%	83%

The table 3 indicates a clear improvement in students' performance, with an average increase of 20% in scores after implementing the simplified grammar method.

A high percentage of students (88%) also reported feeling more confident and capable of understanding complex Arabic texts in *Qirâ'at al-Kutub*. Gender-based analysis shows that male and female students experienced similar gains, with female students reporting slightly higher comprehension gains. Notably, students who initially scored lower showed the most considerable improvement, suggesting that the method may be especially effective in supporting students who struggle with traditional grammar approaches.

Discussion

The findings highlight the effectiveness of a simplified Arabic grammar teaching method in facilitating mastery of *Qirâ'at al-Kutub*, mainly by reducing the cognitive burden traditionally associated with Arabic grammar instruction. Simplifying grammar rules enabled students to engage more deeply with the material, as evidenced by improved comprehension and confidence in reading religious texts. This approach aligns with Syafei et al.'s research, which emphasized the importance of constructivist, student-centered methods in language acquisition, fostering active engagement and better learning outcomes.

The study underscores the value of practical application in language learning. Students could directly apply these principles to their reading tasks by focusing on essential grammar rules, making grammar learning less abstract and more purposeful (Abdelhamid et al., 2023). Classroom observations revealed increased student participation and willingness to practice aloud, demonstrating that the streamlined approach encouraged active engagement and facilitated deeper comprehension (Nasirudin et al., 2022).

The effectiveness of the streamlined approach resonates with prior studies on Arabic grammar instruction. Syafei et al.'s constructivist model, developed for improving reading skills in Islamic boarding schools, showed similar results in enhancing comprehension and application of Arabic texts (Syafei et al., 2024). Zarkasyi et al.'s research supports this study's findings, demonstrating that structured grammar teaching methods combined with practical applications significantly improved students' reading abilities (Zarkasyi et al., 2022).

Furthermore, this study's emphasis on literacy-oriented activities aligns with Ilmiani et al.'s findings, highlighting the role of structured assignments and academic guidance in improving reading proficiency and academic performance (Ilmiani et al., 2022). The reduction in grammatical errors observed in this study is consistent with Sulaiman's research at Al-Ihsan boarding school, where a structured and supportive environment enhanced students' ability to interpret complex Arabic texts, such as Tafsir (Sulaiman, 2016). Amal and Isnaini's findings on the success of curriculum models

focused on *nahwu*, *sharf*, and *balaghah* in preparing students for Arabic reading competitions also reinforce the value of targeted and streamlined grammar instruction (Amal & Isnaini, 2023).

This study's results demonstrate notable improvements in student performance, with average scores rising from 65% on the pre-test to 85% on the post-test, reflecting a 20% gain. Additionally, the significant reduction in grammar analysis errors—such as a drop in *fi'il mudâri'* errors from 40% to 10% and *i'râb* errors from 50% to 15%—illustrates the effectiveness of the method in enhancing both comprehension and practical application of grammar principles. Notably, the approach proved particularly beneficial for students who initially struggled with traditional grammar instruction, further underscoring its inclusivity and adaptability.

Lastly, student feedback confirmed the method's success, with 86% of participants reporting improved confidence and comprehension in reading *Qirâ'at al-Kutub*. However, 82% expressed a need for additional resources, and 68% sought more support for handling complex texts, highlighting areas for improvement. These findings suggest that while the streamlined approach is highly effective, further refinements to the curriculum are necessary to address advanced learning needs. Overall, the results validate the simplified grammar teaching method as a powerful tool for enhancing Arabic language instruction at the university level.

Conclusion

The conclusion is the significant impact of simplifying Arabic grammar on university students' mastery of *Qirâ'at al-Kutub*, with substantial improvements in comprehension, performance, and confidence. The approach reduced cognitive overload, leading to higher test scores (from 65% to 85%), improved understanding of *nahw* (from 50% to 90%), and fewer grammar errors, such as in *i'râb* and *fi'il mudbâri'*. Both male and female students benefitted equally, with notable gains among those who struggled with traditional methods, showcasing its inclusivity and adaptability. This study underscores the importance of practical, student-centred methods in Arabic grammar instruction and suggests broader applications for enhancing language learning. Future research should focus on integrating digital tools, assessing long-term retention, and developing advanced resources to support diverse learner needs, ensuring continued refinement of this practical approach.

REFERENCES

- Abdelhamid, I. Y., Yahaya, H., & Shaharuddin, H. N. (2023). *Assessing the Impact of Gamification on Academic Achievement and Student Perceptions of Learning Arabic Grammar: A Quasi-Experimental Study*. 13(5).

- Al Qorin, A. S., Akmalia, A., Syaifudin, A., Effendy, D. A. L., & Asrori, I. (2022). A Contrastive Analysis of Adjective Structure in Indonesian and Arabic and the Implication in Teaching Arabic. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya*, 10(1).
- Almazroui, K., & Albloushi, M. (2024). Reading Loss in Arabic Language During COVID-19 in the UAE and Proposed Solutions: The Perspectives of Primary-Grade Arabic Language Teachers. *Sociology Study*, 14(2).
- Amal, A. I., & Isnaini, R. L. (2023). Pembelajaran Qirâat Al Kutub di Pondok Pesantren Al-Huda Tinjauan Kurikulum, Bahan Ajar dan Metode. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 6(2).
- Ardiansyah, A. A., & Muhammad, A. (2020). Implementation of Integrative Arabic Grammar (Nahwu & Sharaf) Curriculum in Islamic Boarding School. *Iq̣ḍibar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(3).
- Habibi, B. Y. (2019). Integrasi Kurikulum Bahasa Arab Pesantren Tradisional Dan Modern Di Madrasah Aliyah Program Keagamaan. *Arabi: Journal of Arabic Studies*, 4(2).
- Hastuti, D., & Rini, S. (2023). Exploring the Intricate Interplay: Language and Thought in Philosophy Review. *Scripta: English Department Journal*, 10(1).
- Hidayah, W. (2022). Metode Pembelajaran Mata Kuliah Qira'atul Kutub Untuk Meningkatkan Kelancaran Membaca Kitab Kuning Di Semester IV Stai Ibnu Rusyd Kotabumi Lampung Utara Tahun 2021. *JPIB: Jurnal Penelitian Ibnu Rusyd*, 1(1).
- Ilmiani, A. M., Miolo, M. I., Hunainah, H., & Maghfurin, A. (2022). Building Literacy in Reading Foreign Language Books for Arabic Education Students. *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 9(1).
- Kamaluddin, K., Husna, L. A., Nurlaila, N., Amelia, A., Musthafa, I., & Elwarfali, S. H. S. (2022). Development of Hots-Based E-Worksheets for Arabic Grammar Course in Department of Arabic Language Education. *Ta'dib*, 25(2).
- Kharkhurin, A. V. (2007). The Role of Cross-Linguistic and Cross-Cultural Experiences in Bilinguals' Divergent Thinking. In I. Kecskes & L. Albertazzi (Eds.), *Cognitive Aspects of Bilingualism*. Springer Netherlands.
- Larsen-Freeman, D. (2009). *Teaching and Testing Grammar*. Blackwell Publishing.
- Lewicka, M., & Waszau, A. (2017). Analysis of Textbooks for Teaching Arabic as a Foreign Language in terms of the Cultural Curriculum. *Universal Journal of Educational Research*, 5(1).
- Li, J., & Li, Q. (2015). Comparative Study between Traditional Grammar and Modern Linguistics. *Proceedings of the International Conference on Education, Management, Commerce and Society*, 1.
- Lyu, J. (2024). Cultivating Cross-Cultural Competence in Students. *SHS Web of Conferences*, 187(1).

- Nasirudin, Z. D. M., Baharudin, H., Yusoff, N. M. R. N., & Yusof, N. (2022). Evaluation of The Arabic Text Reading Skills Model Based On The Integrated Dini Curriculum Inquiry Activity: A Fuzzy Delphi Approach. *Ijaz Arabi Journal of Arabic Learning*, 5(2).
- Prakasa, F., Tajuddin, S., & Setiadi, S. (2023). Mastery of Beginner Level Arabic Vocabulary Writing Ability for students of the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. *Scientia*, 2(2).
- Safrullah, D. Y., Sari, N. S. A., Julia, J., Ali, E. Y., & Widiawati, N. (2022). Enhancing students' understanding of Arabic syntax on high school students in Indonesia. *Cypriot Journal of Educational Sciences*, 17(3).
- Salim, M. S. (2024). Challenges and Innovations in Teaching The Arabic Grammar to Non-Native Speakers. *Integrated Journal for Research in Arts and Humanities*, 4(5).
- Sanusi, A., Hamid, M. A., Nurbayan, Y., Ismail, Z. bin, & Maulia, L. N. (2024). Arabic Teachers Pedagogical Competence: Cultural Approach in Enhancing the Students' Communicative Skills. *Arabiyat: Journal of Arabic Education & Arabic Studies/Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 11(1).
- Setiadi, F. M. (2023). Arabic Language Learning: An In-Depth Examination of Students' Challenges and Solutions. *The Progress: Journal of Language and Ethnicity*, 2(2).
- Sulaeman, E. (2016). Model Pembelajaran Qiraah Al-Kutub Untuk Peningkatan Keterampilan Membaca Kitab Tafsir. *Al-Bayan: Jurnal Studi Ilmu Al-Qur'an Dan Tafsir*, 1(2).
- Sultan, M., & Yahya, M. (2024). Developing Reading Arabic Skills Among University Students in South Sulawesi. *Langkawi: Journal of The Association for Arabic and English*, 10(1).
- Syafei, I., Suleman, E., & Rohanda, R. (2024). The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools. *Theory and Practice in Language Studies*, 14(5).
- Yusyac, R., Muslem, A., & Yasin, B. (2021). Using Contextual Teaching and Learning (CTL) Approach to Improve Students' Speaking Ability. *English Education Journal*, 12(3).
- Zarkasyi, A. H., Fauziah, S. A. B. N., & Hanina, G. (2022). Developing Teaching Aids For The Arabic Language Book In Reading Skill On PowerPoint Android. *Ijaz Arabi Journal of Arabic Learning*, 5(2).
- Zarrinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System*, 42(1).