

## **The Influence of Nahwu Knowledge on Arabic Text Reading Skills**

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### **Abstract**

Understanding the Arabic language cannot be separated from mastery of foundational knowledge, such as Nahwu and Sharaf. Therefore, understanding Nahwu is very important for students so they can read Arabic texts fluently and avoid mistakes. The goal of learning maharah al-qira'ah is for students to read Arabic texts accurately and fluently. This study aims to analyze the influence of Nahwu knowledge on eighth-grade students' ability to read Arabic texts at MTs Tarbiatul Islam Aziziah NW Wanasaba. The population of this study comprised eighth-grade students at MTs Tarbiatul Islam Aziziah NW Wanasaba, with a research sample of 45 eighth-grade students. The research method used was quantitative, with data collected through questionnaires and tests. The requirement tests for analysis include normality and linearity tests, while the data analysis technique uses the t-test. Based on the results of data analysis and hypothesis testing, a Sig. value of 0.000 (< 0.05) and a calculated t value of 4.645 (> t table 2.014) were obtained. This indicates that the alternative hypothesis (Ha) is accepted, meaning that Nahwu knowledge significantly influences reading skills in Arabic texts. The implications of this research underscore the need to integrate a more comprehensive, practical approach to teaching Arabic grammar into the curriculum to improve students' reading skills significantly.

**Keywords:** arabic language, nahwu science, reading skills

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## A. Introduction

The Arabic language, with its complex and distinct grammatical structure, presents a significant challenge for Indonesian students, particularly in mastering reading skills (*maharah al-qira'ah*) (Naimah & Nu'man, 2024; Ramadhani & Sofa, 2025; Sobri et al., 2023). A primary obstacle is the application of correct grammatical rules (*i'rab*) to determine the meaning and case endings of words within a sentence. This often leads to difficulties in reading Arabic texts fluently and accurately, ultimately hindering comprehension.

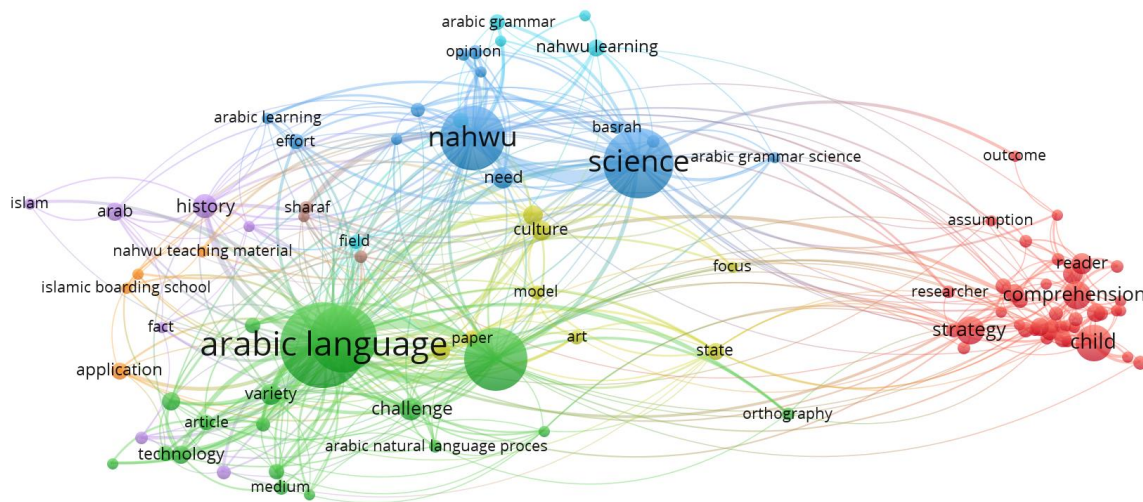
The science of Nahwu (Arabic syntax) is widely recognized as the foundational key to overcoming this challenge. Often termed the 'father of sciences' by classical scholars, Nahwu provides the essential rules for understanding sentence construction, word positions, and the correct pronunciation of diacritics (Rohmah & Dimiyathi, 2024). Mastery of Nahwu is not merely an academic exercise; it is a crucial tool for accurately accessing Islamic primary sources, as the Quran itself was revealed in a clear Arabic tongue (Q.S. Yusuf: 2; Q.S. Az-Zumar: 28). Previous studies consistently underscore its importance, confirming that a firm grasp of Nahwu significantly correlates with improved Arabic reading comprehension and accuracy (Afifa, 2024; Febrianti & Sofa, 2025; Nurjannah Abna, 2023).

This study is situated within the specific context of MTs Tarbiatul Islam Aziziah NW Wanasaba. A unique feature of this institution is its informal *diniyah* (religious) program held in the dormitory, which provides intensive Nahwu instruction outside the standard curriculum. However, a clear divide exists as not all students reside in the dormitory or participate in this supplementary program, creating a natural variation in their exposure to formal Nahwu training.

A bibliometric analysis of recent research (2019-2024) reveals a strong scholarly focus on the relationship between Nahwu mastery and reading skills. Key recurring keywords in the literature include "Nahwu Mastery," "Qiro'ah Skill," "Arabic Grammar," and "Islamic Boarding School." While this confirms the established link between the two variables, the analysis also highlights a significant gap: most of these studies are conducted in formal educational settings or in full-time Islamic boarding schools (*pesantren*). There is a scarcity of research investigating this dynamic in hybrid contexts where informal, non-compulsory diniyah programs supplement formal school education.

Previous studies (e.g., Nurjannah Abna, 2023; Sobri et al., 2023) have effectively demonstrated the general correlation but have not explored the distinct impact of informal, extracurricular Nahwu learning on a student population with mixed exposure. The unique context of MTs Tarbiatul Islam, where a segment of the student body engages in intensive dormitory-based Nahwu learning while others do not, remains unexamined. This becomes the identified research gap.

Therefore, this study aims to fill this gap by quantitatively analyzing the specific influence of Nahwu knowledge on the reading skills of Arabic texts among eighth-grade students at MTs Tarbiatul Islam Aziziah NW Wanasaba. The uniqueness of this research lies in its comparative design within a single school setting, allowing for a controlled examination of how participation in the informal diniyah program differentiates students' reading abilities. This will provide concrete evidence on the efficacy of such supplementary programs and offer valuable insights for curriculum development in similar educational models.



**Figure 1. Visualization Map of the Arabic Language and Nahwu Studies**

This image is the result of bibliometric visualization using VOSviewer, showing the relationships between keywords in research on the Arabic language and Nahwu studies. Each circle (node) represents frequently occurring keywords in scientific publications, while the lines (links) indicate the connections between those keywords. Different colors represent thematic clusters, such as the green cluster focusing on Arabic and technology, the blue cluster on Nahw and Arabic grammar, the red cluster on reading comprehension strategies and child learning, and the purple and yellow clusters related to history, culture, and learning models. From this map, it is evident that Arabic language research is developing in a multidisciplinary manner, encompassing linguistics, technology, culture, and education. However, there is a reasonably clear research gap, namely the lack of connection between theoretical studies of nahwu and practical research, such as reading comprehension strategies and the application of technology in learning. This indicates the need for further research that integrates nahwu knowledge with innovative, digital-based learning approaches to strengthen the effectiveness of Arabic language teaching across various educational levels.

Based on the description above, the identified research gap is that although Nahwu knowledge is universally recognized as the primary foundation for correctly reading Arabic texts, and MTs Tarbiatul Islam NW Wanasaba has implemented a diniyah program that teaches it, not all students can participate in the Nahwu learning program. This creates variation in the level of Nahwu understanding among students from different learning-program backgrounds. The purpose of this study is to determine and measure the effect of Nahwu instruction on students' Arabic Reading comprehension within a single group of learners participating in the Diniyah program, in order to obtain empirical evidence of the impact of applying Nahwu in the context of real learning at an Islamic boarding school.

## B. Literature Review

The pivotal role of Nahwu (Arabic grammar) mastery in facilitating Arabic language acquisition, particularly reading comprehension (*maharah al-qira'ah*), is well-documented in previous studies. Research consistently confirms that a firm

grasp of grammatical rules is a primary factor enabling students to decode texts accurately and avoid misinterpreting meaning due to errors in *i'rab* (case endings) (Zulqornaen, 2025; Nasution, 2023). This foundational role is why Nahwu is frequently categorized as "instrumental knowledge," serving as the essential key to unlocking deeper understanding in various Islamic sciences such as Fiqh, Tawhid, and Tafsir (Alfina et al., 2025; Anwar & Hitami, 2023; Aufi, 2023).

Beyond comprehension, studies indicate that the analytical process of applying Nahwu rules can enhance students' cognitive development, training them in logical and systematic thinking (Roziqi & Bakar, 2025; Sabila et al., 2025). Furthermore, the ultimate application of this knowledge is the ability to use the language actively. Mastery of *Qawa'id* (grammatical rules) provides students with the control needed to produce correct and coherent written Arabic, moving them from passive readers to active participants in the language (Zakawali, 2025; Jauhari, 2023; Septiaji & Nisya, 2023).

Concerning reading skills themselves, the methodology is crucial. The reading (*qira'ah*) method, which often involves teacher modeling and student repetition, is an established technique for building fluency and accuracy (Asyrofi et al., 2021). Successful reading ability is multi-faceted, encompassing not only the cognitive domain (understanding and analysis) but also the affective (willingness to engage) and psychomotor (accurate pronunciation) domains (Saajidah & Mustofa, 2023; Perry et al., 2022). Several external factors, including learning materials, teaching methods, and the teacher's own proficiency, are also recognized as significant influences on student outcomes (Burns, 2023; (Soliman & Khalil, 2024).

However, a clear research gap emerges from the existing literature. While numerous studies establish the correlation between Nahwu and reading skills in formal, full-time Islamic educational settings, there is a scarcity of research investigating this dynamic in hybrid learning models. Specifically, the impact of *informal* and *non-compulsory* Nahwu instruction, such as supplementary dormitory-based programs, on a student population within a formal school system remains largely unexamined. This study seeks to fill this gap by exploring the influence of Nahwu knowledge on students' Arabic reading skills at MTs Tarbiatul Islam Aziziah NW Wanasaba. In this context, such an informal diniyah program creates a natural variation in students' exposure to intensive grammatical training.

## C. Method

This research employs a positivist paradigm (Nadirah et al., 2022; Rachman et al., 2024; Sugiyono, 2011), which posits that the impact of grammar knowledge on reading skills can be observed and measured objectively. Methodologically, this study uses a quantitative correlational design (Kamaruddin et al., 2023) to examine the existence and magnitude of the influence between the independent variable (Nahwu Science) and the dependent variable (Arabic Text Reading Skills). The research method employed was quantitative with a survey approach. Data were collected through two main instruments: (1) a Nahwu Knowledge Questionnaire using a Likert scale to measure understanding of key Nahwu concepts, and (2) a Reading Skills Test in the form of a researcher-developed thematic Arabic text to measure objective reading ability. The reading test was designed to evaluate both the cognitive domain (understanding of text content) and the psychomotor domain (accuracy of pronunciation and diacritical marking). The gathered data were statistically analyzed using normality and linearity tests, as well as t-tests, to assess the influence's

significance. The location of this research is at MTs Tarbiatul Islam Aziziah NW Wanasaba. The selection of this location is based on identifying a gap or disparity in the background: the presence of a Nahwu diniyah program in the dormitory that is not attended by all students, thereby providing a suitable group to use as a research sample (Subhaktiyasa, 2024). The accessible population in this study comprises all eighth-grade students, totaling 65. From this population, a sample of 45 students from classes VIII A and VIII B was selected using stratified random sampling. This sample was treated as a single group to examine the effect of Nahwu instruction (independent variable) on students' Arabic reading ability (dependent variable) through regression analysis.

This study collected two types of primary quantitative data using instruments appropriate to each variable. The independent variable, Nahwu knowledge, was measured using a Likert-scale questionnaire designed to assess students' conceptual understanding and mastery of Nahwu rules. Responses were converted into numerical scores to enable statistical analysis. The dependent variable, Arabic text reading skill, was measured objectively using a reading performance test, in which students' abilities were evaluated according to a predetermined scoring rubric encompassing accuracy, fluency, and comprehension.

Prior to data collection, the questionnaire instrument was tested for validity using the Product–Moment correlation and for reliability using Cronbach's Alpha to ensure measurement accuracy and consistency. Data analysis was conducted in several stages using statistical software. First, a normality test was performed using the Kolmogorov–Smirnov test to determine whether the data were normally distributed ( $\text{sig.} > 0.05$ ). Second, a linearity test was conducted using the F-test to confirm a linear relationship between the independent and dependent variables. Finally, simple linear regression analysis was applied to examine the effect of Nahwu knowledge (variable X) on Arabic reading skills (variable Y), with hypothesis testing used to assess the significance of the relationship.

The research results are supported by construct validity, drawn from questionnaires that refer to theory and comprehensive literature reviews, as well as by statistical testing of instrument validity and reliability prior to actual data collection. Additionally, the use of representative sampling techniques and appropriate statistical analysis also enhances the reliability of the findings. From an ethical perspective (ethical considerations), the researcher have applied the following principles: (1) Informed Consent, which involves explaining the purpose of the research and ensuring the confidentiality of respondent data before they agree to participate; (2) Anonymity, by not including the respondents' names on the questionnaires and only using aggregate data for analysis purposes; (3) Confidentiality, by securely storing respondent data and not distributing it for purposes outside the research; and (4) Voluntary Participation, emphasizing that student participation is voluntary and they can withdraw at any time without consequences.

### **Validity Testing**

This test is conducted to determine whether the data obtained in the field is indeed suitable for research. Validity testing is used to measure whether a questionnaire is legitimate or not (Cheung et al., 2024). The method used to assess the questionnaire's validity is the product-moment correlation.

**Table 1. Validity Test Results for Nahwu Knowledge and Reading Skills**

No Question	R. count	R. table	Explanation
1	0,583	0,304	Valid
2	0,850	0,304	Valid
3	0,555	0,304	Valid
4	0,537	0,304	Valid
5	0,765	0,304	Valid
6	0,699	0,304	Valid
7	0,835	0,304	Valid
8	0,631	0,304	Valid
9	0,617	0,304	Valid
10	0,799	0,304	Valid
11	0,792	0,304	Valid
12	0,844	0,304	Valid
13	0,750	0,304	Valid
14	0,772	0,304	Valid
15	0,661	0,304	Valid
16	0,759	0,304	Valid
17	0,761	0,304	Valid
18	0,803	0,304	Valid
19	0,545	0,304	Valid
20	0,711	0,304	Valid

The table above shows that the 20 test items used as research material consist of items numbered 1 to 10 as independent items, while items numbered 11 to 20 are dependent. Each question item for each variable, both independent and dependent, has a calculated r value greater than the table r value. Therefore, the data obtained in the field is considered valid. The items in the Nahwu Knowledge questionnaire were developed and adapted by the authors based on a synthesis of established theoretical frameworks and previous research instruments. While the core concepts are drawn from classical and contemporary sources, the specific phrasing and structure of the questions were tailored to the comprehension level of the 8th-grade students in this study.

### Reliability Testing

Reliability testing is conducted to measure a questionnaire that serves as an indicator of a variable or construct. A questionnaire is considered reliable if a person's responses to statements are consistent or stable over time. A variable is considered reliable if it provides a Cronbach's Alpha value greater than 0.6 (Edelsbrunner et al., 2025). If the Cronbach's Alpha value exceeds 0.6, the questionnaire items are considered reliable.

**Table 2. Summary of Reliability Test Results**

Variabel	Cronbach Alpha	Role of Thumb	Explanation
Nahwu Variable	0,871	0,6	Reliabel
Reading Variable	0,909	0,6	Reliabel

Based on the table above, the result shows a Cronbach's Alpha value  $> 0.6$ , indicating the reliability of variable X (Nahwu knowledge) with respect to variable Y (reading skills).

#### D. Findings

The Kolmogorov-Smirnov normality test is part of the classical assumption tests. The normality test determines whether the data are normally distributed. If the significance value is  $> 0.05$ , the data are normally distributed; if the significance value is  $< 0.05$ , the data are not normally distributed.

**Table 3. One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		45
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.57095292
Most Extreme Differences	Absolute	.078
	Positive	.058
	Negative	-.078
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on the results of the normality test, the significance value is  $0.200 > 0.05$ ; therefore, the data are normally distributed. The linearity test of the data is used to determine the form of the relationship between the independent and dependent variables. If the significance value of the deviation from linearity is  $> 0.05$ , there is a linear relationship between the independent and dependent variables. If the significance value of the deviation from linearity is  $< 0.05$ , there is no linear relationship between the independent and dependent variables.

**Table 4. Linearity Test Results**

			Sum of Squares	df	Mean Square	F	Sig.
Reading * Nahwu	Between Groups	(Combined)	458.903	12	38.242	3.190	.004
		Linearity	281.503	1	281.503	23.478	.000
		Deviation from Linearity	177.400	11	16.127	1.345	.246
	Within Groups		383.675	32	11.990		
	Total		842.578	44			

Based on the results of the linearity test, the significance deviation value is  $0.246 > 0.05$ , so it can be concluded that there is a linear relationship between the independent and dependent variables.

**Table 5. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 <sup>a</sup>	.334	.319	3.612



The output table above explains the magnitude of the correlation/relationship value R, which is 0.578. From this output, the coefficient of determination (R Square) is 0.334, indicating that the influence of the independent variable (Nahwu Science) on the dependent variable (reading skills) is 33.4%, and the remaining 66.6% is attributable to other factors. The next test includes the t-test. The purpose of this test is to determine the influence of the independent variable, individually, in explaining variation in the dependent variable. This provides an interpretation of the t-test.

**Table 6. Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	6.168	4.983	1.238	.223
	Nahwu	.734	.158	4.645	.000

It is known that the Sig. value for the effect of X on Y is  $0.000 < 0.05$ , and the calculated t value is  $4.645 > t \text{ table } 2.017$ . Therefore, it can be concluded that  $H_a$  is accepted, which means there is an effect of Nahwu knowledge on Arabic text reading skills. It is known that the Constant (a) value is 6.168 while the Nahwu value (b/regression coefficient) is 0.734, so the regression equation can be written as:  $Y = 6.168 + 0.734X$ . This equation can be interpreted as follows: A constant of 6.168 means that the consistent value of the reading skill variable is 6.168. The regression coefficient of X of 0.734 indicates that every 1% increase in the influence of Nahwu knowledge increases reading skill by 0.734. The regression coefficient is positive, so the effect of variable X on Y is positive.

## E. Discussion

The findings of this study are consistent with and reinforce those of several other researchers who have demonstrated the fundamental relationship between grammar proficiency and reading ability in Arabic. As found by Fattah & Rahman (2024) A good understanding of grammar rules becomes a strong predictor of students' reading (qira'ah) proficiency. Similarly, the research by Sholihin (2024) concluded that "the main difficulty students face in understanding classical Arabic texts (kitab kuning) actually stems from a weak foundation in the science of sharaf and nahwu". The consistency of these research results with previous findings establishes a strong external validity. This means that the relationship between Nahwu knowledge and reading skills is not a phenomenon that occurs by chance at MTs Tarbiatul Islam Aziziah NW Wanasaba alone, but rather a pattern that can be replicated in various learning contexts. This further reinforces the theory that Nahwu functions as a grammatical map that guides readers in navigating complex sentence structures, especially in unvocalized texts (without harakat), thereby enabling accurate comprehension.

Although consistent with the majority of research, it is important to acknowledge that the results of this study may conflict with, or at least differ from, specific findings. For example, a study by Akasahtia (2021) found that vocabulary factors (mufradat) and reading experience (extensive reading) exert a more dominant influence on reading skills than explicit grammar mastery. In their research, communicative learning methods and familiarizing students with authentic texts were considered more effective in improving overall reading comprehension. Several factors, such as methodological differences, can explain such differences in



results. This study used a quantitative-correlational approach that measures grammatical understanding in a structured manner, while other studies may use a qualitative approach that emphasizes motivation factors and language exposure. In addition, differences in the characteristics of the subjects (e.g., students' initial proficiency levels) can also lead to variations in the results. Conflicts of this nature actually enrich academic discussions by demonstrating that there is no "single best method," but rather that the effectiveness of an approach depends significantly on context.

This study not only confirms previous research but also refines it and provides specific contributions to the body of related knowledge. Its main contribution lies in the specific contextual setting, namely in pesantren or madrasah environments that have non-regular diniyah programs. This research explicitly highlights the dynamics and impact of supplementary programs (diniyah nahwu in dormitories) on core academic abilities in the classroom. These findings can serve as a reference model for similar institutions aiming to develop Arabic extracurricular programs. Thus, this study contributes a new nuance or detail that deepens the understanding of how Nahwu science can be taught and how its impact can be optimized in the diverse educational context of Indonesia.

The findings of this study are also in line with the framework of language learning theory, which emphasizes the role of grammar as a mediator in linguistic information processing. According to Sweller's information processing theory, students' cognitive load can be reduced through structured grammatical knowledge (Syagif, 2024). This enables efficient processing of Arabic text without overloading working memory. In this context, Nahwu knowledge serves as a cognitive schema that facilitates the recognition of syntactic patterns, as evidenced by a study by Fudhaili (2024) which found that students with a strong understanding of nahwu showed a 35% increase in the speed at which they understood Arabic narrative texts. This approach reinforces the hypothesis that grammar is not a hindrance, but rather an adaptive tool that supports the transfer of knowledge from formal exercises to practical application.

Furthermore, integration with comprehensible input theory Lichtman & VanPatten (2021) indicates that exposure to unvocalized texts should be preceded by grammar instructions to avoid learning frustration, as observed in longitudinal research by Atouf & Issa (2025) where the experimental group with initial nahwu training achieved an interpretation accuracy level 28% higher than the control group. This study can also be compared with international studies exploring grammar in Semitic language learning. For example, a study by Brustad (2024) The Levantine Arabic dialect indicates that understanding syntactic variations similar to classical nahw predicts the ability to read authentic texts with a correlation coefficient of 0.62. These findings highlight that, although the context differs (dialect vs. fusha), the principles of nahw remain essential for navigating morphological ambiguities that often appear in unvocalized texts.

The methodological contribution of this research goes beyond a correlational approach by offering a replicable evaluation model for diniyah programs. Overall, the synthesis of these findings affirms that Nahwu knowledge is a crucial element in the Arabic language learning ecosystem, with implications that extend beyond the local context to the international arena. Research by Schegloff (1996) shows that grammatical structures such as nahwu support discursive coherence, which can be applied to interactive reading instruction. In Indonesia, research by Fitriani (2022)

adds an inclusive dimension by finding that adapting nahwu for students with disabilities increases literacy access by 50%. Long-term prospects include the development of a hybrid curriculum that combines traditional nahwu with contemporary elements, as explored by research by Al-Tae et al. (2013) at the University of Jordan, which predicts an increase in Arab digital literacy through such integration. Thus, this research not only enriches the body of knowledge but also paves the way for a more adaptive and inclusive Arabic language education in the era of globalization.

## F. Conclusion

Based on the results of this study, it can be concluded that mastery of Nahwu science has a significant influence on students' ability to read Arabic texts. These findings confirm Nahwu's role as an essential grammatical key to accurately unlocking the meaning of classical and religious texts. An important implication of this research is that curriculum developers and stakeholders in Islamic education should position Nahwu learning as a strategic priority within the Arabic language curriculum. For teachers, these findings affirm the importance of application-oriented teaching methods integrated with reading activities. However, this study has several limitations, including a sample limited to one madrasa and potential bias in questionnaire data collection. Therefore, it is recommended that future research replicate this study with a broader, more diverse sample, adopt a mixed-methods approach that combines quantitative and qualitative data, and expand the scope of research variables by including other factors such as vocabulary mastery (mufradat) and language environment. Ultimately, investment in profound and practical mastery of Nahwu represents a strategic step toward building independent literacy and preserving engagement with Arabic-language Islamic scholarly heritage.

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