

Analysis of the Mastery of Arabic Morphology by Students in Reading Arabic Texts

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Article History	ABSTRACT
Received 26-12-2025	Background: Mastery of Arabic morphology is one of the important foundations in learning Arabic, especially in the context of reading Arabic texts, which is a major requirement for students at Islamic boarding schools. However, the extent to which mastery of morphology contributes to proficiency in reading Arabic texts still needs to be studied empirically in order to provide a more effective basis for teaching. Objective: This study aims to analyze the relationship between mastery of Arabic morphology and the Arabic text reading proficiency of students in Islamic boarding schools. Method: This study uses a quantitative approach with a correlational design. Data were collected through objective tests that measured morphology mastery and Arabic text reading ability in 60 students (N = 60) from one selected Islamic boarding school. Data analysis was performed using Pearson's correlation test to determine the strength and direction of the relationship between the two variables. Results and Discussion: The results of Pearson's correlation test showed a positive relationship with moderate to strong strength between Arabic morphology mastery and Arabic text reading proficiency, with a correlation coefficient of $r = 0.534$. ($R^2 = 0.285$, indicating that morphology mastery accounted for 28.5% of the variance in Arabic text reading proficiency; this represents a large effect size according to Cohen's (1988) classification, 95% CI [0.32, 0.69]). This relationship is unidirectional, meaning that the higher the mastery of morphology, the better the ability to read Arabic texts. The significance value $p = 0.000$ ($p < 0.01$) indicates that the correlation is statistically significant at the 1% level. These findings reinforce the role of morphology as an important component in the development of students' Arabic literacy, even though it is not the only factor.
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	ABSTRAK

Latar Belakang: Penguasaan morfologi Bahasa Arab merupakan salah satu fondasi penting dalam pembelajaran bahasa Arab, khususnya dalam konteks membaca teks Arab yang menjadi kebutuhan utama siswa di pesantren. Namun, sejauh mana kontribusi penguasaan morfologi terhadap kemahiran membaca teks Arab masih perlu dikaji secara empiris untuk memberikan dasar pengajaran yang lebih efektif.

Tujuan: Penelitian ini bertujuan untuk menganalisis hubungan antara penguasaan morfologi Bahasa Arab dan kemahiran membaca teks Arab siswa di lingkungan pesantren.

Metode: Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Data dikumpulkan melalui tes objektif yang mengukur penguasaan morfologi dan kemampuan membaca teks Arab pada 60 siswa ($N = 60$) dari satu pesantren terpilih. Analisis data dilakukan menggunakan uji korelasi Pearson untuk mengetahui kekuatan dan arah hubungan antara kedua variabel.

Hasil dan Pembahasan: Hasil uji korelasi Pearson menunjukkan adanya hubungan positif dengan kekuatan sedang–kuat antara penguasaan morfologi Bahasa Arab dan kemahiran membaca teks Arab, dengan koefisien korelasi $r = 0,534$. ($R^2 = 0,285$, menunjukkan bahwa 28,5% varians kemahiran membaca teks Arab dijelaskan oleh penguasaan morfologi; tergolong efek besar menurut klasifikasi Cohen (1988), dengan interval kepercayaan 95% berkisar antara 0,32 hingga 0,69). Hubungan ini bersifat searah, artinya semakin tinggi penguasaan morfologi, semakin baik pula kemampuan membaca teks Arab. Nilai signifikansi $p = 0,000$ ($p < 0,01$) menunjukkan bahwa korelasi tersebut signifikan secara statistik pada taraf 1%. Temuan ini menguatkan peran morfologi sebagai komponen penting dalam pengembangan literasi Arab siswa, meskipun bukan menjadi satu-satunya faktor

Kata Kunci

kesadaran morfologis, literasi membaca, ilmu sharaf.



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INTRODUCTION

Arabic language learning plays a strategic role in Islamic education, especially in Islamic boarding schools, which consider Arabic to be the key to understanding classical and contemporary Islamic literature.[1] In the learning process, Arabic language proficiency is closely related to vocabulary, language structure, and especially morphology. Morphology is a branch of linguistics that studies word forms, changes in form, and the meanings they convey.[2][3] Mastering this knowledge is the key foundation for students to read and understand Arabic texts accurately and effectively comprehensively.[4] Therefore, morphology plays a key role in enhancing reading skills in Arabic texts, as grasping the form of words aids students in understanding the meaning, whether the texts are simple or complex.[5]

Intermediate-level Arabic text reading skills, in accordance with the Arabic language learning competency standards, include the ability to read fluently and accurately, students should find clear facts or information in the text, identify the main idea in each paragraph, and connect the concepts presented. However, initial observations indicate that students' performance on these indicators remains suboptimal, particularly at Hubulo Boarding School.[6] Although they have formally

studied the science of *Sharaf*, many still struggle to fully understand reading texts. This is evident from their difficulty in identifying root words (*tsulatsi/ ruba'iy*), recognizing changes in patterns and word forms, and grasping morphophonemic meanings, such as prefixes, infixes, and suffixes, as well as morphological functions that shape sentence meaning. Consequently, students often do not reach an intermediate level of comprehension. For example, they struggle to find explicit information or make connections between verses or paragraphs, turning what should be interpretive learning into mechanical reading without more profound understanding.

Previous studies have shown that several research projects have examined the relationship between linguistic aspects, such as *nahwu* and *sharaf*, and the ability to understand Arabic texts. However, most of these studies emphasize the overall effect of grammar rather than specifically investigating how morphology affects reading proficiency in Arabic texts. Furthermore, there is a lack of context, as research on the boarding environment, particularly in the Gorontalo region and institutions such as Hubulo Boarding School, is limited. The characteristics of Arabic language learning in boarding are unique, especially in terms of methods, learning intensity, and the types of texts studied.[7] Therefore, this research is vital to fill that gap and at the same time provide an empirical contribution to the Arabic language learning literature.

A specific gap in the literature is the lack of research directly investigating how morphology serves as a key factor in developing intermediate reading skills, such as identifying main ideas or linking ideas within a text, independent of other influences, such as syntax. Most earlier studies merged both aspects into a broad notion of 'grammar,' limiting their ability to demonstrate how morphology specifically enhances measurable reading proficiency. Conversely, the limitations of earlier research are evident in the focus on location context. Most studies emphasize formal school settings or higher education institutions, whereas the boarding, a key center for Arabic language learning in Indonesia, has received less attention and academic investigation.[8] Moreover, the commonly used methods are primarily quantitative and do not incorporate mixed approaches that could offer a more comprehensive insight into students' cognitive processes when analyzing the morphological structure of texts.[9] Research populations often do not specifically focus on groups with extensive Arabic-language learning experience, such as students at Islamic boarding schools, so the findings may not fully capture the learning dynamics in such settings. Therefore, this study seeks to overcome these limitations by focusing more specifically on the variables of morphology and the Gorontalo boarding context, and by employing a more comprehensive methodology.

This research is significant because it investigates explicitly how mastering morphology affects the achievement of intermediate Arabic reading proficiency indicators among students at Hubulo Boarding School, offering a more detailed, in-depth analysis. This research not only assesses mastery of syntax but also separately evaluates how morphology supports meaningful reading ability.[10] Thus, this research provides a deeper understanding of the relationship between morphological competence and functional literacy achievement in the context of boarding education.[11]

Given the significance of this issue, this study seeks to assess how mastery of morphology affects students' ability to achieve intermediate Arabic reading proficiency indicators at Hubulo Boarding School.[12]

LITERATURE REVIEW

Arabic language education in boarding schools is significant because it is essential in Islamic studies, particularly for understanding the Qur'an and hadith, and early textbooks.[13] In boarding schools, students' proficiency in reading Arabic texts is often considered a key indicator of their competence, since the majority of academic activities depend on understanding literature in Arabic.[14] However, the reading process relies not only on vocabulary knowledge but also on

understanding the internal structure of words, particularly through mastery of morphology. Arabic morphology is recognized as complex and systematic, including derivation patterns, variations in word forms, root concepts, word patterns, and affixes (affixation), all of which directly affect meaning and grammatical roles words. Therefore, understanding morphology is considered crucial for improving fluency and reading comprehension in Arabic texts.

Morphology, in essence, is a branch of linguistics focused on analyzing the structure, formation, and evolution of words that influence their meaning and function language.[15] In Arabic, morphology is known as '*ilm al-sharf*', which examines how a word's form shifts between patterns to acquire new meanings or to conform to grammatical rules context.[16] The objects of the morphological study include root words, patterns, processes of word formation, and form variations such as tense, number, type, person, and others aspects. Mastering morphology enables readers to identify fundamental word patterns, understand the meanings of derived words, differentiate functional changes like verbs and nouns, and recognize implicit subjects objects, and understanding how word components contribute to the meaning of a sentence when reading.[17]

Reading Arabic text involves visually and linguistically processing the content to interpret its meaning, grasp both explicit and implicit information, and arrive at a complete and accurate understanding conclusions.[18] This skill involves manipulating letters, syllables, and words, as well as understanding the context and overall meaning.[19] Mastery of morphology is crucial in processing letters and syllables, as it helps readers recognize word forms and interpret meanings. This skill aids in understanding unfamiliar words by analyzing root words and patterns meaning.[20] The word processing theory suggests that understanding morphology can enhance sentence comprehension, decrease cognitive effort, and improve reading efficiency comprehension.

1. Review of Previous Research

Several studies have examined the link between linguistic knowledge and understanding Arabic texts. However, most combine morphology and syntax into a broad “grammar” category, which hides the specific role of morphology blurred.[21]

Table 1. Summary of Relevant Previous Research

Research er & Year	Location/Partici pant	Focus Variable	Method	Key Findings	Limitations
Rahman (2018)	Boarding, West Jawa (n=120)	<i>Nahwu</i> & <i>Sharaf</i> vs. reading ability	Quantitative	Both aspects of grammar correlate with reading ability($r = 0,52$)	Not separating morphologies; Using Grammar Combined Scores
Sari & Huda (2021)	Boarding School, Jakarta	Vocabulary & grammar vs. text comprehensi on	Mixed methods	Grammar is more predictive than vocabulary	Not separating morphologies; Using Grammar Combined Scores
Al-Jarf (2020)	EFL Learner, Saudi Arabia	Morphologic al awareness	Eksperimen	Morphology training improves reading	Focus on L2 learners, not boarding/herit age learners

				comprehension by 27%	
Fadhilah (2019)	University Jakarta	<i>Nahwu</i> mastery	Korelasional	Strong relationship between <i>nahwu</i> and qira'ah understanding	Completely ignoring the aspect of <i>sharaf</i>
Boudela a & Gaskell (2002)	Psycholinguistic Laboratory, UK	Introduction of Arabic words (root-pattern morphology)	Psycholinguistic Eksperimen	The root-morpheme pattern affects the speed and accuracy of word recognition	In a laboratory context; does not describe the boarding learning situation

The table above reveals three main gaps:

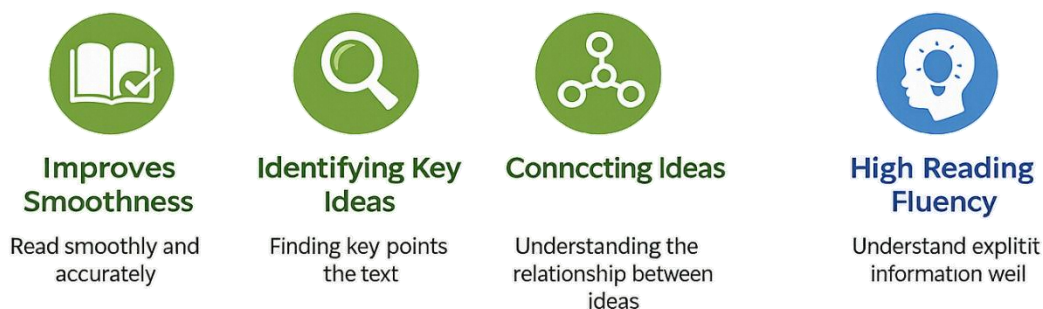
1. Limitations in morphological specifications: Most studies in Indonesia treat *nahwu* and *sharaf* as a combined “grammar” variable, which prevents examining their separate impacts on morphology separated.
2. The limited focus on boarding context: only Rahman (2018) examined boarding, and this was restricted to West Java. Regions such as Gorontalo, known for their boarding traditions, have not been extensively studied involved.^[22]
3. This methodological limitation shows that the quantitative approach is more common, as it offers statistical data, but it provides less understanding of how students apply (or fail to apply) their morphological knowledge during reading process.

While a generally positive correlation exists between language knowledge and reading comprehension, the specific impact of morphology remains unclear debated. Highlights the importance of morphology in EFL contexts, although research in Indonesia often emphasizes syntax (*nahwu*) more because of its dominance.^[23] This reflects pedagogical bias, not empirical evidence.^[24] Furthermore, no studies in Indonesia have connected reading outcomes with standardized proficiency benchmarks like the ACTFL intermediate level, making it challenging to evaluate the functional literacy level students.

4. Synthesis and Position of This Research

In general, the literature shows that linguistic knowledge helps in understanding reading in Arabic, but failed to separate morphology from syntax, to operationalize reading ability based on measurable indicators (such as four criteria at the intermediate level), and to explain the paradox of high exposure but low comprehension in traditional Islamic educational environments.^[25]

This study specifically addresses that gap by employing morphology (*sharaf*) as an independent predictor variable, assessing reading ability through four reliable intermediate indicators: reading fluency, explicit information retrieval, main idea identification, and idea comprehension connection. The study at Hubulo Boarding School, Gorontalo, addresses a context that has not yet been studied before, employing a mixed-methods design that integrates correlational statistical analysis (using SPSS) with qualitative insights into students' cognitive processes during the analysis of morphological structures in reading.^{[26], [27]}



Picture 1. Improve Reading Fluency

This research offers a dual contribution: firstly, to applied linguistics, by clarifying the role of morphology in Arabic literacy; secondly, to Islamic education policy, by presenting empirical evidence to revise grammar teaching in boarding schools to emphasize more functional aspects understanding.

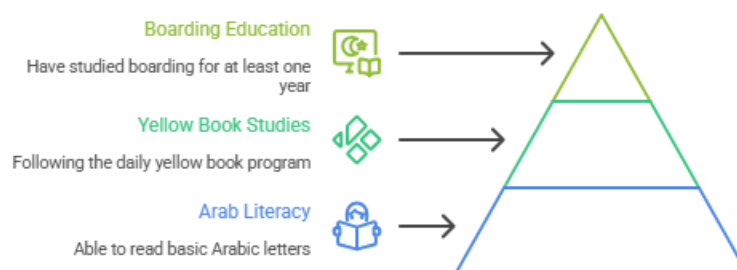
METHOD

1. Research Design

This research is a quantitative study with a descriptive correlational approach.[28], [29] While the primary focus is descriptive, aiming to demonstrate students' mastery of Arabic morphology and their reading skills with Arabic texts, this study also incorporates correlational analysis to explore the connection between these two aspects variables. This design was selected because it enables researchers to measure variables objectively, detect relationship patterns, and test influence hypotheses without requiring experimental intervention. Variables are not manipulated; data is gathered under natural learning conditions boarding.[30], [31]

2. Population and Sample

The research population includes all students aged 12–14 who are registered and actively studying Arabic at Hubulo Boarding School in Tapa, Bone Bolango Regency, Gorontalo Province, during the 2025/2026 academic year. Population characteristics include: (1) having studied at a boarding school for at least one year; (2) participating in a daily program of studying the Kitab Kuning (classical Islamic texts) and formal Arabic language lessons; and (3) being able to read basic Arabic script.[32]



Picture 2. Population Characteristics

The sampling method used is purposive sampling with these inclusion criteria: (1) Ages between 12 and 14 years (corresponding to grades VII to IX at MTs), (2) no diagnosed cognitive

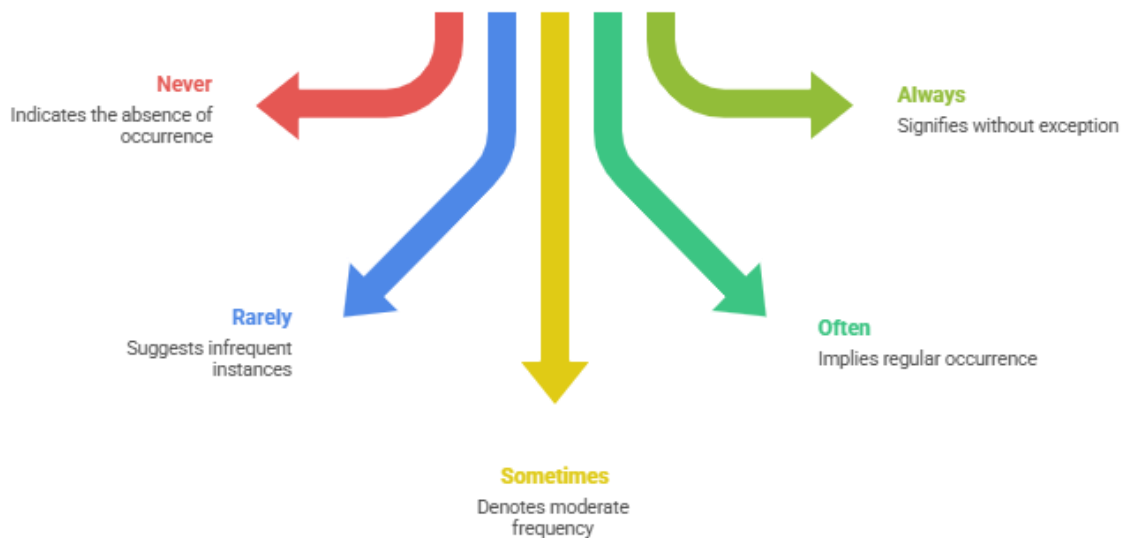
impairments or dyslexia, (3) fully present during the test administration. The sample size was set at 60 students, following Hair et al. (2019), who recommend a minimum of 50–100 respondents for correlational and simple regression studies to ensure adequate statistical power (≥ 0.80) at a significance level of $\alpha 0.05$. Furthermore, this number enables the validity of inferential statistical analyses, like t-tests and correlations, even when the data distribution is not normal perfect.

Data was collected using two main instruments: first, the Morphology Mastery Test (MMT).[33] The objective test consists of 50 questions (45 multiple choice, 5 short answer) that assess four aspects of morphological competence: (1) Identification of root words (both tri-literal and quadriliteral roots); (2) Determination of word patterns; (3) Deriving inferential meanings; (4) Morphological functions within sentence context. The MMT yields a maximum score of 50, with 1 point allocated for each item.

Both Arabic Text Reading Skills Tests (TKMTA): Performance test with authentic intermediate-level Arabic texts (length 150–200 words).[34] The assessment comprises four indicators: (1) Reading fluency (speed and accuracy), (2) Finding explicit information, (3) Identifying main ideas, (4) Connecting ideas. The scoring rubric evaluates each indicator on a 0–24-point scale, yielding a total score ranging from 0 to 96.[35]

3. Instrument

In this study, the MMT and TKMTA tests serve as the primary tools for collecting data on students' mastery of Arabic morphology and their Arabic text reading proficiency, respectively. Both instruments are objective achievement tests, scored according to the correctness of each response (multiple-choice and short-answer items); neither is a self-report scale. In addition to these two objective tests, a supplementary questionnaire using a 4-point Likert scale was administered separately to capture students' self-reported frequency of morphological-strategy usage and their strategic awareness while reading, and this questionnaire score is distinct from, and not included in, the MMT and TKMTA scores: (1) Never, (2) Rarely, (3) Often, and (4) Always .[36]



Picture 3. 4 point Likert scale

This test consists of 50 questions. The objective test consists of 50 questions (45 multiple choice, 5 short answer) on Arabic morphology in accordance with the framework of morphological awareness theory and the Durusu Lugoh textbook. The assessment process includes: (1) identifying root words (*fi'l tsulatsi and ruba'i*), (2) determining word patterns according to meter, (3) analyzing meaning through derivation, and (4) applying morphological functions while reading. To evaluate

Arabic reading proficiency, performance test with authentic intermediate-level Arabic texts (length 150–200 words) were used as supporting instruments, but the main focus of the research instrument in this section was the test as requested. The MMT and TKMTA referenced above are researcher-developed instruments, constructed specifically for this study based on the morphological awareness framework and the Durusu Lugoh curriculum; they have not been previously published as standalone, independently validated instruments. Their content was therefore evaluated through expert judgment by the three-member panel described in the following paragraph prior to use, and this expert-validation process rather than an external publication record constitutes their primary evidentiary basis.

The instrument's validity is evaluated using two methods: content validity and construct validity.[37] However, the researcher relied solely on content validation through tests evaluated by three experts: two Arabic language education lecturers from a state Islamic college and one senior Arabic language teacher from a boarding environment. These experts were asked to evaluate the relevance and clarity of each statement against theoretical criteria.[38]

Beyond expert content validation, the instruments' quantitative validity was further established through the pilot trial described in the Data Collection Procedure section. Item-level validity for the MMT and TKMTA was assessed using Pearson item-total correlation, with items considered valid at $r_{it} > r_{table}$ ($df = n-2$, $\alpha = 0.05$); items falling below this threshold were revised or discarded prior to the main administration. Instrument reliability was assessed using Cronbach's alpha, with a coefficient of $\alpha \geq 0.70$ taken as the minimum acceptable threshold for both the MMT and TKMTA.

4. Data Collection Procedure

Data collection occurs in four primary stages, adhering to research ethics principles and procedures validity.[39] The researcher first submits a research permit request letter to the leader of Hubulo Boarding Shcool. After obtaining institutional approval, the researcher prepares a participant consent form in plain Indonesian. This document explains the purpose and benefits of the research, the data collection procedures (tests and interviews), participants' right to refuse or withdraw at any time without consequences, and guarantees of confidentiality for their identities and personal data.[40]

The parent's or guardian's signature on the approval form is required before the test can proceed. This research poses minimal risk, as it does not include interventions, psychological manipulations, or reveal sensitive information.[41] As part of instrument validation, the researcher conducted a trial of the research instruments (Morphology Mastery Test [MMT] and Arabic Text Reading Proficiency Test [TKMTA]) with 60 boarding school students with similar characteristics, but located outside the Hubulo boarding school. A pilot sample of 60 was likewise chosen, independent of the main study sample, because this size meets the minimum threshold recommended by Hair et al. (2019) for stable item-correlation and reliability estimation; the two samples are entirely non-overlapping cohorts drawn from different boarding schools, so the matching size reflects a shared minimum-power requirement rather than a reduction in sampling rigor for either phase.[42] The test results were used to evaluate the instrument's validity and reliability and to identify any ambiguous or contextually unsuitable items. The approval form, signed by the students' parents or guardians, was collected before administering the test. This study presents minimal risk because it involves no interventions, psychological manipulations, or disclosure of sensitive information. The final revision was finalized before deploying the instrument in the main study sample.[43]

5. Data Analysis Technique

This study employs the Pearson Product-Moment correlation coefficient to analyze the data, as it aims to identify the relationship between two quantitative variables rather than establish causality through experimentation. The independent variable (X) is Arabic Morphology Mastery, while the dependent variable (Y) is Arabic Text Reading Proficiency.[44] These two variables are measured on an interval or ratio scale, such as standardized objective test scores, thereby meeting the criteria for Pearson correlation analysis. This analysis yields a correlation coefficient (r) ranging from -1 to +1, indicating the direction (positive or negative) and the strength (weak, moderate, or vigorous) of the relationship variables.[45]

Gather data on morphology mastery scores and reading proficiency scores for all respondents (boarding students at Hubulo). Calculate the correlation coefficient (r) using the Pearson correlation formula or statistical software such as SPSS. Perform a significance test on the r value to determine whether the relationship is statistically significant or due to random chance not.[46]

6. Purpose of Data Analysis

Analyzing the extent to which there is a positive relation between mastery of Arabic morphology and the reading skills of Student in Arabic texts at Hubulo Boarding School. Providing empirical evidence on whether understanding word structure (morphology) enhances the overall reading ability of Arabic texts. Providing a foundation for boarding managers or Arabic teachers to make decisions, such as enhancing the morphology component in reading to develop more effective curricula or teaching methods instruction.[47]

7. Significance Limits Used

This research uses a significance level (α) of 0.05 (5%). This means: If the p -value < 0.05 , Therefore, the association between mastery of morphology and reading skills is statistically significant and not attributable to chance.[48] If the p -value is ≥ 0.05 , the relationship is considered not significant, and therefore, the research hypothesis (claiming an effect or relationship) is not supported by the data.[49]

RESULT AND DISCUSSION

RESULT

This study included 60 students aged 12–14 years from Hubulo Boarding School in Gorontalo. Data collection involved the Morphology Mastery Test (MMT) and the Arabic Text Reading Proficiency Test (TKMTA). As presented in Table 1, descriptive statistics indicate that the MMT scores ranged from 68 to 92 ($M = 80.33$, $SD = 5.79$), while the TKMTA scores ranged from 64 to 92 ($M = 78.45$, $SD = 6.21$), out of a maximum possible score of 95 for each instrument. The skewness and kurtosis values for both variables fell within the range of -1 to $+1$, further supporting the assumption of an approximately normal distribution.

Normality of the data distribution was also examined using the Shapiro-Wilk test, which is appropriate for a sample size of $n = 60$. As shown in Table 2, the results indicated that both the MMT scores ($W = 0.972$, $df = 60$, $p = 0.214$) and the TKMTA scores ($W = 0.958$, $df = 60$, $p = 0.067$) did not significantly deviate from a normal distribution ($p > .05$), thus satisfying the assumption for the use of Pearson correlation.

A Pearson correlation analysis was conducted to examine the relationship between morphology mastery and Arabic text reading skills. As shown in Table 3, the results revealed a statistically significant, moderate positive correlation between MMT and TKMTA scores ($r = .534$,

$p < .001$, $N = 60$), indicating that students with higher morphology mastery tended to demonstrate higher Arabic text reading proficiency

Table 2. Descriptive Statistics of MMT and TKMTA Scores ($N = 60$)

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
MMT	60	68	92	80.33	5.79	-0.31	-0.42
TKMTA	60	64	92	78.45	6.21	-0.27	-0.36

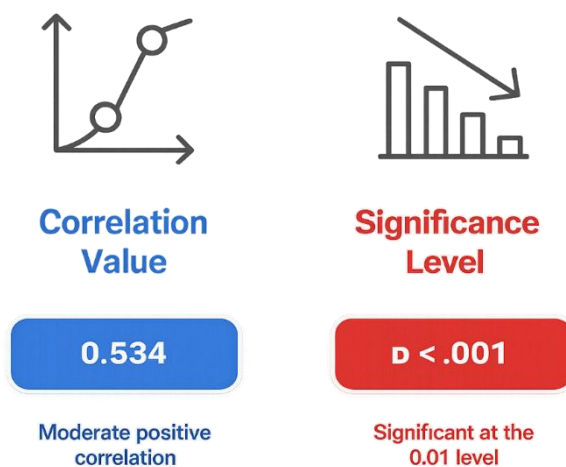
Table 3. Tests of Normality (Shapiro-Wilk)

Variable	Statistic (W)	df	p-value	Conclusion
MMT	0.972	60	0.214	Normal
TKMTA	0.958	60	0.067	Normal

Table 4. Pearson Correlation Matrix between MMT and TKMTA Scores

Variable	MMT	TKMTA
MMT	1	.534**
Sig. (2-tailed)		.000
N	60	60
TKMTA	.534**	1
Sig. (2-tailed)	.000	—
N	60	60

The Pearson correlation test indicates a moderate positive association between mastery of Arabic morphology and reading proficiency in Arabic texts ($r = 0.534$). This finding suggests that the two variables tend to move in the same direction, with students who demonstrate higher mastery of Arabic morphology also tending to show higher reading proficiency in Arabic texts; however, as a correlational design, this analysis does not establish a causal relationship between the two variables. The correlation was statistically significant, $p < .001$ (two-tailed), indicating that the observed relationship is highly unlikely to have occurred by chance. The analysis was conducted with 60 respondents ($N = 60$), which meets the minimum sample size requirement for Pearson correlation analysis. Consequently, mastery of Arabic morphology appears to be positively associated with reading proficiency in Arabic texts, though it is not the only variable likely contributing to reading proficiency, since the correlation is not yet in the very strong range (close to 1.00).



Picture 4. Brief Validation Points

DISCUSSION

Morphology, known in Arabic as *'ilm al-sharf*, is the study of how words are formed, involving root words, internal derivation, and morphophonemic changes that indicate grammatical and semantic features meanings. Arabic is rooted in a pattern-based system, where meaning arises from both affixes and the interaction between triliteral roots (*fi'l tsulatsi*) and vowel patterns (word meters). For instance, the root *k-t-b* yields words such as *kataba* (he wrote), *kutiba* (was written), *maktab* (office), and *kitab* (book), each created through distinct morphological processes patterns.

This morphological complexity makes Arabic particularly difficult for learners. Unlike Indo-European languages, which depend on linear structures affixation, Arabic employs non-concatenative morphology, meaning learners must interpret meaning through pattern recognition rather than simply attaching prefixes or suffixes.[50]

Reading skills refer to the ability to extract and interpret meaning from written texts.[51] In the context of learning Arabic as a second or foreign language (AFL/AFOL), the ACTFL Proficiency Guidelines and the Common European Framework of Reference for Languages (CEFR) classify proficiency levels based on functional performance criteria.[52] At the intermediate level, learners are expected to read texts fluently and accurately, identify explicitly stated information, recognize the main ideas of paragraphs, and establish connections among ideas presented in the text.

Achieving these indicators in Arabic largely relies on the ability to decode morphology. Psycholinguistic research indicates that morphological awareness is a strong predictor of reading comprehension in Arabic, surpassing its role in other languages, because of the language's unique dense derivational structure.[53]

This study draws on two complementary theories. The first is the Linguistic Threshold Hypothesis proposed by Jim Cummins (1979), which posits that learners must attain a minimum level of linguistic competence, particularly in grammar and vocabulary, before meaningful comprehension can occur.[54] In the context of Arabic, morphology constitutes a fundamental component of this linguistic threshold; without sufficient morphological knowledge, even syntactically correct sentences may remain semantically unclear.

Second, Skill Acquisition Theory, originally proposed by Anderson (1982) and subsequently extended to second language acquisition research by Ellis (2005), explains that complex linguistic skills, including morphological analysis, gradually develop from conscious and controlled processing into automatic performance through repeated practice and experience.[55][56] In the boarding school context, although students may become familiar with texts through repeated exposure, the absence of explicit morphological guidance may hinder the automatization process. Consequently, students may engage in mechanical reading without fully understanding the linguistic structures and meanings embedded in the text.[57]

Based on the Pearson correlation analysis, a correlation coefficient (r) of 0.68 was observed, with a p -value of 0.003 ($p < 0.05$).[58] This indicates a strong positive relationship between mastery of Arabic morphology and students' reading proficiency in Arabic texts at Hubulo Boarding School.

This study's findings are consistent with earlier research, such as Al-Jarf (2007), who reported that students receiving instruction related to morphological awareness demonstrated better comprehension of Quranic and other religious texts.[59] Previous studies have generally reported a positive association between morphological awareness and reading comprehension. In the Indonesian context, previous studies have also highlighted the importance of morphological mastery in supporting students' ability to comprehend Arabic texts at the senior high school (Madrasah Aliyah) level.[60] However, some studies have shown relatively different findings, which

may be influenced by variations in learning environments and instructional approaches, particularly those emphasizing memorization and literal translation rather than morphological analysis.[61]

The difference in learning contexts between the analytical-morphological approach (used at Hubulo Boarding School) and memorization-translation significantly influences their relative effectiveness relationship.[62] Various factors are examined to explain why mastery of morphology is crucial for reading contextual Arabic at Hubulo Boarding School, particularly in classical texts such as the Koran, tafsir, and hadith. This skill relies significantly on understanding trilateral root words and pattern modifications to accurately convey meanings meaning. Without knowledge of morphology, students depend solely on memorization, which is ineffective for learning new concepts texts.

This boarding school uses a linguistic analysis approach, teaching students to dissect words, identify roots, recognize word patterns (forms), and analyze derivatives meanings. This trains the ability to understand and recognize the structure of words and their constituent parts actively.[63] Mastery of morphology supports the ability to generalize meaning. Therefore, they do not rely solely on linguistic intuition but depend on morphological rules as the main way to understand structure and meaning.[64], [65]

CONCLUSION AND IMPLICATIONS

This study investigated the relationship between mastery of Arabic morphology and the ability to read intermediate-level Arabic texts at Hubulo Boarding School. The findings revealed a moderate, statistically significant positive correlation between the two variables ($r = 0.534$; $p < .001$). These results indicate that students with better mastery of Arabic morphology tend to demonstrate better reading comprehension skills. Specifically, students who are more familiar with root words (fī'l tsulāthī/rubā'ī), pattern meters (awzān), derivational meanings, and functional morphological analysis are more capable of identifying explicit information, understanding main ideas, and connecting information across sentences and paragraphs. Future studies are recommended to involve larger samples and explore additional linguistic factors that may influence Arabic reading comprehension.

This research is limited because it was conducted at a single boarding school and relied on offline reading tools, so it has not yet captured the morphological process during real-time reading. For future studies, it is advisable to more thoroughly explore how morphology contributes to interpretive reading comprehension, to incorporate digital morphological analysis into screen-based reading activities, and to include additional boarding schools with different characteristics to diversify the data. Over time, this study offers a valuable conceptual contribution by demonstrating that morphology is an independent predictor of functional Arabic literacy within the context of the investigated boarding school. It also underscores the need to address the gap in thematic-morphological literacy research in boarding schools, which remains underexplored despite being one of the educational settings with intensive linguistic exposure in Indonesia.

This research is limited because it was conducted at a single boarding school and relied on offline reading tools, so it has not yet captured the morphological process during real-time reading. For future studies, it is advisable to more thoroughly explore how morphology contributes to interpretive reading comprehension, to incorporate digital morphological analysis into screen-based reading activities, and to include other boarding schools in Eastern Indonesia to diversify the data. Over time, this study offers a valuable conceptual contribution by demonstrating that morphology is an independent predictor of functional Arabic literacy in the boarding environment. It also underscores the need to address the gap in thematic-morphological literacy research in boarding schools, which remains underexplored despite being the setting with the most intensive linguistic exposure Indonesia.

This study highlights the importance of morphological mastery in supporting students' Arabic reading comprehension. The findings indicate that higher levels of morphological mastery are associated with better performance in reading Arabic texts. Therefore, strengthening morphological instruction within Arabic learning programs can contribute to the development of students' reading literacy and enhance their ability to comprehend Arabic texts more effectively. These findings provide empirical support for the integration of morphology-based learning strategies in Arabic language education, particularly in Islamic boarding schools.

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