

The Effect of Durus al-Lughah al-Arabiyyah Volume One on Arabic Reading Skills of Eighth-Grade Students

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Abstract: Media refers to all forms and channels used to deliver messages or information as a communication tool in the teaching process to transfer knowledge from teachers to students, encouraging active participation in learning. The use of the book “Durus al-Lughah al-‘Arabiyyah” Part One is considered to support the development of reading skills among eighth-grade students. This study aims to determine the effect of using this book as a learning medium on students’ reading skills before and after treatment, and to measure the extent of its effectiveness among eighth-grade “B” students at Al-Misri Islamic Junior High School, Rambipuji, Jember. This research employed a quantitative experimental within a one-group pretest-posttest design approach using descriptive and inferential statistical analysis. The population consisted of 104 students, while the sample included all 27 students of class VIII “B” in the 2023/2024 academic year. Data were analyzed through simple linear regression and determination coefficient testing. The simple linear regression test showed a significance value of 0.000 (0.05), indicating a significant effect of using the book as a learning medium on reading skills. The R-Square value reached 0.897, demonstrating that the medium contributed 89.7% to the improvement of reading ability. The findings indicate a statistically significant improvement after the intervention; however, further controlled studies are needed to establish causal effectiveness.

Keywords: Arabic Reading Skills, Durus al-Lughah al-Arabiyyah, Instructional Media, Pre Experimental Design, Reading Assessment.

Abstrak: Media merujuk pada segala bentuk dan saluran yang digunakan untuk menyampaikan pesan atau informasi sebagai alat komunikasi dalam proses pembelajaran guna mentransfer pengetahuan dari guru kepada siswa, serta mendorong partisipasi aktif dalam belajar. Penggunaan buku “Durus al-Lughah al-‘Arabiyyah” Bagian Satu dianggap mendukung pengembangan keterampilan membaca pada siswa kelas delapan. Penelitian ini bertujuan untuk menentukan pengaruh penggunaan buku ini sebagai media pembelajaran terhadap keterampilan membaca siswa sebelum dan sesudah perlakuan, serta mengukur sejauh mana efektivitasnya pada siswa kelas delapan “B” di MTs Islam Al-Misri Rambipuji, Jember. Penelitian ini menggunakan pendekatan eksperimental kuantitatif dengan desain pretest-posttest satu kelompok, serta mengaplikasikan analisis statistik deskriptif dan inferensial. Populasi terdiri dari 104 siswa, sedangkan sampel mencakup seluruh 27 siswa kelas VIII “B” pada tahun ajaran 2023/2024. Data dianalisis melalui regresi linier sederhana dan pengujian koefisien determinasi. Uji regresi linier sederhana menunjukkan nilai signifikansi 0,000 (0,05), yang mengindikasikan adanya pengaruh yang signifikan dari penggunaan buku sebagai media pembelajaran terhadap keterampilan membaca. Nilai R-Square mencapai 0,897, menunjukkan bahwa media tersebut berkontribusi sebesar 89,7% terhadap peningkatan kemampuan membaca. Temuan tersebut menunjukkan adanya peningkatan yang signifikan secara statistik setelah intervensi; namun, diperlukan studi terkontrol lebih lanjut untuk membuktikan hubungan sebab-akibatnya.

Kata Kunci : Durus al-Lughah al-Arabiyyah, Desain Pra-Eksperimental, Keterampilan Membaca Bahasa Arab, Media Pembelajaran, Penilaian Kemampuan Membaca.



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INTRODUCTION

Arabic is considered one of the most important Semitic languages and has gained a broad international status because it is the language of the Holy Qur'an and the Prophetic Sunnah [1]. In addition, it has become an essential subject in the curricula of many educational institutions throughout the Islamic world [2]. In the era of contemporary globalization of knowledge, learning to read in Arabic has become an educational necessity for learners in order to interact with scientific and religious texts [3]. Nevertheless, observations in educational settings continue to reveal the low reading ability of many students in understanding Arabic texts, highlighting an urgent need to select instructional media capable of improving their reading skills [4]. Therefore, attention has been directed toward the use of the book *Durus al-Lughah al-'Arabiyyah*, Volume One, as an organized instructional material that may help improve students' language performance, especially at the middle school level [5]. This issue is therefore considered appropriate for scientific research and practical study.

Previous studies have shown considerable interest in Arabic language teaching media and their effectiveness in improving students' skills [6]. Recent educational research indicates that instructional media can enhance reading comprehension, develop vocabulary, and increase learning motivation [3]. The book *Durus al-Lughah al-'Arabiyyah* by Dr. V. Abdur Rahim is one of the most widely used books worldwide for teaching Arabic to non-native speakers because of its gradual approach, which guides learners from the beginner level to more advanced stages [7]. Findings from other studies also demonstrate that well-organized textual materials provide students with continuous opportunities to practice reading [2]. However, most previous studies have focused more on digital media than on traditional instructional books [8]. A mini-literature map of previous studies shows three main trends. First, studies on digital media focused on e-learning and interactive tools in Arabic learning [9]. Second, studies on Arabic textbooks mainly discussed curriculum and teaching methods, with limited attention to their practical effectiveness in classrooms [10]. Third, studies on reading skills emphasized reading comprehension, vocabulary mastery, and fluency among Arabic learners [11]. Therefore, a new study is needed to evaluate practically the effect of the mentioned book on students' reading skills in the classroom.

Although numerous studies have discussed Arabic language teaching, most of them have concentrated on digital media and educational technology [12], while only a few have specifically examined the effect of *Durus al-Lughah al-'Arabiyyah* Volume One on the reading skills of middle school students [7]. Moreover, the limited studies that discussed the book mainly focused on other language skills such as vocabulary and speaking, and did not employ an experimental method to measure differences before and after implementation [13]. This indicates a clear research gap represented by the lack of studies that quantitatively evaluate the direct impact of the book on reading skills [14]. The novelty lies in quantitatively testing *Durus al-Lughah al-'Arabiyyah* Volume One as a printed instructional medium for Arabic reading skills in Indonesian Islamic junior high school contexts.

The importance of this research lies in the need to identify an effective instructional medium that can significantly improve learners' reading skills [15], since relying solely on theoretical explanation is insufficient without organized textual material for practical application [16]. It is expected that *Durus al-Lughah al-'Arabiyyah* – Volume One will contribute to improving students' reading performance through its gradual exercises that reflect the needs of beginner learners [7]. Therefore, this study seeks to answer the following questions: "Does the use of *Durus al-Lughah al-'Arabiyyah* Volume One significantly improve the Arabic reading skills of eighth-grade students?" and "How large is the observed

improvement from pretest to posttest?” Furthermore, the experimental implementation of the book will allow its effect to be measured accurately by comparing students’ results before and after instruction [13]. This will provide scientific and methodological value to efforts aimed at developing Arabic language teaching at the middle school level [17].

This research aims to determine the effect of using *Durus al-Lughah al-‘Arabiyyah – Volume One* on the development of reading skills among middle school students by comparing their reading performance before and after the implementation of the book in order to verify the extent of actual improvement [18]. The study also seeks to determine the statistical effect size of the instructional medium used and to formulate findings that may be applied in the development of Arabic language teaching programs [19]. The main research hypothesis (H_a) states that there is a significant positive effect of using the book on improving reading skills, whereas the null hypothesis (H_0) states that there is no effect. Thus, the research provides a clear direction for its findings and their future educational applications.

This study was conducted after obtaining permission from the school principal and relevant parties at the school where the research was conducted. Prior to the study, the researcher explained the objectives and procedures to the participants and obtained consent from the relevant parties. The students’ identities were kept confidential, and all collected data were used solely for research purposes. Furthermore, the researcher ensured that the data would not be disseminated or used for any purpose other than academic and scientific interests.

METHODS

This study employed a quantitative approach with an experimental research type through a pre-experimental design, specifically the one-group pretest–posttest design. This design was chosen because it allows researchers to measure students’ reading performance before and after the treatment in a practical classroom setting where random assignment was not possible. However, this design has limitations, particularly the absence of a control group, so the findings only indicate changes that occurred after the treatment rather than providing strong causal evidence as in a randomized controlled trial [20]. This design was used to determine the effect of using the book *Durus al-Lughah al-‘Arabiyyah, Volume One*, as a learning medium on students’ reading ability by comparing the test results before and after the treatment was administered [21]. The research began with the administration of a pretest to identify the students’ initial reading ability, followed by the implementation of the treatment using the instructional book, and concluded with a posttest to measure changes in students’ learning outcomes after the treatment had been conducted. The population of the study consisted of all eighth-grade students of MTs Al-Misri, totaling 104 students divided into four classes: VIII A, VIII B, VIII C, and VIII D. The sampling technique used was non-probability sampling with a purposive sampling type, in which all members of the selected group were included as the research sample [22]. The sample of this study consisted of 27 students from class VIII B. The selection of this design and sampling technique aimed to enable the researcher to directly observe changes in students’ abilities after the treatment was implemented in an actual learning environment [23].

In the process of data collection, the main research instrument was a written multiple-choice test administered in the form of pretests and posttests to measure students’ reading ability before and after the treatment. Observation was also conducted systematically to examine the learning situation related to the use of the book *Durus al-Lughah al-‘Arabiyyah* as instructional media [24]. In addition, interviews and documentation were used as supporting techniques to obtain complementary information and relevant research data.

Interviews were conducted to obtain supporting information from related parties that could assist the researcher in the implementation of the study and the completion of the research data [25]. Documentation was used to collect data in the form of archives, records, and supporting evidence relevant to the research process [26]. The main research instrument was a written multiple-choice test administered in the form of pretests and posttests to measure students' reading ability before and after the treatment. In addition, the study established criteria for learning achievement based on score categories ranging from ممتاز (excellent) to راسب (fail). To ensure the quality of the research instrument, validity testing was conducted using the Product Moment formula, while reliability testing was performed using the Alpha formula [27]. The validity test results showed that most of the test items met the validity criteria and could be used to measure students' Arabic reading skills. Furthermore, the reliability analysis using Cronbach's Alpha indicated that the pretest instrument had a coefficient of 0.855, which falls into the category of very high reliability, while the posttest instrument obtained a coefficient of 0.757, categorized as high reliability. These findings indicate that both instruments were sufficiently consistent and reliable for use in the study. All instrument analyses were carried out with the assistance of SPSS version 23.0 in order to obtain more accurate and systematic results [28].

Table 1. Pre-test and post-test question outlines

No.	Reading Skill Indicators	Number of Questions	Example of Indicator	Score	Source of Material
1	Identifying the meaning of vocabulary in Arabic texts	3 questions	Students are able to explain the meaning of underlined vocabulary in the text	1–4 for each question	Pre-test: Student Worksheet Book (LKS); Post-test: <i>Durus Al-Lughah Al-'Arabiyyah</i>
2	Translating Arabic sentences into Indonesian	2 questions	Students are able to translate simple sentences based on the context of the text	1–4 for each question	Pre-test: Student Worksheet Book (LKS); Post-test: <i>Durus Al-Lughah Al-'Arabiyyah</i>
3	Understanding the content of simple reading texts	3 questions	Students are able to answer questions based on the text	1–4 for each question	Pre-test: Student Worksheet Book (LKS); Post-test: <i>Durus Al-Lughah Al-'Arabiyyah</i>
4	Identifying important information in the text	2 questions	Students are able to identify professions or important information from the text	1–4 for each question	Pre-test: Student Worksheet Book (LKS); Post-test: <i>Durus Al-Lughah Al-'Arabiyyah</i>
5	Matching questions with the correct answers	2 questions	Students are able to match questions with appropriate answers based on the text	1–4 for each question	Pre-test: Student Worksheet Book (LKS); Post-test: <i>Durus Al-Lughah Al-'Arabiyyah</i>

The pretest and posttest items were designed with equivalent levels of difficulty and were aligned with the same reading skill indicators, namely vocabulary comprehension, sentence translation, reading comprehension, identification of information, and matching questions with appropriate answers. Both tests also used similar formats and numbers of questions in order to measure students' reading achievement consistently before and after the treatment. The difference between the two instruments mainly lay in the source of the reading materials: the pretest items were adapted from the Student Worksheet Book (LKS), while the posttest items were taken from *Durus Al-Lughah Al-'Arabiyyah*. Thus, the two tests remained comparable in terms of objectives, indicators, and cognitive demands, enabling the researcher to evaluate students' improvement more accurately.

Data analysis in this study employed inferential statistics aimed at drawing conclusions based on sample data representing the research population. [29]. Because this study used a one-group pretest–posttest design, the main statistical analysis applied was the paired sample t-test, which was used to compare students' reading scores before and after the treatment [30]. Before conducting the hypothesis test, the data were first subjected to a normality test to determine whether the data were normally distributed [31]. The normality test was performed using SPSS version 23.0, with the decision-making basis determined by the significance value. If the significance value was greater than 0.05, the data were considered normally distributed, whereas if the significance value was less than 0.05, the data were considered not normally distributed [32]. After the normality assumption was fulfilled, the paired sample t-test was conducted to examine whether there was a significant difference between the pretest and posttest scores of class VIII B students at MTs Al-Misri Rambipuji Jember after using *Durus al-Lughah al-'Arabiyyah – Volume One*. The decision-making process was based on a significance level of 0.05. If the significance value (Sig. 2-tailed) was less than 0.05, the alternative hypothesis was accepted, indicating a significant improvement in students' reading ability after the treatment. Conversely, if the significance value was greater than 0.05, the null hypothesis was accepted, indicating that there was no significant improvement [33]. Furthermore, effect size analysis was used to measure the practical magnitude of the treatment effect, so that the findings not only showed statistical significance but also demonstrated the extent of students' improvement from pretest to posttest.

RESULTS AND DISCUSSION

The results of this study concerning the effectiveness of using the instructional media from *Durus al-Lughah al-'Arabiyyah*, Volume One, in improving the reading skills of eighth-grade students at Al-Misri Middle School revealed a clear difference between the pretest and posttest results. Before the implementation of the instructional media, the students obtained a mean score of 79.96, whereas after the application of the media, the mean score increased to 98.04, as presented in Table 2. This indicates the existence of a learning gap before the educational intervention, which was successfully reduced through training using the instructional media of the book. It was also found that the most common reading difficulties among students included slow comprehension, limited vocabulary understanding, and weak connections between the text and its meaning. Previous researchers have similarly emphasized that inadequate instructional media may weaken language acquisition.

The causes of this phenomenon can be attributed to several factors, including teachers' previous reliance solely on standard textbooks without the support of interactive instructional media, the absence of authentic assessment tools before learning, and differences in students' educational backgrounds. The transformative effect of these findings is reflected in the substantial improvement in reading ability, as the instructional media

contributed 89.7% to the development of reading skills according to the regression test results (Table 5). This demonstrates that the use of instructional media can serve as a practical framework for curriculum development and for achieving higher quality learning within the classroom.

Table 2. Results of the Pretest and Posttest

Variable	Minimum	Maximum	Mean	Std. Deviation
Pretest	50	94	79.96	10.783
Posttest	79	100	98.04	5.140

Table 3. Results of the Data Normality Test

Type of Test	Sample Size (N)	Significance Value (Sig.)	Distribution Result
Kolmogorov–Smirnov Test	27	0.200	Data are normally distributed

Table 4. Results of the Paired Sample T-Test

t-value	Degrees of Freedom (df)	Significance Value (Sig. 2-tailed)	Cohen’s dz	Interpretation	Result
-7.576	27	0.000	1.46	Large effect size	There is a statistically significant difference between the pretest and posttest scores

The paired sample t-test showed a significance value of 0.000, which is lower than 0.05, indicating a statistically significant difference between students’ pretest and posttest scores. Furthermore, the effect size was calculated using Cohen’s dz formula for paired samples, namely $d_z = \frac{t}{\sqrt{N}}$. With a t-value of 7.576 and a sample size of 27 students, the obtained effect size was approximately 1.46, which falls into the category of a large effect. This result indicates that the use of Durus al-Lughah al-‘Arabiyyah – Volume One had a strong practical impact on improving students’ Arabic reading skills. The negative sign of the t-value only reflects the direction of score comparison in SPSS output and does not indicate a decline in students’ performance.

Table 5. Effective Contribution of the Independent Variable to the Development of Reading Skills

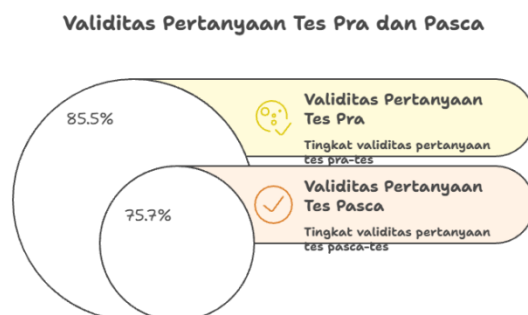
Model	Correlation Coefficient (R)	Coefficient of Determination (R Square)	Effective Contribution	Sig. F Change
1	0.999	0.897	89.7%	0.000

Based on all these findings, it can be confirmed that written instructional media are not merely supporting materials, but have become genuine instruments of change in Arabic language learning. Reading ability progressed from partial understanding to comprehensive understanding of texts. Therefore, this experiment proves that the development of Arabic language teaching requires the integration of instructional media and practical activities in the classroom. Such findings reinforce the need to modernize Arabic language teaching and transform it from a traditional school-based model into an interactive learner-centered

approach, which is expected to improve learning outcomes and continuously enhance students' reading skills.

This study was conducted at Al-Misri Middle School Rambipuji Jember. Before collecting the data, author conducted preliminary observations at the school and obtained information from the school principal indicating that there were only three instructional meetings, each lasting 40 minutes. After obtaining the observation data from the principal, I continued the data collection process through interviews conducted with one of the Arabic language teachers. During the interview, the teacher stated that he rarely used instructional media other than the standard textbooks provided, and he even admitted that he had never used other instructional media before. Regarding reading mastery, the students of class VIII B were still at the minimum level of mastery because each student came from a different educational background. For example, students graduating from Islamic elementary schools and those graduating from public elementary schools possessed different levels of reading comprehension ability. This study aimed to determine whether the book *Durus al-Lughah al-'Arabiyyah*, Volume One, had an effect on the reading skills of eighth-grade students at Al-Misri Middle School Rambipuji and to measure the extent of that effect. The impact of this instructional media on the reading skills of class VIII B students is described as follows.

Figure 1. Validity of Pre-Test and Post-Test Questions



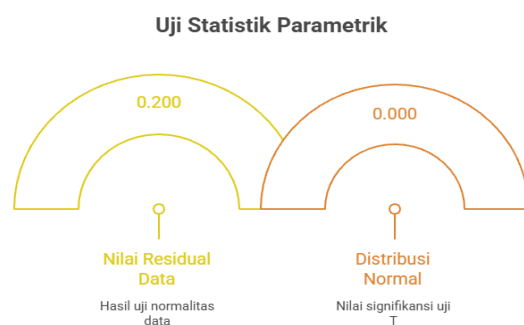
Source: Results of the Validity Test for the Pretest and Posttest

Based on descriptive statistical analysis, this study involved 27 respondents who obtained pretest scores ranging from a minimum of 50 to a maximum of 94, while the posttest scores ranged from a minimum of 79 to a maximum of 100. The pretest data reflected students' abilities before receiving the treatment, whereas the posttest scores reflected their abilities after the treatment had been implemented. Before administering the pretest and posttest questions, I conducted validity and reliability testing on all test items. The reliability coefficient of the pretest questions reached 85.5%, while the reliability coefficient of the posttest questions reached 75.7%. Therefore, it can be concluded that both the pretest and posttest instruments were valid and reliable, enabling the researcher to administer them to respondents at different times.

Table 6. Instrument Validity and Reliability Results of the Pretest and Posttest

Instrument	Total Items Tested	Valid Items	Invalid Items	Cronbach's Alpha Value	Reliability Interpretation
Pretest	12 items	10 items	2 items	0.855	Very high reliability
Posttest	12 items	9 items	3 items	0.757	High reliability

Figure 2. Parametric Statistical Test



Source: Results of the Data Normality Test

After obtaining the pretest and posttest data, I conducted a normality test using the residual values of the data. The test produced a significance value of 0.200 (20%), which was greater than 0.05 (5%). Therefore, the residual data were normally distributed and suitable for further parametric statistical analysis. Since all data were normally distributed, I proceeded with the Paired Sample T-Test, which produced a significance value (2-tailed) of $0.000 < 0.05$, indicating a significant difference in students' reading skills before and after receiving the treatment.

Based on the results of the Paired Sample T-Test, which demonstrated a significant difference, I continued with a linear regression analysis to determine which hypothesis should be accepted, H_a or H_0 . The results of the regression test showed a significance value of 0.000, which was lower than 0.05. Therefore, the alternative hypothesis (H_a) was accepted, meaning that there was a significant effect of using the instructional media from *Durus al-Lughah al-'Arabiyyah, Volume One*, on the reading skills of eighth-grade students at Al-Misri Middle School. To determine the extent of the effect of the independent variable on the dependent variable, an effective contribution test was conducted. The results showed an R Square value of 0.897, indicating that the instructional media from *Durus al-Lughah al-'Arabiyyah, Volume One*, contributed effectively by 89.7% to the students' reading skills, while the remaining 0.3% was influenced by other variables outside the scope of this research.

Thus, the instructional media from *Durus al-Lughah al-'Arabiyyah, Volume One*, had a significant effect on students' reading skills. Through repeated application of this instructional media, students' reading abilities can continue to improve. Nevertheless, this study also had several limitations:

1. Limited time, costs, and energy in conducting the research.
2. I realized that each respondent possessed different characteristics, making the findings difficult to generalize to all students.
3. This study focused only on the instructional media from *Durus al-Lughah al-'Arabiyyah, Volume One*; therefore, other factors outside the scope of this research may have had an even greater influence on students' reading skills.

CONCLUSION AND IMPLICATION

Based on the results and discussion of this study, the following conclusions can be drawn: Based on the pretest and posttest scores of the 27 respondents analyzed using the t-test model, it can be concluded that the reading skills of the eighth-grade B students at Al-Misri Middle School changed significantly before and after the use of the book *Durus al-Lughah al-'Arabiyyah, Volume One*. The statistical analysis produced a significance value (2-tailed) of $0.000 < 0.05$. Furthermore, the results of the simple linear regression test also showed a significance value of 0.000, which is lower than 0.05. Therefore, the alternative

hypothesis (Ha) was accepted, indicating that there is a significant effect of using the instructional media from *Durus al-Lughah al-‘Arabiyyah*, Volume One, on the reading skills of the eighth-grade B students at Al-Misri Middle School. With the assistance of the effective contribution test, the R Square value obtained was 0.897, which indicates that the instructional media from *Durus al-Lughah al-‘Arabiyyah*, Volume One, contributed effectively by 89.7% to the students’ reading skills, while the remaining 0.3% was influenced by other variables outside the scope of this research.

Therefore, it can be concluded that the use of the instructional media from *Durus al-Lughah al-‘Arabiyyah*, Volume One, had a significant effect on the reading skills of the eighth-grade B students at Al-Misri Middle School, with an effect size of 89.7%. The findings of this study imply that *Durus al-Lughah al-‘Arabiyyah* – Volume One can be used as an effective instructional book to improve students’ Arabic reading skills, especially for beginner learners at the middle school level. The study also suggests that Arabic teachers may integrate structured textbook-based instruction with gradual reading exercises to support students’ vocabulary development and reading comprehension.

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