EXPLORING GRAMMAR MASTERY AS A FOUNDATION OF READING SKILLS IN *SALAFIYAH* ISLAMIC BOARDING SCHOOLS

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Abstract

Grammar mastery (*qawāʿid al-naḥwu*) plays an essential role in understanding classical Arabic texts, particularly in *Salafiyah* Islamic education where unvocalized texts are commonly used. This study investigates the relationship between students' grammar mastery and their reading skills (*maharah al-qirāʾah*) among eighth-grade students at *Ma ʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur. Using a quantitative correlational design, data were collected from 20 students through grammar and reading tests. The findings show that students with higher grammar mastery tend to demonstrate better reading proficiency, while those with limited grammatical understanding experience greater difficulty in reading classical texts. The results confirm a strong positive relationship between grammar mastery and reading skills, highlighting the importance of integrating grammar instruction with reading practice in *Salafiyah*-based Arabic learning.

Keywords: Grammar mastery; Reading skills; Classical Arabic

Abstrak

Penguasaan *qawāʿid al-naḥwu* memiliki peran penting dalam memahami teks Arab klasik, khususnya dalam pendidikan Islam *Salafiyah* yang menggunakan teks tanpa harakat (*kitab kuning*). Penelitian ini bertujuan untuk menganalisis hubungan antara penguasaan nahwu dan keterampilan membaca (*maharah qirāʾah*) santri kelas VIII di *Ma ʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional terhadap 20 santri melalui tes nahwu dan tes membaca. Hasil penelitian menunjukkan bahwa santri dengan penguasaan nahwu yang tinggi memiliki keterampilan membaca yang lebih baik, sedangkan santri dengan penguasaan nahwu rendah mengalami kesulitan dalam membaca teks Arab klasik. Kesimpulannya, terdapat hubungan positif yang kuat antara penguasaan nahwu dan keterampilan membaca, sehingga integrasi pembelajaran nahwu dan qirāʾah menjadi penting dalam pembelajaran bahasa Arab di *pesantren Salafiyah*.

Kata kunci: Penguasaan tata bahasa; Keterampilan membaca; Bahasa Arab klasik

INTRODUCTION

Education is a comprehensive and dynamic process in which teachers guide learners and assume responsibility for ensuring that educational objectives are achieved.[1] Beyond the mere transmission of knowledge, education plays a crucial role in developing students' skills, attitudes, and values, thereby shaping well-rounded individuals and contributing to the improvement of a nation's quality of life. Through structured learning experiences, students acquire intellectual, moral, and social competencies essential for their personal and academic development.[2]

In the context of Islamic education, particularly in the study of classical Islamic heritage texts (*turāth*), one of the major challenges faced by students is that these texts are predominantly written without diacritical marks (*ghair musykal*).[3] The absence of vowelization requires learners to possess a strong command of Arabic linguistic sciences, especially *Ilm al-Nahw* (syntax) and *Ilm al-Ṣarf* (morphology), in order to read, vocalize, and interpret the texts accurately. Without adequate grammatical knowledge, errors in *i'rāb* and sentence structure may lead to serious misinterpretations of meaning, particularly in religious and scholarly texts.

Arabic grammar (*qawāʿid al-naḥw*) constitutes a fundamental component of Arabic language instruction and serves as the basis for understanding syntactic relations, sentence structure, and grammatical inflection.[4] Mastery of *nahw* enables students to identify grammatical functions, determine correct endings of words, and comprehend complex sentence constructions. Consequently, grammatical competence significantly supports reading fluency, accuracy, and comprehension when engaging with unvocalized classical Arabic texts.

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[1] ross, Lois Ann. "Selected Factors Influencing Teachers' Desire to Participate in Educational Decision Making and Their Willingness to Assume Responsibility for Decisions," n.d. https://doi.org/10.31274/rtd-180813-11402.

[2] Ernstsen, Sigrid, Anniken Furberg, and Hans Christian Arnseth. "Students' Collaborative Meaning-Making in Life Skills Education: Integrating Personal Experiences with Theoretical Knowledge." Learning, Culture and Social Interaction 54 (October 2025): 100943. https://doi.org/10.1016/j.lcsi.2025.100943.

[3] Haryanto, Toat, Nafiuddin Nafiuddin, and Miftahul Huda. "Shorof as an Essential Foundation in Understanding Classical Islamic Texts to Strengthen Students' Competence in Islamic Knowledge." Lugawiyyat 7, no. 1 (May 26, 2025): 42–51. https://doi.org/10.18860/lg.v7i1.31728.

[4] Mohamad Al-Taher Radwan Mohamed Ismail. "قواعد اللغة العربية." Mesopotamian Journal of Arabic Language Studies, no. 2024 (March 25, 2024): 22–34. https://doi.org/10.58496/mjals/2024/003.

Conversely, insufficient mastery of *nahw* often results in reading difficulties, limited comprehension, and an inability to analyze texts critically.[5]

However, students' grammatical competence does not always develop in parallel with their reading proficiency. Some learners demonstrate strong theoretical understanding of *nahw* but lack reading fluency, while others are able to read texts relatively smoothly without a solid grasp of grammatical rules. There are also students who struggle in both aspects or, conversely, excel in both grammar and reading. This discrepancy highlights the importance of empirically investigating the relationship between *nahw* mastery and Arabic reading skills (*qirā'ah*), particularly given the increasing global interest in Arabic learning and the linguistic challenges faced by non-native speakers.[6]

Several previous studies have explored the relationship between grammatical mastery and Arabic reading proficiency. First, Hidayat found a significant positive correlation between students' understanding of *nahw* and their ability to read classical Arabic texts accurately.[7] Second, Rahman and Aziz reported that grammatical competence contributes substantially to correct *i'rāb* and improved comprehension of Arabic reading materials.[8] Third, Kamaliah demonstrated that integrating *nahw* instruction with structured reading exercises enhances students' reading fluency and comprehension.[9] Fourth, Darmiah Nonci, et al. emphasized that simplifying Arabic grammar instruction facilitates learners' mastery of reading *kitab kuning* texts. Fifth, Nasution concluded that students' difficulties in reading unvocalized *turāth* texts primarily stem from weak grammatical understanding.[10]

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[5] Anawiyah. "Analysis of the Difficulties of Reading Arabic Texts in Teaching Reading Skills at Walisongo Boarding School Cukir Jombang." EL-FUSHA: Jurnal Bahasa Arab Dan Pendidikan 5, no. 2 (April 12, 2025): 73–84. https://doi.org/10.33752/el-fusha.v5i2.6928.

[6] Bakri, Siti Nur Liyana, and Rashid Abdul Hamed Kirembwe. "Relationship between Arabic Reading Skills (ARS) and Arabic Verbal Expression (AVE) as Predictors for Undergraduate Students' Arabic Language Achievement." Al-Azkiyaa - Jurnal Antarabangsa Bahasa Dan Pendidikan 2, no. 1 (March 30, 2023): 113–22. https://doi.org/10.33102/alazkiyaa51.

[7] Larassaty, Gina. "Korelasi Antara Penguasaan Kosakata Siswa Dengan Dan Pencapaiannya Dalam Pemahaman Membaca." Cakrawala: Jurnal Pendidikan 13, no. 1 (May 1, 2019): 12–21. https://doi.org/10.24905/cakrawala.v13i1.156.

[8] Rahman, Ade, Nur Istaqam, Nurdiniawati Nurdiniawati, and M. Rajais. "Peningkatan Kemampuan Bahasa Arab Melalui Pentashihan Interferensi Bahasa Bima Terhadap Bahasa Arab Mahasiswa." Al-Af'idah Jurnal Pendidikan Dan Pengajaran Bahasa Arab 8, no. 2 (September 29, 2024): 490–500. https://doi.org/10.52266/al-afidah.v8i2.3418.

[9] Kamaliah, Kamaliah, and Syamsuyurnita Syamsuyurnita. "Efektivitas Strategi Pembelajaran Direct Reading Thinking Activity (DRTA) Terhadap Keterampilan Membaca Pemahaman Siswa SD Muslim Suksa Thailand." Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran 17, no. 1 (February 14, 2025): 218–25. https://doi.org/10.35457/konstruk.v17i1.4139.

[10] Darmiah Nonci, Abdul Qahar Zainal, and Mustamin. "Strategi Guru Bahasa Arab Dalam Mengatasi Kesulitan Membaca Teks Bahasa Arab Peserta Didik Kelas VII A MTs DDI

Despite these contributions, most existing studies have been conducted in formal schools or modern educational institutions and have not specifically examined traditional *Salafiyah pesantren* contexts, which are characterized by *turāth*-based curricula and conventional teaching methods.[11] To date, limited research has focused on *Maʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur, an institution with distinctive learning traditions centered on unvocalized classical texts.

Addressing this research gap, the present study investigates the relationship between students' understanding of *nahw* rules and their Arabic reading skills (*qirāʾah*) among eighth-grade students at *Maʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur. By focusing on grammatical comprehension as a single independent variable, this study provides a more nuanced understanding of how *nahw* mastery contributes to students' reading accuracy, fluency, and comprehension of classical Arabic texts.

The research questions guiding this study are as follows: (1) Is there a significant relationship between students' understanding of *nahw* and their reading skills (*qirāʾah*) among eighth-grade students at *Maʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur? (2) To what extent does the level of *nahw* mastery contribute to students' ability to read unvocalized classical Arabic texts (*turāth*) accurately and meaningfully?

Theoretically, this study contributes to the field of applied linguistics and Arabic language pedagogy by clarifying the role of grammatical knowledge in reading comprehension.[12] It reinforces the notion that structural language competence is essential for meaningful engagement with classical texts. Practically, the findings are expected to inform curriculum development and instructional strategies in *Salafiyah pesantren*, enabling educators to design targeted grammar instruction and effective reading activities that align with students' linguistic needs.[13]

Kulo Kabupaten Sidenreng Rappang." QANUN: Journal of Islamic Laws and Studies 2, no. 1 (June 27, 2023): 39–44. https://doi.org/10.58738/qanun.v2i1.279.

[11] Siti Muhibah. "Leadership Model of Pondok Pesantren Salafiyah in Banten Province: Exploration of the Leadership of Non-Formal Islamic Educational Institutions." International Journal of Social Science and Human Research 06, no. 04 (April 28, 2023). https://doi.org/10.47191/ijsshr/v6-i4-53.

[12] Sao, Bui Thien. "Implicit and Explicit Grammatical Knowledge in Predicting Reading Comprehension of Vietnamese EFL Learners." Korean Journal of Applied Linguistics 32, no. 1 (March 31, 2016): 175. https://doi.org/10.17154/kjal.2016.3.32.1.175.

[13] Badley, Ken. "Reading Strategies." Engaging College and University Students, July 6, 2022, 107–20. https://doi.org/10.4324/9781003259596-14.

The novelty of this study lies in its contextual focus and analytical scope. Unlike previous research conducted in modern or formal educational settings, this study examines the correlation between *nahw* mastery and reading skills within a traditional *Salafiyah pesantren* environment, where students rely heavily on unvocalized *turāth* texts. By situating the analysis in this distinctive educational context, the study offers new empirical insights into the role of Arabic grammar in enhancing reading competence in classical Islamic texts.

In conclusion, this study provides a comprehensive analysis of the relationship between students' understanding of *nahw* and their ability to read Arabic texts accurately and meaningfully. By focusing on eighth-grade students in a *Salafiyah* educational setting, the research underscores the central role of Arabic grammar in developing reading proficiency and contributes to evidence-based improvements in Arabic language instruction within Islamic educational institutions.

METHOD

This study used a quantitative correlational design to examine the relationship between students' mastery of *qawāʿid al-naḥwu* and their Arabic reading proficiency (*maharah qirā'ah*) in classical texts.[14] A quantitative approach was selected to allow objective measurement and statistical analysis of the relationship between variables. In this study, mastery of Arabic grammar (*qawāʿid al-naḥwu*) was treated as the independent variable (X), while reading proficiency in *kitab kuning* served as the dependent variable (Y).[15]

The research was conducted at *Maʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur, during the 2024/2025 academic year. The population consisted of all eighth-grade students enrolled at the institution. Due to the limited number of students, a total sampling technique was applied, involving all 60 students as research participants to ensure comprehensive representation of the population.

Data were collected using two instruments: a grammar mastery test and a reading proficiency test. The grammar test measured students' understanding of essential Arabic grammatical components, including *tarkīb*, *iʿrāb*, *ḍamīr*, *fiʿil*, *isim*, and *ḥurūf*.[16] The reading proficiency test used selected passages from *kitab kuning* to assess students' ability to read unvocalized classical Arabic texts, focusing on

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[14] Bertie Daley. "The Relationship Between Attitude Toward Reading and Reading Achievement : An In Depth Correlational Study," n.d. https://doi.org/10.58809/ytii4478.

[15] Thrane, Christer. "Several Independent Variables and One Dependent Variable." Statistical Analysis, November 14, 2024, 86–117. https://doi.org/10.4324/9781032640808-5.

[16] Hinrich, Sally. "A Contextualized Grammar Proficiency Test Using Informal Spoken English." Portland State University Library, January 1, 2000. https://doi.org/10.15760/etd.5700.

pronunciation accuracy and fluency, correctness of reading structure, and comprehension of meaning.

Both instruments were validated by experts in Arabic grammar and reading skills to ensure content and construct validity. [17] Reliability testing using Cronbach's Alpha showed acceptable internal consistency for both instruments (α > 0.70). Prior to hypothesis testing, data were subjected to a Shapiro–Wilk normality test, which indicated that the data were normally distributed. Consequently, the relationship between grammar mastery and reading proficiency was analyzed using Pearson's Product–Moment correlation with a significance level of α = 0.05. Statistical analysis was conducted using appropriate software.

This method provides a valid and reliable framework for identifying the relationship between Arabic grammar mastery and reading proficiency in a *Salafiyah pesantren* context and supports the development of effective Arabic language learning strategies.[18]

RESULTS AND DISCUSSION

1. Students' Grammar Mastery (*Qawāʿid al-Naḥwu*)

Based on the results of the grammar comprehension test administered to eighth-grade students at *Maʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur, students' mastery of *qawāʿid al-naḥwu* can be categorized into three levels: high, moderate, and low. The findings indicate that 50% of students achieved scores in the high category (60–100), 20% were in the moderate category (40–60), and 30% were classified as having low grammatical mastery (20–40). This distribution suggests that, overall, students demonstrate a relatively strong foundation in Arabic grammar, although a significant proportion still experiences difficulties.

The high level of grammatical mastery among half of the participants reflects the effectiveness of traditional *pesantren*-based instruction, which emphasizes systematic learning of *nahwu* concepts such as *tarkīb*, *i'rāb*, *fi'il*, *isim*, *ḍamīr*, and *ḥurūf*. These components are essential for understanding sentence structure and syntactic relationships in classical Arabic texts. According to linguistic theory, grammatical competence plays a central role in language processing, as it enables learners to interpret meaning beyond isolated

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[17] Sadler, Louisa. "On the Construct State in Arabic." Modular Design of Grammar, October 15, 2021, 65–84. https://doi.org/10.1093/oso/9780192844842.003.0005.

[18] Hussin, Mohamad, Hanan Salleh, and Triyo Supriyatno. "Application Of Mysur In Improving Arabic Grammar Mastery." Ijaz Arabi Journal of Arabic Learning 6, no. 1 (February 28, 2023). https://doi.org/10.18860/ijazarabi.v6i1.21048.

vocabulary items. Students who master grammatical rules are better equipped to recognize sentence patterns and infer meaning accurately.[19]

These findings are consistent with previous studies. Muhammady (2022) reported that students with strong *nahwu* mastery showed greater confidence and accuracy in reading unvocalized Arabic texts.[20] Similarly, Khoiriyah (2021) emphasized that grammar competence serves as a cognitive framework that supports higher-level language skills.[21] However, the presence of 30% of students in the low category indicates that grammatical instruction has not yet reached all learners effectively. This gap may be influenced by differences in learning pace, prior exposure to Arabic, and students' motivation. Therefore, while the overall level of grammar mastery is encouraging, targeted reinforcement remains necessary to ensure more equitable learning outcomes.

2. Students' Reading Skills (*Mahārah al-Qirā'ah*)

The assessment of students' reading skills reveals a varied level of proficiency in *maharah al-qirā'ah*, particularly in reading classical Arabic texts (*kitab kuning*). The results show that 50% of students achieved high reading proficiency, while 25% were categorized as moderate, and 25% demonstrated low reading skills. Students in the high category were able to read texts fluently, pronounce words accurately, and demonstrate adequate comprehension of textual meaning. In contrast, students in the lower categories experienced difficulties in pronunciation, reading fluency, and understanding sentence meaning.

These findings highlight the inherent complexity of reading classical Arabic texts, which are typically written without vowel marks and require a strong command of grammatical knowledge.[22] From a pedagogical perspective, reading is not merely a mechanical decoding process but an integrative skill that involves phonological awareness, syntactic understanding, and semantic interpretation.

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[19] Qalandarova Dilfuza Satimboyevna. "The Role Of Linguistic Factors In The Formation Of Grammatical Meaning." International Journal Of Literature And Languages 5, no. 12 (December 19, 2025): 182–84. https://doi.org/10.37547/ijll/volume05issue12-49.

[20] Muhammady, Aan, and Danial Jamal. "Relevansi Penguasaan Nahwu Dan Sharf Dengan Kemampuan Membaca Teks-Teks Keagamaan Teungku Dayah Aceh." An Nabighoh 24, no. 2 (December 31, 2022): 215. https://doi.org/10.32332/an-nabighoh.v24i2.5442.

[21] Khoiriyah, Hidayatul. "Metode Qirā'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah." لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya 10, no. 1 (August 27, 2020): 32. https://doi.org/10.22373/ls.v10i1.7804.

[22] AlQahtany, Mubark Obaid, Yousef Ajami Alotaibi, and Sid-Ahmed Selouani. "Analyzing the Seventh Vowel of Classical Arabic." 2009 International Conference on Natural Language Processing and Knowledge Engineering, September 2009, 1–7. https://doi.org/10.1109/nlpke.2009.5313729.

Students who struggle with any of these components are likely to encounter obstacles in achieving reading fluency.[23]

Previous research supports this interpretation. Wahdah (2020) found that students' reading difficulties in *kitab kuning* were closely related to limited grammatical awareness and insufficient exposure to authentic texts.[24] Similarly, Fauziah et al. (2023) emphasized that reading proficiency in *pesantren* contexts depends heavily on students' ability to analyze sentence structure and identify grammatical functions.[25] The balanced distribution between high and low categories in this study suggests that while some students have successfully developed these skills, others require more structured reading support and guided practice to improve their comprehension abilities.

3. Relationship between Grammar Mastery and Reading Skills

The comparative analysis between grammar mastery (X) and reading skills (Y) indicates a **positive and meaningful relationship** between the two variables. Students who obtained high scores in grammar comprehension generally demonstrated strong reading proficiency, whereas students with low grammatical mastery tended to perform poorly in reading tasks. This relationship is further supported by the high N-gain value (0.97), which indicates that grammar mastery substantially contributes to the effectiveness of reading skill development.

From a cognitive perspective, this finding aligns with Input Processing Theory, which suggests that learners with well-established grammatical knowledge experience reduced cognitive load when processing written texts.[26] As a result, they can focus more on understanding meaning rather than decoding grammatical forms. In the context of classical Arabic reading, grammar functions as a key tool for interpreting sentence structure and resolving ambiguity caused by the absence of vowel markers.

This result corroborates earlier studies. Ma'ruf, et al. (2024) demonstrated that grammar-focused instruction significantly improves students' reading

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[23] Schirmer, Barbara R., and Laura Schaffer. "Guided Reading Approach." TEACHING Exceptional Children 42, no. 5 (May 2010): 52–58. https://doi.org/10.1177/004005991004200506.

[24] Wahdah, Yuniarti Amalia. "Faktor-Faktor Kesulitan Siswa Dalam Membaca Teks Bahasa Arab." Alsuniyat 1, no. 1 (April 28, 2020): 30–46. https://doi.org/10.17509/alsuniyat.v1i1.24197.

[25] Fauziah, Hapsah, and Suryani Widiawati. "Pengaruh Keterampilan Menulis Huruf Arab Terhadap Kemampuan Siswa Dalam Membaca Al-Qur'an Pada Mata Pelajaran BTQ." Masagi 2, no. 1 (August 31, 2023): 211–18. https://doi.org/10.37968/masagi.v2i1.496.

[26] Jiang, Dayu. "A Cognitive Perspective of Language Processing." Cognitive Load Theory and Foreign Language Listening Comprehension, 2024, 75–96. https://doi.org/10.1007/978-981-97-2317-1_6.

comprehension in Arabic.[27] Likewise, Mariyam (2021) concluded that *nahwu* mastery is a strong predictor of reading success in *pesantren* education.[28] However, the findings also indicate that grammar mastery alone does not fully determine reading proficiency. Some students with moderate grammar scores still faced challenges in comprehension, suggesting the influence of additional factors such as vocabulary knowledge, reading frequency, and learner motivation.

Overall, the findings confirm that grammar mastery plays a foundational role in enhancing students' reading skills, particularly in learning environments that rely heavily on classical Arabic texts. Strengthening grammar instruction, therefore, remains a strategic approach to improving reading proficiency and supporting students' engagement with Islamic scholarly literature.

CONCLUSION

This study concludes that students' mastery of *qawāʿid al-naḥwu* plays a significant role in supporting their reading skills (*maharah al-qirā'ah*), particularly in reading unvocalized classical Arabic texts (*kitab kuning*). The findings indicate that most eighth-grade students at *Maʿhad Salafiyah Islamiyah al-Wustha*, Padang Bujur, demonstrate a relatively good level of grammatical understanding, which is reflected in their ability to read Arabic texts with greater fluency, accuracy, and comprehension.

The results further reveal that students with high grammar mastery tend to achieve higher reading proficiency, while those with limited grammatical understanding encounter difficulties in pronunciation, sentence interpretation, and comprehension of meaning. This confirms that *nahwu* functions not merely as theoretical knowledge but as a practical linguistic tool that enables students to interpret sentence structure, determine *i'rāb*, and resolve ambiguity in texts without diacritical marks. The high N-gain value obtained in this study reinforces the conclusion that grammar mastery substantially contributes to the effectiveness of reading skill development.

Moreover, the findings emphasize that the traditional *Salafiyah pesantren* learning context, which relies heavily on *turāth* texts, requires strong grammatical competence as a foundational skill. While grammar mastery significantly

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[27] Ma'ruf, Mahir Arriyadli, and Lailatul Mathoriyah. "Analisis Kesalahan Sintaksis Dalam Membaca Teks Arab Pada Siswa Serta Alternatif Peningkatan Kualitas Pembelajaran Bahasa Arab Di Sekolah." Al-Lahjah : Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab 7, no. 2 (August 29, 2024): 794–803. https://doi.org/10.32764/lahjah.v7i2.4902.

[28] Mariyam, Siti. "Hubungan Penguasaan Nahwu Sharaf Dengan Kemampuan Membaca Kitab Kuning Pesantren Riyadhul Huda." Tatsqifiy: Jurnal Pendidikan Bahasa Arab 2, no. 1 (January 29, 2021): 71–81. https://doi.org/10.30997/tjpba.v2i1.2828.

enhances reading ability, the study also suggests that reading proficiency is influenced by additional factors such as vocabulary knowledge, reading practice, and instructional strategies. Therefore, grammar instruction should be integrated with guided reading activities to maximize learning outcomes.

In conclusion, strengthening students' understanding of *qawāʿid al-naḥwu* is essential for improving their reading competence in classical Arabic texts. This study provides empirical support for the importance of grammar-based instruction in Islamic educational institutions and offers practical insights for developing more effective Arabic teaching strategies within *pesantren*-based education systems.

Implications

The findings of this study imply that Arabic language instruction, particularly in *Salafiyah*-based educational institutions, should place stronger emphasis on systematic and contextualized grammar (*qawāʿid al-naḥwu*) instruction as a foundation for developing reading skills. Grammar teaching should not be limited to theoretical explanation but integrated with guided reading of classical texts to help students apply grammatical knowledge in authentic contexts. Teachers are encouraged to design learning activities that combine grammar analysis, text decoding, and comprehension exercises to reduce students' cognitive load when reading unvocalized Arabic texts. Furthermore, targeted support should be provided for students with low grammatical mastery through remedial instruction and intensive practice, ensuring more equitable learning outcomes. These implications highlight the importance of aligning grammar instruction with reading pedagogy to enhance students' overall proficiency in classical Arabic literacy.

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