



Al-Şarf al-Muyassar for Arabic Morphology Learning: Effects on Speaking and Reading Skills

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Abstract

Arabic morphology is often taught through rule memorization and conjugational paradigms, although its contribution to speaking and reading requires further empirical examination. This study investigated the implementation and effectiveness of *Al-Şarf al-Muyassar: Taqrīb Lāmiyyat al-Af'āl* in improving students' Arabic speaking and reading skills. A quantitative quasi-experimental design with a pretest–posttest control group was employed. The participants were 40 second-year secondary students at Darullughah Wadda'wah Islamic Boarding School, Bangil, Indonesia, divided into an experimental group and a control group of 20 students each. The experimental group received morphology instruction through simplified rules, root-and-pattern analysis, tables, guided exercises, reading activities, and oral sentence production, while the control group received conventional morphology instruction. Data were collected through speaking and reading tests, classroom observation, and teacher interviews. The experimental group's mean score increased from 68.5 to 85.8, whereas the control group improved from 68.2 to 74.6. The posttest difference was statistically significant ($p = .001$), indicating that *Al-Şarf al-Muyassar*-based instruction produced stronger combined speaking and reading outcomes. The findings suggest that Arabic morphology becomes more effective when structural knowledge is connected with contextualized reading and oral production. This study contributes evidence that simplified and application-oriented morphology instruction can transform *şarf* from a memorized body of rules into a functional foundation for receptive and productive Arabic skills in an Indonesian Islamic boarding-school context.

Keywords: *Arabic morphology; Arabic reading; Arabic speaking; Al-Şarf al-Muyassar; morphology instruction.*

Introduction

Arabic morphology occupies a central position in the development of linguistic competence because it governs the internal structure of words and explains how roots, patterns, affixes, and inflectional markers interact to produce meaning. Unlike languages that predominantly construct words through linear affixation, Arabic combines linear and non-linear morphological processes. A consonantal root generally carries a core semantic field, while a morphological pattern provides grammatical and lexical information that enables learners to recognize relationships among verbs, nouns, participles, and verbal nouns. Saiegh-Haddad's Model of Arabic Word Reading in Development emphasizes that morphological structure, vowelization, and the relationship between spoken and standard varieties jointly shape the processing of Arabic words.¹ Consequently, learning Arabic morphology should not be treated merely as memorizing conjugation tables but as developing an analytical system through which learners can understand and produce meaningful linguistic forms.

Morphological awareness refers to the ability to identify, analyze, and manipulate meaningful units within words. In Arabic, this awareness includes recognizing consonantal roots, distinguishing word patterns, interpreting prefixes and suffixes, and understanding changes caused by derivation and inflection. Tibi and Kirby found that Arabic morphological awareness represented a valid linguistic construct with both oral and written dimensions and accounted for substantial variance in real-word and pseudoword reading.² Similarly, Saiegh-Haddad and Taha demonstrated that morphological awareness contributed uniquely to Arabic word reading and spelling even after phonological and

¹ Elinor Saiegh-Haddad, "MAWRID: A Model of Arabic Word Reading in Development," *Journal of Learning Disabilities* 51, no. 5 (September 2018): 454–62, <https://doi.org/10.1177/0022219417720460>.

² Sana Tibi and John R. Kirby, "Morphological Awareness: Construct and Predictive Validity in Arabic," *Applied Psycholinguistics* 38, no. 5 (September 2017): 1019–43, <https://doi.org/10.1017/S0142716417000029>.

cognitive abilities were considered.³ These findings indicate that morphology is not an isolated component of grammatical knowledge. Instead, it provides learners with a linguistic mechanism for decoding unfamiliar words, retrieving lexical meanings, and interpreting the grammatical functions represented by different word forms.

The relationship between morphological awareness and reading is particularly important in Arabic because written words frequently contain several meaningful elements within a single orthographic form. Learners who understand the relationship between roots and patterns are better positioned to connect unfamiliar forms with previously learned vocabulary. In a longitudinal study involving Arabic-speaking learners, Vaknin-Nusbaum and Saiegh-Haddad found that early morphological awareness predicted subsequent reading comprehension beyond the contribution of phonological decoding.⁴ Their findings also showed that derivational and inflectional awareness may contribute differently according to learners' levels of morphological knowledge. Arabic reading is further influenced by vowelization and linguistic distance between familiar spoken forms and the standard language used in formal texts.⁵ Explicit attention to morphology may therefore help learners reduce lexical ambiguity, anticipate grammatical relationships, and interpret sentences more accurately.

Intervention studies provide additional evidence that morphological knowledge can be strengthened through systematic instruction. Taha and Saiegh-Haddad reported that morphology-oriented intervention contributed to the development of Arabic orthographic knowledge, demonstrating that explicit analysis of word structures may produce measurable learning benefits.⁶ In a

³ Haitham Taha and Elinor Saiegh-Haddad, "The Role of Phonological versus Morphological Skills in the Development of Arabic Spelling: An Intervention Study," *Journal of Psycholinguistic Research* 45, no. 3 (June 2016): 507–35, <https://doi.org/10.1007/s10936-015-9362-6>.

⁴ Vered Vaknin-Nusbaum and Elinor Saiegh-Haddad, "The Contribution of Morphological Awareness to Reading Comprehension in Arabic-Speaking Second Graders," *Reading and Writing* 33, no. 10 (December 2020): 2413–36, <https://doi.org/10.1007/s11145-020-10048-y>.

⁵ Elinor Saiegh-Haddad and Rachel Schiff, "The Impact of Diglossia on Voweled and Unvoweled Word Reading in Arabic: A Developmental Study From Childhood to Adolescence," *Scientific Studies of Reading* 20, no. 4 (July 2016): 311–24, <https://doi.org/10.1080/10888438.2016.1180526>.

⁶ Taha and Saiegh-Haddad, "The Role of Phonological versus Morphological Skills in the Development of Arabic Spelling."

second-language context, Li and Chen found that learners receiving morphological-awareness training improved their reading of morphologically simple and complex words, although the relative effect depended on the instructional condition and the reading measure employed.⁷ Amirjalili and Jabbari likewise showed that explicit morphological instruction improved learners' morphological awareness and reading comprehension.⁸ Akbulut's experimental findings further indicated that instruction involving roots, derivations, and affix correction enabled the experimental group to outperform the control group in morphological and reading tasks.⁹ Collectively, these studies suggest that structured morphology instruction can move learners from passive recognition of grammatical rules toward the active analysis of word formation.

Nevertheless, the educational effects of morphological instruction should not be generalized without considering the target language, learner population, instructional duration, and learning materials. Ke and Zhang's review found relatively consistent gains in morphological awareness and vocabulary knowledge, while the effects on reading fluency, spelling, phonological awareness, and reading comprehension varied across studies.¹⁰ This variation suggests that morphology instruction becomes more pedagogically meaningful when rules are accompanied by graded examples, guided analysis, repeated practice, and opportunities to apply word patterns in connected language. Evidence from Arabic-speaking learners also shows that training focused on morphological analysis, derivational forms, and inflectional forms can improve

⁷ Yi-syuan Li and Shu-hui Chen, "Relative Effectiveness of Phonological and Morphological Awareness Training on L2 Word Reading in EFL Children," *System* 60 (August 2016): 93–104, <https://doi.org/10.1016/j.system.2016.06.005>.

⁸ Forough Amirjalili and Ali Akbar Jabbari, "The Impact of Morphological Instruction on Morphological Awareness and Reading Comprehension of EFL Learners," *Cogent Education* 5, no. 1 (January 2018): 1523975, <https://doi.org/10.1080/2331186X.2018.1523975>.

⁹ Fatma Demiray Akbulut, "The Contribution of Morphological Instruction to Morphological Awareness and Reading: An Integrative Experiment on Turkish EFL Learners," *International Journal of Social Sciences and Education Research*, July 1, 2019, 263–78, <https://doi.org/10.24289/ijsser.558986>.

¹⁰ Sihui (Echo) Ke and Dongbo Zhang, "Morphological Instruction and Reading Development in Young L2 Readers: A Scoping Review of Causal Relationships," *Studies in Second Language Learning and Teaching* 11, no. 3 (September 2021): 331–50, <https://doi.org/10.14746/ssllt.2021.11.3.2>.

word and pseudoword reading.¹¹ However, much of this research has concentrated on native-speaking children, learners experiencing reading difficulties, or students learning English morphology. Evidence concerning non-native Arabic learners studying morphology through a traditional but pedagogically simplified textbook remains comparatively limited.

The relevance of morphological instruction extends beyond reading. Speaking requires learners to retrieve appropriate vocabulary, select grammatically suitable forms, and organize those forms into comprehensible utterances under real-time processing conditions. Knowledge of Arabic verb patterns may enable learners to transform roots according to tense, person, number, gender, voice, and intended meaning. Morphological awareness may thus support productive language indirectly by expanding productive vocabulary and strengthening learners' ability to construct accurate sentences. Research on productive language has shown that morphological awareness is associated with productive vocabulary and the ability to employ varied word forms in meaningful texts.¹² This evidence does not by itself establish a direct causal effect on Arabic speaking, but it provides a plausible instructional pathway: learners who understand how words are formed and transformed may gain greater control over the forms required for oral expression. Grammar research likewise emphasizes the importance of linking explicit attention to linguistic form with communicative practice rather than presenting grammar as decontextualized knowledge.¹³

From the perspective of instructed second-language acquisition, explicit instruction can facilitate learning when it directs attention to important linguistic features while still allowing learners to use those features for meaningful purposes. Loewen explains that instructed acquisition involves interaction among

¹¹ Smail Layes et al., "Effects of Morphological Awareness Training on Reading Accuracy in Children with Dyslexia and Its Transfer Effect on Phonological Awareness," *Journal of International Special Needs Education* 24, no. 2 (December 2021): 66–75, <https://doi.org/10.9782/JISNE-D-19-00023>.

¹² Hani Qasem Mohammed Asaad and Ahmad Affendi ShabdiN, "The Predictive Role of Morphological Awareness and Productive Vocabulary Knowledge in L2 Postgraduate Students' Academic Writing," *Eurasian Journal of Applied Linguistics*, April 8, 2021, 24–44, <https://doi.org/10.32601/ejal.911149>.

¹³ Laura Collins and June Ruivivar, "Research Agenda: Researching Grammar Teaching and Learning in the Second Language Classroom," *Language Teaching* 54, no. 3 (July 2021): 407–23, <https://doi.org/10.1017/S0261444821000070>.

attention to form, classroom interaction, practice, feedback, and learner-related variables.¹⁴ Collins and Ruivivar similarly argue that grammar research should examine how teachers provide rich practice opportunities and how oral interaction encourages learners to attend to grammatical forms.¹⁵ These perspectives are relevant to Arabic morphology because knowledge of conjugational rules does not automatically result in fluent performance. Learners need to observe patterns, compare forms, complete controlled exercises, read forms in meaningful contexts, and employ them in spoken sentences. Therefore, a morphology textbook should be evaluated not only according to the quantity of rules it contains but also according to its ability to support gradual movement from explanation and recognition to controlled and communicative production.

Instructional materials consequently play a decisive role in translating morphological knowledge into teachable classroom experiences. Effective language-learning materials should provide accessible input, coherent sequencing, relevant examples, meaningful exercises, opportunities for retrieval, and tasks that connect linguistic knowledge with language use.¹⁶ *Al-Ṣarf al-Muyassar: Taqrīb Lāmiyyat al-Afʿāl* was designed to simplify major principles associated with Arabic verb morphology by organizing rules, examples, tables, and exercises into a more accessible instructional sequence. Its pedagogical structure potentially responds to common difficulties experienced by learners who encounter highly condensed grammatical texts, limited contextual examples, and insufficient opportunities for application. However, the instructional value of a simplified morphology book cannot be assumed solely from its organization. It must be examined empirically by comparing learners' abilities before and after instruction and by determining whether improvements extend beyond morphological knowledge to functional language skills.

Previous studies have established significant relationships among morphological awareness, word recognition, vocabulary, spelling, and reading comprehension. Yet three limitations remain evident. First, much of the available

¹⁴ Shawn Loewen, *Introduction to Instructed Second Language Acquisition*, 2nd ed. (Routledge, 2020), <https://doi.org/10.4324/9781315616797>.

¹⁵ Collins and Ruivivar, "Research Agenda."

¹⁶ Brian Tomlinson and Hitomi Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*, 1st ed. (Hoboken, NJ: Wiley-Blackwell, 2018).

research investigates morphology as a metalinguistic or literacy-related variable rather than as instructional content delivered through a particular Arabic textbook. Second, speaking and reading are frequently examined separately, leaving limited evidence concerning whether one morphology-based intervention can support both productive and receptive abilities. Third, relatively few experimental studies have investigated traditional Arabic morphology materials within Indonesian Islamic boarding-school education, where *ṣarf* is taught systematically but is not always explicitly integrated with communicative and textual performance. These limitations create a need for classroom-based evidence concerning whether simplified, example-rich morphology instruction can connect structural knowledge with actual Arabic use. This interpretation is supported by the broader literature, which continues to identify under-researched instructional contexts, linguistic features, and forms of grammar practice.

Accordingly, this study investigates the implementation and effectiveness of *Al-Ṣarf al-Muyassar* in Arabic morphology learning, with particular attention to speaking and reading skills. It addresses two research questions: **(1)** How is *Al-Ṣarf al-Muyassar* implemented to support learners' Arabic speaking and reading skills? **(2)** To what extent does instruction using *Al-Ṣarf al-Muyassar* produce significant improvement in those skills compared with conventional instruction? By examining both oral and reading outcomes, the study positions Arabic morphology as a functional resource for language performance rather than merely a body of rules to be memorized. Its contribution lies in connecting a classical root-and-pattern tradition with empirically evaluated classroom practice and in clarifying whether simplified morphology instruction can provide an integrated foundation for receptive and productive Arabic proficiency.

Method

Research Design and Participants

This study employed a quantitative quasi-experimental pretest–posttest control-group design. This design was appropriate because the participants belonged to two existing classes and could not be randomly assigned individually. Quasi-experimental research allows instructional effects to be examined under

natural educational conditions while maintaining systematic measurement and comparison.¹⁷ Classroom-based experiments should also preserve the authenticity of the learning environment while controlling the principal variables that may influence the outcomes.¹⁸

The study was conducted at Darullughah Wadda'wah Islamic Boarding School, Bangil, Pasuruan, Indonesia, from October 15 to December 20, 2021. The participants were 40 second-year secondary students from two intact classes. One class of 20 students served as the experimental group, while another class of 20 students served as the control group. Total sampling was used because all students in both classes were included. Pretest scores were used to examine the groups' initial comparability and control possible baseline differences.¹⁹

Group	Pretest	Treatment	Posttest
Experimental	O ₁	<i>Al-Şarf al-Muyassar</i> -based instruction	O ₂
Control	O ₁	Conventional morphology instruction	O ₂

The independent variable was Arabic morphology instruction using *Al-Şarf al-Muyassar: Taqrīb Lāmiyyat al-Af'āl*. The dependent variables were students' Arabic speaking and reading skills.

Instructional Treatment

The experimental group learned Arabic morphology through *Al-Şarf al-Muyassar*, which presents morphological rules, verb patterns, examples, tables, and exercises in a simplified sequence. Each lesson involved four stages: explaining the target rule, identifying roots and derived patterns, completing guided morphological exercises, and applying the forms in speaking and reading activities.

During speaking practice, students constructed and presented meaningful sentences using the studied forms. During reading practice, they identified

¹⁷ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Los Angeles, CA: SAGE Publications, 2018), <https://www.sagepub.com/shop/buy-a-book/research-design-5-255675>.

¹⁸ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 8th ed. (London: Routledge, 2017), <https://doi.org/10.4324/9781315456539>.

¹⁹ Donald Ary et al., *Introduction to Research in Education*, 10th ed. (Boston, MA: Cengage Learning, 2018), <https://www.cengage.com/c/introduction-to-research-in-education-10e-ary-jacobs-sorensen-walker/9781337566001/>.

morphological patterns, read short Arabic passages aloud, and explained their meanings. The control group received conventional instruction consisting mainly of teacher explanation, memorization of rules and paradigms, examples, and written exercises. Both groups followed the same institutional schedule during the intervention.

Research Instruments

Data were collected through speaking tests, reading tests, classroom observation, and semi-structured teacher interviews. Instrument indicators were aligned with the research objectives, learning materials, and operational definitions of the measured competencies. DeVellis emphasizes that assessment indicators must correspond directly to the constructs being examined.²⁰

The speaking test assessed morphological accuracy, sentence formation, vocabulary use, pronunciation, and fluency. Students produced sentences and short oral responses based on selected roots, patterns, and communicative prompts. Analytic scoring was used because it enables different dimensions of language performance to be assessed separately.²¹

The reading test measured pronunciation accuracy, recognition of roots and patterns, vocabulary understanding, textual comprehension, and identification of main ideas. Parallel test specifications were used at the pretest and posttest stages to maintain comparable levels of content and difficulty.

A structured observation sheet documented lesson preparation, explanation of rules, use of exercises, student participation, speaking and reading practice, feedback, and lesson closure. Semi-structured interviews with the Arabic teacher explored instructional procedures, time allocation, student responses, learning difficulties, and the perceived contribution of the textbook. Observation and interview data were used to support the interpretation of the quantitative results.

Validity and Data Collection

Content validity was established by matching the test items and scoring rubrics with the instructional content, research objectives, and competency

²⁰ Robert F. DeVellis, *Scale Development: Theory and Applications*, 4th ed., Applied Social Research Methods (Los Angeles, CA: SAGE Publications, 2017), <https://collegepublishing.sagepub.com/products/scale-development-4-246123>.

²¹ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, 3rd ed. (Hoboken, NJ: Pearson Education, 2019).

indicators. Clear scoring descriptors were applied consistently to both groups and both testing periods. Transparent explanation of variable operationalization and scoring is essential for the quality and reproducibility of quantitative research.²²

The research procedure consisted of three stages. The preparatory stage included institutional permission, participant selection, lesson planning, material preparation, and instrument development. During the experimental stage, both groups completed speaking and reading pretests, received their respective instructional treatments, and completed equivalent posttests. In the final stage, scores were checked, coded, tabulated, and prepared for statistical analysis. Student identities were replaced with numerical codes.

Data Analysis

Descriptive statistics included means, standard deviations, minimum and maximum scores, and mean gains for speaking and reading. The data were examined for outliers, normality, and homogeneity of variance. Statistical assumptions were evaluated through both numerical tests and examination of score distributions.²³ The linear relationship between pretest and posttest scores and the homogeneity of regression slopes were also examined before covariance analysis.²⁴

Paired-samples *t*-tests were used to identify pretest–posttest changes within each group. Analysis of covariance was used to compare the experimental and control groups, with posttest scores as the dependent variable and pretest scores as covariates. When covariance assumptions were not satisfied, normalized gain scores and independent-samples *t*-tests were used. Non-parametric alternatives were considered for substantial assumption violations.

The significance level was set at $p < .05$. Statistical significance was interpreted alongside effect sizes and confidence intervals because *p*-values alone

²² Mark Appelbaum et al., "Journal Article Reporting Standards for Quantitative Research in Psychology: The APA Publications and Communications Board Task Force Report.," *American Psychologist* 73, no. 1 (January 2018): 3–25, <https://doi.org/10.1037/amp0000191>.

²³ Andy Field, *Discovering Statistics Using IBM SPSS Statistics*, 5th ed. (London: SAGE Publications, 2018).

²⁴ Barbara G. Tabachnick and Linda S. Fidell, *Using Multivariate Statistics*, 7th ed. (Boston, MA: Pearson, 2019).

do not indicate the magnitude or educational importance of an intervention.²⁵ Cohen's *d* was used for within-group changes, while partial eta squared was used for adjusted between-group effects. The interpretation followed the American Statistical Association's recommendation that *p*-values should not be treated as the sole basis for scientific conclusions.²⁶

Ethical Considerations

The study received permission from the administration of Darullughah Wadda'wah Islamic Boarding School. Participants were informed about the research objectives, procedures, confidentiality, and academic use of the data. Participation in the assessments did not affect students' formal academic standing. Personal identifiers were removed, results were reported collectively, and all participants were treated according to the principles of voluntary participation, privacy, confidentiality, and avoidance of harm.²⁷

Results And Discussion

Implementation of *Al-Şarf al-Muyassar*-Based Instruction

The experimental group received Arabic morphology instruction through *Al-Şarf al-Muyassar: Taqrīb Lāmiyyat al-Af'āl*. The intervention integrated four instructional activities: explanation of morphological rules, analysis of roots and word patterns, completion of guided exercises, and application of the target forms in speaking and reading tasks. Students did not merely memorize conjugational paradigms but were required to recognize morphological relationships and use the studied forms in meaningful sentences and short Arabic texts.

The control group studied the same general field of Arabic morphology through conventional instruction. Its learning activities primarily consisted of teacher explanation, memorization of rules and paradigms, presentation of

²⁵ Appelbaum et al., "Journal Article Reporting Standards for Quantitative Research in Psychology."

²⁶ Ronald L. Wasserstein and Nicole A. Lazar, "The ASA Statement on *p*-Values: Context, Process, and Purpose," *The American Statistician* 70, no. 2 (April 2016): 129–33, <https://doi.org/10.1080/00031305.2016.1154108>.

²⁷ British Educational Research Association, *Ethical Guidelines for Educational Research*, 4th ed. (London: British Educational Research Association, 2018), <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>.

examples, and written exercises. Both groups completed equivalent pretests and posttests during the same research period.

Pretest and Posttest Outcomes

The available dataset reported a composite achievement score representing students' performance in Arabic speaking and reading. Separate descriptive statistics for the two skills were not preserved in the available research record. Therefore, the findings are reported conservatively as combined speaking–reading outcomes rather than as statistically independent effects for each skill.

Table 1. Composite Speaking and Reading Scores

Group	<i>n</i>	Pretest Mean	Posttest Mean	Mean Gain	Relative Increase
Experimental	20	68.5	85.8	17.3	25.29%
Control	20	68.2	74.6	6.4	9.38%

The pretest means were closely comparable, with a difference of only 0.3 points between the experimental and control groups. This descriptive similarity suggests that the two groups began the study at approximately the same level of combined speaking and reading performance. Nevertheless, formal baseline equivalence cannot be established conclusively because the standard deviations and statistical test of the pretest difference were not available.

Following the intervention, the experimental group's mean score increased from 68.5 to 85.8, producing a gain of 17.3 points. The control group also improved, but its mean increased only from 68.2 to 74.6, representing a gain of 6.4 points. Thus, the experimental group gained 10.9 points more than the control group and achieved approximately 2.7 times the improvement demonstrated by students receiving conventional morphology instruction.

The recorded posttest comparison produced a significance value of $p = .001$. Because this value was lower than the predetermined significance level of .05, the posttest difference between the two groups was statistically significant. The result indicates that students instructed through *Al-Ṣarf al-Muyassar* achieved higher combined speaking and reading performance than those taught through the conventional approach.

However, the magnitude of the treatment effect cannot be estimated accurately from the available data because the group standard deviations,

confidence intervals, *t* statistic, and effect-size coefficient were not preserved. The finding should therefore be interpreted through the difference in mean gains and the reported significance level rather than through an unverified effect-size category.

Discussion

Implementation of *Al-Şarf al-Muyassar* in Speaking and Reading Instruction

The first research question concerned how *Al-Şarf al-Muyassar* was implemented to support students' Arabic speaking and reading skills. The instruction followed a gradual sequence consisting of rule explanation, identification of roots and patterns, guided morphological exercises, reading practice, and oral sentence production. This sequence allowed students to move from understanding morphological concepts to applying them in actual language use.

The organization of *Al-Şarf al-Muyassar* supported this process through concise rules, patterned examples, tables, and graded exercises. Explicit linguistic information accompanied by focused practice can improve learners' accuracy and language-processing efficiency.²⁸ Contextualized practice can also help learners transform declarative grammatical knowledge into more fluent and accurate language performance.²⁹ Accordingly, the book functioned not merely as a source of rules but as a structured guide for connecting morphological forms with meanings and communicative functions.

In reading activities, students identified roots, recognized morphological patterns, predicted word meanings, and analyzed derived forms in short texts. Root awareness has been shown to predict Arabic word reading, reading fluency, and reading comprehension.³⁰ The morphological characteristics of individual

²⁸ Rachel Schiff and Elinor Saiegh-Haddad, "Development and Relationships Between Phonological Awareness, Morphological Awareness and Word Reading in Spoken and Standard Arabic," *Frontiers in Psychology* 9 (April 2018): 356, <https://doi.org/10.3389/fpsyg.2018.00356>.

²⁹ Masatoshi Sato and Kim McDonough, "Practice Is Important But How About Its Quality?: Contextualized Practice In The Classroom," *Studies in Second Language Acquisition* 41, no. 5 (December 2019): 999–1026, <https://doi.org/10.1017/S0272263119000159>.

³⁰ Sana Tibi, Jamie L. Tock, and John R. Kirby, "The Development of a Measure of Root Awareness to Account for Reading Performance in the Arabic Language: A Development and Validation

Arabic words also influence reading performance.³¹ Such awareness becomes particularly important when learners encounter Arabic texts with limited vowel marks.³² Effective reading therefore requires interaction among phonological awareness, morphological awareness, and word recognition.³³

In speaking activities, students transformed roots according to tense, person, number, and pattern before using the resulting forms in sentences. This procedure encouraged learners to retrieve morphological knowledge during oral production rather than recite conjugational paradigms separately. The repeated transition from pattern recognition to sentence production helped integrate receptive recognition with productive language use.

Effectiveness of *Al-Şarf al-Muyassar* in Improving Speaking and Reading Skills

The second research question examined the effectiveness of *Al-Şarf al-Muyassar* compared with conventional morphology instruction. The experimental group increased from a mean score of 68.5 to 85.8, while the control group improved from 68.2 to 74.6. The posttest difference was statistically significant at $p = .001$, indicating that the structured treatment produced stronger combined speaking and reading outcomes.

The larger gain may be explained by the book's root-and-pattern orientation. Arabic roots operate as meaningful lexical units in the processing of morphologically complex words.³⁴ Recognizing these units enables learners to connect unfamiliar forms with known lexical families and reduces the need to

Study," *Applied Psycholinguistics* 40, no. 2 (March 2019): 303–22, <https://doi.org/10.1017/S0142716418000589>.

³¹ Sana Tibi et al., "Predicting Arabic Word Reading: A Cross-Classified Generalized Random-Effects Analysis Showing the Critical Role of Morphology," *Annals of Dyslexia* 70, no. 2 (July 2020): 200–219, <https://doi.org/10.1007/s11881-020-00193-y>.

³² Amalia Bar-On, Yasmin Shalhoub-Awwad, and Reem Ibraheem Tuma-Basila, "Contribution of Phonological and Morphological Information in Reading Arabic: A Developmental Perspective," *Applied Psycholinguistics* 39, no. 6 (November 2018): 1253–77, <https://doi.org/10.1017/S0142716418000310>.

³³ Schiff and Saiegh-Haddad, "Development and Relationships Between Phonological Awareness, Morphological Awareness and Word Reading in Spoken and Standard Arabic."

³⁴ Yasmin Shalhoub-Awwad and Mark Leikin, "The Lexical Status of the Root in Processing Morphologically Complex Words in Arabic," *Scientific Studies of Reading* 20, no. 4 (July 2016): 296–310, <https://doi.org/10.1080/10888438.2016.1180525>.

memorize every word separately. Morphological structure also strengthens the relationship between printed forms and lexical meanings.³⁵

The reading improvement may have developed through a connected morphology–vocabulary–comprehension pathway. Morphological awareness can influence academic language performance by strengthening vocabulary knowledge and reading comprehension.³⁶ It also remains a significant predictor of comprehension after other reading-related abilities are controlled.³⁷ These findings support the interpretation that *Al-Ṣarf al-Muyassar* helped students decode words, activate related vocabulary, and interpret grammatical relationships within texts.

The improvement in speaking may have resulted from repeated manipulation and production of morphological forms. Students were not limited to identifying correct patterns but were required to use them in meaningful oral sentences. This process may have reduced hesitation and improved access to appropriate verb forms during speaking. The result therefore suggests that morphology instruction is more effective when knowledge of roots and patterns is connected directly with controlled and contextualized production.

The present study extends earlier research by examining morphology through a specific instructional textbook rather than treating it solely as a cognitive predictor of literacy. It also provides evidence that structured morphology instruction can support both receptive reading and productive speaking within an Indonesian Islamic boarding-school context. Nevertheless, the use of composite scores, the small sample, the absence of effect-size data, and the lack of a delayed posttest limit broader generalization. Future studies should assess speaking and reading separately and examine whether the learning gains remain stable over time.

³⁵ Kathleen Rastle, “The Place of Morphology in Learning to Read in English,” *Cortex* 116 (July 2019): 45–54, <https://doi.org/10.1016/j.cortex.2018.02.008>.

³⁶ Lieke Stoffelsma et al., “The Morphology-Vocabulary- Reading Mechanism and Its Effect on Students’ Academic Achievement in an English L2 Context,” *Journal of English for Academic Purposes* 47 (September 2020): 100887, <https://doi.org/10.1016/j.jeap.2020.100887>.

³⁷ Maddie Kotzer, John R. Kirby, and Lindsay Heggie, “Morphological Awareness Predicts Reading Comprehension in Adults,” *Reading Psychology* 42, no. 3 (April 2021): 302–22, <https://doi.org/10.1080/02702711.2021.1888362>.

Conclusion

This study shows that *Al-Ṣarf al-Muyassar* was more effective than conventional morphology instruction in improving students' combined speaking and reading performance. The experimental group increased from 68.5 to 85.8, while the control group improved from 68.2 to 74.6, with a statistically significant posttest difference ($p = .001$). The book's structured use of rules, roots, patterns, examples, tables, and exercises helped students connect morphological knowledge with reading comprehension and oral sentence production.

The study contributes evidence that Arabic morphology can function as a practical foundation for receptive and productive language skills in an Indonesian Islamic boarding-school context. However, the small sample, composite scoring, absence of effect-size data, and lack of a delayed posttest limit broader generalization. Future studies should assess speaking and reading separately, involve larger samples, and examine the long-term retention of morphological learning.

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- Akbulut, Fatma Demiray. "The Contribution of Morphological Instruction to Morphological Awareness and Reading: An Integrative Experiment on Turkish EFL Learners." *International Journal of Social Sciences and Education Research*, July 1, 2019, 263–78. <https://doi.org/10.24289/ijsser.558986>.
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