

The Impact of Kitab Kuning Reading Habits on Arabic Vocabulary Mastery Among Islamic Boarding School Students

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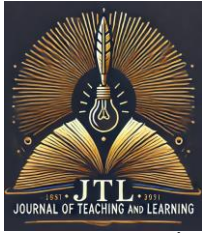
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Abstract: Vocabulary is a crucial component in mastering the Arabic language, especially for students (santri) in Islamic boarding schools (pesantren) who regularly engage with classical Arabic texts such as kitab kuning. However, the lack of attention to systematic kitab kuning learning methods can hinder students' vocabulary development. This study aims to determine the influence of kitab kuning reading habits on the Arabic vocabulary mastery of students at Illiyyin Dormitory, Darul Falah Amsilati Islamic Boarding School. The research employs a quantitative associative approach using Pearson Product Moment correlation analysis. The sample consisted of 30 students selected purposively based on their active participation in kitab kuning learning. Data were collected through a reading habit questionnaire and an Arabic vocabulary test. The analysis revealed a very strong and significant relationship between kitab kuning reading habits including reading duration, discipline, comprehension and vocabulary mastery ($r = 0.986$; $p = 0.000$). These findings highlight the importance of structured kitab kuning reading practices in enhancing Arabic vocabulary acquisition and call for the implementation of contextual and tiered pedagogical strategies in pesantren settings to support equitable and effective learning outcomes.

Keywords: Kitab Kuning, Reading Habit, Arabic Vocabulary, Students, Islamic Boarding School.

INTRODUCTION

Arabic holds a central position in the Islamic scholarly tradition as it is the original language of the Qur'an and Hadith, the two primary sources of Islamic teachings. Mastery of this language is essential for directly and accurately accessing religious texts. Inaccuracy in understanding sentence structures and vocabulary meanings in Arabic may lead to misinterpretations of Islamic teachings. Ibn Taymiyyah emphasized that understanding Arabic is a part of the religion itself, as the Qur'an and Sunnah cannot be properly comprehended without mastery of the language (تيمية, 1999). Throughout Islamic civilization, proficiency in Arabic has historically been a prerequisite for scholars in producing academic works across various disciplines, such as jurisprudence (fiqh), exegesis (tafsir), theology (kalam), and mysticism (tasawwuf). The precision of technical terms used in classical texts heavily depends on one's understanding of root words (asl al-kalimah), morphological forms (sharf), and syntactic structures (nahwu). As noted by Al-Suyuthi, Arabic



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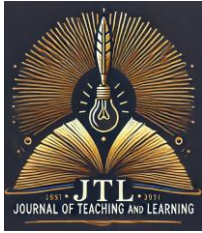
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possesses unique advantages in its comprehensive system of word derivation and semantic flexibility, making it superior in expressing complex scholarly concepts (الدين, 1998).

Arabic is the primary tool for understanding Islamic teachings derived from the Qur'an, Hadith, and classical works of scholars. The language in the Qur'an is characterized by its richness in meaning, unique structure, and rhetorical beauty, which requires linguistic expertise to comprehend it deeply. Hadith, as an explanation of the Qur'an, is also transmitted in Arabic, which is closely related to the social and cultural context of classical Arabs. Furthermore, classical Islamic texts, which serve as primary references in various fields of knowledge such as tafsir, fiqh, and usuluddin, are written in Arabic, rich in technical terms and complex syntactical structures. Mastery of the grammatical and semantic aspects of Arabic is essential for comprehending these texts in their entirety and scientifically (Nurhasanah, I., & Surayya, 2019). A lack of proficiency in Arabic often leads to misinterpretations or shallow understandings of the content of Islamic teachings (Syahrudin, & Masykur, 2021).

Pesantren plays a crucial role in the preservation and teaching of the Arabic language as an integral part of Islamic religious education. As a traditional educational institution, pesantren has long been a center for teaching Arabic, especially through the study of classical Islamic texts, known as kitab kuning, which use classical Arabic. In pesantren, the teaching of Arabic is not limited to language skills but also serves as a means to understand religious texts such as the Qur'an, Hadith, and the works of earlier scholars. In this context, pesantren functions not only as a formal educational institution but also as a space where Arabic is studied daily, both through the bandongan method (group study) and sorogan method (individual learning). This makes pesantren a strategic place to preserve and develop the tradition of Islamic scholarship, particularly in mastering the Arabic language (Sutrisno, A., & Zainuddin, 2022). (The teaching approaches used in pesantren, such as memorizing and analyzing classical texts, provide students with a deep understanding of technical terms in Arabic that are rarely found in formal education curricula (Hidayat, 2020).

The kitab kuning or kutub al-turats are classical Arabic literatures widely used in the pesantren educational tradition in Indonesia. The distinctive feature of the kitab kuning is that it lacks harakat (vowel marks), is written in a dense classical Arabic style, and contains complex



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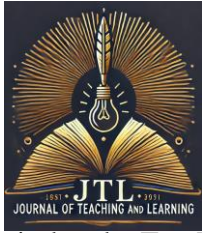
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sentence structures with deep meanings. The absence of harakat requires students to have a strong grammatical ability to read and understand the text accurately. In traditional pesantren, the kitab kuning serves as the main medium for learning various Islamic disciplines such as fiqh, tafsir, aqidah, and tasawuf. These texts not only serve as sources of knowledge but also as an effective means of training deep Arabic language skills, particularly in mastering vocabulary and complex syntactical structures (nahwu) (Rohman, A., & Fadillah, 2021). Through the study of kitab kuning, students become accustomed to dealing with authentic texts that require precision in analyzing context, sentence structure, and implied meanings, thus developing profound linguistic proficiency (Azzuhri, A., & Latifah, 2020).

Reading kitab kuning requires students to understand Arabic vocabulary in a contextual manner, as these texts not only use distinctive classical Arabic but also present technical terms in various Islamic scholarly fields. The vocabulary used is often multidimensional, where the meaning of a word can change depending on the sentence context and the field of study being discussed. The process of reading kitab kuning repeatedly and intensively in the pesantren educational system leads students to unconsciously absorb and enrich their vocabulary. Unlike vocabulary learning in modern approaches, which tends to be detached from the text, students master vocabulary through direct engagement with authentic texts, which forces them to understand meanings both semantically and pragmatically (Azizah, N., & Munir, 2021). Based on observations in several pesantren, there is a strong tendency that the more frequently and intensively students are involved in reading kitab kuning, the higher their mastery of Arabic vocabulary becomes (Isnawati, 2023). This indicates that the habit of reading these texts is an effective strategy for learning Arabic naturally and contextually.

The kitab kuning learning system at Pondok Pesantren Darul Falah Amtsilati is built progressively through a dormitory structure tailored to the scholarly focus of the students. New students begin at the An-Naim Dormitory, focusing on nahwu and sharaf using the Kitab Amtsilati by KH. Taufiqul Hakim for 3 to 6 months, then move to the Tasawwuf Dormitory for 3 months to deepen their knowledge of tasawuf. After that, they continue to the Darussalam Dormitory, with 3 months dedicated to learning English and 3 months to Arabic. The final stage takes place in the Illiyyin Dormitory for approximately 3.5 years, focusing on the in-depth study of kitab kuning in



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six levels: Fan Thaharah, Ubudiyah, Muamalah, Munakahat, Jinayat, and Fan Tafsir. This system allows students to master Arabic vocabulary contextually and deeply through a structured and systematic learning process (Amin, M., & Qomaruddin, 2020).

Although the study of kitab kuning is the main routine in the pesantren education system, the reality is that not all students have the same level of proficiency in Arabic vocabulary. Differences in language background, readiness to learn, and variations in teaching methods among instructors result in varied learning outcomes. Some students are able to effectively absorb vocabulary through the activity of reading kitab, while others struggle to understand the meaning of words and complex sentence structures. This indicates that participation in kitab reading activities does not automatically guarantee a significant improvement in vocabulary for all students (Rahman, A., & Fauziah, 2020). Therefore, empirical research is needed to determine how much the habit of reading kitab truly impacts Arabic vocabulary mastery among students. Such research is important to strengthen the assumptions that have been developed normatively in the pesantren environment and to provide a foundation for the development of more appropriate and measurable teaching strategies (Anwar, M., & Sari, 2021).

The Illiyyin Dormitory, as one of the dormitories at Pondok Pesantren Darul Falah Amsilati, implements an intensive and structured kitab kuning learning system. Students in this environment are accustomed to interacting directly with Arabic texts without harakat every day, whether through pengajian kitab (study of texts), muroja'ah (revision), or discussions among fellow students. This habit theoretically has great potential to improve mastery of Arabic vocabulary because students are encouraged to understand the meaning of words in the context of complex sentence structures and language. However, in practice, not all students show uniform improvement in vocabulary, despite the high intensity of reading kitab. Therefore, the focus of this study is on the influence of the habit of reading kitab kuning on Arabic vocabulary mastery specifically in the Illiyyin Dormitory environment. This study is important to determine how much this routine practically contributes to improving students' Arabic skills, as well as to provide empirical input for the development of more targeted teaching strategies (Ma'ruf, A., & Salamah, 2020).

METHOD



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Methods are a set of systematic procedures or approaches used to obtain valid and scientifically accountable knowledge. In the context of research, methods refer to the technical approach used to formulate, collect, analyze, and interpret data in a structured manner in order to address the research problems previously defined. Research itself is a scientific process carried out systematically and logically to obtain information or solutions to specific issues. Therefore, research methods are a set of operational steps employed by researchers to achieve research objectives through appropriate and valid data collection and analysis procedures (Creswell, 2018).

This section will systematically describe several key components of the research method, namely the type and approach of the research, the time and place of the study, the population and sample, data collection techniques, and data analysis techniques used to address the focus of the research problem.

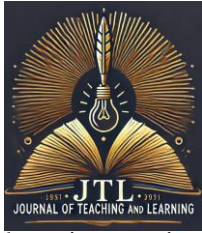
Type And Approach Of The Research

This research is classified as a quantitative associative study using a correlational approach. Quantitative research is employed because it aims to objectively measure the influence between two variables using numerical data analyzed through statistical techniques. In this context, the study aims to determine the influence of the habit of reading kitab kuning on Arabic vocabulary mastery within the Illiyyin Dormitory environment at Pondok Pesantren Darul Falah Amtsilati. A correlational approach is chosen because it is suitable for examining the relationship or influence between two variables without directly manipulating them.

Through this approach, the researcher can describe the degree of relationship between the intensity or frequency of reading kitab kuning and the students' level of vocabulary mastery, as well as determine whether the relationship is statistically significant. Correlational quantitative research is commonly used in the field of education to assess the effectiveness of a particular method or activity on students' learning outcomes in a measurable way (Arikunto, 2020).

Time And Place Of The Research

This research was conducted at Pondok Pesantren Darul Falah Amtsilati, specifically in the Illiyyin Dormitory, which is known for its active engagement in kitab kuning learning as part of the Arabic language reinforcement program. This location was purposively selected due to its



learning environment characteristics that align with the research focus—namely, the continuous practice of kitab kuning reading through the methods of *bandongan*, *sorogan*, and *halaqah*.

The research was scheduled to take place from April 17 to May 10, 2025, covering the stages of instrument preparation, data collection through questionnaires and tests, and quantitative data analysis. The timing was adjusted to align with the academic calendar of the pesantren to ensure that the data collection process would not be disrupted by major activities such as the end-of-year holidays. This adjustment is crucial to maintain optimal respondent participation and to ensure the smoothness and accuracy of the data obtained

Population And Sample

The population in this study consists of all students residing in and participating in the kitab kuning learning program at the Illiyin Dormitory of Pondok Pesantren Darul Falah Amsilati. This population was chosen because of their direct involvement in the reading of kitab kuning, making them relevant subjects for measuring the extent to which this habit influences their mastery of Arabic vocabulary.

To determine the research subjects, purposive sampling was used—a sampling technique based on specific considerations or criteria aligned with the research objectives. The criteria for the sample include:

1. Students who have participated in *kitab kuning* learning for at least one year; To ensure that the respondents have sufficient learning experience to reflect the impact of kitab kuning study on vocabulary acquisition.
2. Actively involved in *kitab* reading activities, either through *bandongan* or *sorogan* methods; To ensure direct engagement in learning processes that are relevant to the improvement of Arabic vocabulary.
3. Willing to be respondents and take part in the administered vocabulary test. To guarantee data validity and uphold the ethical principle of voluntary participation in research.

The sample is planned to consist of 30 students from the *Fan Thaharah* level using the *Fathul Mu'in* book, which is considered sufficiently representative for correlational statistical analysis. This number aligns with the minimum sample size guideline for correlation testing in



quantitative research, which recommends at least 30 respondents to ensure statistical significance (Sihotang, 2023). The purposive sampling technique was chosen because only students who had studied *kitab kuning* for at least one year were considered to have sufficient learning experience to validly complete the questionnaire and take the vocabulary test. This approach ensures that the data collected accurately reflect the relationship between the variables being studied.

Research Variables

Research variables are the objects of observation in a study, which serve to explain the relationship between phenomena in a scientific manner. In quantitative research, variables are divided into two main types: independent (X) and dependent (Y) variables (Sugiyono, 2019).

In this study, the variables used are:

- The independent variable (X) is the habit of reading *kitab kuning*, which includes the duration and the involvement of students in learning methods such as *bandongan* and *sorogan*. This variable is measured through a language behavior questionnaire.
- The dependent variable (Y) is the mastery of Arabic vocabulary, which is measured through an objective test covering word meanings, antonyms, and their usage in sentences.

The relationship between these two variables will be analyzed to determine how the habit of reading *kitab kuning* influences students' mastery of Arabic vocabulary.

Data Collection Techniques

Data collection in this study utilizes two main techniques: a questionnaire and a vocabulary test. These methods are chosen to obtain valid and relevant quantitative data aligned with the research focus.

1. Questionnaire:

This instrument measures the habit of reading *kitab kuning* (independent variable). It uses a Likert scale with four response options, assessing the frequency and intensity of reading activities, such as involvement in *bandongan*, *sorogan*, and reading duration. It includes indicators like hours spent reading, daily consistency, and motivation.



2. Arabic Vocabulary Test:

This test measures mastery of Arabic vocabulary (dependent variable). It consists of multiple-choice and fill-in-the-blank questions on word meanings, synonyms, antonyms, and sentence usage, based on terms commonly found in kitab kuning.

Data Analysis Technique

The data obtained from the kitab kuning reading habit questionnaire and the Arabic vocabulary mastery test will be analyzed using inferential statistical techniques, specifically the Pearson Product Moment correlation test. This technique is used to determine whether there is a significant relationship and the strength of the correlation between the two variables: the habit of reading *kitab kuning* (X) and Arabic vocabulary mastery (Y).

Before conducting the correlation test, the data will first be analyzed descriptively to determine the mean, median, mode, and standard deviation of each variable. Then, prerequisite tests will be conducted, including:

- Normality Test: to determine whether the data is normally distributed. The normality test was conducted using the Shapiro–Wilk method because the sample size was less than 50. The results showed significance values for both variables X and Y greater than 0.05, indicating that the data were normally distributed.
- Linearity Test: to ensure that the relationship between the two variables is linear. The linearity test was conducted using ANOVA, and the results showed a significance value greater than 0.05, indicating a linear relationship between the habit of reading classical Islamic texts and vocabulary mastery.

If the data meets the assumptions of normality and linearity, the Pearson correlation test will be used. If the data is not normally distributed, a non-parametric alternative such as the Spearman Rank test will be applied. The correlation results will be interpreted based on the correlation coefficient (r) and the significance level (p-value). If the p-value is less than 0.05, the relationship between the variables is considered statistically significant.

The analysis will be carried out using statistical software such as SPSS to enhance the accuracy and efficiency of the calculations.



Research Instruments

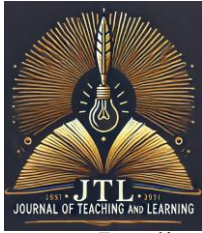
This research instrument consists of two main tools: a questionnaire on the habit of reading classical Islamic texts (*kitab kuning*) and a vocabulary mastery test in Arabic. The vocabulary test items were developed based on content analysis of the *Fathul Mu'in* book, focusing on frequently occurring words. The test comprises 30 multiple-choice questions and 20 short-answer items. Each correct answer is awarded 2 points, with a maximum total score of 100. A preliminary trial was conducted to adjust the difficulty level and ensure a balanced distribution of the questions.

Both instruments have been validated in terms of content validity by experts and tested for reliability using Cronbach's Alpha and field trials. Content validation was carried out by Arabic language and literature lecturers at Mahad Aly Darul Falah Amsilati, along with instructors who teach classical texts, to ensure the alignment of the questionnaire and test items with the research objectives. All items were deemed appropriate without the need for major revisions. Reliability testing using Cronbach's Alpha yielded a result of 0.82 for the questionnaire and 0.87 for the vocabulary test, indicating good internal consistency.

RESULT AND DISCUSSION

Reading Habit

Reading habits are a fundamental activity in developing language competence, especially in vocabulary acquisition. Consistent reading enables individuals to be exposed to a wide range of word forms, sentence structures, and contextual meanings, thereby broadening their vocabulary repertoire. Repeated exposure to new vocabulary through reading texts makes those words easier to remember and understand contextually (Djiwandono, 2020). From the perspective of language education, reading is not merely the act of comprehending texts, but also an active cognitive exercise that involves analysis, association, and integration of information. This process enriches vocabulary indirectly, as readers learn to understand word meanings from context rather than solely from dictionary definitions. Prasetyo states that habitual readers tend to have higher language sensitivity and stronger vocabulary retention compared to those who read less frequently (Prasetyo, 2020).



Reading habits also contribute to the development of critical thinking and literacy skills.

Through exposure to complex and varied texts, readers are trained to think logically, interpret implied meanings, and construct comprehensive understanding. This leads to vocabulary skills improving not only in terms of quantity but also in the quality of usage in appropriate contexts (Widyastuti, 2021). Thus, reading becomes one of the most effective strategies in language learning, as it simultaneously fosters both linguistic and cognitive development. Ahmad emphasizes that reading habits not only shape good language abilities but also enhance academic readiness and independent learning as a whole (Ahmad, 2019).

Classical Islamic Texts (Kitab Kuning)

Kitab kuning refers to the classical Islamic intellectual heritage that has served as a primary reference in the traditional pesantren (Islamic boarding school) education system in Indonesia. The term "kitab kuning" denotes Arabic-language texts written without diacritical marks (harakat), making them learning tools that require not only memorization but also strong grammatical comprehension. These texts typically cover a wide range of Islamic disciplines such as fiqh (Islamic jurisprudence), tauhid (monotheism), tafsir (Qur'anic exegesis), balaghah (rhetoric), and hadith (Prophetic traditions), and are authored by classical scholars (ulama salaf) using distinct formal Arabic (fusha) style. The absence of diacritical symbols makes reading these texts more challenging, as readers must understand sentence structures, contextual meaning, and possible semantic ambiguities (Syamsuddin, 2019). As a result, kitab kuning serves not only as a source of religious knowledge but also as a means of developing advanced linguistic proficiency among students (santri).

The language used in *kitab kuning* has characteristics that are not found in modern texts. Its style is dense, using complex sentence structures, and it contains many idioms, technical terms, and classical vocabulary that are rarely used in everyday conversation. Therefore, reading *kitab kuning* means delving into the Arabic language in its purest and most challenging form. Understanding such texts requires mastery of foundational sciences such as **nahwu** (grammar), **sharaf** (morphology), and balaghah (rhetoric), while also training the reader's logical and analytical skills. In this context, *kitab kuning* serves as an effective medium for expanding vocabulary and deepening the understanding of Arabic syntax (Fauzi, 2021). This activity can be



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considered an intensive practice in language acquisition, as every sentence in the text carries profound meaning that can only be grasped through high-level language comprehension.

In traditional pesantren environments, kitab kuning has become an integral part of the curriculum and teaching system. The learning process is carried out through the sorogan and bandongan methods, which emphasize the active involvement of students in understanding the texts. In the sorogan method, students read the kitab in front of the teacher and explain its meaning based on Arabic grammar rules, while in the bandongan method, the teacher reads the kitab, followed by an explanation, and the students listen and take notes. Both methods provide space for students to practice directly in reading, interpreting, and understanding Arabic texts without diacritics, so the vocabulary they absorb is not merely memorized but understood contextually (Nugroho, 2020). This process makes kitab kuning not only a tool for religious learning but also a medium for linguistic training based on direct engagement with the original texts.

The function of kitab kuning is not limited to being a medium for transferring religious knowledge, but also plays a strategic role in preserving classical Arabic. In the long term, the habit of reading and deeply understanding kitab kuning will develop robust Arabic language skills, particularly in the areas of word meaning, sentence structure, and expressive style. This habituation enables students to not only understand Islamic texts directly but also develop sensitivity to the use of vocabulary in various contexts. According to Ramadhani, kitab kuning has indirectly shaped a unique Arabic language learning system rooted in Islamic textual traditions (Ramadhani, 2022). Therefore, the existence and reading of *kitab kuning* in pesantren is one of the most authentic and intensive forms of language learning, which significantly contributes to the development of the linguistic competence of students.

Vocabulary mastery

Vocabulary mastery is a fundamental component in language acquisition, both as a first and second language. The ability to understand and use vocabulary accurately determines how effectively one can communicate, comprehend information, and express ideas. In the context of foreign language learning, vocabulary serves as the main link between linguistic understanding and the practical application of language. According to Nation, vocabulary mastery includes knowledge of word forms, meanings, usage in context, and relationships between words such as



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synonyms, antonyms, and collocations (Nation, 2018). This indicates that vocabulary is not merely a list of words to be memorized, but a part of a complex mental system of language that is integrated with other language skills.

The development of vocabulary mastery heavily relies on sufficient and diverse language input, as well as active engagement in its usage. This process can be facilitated through various strategies such as intensive reading, discussions, language games, and learning technologies that provide context and meaningful repetition. Schmitt emphasizes that the frequency of word exposure and the depth of meaning processing significantly affect the long-term success of vocabulary acquisition. Therefore, effective vocabulary learning requires not only memorization methods but also interactive experiences that stimulate contextual understanding, memory reinforcement, and the ability to link words to various real-world communication situations.

Arabic vocabulary

Arabic vocabulary is a core element in mastering the Arabic language because it is the key to understanding meaning in both spoken and written communication. The Arabic language has a distinctive morphology system, which uses roots (جذر, *jadhir*) typically consisting of three consonants to form various words with related meanings. Through systematic patterns (*wazan*), a single root can generate dozens of derived word forms with different meanings and functions. For example, the root "علم" ('-l-m) can produce "عالم" ('*ālim*, a person who knows), "علم" ('*ilm*, knowledge), and "تعليم" (*ta'lim*, teaching). This system makes Arabic vocabulary very rich and expressive, allowing learners to expand their vocabulary by understanding the root structure and word formation patterns (Al-Fahd, 2021).

Arabic vocabulary also reflects the cultural, spiritual, and historical aspects of Arab and Islamic societies. Many terms in Arabic are rich in religious and philosophical meaning, such as the word "تقوى" (*taqwā*, piety) or "عدل" ('*adl*, justice), which not only represent lexical meanings but also moral and theological values. Another unique feature of Arabic vocabulary is the subtle yet meaningful synonyms, as well as the use of *majaz* (metaphorical meaning), which enriches the expression of the language. Therefore, learning Arabic vocabulary is not sufficient by merely memorizing a list of words; it must also be accompanied by an understanding of context, culture, and rhetorical functions. According to Naji and Omar, a contextual approach to learning Arabic



vocabulary has proven to be more effective in building semantic and pragmatic competence for non-native learners.

In addition to the root system and wazan, Arabic vocabulary is also influenced by the complex plural forms, particularly the broken plural (jumak taksir), which adds both challenges and richness to the vocabulary. The broken plural does not follow the regular plural pattern and often significantly alters the form of the base word, such as "رجل" (rajul, man) becoming "رجال" (rijāl, men). This phenomenon indicates that understanding vocabulary is not only related to the base meaning but also to the comprehension of the transformation of its form. This becomes an important aspect in learning Arabic, especially in understanding classical texts and the yellow books (kitab kuning), which often use broken plural forms. As explained by Al-Khatib, mastery of the different types of plural forms is a key indicator in the lexical competence of Arabic learners.

Many words in Arabic are polysemous, meaning a single word can have different meanings depending on the context of the sentence. For example, the word "عين" (‘ayn) can mean eye, spring, gold bar, or espionage, depending on its usage. This makes understanding context crucial in vocabulary learning. Learners must be able to recognize both the denotative and connotative meanings of a word, as well as understand the semantic relationships between words. According to a study by Hasan and Latif context-based learning strategies and the use of authentic texts have been shown to improve students' ability to distinguish the meanings of polysemous words more accurately compared to conventional memorization methods.

Data Analysis

Correlations						
		Reading Duration	Discipline	Understanding the Content of the Book	Vocabulary Test Score	Number of New Vocabulary
Reading Duration	Pearson Correlation	1	.855**	.919**	.963**	.947**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	30	30	30	30	30
Discipline	Pearson Correlation	.855**	1	.837**	.902**	.910**
	Sig. (2-tailed)	.000		.000	.000	.000



	N	30	30	30	30	30
Understanding the Content of the Book	Pearson Correlation	.919**	.837**	1	.962**	.947**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	30	30	30	30	30
Vocabulary Test Score	Pearson Correlation	.963**	.902**	.962**	1	.986**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	30	30	30	30	30
Number of New Vocabulary	Pearson Correlation	.947**	.910**	.947**	.986**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	30	30	30	30	30

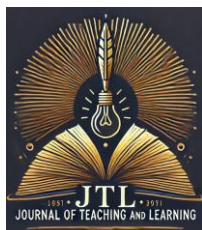
Table 1. Result Correlation is significant at the 0.01 level (2-tailed).

The data shows a very strong and significant relationship between the duration of reading the kitab, discipline, and understanding of the content of the kitab with vocabulary test scores and the number of new vocabulary mastered by the students (all r values > 0.83 , $p = 0.000$). The strongest relationship is seen between the vocabulary test scores and the number of new vocabulary ($r = 0.986$), as well as between the duration of reading and vocabulary test scores ($r = 0.963$). This means that the more frequently students read the kitab and the more disciplined they are, the higher their mastery of Arabic vocabulary.

Interpretation of Correlation Results and Theoretical Relationships

Although the Pearson correlation test results show a very high value ($r = 0.986$) between vocabulary test scores and the number of newly acquired vocabulary words, this result must be interpreted critically. Such a high correlation is rare in social and educational research, so it is important to consider the possible influence of other unexamined variables, such as students' intrinsic motivation, educational background, or individual learning strategies. Moreover, the small sample size of only 30 respondents may statistically inflate the correlation coefficient, even though the actual relationship may not be as strong in a larger population.

As a complement to the quantitative analysis, the following descriptive data provide a general overview of the variables measured in this study:



Variable	Mean	Standard Deviation	Minimum	Maximum
Reading Duration (hours)	7.2	1.3	5	10
Discipline (score)	80.6	4.9	72	90
Comprehension of the Book	78.4	6.1	65	90
Vocabulary Test Score	83.3	5.4	70	92
Newly Acquired Vocabulary	86.7	5.7	74	95

Table 2. Result Relation Between Variable

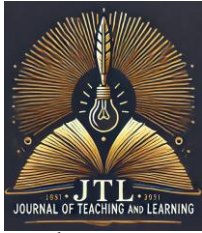
As a form of visualization, the relationships between variables are presented in a scatter plot included in the Appendix. The graph illustrates a positive linear relationship between reading duration and vocabulary test scores, which reinforces the results of the correlational analysis.

These findings can be understood within the framework of second language acquisition theory, particularly through the lens of Stephen Krashen's (1985) Input Hypothesis. Krashen asserts that language acquisition is most effective when learners receive comprehensible input. The kitab kuning, although complex, provides authentic input that encourages deep semantic and syntactic processing by the students (*santri*).

These results are also consistent with the findings of Ma'ruf and Salamah (2020), who reported that students who engage more actively in reading kitab tend to have better lexical mastery. However, they differ slightly from the findings of Fitriyah (2023), who argued that *kitab kuning* learning has a significant effect only on senior students. In contrast, this study demonstrates a significant effect even among beginning-level students (*fan thaharah*).

Research Limitations

This study has several limitations that need to be openly acknowledged. First, the sample size consisted of only 30 respondents from a single dormitory level (*fan thaharah*), which limits the generalizability of the results to the entire population of students at this pesantren. Second, there was no control over other variables that might also influence vocabulary mastery, such as learning interest, formal educational background, and independent learning strategies. Third, the vocabulary test instrument was developed solely based on the content of the *Fathul Mu'in* kitab,



so the scope of the vocabulary measured was limited to the field of *fiqh thaharah*. In future research, similar studies should consider employing mixed methods to capture the affective, motivational, and learning strategy dimensions of the students more comprehensively, as well as involve samples from various dormitory levels to enhance external validity.

CONCLUSION

Based on the research conducted at the Illiyin Dormitory of Darul Falah Amsilati Islamic Boarding School, it can be concluded that the habit of reading classical Islamic texts (*kitab kuning*) has a significant impact on the mastery of Arabic vocabulary among students. The intensive and gradual learning of these texts through a structured dormitory system encourages students to engage directly with classical Arabic texts without diacritical marks, which indirectly enriches their vocabulary. The correlation analysis results show a very strong relationship between reading duration, discipline, and comprehension of the text with vocabulary test scores and the number of new vocabulary words ($r > 0.83$; $p = 0.000$). The highest correlation is seen between vocabulary test scores and the number of new vocabulary words ($r = 0.986$), as well as between reading duration and vocabulary test scores ($r = 0.963$). These findings prove that the more intense and involved the students are in reading activities, the higher their vocabulary mastery. However, not all students show uniform vocabulary development. Differences in initial skill levels, learning readiness, and teaching methods also affect the results. Therefore, while reading the "*kitab kuning*" is proven to be an effective means of vocabulary enrichment, more contextual and measurable learning strategies are needed to ensure more equitable and optimal learning outcomes. This study also opens the door for further research with a broader sample or a mixed-methods approach to explore other dimensions of the relationship between the "*kitab kuning*" and Arabic language proficiency.

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