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Research Article

An Analysis on Textbook Material Entitled “5 Langkah Jitu Membaca Kitab Gundul” Written by Abdul Haris

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An Analysis of Textbook Material Entitled "5 Effective Steps to Read the Gundul Book" Written by Abdul Haris

Abstrak. In reading *Kitab Gundul (Turāts)*, Arabic grammar learning tends to be theoretical, recitation-centered, and time-consuming. Solving these problems requires selecting and arranging the textbook used as the learning media. The textbook “5 Langkah Jitu Membaca Kitab Gundul” by Abdul Haris offers solutions to those problems. Therefore, this study analyzed the selection and gradation of the book. The approach applied in this study is a qualitative method of conducting library research. The result of the study explains that the book refers to the appropriate selection principles, which include the learning objective (being able to read Arabic texts both in class or individually), the need of the target group, learning duration, language simplification, and the solution-offer called 234 (*Dji Sam Soe*) technique as the additional factor. Additionally, its gradation factor is based on grammatical

categories. At the same time, the selection started with word concept, followed by sentence concept, and finally, sentence structure analysis using the 234 (*Dji Sam Soe*) technique.

Keywords: Selection; Gradation; Kitab Gundul

INTRODUCTION

Kitab Gundul (*Turāts*) contains Arabic texts without any vowel marks, and according to Bawami, the bare book is also known as the yellow book, as all of them are published on yellow paper (Mustofa, 2019). Therefore, one must acquire a particular skill and understanding of grammatical concepts and adequate vocabulary in Arabic to read the bare book properly. Consequently, reading bare books takes a relatively significant amount of time (Krisnawilujeng et al., 2023).

Nahwu and *Sharaf* are two language fields that are significant in learning the Arabic text principles in the bare book. Nevertheless, the two are essential not only before learning the text but also must be applied during the bare book reading process, especially the famous ones, such as *Matn al-Jurūmiyah*, *An-Nahwu al-Wādhih*, *Al-Kawākib al-Durriyyah*, *Alfiyat Ibn Mālik*, *Al-Amtsilat at-Tashrīfiyyah* and other related books about Arabic language principles, completed by adequate Arabic vocabulary that are commonly applied in the bare books (Rizki, 2020).

Other similar issues also occurred at Al-Muhibbin Islamic Boarding School in Tambak Beras village, Jombang. Therefore, the school tried to improve their students' ability to read bare books by providing a designated activity called Bahtsul Kutub Forum that aimed at learning Arabic language principles on the usage of *nahwu* and *sharaf* (Zamzami, 2020).

Nevertheless, there are better solutions than learning *nahwu-sharaf* as an alternative to preparing for reading the bare book, as the learning essence usually needs to be improved. The non-applicative knowledge tends to direct the process into theory-based activity; students focus more on memorizing words' roles and functions in sentences, which takes a relatively significant amount of time (Haris, 2015).

Based on the proposed problems, designing more applicative learning for bare books is essential, a less theoretical method that can reduce the time taken to learn the skills. The alternative is essential, according to Izzan, as most books about the learning method are from Arab countries. Therefore, the books must be adjusted based on the needs of local learners, including in Indonesia. Consequently, books on Arabic text learning methods are significant for all levels: elementary, junior high, senior high schools, and higher education (Izzan, 2022, p. 64).

One of the steps to solve the issue is selecting and graduating textbook materials, which start from the most basic ones and gradually increase to more complex material, enabling students to learn to read Arabic written text without vowel marks. The book selection also applies to choosing the material based on difficulty level, which will be helpful for students with difficulty learning bare books, particularly non-Arab speakers (Mujahidah, 2019).

The best sample of material presentation in learning the bare book is available in the introduction part of a book entitled “Al-Fath: Metode Cepat Membaca Tulisan (Kitab) Gundul (Al-Fath: A Fast Method to Read the Bare Book)” written by ‘Aqib (the Director of LPBA PA Simomulyo Mosque, Surabaya); practical guidance to excel reading of Arabic text which includes the following stages: 1) presenting material by providing vowel marks on each word in the book, 2) appointing the part of speech of each word and its meaning within a sentence, and 3) presenting material in understanding *i’rāb* mark (‘Aqib, 2007).

According to Zaenuri, each textbook must integrate all skills employed in reading: text reading, text comprehension, and reading method comprehension (*nahwu* and its application). The composition is adopted by the book “Ibtida’i” by Mujahidin Rohman: 1) *nahwu* is composed according to students' reading skills, and 2) vocabulary building (Zaenuri, 2019).

Good selection comprises goals, needs, students' learning levels, and learning time allocation, while good gradation includes the difficulty level, starting from the basic ones to the complex. These stages are adopted in a textbook entitled “Ayo Fasih Berbahasa Arab (Let's Speak Fluent Arabic).” The book selected its materials based on the learning goals, level of fluency, and learning duration. Additionally, the book focuses on simple language principles to fulfill the gradation instead of the more complex ones. (Setyawan, Basit and Fathoni, 2018).

The “5 Langkah Jitu Membaca Kitab Gundul” by Abdul Haris is an alternative book to learn how to read bare books more efficiently in less time. In this book, the author explained the significance of time efficiency so that students can achieve more applicative comprehension yet still maintain the learning essential to understanding the principles of Arabic texts in those books (*turāts*). (Haris, 2015).

The “5 Langkah Jitu Membaca Kitab Gundul” explains the practical and functional methods to learn Arabic texts that do not employ any vowel marks. According to its writer, the book targeted six meetings (6 x 100 minutes) for the readers to master the basic skills in reading the bare book (*turāts*). (Haris, 2015).

The “5 Langkah Jitu Membaca Kitab Gundul” using the 234 (*Dji Sam Soe*) technique applies an active learning design focusing on students comprehending and applying the language concepts. Conversely, the teacher/ lecturer/ tutor becomes the learning facilitator and motivator (Haris, 2015).

Previous research by Sugiarti on the “5 Langkah Jitu Membaca Kitab Gundul” stated that 1) 66% of university students had a positive perception of the use of *Dji Sam Soe* as an efficient learning method, 2) 85% of university students were able to apply the *Dji Sam Soe* method accordingly during their learning about classical textbooks (Sugiarti *et al.*, 2020).

Previous research showed students' perception of the *Dji Sam Soe* method implemented in the book, which proved that the “5 Langkah Jitu Membaca Kitab Gundul” must have gone through a well-designed material presentation, particularly in the selection and material gradation, according to its writer. According to the phenomena, issues, and concepts in the previous explanation, this study aims to

conduct a literature study on the book based on the selection and material gradation point of view.

METHOD

This study applied a qualitative approach that focused more on qualitative data collection (non-numerical data) and data presentation, as well as data analysis and conclusion drawing (Widodo, 2021, pp. 16–17). The research methodology in this study is library research, whose activities are collecting references, reading records, and processing research material (Zed, 2018, p. 3; Ilyas, M., Ma’rufi, M. R., & Nisraeni, 2015; Fatoni, 2014, p. 105). This study conducted its research by collecting, analyzing, and concluding data from the textbook “5 Langkah Jitu Membaca Kitab Gundul” by Abdul Haris.

The data in this study includes two types: primary and secondary (Arikunto, 2018, pp. 21–22). Primary data is direct information from trusted sources which describes the data objectively (Arikunto, 2019, p. 83). Related to that definition, the primary data in this research is learning material presented in the book “5 Langkah Jitu Membaca Kitab Gundul”. Secondary data refers to data that did not come from the primary source yet still support the primary data (Arikunto, 2019, p. 83). Therefore, secondary data in this research includes a guidebook for arranging text material and other related topics.

On the other hand, the data collection technique applied in this research was documentation by searching for records, transcripts, books, newspapers, magazines, minute meetings, inscriptions, and agendas (Jauhari, 2021, p. 133; Trianto, 2021, p. 278). Yusuf explained that documentation is collecting and analyzing documents, records, or work from previous eras. The documents can be written text, artefacts, images, pictures, biographies, articles, and stories (Yusuf, 2014, p. 391). Therefore, data collection in this research resulted from collecting and analyzing materials in the “5 Langkah Jitu Membaca Kitab Gundul” by Abdul Haris.

RESULTS AND DISCUSSION

Summary of the “5 Langkah Jitu Membaca Kitab Gundul”

The “5 Langkah Jitu Membaca Kitab Gundul” by Abdul Haris offers a more practical and easier technique for learning to read bare books as it does not focus on the grammatical rule (*qawā'id*), which often is too complicated and complex for new learners. This book presents the grammatical rules in the most significant and functional forms in learning Arabic text without vowel marks (Haris, 2015, p. vii).

The book contains 103 pages, a publication from UMM Press with ISBN: 978-979-796-340-8. The background of this book is due to a concern from the writer in viewing some students from all educational levels having difficulty learning the bare book due to the absence of vowel marks, which became the significant characteristics of the book. This issue is due to the two skills required significantly: Arabic grammatical comprehension and vocabulary building, two of which are the most challenging and time-consuming.

The common issue for Arabic learners is that they spend significant time learning Arabic grammar (*Nahwu – Sharaf*) but with less applicable skills; thus, it does not support their competence in reading Arabic text without vowel marks. These students focus on word function and part of speech memorizing. Therefore, this book offers an accurate, more efficient, faster, and more effective technique.

The "5 Langkah Jitu Membaca Kitab Gundul" develops Arabic text learning without vowel marks based on the analysis of sentence structure and avoiding word-role and function-based analysis, which is very common nowadays. Nevertheless, this book still includes Arabic grammar as one of its learning tools, yet only the practical and functional ones are helpful to support the learning goals.

This book is a solution for learners as it offers five strategic steps in reading Arabic text without vowel marks and the methods to apply them properly. The writer targeted six meetings (6 x 100 minutes) to master all the skills so they can achieve basic mastery in reading the bare book.

1. Goals of the "5 Langkah Jitu Membaca Kitab Gundul"

This book is designed as a textbook for independent Arabic reading learners. Through this book, learners are expected to comprehend the five strategic methods in learning how to read bare books and be able to apply them properly to achieve their goal at the intermediate level.

2. Target Readers for the "5 Langkah Jitu Membaca Kitab Gundul"

The book's writer stated on page viii that this book aims to help all Arabic learners at the elementary level to read Arabic text in bare books (Haris, 2015, p. viii).

3. Principles in Composing the "5 Langkah Jitu Membaca Kitab Gundul"

The principles in composing the book include 1) emotional, thoughts, social, and the needs of the readers; 2) Arabic grammatical concepts that are more functional for the reading purpose, 3) Adaptation and simplification of the related concept to Indonesian context for easier understanding, 4) focus on sentence-building analysis for text reading without vowel-marks purpose, and 5) emphasizing the "Language Learning" concept instead of "Learning the Language" (Haris, 2015, p. viii).

4. The Systematics of the "5 Langkah Jitu Membaca Kitab Gundul"

This book contains five chapters arranged gradually to introduce five strategic and practical steps to read Arabic textbooks whose sentences do not employ any vowel marks. The first step introduces word-concept that is significant in sentence analysis. The second step presents an introduction to word combination (*murakkab*) to comprehend the consequence of the final vowel mark in a combined word. The third step discusses the transformation of the final vowel mark of a word after the word becomes a sentence part, whether the vowel mark experiences any transformation or remains still. The fourth step focuses on sentence concept and its expansion. Lastly, the fifth step becomes the book's core, offering 234 (*Dji Sam Soe*) techniques to analyze sentence structure for Arabic textbooks that do not employ vowel marks.

Each book chapter consists of concepts, summaries, and exercises. The first part explains in brief concepts related to the material being discussed, while the second part summarises the initial part. Finally, the exercise consists of individual

and group practices to assess concept comprehension and independent practice for application usage.

The last part of this book provides exercises to read sentences and text in Arabic that do not employ any vowel marks to smoothen and practice reading skills as expected. (Haris, 2015, p. ix).

1. Time Allocation

The "5 Langkah Jitu Membaca Kitab Gundul" takes around 100 minutes for each meeting in class, course, or training. Therefore, the total time needed to complete the book is around 600 minutes (10 hours).

2. Learning Method in the "5 Langkah Jitu Membaca Kitab Gundul"

The first step consists of word concept, a significant foundation for sentence analysis (p. 1-14). The second step introduces compound words to learn about the rule for the last part of compound words (p. 15-22). The third step discusses the transformation of the final vowel mark in the back part of a compound word (p. 23-40). The fourth step is about sentence-concept understanding (p. 41-62). *The last step is the analysis of sentences using the 234 (Dji Sam Soe) technique (p. 63-93) as the central part of the book.*

In general, the *the 234 (Dji Sam Soe) technique* offers: 1) Determining two factors of a sentence, *fi'liyyah* and the amount of *ismiyah*, 2) Determining parts of speech: subject, predicate, and object, 3) Providing four vowel marks: *fathah*, *dhammah*, *kasrah*, and *sukun* According to this book, a brief sample of reading non-vowel marks in Arabic texts is sorting the sentences and analyzing each one before finally adding the appropriate vowel marks for each word. The exercises in each chapter of this book will improve readers' understanding of the techniques (Fatoni, 2021).

3. Summary of the "5 Langkah Jitu Membaca Kitab Gundul"

Material summary of this book is available in the table of contents: Chapter 1 is about word concept comprehension (p-1). Chapter 2 refers to the word combination concept, Chapter 3 is about transforming the last vowel mark in a sentence (p-23), Chapter 4 discusses sentence-concept understanding (-41), Finally, chapter 5 comprehends the sentence structure analysis concept using *the 234 (Dji Sam Soe) technique* (p-63) (Haris, 2015).

Chapter 1 contains several points: Word (p.1-6) and its types (p.7-8), active and passive verbs (p.7-8). Chapter 2 is about word combinations consisting of *Murakkab* (word combination) and word combinations (p.15-18). Chapter 3 discusses the transformation of the final vowel mark in a sentence: the word *mu'rab* (p. 23-25), the word *mabni* (p.25-32), and the word with irregular characteristics, called *i'rab* (p.32-38). Chapter 4 explains sentence concept in terms of sentence definition (p.41-42), verbal and nominal (p.42-46), word expansion (p.46-50), and word formation (p.50-56). Chapter 5 discusses sentence structure and part of speeches (p.63-68) and sentence analysis using *the 234 (Dji Sam Soe) technique* (p.68-75). This final chapter is the central part of the book as it provides practice in reading the bare book.

This book provides a summary of each chapter. Chapter 5 summarizes Arabic sentence structure comprehension very briefly using *the 234 (Dji Sam Soe) technique*. In the initial part of the summary, this chapter explains that in an Arabic sentence structure, words can be one of the following parts of speech: a) *Musnad ilaih*, b) *Musnad*, c) *Fudhlah*, and d) *Adāh* (Haris, 2015).

The "*5 Langkah Jitu Membaca Kitab Gundul*" provides exercises in each chapter, which are according to the chapter's related material. Additionally, chapter 5 provides exercises in understanding sentence structure using *the 234 (Dji Sam Soe) technique* by first conducting Active Knowledge Sharing, which makes the students follow provided instructions and then exchange information with their peers about the exercise (p. 77). The second is completing an exercise in the form of group work by applying knowledge learned earlier into reading Arabic texts. The third is independent concept application, where students must complete the exercise independently, unlike the previous task, which is in the group

Based on the above study, this discussion starts from the book's importance, as stated by Sheldon, and discusses three principal causes of choosing a particular textbook. First, the difficulty in developing material is significantly challenging for teachers. The second reason is the limited opportunity for teachers to develop the material, and the third reason is due to external pressure experienced by teachers (Mudzakir, 2020).

Since textbooks require teachers to teach all materials and fields, which is impossible, selection and gradation are essential in presenting the materials, as not all can be delivered at once (Pius A. Partanto and Barry, 2001; Tim Penyusun Kamus Pusat Bahasa, 2013). The following discussion will also be about the selection and gradation material of the "*5 Langkah Jitu Membaca Kitab Gundul*."

Material Selection for the "*5 Langkah Jitu Membaca Kitab Gundul*"

Selection in literal meaning is the appointing and sorting activities for the best option. Selection is necessary, as language teaching quality depends significantly on the selection result. Good language teaching depends on the producer. The selection principles, according to Mackey, are as follows: 1) learning goal, 2) student academic level, 3) learning duration, 4) preferable type of language, and 5) learning feasibility (Setyawan et al., 2018).

The learning purpose is one of the principles in the selection procedure of textbook material. The "*5 Langkah Jitu Membaca Kitab Gundul*" briefly explains on page viii that the book aims to design a method so students can use it as a formal and independent learning medium. Additionally, this book proposes that students and readers must employ the five strategic tips in reading non-vowel mark Arabic textbooks and can apply them accordingly for those at the intermediate level.

The study results on the selection principle applied to this book align with Mackey's concept that a textbook must use the selection procedure according to learning goals to achieve. Therefore, the book has applied an excellent principles selection accordingly, a principle that is also available to read in the book.

The goal of this book also aligns with Arabic learning purposes according to Thu'aimah and An-Naqah, which include 1) having the correct comprehension of the Arabic language, 2) having a good command of speaking skills in Arabic to share ideas and communicate, 3) can read Arabic text without any issues that one can find the meaning and interact with the texts, and 4) can write in Arabic to express oneself and other functional situation (Muradi, 2014).

. Therefore, this book's selection is according to the learning purpose aspect and aligns with Arabic learning goals that include concept comprehension, speaking, reading and writing skills in Arabic textbooks based on what has been learned.

Additionally, according to (Setyawan, Basit and Fathoni, 2018) the selection principle refers to the student's academic level. As in the "5 Langkah Jitu Membaca Kitab Gundul", the object is anyone who wants to learn the skill and those who have elementary-level skills but can still not read non-vowel mark Arabic text (Haris, 2015, p. viii).

Therefore, based on the previous statement, the book allows those who want to use it to learn to read Arabic texts, as long as they have a primary/ elementary level of reading skills but can still not read non-vowel mark text. The selection preference aligns with what applies in this book.

Additionally, the learners with elementary skills in the Arabic language are apparent from their communication skills in Arabic, both written and spoken, and four other language skills relevant to this: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) (Hermawan, 2011). Therefore, this book is for any learner as long as they have a fundamental skill in the Arabic language, minimum of elementary level.

The target market of this textbook, apart from the one mentioned earlier, is those with a good command of Arabic grammar (*qa'waid*); thus, they can directly focus on chapter five to improve their reading skill for non-vowel mark Arabic text. However, they can still read other parts of the book as suggested.

The advantages of having the "5 Langkah Jitu Membaca Kitab Gundul" are that it not only concerns academic level but also considers the students' emotional and social statement and their learning needs, as explained in this study on the principal parts of preparing the book. Therefore, these advantages have excelled in this book, although the later aspects are only available for identification based on a theoretical point of view if undergoing a field survey.

Based on previous research by Sugiarti, there is information about the social and emotional levels as well as the learning needs of the target market of the book: 1) 66% of university students responded positively to the benefit of the Dji Sam Soe method, 2) 85% of university students positively perceived the statement, claiming that students can apply the method correctly and competently in learning classical books, 3) 66% of university students agreed with the statement that learning classical books is essential for students of Islamic Education study programs so they can understand non-vowel mark Arabic text, and 4) 69% of university students agree with the statement that learning classical books is helpful to help them read, understand, and review Arabic books quickly.

Based on that research, the book author significantly considered the selection principle on learners' skill level. This consideration is in response to the difficulty faced by students in learning Arabic grammar as one of the instruments to learn how to read non-vowel mark Arabic text at Asaasunnajaah Islamic Boarding School, Salakan village of Kesegihan sub-district, Cilacap: 1) mental statement and learning readiness, 2) understanding level, 3) motivation in learning *nahwu*, and 4) interest that created the eagerness to learn *nahwu* (Rizki, 2020).

Therefore, the selection in the comprehension aspect also aims to achieve the learning goal: to employ the book as a tool in learning how to read Arabic text, which is also applicable for independent learning. The material selection also considers the learning duration. This book requires 100 minutes for each chapter, which applies to any type of learning, including regular, course, and training. Therefore, the total time required for complete learning is around 600 minutes (10 hours) (Haris, 2015, p. ix).

The time needed is also considered for *nahwu-sharaf* learning, which causes the students to focus more on memorizing principles based on the word's role and function in a sentence, which requires a significantly long period. (Haris, 2015). Therefore, selecting the duration of learning employed in the "5 Langkah Jitu Membaca Kitab Gundul" is more effective than another method.

The fourth principle of selection is the language type. It is apparent in point three of the result of the study that the textbook simplifies or even adapts, the object concepts into Indonesian to provide easier understanding (Haris, 2015). The fifth principle is that the learning method offered by the book makes the learners learn the material easier by using the 234 formula, also known as *Dji Sam Soe technique* has become the potential factor that drew people's attention, especially those with difficulty learning non-vowel mark Arabic texts.

The research result by Sugiarti found that 66% of university students responded positively to the benefit of the *Dji Sam Soe technique*; it is easy to understand; the finding also represents the significant cause of material selection done during the writing of the book. Therefore, this book is for any students who wish to learn even though there is also other research scope the book probably does not have a significant factor in learning.

The Material Gradation of "5 Langkah Jitu Membaca Kitab Gundul"

The word gradation in Arabic is called *at-tadarruj*, which means go through in stages, where Saepudin described in textbook preparation as a process that starts from the most concrete to abstract pattern, of the known to the unknown, an integrated improving concept to the actual practice (Saepudin, 2022, p. 5).

The stages in preparing "5 Langkah Jitu Membaca Kitab Gundul" consist of 1) A word concept introduction that becomes the basis of sentence analysis, 2) word combination introduction to learning about the consequence of the final vowel mark appearing in combined words, and 3) Vowel mark transformation concept at the end of a word that becomes part of speech so that students can recognize which ones undergo the transformation and which do not.

The above steps are the concrete practice of material using gradation principles, as mentioned by Saepudin. According to a textbook entitled “*Jāmi' ad-Durus al-'Arabiyyah*,” by (Al-Ghalayaini, 2015) the applied steps align with Abdul Haris' book, which discusses *fi'il I* and its types and *isim* and its types.

Unlike the stages in Abdul Haris' book, another textbook entitled “*Al-fath: Metode Cepat Belajar Membaca Tulisan (Kitab) Gundul*” written by ('Aqib, 2007), presents vowel mark rules for every word within the book as its first material, and the second one is about part of speech and its meaning within a sentence, and finally, material about *i'rab* understanding.

Therefore, presenting sentence structure in the initial part of the book could be unsuitable, as according to Briod's gradation principle cited by Effendi that statement by explaining the elements of the Arabic language that must include at least word structure (*ash-sharf*), sentence structure (*an-nahwu*), and vocabulary (*al-mufradāt*) (Sumardi, 2021). Therefore, the “*5 Langkah Jitu Membaca Kitab Gundul*” by Abdul Haris puts word concept first before sentence concept (language grammar).

The “*5 Langkah Jitu Membaca Kitab Gundul*” put the sentence concept and its expansion in the fourth chapter. At the same time, the significant content of the book comes in the last part, chapter V, by introducing *the 234 (Dji Sam Soe) technique* to analyze sentence structure as an alternative in reading non-vowel marks Arabic text.

The gradation concept applied in the “*5 Langkah Jitu Membaca Kitab Gundul*” aligns with Mackey, as cited in Sumardi, which proposed that grouping and gradation are two main aspects that must appear in gradation. Grouping must include three principles: uniformity, contrast, and parallelism (Sumardi, 2021).

1. Category of Grammatical Gradation in the “*5 Langkah Jitu Membaca Kitab Gundul*”

Chapter two of this study has explained that the gradation of the “*5 Langkah Jitu Membaca Kitab Gundul*” consists of three categories, they are:

a. Grammatical gradation

In traditional assumption, the language learning process can develop at its best due to ordering the learning content based on its structural characteristics, the assumption of which is that mastery of morphosyntactic principles is mandatory to achieve effective communication, a basis for using grammatical gradation to arrange a textbook (Amalia, 2017).

b. Situational Gradation

Grammatical gradation in practice cannot apply its principles in communication at its best. Therefore, situational gradation appears to address the need. The physical situation where students use the language becomes a significant consideration for this gradation type. Consequently, the orders of situational gradation follow the environmental situation (Amalia, 2017).

c. National-functional gradation

This type of gradation sorts the materials into three national-functional categories: 1) semantic-grammatical, a closely related category to human perception of events, processes, situations, and abstract; 2) meaning, a category that has firmly bound with the way a speaker expresses himself on written or spoken form, and 3)

communicative function, a category whose role is to express an action through a language toward the interlocutor (Amalia, 2017).

The material arrangement according to the grouping concept aligns with the grammatical gradation, which means this method takes the structural characteristics as its basis. The writer of the “5 Langkah Jitu Membaca Kitab Gundul” stated that the alternative to cutting off the learning duration is paying close attention to the necessity and benefit of a particular material in the book, which aligns with the usage of grammatical gradation.

The gradation in the “5 Langkah Jitu Membaca Kitab Gundul” also aligns with Mackey's gradation principle, which focuses on learning psychological basis, that is, from general to specific, simple to complex, short to long, analogical to anomalous, and from the most beneficial to the less (Sumardi, 2001).

Therefore, “5 Langkah Jitu Membaca Kitab Gundul” applies grammatical gradation that focuses on the language principles mastery from the general to specific, simple to complex, and short to long material.

2. Cyclic Gradation in the “5 Langkah Jitu Membaca Kitab Gundul”

Gradation consists of two types: cyclic and linear gradations. The latter arranges learning materials individually, presenting each in detail to achieve the primary purpose. In the linear gradation, the material is presented intensively, in-depth, and in detail to avoid repetition (Amalia, 2017).

Whereas cyclic gradation, according to Corder, refers to circular order according to language structure principles that are integrated and correlated. The cyclic gradation is similar to the natural language learning process with a spiral approach system. Therefore, the spiral approach is the most suitable for developing learning material. The preeminence of the spiral gradation enables content repetition in different contexts despite its capability to differentiate the content of receptive and productive language material (Amalia, 2017).

Therefore, the material gradation in the “5 Langkah Jitu Membaca Kitab Gundul” that belongs to the second grouping principle in steps IV and V focuses on the sentence concept and its expansion and sentence structure analysis using 234-technique as an alternative method in reading non-vowel mark Arabic text is apparent to use the spiral gradation approach.

The book's final part repeats previous materials through a receptive approach using *the 234 (Dji Sam Soe) technique* that is apparent to help learners maintain the basic skills in reading the bare books and productive language in the form of exercise in analyzing non-vowel mark Arabic texts.

The following are several samples of materials and techniques applied to analyze sentences using *the 234 (Dji Sam Soe) technique*. One of the methods to help non-vowel mark Arabic text reading is by analyzing the sentence structure as follows:

- a. Identifying type of sentence includes finding out the number of *fi'liyah* or *ismiyah* in the sentence.
- b. Analyzing the part of speech and finding the subject (*musnad ilaih*) before providing a *dhammah* mark if the subject is in the form of *ism mu'rab* and does not

- possess any other mark representing it. On the contrary, when the subject follows one of these alphabet, *وأخواتها إن*, put the *fathah* as its vowel mark. When the subject is a combination of words (*murakkab*), the first *ism* will undergo the same procedure, while the latter must follow the *murakkab* rule.
- Find the predicate of the sentence (*musnad*) and put a *dhammah* if the word is an *isim mu'rab* and does not possess any mark on it. Nevertheless, if the predicate is in *ismiyah* form and appears after the following *fi'il*: *إن وأخواتها*, the vowel mark must be *fathah* unless there is already another mark that accompanies the word. If the predicate is a word combination (*murakkab*), the first *ism* must follow the same procedure as the above explanation, while the latter must follow the *murakkab* rule. When the predicate is a sentence, provide marks according to the basis rule of sentence reading.
 - After finding the subject and predicate, another essential *isim* is the *fudhlah* which requires a *fathah* if it is in the form of *isim mu'rab* and does not possess any mark representing it unless it follows a *jar* alphabet or it becomes a *mudhaf ilaih*. This situation requires a *kasrah* mark when the word has no other mark. If the *fudhlah* is a word combination, the first *ism* will undergo the same procedure, while the latter must follow the *murakkab* rule.
 - All *harfs* within a sentence are *adāh*; therefore, provide the vowel mark as the original version because it is a *mabni*.
 - The reading must be sentence per sentence when a sentence consists of several sentences (compound sentence).

In general, the above steps also become the principles found in *the 234 (Dji Sam Soe) technique*:

- Determine two aspects in a sentence: the number of *fi'liyah* and *ismiyah*.
- Find three aspects in the sentence: subject (*musnad ilaih*), predicate (*musnad*), and complement (*fudhlah*).
- According to the rules, provide one of these four vowel marks, *fathah*, *dhammah*, *kasrah*, and *sukun*, on each part of speech.

The application of the above steps is as follows:

Sample 1:

كتب محمد الدرس جالسا على الكرسي أمام الباب

The first step is determining two aspects of the sentence: the number of *fi'liyah* and *ismiyah*. The above sample shows that the sentence belongs to *fi'liyah*. The second step is finding out three parts of speech: subject, predicate, and complement. The last part is to provide one of the four vowel marks: *fathah*, *dhammah*, *kasrah*, or *sukun*, on each part of speech according to the rules.

From the above sentence analysis, the subject refers to *محمد* which belongs to *isim mu'rab*; therefore, *dhammah* becomes the vowel mark, while the predicate refers to *كتب*, which belongs to *fi'il mādhi* that stands alone without any following word; therefore, it receives *fathah* as its vowel mark. Additionally, *fudhlah* in *the*

sample has several *isims*: الباب جالسا، الكرسي، مأ، therefore each *isim* receives *fathah* as its vowel mark except the *isim*, الكرسي that comes after a *jar* alphabet and الباب that becomes *mudhaf ilaihi*; therefore, they receive *kasrah* as vowel mark. While the word على is a *harf* alphabet with *mabni* characteristics and a part of the *adāh* element; therefore, it requires the vowel mark as its original form. According to the analysis result, the sentence appears as follows after receiving appropriate vowel marks:

كَتَبَ مُحَمَّدٌ الدَّرْسَ جَالِسًا عَلَى الْكُرْسِيِّ أَمَامَ الْبَابِ

Sample 2:

زيد طالب جديد في كلية الاقتصاد

The first step is determining two aspects of the sentence: the number of *fi'liyah* and *ismiyah*. The above sample shows that the sentence belongs to *ismiyah*. The second step is finding out three parts of speech: subject, predicate, and complement. The last part is to provide one of the four vowel marks: *fathah*, *dhammah*, *kasrah*, or *sukun*, on each part of speech according to the rules.

From the above sentence analysis, the subject refers to زيد, which belongs to *isim mu'rab*; therefore, *dhammah* becomes the vowel mark, while the predicate refers to طالب جيد, which belongs to *murakkab na'ti*; therefore, it receives *dhammah* in its first word as a vowel mark, while the second word follows the first one for it has transformed into an adjective.

While the *fudhlah* refers to كلية الاقتصاد, which is a *murakkab idhāfi* and comes after the *jar* alphabet, therefore, both the first and second words received a *kasrah* as they transform into *mudlaf ilaih*. That في is a *jar* alphabet with *mabni* characteristics and a part of the *adāh* element; therefore, it requires the vowel mark as its original form. According to the analysis result, the sentence appears as follows after receiving appropriate vowel marks:

زَيْدٌ طَالِبٌ جَدِيدٌ فِي كَلِيَّةِ الْاِقْتِصَادِ

Based on the analysis and discussion, the "5 Langkah Jitu Membaca Kitab Gundul" by Abdul Haris employs the spiral gradation. The approach repeats the material by analyzing sentence structure from chapters 1,2,3,4 and 5, but each time in a more receptive context in the form of 234 technique and productive skill as in exercises that lead learners to analyze non-vowel mark Arabic text; these two concepts has proven the use of spiral gradation throughout the book.

CONCLUSIONS

Referring to the discussion of the study, there are several conclusions to draw:
1) The material selection applied in the textbook "5 Langkah Jitu Membaca Kitab Gundul" by Abdul Haris refers to the approach that designs the textbook to be applicable for class and independent learning; the book also considers the target market's emotional, social, and academic levels. The total learning time in class is six meetings, each of which takes 100 minutes, or 600 minutes (10 hours).

The meetings discuss simplifying and adapting Arabic text reading concepts using the Indonesian language and 234 techniques, 2) The gradation applied in the book refers to grouping and ordering based on the uniformity and difficulty level of the materials. The grouping method in the book uses grammatical gradation that includes word and sentence concept comprehension. The ordering method applied in the book uses spiral gradation by sorting and ordering the materials based on the grouping. Steps 1,2 and 3 are about word concepts, while steps 4 and 5 discuss sentence concepts. Eventually, the final part consists of sentence structure analysis practices using the 234 (*Dji Sam Soe*) technique as an alternative method to read non-vowel marks Arabic text.

Based on the conclusion, the following are recommendations for all related parties: 1) Students in the Arabic Language study program are still at the elementary level; therefore, they must use the "5 Langkah Jitu Membaca Kitab Gundul" to improve their understanding and practice the applicable techniques to read Arabic text independently, 2) The Arabic Language study program of Universitas Muhammadiyah Malang is strongly suggested to use this book as the additional material for the reading skills, so that students can improve their skills in reading non-vowel marks Arabic text. 3) All educational institutions in the Arabic language field, from elementary to middle school and university level, must carefully choose the appropriate Arabic language learning textbook to achieve the best goals, 4) Future research must investigate textbook analysis, particularly material selection and gradation, to improve teaching material on learning how to read *Kitab Gundul* by using the 234 (*Dji Sam Soe*) technique.

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