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Rule of Nahwiyah Variations in Arabiyah Bayna Yadaik Book and its Contribution on Arabiyah Asasiyah Subject

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Abstract

This research is motivated by the need of an innovative teaching module and as a way to facilitate students to understand Nahwu. This research's purpose is to describe about Nahwu subject as presented in the First Arabiyah bayna Yadaik Book Volume 2 and its contribution to Arabiyah Asasiyah subjects in Arabic Education Department, Faculty of language and literature education, UPI. This research used a qualitative approach of Content Analysis with sources data from the First Arabiyah Bayna Yadaik Book Volume 2 and Arabiyah Asasiyah Syllabus which used to being learnt in Department of Arabic Language, Faculty of language and literature education, UPI in 2014/2015 academic year. The results are obtained by discovering of nahwu subjects with simple presented, such as tarkibisnadi, tarkibidhafi, tarkibwashfi, tarkib 'athfi, jumlah ismiyah, and jumlah fi'liyah with full exercises, it is going to contribute Arabiyah Asasiyah subject that contains simple and easy to understand material about Nahwu subjects.

Keywords: *Nahwiyah, Arabiyah, Bayna, Yadaik, Nahwu*

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Introduction

Although Arabic is believed as language of the Muslim holy book, but the faith and belief of it unfortunately have no effect on its own followers, including students' learning attitudes and learning outcomes (Fakhrurrozi and Mahyuddin, 2012:5).

As revelation language, Arabic became the first language studied scientifically. That happens because of the pressure of millions Muslims who want to understand the revelation that they believe as divine message. Most of them speaking a language close to Arabic, they may even understand Arabicas a second language, but understanding the holy Qur'an and mastering the meaning which is a necessity for everyone, need greater capabilities than that their masters (Alfaruqi and Alfaruqi, 2001,263).

Related to learning process, teaching (instruction) is an attempt to make students learn or an activity for learners. In other words, learning is an effort to create the conditions to make learning activities. In another means, learning is planned efforts to manipulate learning resources for making learning process in the learners own selves (Sadiman, et al, 1986:7).

Learning resources are such as textbooks. The fundamental requirement in compiling the textbook is book should be appropriate for learners in which the book was intended for non-Arab. Then consider the age, level of intelligence, students' educational background, as well as consideration of the desire, talent, and Arabic learning objectives (Al-Galiand Abdullah, 2012:25-26).

Textbooks are very closely connected with the teaching subjects contained in. Related Arabic proficiency learning process, Nahwu teaching roles taken in a subject presentation. Nahwu subjectis very important to be taught, but there ar ethings that need to be considered related teaching nahwu.

It has to be noticed that studying Nahwu science (Arabic grammar) is a pressing need. Preparation of Nahwu must be run since its beginnings and now to be presented in the curriculum and theories with the repeated examples in Nahwu book (Ibn Rasul and Husna'ulyan, 2013: 43).

Then education experts have noticed the rules of Arabic learning with a great attention. As one of urgency is in getting the language and its function in life, then *qawaid* is way to evaluate any mistakes pronunciations. As we know that the basic purpose of Arabic learning grammar is to make learners be able to understand and express the correct technique sentences clearly (Al-Kakhn and Haniyah, 2009: 201).

According to Al-Jurjani (2003: 236) Nahwu is the science which contains various rules that can determine the condition of the arrangements Arabic sentence from *i'rab* and *bina* or apart from them. It is also said that Nahwu is the science that can determine the position or the wording from *i'lal* terms. It also said; science to know about true or false of sentence.

Al-Asyqar (1995: 416) adds, that Nahwu is the science that can determine how the composition of the wording in Arabic, either fluent or vice versa, as well as matters relating to the wording in terms of the preparation of the sentence.

Today, learning Nahwu subjects are being complicated by many learners. This is similar to Nasution expression (2012: 2) that

"Reality shows a lot of students, the students who studied Arabic commented that Nahwu subject is the most difficult subjects to learn. This is resulted to a negative image of Arabic, where Arabic is considered as the 'specter' of fear, and then make a lot of people do not feel sympathetic in learning Arabic".

Moreover, Abdurrahman finding (1997: 12) suggests that generally, the ability *qawa'id* of UPI's students are 'unsatisfactory', mainly on Nahwu subjects. The finding and problem is that Nahwu proficiency among students was 'less'.

The presence of *Arabiyah bayna Yadaik* Books as a new module in Arabic learning especially for non-Arabic speakers. Based on this, further research aims to examine the subjects presented in Nahwu book of *ArabiyahbaynaYadaik*1vol 2 insubject terms, the subjects' applications, exercises, and examples contained in *Hiwar* and *qiraah*, as well as to contribute to *Arabiyah Asasiyah* subjects of Arabic Education departement of FPBSUPI.

Theoretical Foundation

Linguistic has two levels, namely the level of phonological and grammatical. In grammar there are sub discussion morphology and syntax. Syntactic according Chaer (1994: 206) in Setyowati (2012: 4) is the science that discusses the word in relation to other words, or other elements as a unit of speech.

Syntactic is a branch of linguistics that describes the composition of sentences out of context. According From kin (2011: 78) in Lahu (2009: 3), the rules of syntax is to combine words into phrases and phrases into sentences. From kin (2011: 86) in Lahu (2009: 3), said the sentence is formed from the combination of words, word fragments that form forming units of language with different functions.

Syntax in Arabic is more popularly known as 'Nahwu science'. Many studies focus on this Nahwu science, because it is an important science to be learned. Nowadays, after the development of research and studies on linguistic analysis, the scholars tend to change an dexp and the understanding of nahwu, it is not to just focus on the discussion *i'rab* and *bina* for a word, but may also include to explain of vocabularies networking, internal linkage between a few words, the union of several words in a series of specific sounds and the relationship between the words in the sentence as well as the components that make up phrases (Hussain, 1959: 97) in Punawan (2010: 49).

Related to the phrase discussion, in this study, *Nahwiyah* subjects more emphasis to the phrase. Based on the criteria syntax, this phrase should be solved to the three main elements, namely: subject, predicate, and adverb (Muhamad and Mat, 2010: 126).

Furthermore, in Arabic linguistic, Nahwu science is the branch of linguistics that studied of the sentence (*al-jumlah*) as well as all matters related to it, such as certain syntactic role in the sentence such as *al-fa'il*, *al-maf'ul*, *al-Khabar*, *al-mubtada*, and others. Nahwu science is often considered also as the science of *qowaid al-I'rab* are provisions on vowel changes the last letter of a word as occupying certain syntactic roles (Setyowati, 2012:4).

Nahwu is most important to be learned. Nahwu importance is expressed by Shalâh (1990: 144): "When the students' skills in mastering Nahwu are already unquestionable, because to be master in Nahwu is the foundation in understanding every language, and when learning Arabic increasingly wide spread and growing, it is needed the solutions about how to learn Arabic because it has been more developed".

As well as it is explained that the Arabic learning especially here Nahwu (*Al-qawa'id Al-'Arabiyyah*) is very instrumental to understand Arabic texts such as Quran, Hadist and other Arabic literature (Abdurrahman, 2007:137).

Furthermore, related to the textbook learning *Nahwiyah* as the focus of this research, The First *Arabiyyah bayna Yadaik* book Volume2. As for the first *Arabiyyah bayna Yadaik* book Volume 2 (Bahasa Arab in front of you) is learning Arabic book program for all levels are arranged based on master research on Arabic teaching developed by Arabic experts that are very competent in their field, aims to facilitate Arabic teaching for foreigners by using modern technology for the better Arabic teaching.

This book contains a complete Arabic learning method for those who do not speak Arabic (non- Arabic speakers). This guide book invites the reader from the beginner to the advance level of Arabic which allows being into the college and continuing to study Arabic.

The task of teachers or educators is to choose and develop learning subject by considering the following criteria: relevance (psychological and sociological), complexity, rational or scientific, functional, and comprehensive or balance. While the development of teaching subject that can be done in various ways, such as chronological sequence, the causal sequence, structural sequence, sequence of logical and psychological, spiral sequence, and others (Sukmadinata, 1997: 105-107).

Textbooks play a major role in language teaching in classroom at all levels of education, both public and private, secondary schools and colleges, all over the world. Some teachers are lucky to be free to choose the textbooks they will use (Lamie, 1999:1). Almost every teacher has a good textbook because suggested to them or because they suit the teaching purposes.

Previous research has been conducted by researcher on the analysis of Nahwu subject on The First *Arabiyyah Bayna Yadaik Qism* 1in academic year 2013/2014, in which the research found some basic of Nahwu subject relevant to basic Arabic subject with more interactive presentation, innovative and accompanied many examples and exercises. In this study, researchers went a step further research to find variations *Nahwiyah* rules contained in The First *Arabiyyah bayna Yadaik* book *Qism* 2.

Research Methods

This research is a literature and field research using a qualitative approach. Data obtained from first *Arabiyyah bayna Yadaik* book Volume 2 and the observation in the Arabic Department of FPBS. The instruments used were interviews, observation, documentation, and questionnaires. Data analysis used was a content analysis.

Data analysis is an attempt to look for and organize systematically to collect data to improve understanding of studied cases and research it as findings for others. Data analysis used in this study is content analysis, which is a technique to get conclusions through effort to find message characteristics objectively and systematically (Moehadjir, 1996: 33). This method focuses on how to obtain information from many sources. The above details will be analyzed into orderly construction. And the result is the conclusions of the analysis concept about subjects and learning process on *Arabiyyah Bayna Yadaik* book at Arabic Education major, Faculty of Language and Literature, UPI.

Results and Discussion

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Presentation Results of Nahwu Subjects

While tarkib that phrase. In this book, published several influential tarkib material as a reference in Arabiyah Asasiyah learning as learning basic Arabic language.

Overall *Nahwu* subject contained and presented in first *Arabiyah bayna Yadaik* book Volume 2 is composed of 7 *Wihdah* or chapters, which each discuss about different themes.

Wihdah the form of chapters which contain some of the materials, the discourse and practice. As for the theme of each *Wihdah* is:

1. *Wihdah* 9

This *Wihdah* theme is التسوق there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subjects.

Nahwiyah subjects presented in this *Wihdah*:

الإستفهام ب : أيّ- هذا - هذه + خبر مضاف و مضاف إليه و خبر مفرد.
الإستفهام ب : بكم - المبتدأ + الخبر شبه جملة

The exercises examples of the application on the sentences:

أ. أ	: أريد كتاب القراءة
ب. ب	: هذا كتاب القراءة
ج. أ	: أريد معجما من فضلك
ب. ب	: أي معجم تريد؟
أ. أ	: أريد المعجم العربي
أ. أ	: تفضّل المعجم العربي
د. 1	: لكم القميص؟
2	: القميص بعشرين ريالاً
1	: أريد قميصاً
2	: هذا هو القميص. المطلوب عشرون ريالاً
1	: تفضّل، هذه عشرون ريالاً
هـ. 1	: أريد سمكاً من فضلك
2	: تفضّل السمك. هل تريد شيئاً آخر؟
1	: نعم، بصلاً و ملحاً
2	: هذا هو البصل، و هذا هو الملح
و. 1	: أريد القميص الأزرق
2	: هذا هو القميص الأزرق

While summary of the *tarkib* subject, application examples contained in the following sentence:

المعجم الدفتري القلم الكتاب الثوب	تفضّل
كتاب القراءة كتاب القواعد طبق البيض علبة الملح	أريد
القميص؟ الثوب؟ الكتاب؟ المعطف؟ المعجم؟	بكم

هذا	كتاب القراءة كتاب القواعد طبق البيض علبة الملح غرفة النوم وجبة الفطور
هذه	
أي	معجم فميص ثوب كتاب الثوب
تريد	

2. Wihdah10

This *Wihdah* theme is *الحوار* there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subjects.

Nahwiyah subjects presented in this *Wihdah*:

الإستفهام ب: كيف – الضمير المتصل بالفعل المضارع (تركته+تركته)- فعل الأمر
أسلوب النفي : لا+س+الفعل المضارع+الضمير المتصل: لا, سأقضيها.
الفعل الماضي الثلاثي ذهب الصيف- يذهب إلى-س+ الفعل المضارع+مفعول به+واو العطف (سأحضر الخيمة والسجادة)

The exercises examples of the application on the sentences:

- أ. سأحضر الخيمة والسجادة
ب. 1 : هل نذهب إلى السوق الآن
2 : نذهب غدا، إن شاء الله
ج. أ : أين المعطف؟
ب : تركته في الشركة
د. 1 : كم درجة الحرارة في الرياض
2 : درجة الحرارة عشرون
هـ. 1 : السماء تمطر
2 : هذا فضل الخريف

While summary of the *tarkib* subject, application examples contained in the following sentence:

سأحضر	الخيمة الكتاب الطعام الحاسوب التمر	و السجادة والمعجم والشراب والتلفاز والعنب		
هل	نذهب	إلى	السوق المكتبة المختبر الجامعة	الآن
تركته	في	الشركة المدرسة الغرفة الصف المختبر		
درجة	الحرارة	أربعون ثلاثون عشر		

كم	درجة الحرارة	في	الرياض؟ مكة؟ المدينة؟ دمشق؟ مكة؟
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3. Wihdah 11

This *Wihdah* theme is *الناس والأماكن* there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subjects.

Nahwiyah subjects presented in this *Wihdah*:

الإستفهام ب: لماذا + فعل ماضٍ-ما رأيك في.....؟
كيف-استخدام الحروف: في، إلى، من، مع

The exercises examples of the application on the sentences:

- أ. متى حضرت من اليمن؟
حضرت قبل عشر سنوات
- ب. 1 : هل معك الجنسية اليمنية؟
2 : نعم، ومعني جواز السفر اليمني
- ج. أ : لماذا تركت العراق؟
ب : انتقلت الشركة إلى جدة
- د. 1 : كم تستغرق الرحلة إلى مكة؟
2 : تستغرق ساعة واحدة تقريبا

While summary of the *tarkib* subject, application examples contained in the following sentence:

لماذا	تركت	العراق؟ دمشق؟ مكة؟ لندن؟ مالي؟
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كيف	تقضى	الوقت	في	جدة الدمام بغداد لندن
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انتقلت	الشركة	إلى	حدة الرياض القاهرة بغداد الدمام
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4. Wihdah 12

This *Wihdah* theme is *الحوارات* there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subjects.

Nahwiyah subjects presented in this *Wihdah*:

الضمير المتصل ه، ها مع النفي (ما زرتة - ما زرتها) أسماء
الإشارة هذا، هذه مع الخبر +صفة- الفعل المضارع المسند إلى ياء المخاطبة (تختارين) المبتدأ المضاف (هوايتي القراءة)

The exercises examples of the application on the sentences:

- أ. كنت سعيد في العراق
- ب. انتقل الشركة إلى جدة

- ج. هل معه الجنسية اليمنية يا محمد؟
 د. تستغرق الرحلة ساعة واحدا
 هـ. لدي مكتبة كبير
 و. يا زينب! أي جمعية تختار؟
 ز. هل شربت القهوة؟ لا، ما شربته

5. *Wihdah* 13

This *Wihdah* theme is السفر there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subjects.

Nahwiyah subjects presented in this *Wihdah*:

قادم من – من أين ... قادم؟ النفي بلا- ماذا في...؟

The exercises examples of the application on the sentences:

- أ. 1 : هل أنت كشميري؟
 2 : لا، أنا ماليزي
 ب. 1 : ماذا في الحقيبة؟
 2 : في الحقيبة ملابس
 ج. أ : من أين أنت قادم؟
 ب : أنا قادم من بنغلاديش
 د. 1 : هل الحجز على الخطوط السعودية
 2 : لا، هو على الخطوط الإندونيسية

While summary of the *tarkib* subject, application examples contained in the following sentence:

أنا	قادم	من	بنغلاديش إندونيسيا ماليزيا السعودية ليبيا
هل	الحجز	على	الخطوط
هل	أنت هو صالح هي صالحة	كشميري؟ نيجيري؟ سعودي؟ كشميري؟ سعودي؟	السعودية؟ النيجيرية؟ الماليزية؟ السودانية؟

6. *Wihdah* 14

This *Wihdah* theme is الحج والعمرة there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subjects.

Nahwiyah subjects presented in this *Wihdah*:

الإستفهام ب : متى + اسم-كيف+ فعل مضارع-بم+فعل مضارع-أين+فعل ماضى – المثنى المنصوب-
 العدد من 3-10 وتمييزه

The exercises examples of the application on the sentences:

- أ. 1 : متى العطلة؟
 2 : العطلة في شهر رمضان
 ب. 1 : أين خلعت ثوب الإحرام؟
 2 : خلعته في الفندق
 ج. أ : كم شوطا طفت؟
 ب : طفت سبعة أشواط
 د. صليت ركعتين

While summary of the *tarkib* subject, application examples contained in the following sentence:

من	العطلة؟ الريارة؟ الدراسة؟ العمر؟ السفر؟
صليت قرأت صمت أكلت	ركعتين كتابين يومين حقيبتين

7. Wihdah 15

This Wihdah theme is الصحة, there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subject.

Nahwiyah subjects presented in this Wihdah:

الإستفهام ب: لماذا +فعل ماض- حضرت لي..... هل لديك.....؟ - أشعر ب-طلب متى

The exercises examples of the application on the sentences:

- أ. 1 :كم عيداً في الإسلام؟
- 2 :في الإسلام عيدان
- ب. أين ستقضون عطلة الصيف؟
- أ : لماذا نسافر إلى مصر؟
- ب : نسافر إلى مصر لنرى نهر النيل

While summary of the *tarkib* subject, application examples contained in the following sentence:

موعدى	الساعة	العاشرة التاسعة السابعة الخامسة السادسة
لماذا	حضرت	إلى
		المستشفى؟ الجامعة؟ الشركة؟ الكلية؟

8. Wihdah 16

This Wihdah theme is العطلة, there are four paragraphs discourse and *Hiwar* (conversation), which contains *Nahwiyah* subjects.

Nahwiyah subjects presented in this Wihdah:

الإستفهام ب: كم-أين+س-فعل مضارع مسند لواو الجماعة (أين ستقضون)-متى + يكون- شبه جملة (جار ومجرور)+ مبتدأ متنى مؤخر (في الإسلام عيدان)- نسافر إلى.....

The exercises examples of the application on the sentences:

- أ. 1 :بم تشعر ؟
- 2 :أشعر بآلم شديد في أذني
- ب. 1 : ماذا طلب منك الطبيب؟
- 2 : طلب مني ترك الملح
- أ : لماذا حضرت إلى المستشفى؟
- ب : حضرت لمعالجة طبيب الأسنان

While summary of the subject on tarkib, application examples contained in the following sentence:

مو عدي	عيدا سريرا طبيبيا كتابيا معلما	في	الإسلام؟ الغرفة؟ المستشفى؟ الحقيبة؟ الصف؟7
أين	ستقضون ستقروون ستغسلون ستشربون	عطلة الصيف؟ الكتب؟ الملابس؟ القهوة؟	

Nahwiyah Rule Variation Discussion

Based on 8 *Wihdah* listed in *Arabiyah bayna Yadaik* book, there are some famous tarkib used in this book in the discourse and practice examples. Among *kaidah nahwiyah* variations are:

العناصر النحوية	
النموذج	العناصر
1- التركيب الإسنادي 2- التركيب العطفی 3- التركيب الوصفي 4- التركيب الإضافي	التراكيب
1- فاعل (اسم ضمير) + فعل + مفعول 2- فاعل (اسم ظهير) + فعل + مفعول 3- جملة + حرف جر	جملة اسمية
1- أقسام الأفعال (الماضي – الحاضر – المستقبل) 2- فعل + فاعل (اسم ضمير) + مفعول 3- فعل + فاعل (اسم ظهير) + مفعول	جملة فعلية
التدريبات / المثال	
النموذج	العناصر
1- التركيب الإسنادي : أسرة إبراهيم في البيت – هذا فصل الشتاء- الجو معتدل اليوم 2- التركيب العطفی : يريد صحيفة وكتابا – يذهب الزوج والزوجة – تريد ثلاجة وفرننا وسخنا وتلفازا 3- التركيب الوصفي : أثواب جميلة – القميص الأبيض – أثاث جميل – قمصان جميلة 4- التركيب الإضافي : قسم الأثاث – يوم الخميس – قسم القمصان	التراكيب
1- راشد يذهب إلى السوق 2- نذهب إلى السوق 3- نبقى الليلة في البيت	جملة اسمية
التدريبات : - املاء الفراغ بحرف الجر - صل بين الفعل و الإسم المناسب 1- انتقل الشركة إلى جدة 2- تستغرق الرحلة ساعة واحدا	جملة فعلية
التدريبات : - أكمل بوضع الكلمة الصحيحة مما بين القوسين - صل بين السئال في (أ) والجواب في (ب)	

Rule Subjects Contribution through Arabiyah Asasiyah

Arabiyah Asasiyah is a subject in the first semester of Arabic Education Department FPBSUPI. This subject includes basic subject related with Arabic include simple Arabic writing technique, the effectiveness *Hiwar* and *qiraah*, and rules *Nahwiyah* with simple *tarkib*, with subject application in simple discourse and conversation.

Subjects Presentation in *Arabiyah bayna Yadaik* can be a reference for improvement with at the same time improving the quality of the subjects in *Arabiyah Asasiyah*, with the same form of subjects presentation through simple *Hiwar* and *qiraah*, until *Arabiyah Asasiyah* can presents subjects that is simpler to understand and innovative.

In addition, ways of presenting and decomposition, and applying the rules and principles of Arabic grammar, especially related to *qawaid nahwiyah* help new students to understand by motivating students to learn about Nahwu.

Conclusions

The conclusions of this research are:

1. The subjects in *Arabiyah bayna Yadaik* book contains 8 *Wihdah*/chapter with a different theme
2. Nahwu subjects presented are some simple subjects such as *isim*, *ficil*, and *tarkib*
3. Subjects Application is presented through some simple conversations with some simple examples
4. Subjects Presentation of *Arabiyah bayna Yadaik* could be a reference to the subject improvement of *Arabiyah Asasiyah* simply and innovatively.

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