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The Development of *Qawā'idul I'lāl* Teaching Materials by an Inductive Approach

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Abstract

The teaching and learning process of I'lāl (vocal deviation) in Islamic boarding schools generally uses the book of Qawā'idul I'lāl. However, the book of Qawā'idul I'lāl is still very simple and has several shortcomings as follows: (1) it only contains simple i'lāl rules, (2) there is no explanation of the rules, (3) there are only a few examples, and (4) there is no material for practice. Therefore, the researcher intends to develop Qawā'idul I'lāl teaching materials with an inductive approach accompanied by practice questions. On another note, this research aims to describe the product's feasibility and legibility. This study uses a research and development (R&D) design with a stage model developed by Borg & Gall. The study results indicate that, in the aspect of feasibility, this development product is declared feasible after it is tested by experts on the material and media's morphology and visual communication design, with a result of 82.6%. Regarding readability, the product development is categorized as independent after conducting the gap test with 86.1% and the Fog Index formula with a value of 2.543. Therefore, the results of developing the Qawā'idul I'lāl book with an inductive approach have implications for the ideal product of teaching materials for I'lāl learning (vocal deviation), especially in the pesantren environment.

Keywords: *Development teaching materials, vocal deviation, inductive approaches*

Abstrak

Proses belajar mengajar *I'lāl* (devikasi vokal) di pesantren umumnya menggunakan *Kitab Qawā'idul I'lāl*. Namun, *Kitab Qawā'idul I'lāl* tersebut masih sangat sederhana dan memiliki beberapa kekurangan sebagaimana berikut: (1) hanya berisikan kaidah-kaidah *I'lāl* sederhana, (2) tidak ada penjelasan kaidah, (3) hanya terdapat sedikit contoh, dan (4) tidak ada bahan untuk latihan. Maka dari itu, Peneliti bermaksud mengembangkan bahan ajar *Qawā'idul I'lāl* dengan pendekatan induktif yang disertai dengan latihan-latihan soal di dalamnya. Tujuan dari penelitian ini adalah mengembangkan kitab *Qawā'idul I'lāl* dengan pendekatan induktif, serta mendeskripsikan kelayakan dan keterbacaan produk tersebut. Penelitian ini menggunakan desain penelitian *research and development* (R&D) dengan model tahapan yang dikembangkan oleh Borg & Gall. Hasil penelitian ini menunjukkan bahwa, pada aspek kelayakan, produk pengembangan ini dinyatakan layak setelah dilakukan uji ahli materi morfologi dan uji ahli media

desain komunikasi visual dengan hasil persentase 82,6%. Pada aspek keterbacaan, produk pengembangan ini termasuk kategori independent setelah dilakukan uji rumpang dengan persentase 86,1% dan perhitungan rumus *Fog Index* dengan nilai 2,543. Maka dari itu, hasil pengembangan kitab *Qawā'idul I'lāl* dengan pendekatan induktif berimplikasi pada produk bahan ajar yang ideal untuk pembelajaran *I'lāl* (devikasi vokal) khususnya di lingkungan pesantren.

Kata Kunci: Pengembangan bahan ajar, *Qawā'idul I'lāl*, pendekatan induktif

INTRODUCTION

The word *Ṣaraf* (morphology) lexically has the meaning of change. *Ṣaraf* (morphology) is an important branch of science to study in Arabic. By mastering the morphology, one can know the origin of sentences and word structures *lafaz* or meanings and understand word forms and word meanings (Rambe et al., 2015; Shobirin, 2020). Morphology is an important element supporting the success of Arabic learning in Islamic boarding schools. Morphology deals with *I'lāl*, *izgām*, and *ibdāl*. Vocal deviation linguistically means to inflict disease (Munawwir, 1997). It studies the alteration of the letter *'illah*, either replacing, corresponding, or discarding it. The purpose of vocal deviation is to lighten the reading. By studying vocal deviation, students can find the origin of sentences in terms of their *wazan*.

The teaching material used in the study of *I'lāl* is the book of *Qawā'idul I'lāl* (Q.I). The book of Q.I, which Munzir Nažir writes, is used in pesantren or Islamic boarding schools to study vocal deviation. The book of Q.I is learned in Madrasah Diniyah Bahrul Ulum (MDBU). The book is considered simple for several reasons: (1) it contains only simple *I'lāl* rules, (2) there is no explanation of the rules, (3) there are only a few examples, and (4) there is no material for practice. In the learning process, the students at MDBU are required to master every rule, memorize the rules by heart, and understand the meaning of the rules. However, as a matter of fact, the MDBU students can only memorize the rules without understanding the meaning of the rules perfectly. Only a small part of them can memorize and understand the material contained in the book.

Based on the results of the description above, the researcher wants to contribute to making it more convenient for vocal deviation learners to study and train using Q.I. Researchers choose the inductive form for several reasons. First, the inductive method is considered a good thing because it encourages students to get involved and participate actively as the learning process takes place, especially practicing logical thinking. Second, inductive method can be applied easily in learning. Third, *Majma' al-lugah Al- Arabiyah* Egypt suggests compiling grammar teaching materials based on inductive method so that *qawā'id* learning materials can be displayed and taught more practically. Fourth, inductive method encourages students to actively participate in the inference of the rules or the term *istinbat al-Qā'idah*, thus training students to think more logically and critically (Effendy, 2009; Ma'sum, 2010).

Teaching materials are considered good if they meet certain conditions. The criteria for good teaching materials, according to Arsanti (2018), are "In this case, educators must pay attention to four criteria that must be met in the teaching material: (1) content coverage, (2) presentation, (3) readability, and (4) graphics. The four criteria must be met so that the material chosen or developed can be

declared good or worthy of use as a source of information in learning. This development product is expected to provide good teaching materials.

The previous research serves to analyze and enrich the research discussion and distinguish it from the research being carried out. In this study, several previous research journals are related to developing the inductive approach and teaching materials. The journal, among others, is the research of Bahri et al. (2017), explaining that inductive methods are more effective than deductive methods. Another study was conducted by Syamsiar (2020). The study results show that students' vocabulary mastery increases after applying the inductive model of pictorial words. Another research is a study conducted by Kesuma & Sari (2020), who developed a morphology module with a deductive approach at Modern Islamic Boarding School Madinah Lampung. The result of this study is that the product of "Developing Neural Modules with a Deductive Approach in the Modern Village of Medina Lampung" is declared effective.

Another study was conducted by Isnainiyah (2019), who developed the book of *Matan Al-Ajrūmiyyah* with an inductive approach. The study result reveals that the *Matan Al-Ajrūmiyyah* book with an Inductive approach is claimed effective. Zubaidi et al. (2021) conducted research under the title "Development of *Mahārah Al-Kalam* Learning Media Based on Social Media Using the Tiktok Application". The average of the results the reseach mentioned above obtained a result of 86.9%, which means that the social media-based *Mahārah al-Kalām* learning media using TikTok is very feasible. Ernawati (2017) also conducted research which aims to determine the feasibility level of interactive learning media in Server Administration subject at SMK Negeri 2 Depok. It results in interactive learning media in the Server Administration subject, and the proxy server material is feasible for learning at SMK Negeri 2 Depok. From the tests and questionnaires, 83% of 24 respondents states that this game could be used as an interesting learning medium.

In previous research, books, methods, teaching materials, and learning media with an inductive approach are considered worthy of use in studying *naḥwu* science and mathematics. There is a book written with an inductive approach called *Mulakhas Qawā'id al-Lugah Al- Arabiyah*, which discusses *Naḥwu* and *Ṣaraf*, which are global. However, no research has focused on developing teaching materials with an inductive approach of *I'lāl* in *Ṣaraf* until now. Researchers want to prove the feasibility of developing books or teaching materials with an inductive approach in different fields of science, which is *I'lāl* in *Ṣaraf*.

This development research aims to produce products for Q.I. materials using an inductive approach. Meanwhile, the specific purpose of this development research is to develop and describe the feasibility and readability of the product of Q.I. teaching material using an inductive approach.

METHOD

Research Design

In this study, the development model used refers to the Research and Development model according to Borg, W.R. & Gall (2003), which has the following stages: (1) needs analysis, (2) literature review, (3) observation and interview to

the teacher, (4) material selection, (5) product development, (6) expert testing, (7) revision of trial results, (8) product trials, (9) final product completion.

Data Collection and Analysis Techniques

The types of data in this research and development are quantitative data and qualitative data. Quantitative data in this study is the value obtained from material experts, media experts, educators in the field of study, and students. Qualitative data include interview answers, expert test suggestions, and literature study results.

The test subject of the Q. I. book development product with an inductive approach are first grade students of MDBU. Researchers choose first graders because this class studies *I'āl* using Q. I. book.

The population of the study is 120 first grade students of MDBU. The sample used is random sampling. Based on the total population of 120 students, researchers randomly take a sample of 50% from 60 students. According to Arikunto (2010:134), if the subject is less than 100, it is better to take all of them so that the research becomes a study population. However, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more.

Data analysis for feasibility and readability of Q. I. teaching material development products are done with an inductive approach.

The formula for managing the response data of media experts, material experts, and participants, according to Zuhairini et al. (2013), is as follows:

$$P = \frac{\sum X}{\sum x_i} \times 100$$

Information:

P: Percentage of eligibility

$\sum X$: Total number of evaluator or respondent answer scores

$\sum x_i$: Total number of highest answer scores

100: Constant Number

The criteria used in this development validation are presented in the following table.

Table 1. Feasibility Criteria Adopted from Arikunto (2010)

Percentage (%)	Criteria Validation
81 - 100	Excellent or very valid
61 - 80	Good or valid
41 - 60	Good enough or valid
21 - 40	Unkind or invalid
0 - 20	Very unkind or very invalid

Readability Percentage Formula with Rumpling Test

$$\text{Value} = \frac{\text{Score obtained}}{\text{Number of questions}} \times 100\%$$

Number of questions

The reader is included in the independent category if the result is more than 60%. Suppose the result is at 40% - 60%, in that case, the reader is included

in the instructional category. If the result is less than 40%, then the reader is included in the failed category (Rankin & Culhane, 1969).

Readability Percentage Formula with Fox Index

1) Average Sentence Length

It calculates the average length of a sentence by (a) counting the number of complete sentences in the 100-200 words sampled, (b) calculating the average sentence length by dividing the number of words of the complete sentence by the number of sentences and (c) counting the number of syllables consisting of three or more syllables excluding the name of oneself, place or the like.

2) Percentage of Difficult Words in Discourse

Difficult words in discourse questions consist of more than three syllables, except a person or place name and a word of Arabic origin. The result of the calculation of difficult words is then divided by the number of whole words in the discourse. The result from the previous calculation is added, and then multiply the result of step five by 0.4.

In the Fog Index criteria, Sitepu (2014:121) says if the result of the calculation is above >8-12, then the reading is considered difficult. If the result is >12, reading is very difficult. If the result is <7-3, the reading is easy. Lastly, if it is <3, it is considered very easy.

RESULT AND DISCUSSION

Stage 1: Development steps

Needs Analysis

The teaching and learning process of vocal deviation in MDBU still uses translation, deductive and rote methods. These methods have drawbacks: (1) students often forget to answer the teacher's questions about the material being studied, (2) some students are passive when participating in learning activities, and (3) students can only memorize the rules, and some of them do not understand the meaning of the vocal deviation rules learned. Sehri reveals that the weaknesses of the deductive method: (1) the deductive method emphasizes more on rote learning, not understanding the material. This is not suitable for learning language rules. (2) Many students are passive to the teacher's description. (3) Teachers prioritize the rules over examples and makes it difficult for students to follow the learning materials. (4) Students often forget the material because they do not understand it and only memorize the rules (Sehri, 2014).

In addition, according to Brown (2008), learning in the classroom is more likely to focus on deductive reasoning. It can be seen from the traditional methods used, mainly grammar translation method, that it overemphasizes the use of deductive reasoning in teaching Arabic. Perhaps this method is occasionally suitable for conveying a rule followed by examples. However, the evidence of communicative second language learning is more indicative on the superiority of the inductive approach.

The Q.I. book is used to study vocal deviation in MDBU. The book of Qawā'id *I'lāl* studied in MDBU has several shortcomings, including: (1) it only contains simple *i'lāl* rules, (2) there are no practice questions in each chapter, (3) there is no explanation, and (4) there are limited examples of questions in the book. On another note, assessment or evaluation is very important in learning. The

functions of assessment or evaluation are (1) knowing the efficiency and effectiveness of a learning system, (2) knowing the learning outcomes of students, whether they understand the material being studied or not, (3) knowing the shortcomings of learning to overcome them, and (4) knowing the implementation of learning according to the learning objectives (Bako et al., 2018; Idrus, 2019; Jannah, 2021; Kholisoh, 2018; Magdalena et al., 2020; Sudjana, 2017; Syihabuddin, 2019; Taufik, 2016; Widoyoko, 2017).

The observation results show that some students do not actively participate in the lesson, and some do not understand the material but memorize the rules. Furthermore, researchers distribute questionnaires to the first-grade student. The questionnaire results show that 82% of first graders had difficulty in learning the *qawā'id al-lāl* book, and 94% needs a textbook that had question exercises (*tadribāt*) to facilitate learning and remember the material taught.

Choosing Materials, Validation, and Revision Process

In Q.I., there are nine chapters. The nine chapters are including 1) replacement of the letters *wāwu* and *yā'* with *alif*, 2) displacement of the letter *harakat wāwu/yā' binā' ajwaf* in the previous letter, 3) substitution of *wāwu* or *yā'* with *hamzah*, 4) substitution of *wāwu* with *yā'*, 5) substitution of *dammah wāwu/yā'* at the end of the word, 6) replacement of *wāwu* with *yā'*, 7) disposal of the letter *wāwu* after the letter *muḍāra'ah*, 8) the change of *wāwu* after *harakah kasrah* to *yā'*, and 9) the exile of the *illah wāwu/yā'* letter.

The step after developing the product is to perform a validation test. This step aims to find out whether the product development of the *Qawā'idul lāl* book uses an inductive approach. According to Suryani et al., the validation of each field involves two experts. For example, material experts involve two people, and media experts involve two people (Suryani, Nunuk; Setiawan, Achmad; Putria, 2019). The validation test consists of a material expert validation test and a media expert validation test. At the stage of morphology material test by the experts, the teaching material is tested by Dr. Irhamni, M.Pd. and Prof. Yusuf Hanafi, M.Fiil. Dr. Moch Ahsanuddin M.Pd and Dr. Wahib Dariyadi M.Pd. test the teaching materials as the media expert in visual communication design at this stage.

The material and media experts give some criticism and suggestions for the product development after the validation test. Such criticisms and suggestions are as follows:

1. The cover improvement is made based on the experts' advice, where they suggest changing *harakat* to the word *qawā'idu*. It uses *harakat dammah* to *harakat kasrah* because it follows the arrangement of the *jar majrur* (prepositional phrases). The location of the title was originally below, but now it is moved to the top. It changes the design of the image to make it more attractive.
2. The inner cover improvement is made based on the experts' advice, where they suggest changing *harakat* to the word *qawā'idu*. It uses *harakat dammah* to *harakat kasrah* because it follows the arrangement of the *jar majrur* (prepositional phrases). The location of the title was originally below, but now it is moved to the top. It changes the design of the image to make it more attractive.
3. Based on media experts' advice, the preface's title is changed to a preface.

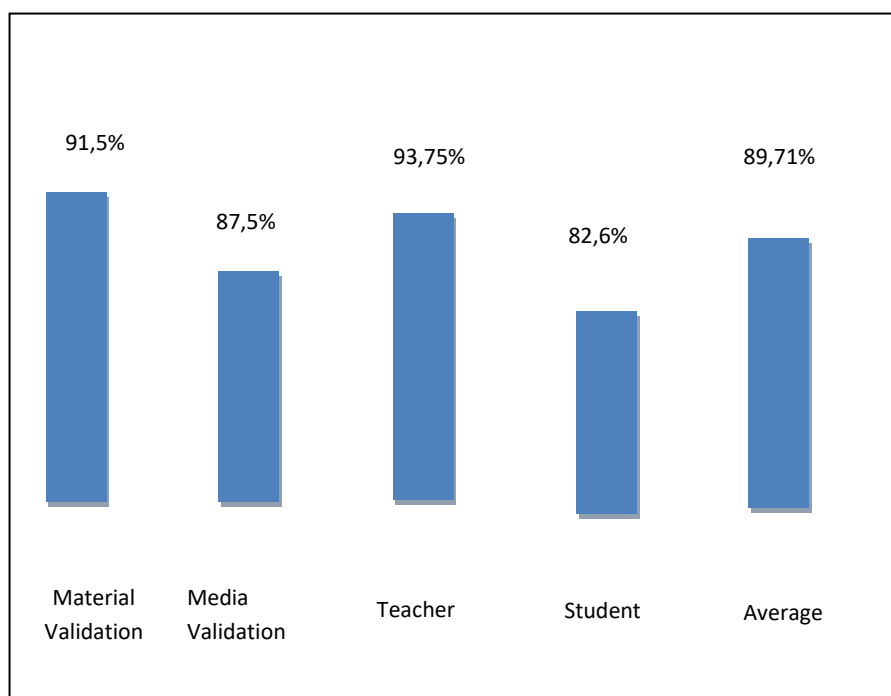
4. Adding a column to the transliteration is necessary.
5. It also is necessary to make adjustments to the page's design because it is too space-consuming.
6. The space needs to be changed from space 1.5 to space 1.15.

The purpose of the product revision is to increase the attractiveness and readability of the product because textbooks are one of the most popular media and are often used as academic reading material (Hasmam & Rahimi, 2010), and reading is the most important activity in a learning process. Besides, reading is an activity to gain understanding (Ahmad et al., 2012).

Stage 2: Feasibility of *Qawā'eid I'lāl* Teaching Materials Development Products with An Inductive Approach

In determining the feasibility of product development, it is necessary to conduct validation tests by the assistance of material experts and media experts. The material expert consists of two people, as does the media expert. After the validation tests by the experts, field tests are carried out on students and teachers. The following are the results of validation tests and field tests.

Diagram 1 Development Product Valuation Percentage



From Diagram 1, the average percentage given by material experts is 91.5%. From the material expert validator I, Dr. Irhamni M.Pd., 91% is obtained. Material validator II, Prof. Dr. Yusuf Hanafi, M.Fil.I, gives 92%. The average percentage given by media experts is 87.5%. The media expert validator I, Dr. Moch Ahsanuddin, M.Pd., gives 85%. From the media expert validator II, Wahib Dariyadi, M.Pd., 90% is obtained. The result of Field Tests from teachers is 93.75%. The result of Field Test from students is 82.6%. Thus, the overall value obtained is

89.71%. Based on the feasibility criteria, this teaching material is feasible because the percentage is at 81% - 100% (Arikunto, 2010).

Stage 3: Readability of *Qawā'id I'lāl* Teaching Materials Development Products with an Inductive Approach

In this stage 3, the rumpling test is done to determine the readability of *Qawā'id I'lāl* teaching material products with an inductive approach. The steps for implementing the rumpling test, according to Hittleman, are divided into nine. (1) The first step is choosing material consisting of 300-350 words; the researchers select Chapter 1 on *Qawā'id I'lāl* teaching materials with an inductive approach entitled "Replacement of the Letters *Wāwu* and *Yā'* with *Alif*." (2) It is removing the words of each fifth word, so that the number of omitted words amounts to 100 words, then it is continued by (3) not omitting the first and last sentences, (4) replacing the omitted word with dots, (5) providing the material that has been softened to the learner, (6) asking the learner to fill in all the compounded words, (7) giving the student time to fill in the answer with the appropriate answer, and (8) asking the learner to submit the answer after completing the test, and (9) assess the results of the readability test (Haryadi, 2014).

Based on the assessment analysis of the rumpling test, the calculation of the average number of percentages is carried out with the following formula:

Average percentage = $\frac{\text{Number of Percentages}}{\text{Number of clarifications}}$

Average percentage =

$$= (3 \times 100\%) + (5 \times 99\%) + (8 \times 98\%) + (6 \times 97\%) + (5 \times 96\%) + (6 \times 95\%) + (5 \times 94\%) + (2 \times 98\%) + 92\% + 90\% + 84\% + 82\% + 81\% + 80\% + 79\% + 77\% + 76\% + 73\% + 70\% + 69\% + 66\% + 63\% + 61\% + 54\% + 53\% + 52\% + 50\% + 49\% + 48\% + 47\% + 46\% + 45\% + 44\% + 43\% + 42\%$$

= 72.11%

The average percentage of test results is 86.1. This percentage falls into the category of independent readers because the percentage is more than 60%. As the theory from Rankin and Culhane suggests, if the result is more than 60%, the readers fall into the independent category. If the result is at 40% - 60%, the readers fall into the instructional category. Finally, if the result is less than 40%, the readers fall into the failed category (Rankin & Culhane, 1969).

Regarding readability, *Qawā'id I'lāl* teaching materials with an inductive approach are included in the classification of independent readings because the percentage is more than 60%. Rankin and Culhane's theory states that if the result is more than 60%, then the readings fall into the independent or free category. The readings fall into the instructional category if the percentage results are 40% - 60%. If the result is less than 40%, then the readings fall into the category of failed or frustrated (Rankin & Culhane, 1969).

Product Readability Based on Fox Index

Several steps are necessary to calculate the Fox Index to determine the readability of *Qawā'id I'lāl* teaching material product. According to Sitepu (2014: 121), the implementation steps are (1) choosing a reading of 100 words as a sample provided that: (a) repeated words are counted as two words, (b) words used more than once counted as one word, and (c) abbreviated words or numbers

are counted as one word, (2) calculating the average length of a sentence by (a) counting the number of complete sentences in 100-200 sample words, (b) calculating the average length of the sentence by dividing the number of words of the complete sentence by the number of sentences, (c) calculating the number of syllables that are sampled, and (d) calculating the average length of the sentence by dividing the number of words of the complete sentence by the number of sentences and (e) calculating the number of sample syllables, (f) calculating the average length of the sentence by dividing the number of words of the complete sentence by the number of sentences and (g) calculating the number of syllables that consists of three or more syllables excluding the name of oneself, place or the like, (3) dividing the number of difficult words by the overall number of words that build the sample discourse, (4) adding the result of step two and step four and (5) multiplying the result of step five by 0.4.

According to Sitepu (2014:121), if the results of the calculation is $>8-12$, then the reading is considered difficult. If the result is >12 , the reading is very difficult. If the result is $<7-3$, then the reading is easy. Finally, if the reading is <3 , then the reading is very easy.

Researchers measured the readability of the *Qawā'idul I'lāl* book with an inductive approach. The researcher took three samples of discourse or reading from the book's beginning, middle, and end. Here are the results of the readability analysis using the Fog Index formula:

The Level of Readability of the First Discourse

1) Average Sentence Length of First Discourse

The first sample discourse consists of 16 sentences and 201 words, and then the 201 words are plotted with the provisions of the Fog Index. The number of words corresponding to the Fog Index is 63. The average sentence length is $63:16 = 3.93$.

2) Percentage of Difficult Words in the Second Discourse

Difficult words in the discourse in question consist of three or more syllables, except people names, place names, and words of Arabic origin. In the first discourse, there are 25 difficult words. The results of the difficult word calculation are then divided by the number of whole words in the discourse. The percentage of difficult words is $25:63 = 0.3968$.

In completing this readability measurement, the value of sentence length and difficult words are required. The average value of sentence length is 3.93 and the value of difficult words is 0.3968. The last step is to multiply the results of the two numbers above by 0.4. Thus, the result is $0.4 (3.93+0.39) = 1.73$. In the Fog Index criteria, the score shows the level of readability of the discourse at a very easy level. Sitepu (2014:121) argues that if the result of the calculation is $>8-12$, the reading is considered difficult. If the result is >12 , the reading is very difficult. If the result is $<7-3$, then the reading is easy. Lastly, if the result is <3 , then the reading is very easy.

Level of Readability of the Second Discourse

1) Average Sentence Length of the Second Discourse

The second sample discourse consists of 14 sentences and 241 words, and then the 241 words are plotted with the provisions of the Fog Index. The number

of words corresponding to the Fog Index is 86, and the average sentence length is 86: 14 = 6,14.

2) Percentage of Difficult Words in the Second Discourse

Difficult words in the discourse in question consist of three or more syllables, except people's names, place names, and words of Arabic origin. In the second discourse, there are 39 difficult words. The result of the calculation of difficult words is then divided by the number of whole words in the discourse. The percentage of difficult words is 39: 86 = 0.45.

After completing this readability measurement, sentence lengths and difficult words value need to be calculated. The average number of sentence lengths is 6.14, and the percentage of difficult words is 0.453. The last step is multiplying the sum of the two numbers by 0.4. Thus, the result obtained is 0.4 (6.14+ 0.45) = 2.63. In the Fog Index criteria, the score shows the level of readability of the discourse at a very easy level. As Sitepu (2014:121) argues that if the results of the calculation is >8-12, then the reading is considered difficult. If the result is >12, the reading is very difficult. If the result is <7-3, then the reading is easy. Finally, if the result is <3, then the reading is very easy.

Level of Readability of the Third Discourse

1) Average Length of the Third Discourse

The second sample discourse consists of 8 sentences and 233 words, and then the 233 words are plotted with the provisions of the Fog Index. The number of words corresponding to the Fog Index is 86, and the average sentence length is 86: 14 = 6,14.

2) Percentage of Difficult Words in the Third Discourse

Difficult words in the discourse in question consist of three or more syllables, except people's names, place names, and words of Arabic origin. In the second discourse, there are 29 difficult words. The result of the calculation of difficult words is then divided by the number of whole words in the discourse. The percentage of difficult words is 29: 64 = 0.45.

After completing this readability measurement, sentence lengths and difficult words value need to be calculated. The average number of sentence lengths is 8, and the percentage of difficult words is 0.453. The last step is multiplying the sum of the two numbers by 0.4. Thus, the result obtained is 0.4 (8+ 0.45) = 3.38. In the Fog Index criteria, the score shows the level of readability of the discourse at an easy level. As Sitepu (2014:121) argues that if the results of the calculation is >8-12, then the reading is considered difficult. If the result is >12, the reading is very difficult. If the result is <7-3, then the reading is easy. Finally, if the result is <3, then the reading is very easy.

The description of the results of the readability research based on the formula shows that the textbook is at the reading level between very easy to easy for the readers. The first discourse is 1.73, the second is 2.63, and the third is 3.38. The first and second discourse scores indicate that they are both considered very easy to read, while the third discourse score indicates that the discourse is on an easy level.

Based on the indicator of readability, by analyzing the average length of the sentence, the first and second discourses are composed of about three to six words. In comparison, the third discourse is composed between eight to nine

words. It can be seen from these results that the first and second discourse are composed of simple sentences because the word components that make up each sentence are very few, so it can be concluded that the reading is very easy to read. As for the third discourse, the sentence component has already begun to use quite a lot of words. According to the conditions of the previous discourse, the reading has increased to the category of easy to read. It indicates that a sentence composed of a little vocabulary is easier to read than a sentence composed of more vocabulary. It is exactly the case with the expression said by Abidin (2012) that generally, the longer the sentence and the longer the word, the more difficult the reading material that includes in it. On the other hand, if the sentences and words are short, then the discourse is easy to read.

The overall readability value of the book is obtained by adding the values, which are $1.73 + 2.63 + 3.38 = 7.74$. This value suggests that *Qawā'id I'lāl* book is generally very easy to read.

CONCLUSION

Qawā'id I'lāl teaching material product with an inductive approach is declared suitable after the material and media tests run by experts in morphology and visual communication design. Regarding readability, *Qawā'id I'lāl* teaching materials are included in the classification of independent readings that are easy to read and can be used after testing the rumpling and the Fog Index.

For researchers and other media developers, the shortcomings of this media should be investigated, improved, added, and developed for the better. For students of the Arabic Language Education Study Program, the results of this development can be used as study material to advance education, especially the *Ṣaraf* course in Arabic Language Education Study Program.

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