

The Prospects of Narrow Reading in Arabic Language for Religious Students (Islamic Studies)

Prospek Bacaan Terhadap dalam Bahasa Arab untuk Penuntut Pengajian Islam

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ABSTRACT

Arabic is an important asset for students in Islamic studies to master knowledge related to Islamic studies. One of the techniques in Arabic Extensive Reading is Narrow Reading. NR Techniques are suitable for Arabic language studies for the purpose of studying Islamic knowledge as it is deemed to be focused and guided. Initially, in-depth analysis has been conducted on reading habits in Islamic studies and its compatibility with NR philosophy. NR Techniques are found to have the prospects of achieving success in Arabic language learning for Islamic studies. The basis for the use of NR techniques is the relevant reading material in terms of ideas, lexical and semantic. The same association was found in the text and references written in the science of Islamic studies. This is reinforced by linguistic analysis of two texts from different works of Islamic Jurisprudence. The results of the analysis show the relationship between the two texts in terms of lexical and semantic. The use of Narrow Reading techniques will help students to reduce the burden of understanding and also lead to efficiency and effectiveness in the reading of Arabic text.

Keywords: Narrow reading; Arabic Language; Islamic Studies; lexical; extensive reading

ABSTRAK

Bahasa Arab merupakan aset penting pelajar bidang pengajian Islam untuk menguasai ilmu pengajian Islam. Salah satu teknik dalam Bacaan Ekstensif bahasa Arab ialah Bacaan Terhadap (Narrow Reading). Teknik Bacaan Terhadap sesuai untuk pengajian bahasa Arab untuk tujuan pengajian Islam kerana sifatnya yang fokus dan berpandu. Teknik Bacaan Terhadap didapati mempunyai prospek untuk mencapai keberhasilan dalam pembelajaran bahasa Arab untuk pengajian Islam. Asas penggunaan teknik Bacaan Terhadap ialah bahan bacaan yang berkaitan dari sudut idea, leksikal dan semantik. Perkaitan yang sama telah ditemui dalam teks rujukan bertulis ilmu pengajian Islam. Hal ini diperkukuhkan dengan analisis linguistik dua teks dari karya fikah yang berlainan. Hasil analisis menunjukkan perkaitan leksikal dan semantik antara keduanya. Penggunaan teknik Bacaan Terhadap akan membantu pelajar mengurangkan beban pemahaman seterusnya mendorong kepada kecekapan dan keberkesanan membaca teks Arab.

Kata kunci: Bacaan terhadap; Bahasa Arab; Pengajian Islam; leksikal; semantik

INTRODUCTION

Reading is one of the key skills in language proficiency. In addition to listening, reading is a major source of information acquisition for knowledge and learning. In the field of Islamic studies, the ability to read Arabic texts is very important. This is because most primary reference sources of the field are written in Arabic. Thus, competent Arabic reading skills will have an impact on the field of Islamic studies.

Extensive reading (ER) is one of the ways to improve reading efficiency. The basis for the ER concept is someone reads various preferred texts (Jeon & Day 2016; Krashen 2004). It aims to develop the ability to read and reach as much knowledge as possible about the language and subject being read. In some ways, ER is different with intensive reading (IR). ER gives students the freedom to choose text or

book that fits their level and read as much as possible. IR is when students read the texts chosen by the teacher and it is simpler and more difficult. Studies have indicated that ER has helped students, such as vocabulary, motivation, text comprehension, reading fluency as well as helping the efficiency of reading. The meta-analysis of ER's effectiveness on reading efficiency by Jeon and Day (2016) was carried out on the results of the last 49 primary studies (1980-2014). The meta-analysis indicates that there is an impact between small to medium size on the efficiency of reading. According to both researchers, the results of the study are consistent with other meta-analysis studies. However, the ER method is not widely used in the teaching of foreign or second language. Hence, a recent study suggests that ER be included in the curriculum besides the IR tradition (Jeon & Day 2016; Lee & Mallinder 2017). Therefore, ER should

be applied in the teaching of reading skills in the field of Islamic studies so that students get the same benefits. In general, BE in foreign language teaching or second language exposes students to texts or books that compose. They move from one topic to another like shopping, family, events, fiction, science and others (Krashen 2004). Constructing topics are not suitable for Arabic language learning for special purposes including Islamic studies. This is because the goal or 'special purpose' cannot be achieved because of uncontrolled material exposure. Hence, the proposed technique is Narrow Reading technique. It is one of the other approaches or parts that exist in the ER concept (Chang & Millett 2017). ER through narrow reading is controlled and focused on the field (title or/and subject). This is more helpful for Arabic language students in the field of Islamic studies to be competent and master the field of Islamic studies through competent Arabic reading skills.

NARROW READING (NR)

Narrow Reading is a less-explored field of study even though the term has been around for a long time (Chang & Millett 2017). NR means readers only focus on the work of an author or on a topic throughout the course that contains some reading material over a long period of time (Schmitt & Carter 2000). This means that the reading materials are related to each other. The reader of NR does not move from one topic to a different topic so it requires a different background of information to understand the different texts (Chang & Millett 2017). According to Schmitt and Carter (2000), the particle and the same common nouns will probably pass several times during the reading of the text. When a foreign language student or a second language reads only one topic, the frequency of exposure to the words related to the topic is high, and thus vocabulary mastery can occur (Kang 2015). This situation helps readers to master the reading with the help of initial mastery of the same background information and reduce the lexical burden (Chang & Millett 2017; Schmitt & Carter 2000).

The NR concept arises based on the idea of acquiring the structure of the language and the word stemming from its extensive exposure to comprehensive content. Through the NR concept, one will understand a topic of various texts. It is a process that is done repeatedly, but focused, and it helps the students to master the language and structure of the word in the title or the same field. According to Krashen (2004), this situation occurs through two situations.

First, every author has a tendency towards a style of language and expression of a certain way. Similarly, each topic has its own vocabulary and form of discourse. Hence, the NR technique provides readers an introduction to early databases when dealing with reading material related to the same title or same field.

Secondly, NR provides knowledge of contextual backgrounds in the field to readers. Someone who reads the novel by John Grisham who understands the legal system in America will better understand the novel than readers who do not know the legal and judicial system there. The more one reads in a field, the more he/she understands the field and feels happy to explore the literature (in the field). Krashen (2004) named this phenomenon as the "The First Few Pages Effect."

There are two main things that are exposed to NR's positive impacts, namely understanding and fluency of reading (Chang & Millett 2017). These two things are important in reading skills of a second language or foreign language. Reading fluency requires the reader to process low-level components in the text as orthography (spelling system), information phonology, syntax and semantics, and form the background knowledge and thus makes reference. Foreign language or second language students will have difficulty processing this information (Haynes & Grabe 2010). According to Chang and Millett (2017), NR can assist in terms of providing background knowledge and lexical keywords for reference when processing text components. The results of the study by Chang and Millett (2017) consistently show that students read regular texts faster than speed rates when reading unrelated texts.

Reading comprehension depends on several factors. Factors related to NR are vocabulary and background knowledge. Schmitt and Carter (2000) conducted a comparative study of news in certain newspapers within related and unrelated news. Results show that the number of new words drops significantly in relevant news in contrast to unrelated news. Similarly, a study conducted by Chang and Millett (2017) on the impact of NR to the smoothness and understanding of reading. They conclude that lexical burden are reduced in NR, and this allows readers to interact or process better reading materials. This is because NR helps the reader to remember and retain the vocabulary in mind through repeated exposure (Abdollahi & Farvardin 2016). According to Abdollahi & Farvardin (2016) and Kang (2015), repeated exposure to the use of a word also helps readers to develop semantic networks around the

words. The phenomenon of this NR effect seems to be effective in understanding the word in its context and the whole text accurately.

In addition, NR is one of the ways to get information about contextual backgrounds. As explained, the reader will process text component information and make references with existing background knowledge for understanding. Some studies have shown that exposure to the background knowledge of the text will increase the understanding of the text (Chang & Millett 2017; Pulido 2007b, 2007a; Taglieber, Johnson & Yarbrough 1988; Cho, Ahn & Krashen 2005). In addition to understanding, Cho, Ahn, and Krashen (2005) conclude that NR can also improve competence in language and enthusiasm. Existing background knowledge makes readers likely to read books from the same series, books written by the same authors or the same book titles as disclosed by Lamme (1976). It can be concluded that among the positive effects of NR is to motivate readers to read more, especially related reading materials (refer to Krashen (2004), or according to Chang and Millett (2017) they are more enjoy their reading.

With NR's proven benefits and its suitability with the habit of learning a foreign or second language for special purposes, it is strongly recommended that the NR program be applied in the teaching of Arabic language for Islamic studies. NR is believed to help students to master the vocabulary and background knowledge in the field. This initial information will encourage readers to read more fluently, understand the text better and feel excited to explore reading material independently.

While NR's benefits are seen focusing on reading competency in the field of Islamic studies, it does not mean that there is no benefit to Arabic reading skills in general. NR in any topic will expose readers to a large number of vocabulary and rules of Arabic used in other topics (Krashen 2004). This is because there are many universal vocabulary suited for all topics, as well as syntax and morphology in every second or foreign language is a general rule that is not limited to one field only.

THE PROSPECTS OF NARROW READING IN ISLAMIC STUDIES

If NR is proposed to be included in the Arabic curriculum for Islamic studies, how likely is it and the opportunity to make this proposal successful? The answer to this question can be expected through the exploration of reading habits in Islamic studies and

its compatibility with NR philosophy. As previously mentioned, the keyword to the NR text selection is the relevance (Schmitt & Carter 2000; Krashen 2004; Chang & Millett 2017; Kang 2015; Abdollahi & Farvardin 2016). Relevance can be seen through texts written by the same author, serial story or similar topic. Text relevance is very important because the goal of NR is to help readers to master certain background knowledge and specific vocabulary through repeated exposures. In fact, according to Kang (2015), one of the positive aspects of NR is the repeated presentation of key ideas and related vocabulary. The concept of relevance actually exists in writing the source of reading in Islamic studies.

THE RELEVANCE OF THE IDEA

The source of reading in the field of Islamic studies is tied to the flow of thought. In the field of Islamic Jurisprudence, for example, the flow is known by the term *Mazhab* (the school of thought). Although a book was written by a different author, the idea was still tied to the school of thought that followed. Therefore, Fiqh books can be categorized into four schools, namely Shāfi'ī, Hanbalī, Hanafī or Mālikī. The same applies to other disciplines such as the hadith. In the study of hadith, it is associated with Shāfi'ī and Hanafī. The relevance of this idea comes through the pioneer of each school. Each school pioneer has a basic understanding and a certain theory in addressing the issue of Islamic jurisprudence. The fundamentals and methodology defended by each pioneer eventually form their own thoughts. Through the passage of time, leaders and followers for each school appeared together with the book that became their main holdings (Ali Jumuah 2012).

The relevance of the idea can also be seen through the category of writing in Islamic studies. The source of reading for Islamic studies is much about the content of the hadith (*matn*), the explanation (*sharḥ*), the footnote (*ḥāshiyah*) and the summary. *Matn* is the basic text of a science such as *matn Saḥīḥ al-Najā* in *fiqh*, *Bayquniyyah* in hadith and *Ajrūmiyyah* in Arabic syntax. According to al-Ḥabshī (2004), the book in the *sharḥ* category was written to explain the ambiguity or further explanation on the content of *Matn*. The book of explanation was given attention so that it appears as popular writing on the golden age of Islam. After that, there was also a book, namely *ḥāshiyah* which was considered as an explanation to the explanation. The original *ḥāshiyah* book was a note to explain the confusion that arises in the *sharḥ* or to state the matters not mentioned in the *sharḥ*.

Then, the summary writings of great and thick books appear to have summarized the original author's ideas so that students can easily be mastered and remembered. Summary books are also popular and written by many scholars in Islamic studies. Among the popular summary books are *Rawḍat al-Ṭālibīn* and *al-Sharḥ al-Kabīr* read by many scholars according to their time (al-Saqqāf 2004).

Highlighting the background behind this Islamic study material, it is understandable that the information for each book category is almost about the basic idea recorded in the book. The more related books written by scholars, so they are more widely accepted and recognized. According to al-Ḥabshī (2004), most of the texts have been accepted and used in studies such as *Ajrumiyyah* in Arabic grammar, *Minhāj al-Ṭālibīn*, *Hidāyah*, *Mukhtaṣar Khalīl* and *Mukhtaṣar Khiraqī* in the four Islamic schools, *Sahih Bukharī* and *40 Hadith*, *Nukhbat al-Fikr* in the science of Hadith and others. According to al-‘Asqalānī (2015), the preamble book of *ibn al-Ṣalah*, one of the books in the science of hadith, countless how many write the poem, summarized, commented and supported them. Therefore, through the implementation of NR, if we take into account the correct selection of books based on the positioning and study map, it will have a positive impact on readers to master the background knowledge and mainstream ideas, as affirmed by Kang (2015). This initial knowledge encourages us to explore reading material continuously and to process understanding more quickly and smoothly.

Apart from the relevance of the idea through this book category, books on Islamic studies are also tied to the ideas in the original book or a specific figure. In fact, the *matn* books are actually tied to one another with basic books such as *Nihāyat al-Maṭlab*, *Minhāj al-Ṭālibīn* or *Nukhbat al-Fikr*, or books written by al-Nawawī, al-Haytamī, Ibn Ḥajar or al-Dhahabī. Books written by the same author may be used in one of the NR components that focus on the work of an author. For example, al-Haytamī and al-Nawawī wrote a lot of books related to fiqh of Shāfi‘ī from low to high level and they were held firmly by other writers after their time (‘Ali Jumuah 2012). This condition provides an opportunity for the implementation of the NR accordance with the terms agreed upon by scholars such as Krashen (2004) and Schmitt & Carter (2000).

The relevance of the ideas that existed through the school of thought, the form of writing, the centralized study and the dependence on the basics or certain figures expressed a tendency in Islamic studies. The tendency of reading materials is very important

because the process of language acquisition occurs via NR (Krashen 2004).

LEXICAL AND SEMANTIC RELEVANCE

Another clear relevance shown in the book of Islamic study is that a writer quotes words through other writers directly or indirectly. The phenomenon of this quote has a great impact on the sharing of lexical and semantics through the works of Islamic studies. It is also believed to be helpful to make NR implementation successful. Schmitt and Carter (2000) have exposed BT benefits that ease the 'lexical burden. The lexical burden can be reduced due to repeated lexical exposures to give an overview of the lexical and semantic meaning of the word. The existence of the phenomena in quoting the words in the writing of Islamic studies works allowed the same benefit derived.

These quotes are sometimes expressed by the author or simply realized by other readers. For example, the quote that the book writer did not mention, but was identified by the reader, the equality in terms of the parable in the book *Mughnī al-Muḥtaj*, *Tuḥfat al-Muḥtaj* and *Nihāyat al-Muḥtaj*. Al-Saqqāf (2004) quoted the opinion of ‘Umar al-Baṣrī that the book, namely *Mughnī al-Muḥtaj* is the conclusion of the *Minhāj*'s lectures and a summary of the book written by Shaykh al-Islam Zakariyyā al-Anṣarī. *Nihāyat al-Muḥtaj* in a quarter of its content follows *Mughnī al-Muḥtaj* and a little bit of *Tuḥfat al-Muḥtaj* and the remaining three-quarters according to *Tuḥfat al-Muḥtaj* and some of the other books. Review by ‘Umar al-Baṣrī was justified because *Nihāyat al-Muḥtaj* has proven that the author quoted a few words from *Tuḥfat al-Muḥtaj*.

Another example is the book titled *Tawjih al-Nazar* by al-Jazāir (1995) in the field of Hadith. The book reviewer, Abu Ghuddah, has successfully identified the quotes contained in this book. The author did not cite the name of another book. Abu Ghuddah said:

In my opinion, the criticism of the writer is that he mentioned opinions in an issue, or portrays various scripts in an issue of the book owners and recognizes their character in any disciplines, advantages and revisions such as Ibn al-Sayyid al-Batalyausi, Ibn al-Ṣalah, al-Nawawī, Ibn Taymiyyah, al-Dhahabī, al-‘Irāqī, Ibn Ḥajar and others without mentioning their names, or without mentioning their books.

There are books in Islamic studies which are clearly cited. Among them is *Ghāyat al-Wusūl* by Zakariyyā al-Anṣarī in the field of Usul Fiqh. In the introduction, he mentioned that he had a lot to

follow the methods of al-Jalāl al-Maḥallī in his book as a good way of writing. It was also acknowledged by Nawawī al-Jāwī in the introduction of his book, *Nihāyat al-Zayn*. According to Nawawī al-Jāwī, everything written in the book was taken from the parable in books written by others such as *Nihāyat al-Amāl*, *Nihāyat al-Muḥtaj*, *Tuḥfat al-Muḥtaj*, *Faḥ al-Jawwād*, *Nihāyat Sharḥ Abū Shujā'* and Ḥāshiyah books. He added, none of his own.

In addition to the lexical and semantic relevance in Islamic studies book due to quoting practices, the use of the same phrase or special word also reveals the opportunity to implement an effective NR. There are a large number of similar phrases or words used repeatedly across multiple books in the same category of knowledge. This phrase or word has its own meaning different from the lexical meaning. This phrase or word is known as a term. The term exists in all disciplines of Islamic studies (Abū Layth al-Kharabādī 2009). It is widely used, especially the primary books. Thus, there are chapters in a book to understand this term such as the term dictionary of Islamic jurisprudence by Muhammad Amin al-Ihsāie, Saqqāf Ali al-Kāf, Mahmud Abdul Rahman Abdul Mun'im. Meanwhile, in the discipline of hadith and Usul Hadith, according to Abū Layth al-Kharabādī (2009), there are 948 terms that are widely used in topic writing. Popular writing is the term dictionary, besides facilitating references for understanding (al-Ghawrī 2012), showing frequent repetition in the book of Islamic studies. This situation helps reduce the burden of the word among readers and open up prospects for an effective implementation of NR.

According to Krashen (2004), when a topic has its own vocabulary and form of discourse, NR technique provides an early database of readers when faced with reading material that contains the same title or field. This situation applies in reading material for Islamic studies.

EXAMPLES OF NARROW READING TEXTS IN ISLAMIC STUDIES

To illustrate more clearly, the author carried out linguistic analysis of two reading texts in Shāfi'i's sect. Text selection was based on the level of texts used in the study of Islamic Jurisprudence. Krashen (2004) and Chang & Millett (2017) also suggested that NR start with low-level texts then increase to the next level. The first reading material is a chapter of the day of prayer from the book *'Umdat al-Sālik* (text 1) and the second is the same chapter from the

book *Minhāj al-Ṭālibīn* (text 2). Al-Kāf (2003) and al-Yāfi'e (2005) have stated that *Minhāj*'s position is higher than *'Umdāh* in terms of gradual study. *'Umdat al-Sālik* is a mid-level book and *Minhāj al-Ṭālibīn* is categorized as a high-level book.

LEXICAL ANALYSIS

The number of words (token) in text 1 was 267 words, while text 2 was 315 words. The token difference for both texts was 52 words even though the title of the text was the same, namely Eid prayer. These token differences may be related to different levels of text.

In terms of lexical frequency, analysis shows that the word most commonly found in both texts is the function words. Function words are words that do not have lexical meaning, but has grammatical meaning and express grammatical relationships such as prepositions, Accusative, *alīf-lām*, particle (*Jar*) and others. According to Schmitt and Carter (2000), the result of such an analysis is normal because the function words are needed in constructing the perfect sentence regardless of the topic. This situation shows that NR also relies on the reader's knowledge of the function words such as other reading skills. It also proves Krashen's opinion (2004) that NR benefits the overall reading skills, although narrow reading only exposes to one topic or field.

The most important word in this analysis is the content words. Content words are the real difference point that shows the difference or similarity between the texts (Schmitt and Carter 2000). Table 1 shows the types of content words and frequency in both texts. Table A contains 24 types of content words which has a frequency of five and above.

TABLE 1. Content words and frequency

	Content Words	Frequency	Content Words	Frequency
1	ها	18	ثانية	6
2	الله	17	اضحى	6
3	كبير	11	ظهر	6
4	صلاة	10	يندب	6
5	أكبر	10	اخر	6
6	يكبر	10	هم	6
7	تكبير	9	امام	5
8	قبل	9	اولى	5
9	عيد	8	وقت	5
10	ليل	8	يسن	5
11	بعد	8	غير	5
12	فطر	7	هي	5

These 24 types of content words have a high frequency of occurrence (repetition) in text 1 and 2. These content words constitute 32.8 percent (191 words) of the total token, 582 content words. However, if the frequency was derived from the presence of the word content in both texts at a minimum, that was two times (one time for text 1, one time for text 2). The whole word repeats was 91 word types, which was 3 times of the 24 types of content words, which were high in frequency, namely 60.6 percent (353 words) of the total of 582 words. These figures illustrate the extent to which NR readers for Islamic studies can benefit by repetition of vocabulary. Word repetition can occur in NR up to 60 percent of the whole word, with 32 percent of them repeated many times. NR readers of Islamic studies not only have the opportunity to learn the words of the field regularly and naturally. In fact, they also have the opportunity to better understand the text. The reader needs to know the high percentage of a word from a text to get the essence of a paragraph or guess the unknown word (Schmitt & Carter 2000).

The second analysis was to see the prospects of NR in the texts of Islamic studies. To what extent text 1 reduce the lexical burden in text 2? Despite Text 2 contains 315 words or also known as token amount, but it actually contains 161 type of words. Analysis reveals that 91 word types were introduced by text 1, which was 56.5 percent. Most were proper nouns. This means when a reader read the text 2, he was actually revealed more than half the required word and almost the entire background knowledge to understand the text. This condition is very helpful towards efficiency and effectiveness of reading.

Proper nouns take great place in the repetition of the content words as indicated in table A. Nouns such as *Salāh*, *Allah*, *Takbīr* and others were repeated many times. According to Schmitt and Carter (2000), when a common word is found, the next repetition does not cause much trouble. In fact, if more words are repeated, it is easier for readers. There are other advantages of NR that are found through a linguistic analysis of the proper nouns. It is found that some place of proper nouns is explained by the words or sentences that produce the same meaning. Interestingly, the explanation applies to the disclosure of the same idea. The same applies to the verb. This situation helps readers in the field of Islamic studies learn the semantic meanings naturally and ease the burden of teachers from teaching them. For example, the lesson of semantic meaning through NR as indicated in Table 2.

TABLE 2. Description of meaning

	Text 1	Text 2
1	ويندبُ لها الجماعةُ	تشرع جماعة للمنفرد والعبد والمرأة والمسافر
2	يتطيب ويلبس أحسن ثيابه	التطيب والتزين كالجمعة
3	يكبرُ في الأولى بعدَ الاستفتاح	يأتي بدعاء الافتتاح ثم سبع تكبيرات
4	ويذكرُ الله تعالى بينهنَّ	يقف بين كل ثنتين كآية معتدلة يهلل ويكبر ويمجد ويحسن سبحان الله والحمد لله ولا إله إلا الله والله أكبر
5	وشرع في التعوذ فاتت	شرع في القراءة فاتت
6	وهو: الله أكبرُ كبيراً إلى آخره	كبيراً والحمد لله كثيراً وسبحان الله بكرة وأصيلاً
7	ويندبُ من ارتفاعها قدرَ رمحٍ	ويسن تأخيرها لترفع كرمح

The results of the analysis clearly show the benefits that may be obtained from the implementation of NR in the field of Islamic studies. A close relationship between The close link between Islamic reading materials provides a wide opportunity to show NR results such as read more fluently, master the vocabulary, process the text components faster, build referral resources with background knowledge, and further develop the skill of reading Islamic texts. Therefore, it is not possible for Islamic studies students to enjoy reading through NR techniques and feel excited to continue reading. The findings of the study by Chang and Millett (2017) and Schmitt & Carter (2000) on the positive response of students who follow NR activities may be repeated to students in Islamic studies who follow NR techniques in Arabic reading skills.

CONCLUSIONS AND RECOMMENDATIONS

Details on the characteristics of reading materials in Islamic studies revealed the broad prospects of the NR implementation in Arabic text reading skills for students in Islamic studies. Relevance is the keyword and the important characteristic for NR activities that really exist widely in the literature of Islamic studies. Implementation of NR in Islamic studies curriculum will help the students master the field more effectively. For the successful implementation of NR, there are two things to be considered.

Firstly, NR text selection gradually starts from the same or lower level of student's ability. This form of selection has been stated by Krashen (2004) and Chang & Millett (2017). Therefore, the traditional

Islamic learning system needs to be examined to obtain information on the level of reading material. This is because the system has been using the learning process based on the reading texts in stages. Perhaps there is information that can contribute to the success of NR techniques in Arabic language for students in Islamic studies.

Secondly, the implementation of NR in Islamic studies systematically, particularly Abdollahi & Farvardin (2016), Jeon & Day (2016) and Lee & Mallinder (2017) suggest that NR be included in the curriculum other than the IR method. This is because the results of previous studies consistently demonstrate the success of this method. The main thing that needs to be done systematically is to select the appropriate material and relevant to the students and the program that followed (Lee & Pallinder 2017). If Islamic reading materials are correctly selected, NR will help students learn vocabulary indirectly (Abdollahi & Farvardin 2016). Abdollahi and Farvardin (2016) also suggested that the curriculum development for NR should take into account the benefits to be gained and fully exploited.

This paper discussed the prospects of NR implementation in terms of goals and benefits with the textual features of Islamic studies. Both techniques are presented in this paper. Theoretical comparison is appropriate and NR is able to help students in Islamic studies in mastering the field through Arabic reading skills. However, actual field studies need to be carried out when using NR techniques. The results of this study will confirm the effectiveness of NR in the real world.

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