

Implementation of Guided Discovery with Scaffolding in Grade XI Nahwu Instruction at MAN Sanggau

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ABSTRACT

Arabic grammar (nahwu) is often taught by stating a rule first and drilling it afterwards, which leaves students little room to reason about language for themselves. Guided discovery learning offers an alternative, but stage-by-stage accounts of how teachers support students while they discover nahwu rules remain scarce. This study aimed to describe how constructivist guided discovery learning was implemented in teaching definite (isim ma'rifah) and indefinite (isim nakirah) nouns, and what instructional support accompanied each stage. The study used a descriptive qualitative design in one eleventh-grade class of a state Islamic senior high school in Sanggau, West Kalimantan, involving one Arabic teacher and 20 students over two meetings. Data were collected through structured observation and documentation of the lesson plan, worksheet, and classroom activities, and were analysed through data condensation, data display, and conclusion drawing. All six stages of stimulation, problem statement, data collection, data processing, verification, and generalisation were carried out. Observation ratings placed the first meeting in the good category (mean 3.83) and the second in the very good category (mean 4.33). Because the meetings were rated on different indicators, these ratings describe each meeting rather than change between them. Six forms of support were identified, and their character varied by stage, being more specific in the early stages and more open in the later ones. The weakest points were students' own questioning and indirect correction of misconceptions under time pressure. The study offers a contextualised descriptive account that teachers can adapt when planning nahwu lessons.

Keywords: Arabic Grammar; Discovery Learning; Nahwu; Scaffolding

ABSTRAK

Pembelajaran Nahwu masih umum diajarkan dengan menjelaskan kaidah terlebih dahulu lalu melatihkannya, sehingga siswa kurang mendapat ruang untuk bernalar tentang bahasa secara mandiri. Model discovery learning terbimbing bisa menjadi alternatif, akan tetapi uraian tahap demi tahap tentang bagaimana guru membantu siswa menemukan kaidah nahwu masih jarang. Penelitian ini bertujuan mendeskripsikan penerapan pembelajaran penemuan terbimbing berbasis konstruktivisme dalam pembelajaran isim ma'rifah dan isim nakirah, serta bantuan pembelajaran yang menyertai setiap tahapnya. Penelitian menggunakan desain kualitatif deskriptif pada satu kelas sebelas madrasah aliyah negeri di Sanggau, Kalimantan Barat, dengan melibatkan seorang guru bahasa Arab dan 20 siswa dalam dua pertemuan. Data dikumpulkan melalui observasi terstruktur dan dokumentasi rencana pembelajaran, lembar kerja, dan kegiatan kelas, lalu dianalisis melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Keenam tahap, yaitu stimulasi, identifikasi masalah, pengumpulan data, pengolahan data, verifikasi, dan generalisasi, terlaksana seluruhnya. Penilaian observasi menempatkan pertemuan pertama pada kategori baik rata-rata (3,83) dan pertemuan kedua pada kategori sangat baik rata-rata (4,33). Karena kedua pertemuan dinilai dengan indikator yang berbeda, angka tersebut menggambarkan masing-masing pertemuan, bukan perubahan antarpertemuan. Enam bentuk bantuan teridentifikasi dan sifatnya berbeda menurut tahap, yaitu lebih spesifik pada tahap awal dan lebih terbuka pada tahap akhir. Titik terlemah adalah perumusan pertanyaan oleh siswa dan koreksi miskonsepsi secara tidak langsung di bawah keterbatasan waktu. Penelitian ini menyajikan uraian deskriptif kontekstual yang dapat diadaptasi guru dalam merancang pembelajaran nahwu

Kata-kata Kunci: Discovery Learning; Nahwu; Scaffolding; Tata Bahasa Arab

INTRODUCTION

Nahwu underpins nearly every Arabic language skill that madrasah students are expected to master. Students who control its rules read and translate more accurately, mastery of *nahwu* and *sharaf*, for instance, correlates moderately with the ability to translate Arabic texts (Krisnawilujeng et al., 2023). Yet grammatical errors remain the most frequent problem in students' written Arabic. Errors in *i'rab* and *sharaf* dominate the compositions of senior high school students (Baihaqi et al., 2025) and persist even in the thesis abstracts of Arabic education undergraduates (Nashoih et al., 2023).

Several studies attribute part of this problem to how *nahwu* is delivered, noting that lessons often begin with the teacher stating a rule and end with drill, and they call for instruction that is more active, contextual, and student-centred (Hafidah et al., 2024; Hamidah et al., 2024). Teachers' professional competence is also needed to keep beginners motivated when facing Arabic structure (Sulaikho et al., 2023). At the research site, a state Islamic senior high school in Sanggau, West Kalimantan, preliminary observation and interviews with the teacher and several students showed a similar local situation. *Nahwu* instruction was largely teacher-centred, these indicate that *nahwu* was difficult and boring, and students struggled to give their own examples of the rules they had learned. These preliminary observations describe this school only and are not presented as a general picture of school.

Three related constructs frame this study and are used here in distinct senses. First, Constructivism is the theoretical orientation: learners build knowledge through experience, interaction, and reflection rather than receiving it ready-made. In Arabic language learning, a shift towards social constructivism has been observed (Maimunah et al., 2022), and constructivist activities in which students create their own language products have supported secondary students' speaking, writing, and motivation (Baharun et al., 2025). Second, Guided discovery learning is the instructional model derived from this orientation: students observe examples, notice patterns, and formulate the rule themselves through six stages, namely stimulation, problem statement, data collection, data processing, verification, and generalisation, while the teacher structures the materials and the questions. Third, Scaffolding is the contingent support provided during learning: help that responds to a particular difficulty, enables the learner to complete part of a task that would otherwise be beyond reach, and is in principle reduced as competence grows (Wood et al., 1976).

Taken together, these three constructs offer a complementary response to the problems identified at the research site. Constructivism provides the theoretical foundation for shifting *nahwu* instruction from the transmission of rules towards the active construction of grammatical understanding. Guided discovery learning translates this orientation into a structured instructional process in which students examine examples, identify patterns, and formulate grammatical rules rather than merely memorising explanations provided by the teacher. However, discovering grammatical patterns independently may be challenging for students who have limited prior knowledge or struggle to interpret Arabic sentence structures. Scaffolding therefore plays a complementary role by providing targeted guidance, prompts, and explanations when needed, while gradually encouraging students to work more independently. The combination is expected to create a learning environment in which students actively construct their understanding of *nahwu* without being left to discover grammatical rules entirely on their own. Accordingly, this study examines the implementation of constructivism-oriented guided discovery learning supported by scaffolding and describes how this combination was implemented at teaching *nahwu* at the research site.

Discovery, however, does not work by itself. Kirschner argued that instruction with minimal guidance overloads novices and is less effective than explicit teaching (Kirschner et al., 2006). The meta-analysis by Alfieri (Alfieri et al., 2011) showed that the decisive factor is guidance. Unassisted discovery underperformed instruction explicitly, whereas discovery enhanced with guidance outperformed other methods. Recent syntheses likewise recommend combining inquiry with direct instruction rather than opposing them (de Jong et al., 2023). The practical question for teachers is therefore how to guide discovery without taking it over, and what that guidance looks like at each stage of a *nahwu* lesson.

Research on discovery and related learner-centred models in Arabic education has grown, but it has focused mostly on outcomes. Guided discovery has been reported to raise junior high school students' *nahwu* scores (Amelia & Abidin, 2024), discovery learning has improved reading skills (Muslimah et al., 2025), and other active models such as *qiyasiyah*-based instruction (Al Bareza et al., 2026), problem-based learning (Alkhoiri et al., 2026), role play (Rahma & Fahrurrozi, 2025), and singing with pop-up books (Firda et al., 2025) have shown gains in grammar mastery.

Four studies are closest to the present one. Guided discovery in *nahwu* was examined in a quasi-experiment with 34 Grade VIII students, which reported a 20-point advantage over the comparison class but did not describe the classroom process stage by stage (Amelia & Abidin, 2024). A qualitative case study in a modern Islamic boarding school identified four strategies for teaching grammar through historical texts, including inductive-contextual exploration and explanatory scaffolding, but did not organise them by discovery stage (Fikri et al., 2025). A systematic review of 21 empirical studies found that scaffolding in Arabic as a foreign language has been studied mainly in writing and speaking, chiefly as feedback and support for autonomy, leaving grammar largely unexplored (Oktavera et al., 2025). An analysis of an introductory *nahwu* textbook identified conceptual, procedural, and integrative scaffolding built into printed materials rather than observed in live lessons (Solehudin et al., 2026). The present study takes a different approach by examining actual Grade XI classroom lessons on *isim ma'rifah* and *isim nakirah*, with particular attention to the support planned by the teacher and the support provided at each stage of the learning process.

Existing studies have examined learning outcomes without providing a detailed account of classroom procedures, explored grammar teaching strategies without mapping them onto the stages of discovery learning, discussed scaffolding primarily in non-grammar contexts, or focused on scaffolding in instructional materials rather than classroom interactions. In response to this gap, the present study focuses not on testing the model's effectiveness but on describing its implementation in a specific educational context. It examines how the six stages of guided discovery learning were implemented in teaching *isim ma'rifah* and *isim nakirah* in one Grade XI classroom, identifies the forms of support planned and observed at each stage and the difficulties they were intended to address, and determines which stages showed the greatest implementation weaknesses. This article presents the implementation component of a larger study, while the findings on learning outcomes are reported separately. Accordingly, the study addresses three research questions: (1) How was each stage of guided discovery learning implemented in teaching *isim ma'rifah* and *isim nakirah*? (2) What forms of support were planned and observed at each stage, and which learning difficulties were they intended to address? (3) At which stages was implementation weakest?

METHOD

This study used a descriptive qualitative approach to portray the implementation of guided discovery learning as it occurred in a natural classroom setting. It was conducted in class XI D of the state Islamic senior high school (*Madrasah Aliyah Negeri*) in Sanggau, West Kalimantan, in the 2025/2026 academic year. The class was selected purposively based on the criteria that the student already had basic vocabulary related to the theme, but their prior Arabic grammar hadst been predominantly teacher-centered. The subjects were the class's Arabic teacher and its 20 students. To capture the authentic process of discovery learning, the lessons were taught directly by the regular Arabic teacher, following a lesson plan and worksheets prepared collaboratively by the researcher and the teacher for guided discovery learning. The researcher, who is a colleague of the class teacher and also a teacher at the same institution, did not teach and acted strictly as a non-participant observer during both meetings. Instruction took place in two meetings on the theme *al-usrah wa al-bait* with *isim ma'rifah* and *isim nakirah* as the grammatical focus. Each meeting lasted 90 minutes.

Data were collected through structured observation and documentation. The observation sheet contained six indicators corresponding to the stages of guided discovery learning implemented across two meetings. The first meeting covered stimulation, problem statement, and data collection, whereas the second covered data processing, verification, and generalisation. For each indicator, the researcher recorded whether the activity was implemented and assigned a quality rating on a five-point scale. The ratings were defined as follows: 1 = not observed or entirely omitted; 2 = implemented poorly, with major shortcomings; 3 = implemented adequately, but with limited student engagement; 4 = implemented well, with clear guidance for students; and 5 = implemented excellently, with active student engagement in the learning process. The mean score of the six indicators was calculated for each meeting. The mean scores were then interpreted using five equal-interval categories: very poor (1.00–1.80), poor (1.81–2.60), fair (2.61–3.40), good (3.41–4.20), and very good (4.21–5.00). Because the meetings were rated on different indicators, the ratings describe each meeting and locate its weakest indicators; they do not measure change or support statistical generalisation. Documentation covered the lesson plan, the student worksheet (*Lembar Kerja Peserta Didik*), and classroom activities. Preliminary observation and interviews with the teacher and several students were used only to describe the initial condition of *nahwu* learning.

Data were analysed interactively through data condensation, data display, and conclusion drawing. The unit of analysis was the teacher's scaffolding moves and student responses within each discovery stage. Observation scores were summarised per indicator and per meeting; the observation records, field notes, and documents were coded by discovery stage and by type of teacher support, which produced the scaffolding categories reported below. Credibility was strengthened by data source triangulation, cross-checking the observation scores with lesson documentation.

Prior to data collection, formal permission was obtained from the headmaster of the madrasah, along with informed consent from the class teacher, participating students, and their parents or guardians. To maintain confidentiality and protect participants' privacy, all student names were anonymized using pseudonyms or code identifiers.

RESULT AND DISCUSSION

Result

Lesson Design and Arabic Example

The lessons were designed so that students would meet the grammatical phenomenon before its name. Each of the six stages was assigned a teacher activity, a student activity, and a purpose rooted in constructivist principles, as summarised in Table 1. The first meeting covered stimulation, problem statement, and data collection, the second meeting continued from the data students had gathered and moved through data processing, verification, and generalisation.

Table 1. Lesson Design for Guided Discovery of Isim Ma'rifah and Isim Nakirah

Stage	Teacher Activity	Student Activity	Purpose
Stimulation	Shows a family and house picture with two example sets (<i>abī, hādzā al-bait, ghurfatu akhī</i> versus <i>akhun, baitun, ghurfatun</i>) without naming the rule	Observe examples, notice similarities and differences, guess the pattern	Arouse curiosity before students face a problem
Problem statement	Guides students to formulate a question, such as why <i>kitābun</i> differs from <i>kitābu akhī</i>	Discuss in groups of four to five and write an initial hypothesis on the worksheet	Give students ownership of the inquiry
Data collection	Distributes a short text about a family and home; provides textbook, dictionary, and hint cards	Underline nouns and sort them into <i>ma'rifah</i> and <i>nakirah</i> columns	Practise searching and managing information
Data processing	Asks whether all definite nouns carry the same marker and invites reclassification	Group <i>isim ma'rifah</i> by marker and <i>isim nakirah</i> by <i>tanwin</i> ; draft a tentative rule	Build new knowledge from concrete data
Verification	Asks groups to present; tests their rules with new sentences; corrects through counter-questions	Present, test other groups' rules, revise hypotheses when contradicted	Check findings through trial and discussion
Generalisation	Guides joint formulation of the final rule; invites reflection	State the rule in their own words; build new sentences individually	Consolidate the rule for use in new contexts

Table 2 lists the Arabic examples used in the stimulation and problem statement stages, with their intended classification and grammatical basis. The reading text used for data collection contained all six forms of *isim ma'rifah* taught at this level, namely nouns with *al*, pronouns (*dhamīr*), proper nouns (*'alam*), demonstratives (*isim isyārah*), relative nouns (*isim mawshūl*), and nouns made definite by *idhāfah*, alongside *isim nakirah* such as *baitun, ghurfatun*, and *kursiyyun*.

Table 2. Arabic Examples, Intended Classification, and Grammatical Basis

Example	Classification	Grammatical Basis	Note on the Contrast
أبي (my father)	<i>Ma'rifah</i>	Noun annexed (<i>idhāfah</i>) to the first-person pronoun <i>-ī</i>	Contrasts with <i>akhun</i> ; also a different lexical item

Example	Classification	Grammatical Basis	Note on the Contrast
هذا البيت (this house)	<i>Ma'rifah</i>	Demonstrative <i>hādzā</i> followed by the noun with <i>al</i>	Contrasts with <i>baitun</i> , but differs in two features: the demonstrative and <i>al</i>
غرفة أخي (my brother's room)	<i>Ma'rifah</i>	<i>Idhāfah</i> : <i>ghurfatu</i> is defined by <i>akhī</i> ; <i>ghurfatu</i> loses <i>tanwin</i> and <i>al</i>	Contrasts with <i>ghurfatun</i> in the single intended feature, <i>idhāfah</i>
كتاب أخي (my brother's book)	<i>Ma'rifah</i>	<i>Idhāfah</i> to a definite noun	Contrasts with <i>kitābun</i> in the single intended feature, <i>idhāfah</i>
أَخٌ، كِتَابٌ، غُرْفَةٌ	<i>Nakirah</i>	Common nouns with <i>tanwin</i> and no defining element	Reference set for the indefinite category

Two of the pairs, *ghurfatun* and *ghurfatu akhī* and *kitābun* and *kitābu akhī*, differ only in the intended feature. The pair *baitun* and *hādzā al-bait* differs in two features at once, because the phrase contains both a demonstrative and *al*, and the pair *akhun* and *abī* involves different lexical items. These pairs exposed students to several markers simultaneously, which is relevant to the difficulties reported below.

Implementation in the First Meeting

The first meeting opened with greetings, prayer, and a review of vocabulary on family members and parts of the house that students had already learned. The teacher stated the objectives without revealing the rule and told students that they would find it themselves. In the stimulation stage, the picture and the two example sets were displayed, and the teacher asked what distinguished *baitun* from *hādzā al-bait*. Students observed the examples, became curious, and began trying to guess the difference between the two sets themselves.

In the problem statement stage, students worked in small groups to turn their guesses into a question and an initial hypothesis on the worksheet. The guiding questions at this point were open, such as what feature makes a noun specific or general. This step received one of the two lowest ratings in the first meeting (Table 3). In the data collection stage, students underlined nouns in the text, sorted them into two columns, and checked doubtful cases against the textbook, the dictionary, and the hint cards. The teacher moved between groups and asked guiding questions without supplying answers, for example asking students to look at the first letter of a word or at the word that followed it.

Table 3. Observation Ratings for Each Meeting (Scale 1-5)

First Meeting Indicator	Score	Second Meeting Indicator	Score
Teacher states objectives without revealing the rule	4	Teacher gives additional scaffolding for detailed classification	5
Teacher presents picture and contrasting example sets	3	Students classify <i>isim ma'rifah</i> by type independently	4
Students formulate questions or hypotheses in groups	3	Groups present findings, tested with new sentences	5
Teacher distributes worksheet and guides data collection	5	Teacher corrects misconceptions through counter-questions	3
Teacher gives gradual scaffolding through guiding questions	4	Students and teacher formulate the final rule together	5
Students classify nouns into <i>ma'rifah</i> and <i>nakirah</i> columns	4	Reflection and individual sentence-building practice	4
Mean (category)	3.83 (good)	Mean (category)	4.33 (very good)

Table 3 shows that all six indicators of the first meeting were carried out, with a mean of 3.83 (good). One indicator was rated 5, three were rated 4, and two were rated 3. When the indicators are separated by actor, the teacher indicators averaged 4.00 and the student indicators 3.50. The two lowest-rated indicators were the presentation of the picture and contrasting example sets and students' formulation

of questions or hypotheses; the highest-rated indicator was data collection.

Implementation in the Second Meeting

The second meeting began from the data students had collected. In the data processing stage, the teacher asked questions that pushed classification further: which of the definite nouns found in the family text carried the same marker, and whether all of them did. Groups re-sorted their lists by marker, separating nouns with *al*, pronouns, proper nouns, demonstratives, relative nouns, and *idhāfah* constructions, and grouped *isim nakirah* by *tanwin* and general meaning. Each group then drafted a tentative rule.

In the verification stage, each group presented its rule, and the teacher tested it with new sentences on the same theme. When a new example showed that a group's rule was inaccurate, the group revised its initial hypothesis. Other groups were invited to test the presenting group's rule as well. In the generalisation stage, students and teacher formulated the final rule together; students wrote the definition, markers, and examples of each noun type in their own words and then built new sentences about the family and home theme. The lesson closed with reflection on the discovery process.

In the second meeting, the mean rating was 4.33 (very good). Three indicators were rated 5: additional support during data processing, group presentations tested with new sentences, and the joint formulation of the final rule. The one indicator rated 3 was the correction of misconceptions through counter-questions. The researcher's record for this indicator notes that the teacher attempted to keep the correction with the students, but because of time constraints some errors were corrected directly. Because the indicators differ between meetings, the two means are reported separately and are not compared.

The student-side indicators show where students carried the reasoning themselves. In the first meeting, students classified the nouns they found into *ma'rifah* and *nakirah* columns (rating 4), but formulating their own questions or hypotheses was rated lower (3). In the second meeting, students classified *isim ma'rifah* by type of marker without the teacher supplying the categories (rating 4), took part in formulating the final rule together with the teacher (rating 5), and completed the reflection and individual sentence-building practice (rating 4). These ratings record that the activities took place as designed; they do not, on their own, show the quality of each student's reasoning, for which annotated worksheets would be required.

Planned and Observed Forms of Support

Six forms of support were identified (Table 4). For each, the table records the stage, the difficulty addressed, the student response noted in the records, and whether the support was planned in the lesson plan, observed during instruction, or both. Three forms appeared in each meeting, with counter-questions and feedback planned for verification but only partly carried out as planned.

Table 4. Forms of Support by Stage: Difficulty Addressed, Student Response, and Status

Form of Support	Stage	Difficulty Addressed	Example and Student Response Recorded	Planned or Observed
Contrasting example sets	Stimulation	Noticing that some nouns are specific and others general	Two example sets displayed; students observed and began guessing the difference	Planned and observed (rating 3)
Guiding questions	Problem statement, data collection	Turning observations into a question; locating markers in words	Prompts to look at the first letter or the following word; students underlined and sorted nouns	Planned and observed (ratings 3 and 4)
Reference resources	Data collection	Checking doubtful classifications	Textbook, dictionary, and hint cards; students matched their results against them	Planned and observed
Reclassification prompts	Data processing	Seeing that <i>ma'rifah</i> has several markers	Asked whether all definite nouns carry the same marker; groups re-sorted by marker	Planned and Observed (rating 5)

Form of Support	Stage	Difficulty Addressed	Example and Student Response Recorded	Planned or Observed
Testing with new sentences	Verification	Checking whether a group's rule holds beyond its own data	New sentences on the same theme; groups revised hypotheses shown to be inaccurate	Planned and Observed (rating 5)
Counter-questions and feedback	Verification, generalisation	Correcting misconceptions; completing the final rule	Counter-questions attempted, some errors corrected directly; final rule formulated jointly	Planned; partly observed (ratings 3 and 5)

Figure 1 places these forms of support along the stage sequence. Read from left to right, the support in the first meeting was more specific, since the teacher arranged the contrast, supplied resources, and pointed to particular parts of words, whereas the support in the second meeting was more open, since it asked students to reclassify, to test, and to justify their rules. The records do not show the same task being repeated with less support, so this variation is reported as a difference between stages rather than as progressive withdrawal.

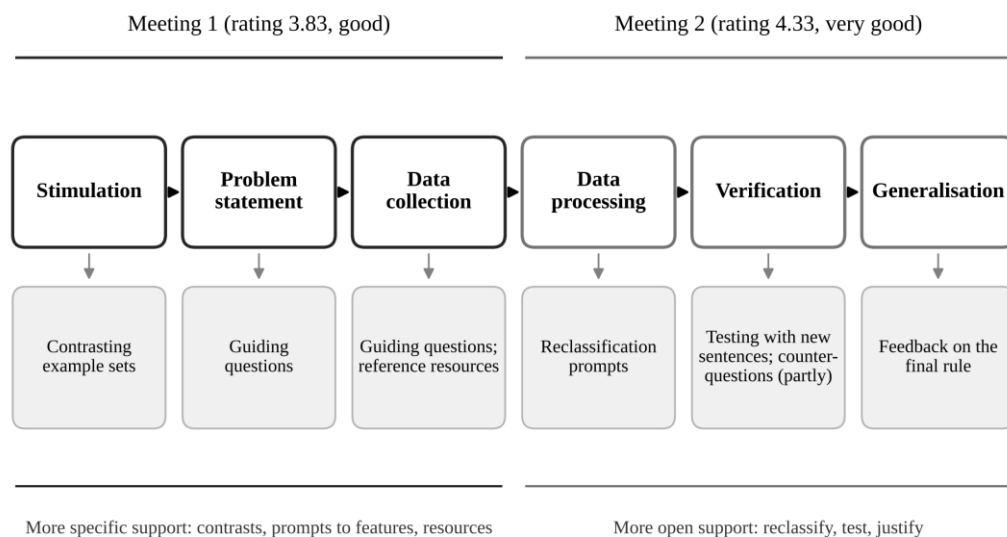


Figure 1. Stage Sequence and Forms of Support Across the Two Meetings

Weakest Points of Implementation

Three weak points emerged. First, students' formulation of their own questions or hypotheses received one of the two lowest ratings in the first meeting. Second, the observation records show that some students needed additional time and guidance during data collection, data processing, and verification. Third, the teacher faced the practical difficulty of monitoring several groups at once and adjusting support to each group's level of understanding, which, combined with the fixed lesson time, led to some direct correction where counter-questions had been planned.

Discussion

Guidance as the Condition for Discovery in Nahwu

The results show that all six stages of guided discovery were carried out in an ordinary Grade XI nahwu lesson, with planned support that was largely realised in practice. This finding is consistent with the meta-analytic conclusion that discovery succeeds when it is guided (Alfieri et al., 2011) and with recent arguments for combining inquiry with direct instruction (de Jong et al., 2023). It also illustrates how the objection that novices cannot discover rules unaided (Kirschner et al., 2006) can be addressed in practice: the structure students needed was placed in the examples, the text, and the teacher's questions, while formulating the rule was left to the students. The present data cannot show whether this arrangement produced better learning than other approaches; that question belongs to the outcome component of the larger study.

Compared with the closest studies, the account extends prior work in three specific ways. First, whereas guided discovery in *nahwu* has been reported to raise scores (Amelia & Abidin, 2024), the present study describes what that guidance consisted of at each stage. Second, the inductive-contextual strategies identified in boarding school grammar teaching (Fikri et al., 2025) are here located within the discovery sequence, which shows that explanatory support was concentrated in the early stages and testing-based support in the later ones. Third, a systematic review found scaffolding in Arabic learning studied mainly in writing and speaking and mainly as feedback (Oktavera et al., 2025), the present study adds grammar-specific forms, notably reclassification prompts and testing with new sentences, that are built into the task sequence rather than delivered only as feedback. It also complements the analysis of textbook scaffolding as conceptual, procedural, and integrative (Solehudin et al., 2026) whose stages resemble the movement from contrasting examples, to reclassification, to testing observed here, though in a live lesson rather than in printed materials.

Support, Scaffolding, and the Limits of the Evidence

Not every form of support in Table 4 meets the stronger definition of scaffolding. Contrasting examples and reference resources were planned for the whole class and were not contingent on a particular difficulty; they are better described as structured guidance built into the design. Guiding questions, reclassification prompts, and Counter-questions functioned as unconditioned more clearly as contingent scaffolding because they responded to difficulties as they arose; in the records, these teacher prompts were followed by productive student actions, such as underlining key terms, re-sorting language features, and revising their initial grammatical hypotheses. This distinction matters for teachers: the design carries part of the support, but contingent support still depends on the teacher noticing where a group is stuck (Wood et al., 1976). In sociocultural terms, the group work at the problem statement, data processing, and verification stages gave students occasions to explain and test their reasoning with peers, a mechanism also documented in Arabic classrooms at university level (Maimunah et al., 2022) and in secondary schools (Baharun et al., 2025).

Fading, operationally defined as a reduction in support for a comparable task as learners show greater competence, could not be established with these data. The two meetings covered different stages, the observation indicators differed, and the records do not trace individual groups across comparable tasks. The study therefore qualifies rather than confirms the common assumption that support in guided discovery is progressively withdrawn: within two meetings, what changed was the type of support required by each stage, not demonstrably the amount of support needed by the same learners. Demonstrating fading would require repeated tasks of similar difficulty, records of the support each group received, and evidence of students' responses, such as annotated worksheets.

Compared with other active models reported for *nahwu*, the distinctive element of guided discovery is that the rule is the product of the lesson rather than its starting point. Role play (Rahma & Fahrurrozi, 2025), problem-based learning with game media (Alkhoiri et al., 2026), and singing with pop-up books (Firda et al., 2025) all increase engagement, but they generally present the rule before practice. Guided discovery, like the *qiyasiyah*-based model of Al Bareza (Al Bareza et al., 2026) and the guided discovery method studied by (Amelia & Abidin, 2024), asks students to reason from examples to rules. The present article adds a detailed account of how that reasoning can be supported step by step.

Weak point and Implications for practice

The weakest indicators point to different problems. The low rating for students' formulation of questions in the first meeting suggests that the transition from observing to questioning is where students accustomed to teacher-centred lessons need the most preparation. The low rating for the presentation of contrasting examples may relate to the examples themselves: as Table 2 shows, the pair *baitun* and *hādzā al-bait* differs in two features at once, which may have made the intended contrast harder to see. Pairs that differ in a single feature, such as *baitun* and *al-baitu*, and then *kitābun* and *kitābu akhī*, may make the first contrast clearer. In the second meeting, the low rating for counter-questions reflects time pressure; counter-questions take longer than direct correction, yet they keep the reasoning with the students. These observations agree with reports that discovery approaches to grammar engage students but are constrained by time and by teachers' need for training (Masaryk, 2024).

The short duration and the single-observer design shape what these findings can mean. Two meetings were enough to see every stage carried out once, but not to see whether the weak points, such as students' questioning, would persist or resolve with further practice. Because the same person prepared the lesson

design and rated its implementation, and was also a colleague of the teacher, the ratings may lean towards the intended design, and no inter-rater agreement could be calculated. The ratings are therefore best read as a structured record of what was carried out, supported by the documentation, rather than as an independent judgement of quality.

For teachers, three practical points follow. First, contrasting examples should be planned so that each pair isolates one feature. Second, lesson time should be reserved for verification, where misconceptions surface. Third, students may need explicit preparation for the role of questioner before the first discovery lesson. These points are in line with calls to strengthen the professional competence of *nahwu* teachers (Sulaikho et al., 2023) and with evidence that contextual materials and interactive media support *nahwu* learning (Awwiby et al., 2022; Azizah & Nashoihi, 2024; Hamidah et al., 2024). Because grammatical errors continue to dominate students' written Arabic (Baihaqi et al., 2025; Nashoihi et al., 2023), approaches that make students reason about form, rather than merely recall it, are relevant for *madrasahs*.

CONCLUSION

This study provides a contextualised descriptive account of guided discovery learning in teaching *isim ma'rifah* and *isim nakirah* in one Grade XI class. All six stages were carried out, and the observation ratings placed the first meeting in the good category and the second in the very good category, although these ratings rest on different indicators and are not comparable. Six forms of support were identified; they were largely planned and realised, their character differed by stage, and only some of them were contingent enough to count as scaffolding in the strict sense. The weakest points were students' formulation of their own questions, the design of one contrasting example pair, and the indirect correction of misconceptions under time pressure. The data do not establish that support was progressively withdrawn or that learner independence increased. The study is limited to one class, two meetings, one topic, and one observer. Further research could use repeated tasks of comparable difficulty, several observers with defined rating anchors, annotated student worksheets, and interviews with students in order to examine whether and how support fades as learners become more capable.

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