

Bridging Linguistic Gaps: Syntax and Morphology as Key Drivers in Enhancing Arabic Writing Skills

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Abstract

This study examines the role of grammar in enhancing Arabic writing proficiency among non-native speakers. The aim of the study is to identify the main weaknesses of students in mastering grammar, analyze its relationship with writing skills, and propose more effective pedagogical strategies. The design of this study uses a qualitative approach with semi-structured interviews and classroom observations involving four experienced Arabic language lecturers. The findings reveal that students' weaknesses come from limited vocabulary mastery, difficulties in constructing grammatically correct sentence structures, and a lack of practical exercises linking theory with real-world writing applications. The lecturers have used various teaching strategies, but the existing methods still require a more systematic and interactive approach. This study suggests the development of a specific teaching module that incorporates structured writing exercises, interactive learning technologies, and contextual teaching strategies to improve both grammar mastery and students' writing capabilities more effectively. Therefore, this study contributes to the empowerment of Arabic language pedagogy by proposing innovative approaches to enhance the effectiveness of Arabic language teaching and learning in higher education institutions.

Keywords: Grammar, Arabic Writing, Teaching Strategies, Interactive Modules, Arabic Language Teaching

Introduction

Arabic plays an important role in the global and educational landscape, especially in the context of Islamic studies. As the primary language in key reference sources such as the Quran, Hadith, and classical Islamic texts, mastering this language involves not only communication skills but also the ability to understand, analyze, and express both explicit and implicit meanings within religious and academic texts (Khoerudin, 2024). However, in the context of Arabic language education in Malaysia, particularly among students in the field of Islamic studies at the higher education level, the mastery of Arabic writing skills remains at a concerning level. The ability to write in Arabic requires students to first master three language

skills: listening, speaking, and reading (Azizy et al., 2023; Meiliyati & Putra, 2021). Within the framework of Second Language Acquisition (SLA) theory, writing is often regarded as the highest and most complex of the language skills because it demands the simultaneous use of linguistic, cognitive, and pragmatic abilities (Khudaverdiyeva, 2025). According to Hymes' (1972) Communicative Competence model, true language proficiency entails not only grammatical accuracy but also the ability to use language appropriately across different social and communicative contexts. Thus, effective mastery of *Nahu and Sarf* is not limited to theoretical understanding but must be meaningfully applied in real writing contexts.

Based on previous studies, it has been found that students often face difficulties in Arabic writing skills, particularly in grammar (Daud et al., 2022). Several weaknesses have been identified in grammar, including errors in constructing correct sentence structures, confusion between nominal sentences (*jumlah ismiyyah*) and verbal sentences (*jumlah fi'liyyah*), as well as the use of inappropriate vocabulary (J. K. B. Ali, 2019; Jamali et al., 2017; Zulaeha, 2022). These weaknesses are often attributed to students' inability to connect grammatical theory with practical writing, coupled with limited exposure to authentic Arabic environments (*bi'ah lughawiyyah*), inadequate instructional methods, and insufficient writing-focused training (Rahman & Baharudin, 2023).

From a social and pedagogical perspective, these challenges are closely linked to the dominance of teacher-centered and theory-based instructional approaches. Traditional grammar teaching in Arabic often emphasizes rote memorization and rule recitation, offering little opportunity for students to apply their knowledge in authentic communicative situations. This issue aligns with Vygotsky's (1978) Sociocultural Theory, which posits that language learning develops most effectively through meaningful social interaction and contextualized use. The absence of real communicative contexts in Arabic learning environments prevents students from internalizing grammar rules and transforming them into productive writing competence.

To address the challenges in mastering Arabic writing skills, this study examines the relationship between students' mastery of syntax (*nahu*) and morphology (*sarf*) and their writing proficiency. It focuses on identifying the main weaknesses students face in grammar learning, assessing how these weaknesses affect the accuracy and quality of their writing, and proposing effective teaching strategies that bridge grammatical knowledge with actual writing practice. The study aims to help students apply *Nahu and Sarf* more effectively through contextual and practice-based learning approaches. This relationship is crucial, as syntax and morphology form the foundation for constructing grammatically correct sentences, ensuring accurate meaning within context, and enhancing writing fluency. Without strong mastery of these two components, students may struggle to produce meaningful, coherent, and grammatically accurate writing in Arabic, which can ultimately undermine the overall quality and clarity of their written expression.

This study is expected to make a significant contribution to the enhancement of Arabic language pedagogy by proposing practical, research-informed approaches that can be effectively integrated into the curriculum. By emphasizing the interconnection between grammatical theory and its authentic application in writing, this study seeks to establish a more contextualized, interactive, and student-centered instructional model. Such an

approach not only enables students to apply their knowledge of *Nahu and Sarf* meaningfully in real writing tasks but also fosters the development of communicative competence and critical thinking skills essential for mastering Arabic as a second language. Ultimately, this study aims to provide both empirical and pedagogical insights to strengthen Arabic writing proficiency among non-native learners, particularly those in Islamic studies programs, thereby contributing to the overall improvement of Arabic language education in Malaysia.

Literature Reviews

Writing skills in Arabic represent one of the main challenges in the context of second language learning, particularly among non-native speakers in higher education institutions. Quality writing not only requires a broad vocabulary but also the ability to apply *Nahu and Sarf* accurately (W. A. I. W. Abdullah & Bakar, 2022; Aluwi & Ghani, 2023; Husain & Mohamad, 2020; Razak et al., 2020). The combination of these two elements is fundamental in constructing strong and meaningful sentences in Arabic.

However, in reality, weaknesses in mastering *Nahu and Sarf* continue to be a barrier for students in producing writing that is accurate and free from grammatical errors. Therefore, this study will highlight the role of grammar and morphology in Arabic writing, the weaknesses of existing approaches to Arabic writing, as well as innovative approaches in teaching Arabic that can serve as a guide to overcome the challenges faced by non-native students at the higher education level.

The Role of Nahu and Sarf in Arabic Writing

Mastery of *Nahu and Sarf* in Arabic writing is a critical element in ensuring the clarity and accuracy of sentence structure. According to studies on Arabic linguistics, *Nahu* plays a key role in forming grammatically correct sentence structures, whether in nominal (*ismiyah*) or verbal (*fi'liyyah*) sentences (Yahaya et al., 2014). Meanwhile, *Sarf* is responsible for word formation through derivational processes that align with the context of the sentence (Mokhtar, 2018; Nafi & Teh, 2017; Jakarta & Jamaludin, 2022). Failure to master both aspects often results in syntactic and morphological errors in writing, which not only confuse the reader's understanding but also compromise the accuracy of the message the writer intends to convey.

Although *Nahu and Sarf* have been formally taught in the Arabic language education curriculum, starting from secondary school level, students still face difficulties in applying the theories learned into actual writing (A. H. Abdullah et al., 2017). Studies have found that the teaching of grammar and morphology is often done separately and focuses more on memorizing grammatical methods without sufficient practice in their actual use. This approach causes students to struggle in linking these linguistic concepts to the communication needs, especially in writing (Asro & Rohman, 2024). Furthermore, the lack of learning materials that integrate both aspects in writing exercises further weakens students' mastery. This results in difficulty for them in constructing accurate and meaningful sentences.

Furthermore, research in the fields of psycholinguistics and neurolinguistics shows that writing skills are not only depend on grammatical knowledge but also on cognitive abilities to process information simultaneously (Vidya Krishnan & Vinodhini, 2024). Mechanistic learning, such as merely memorizing the methods of grammar and morphology

without linking them to real communication situations, does not have a significant impact on improving writing skills. Therefore, there is an urgent need to develop a more interactive and contextual teaching approach, where students are exposed to exercise in integrating both syntactic and morphological analysis simultaneously in their writing. In this way, students are not only understand the methods of sentence formation from a theoretical perspective but also can apply them in producing higher-quality texts.

Overall, *Nahu* and *Sarf* play a significant role in ensuring the accuracy and effectiveness of Arabic writing. However, weaknesses in the existing teaching approach have prevented students from mastering both aspects holistically. Therefore, the restructuring of the curriculum to emphasize the integration between theory and application, as well as the use of more cognitive and interactive learning techniques, is an important step in improving Arabic writing skills more effectively.

Weaknesses of the Existing Approach in Teaching Arabic Writing

In an effort to improve writing skills in Arabic, various approaches have been introduced and used in teaching. However, weaknesses in the existing approach often become the main obstacle to the effectiveness of the learning process. One of the main weaknesses is the lack of emphasis on *Nahu* and *Sarf* in a comprehensive manner, causing students to face difficulties in forming correct and grammatically accurate sentences. Most traditional approaches focus more on memorization and repetition without providing a deep understanding of the language structure (Jasni et al., 2020). As a result, students tend to make repeated mistakes in writing because they do not understand the relationship between syntax and morphology in Arabic.

Furthermore, the existing approach is often teacher-centered and provides limited opportunities for students to apply the theories learned in more authentic writing contexts (Hamid et al., 2024; Austrus et al., 2025). Teaching that places more emphasis on theory than application causes students to struggle with transferring their knowledge into real communication situations. Previous studies have shown that teaching methods that focus solely on grammar without adequate writing practice prevent students from developing their writing skills effectively. Without structured practice and systematic guidance, students often face difficulties in organizing their ideas and producing coherent texts.

Furthermore, most of the approaches used do not adequately consider the cognitive role in language learning. Understanding how students process linguistic information, particularly in *Nahu* and *Sarf*, is often overlooked. Research in the field of neurolinguistics shows that language learning requires activation of specific brain areas related to syntactic and morphological processing (Jasni & Ismail, 2024). However, if teaching strategies are not aligned with how the brain processes information, students will struggle to internalize language rules and apply them in their writing. Therefore, the existing approach, which is less oriented toward cognitive processing, can be a key factor contributing to the weaknesses in teaching Arabic writing.

Overall, the weaknesses of the existing approach in teaching Arabic writing are due to the lack of emphasis on *Nahu* and *Sarf*, teacher-centered teaching methods, and the insufficient integration of cognitive approaches in learning. Therefore, there is a need to

bridge the linguistic gap with a more holistic approach that aligns with the cognitive processes of students in order to ensure that Arabic writing skills can be improved more effectively.

Innovative Approaches in Teaching

Innovative approaches in teaching Arabic are increasingly being emphasized by linguistic researchers, especially in efforts to improve writing skills among non-native students. Previous studies have shown that a major weakness in Arabic writing comes from errors in sentence structure and word formation, which are closely related to a weak understanding of *Nahu* and *Sarf*. Therefore, more dynamic and application-oriented teaching methods need to be introduced to help students mastering these linguistic aspects more effectively (Hakim et al., 2018). Traditional approaches, which focus on memorization and passive teaching, have been found to be less effective in improving students' writing skills, as they do not provide enough space for practical exercises and application in real communication situations.

In the context of modern teaching today, technology plays a significant role in reinforcing students' understanding of *Nahu* and *Sarf* as well as improving accuracy in Arabic writing. The use of interactive learning applications equipped with grammar error detection software, for example, has been proven to help students identify and correct errors in sentence structure and word formation (Baharum et al., 2023; Zulkifli et al., 2018). Additionally, artificial intelligence (AI) allows students to receive immediate feedback on their grammatical mistakes, which not only accelerates the learning process but also strengthens their understanding of the use of grammar and morphology in real writing contexts. Studies show that students who use technology-assisted learning tools are more likely to improve the grammatical accuracy of their writing compared to those who rely solely on conventional methods (Amiruddin et al., 2021).

Aside from technology-based approaches, collaborative teaching strategies are also gaining attention in Arabic linguistics research. Methods such as group discussions and role-play activities not only help students applying the theories learned in real-life situations, but also encourage them to construct sentences that are more structured and accurate (Yaakub et al., 2012). Through social interaction and group discussions, students can identify mistakes in their writing, as well as gain a deeper understanding of *Nahu* and *Sarf* through active learning processes. Studies have found that collaborative learning not only enhances students' ability to create complex and meaningful texts, but also develops critical thinking skills in producing higher-quality written discourse.

In conclusion, previous literature shows that the mastery of Arabic writing skills among non-native students heavily relies on a strong understanding of grammar, particularly in the areas of *Nahu* and *Sarf*. However, weaknesses in teaching approaches that fully integrate these two elements remain a major challenge. The lack of practical training and the imbalance between theory and application in teaching also contribute to the gap in students' writing skills. Therefore, the use of innovative approaches such as interactive technology and collaborative learning should be enhanced to ensure that students' Arabic writing skills can be improved more effectively, thus bridging the linguistic gap in Arabic language teaching.

Research Methodology

This study is designed based on a qualitative phenomenological approach aimed at exploring the experiences, challenges, and perspectives of lecturers in teaching Arabic writing. Data is collected in a naturalistic manner through semi-structured interviews to allow the researcher to understand the real phenomenon in the classroom and the factors that influence the overall process of learning and teaching writing skills (Djonnaidi & Wahyuni, 2019; David Silverman, 2010).

Study Sample

The study sample consists of four Arabic language lecturers with extensive experience, ranging from 13 to 30 years, in teaching the fields of *Nahu*, *Sarf* and Arabic writing skills. They are educators at higher education institutions and are actively involved in research and the development of Arabic language curricula. Their selection is based on their expertise in these areas, allowing them to provide valuable insights into the teaching approaches used and the challenges faced in implementing the teaching and learning process (PdP).

Data Collection Methods

To ensure that the data collected aligns with the objectives of the study, semi-structured interviews and classroom observations were employed. These methods were chosen to allow the researcher to gain a deeper understanding and authentic perspectives from instructors regarding students' weaknesses in Arabic writing skills, particularly in terms of grammar and syntax mastery.

Semi-structured interviews were conducted with four experienced lecturers who specialize in Arabic language teaching at higher education institutions. Each interview session lasted between 45 and 60 minutes for each respondent, using an interview protocol developed based on previous literature. The questions posed covered topics such as the types of errors frequently made by students, the main challenges in understanding *Nahu* and *Sarf*, as well as the effectiveness of current teaching methods. To enhance data accuracy, the interview sessions were recorded and transcribed before being analyzed using a thematic analysis approach to identify key patterns and themes.

In addition, unstructured observations of the teaching and learning process (PdP) in the classroom were conducted to gain a comprehensive understanding of the pedagogical approaches applied by the lecturers. These observations helped the researcher to gain insights into the interactions between the lecturers and students, the teaching strategies used, as well as the challenges encountered during the learning sessions. This approach provided supplementary information, allowing the researcher to form a more holistic picture and offer more accurate recommendations for improving the effectiveness of Arabic language teaching and learning at the higher education level.

Data Analysis Method

The data obtained from the semi-structured interviews and observations were analyzed using the thematic analysis method as proposed by Braun and Clarke (2006). This method was chosen due to its ability to identify key patterns in qualitative data and provide a deeper understanding of the lecturers' experiences and perspectives regarding students' mastery of *Nahu*, *Sarf* and writing skills.

This analysis process involves several phases. First, the interview data was transcribed verbatim to ensure the accuracy of the information obtained. Second, a repeated reading process was carried out to identify both implicit and explicit meanings within the data. Third, initial coding was conducted inductively and deductively to identify key patterns and categories in the data. Fourth, the identified themes were analyzed and classified based on their relevance to issues related to mastery of *Nahu*, *Sarf* and writing skills. Fifth, peer debriefing and member checking were conducted to ensure the validity and accuracy of the identified themes. Finally, the thematic analysis was integrated with the observation data to provide a stronger triangulation in understanding the challenges and effective teaching strategies.

With a systematic design and robust multi-method data collection approach, the methodology of this study is capable of uncovering important dimensions in the teaching and learning process. Furthermore, this approach can contribute to the development of more innovative and effective teaching modules, in line with current needs in teaching Arabic as a second language.

This analytical approach ensures that the study's findings are systematic and based on solid evidence. It also helps to gain a better understanding of Arabic language teaching at higher education institutions. With structured analysis and authentic data, this study can contribute to the development of more innovative and effective teaching modules, in line with the current needs in teaching Arabic as a second language.

Results and Discussion

This study identifies five key themes that form the foundation for understanding the relationship between mastery of *Nahu*, *Sarf* and Arabic writing skills among students. These themes include lecturers' experiences, students' weaknesses in Arabic writing, the factors contributing to these weaknesses, teaching techniques and approaches, and suggestions for the development of a specialized teaching module. The findings highlight not only the difficulties students face in forming grammatically correct sentences but also emphasize the need for more effective pedagogical approaches to bridge the existing linguistic gap.

Lecturers' Experience in Arabic Language and Expertise in Teaching Arabic

The lecturers who participated as respondents in this study have extensive experience in teaching Arabic, with years of service ranging from 15 to 31 years. Their expertise in the fields of *Nahu*, *Sarf*, and writing skills is not only based on their long service period but also on their ability to adapt more innovative and holistic teaching methods.

P1: "I have been at UniSZA for almost 19 years... I started teaching in the Education school."

P2: "I have been teaching for almost 15 years, starting in 2008. Among the subjects I teach are al-Balaghah, nahu, and sorof."

P3: "I started working at UniSZA in 1993 and have been teaching Arabic subjects ever since."

P4: "I have 18 years of teaching experience. The courses I teach cover both skills and specializations."

The extensive experience of these lecturers in teaching Arabic reflects their commitment to helping students improve their mastery of the language. Through their expertise in *nahu* and *saraf*, they not only identify students' weaknesses but also design more

effective teaching strategies. The approaches used play a key role in bridging the gap in students' understanding of the language structure, thus enabling them to write more accurately and grammatically. Previous studies have also shown that the vast experience of instructors has a significant impact on learning success, as they are able to adapt their teaching techniques to suit students' needs and the challenges faced in the classroom.

Students' Weaknesses in Arabic Writing

The respondents unanimously stated that students' weaknesses in Arabic writing are due to the limited vocabulary mastery and difficulties in constructing accurate sentence structures. This issue makes it particularly challenging for non-native speakers to express their ideas clearly and to organize arguments coherently in academic writing.

P1: "They lack mastery of vocabulary..."

P2: "The nominal sentences (jumlah ismiyyah) and verbal sentences (jumlah fi'liyyah) still haven't reached a good level..."

P3: "Some are able to master it well, while others are quite weak."

P4: "Most students are weak to average."

These weaknesses not only involve technical aspects in sentence construction but also reflect students' difficulties in understanding the relationship between grammatical structures and meaning in their writing. The difficulty in constructing nominal and verbal sentences accurately indicates that students still struggle to master *nahu* and *sarf* practically. Limited vocabulary also hinders them from conveying ideas effectively, leading to many sentences being repetitive, overly long, or inaccurate in terms of meaning (Husain & Mohamad, 2020; Ismail et al., 2014; Ngalawi & Zainal, 2020).

Furthermore, the uneven level of mastery among students indicates a significant gap in understanding, even though they have been exposed to the Arabic language at the secondary school level. Some students are able to master sentence structures well, while others still struggle with understanding word forms and sentence construction methods. This situation suggests that the teaching methods employed may not fully cater to the individual needs of students, particularly those who require more practice and guidance in understanding the fundamentals of grammar in context.

It is even more concerning when these weaknesses also affect students' confidence in writing. They tend to avoid more complex sentence structures for fear of making mistakes, thereby limiting their creativity in writing. This indicates that the challenges in mastering syntax (*nahu*) and morphology (*sarf*) are not just linguistic issues but are also closely related to psychological factors in language learning. Without systematic guidance, these weaknesses will continue to limit students' ability to produce quality writing that aligns with the academic level expected of them at the university.

Factors Contributing to Students' Weaknesses in Arabic Writing

After identifying the weaknesses in students' Arabic writing, the respondents also shared that these weaknesses are not solely due to linguistic factors, but also come from a lack of exposure, motivation, and ineffective learning strategies.

P1: "Lack of reading... lack of effort to find meanings... lack of seriousness from within themselves."

P2: "Mastery of syntax is quite weak... sentence structure and vocabulary choice are often inaccurate."

P3: "Students rarely use Arabic outside of the classroom."

P4: "They often copy-paste... they memorize for exams... there is no real ability to write."

These weaknesses indicate that the problems students face in Arabic writing are not only related to a lack of grammatical mastery but also to a passive attitude toward learning (Baharum et al., 2021). Students tend to carry over their learning experiences from secondary school, where they rely more on memorization rather than a deep understanding of the language's concepts. Students are inclined to repeat their memorized content during exams without truly considering the exam's requirements or mastering the necessary writing skills. This attitude leads to difficulties in structuring sentences properly and expressing ideas clearly.

More concerning is that the lack of reading practice among students prevents them from enriching their vocabulary and understanding the proper use of sentence structures in the correct context (Sulaiman et al., 2018; N. Ali et al., 2020). Reading is a key factor in developing writing skills, but without consistent reading practice, students continue to face a lack of vocabulary and repetitive sentence structures. As a result, their writing becomes rigid and does not reflect the proper use of language according to the correct rules of *Nahu* and *Sarf*.

Furthermore, the lack of Arabic language usage in daily communication also acts as a barrier to mastering writing skills. Language needs to be actively used to ensure a strong understanding of its structure (Mokhtar et al., 2020). If students are only exposed to Arabic in formal academic settings without continuous communicative practice, they will face difficulties in expressing ideas spontaneously and grammatically in writing.

Additionally, teaching approaches that are too focused on theory without practical exercises need to be modified by incorporating more dynamic, interactive, and practice-based methods. Techniques such as reflective writing, sentence formulation exercises, and written communication simulations can help students build confidence in writing and sharpen their skills in using vocabulary and sentence structures more accurately according to context.

With a more comprehensive teaching approach that is responsive to students' needs, weaknesses in Arabic writing can be effectively addressed. Students will not only gain a better understanding of grammar and vocabulary but will also be able to use them spontaneously in various contexts, thus enhancing their ability to produce more coherent and meaningful writing.

Teaching Techniques and Strategies for Writing

In an effort to address students' weaknesses in Arabic writing, lecturers have employed various teaching techniques aimed at strengthening students' understanding of *Nahu* and *Sarf* in the context of writing.

P1: "Open BBC, show videos and audio to see examples of higher-level writing."

P2: "Ask students to write what they know without worrying about mistakes."

P3: "Copy texts and focus on maintaining the form of writing."

P4: "Students need to be exposed to examples and mind maps to extract key points."

These techniques reflect the diverse approaches used by lecturers to strengthen students' mastery of grammar and writing skills. The use of authentic materials, such as videos and audio, helps students understand the structure of language in real-life contexts and gives them a clearer idea of good writing styles. Meanwhile, the error-free approach to initial writing allows students to build confidence without the pressure of writing perfectly. Techniques such as copying texts and using mind maps help students understand sentence structures and organize ideas more systematically.

However, these techniques need to be aligned in a more systematic and integrated manner. The implementation of teaching strategies should be combined with guided practice, reinforcement of theory, and practical application that complement each other. Teaching grammar and syntax should be taught concurrently with writing skills so that students can understand, in context, the use of grammar that helps shape meaning in writing.

In addition, reliance solely on traditional techniques may not be sufficient to meet the needs of today's students, who tend to favor more dynamic learning approaches. The integration of interactive technology, digital simulations, and online learning platforms can help enrich students' learning experiences (Amiruddin et al., 2021). Such technology can indirectly provide immediate feedback on grammatical errors and sentence structure, allowing students to continuously improve their writing.

Furthermore, a student-centered teaching approach should be prioritized to provide students with the opportunity to explore language through project-based activities, collaborative learning, and writing exercises based on real-world situations (Chikileva, L., 2020). Students should be encouraged to write consistently, whether in the form of reflective journals, academic essays, or short written discussions in learning forums. With a more integrated and strategic approach, students' Arabic writing skills can not only be improved, but they will also be better prepared to use the language actively in academic and professional communication.

The Need for a Specialized Teaching Module to Enhance Arabic Writing Skills

All respondents agreed that there is an urgent need to develop a specialized teaching module that can strengthen students' writing skills through a more systematic, interactive, and practical approach.

P1: "A new approach needs to be explored to assist student writing."

P2: "An interactive and easy-to-understand module is highly needed."

P3: "This module is crucial as an introduction to writing."

P4: "A module focused on vocabulary, grammar, and syntax is essential."

The development of this module is not just about introducing the concepts of grammar and syntax theoretically, but rather about applying grammar contextually in actual writing. An effective module needs to balance theoretical knowledge and practical exercises, ensuring that students not only understand grammar rules but are also able to use them accurately to construct grammatically correct sentences (Ismail et al., 2018).

In addition, this module should also encourage language exploration through more dynamic activities using student-centered learning strategies. Among these is the implementation of adaptive writing exercises, where the level of difficulty of writing tasks is determined based on student performance (Jakarta & Jamaludin, 2022). This approach allows students to progressively address their weaknesses and build confidence in writing.

The integration of technology in learning is also a key requirement in the development of this module. Interactive learning platforms, suitable writing software, and gamification, for example, can be used to enhance student engagement. The use of automated assessment systems that provide immediate feedback on grammatical errors and sentence structure helps students understand their mistakes and correct them more effectively.

In addition, an effective and comprehensive module that focuses on vocabulary in various contexts, allowing students to understand the differences in the use of terms in academic, formal, and daily communication situations. With this approach, they will not only become more proficient in constructing sentences but also more flexible in expressing ideas according to different situations.

Recommendations

Based on this study, the researcher would like to propose several improvements to enhance the mastery of grammar and syntax, as well as Arabic writing skills among students. First, teaching strategies need to be structured more systematically to ensure a balance between theory and practical application. Teaching approaches that solely focus on memorization should be replaced with more exploratory methods and contextual exercises, allowing students to understand how grammar is used in real written communication.

In addition, an interactive technology approach should be integrated into learning to enhance student interest and motivation. The use of digital platforms such as grammar error detection software, interactive learning applications, and automatic feedback systems can help students understand their mistakes more quickly and effectively.

Furthermore, the development of a specialized teaching module should be prioritized to strengthen students' writing skills through an adaptive training-based approach. This module should include progressively challenging writing exercises, while emphasizing vocabulary, sentence structure, and contextual grammar usage. With a systematic module, students will be able to build their writing abilities progressively, without solely relying on memorization.

Finally, the learning environment should be extended beyond the classroom by creating more opportunities for students to use Arabic in real-world situations. Activities such as reflective journals, online discussion forums, and creative writing programs can help students refine their skills in a more relaxed yet effective manner. With a more comprehensive and integrated approach, efforts to improve students' mastery of grammar, syntax, and writing skills can be achieved more effectively.

Conclusion

This study emphasizes that mastering grammar and syntax plays a crucial role in enhancing Arabic writing skills among students. The findings reveal that students' weaknesses stem from limited vocabulary, difficulties in constructing grammatically correct sentences, and insufficient practical exercises for applying grammar in real writing contexts. To address these challenges, instructors have implemented various techniques such as mind maps, text copying, and multimedia materials to improve students' understanding of grammar and syntax. However, the effectiveness of these approaches still needs to be reinforced through more systematic and interactive strategies. The main contribution of this study lies in proposing a specialized teaching module that integrates theoretical knowledge with practical writing exercises, supported by technology to enhance students' engagement and comprehension. Despite its qualitative scope, further research involving broader contexts and quantitative validation is recommended to evaluate the effectiveness of the proposed module in improving non-native learners' writing performance.

Building upon these findings, this study also contributes theoretically and contextually to the broader field of Arabic language education. It extends the application of Second Language Acquisition (SLA) and Sociocultural Theory by demonstrating how contextualized and practice-based learning transforms grammatical knowledge—particularly *Nahu and Sarf*—into functional writing competence. In the Malaysian context, the study offers a framework for shifting Arabic grammar instruction from teacher-centered and theory-based practices toward a more integrated and learner-focused approach. This contribution provides both empirical and pedagogical insights that can inform curriculum development and improve Arabic language pedagogy for non-native learners.

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