

Bridging Declarative and Procedural Knowledge in Arabic Syntax: The Role of *Tadribāt 'alā al-Anmāth* in Developing Students' Mastery of Nominal and Verbal Sentence Patterns

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ABSTRACT

This study addresses a persistent challenge in Arabic language instruction, namely the gap between students' theoretical understanding of grammatical rules and their ability to apply those rules in authentic language production. Focusing on the construction of nominal (*jumlah ismiyyah*) and verbal (*jumlah fi'liyyah*) sentence patterns, the study investigated the implementation of the *Tadribāt 'alā al-Anmāth* (pattern-drill) method and its contribution to the development of students' Arabic syntactic competence. Employing a descriptive qualitative design, the research involved 20 eighth-grade students and one Arabic language teacher at an Islamic junior secondary school in Gorontalo Regency, Indonesia. Data were collected through participant observation, semi-structured interviews, and instructional document analysis, and were analyzed using the Miles and Huberman interactive model. The findings indicate that prior to the intervention, students frequently demonstrated difficulties in organizing syntactic constituents and relied heavily on memorized sentence models. Through systematic and repetitive pattern-based exercises, students showed noticeable improvements in sentence accuracy, structural variation, and confidence in both spoken and written Arabic production. The study further reveals that pattern-drill instruction functions as an effective pedagogical mechanism for transforming declarative grammatical knowledge into procedural language skills. These findings contribute to Arabic language pedagogy by highlighting the value of structured pattern practice in fostering functional syntactic competence and supporting more communicative approaches to grammar instruction.

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Introduction

Arabic language instruction at SMPIT Lukmanul Hakim, Gorontalo Regency, was observed to be characterized by most students being restricted to memorizing *mufradat*, while the grammatical construction of *jumlah ismiyyah* and *jumlah fi'liyyah* was not adequately developed. Consequently, the sentence structures that were produced were found to be unorganized, and the appropriate syntactic functions of *mubtada'*, *khobar*, *fi'l*, *fā'il*, and *maf'ūl bih* were not accurately reflected. This condition was corroborated by the findings of Haris (2022), wherein *nahwu* materials across numerous educational institutions were taught through theoretical-deductive approaches, and consequently, difficulties in linking grammatical rules to the practices of reading and composing complete Arabic sentences were encountered by learners (Haris, 2022). This gap between declarative knowledge and procedural skills was identified as the primary factor by which examples were memorized by students while the fundamental sentence structure patterns were not internalized, and the differentiation of constituent functions within *jumlah ismiyyah* and *jumlah fi'liyyah* was likewise neglected (Ibnu Hajar & Qohar, 2024). Furthermore, it was asserted by Zaki et al. (2024) that the predominance of lecture-based instruction, mechanical memorization, and translation exercises in Arabic grammar pedagogy was found to have contributed to the limited mastery of *nahwu* among learners, whereby the development of productive language skills was subsequently hindered (Zaki et al., 2024). This reality was further confirmed to demonstrate that the issues identified at SMPIT Lukmanul Hakim were not regarded as isolated incidents, but were interpreted as manifestations of structural challenges within *nahwu* pedagogy, wherein a reorientation of instructional strategies from rule-memorization frameworks toward approaches that emphasized the comprehension of sentence patterns and their functional application in communicative contexts was deemed necessary.

Theoretically, the mastery of *jumlah ismiyyah* and *jumlah fi'liyyah* structures was regarded as a fundamental foundation for the competence to comprehend and express meaning in Arabic, particularly for non-native learners. Recent studies on Arabic grammar instruction for foreign speakers in Malaysia were cited to have affirmed that limited mastery of *nahwu* was identified as a determining factor contributing to difficulties in comprehending texts and expressing ideas, both orally and in writing (Al-Haddad et al., 2025). From a broader perspective, a systematic review of Arabic language learning was conducted which indicated that grammatical complexity and the dichotomy between formal and conversational registers were found to necessitate a pedagogical reorientation focused on the contextual understanding of sentence structures, extending beyond mere rule memorization (Thomure et al., 2025). Synthetically, the literature confirmed that the primary challenge in *nahwu* acquisition was

rooted in the gap between declarative knowledge of grammatical rules and procedural skills for constructing functional sentences.

On the other hand, efforts toward the renewal of *nahwu* instruction through the reorganization of instructional materials, the simplification of grammatical rules, and the adjustment of presentation sequences were found to indicate that traditional approaches had not been fully responsive to the needs of contemporary learners, by whom clarity of sentence patterns and applicative examples across diverse discourse contexts were required (Nurdianto & Ritonga, 2021). Consequently, a significant gap was identified between the theoretical foundation of *nahwu* pedagogy and students' practical requirements for the operational internalization of sentence patterns in the classroom.

Previous studies have further affirmed that *nahwu* instruction would be more effective if it were not confined to theoretical explanations of grammatical rules but rather directed toward pattern exercises and the active construction of sentence structures. It was demonstrated by Sagala (2023) that *tarkīb* instruction in madrasas could be optimized through repetitive drills, sentence refinement, sentence construction, and matching exercises, by which students were assisted in comprehending Arabic sentence structures. At the secondary school level, it was proven by Safrullah et al. (2022) that students' syntactic comprehension could be enhanced through systematic and reflective instructional steps. In alignment with this, the importance of developing contextually-based *nahwu* instructional materials was emphasized by Hamidah et al. (2024), by Ritonga et al., (2023) who enabled students to more readily associate grammatical rules with language use practices. From a methodological perspective, sentence pattern exercises were positioned as the core of the audiolingual approach, by Afandi et al., (2024) whereas positive impacts on *nahwu* comprehension were shown to have resulted from innovations in the direct method. More recently, it was demonstrated by Masnun et al. (2025) that sentence construction exercises supported by interactive media were found to enhance active participation, cognitive retention, and the clarity of syntactic structure comprehension.

Previous studies have indicated that efforts to address these challenges are generally classified into three primary approaches. First, a drill-based exercise approach was identified, in which structured repetition, sentence refinement and construction, and matching exercises were emphasized to reinforce comprehension of Arabic syntactic structures. This approach was reinforced by the audiolingual perspective, in which pattern exercises were positioned as the core of instruction, and by innovations in the direct method, which were shown to have had positive effects on the mastery of *nahwu*. Second, an instructional materials development approach was identified, through which grammatical rules were sought to be bridged to language-use practices through contextually based learning materials and the gradual mapping of sentence patterns. Third, a media integration approach was recognized,

particularly through the use of digital technology and interactive media, in which active participation, cognitive retention, and clarity of syntactic structure comprehension were demonstrated to have been enhanced through visualization and direct sentence-construction exercises. Synthesically, the previous literature was found to have consistently pointed to a single conclusion: that the effectiveness of *nahwu* instruction was no longer found to be dependent on the declarative explanation of rules, but rather on the implementation of active, contextual, and applicative sentence structure exercises (Muin, 2025).

Despite the growing body of research on Arabic grammar (*nahwu*) instruction, previous studies have primarily focused on mapping instructional strategies, developing teaching materials, integrating learning media, or examining general approaches to teaching syntax. However, no previous study has specifically investigated the optimization of the two fundamental Arabic sentence structures *jumlah ismiyyah* and *jumlah fi'liyyah* through the *Tadribāt 'alā al-Anmāth* (tiered sentence-pattern exercises) method among students in Integrated Islamic Junior High Schools (SMPIT). Existing studies have addressed *nahwu* instruction from broader perspectives. For example, Sagala (2023) provided a general review of *nahwu* teaching strategies, while Safrullah et al. (2022) discussed syntactic comprehension at a macro level. Hamidah et al. (2024) concentrated on the development of instructional materials, whereas Ritonga et al. (2023) conceptually examined the audiolingual approach to Arabic language learning. Likewise, Afandi et al. (2024) conducted their research in higher education settings, and Masnun et al. (2025) emphasized the integration of digital media into Arabic language instruction. Collectively, these studies have not examined how structured, tiered pattern exercises can systematically improve students' ability to construct Arabic sentence patterns. Consequently, a significant research gap remains regarding empirical investigations of the *Tadribāt 'alā al-Anmāth* method for optimizing the accurate placement of *mubtada'*, *khabar*, *fi'l*, *fā'il*, and *maf'ūl bih* within *jumlah ismiyyah* and *jumlah fi'liyyah*, particularly among eighth-grade students in Integrated Islamic Junior High Schools.

The novelty of the present study lies in its empirical investigation of the *Tadribāt 'alā al-Anmāth* method as a structured, sequential, and practice-oriented instructional framework for developing Arabic sentence construction skills. Unlike previous studies that primarily emphasized declarative knowledge of grammatical rules, this research focuses on strengthening students' procedural competence in constructing *jumlah ismiyyah* and *jumlah fi'liyyah* through intensive pattern-based exercises. Its originality is reflected not only in the instructional approach employed but also in its micro-syntactic perspective, which emphasizes the accurate use of fundamental sentence constituents. Furthermore, this study specifically examines students at an Integrated Islamic Junior High School, namely SMPIT Lukmanul

Hakim, Gorontalo Regency, a context that remains underrepresented in the literature on nahwu pedagogy. Accordingly, this research is expected to contribute empirical evidence toward the development of more functional, contextualized, and learner-centered instructional strategies for Arabic grammar education at the junior secondary level.

Based on this research gap, the primary objective of the study is to examine the implementation of the *Tadribāt 'alā al-Anmāth* method in teaching *jumlah ismiyyah* and *jumlah fi'liyyah* to eighth-grade students at SMPIT Lukmanul Hakim, Gorontalo Regency. This objective is supported by previous findings demonstrating that structured sentence-pattern instruction effectively bridges the gap between abstract grammatical rules and authentic language use. For instance, Muzdalifah et al. (2021) reported that nahwu instructional materials developed through sequential sentence-pattern mapping significantly improved students' learning outcomes by connecting grammatical theory with authentic linguistic examples. Similarly, Masnun et al. (2025) found that combining structured exercises with syntactic pattern visualization enhanced students' cognitive engagement and facilitated the internalization of complex sentence structures. Building upon these findings, the present study evaluates not only the effectiveness of the *Tadribāt 'alā al-Anmāth* method in improving students' sentence construction accuracy but also its suitability for the psychopedagogical characteristics of Integrated Islamic Junior High School students. In this context, a structured and progressive instructional approach is considered essential for transforming nahwu learning from rote memorization into meaningful communicative competence.

Theoretically, this study contributes to Arabic language pedagogy by reconceptualizing nahwu mastery at the junior secondary level as procedural competence rather than merely declarative knowledge of grammatical rules. Specifically, it introduces a micro-syntactic instructional framework that explicitly maps the functional relationships among sentence constituents such as *mubtada'–khabar* and *fi'l–fā'il–maf'ūl bih* within the two foundational Arabic sentence structures. Through this perspective, the study extends current discussions of nahwu pedagogy by shifting instructional emphasis from memorizing grammatical rules toward a pattern-based learning model in which grammatical knowledge is transformed into functional sentence-construction competence.

Conceptually, the *Tadribāt 'alā al-Anmāth* method represents a strategic approach to Arabic grammar instruction because it bridges the gap between abstract grammatical concepts and systematic sentence-production practice. Recent studies on nahwu curriculum and instructional material development have demonstrated that integrating authentic texts with structured exercises substantially reduces students' cognitive load when learning complex Arabic sentence structures, particularly in reading *kitab kuning* texts (Zaenuri & Baroroh, 2025). Consequently, pattern-based instruction functions not merely as repetitive drilling but also as

an instructional scaffolding mechanism that facilitates students' progression from declarative grammatical knowledge toward fluent, contextualized, and sustainable syntactic competence.

Furthermore, previous research on the application of the grammar-translation method in teaching *i'rāb* through *Jurūmiyyah* has shown that explicit sentence-pattern exercises and syntactic function analysis effectively clarify the grammatical roles of *mubtada'*, *khavar*, *fi'l*, *fā'il*, and *maf'ūl bih* for intermediate-level learners (Nabiilah et al., 2024). The effectiveness of this instructional approach is expected to increase further when learning activities are organized into systematically sequenced, application-oriented tasks that enable students not only to understand grammatical rules theoretically but also to internalize them through meaningful sentence production.

Drawing upon these theoretical and empirical foundations, this study proposes that intensive, structured, and contextualized pattern-based exercises implemented through the *Tadrībāt 'alā al-Anmāth* method can significantly enhance students' ability to distinguish, construct, and accurately apply *jumlah ismiyyah* and *jumlah fi'liyyah* in authentic Arabic language use. This hypothesis positions the method as a promising instructional alternative for improving both grammatical accuracy and communicative competence among eighth-grade students at SMPIT Lukmanul Hakim, Gorontalo Regency.

Method

Research Design

This study adopted an interpretive qualitative case study design to examine the implementation of the *Tadrībāt 'alā al-Anmāth* (pattern-drill) method in Arabic language instruction and its contribution to students' mastery of nominal (*jumlah ismiyyah*) and verbal (*jumlah fi'liyyah*) sentence construction. A qualitative case study was considered appropriate because it facilitates an in-depth investigation of educational phenomena within their natural contexts while preserving the complexity of instructional interactions and participant experiences (Lim, 2025). The phenomenon under investigation concerned the persistent difficulties experienced by eighth-grade students at SMPIT Lukmanul Hakim, Gorontalo Regency, in constructing Arabic sentences in accordance with *nahwu* rules despite having acquired vocabulary knowledge and foundational grammatical concepts.

The study was guided by an interpretive paradigm, emphasizing the exploration of participants' perspectives, experiences, and meaning-making processes through naturally occurring classroom interactions rather than experimental manipulation (Leko et al., 2021; Naeem et al., 2023). Consistent with qualitative inquiry, the research sought to develop a

contextualized understanding of how pattern-based instruction supported the transition from declarative grammatical knowledge to procedural language use (Nassaji, 2015).

Research Context and Participants

The study was conducted at SMPIT Lukmanul Hakim, an Islamic junior secondary school in Gorontalo Regency, Indonesia. The research setting was selected because Arabic language instruction in the school had consistently emphasized vocabulary acquisition and the teaching of grammatical concepts, yet many students continued to encounter difficulties in applying such knowledge when constructing grammatically accurate Arabic sentences.

Participants were selected through purposive sampling based on their relevance to the research objectives. The primary participants consisted of all 20 eighth-grade students enrolled in Arabic language classes focusing on *jumlah ismiyyah* and *jumlah fi'liyyah* (9 males and 11 females, aged 13–14 years). These students had previously received instruction in Arabic vocabulary (*mufradāt*) and basic *nahwu* principles but still demonstrated challenges in identifying and appropriately positioning sentence constituents such as *mubtada'*, *khavar*, *fi'l*, *fā'il*, and *maf'ūl bih*.

To obtain deeper insights into students' learning experiences, eight students (four males and four females) were selected as supporting interview informants. Selection criteria included active classroom participation, variation in academic achievement levels (high, medium, and low), and willingness to reflect upon their learning experiences. Data collection continued until thematic saturation was achieved, meaning that no substantially new information emerged from subsequent interviews (Ahmad & Wilkins, 2025; Bouncken et al., 2026). In addition, one Arabic language teacher was recruited as a key informant due to their central role in planning, implementing, and evaluating the pattern-based instructional approach. This participant composition was intended to provide a comprehensive representation of instructional practices from both teacher and student perspectives (Stratton, 2024).

Data Collection

Data were collected through classroom observations, semi-structured interviews, and document analysis. The integration of multiple data sources enabled methodological triangulation and strengthened the depth and credibility of the findings. Primary data were obtained through observations and interviews, which are widely recognized as effective approaches for capturing authentic educational interactions and participant experiences (Gericke et al., 2023; Imran et al., 2024; Mao et al., 2024).

Classroom Observation

Classroom observations were conducted during Arabic language lessons in which the Tadrībāt 'alā al-Anmāth method was implemented. The researcher assumed the role of a

moderate participant observer, maintaining direct engagement with the classroom environment while minimizing interference in instructional activities. Observations focused on several dimensions of instructional practice, including: (1) the modeling of *jumlah ismiyyah* and *jumlah fi'liyyah* patterns by the teacher; (2) the structure and sequencing of pattern-drill activities; (3) corrective feedback provided in response to students' grammatical errors; (4) student participation and engagement during instructional activities; and (5) students' accuracy in positioning syntactic constituents, including *mubtada'*, *khavar*, *fi'l*, *fā'il*, and *maf'ūl bih*. Data were recorded using structured observation protocols and supplemented with detailed field notes to capture contextual aspects of classroom interaction.

Semi-Structured Interviews

Semi-structured interviews were conducted to explore participants' experiences and perceptions regarding the implementation of the pattern-based instructional method. Interviews with the Arabic language teacher focused on instructional planning, pedagogical considerations underlying the selection of the Tadrībāt 'alā al-Anmāth method, implementation procedures, encountered challenges, assessment practices, and perceptions of students' syntactic development.

Interviews with students explored their experiences in learning Arabic sentence structures, perceptions of the usefulness of pattern-drill exercises, difficulties encountered during sentence construction, and perceived changes in grammatical understanding and confidence following the implementation of the instructional method. The semi-structured format allowed consistency across interviews while providing sufficient flexibility for participants to elaborate on issues relevant to their experiences.

Document Analysis

Document analysis was employed to complement observational and interview data. The analyzed documents included lesson plans, instructional materials, student worksheets, written assignments, and teacher evaluation records. These documents provided additional evidence regarding instructional planning, classroom implementation, and students' progression in mastering Arabic sentence structures. The integration of documentary evidence enabled the researcher to examine the consistency between instructional objectives, classroom practices, and learning outcomes.

Data Analysis

Data were analyzed using the interactive model developed by Miles and Huberman, which consists of data condensation, data display, and conclusion drawing and verification. The analytical process began with the organization and preparation of data, including the

verbatim transcription of interview recordings, systematic arrangement of observation notes, and cataloguing of documentary materials.

A three-stage coding procedure was subsequently employed. First, open coding was conducted to identify meaningful units of data and generate initial codes reflecting instructional practices, learner responses, syntactic difficulties, and classroom interactions. Examples of initial codes included “difficulties in identifying sentence constituents,” “repetitive pattern exercises,” “corrective feedback,” “confidence in sentence construction,” and “errors in constituent placement.” Second, axial coding was applied to establish conceptual relationships among codes and organize them into broader analytical categories, such as instructional planning, pattern-drill implementation, student engagement, syntactic development, and contextual influences. Finally, selective coding was undertaken to integrate categories into overarching themes that addressed the research objectives, including the pedagogical functions of pattern-based instruction, the development of Arabic syntactic competence, and factors influencing instructional effectiveness. These coding procedures followed established qualitative analytical practices aimed at generating theoretically meaningful interpretations from empirical data (Asipi et al., 2022).

Throughout the analytical process, findings derived from observations, interviews, and documents were continuously compared and cross-validated to strengthen interpretive consistency and analytical rigor.

Trustworthiness and Research Rigor

Several strategies were employed to ensure the trustworthiness of the findings. Credibility was enhanced through methodological triangulation by integrating observational, interview, and documentary evidence, as well as source triangulation through the comparison of teacher and student perspectives. Dependability was strengthened through systematic documentation of research procedures, coding decisions, and analytical processes. Confirmability was supported through reflexive journaling and continuous efforts to distinguish empirical observations from researcher interpretations. Transferability was addressed by providing detailed descriptions of the research context, participants, instructional environment, and implementation procedures, thereby enabling readers to assess the applicability of the findings to similar educational settings.

Researcher Positionality

In accordance with qualitative research principles, the researcher functioned as the primary instrument for data collection, interpretation, and analysis. The researcher’s role was positioned as a moderate participant observer who maintained close engagement with the instructional setting while refraining from direct involvement in teaching activities. Given the interpretive nature of qualitative inquiry, reflexive practices were undertaken throughout the

study to minimize potential bias and enhance analytical transparency. These practices included the maintenance of reflective journals, periodic self-evaluation of analytical decisions, and the comparison of findings across multiple sources of evidence (Ding, 2021).

Ethical Considerations

Ethical principles were strictly observed throughout the study. Prior to data collection, formal permission was obtained from the administration of SMPIT Lukmanul Hakim, Gorontalo Regency. Informed consent was secured from the Arabic language teacher, who served as the key informant, as well as from participating students and their parents or guardians in accordance with school regulations.

Participants were informed about the objectives of the study, the voluntary nature of participation, their right to withdraw from the research at any stage without negative consequences, and the measures implemented to ensure confidentiality and anonymity. All participant identities were anonymized in research records and publications. Research data were stored securely and used exclusively for academic purposes. These procedures were implemented in accordance with internationally recognized ethical standards for educational research involving minors (Serim-Yıldız et al., 2026).

Result and Discussion

The data obtained from observations and documentation were found to indicate that prior to the implementation of the *Tadribāt 'alā al-Anmāth* method, students' competencies in constructing *jumlah ismiyyah* were characterized as theoretical-conceptual in nature. The constituents of *mubtada'* and *khabar* were recognized by students at a declarative level; however, accuracy in positioning these elements within complete sentence structures was not demonstrated. A review of worksheets and written assignments revealed consistent error patterns: nouns were written by a number of students as *mubtada'* without being accompanied by a clear *khabar*, or adjectival phrases were placed at the beginning of sentences without appropriate subject markers, resulting in incomplete sentence constructions. Classroom observations also noted that when students were asked to provide oral examples of *jumlah ismiyyah*, a portion of the cohort exhibited hesitation, and extended time was required for sentence-pattern recall, while others produced word sequences that did not meet the grammatical requirements of nominal sentences. These findings were further corroborated by initial documentation, wherein inconsistencies in *i'rāb* were displayed, such as *mubtada'* that were not marked with *marfū'* case endings or *khabar* that were not aligned with the number (singular or plural) of the subject. Collectively, these findings confirmed that students' mastery of *jumlah ismiyyah* remained confined to declarative knowledge, namely, recognition of terminology and examples, without developing into procedural skills for the independent

construction of sentences. Consequently, the fundamental issue was identified not in the absence of *nahwu* comprehension, but rather in the lack of habituation through which such grammatical rules were internalized into authentic language use practices. (Nasution & Suharmon, 2022).

“A clearer understanding of how nominal and verbal sentences are formed can be gained after the Tadribat ‘ala al-Anmâth patterns are understood.”

The primary difficulty encountered by students in constructing *jumlah ismiyyah* was revealed through interviews to be rooted in the inability to distinguish the syntactic roles of *mubtada'* and *khavar* when independent sentence generation was required. It was indicated by students that prior to the implementation of pattern exercises, learning approaches were predominantly characterized by the memorization of textbook examples, while structural patterns that could be transferred to alternative vocabulary were not internalized. Consequently, when novel themes or lexicons were presented, cognitive confusion was reported, and a frequent reliance on previously memorized examples was observed. Furthermore, it was acknowledged by several informants that during writing tasks, two nouns were frequently positioned adjacently without the consideration of semantic relations or *i'râb* rules, which were expected to function as markers distinguishing the roles of *mubtada'* and *khavar*. These findings were further corroborated by daily assessment documentation, wherein it was demonstrated that on items requiring the transformation of phrases into *jumlah ismiyyah*, the majority of student responses were limited to the mechanical rearrangement of *mufradat*, without the addition or modification of elements necessary to clarify the functions of nominal subjects and predicates. From a cognitive perspective, this condition was interpreted as evidence that students had not established stable syntactic schemata prior to the intervention. Learning processes were observed to remain dependent on contextual memorization, rather than being grounded in the generative comprehension of grammatical rules. Consequently, the consistency of their competencies was found to be directly compromised by any alteration in linguistic context. This phenomenon was explicitly identified as the reason why instructional approaches that excessively prioritized memorization did not automatically translate into the development of productive skills in Arabic sentence formulation (Jebilaoui, 2023).

“It was made easier because, after the teacher explained, each student was asked one by one to practice the pattern.”

Overall, triangulation of data from observations, interviews, and documentation indicated that students' initial competencies in constructing *jumlah ismiyyah* remained below the expected proficiency level. It was observed in the field notes that when students were asked to write examples of *jumlah ismiyyah* on the board, a number of students frequently arranged their diction randomly, and direct correction from the teacher was relied upon. Consistent error

patterns were also revealed through the documentation of initial assignments, including mismatches between *khavar* and *mubtada'*, the use of adjectival phrases without clear markers of syntactic dependency, and the selection of lexicons that did not constitute complete nominal propositions. These findings were further reinforced by students' acknowledgments during interviews, in which it was suggested that previous instructional approaches were more teacher-centered, while opportunities for students to practice constructing sentences independently were not adequately provided. Consequently, the limited mastery of *jumlah ismiyyah* was not interpreted merely as a technical grammatical error, but was instead understood as a reflection of a pedagogical model in which sufficient space for students to construct sentence structures through active, directed, and repetitive exercises was not accommodated (Rahmawati & Fitriyani, 2024).

"The sentence-building task was greatly enjoyed by the students after the Tadribat 'ala al-Anmâth patterns were understood."

A similar condition was indicated by classroom observation data concerning *jumlah fi'liyyah* prior to the implementation of the pattern-based method. Difficulties were encountered by students in positioning *fi'l*, *fā'il*, and *maf'ul bih* in a sequential and consistent manner within a single sentence. When examples were presented on the board by the instructor and students were instructed to perform syntactic substitution, *maf'ul bih* was frequently positioned prior to *fā'il* by a subset of learners, while additional lexical items were introduced without corresponding modifications to verb forms to align with the intended subjects. Recurring error patterns were revealed through the documentation of initial written assignments, which encompassed inconsistencies between *fi'l* and *fā'il*, the inappropriate selection of *shighat* (verb forms), and the placement of objects that obscured the semantic relations within sentences. These findings were further corroborated by instructor observation notes, wherein it was suggested that verbal vocabulary was more readily memorized in isolation by students than integrated into complete *jumlah fi'liyyah* structures. From a cognitive perspective, it was confirmed by these findings that the construction of *jumlah fi'liyyah* necessitated a higher cognitive load than that of *jumlah ismiyyah*, given that syntactic sequencing, morphological verb agreement, and inter-constituent semantic relations were required to be coordinated simultaneously by learners. Consequently, in the absence of structured exercise guidance, sentence fragments were predominantly generated by students, rather than complete and semantically coherent verbal constructions (Ismahani et al., 2026).

"A clearer understanding of how nominal and verbal sentences are formed was gained after the Tadribat 'ala al-Anmâth patterns were understood."

Interviews consistently revealed that students perceived the construction of *jumlah*

fi'liyyah as more challenging than that of *jumlah ismiyyah*. This challenge was attributed to the requirement that morphological alignment between *fi'l* and *fā'il* be ensured by students, while the presence of the object (*maf'ūl bih*) within the sentence structure was simultaneously required to be determined. It was acknowledged by several informants that the explicit *fā'il* was frequently omitted, or *that ḍamīr (pronouns) misaligned with the subject were used* during the completion of written assignments. These findings were further reinforced by evaluation documentation, wherein it was demonstrated that on items requiring the transformation of *mufradat* lists into *jumlah fi'liyyah*, responses were confined by a number of students to word pairs, without the required syntactic constituents being completed. From a pedagogical perspective, this pattern confirmed that the primary obstacle was not lexical limitations but rather the underdevelopment of students' syntactic awareness. Learners did not fully comprehend that functionally interdependent positions were assigned to each constituent within *jumlah fi'liyyah*. Consequently, when this structural awareness had not yet been established, students predominantly perceived lexical items as isolated entities rather than as integral components of coherent grammatical constructions (Kieseier et al., 2022).

"This method proved highly engaging and effective because it helped students understand how to construct sentences more easily."

Overall, the initial data indicated a gap between lexical mastery (*mufradat*) and students' productive competencies in integrating such vocabulary into complete sentences. It was revealed through field notes that when students were requested to construct *jumlah fi'liyyah* based on specific themes, *fi'l* was frequently written in isolation by a number of learners without the inclusion of *fā'il*, or sequences of lexical items were produced whose syntactic functions were not clearly identified. These findings were further corroborated by written assignment documentation, wherein inconsistency in the application of the standard syntactic sequence of *fi'l-fā'il-maf'ūl bih* was demonstrated by students. Consequently, within the contexts of both *jumlah ismiyyah* and *jumlah fi'liyyah*, the fundamental obstacle was identified not merely in lexical aspects or theoretical grammatical rules, but rather in the lack of integration among the three components: vocabulary, grammatical rules, and syntactic frameworks into a unified productive language skill. (Ismail et al., 2024).

"The Tadribat 'ala al Anmath pattern method was applied continuously because it made the teaching material easier to absorb and understand and proved highly effective for all students."

Following the implementation of the *Tadribāt 'alā al-Anmāth* method, a significant transformation in instructional dynamics was indicated by the observation results. The session was initiated by the teacher by projecting sentence-pattern examples as reference models, after which several basic *jumlah ismiyyah* and *jumlah fi'liyyah* structures were written on the

board. As an illustration, the patterns *kataba aṭ-ālibu ad-darsa (fi'liyyah)* and *aṭ-ālibu mujtahidun (ismiyyah)* were displayed, with the substitution of subjects, predicates, or objects assigned to students using prepared vocabulary lists. Subsequently, the learners constructed new sentence variations orally and in writing, while the identical pattern framework was consistently maintained. The presence of structured exercise sheets, wherein standard patterns accompanied by fill-in spaces were provided, was confirmed through instructional material documentation, while diverse sentence combinations generated from a single pattern framework were demonstrated in the students' work outputs. An increase in classroom interactivity was also noted in the field notes, in which students actively presented sentence-construction results and received direct corrective feedback from the instructor. From a pedagogical perspective, the pattern-based method's role as syntactic scaffolding was confirmed by these findings. Syntactic voids were no longer encountered by learners; instead, stable structures were provided, thereby effectively directing cognitive focus toward the comprehension of the functions of each sentence constituent. In this instructional scenario, students' cognitive load was significantly reduced, and the learning process shifted from intuitive construction attempts to the conscious, directed, and procedural filling and modification of patterns (Baharun, 2025).

"The sentence-construction task was greatly enjoyed by the students after the Tadribat 'ala al-Anmâth patterns were understood."

Interviews revealed that procedural clarity was afforded to students by the pattern exercises, which were implemented in stages when constructing new sentences was required. Syntactic frameworks were no longer required to be reconstructed from scratch by learners; instead, specific elements were substituted in accordance with patterns modeled by the instructor. Informants also stated that habituation to linking mufradat to their corresponding syntactic functions was gradually established through repeated exercises across multiple instructional sessions, whereas isolated vocabulary memorization was no longer prioritized. An increase in sentence variation and structural accuracy, compared to initial assignments, was confirmed by post-implementation worksheet documentation. These findings indicated that the transformation of students' competencies was not solely driven by expanded exposure to examples, but rather by a process of directed repetition through which pattern automation was systematically developed. Through this mechanism, students demonstrated heightened sensitivity to form–function mapping, independently generating new sentences without compromising the structural integrity of previously acquired patterns. (Suzuki et al., 2022).

"Teachers were asked not to teach too quickly because students' comprehension levels vary and remain uneven. (Interview with Nabhan and Aimee, eighth-grade students, on

February 10, 2026.)

These findings suggest that, although the pattern-based method was shown to be effective, its implementation required dynamic calibration to account for the heterogeneity of students' abilities. The effectiveness of this approach was not found to depend solely on exercise design but was also contingent on teachers' adaptive competencies in regulating instructional pacing, optimizing repetition intensity, and allocating practice in ways responsive to classroom needs. Consequently, the success of the method was attributed not only to the accuracy of the applied patterns but also to the pedagogical flexibility demonstrated by teachers in aligning exercise rhythms with learners' cognitive readiness (Guo & Saito, 2026).

Substantive changes in students' syntactic competencies were indicated by documentation data that were collected before and after the implementation of the pattern-based method. At the initial stage, dominant errors were observed to include the inaccurate placement of *khavar*, inconsistencies in *i'rāb* markers, and the positioning of *maf'ūl bih* prior to *fā'il* without adequate contextual justification. Following the implementation of pattern exercises across several instructional sessions, more accurate *jumlah ismiyyah* structures and consistently patterned *jumlah fi'liyyah* constructions were displayed in student work documentation. An acceleration in student response times was also recorded in classroom observation notes when new sentences were generated based on specific themes, and an increased frequency of trained pattern utilization in both oral and written production was simultaneously documented. These findings were further reinforced by student interviews, which indicated that sentence-structure comprehension was facilitated by pattern exercises and that independent sentence construction was consequently enabled. Consequently, it was demonstrated that grammatical accuracy was not merely enhanced by the pattern-based intervention, but that fluency and confidence in Arabic language production were also promoted among learners. These findings indicated that structured repetition was not confined to the internalization of grammatical rules but rather activated affective and cognitive dimensions to support linguistic courage and autonomy. (Mu'izzuddin & Rustiana, 2025).

"This method was found to be highly engaging and effective because it helped students understand sentence construction more easily."

The findings of this research were demonstrated to indicate that the application of the *Tadribāt 'alā al-Anmāth* pattern-based method in the instruction of *jumlah ismiyyah* and *jumlah fi'liyyah* was successful in shifting students' competencies from the mere memorization of *mufradat* toward the ability to construct sentences with due attention to the functions of *mubtada'*, *khavar*, *fi'l*, *fā'il*, and *maf'ūl bih*. These findings were found to be consistent with the study conducted by Zaki et al. (2024), wherein it was asserted that the mastery of Arabic grammar was identified as a fundamental prerequisite for the integrated development of the

four language skills at the secondary level (Zaki et al., 2024). The systematic provision of sentence patterns in this research was also observed to align with the principles of the Common European Framework of Reference for Languages (CEFR)-based curriculum, which emphasizes the gradation of structures from simple to complex through controlled communicative tasks (Khushik, 2025). Furthermore, the improvement in the accuracy of *jumlah ismiyyah* and *jumlah fi'liyyah* constituent arrangements displayed in student worksheets was confirmed to corroborate the findings of Kamila and Wati (2025), wherein repetitive pattern exercises were demonstrated to effectively minimize structural errors in written Arabic language learning (Kamila & Wati, 2025). However, the significant contribution of this research was identified in the elucidation of the transformation mechanism: the enhancement of students' competencies was not found to be solely triggered by increased exposure to examples, but rather because the pattern-based method was demonstrated to provide a syntactic framework that could be repetitively practiced, modified, and internalized. This framework was established as an effective bridge through which learning patterns were transitioned from mechanical memorization toward the production of functional sentences.

When compared with previous studies, these findings were demonstrated to indicate that *Tadribāt 'alā al-Anmāth* was not found to merely replicate traditional mechanical drills, but was instead observed to present a more contextualized form of drill, as it was directed toward the construction of complete sentences within classroom situations that approximated authentic communication. Studies concerning drill methods with communicative approaches have shown that pattern repetition followed by directed speaking exercises was capable of enhancing students' oral participation and the structural accuracy of the sentences they produced (Adam & Fitriani, 2023). Another study conducted at Madrasah Ibtidaiyyah Pesantren Ummusshabri Kendari was found to have revealed that the utilization of tiered drills commencing with teacher modeling, progressing to choral repetition, and culminating in independent practice was demonstrated to promote the automation of simple Arabic language forms (Fikri et al., 2025). The findings of Hasibuan and Jundi (2024) were also confirmed to have asserted that repetitive exercise patterns combined with interaction were found to accelerate form acquisition while simultaneously fostering students' confidence (Hasibuan & Jundi, 2024). Within this context, the results of the current research were observed to extend previous findings by demonstrating that drills need not be confined to the level of *mufradat* or phrases, but could instead be directed toward the micro-syntactic level, namely, the holistic formation of *jumlah ismiyyah* and *jumlah fi'liyyah*. At this point, the distinctiveness of the pattern-based method used in this research was identified.

Reflections on the findings of this research were demonstrated to indicate that the

reinforcement of students' competencies in constructing *jumlah ismiyyah* and *jumlah fi'liyyah* through *Tadribāt 'alā al-Anmāth* was found to have concurrently facilitated the development of grammatical awareness, which served as the foundation for their communicative skills. Studies on communicative approaches in Arabic language instruction within pesantren environments have demonstrated that the enhancement of speaking abilities was heavily dependent on mastery of grammar, enabling students to transform memorized vocabulary into complete oral constructions (Azhar et al., 2022). Research on the implementation of the *Kurikulum Merdeka* also asserted that activity-based learning required teachers to design tasks that explicitly integrated nahwu and şarf rules into classroom language practices (Salsabyila & Taufiq, 2025). In alignment with this, it was identified by Khitam (2025) that the primary challenge for non-native learners was located precisely in the gap between the comprehension of theoretical rules and their application in academic communication (Khitam, 2025). The findings of this research were concretely demonstrated to illustrate how this connecting mechanism was realized: pattern exercises were found to enable students to identify the functional positions of each sentence constituent that was constructed independently. Consequently, *nahwu* was no longer reduced to a collection of static rules but was transformed into a strategic instrument for constructing meaning in communicative interactions.

The practical implications of these findings indicated the necessity of repositioning the role of drill methods in Arabic language instruction. Drill was not suggested to be understood as mechanical exercises that were separated from meaning, but rather as a systematic means by which sentence patterns were internalized to support productive skills. Studies concerning the effectiveness of drill methods have shown that planned repetitive exercises were capable of enhancing learning outcomes while simultaneously reducing students' academic anxiety toward Arabic language subjects, which were frequently perceived as difficult (Rahma & Basit, 2025). It was found in another study that the integration of drill with cooperative learning models was capable of enhancing *mufradat* mastery and increasing the appeal of the instructional process, as patterns were repeated by students through small-group interactions rather than through mere teacher imitation (Hasibuan & Jundi, 2024). Meanwhile, the utilization of digital applications such as Duolingo was demonstrated to show that repetition-based exercises could strengthen vocabulary retention; however, task designs that explicitly connected digital exercises with classroom sentence construction practices were still found to be required (Nabzifa & Fediyanto, 2026). Consequently, it was suggested by the findings of this research that *Tadribāt 'alā al-Anmāth* could be positioned as a flexible drill format: capable of being implemented through classical, cooperative, or digitally supported approaches, provided that its orientation remained focused on the formation of meaningful and functional *jumlah* structures.

The rationale for enhancing mastery of *jumlah ismiyyah* and *jumlah fi'liyyah* through this pattern-based method was elucidated through the theory of pattern practice and the form–meaning processing framework in second language acquisition. It was asserted in theoretical inquiries into pattern practice that specific grammatical forms were automated by learners through structured pattern repetition, thereby redirecting cognitive capacity from the processing of explicit rules to the management of meaning during communicative interactions (Huntley, 2022). In alignment with this, analyses of language exercises in foreign-language e-books demonstrated that activity sequences transitioning from controlled drills to communicative practice were more consistent with second-language acquisition research findings, as linguistic forms were explicitly linked to communicative requirements (Gascoigne & Gascoigne, 2023). It was further corroborated by the findings of Garth (2022) that syntactic patterns were successfully connected by students with their application in authentic discourse when instructional sequences were initiated with meaningful exercises and concluded with communicative tasks (Garth, 2022). Within this theoretical framework, the *Tadrībāt 'alā al-Anmāth* method utilized in this study was found to function through three primary mechanisms: first, cognitive load was mitigated for students during the initiation of sentence construction through the provision of foundational patterns; second, procedural automation was established through the delivery of adequate directed repetition; and third, the association of syntactic structures with contextual variations in meaning was facilitated for learners through the provision of opportunities for sentence constituent substitution. It was through these three mechanisms that the gradual, yet significant and measurable, enhancement of student competencies was accounted for.

Based on these findings and theoretical foundations, the practical implications of this research were indicated to point toward the necessity of integrating the *Tadrībāt 'alā al-Anmāth* method into instructional planning and professional development programs for Arabic language teachers at the junior high school/*MTs* level. It was emphasized in studies concerning *nahwu* instruction for non-Arabic speakers that the success of instructional innovations was found to be heavily dependent on teachers' readiness in designing materials that balanced grammatical explanations with structured exercises relevant to students' communicative needs (Al-Haddad et al., 2025). In alignment with this, it was revealed in analyses of Arabic language learning challenges in Malaysia that teachers tended to persist with lecture-based and translation methods due to limitations in training for managing student activity-oriented classrooms (Zaki et al., 2024). Consequently, it was asserted by the findings of this research that the adoption of a specific method was not merely recommended, but that the urgency of strengthening teachers' pedagogical competencies, particularly in designing pattern sequences, regulating

exercise pacing, and providing corrective feedback responsive to the heterogeneity of learners' abilities, was also underscored.

Theoretically, this research made a scholarly contribution, asserting that *nahwu* instruction at the junior high school level was not adequately understood as a process of mechanical rule transmission but rather as the development of micro-syntactic competencies through tiered pattern exercises. A pedagogical mediation model was also constructed in this study through *Tadribāt 'alā al-Anmāth*, by which three dimensions that were frequently fragmented in Arabic language instruction, namely, the mastery of *mufradat*, the comprehension of grammatical rules, and the competence in communicative sentence production, were effectively bridged. Consequently, the discourse on *nahwu* pedagogy was enriched by this research through the proposal of a conceptual framework, wherein the effectiveness of pattern exercises was shown not to be solely derived from repetition frequency, but rather from their capacity to transform declarative grammatical knowledge into functional, constructive skills in language use practices.

Conclusion

The enhancement of mastery over *jumlah ismiyyah* and *jumlah fi'liyyah* was confirmed by the primary findings of this research to be more substantially determined by the application of simple, sequential, and consistent pattern exercises (*Tadribāt 'alā al-Anmāth*) than by the incorporation of complex theoretical content. Students' learning patterns were transformed by this approach from passive memorization to active competence in the independent identification and construction of sentence structures, while confidence in both oral and written language practices was concurrently strengthened. Consequently, the gap between declarative knowledge of grammatical rules and practical application was demonstrated to be effectively bridged through contextual, systematic, and sustainable pedagogical interventions.

From a theoretical perspective, it was asserted by this research that pattern exercises were not restricted to mere mechanical repetition, but were identified as an effective pedagogical strategy for the cultivation of communicative grammatical awareness. Furthermore, a scientific contribution was delivered by this study toward the advancement of Arabic and second language acquisition theories, wherein it was demonstrated that grammatical structure mastery was most effectively cultivated through a tiered pattern exercise process, by which declarative knowledge of grammatical rules was transformed into procedural competencies in sentence construction. Consequently, *nahwu* instruction was found to be inadequately conceptualized as mechanical rule transmission, and was instead required to be understood as a process of syntactic pattern internalization that supported functional and communicative language proficiency. From a practical standpoint, a structured implementation

model was presented by this research, encompassing the selection of foundational patterns, the development of targeted worksheets, the management of classroom interactions, and the integration of exercises into meaningful language tasks. This model was designed to be adopted by teachers, instructional material developers, and school administrators, while practical constraints related to time and available resources in field settings were carefully accommodated.

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