Maharah Al-Qawaid Al-Arabiyyah Model Based On Sequence Of Student Mastery Of Arabic Grammar

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Abstract
Maharah al-qawaid al-Arabiyyah is very important for students to achieve and positively impact language skills. Therefore, the study's primary goal is to produce a *Maharah al-Qawaid al-Arabiyyah* model based on the sequence of student mastery in teaching Arabic grammar. This study uses a qualitative research design by focusing on the case study method of various places. A sentence construction test for students at SMKA, SABK, and SMAN was conducted to identify the student's mastery of learning Arabic grammar by purposive sampling. Next, an empirical study was conducted on selected religious high school teachers to obtain teachers' views on the Arabic grammar sequence, which is easy and difficult for students to master in learning Arabic grammar. It was then followed by the development of the *Maharah al-Qawaid al-Arabiyyah* model based on the sequence of student mastery in teaching Arabic grammar. The results of the study found that there is a sequence of easy and difficult mastery in learning Arabic grammar. The difficulty of students in mastering Arabic grammar is due to several factors, namely students' confusion in the use of the Arabic grammar method, difficulty in the Arabic grammar method, students' weakness in understanding Arabic grammar, which is due to lack of conversation practice as well as the fact that the Arabic language TnL and syllabus used lacks emphasis on several aspects of Arabic grammar. This model will be a reference for stakeholders such as the Ministry of Education Malaysia as well as educators to improve the TnL of Arabic grammar in line with the vision and mission of the MOE to produce a quality education system to develop the potential of skilled individuals in the Arabic language.
Keywords: Model; Maharah; Qawaid; Sequence Of Student Mastery; Teaching; Arabic Grammar

INTRODUCTION

Arabic grammar skills called *maharah al-qawaid al-Arabiyyah* are essential for students to master *maharah al-lughah* (language skills). Past studies show that the decline in the mastery of *maharah al-qawaid al-Arabiyyah* among students is still worrying (Suharto & Fauzi, 2017). This situation affects students' achievement in writing (W. R. Mokhtar et al., 2020) and speaking (Misnan & Ghazali, 2019). Studies show that only 15-30% of students can master writing skills due to students' weaknesses in the mastery of Arabic grammar (W. R. Mokhtar et al., 2020). A study conducted by (Sukmawati &

Tarmizi, 2022) also showed a moderately high mean value of 3.61 in students' mastery of Arabic grammar, which impacts Arabic speaking skills.

In the teaching and learning (TnL) of Arabic grammar, teaching methods that are up-to-date and compatible with students' abilities are essential so that the objectives of teaching Arabic grammar can be effectively achieved. An effective teaching method can help students understand Arabic grammar well, and student achievement in learning Arabic grammar can be increased. Most teachers now use traditional teaching methods (Sukmawati & Tarmizi, 2022) in teaching Arabic grammar, such as the *nahwu* method and (Sahid & Fettane, 2019) as well as memorization methods. The weakness of this traditional teaching method is that it focuses on translating and memorizing the structure or formula of Arabic grammar without looking at the students' difficulties in understanding and mastering the aspects of Arabic grammar learned. In addition, students were also found to be less enthusiastic and passive (Norazlin Mohd Rusdin & Siti Rahaimah Ali, 2013) in learning Arabic grammar. This situation also affects the objective of *maharah al-lughah al-Arabiyyah* (Arabic language skills) to be achieved.

(Chomsky, 2006) explains that biologically, a human being is gifted with universal grammar, which is the ability to speak within oneself naturally or of untouched nature. It is because a human being has an innate mechanism which is a language acquisition device (LAD). This LAD acts as a monitor that receives input and then determines an aspect of language that needs to be mastered first in a natural order, such as words, sounds, and other aspects of language (Chomsky, 2006). This natural order is also one of the essential elements in the Monitor Theory Model introduced by (Morgan-Short et al., 2010), who states that there is an early and late order mastered by students in learning *qawaid* (grammar). The early sequence means that students can more easily master grammar learning, while the late sequence signals that learning is difficult for students to master.

In the teaching and learning (TnL) of Arabic grammar, knowledge of grammar that is difficult to master is essential so that the aspects of difficulty in learning Arabic grammar can be focused on by the teacher. Apart from that, the teaching that is carried out can also be implemented according to the order of students' mastery of Arabic grammar while also paying attention to the aspects of students' mistakes in learning grammar. However, there is limited research on the order or sequence of mastery of Arabic grammar. The literature review shows that the mastery of Arabic grammar still needs to be at a higher level among students in Malaysia. Based on a review of studies done by (Nor & Ismail, 2017), and (U. Ismail et al., 2022), two divisions in the learning of Arabic grammar become difficult for students, namely the use of *al-kalimat* الكَلمات (words) and also *at-tarakib* التراكيب (verse construction). Mastery of *al-kalimat* is essential to produce good *at-tarakib* in addition to complying with the method of Arabic grammar.

Among the forms of difficulty in the use of words (الكلمة) faced by students is the use of verbs (الفعل) (Nor & Ismail, 2017); (Sopian, 2019); (W. R. Mokhtar et al., 2020); (Fauzi et al., 2024); (S. Ismail et al., 2021), usage errors from the aspect of *al-*

muzakkar (المذكر) and *al-mu'annath* (المؤنث) (Khatib & Zainal, 2018);(Misnan & Ghazali, 2019), number (العدد) (S. Ismail et al., 2021); (W. R. W. Mokhtar et al., 2018). While from the aspect of verse construction (التراكيب), such as the mistake of using the verse *al-jumlah al-ismiyyah* (noun phrase) (Ahmad Sokri & Ismail, 2017; Mokhtar et al., 2017), the verse that has the phrase *al-iḍafah* (الإضافة) (Nor & Ismail, 2017); (Sopian, 2019) and also the phrase *as-ṣifah* (الصفة) (Sopian, 2019).

Forming the appropriate verb for the doer in writing a sentence is among the forms of mistakes made by students. For example, a study conducted by (Nor & Ismail, 2017) found that students find it more difficult to use past perfect tense verbs (الفعل الماضي) than present continuous tense verbs (الفعل المضارع) that are, by using the present continuous tense verb "يعملون" (they are doing) in the construction of the sentence "they have done". It is in line with the findings of (S. Ismail et al., 2021) who also found that students are more fond of using present tense verbs than past tense verbs, for example, in the sentence " أنتهي من المدرسة الثانوية في سنة الماضية " (I am finishing from high school last year) by using present continuous tense verbs "أنتهي" (I am finishing) instead of using the past perfect tense verb "انْتَهَيْتُ" (I have finished). In contrast to the findings of (Sopian, 2019) study, which found that students find it challenging to use present tense verbs in sentence construction. For example, in the sentence "كل يوم أناقش الدروس و تكتب التدريبات" (every day I discuss lessons and you write exercises). In the sentence, students should form the verb into the form "أكْتُب" (I wrote) because the doer refers to the first party (me). The use of the present tense verb "تكتب" (you write) in the sentence deviates from the actual meaning to be conveyed by the speaker or writer, which causes the message to be conveyed not to reach the listener or reader.

While mistakes in the use of words from the gender aspect of *al-muzakkar* and *al-mu'annath* have been found in the study done by (Misnan & Ghazali, 2019), such as the mistakes made by students in verse "يشْتَرِيْ امّيْ لَحُمًا وَدَجَاجًا" (My mother buys meat and chicken). In verse, students use the verb *al-muzakkar* "يَشْتَرِيْ" (he bought for men) for the verb *al-mu'annath* "امّيْ" (my mother). This situation deviates from the established method in Arabic grammar. Apart from that, other word mistakes are also mistakes in using nouns from the aspect of number (العدد) *al-mufrad* (المفرد), *al-muthanna* (المثنى), and *al-jam'* (الجمع) found in the study of (W. R. W. Mokhtar et al., 2018)—for example, the mistake of building sentences using nouns that are incompatible with numbers. In the *al-jam'* chapter, (W. R. W. Mokhtar et al., 2018) stated that students find it easier to use *jam' al-muzakkar* and *jam'*

al-mu'annath compared to *jam' at-takthir*. This situation occurs because there is no fixed method in *jam' at-takthir* that requires memorizing word forms.

     The results of the study by (Nor & Ismail, 2017) from the aspect of *at-tarakib* found that students make mistakes using the phrase *al-iḍafah* and the phrase *as-ṣifah* with a total percentage of 27.88%. For example, students make mistakes in the construction of the phrase *as-ṣifah* by using the phrase *al-iḍafah* in the verse يُمْكِنُنِي أَنْ أَقْضِيَ أَوْقَاتِ الْمُهِمَّةَ

مَعَ أُسْرَتِي فِي بروناي (I can spend important time with my family in Brunei). The use of the

word أَوْقَاتِ (times) in this verse is a *mawṣuf* (which is described) for the adjective (*as-*

ṣifah) الْمُهِمَّةَ (essential). In Arabic grammar, adjectives, and *mawṣuf* must be compatible

using alif lam. The word الْأَوْقَاتِ (times) should be inserted alif and lam as the adjective

الْمُهِمَّةَ (essential). In that verse, it is clear that the students make mistakes in using the

phrase *as-ṣifah* and also the phrase *al-iḍafah*. It is because the phrase *al-iḍafah* uses alif and lam differently than the phrase *as-ṣifah*.

A study carried out by (Wan Mokhtar et al., 2017) also found that students have not mastered the construction of noun sentences (*al-jumlah al-ismiyyah*) and verb sentences (*al-jumlah al-fi'liyyah*) and also *at-tarkib al-iḍafiyy* with an average percentage which is only 18% of students answered correctly for the question that tested the verse *al-jumlah al-ismiyyah* and 6% who answered correctly the verse *al-jumlah al-fi'liyyah* and 43% who answered correctly for *at-tarkib al-iḍafiyy*.

     Natural sequences, called natural order, is a study that focuses on the order of acquisition or mastery of grammar. Studying this natural sequence began in the 70s until the 80s and was more prevalent in English. Among the pioneers of this natural sequence study are Dulay and Burt (1973, 1974), (Bailey et al., 1973); (Freeman, 1975) and (Diane, 2006). As a result of previous studies on this natural sequence, (Morgan-Short et al., 2010) introduced the Monitor theory model (Eun-Young, 2005) by focusing on the study of grammatical morpheme acquisition (Izumi & Isahara, 2004). This Monitor theory model has five hypotheses: the acquisition and learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. The following is a theoretical figure of the monitor theory model introduced by (Morgan-Short et al., 2010):
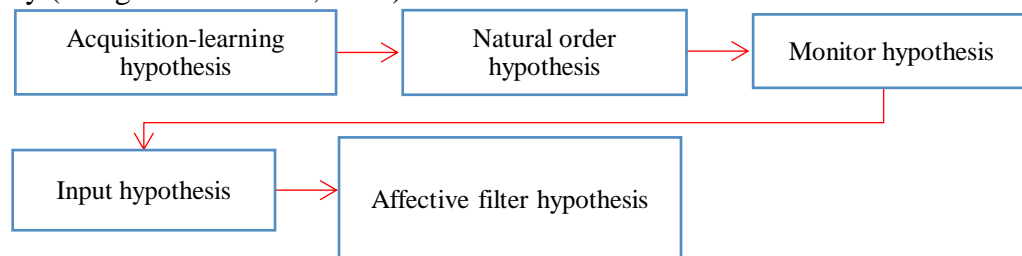

Figure 1. (Morgan-Short et al., 2010)

Other studies that also focus on the sequence of acquisition of grammatical morphemes, such as studies carried out by (Izumi & Isahara, 2004), (Kwon, 2010), (Bahrani, 2011), (Abukhattala, 2013), (Barrot & de Leon, 2014), (Mohammed & Sanosi, 2018) (Akbaş &

Ölçü-Dinçer, 2021). For example, (Izumi & Isahara, 2004) study focused on the sequence of English morphemes as a target language among Japanese students. The data collection of the study uses data from the NICT JLE Corpus, which is a collection of English language achievement records spoken by 1281 Japanese students based on an oral test of language skills (standard speaking test). The results of the study (Izumi & Isahara, 2004) have found that students have an easier time mastering the possessive-s morpheme, the progressive-ing form, the copula-be, the third person singular present tense -s, the word clock' "s" (plural -s), auxiliary verb -be (auxiliary -be), irregular past tense (irregular past tense) and the last is an article.

While studies in Arabic grammar mostly touch on the mastery of grammar without focusing on the sequence of grammatical morphemes as discussed in the literature highlights in the field of Arabic grammar. However, previous studies on this natural sequence focus more on the sequence of English grammatical morphemes. Knowledge about the order of students' grammatical morphemes is vital to academics so that the curriculum can be arranged according to the order of students' mastery. It allows the teacher's teaching to be implemented in a particular order according to the student's level of ability, which will have a more optimal effect on learning (Izumi & Isahara, 2004), further contributing to a more practical teaching method and approach, in the field of Arabic grammar. Therefore, the objectives of this research are: to identify the order of students' mastery in learning Arabic grammar, to explore the teacher's view on the sequence of Arabic grammar that is easy and difficult for students to master in learning Arabic grammar and to develop the *Maharah al-Qawaid al-Arabiyyah* model based on the sequence of student mastery in teaching of Arabic grammar.

METHOD

This study uses a qualitative design focusing on the case study method of various places using purposive sampling. In order to achieve the first objective of the study, a sentence construction test was conducted on 18 Form 4 students who were selected from four Religious Secondary Schools in Malaysia consisting of the Sekolah Menengah Kebangsaan Agama (SMKA-National Religious Secondary Schools), Sekolah Agama Bantuan Kerajaan (SABK-Government Aided Religious Schools) and Sekolah Menengah Agama Negeri (SMAN-State Religious Secondary Schools) around the states of Kedah and Perlis Malaysia to identify the real issue that is happening. The selection of Form 4 students aims to get accurate feedback on how these students have mastered Arabic grammar from the early stages of learning up to From 4. The sentence construction test aims to identify the order of mastery of Arabic grammar from the aspects of *al-kalimat* and *at-tarakib*. The test question has three parts, namely: part A: Focusing on the mastery of *al-kalimat* and *at-tarakib*. A total of seven questions were given to students. For each question, students must construct two forms of verse, the first of which is *al-jumlah al-ismiyyah* verse with the verb *al-mudari'* and *at-tarkib al-iḍafiyy*. Both, the verse *al-jumlah al-ismiyyah* which has the verb *al-maḍi* and *at-tarkib an-na'tiyy*. The construction of seven *al-jumlah al-ismiyyah* verse questions also tested using the nouns *al-mufrad*, *al-muthanna*, and *al-jam'* and the nouns *al-muzakkar* and *al-mu'annath*.

Part B: Focusing on mastering the verse *al-jumlah al-fi'liyyah*. A total of seven questions were given to students to answer. This question includes questions for *mufrad*, *muthanna*, and *jam'* performers. Part C: Focusing on mastering the verb *al-amr*. This part

includes questions for *mufrad*, *muthanna*, and *jam'* performers. A total of seven questions were given to students to answer.

This sentence construction test data uses the group score method (GSM) scoring data analysis technique (Izumi & Isahara, 2004) introduced by (Dulay & Burt, 1969). In GSM, the frequency of correct use of grammatical morphemes in obligatory contexts is counted only. The expectation score for each grammatical morpheme is determined by how many times it must be present in the obligatory context. An appearance is given a score of 1 point. For example, if 12 grammatical morphemes need to be tested, the score is 12. Next is the learners' score, calculated based on the number of times the grammatical morphemes are used correctly and incorrectly. When the grammatical morpheme is correct, 1 point is given, while using a grammatical morpheme that is incorrect, 0 point. An example of this analysis technique can be seen below:

Table 1 Score Distribution

Categories of Student Grammar Morpheme Use	Score
Correctly	1
Incorrectly	0

The score will be calculated as follows:

$$\text{Arabic grammar score} = \frac{\text{Student score}}{\text{Expected score}} \times 100$$

Expected score = frequency of use of Arabic grammar morphemes in obligatory contexts x 1, student score = number of correct uses x 1 + number of incorrect ones x 0. After that, the grammatical morphemes will be arranged according to the order of the student's scoring score.

While, in order to achieve the second objective, which is to identify the teacher's views on the grammar sequence that is easy and difficult for students to master in learning Arabic grammar, a semi-structured interview method was conducted with seven Arabic language teachers from Religious Secondary Schools involved. This interview question focuses on the views of Arabic language teachers regarding the grammar sequence that is easy and difficult for students to master in learning Arabic grammar. The interview data were analyzed using thematic analysis by transcribing the data and then classifying the data into several themes and codes.

In order to ensure the validity and reliability of the content of the research instrument, the researcher conducted a pilot test before the actual test was carried out on the sample. This pilot test aimed to obtain appropriate data information, ensure the appropriateness of the constructed test questions and interview questions, and identify the problems being studied that exist. The researcher also referred to two Arabic language assessment experts from the International Islamic University of Malaysia (IIUM) and Universiti Kebangsaan Malaysia (UKM- National University of Malaysia).

RESULTS AND DISCUSSION
The Order Of Student Mastery In Learning Arabic Grammar

Research findings for the first objective is to identify the order of student mastery in learning Arabic grammar. In order to answer this research objective, the researcher divided the results of the order of mastery of Arabic grammar based on the categories of *al-kalimat* and *at-tarakib* as shown in the table below:

Table 2 Analysis Of The Order Of Mastery Of Arabic Grammar For The Category Of *Al-Kalimat*

Verb Categories (الأفعال)	Correct Percentage	Incorrect Percentage	Order of Mastery
Verb *al-muḍari*	74.6	25.4	1
Verb *al-maḍi*	59.5	40.5	3
Verb *al-amr*	70.6	29.4	2
Categories of Nouns by Number (العدد)	Correct Percentage	Incorrect Percentage	Order of Mastery
Al-mufrad	91.7	8.3	1
Al-muthanna	91.7	8.3	1
Al-jam'	57.4	42.6	2
Al-jam' Noun Category	Correct Percentage	Incorrect Percentage	Order of Mastery
Jam' al-muzakkar as-salim	50.0	50.0	2
Jam' al-mu'annath as-salim	88.9	11.1	1
Jam' at-takthir	33.3	66.7	3
Categories of Nouns According to Gender	Correct Percentage	Incorrect Percentage	Order of Mastery
Al-mufrad al-muzakkar	94.4	5.6	1
Al-mufrad al-mu'annath	88.9	11.1	2
Al-muthanna al-muzakkar	94.4	5.6	1
Al-muthanna al-mu'annath	88.9	11.1	2
Jam' al-muzakkar as-salim	50.0	50.0	2
Jam' al-mu'annath as-salim	88.9	11.1	1

Based on table 2, for the category of verbs, it was found that students had an easier time mastering the verb *al-muḍari* by getting a score of 74.6% for correct use, while the verb *al-amr* got a score of 70.6%, followed by the verb *al-maḍi* with score percentage of 59.5%. The findings of this study show that the verb *al-maḍi* is more challenging to master than the verb *al-muḍari* and the verb *al-amr*.

For the noun category, from the aspect of numbers, it was found that students had an easier time mastering the verbs *al-mufrad* and *al-muthanna* with the same 91.7% correct usage score. While the noun *al-jam'* got a score of 57.4%. This finding shows that the noun *al-jam'* is more challenging to master than the nouns *al-mufrad* and *al-muthanna*. As for the noun category *al-jam'*, the study's findings show that *jam' al-mu'annath as-salim* is easier to master, with a score of 88.9% of correct usage. The second is *jam' al-muzakkar as-salim*, with a correct score of 50%; the last is *jam' at-takthir*, with a score of 33.3% for its correct use. This finding shows that *jam' at-takthir* is more challenging to master than *jam' al-mu'annath as-salim* and *jam' al-muzakkar as-salim*.

While for the category of nouns according to gender, it was found that the noun *al-mu'annath* is more challenging to master for nouns that are *mufrad* and *muthanna* with the same score of 88.9% correct usage when compared to the noun *al-muzakkar* with a higher score of 94.4%. However, for the noun *al-jam'*, the noun *al-mu'annath* is more accessible to master than the noun *al-muzakkar* with a score of 88.9% of its correct use compared to the score of the noun *al-muzakkar* with a score of only 50.0% of its correct use. This finding shows that for the nouns *al-mufrad* and *al-muthanna*, the noun *al-mu'annath* is more challenging to master. While for the noun *al-jam'*, the noun *al-muzakkar* is more challenging to master when compared to the noun *al-mu'annath*.

Table 3 Analysis Of The Order Of Mastery Of Arabic Grammar Category *At-Tarakib*

Category	Correct Percentage	Incorrect Percentage	Order of Mastery
Al-jumlah al-ismiyyah	69.0	31.0	2
Al-jumlah al-fi'liyyah	75.4	24.6	1
Category	Correct Percentage	Incorrect Percentage	Order of Mastery
At-tarkib al-iḍafiyy	55.6	44.4	1
At-tarkib an-na'tiyy	47.2	52.8	2

Table 3 shows the results for the mastery order of students in the *at-tarakib* category. Based on the study's findings, the *al-jumlah al-fi'liyyah* category has received the highest score of 75.4% for correct usage compared to *al-jumlah al-ismiyyah*, with a score of 69.0%. This finding shows that *al-jumlah al-fi'liyyah* is easier to master compared to *al-jumlah al-ismiyyah*. While for the categories of *at-tarkib al-iḍafiyy* and *at-tarkib an-na'tiyy,* it was found that *at-tarkib al-iḍafiyy* had the highest score of 55.6% of its correct usage when compared to *at-tarkib an-na'tiyy* with a score of 47.2%. This finding shows *al-tarkib an-na'tiyy* is challenging to master compared to *at-tarkib al-iḍafiyy.*

Teacher's View On The Grammar Sequence That Is Easy And Difficult For Students To Master In Learning Arabic Grammar

Research findings for the second objective is to explore the teacher's view on the grammar sequence that is easy and difficult for students to master in learning Arabic grammar. In order to answer this research objective, the researcher focused the question on the views of the Arabic language teachers regarding the grammar sequence that is easy and difficult for students to master in learning Arabic grammar. The findings of the interview can be described below:

Table 4 Analysis Of Teacher Interviews Regarding Easy And Complex Grammar Sequences For Students To Master In Learning Arabic Grammar

Category	Easy Mastered	Difficult Mastered	Order of Mastery
Verb Categories	Number of Respondents		
Verb *al-maḍi*	6	1	1
Verb *al-muḍari*	4	3	2
Verb *al-amr*	3	4	3
Categories of Nouns by Number			
Al-mufrad	7	0	1
Al-muthanna	3	4	2
Al-jam'	2	5	3
Al-jam' Noun Category			
Jam'al-muzakkar as-salim	5	2	1
Jam'al-mu'annath as-salim	5	2	1
Jam' at-takthir	0	7	2
Categories of Nouns According to Gender			
Al-muzakkar	7	0	1
Al-mu'annath	0	7	2
At-Tarakib Category			
Al-jumlah al-ismiyyah	1	6	2
Al-jumlah al-fi'liyyah	5	2	1
At-tarkib al-iḍafiyy	2	5	2

Table 4 shows the interview analysis of seven teachers regarding the grammar sequence that is easy and difficult for students to master in learning Arabic grammar.

Interview question: From the teacher's point of view, in the teaching of the verbs (الأفعال)

al-maḍi, *al-muḍari'* and *al-amr*, which is the easiest and the most difficult for students to master? Why is it difficult for students to master?

Category: Verbs *al-maḍi, al-muḍari'* and *al-amr*

Theme: Easiest and most challenging to master

Sub Theme: Confusing verbs and difficulties in grammatical methods

For the *al-kalimat* category, four teachers said that the verb *al-amr* is more difficult for students to master when compared to the verbs *al-muḍari* and *al-maḍi*. At the same time, the verb *al-maḍi* is more accessible to master than the verb *al-muḍari*. This finding is different from the student test results, which show that the verb *al-maḍi* is more challenging to master. This difficulty is caused by the student's confusion about the form

(تصريف) of the verb and also the difficulty of the Arabic grammar method. Here are some

teachers' views on aspects of students' difficulties with verbs:R1 said, "The verb al-muḍari' is the easiest to master because students are clear about the letters in front of it, such as (نأتي). The verbs al-maḍi and al-amr are the most difficult because of their similar

characteristics". R2 said, "al-fi'l al-maḍi and al-muḍari' are more accessible for students to master than al-amr because the wazan for fi'l al-amr is only for dhomir mukhotob and tasrif is confused".

R3 said, "the most easily mastered verbs are al-fi'l al-maḍi and al-muḍari' because students quickly memorize and understand. In contrast, the problematic to-master fi'l al-amar is confused with al-fi'l al-maḍi and al-muḍari".

R4 said, "Al-Fi'l al-maḍi is easier because students start memorizing fi'l definitions in al-fi'l al-maḍi. al-fi'l al-mudhari' is more difficult because students face confusion between the fi'l that shows muzakkar and muannath". R5 said, "Al-Fi'l al-maḍi and Fi'l al-amr is the easiest to master because of the small number of interpretations. Al-fi'l al-mudhari' is the most difficult to master because there are many additions to the word structure".

R6 said, "In my view, the verb al-maḍi is easy for students to master because it only involves addition after the word. For fi'l al-amr, it is difficult because there are many changes of letters". R7 said, "Al-maḍi is the easiest for students to master because they are used to examples of al-fi'l al-maḍi. Al-mudhari' is the most difficult for students to master because the changes between al-mufrad, al-muthanna, and al-jam' are significant".

(الأسماء) *al-mufrad*, *al-muthanna*, and *al-jam'*, which is the easiest and the most

difficult for students to master? Why is it difficult for students to master? Category: Nouns (الأسماء) *al-mufrad*, *al-muthanna*, and *al-jam.* Theme: Easiest and most

challenging to master. Sub Theme: Difficulty in grammar methods, student weaknesses, and less emphasis in TnL, rarely used in conversation and relying on memorization and dictionaries. While for the category of nouns according to number, as many as seven teachers stated that the noun *al-mufrad* is more accessible to master than the nouns *al-muthanna* and *al-jam'*. At the same time, five teachers stated that the noun *al-jam'* was more challenging to master, and four stated that the noun *al-muthanna* was difficult to

master. This finding supports the student test findings, which show that the noun *al-jam'* is more difficult to use. It is due to the difficulty of the Arabic grammar method, the weakness of students, lack of emphasis in TnL, rarely used in conversation, and reliance on memorization and dictionaries. The following is the teachers' view on aspects of student difficulty:

R1 said, "In my view, the noun al-mufrad is easier to master because it has simple characteristics and is easy to remember. Al-jam' and al-muthanna are challenging to master because they have many characteristics according to their types". R2 said, "Al-mufrad is an easy word to understand, and al-muthanna is the most difficult word to master and understand". R3 said, "The easiest names are al-mufrad, al-muthanna, jam' al-muzakkar, and jam' al-muannath because they have addresses. Jam' at-takthir is difficult because there is no address". R4 said, "The easiest is al-mufrad because there is no addition of letters, and the most difficult, in my view, is al-muthanna because it is rarely used in conversation". R5 said, "Isim al-mufrad is the easiest to master because it does not involve adding to the word structure. Al-muthanna and al-jam' are problematic because they involve adding to the word structure and jam' at-takthir, which requires students to master mufradat". R6 said, "In my view, al-mufrad and al-muthanna are easy for students to master because they involve changing a few letters, and students only need to know how to change a few letters. As for the title al-jam' is quite challenging to master because it involves three fractions, especially jam' at-takthir. Students must memorize the word jam' at-takthir and always refer to the dictionary". R7 said, "Al-mufrad is the easiest to master because all the examples and things taught use simple words. Al-jam' is problematic because examples of al-jam' are rarely revealed.

Jam' al-muzakkar, *jam' al-mua'nnath*, and *jam' at-takthir*, which is the easiest and the most difficult for students to master? Why is it difficult for students to master? Category: *Jam' al-muzakkar*, *jam' al-mua'nnath*, and *jam' at-takthir.* Theme: The easiest to master and the most difficult to master. Sub Theme: The difficulty of grammar methods, depending on memorization and the dictionary and less emphasis in TnL. As for the category of nouns that are *jam'*, the interview findings show that five teachers stated that *jam' al-muzakkar as-salim* and *jam' al-mu'annath as-salim* are easier to master. While seven teachers stated that *jam' at-takthir* is more challenging to master. This finding supports the student test findings, which show that *jam' at-takthir* is more challenging than *jam' al-muzakkar as-salim* and *jam' mu'annath as-salim*. Due to the difficulty of the Arabic grammar method, students have to rely on memorization and dictionaries, which are less emphasized in the Arabic grammar TnL. The following is the teacher's view on aspects of student difficulty: R1 said, "Jam' al-muzakkar and jam' al-mua'nnath are the easiest to master because they have clear signs which are (ون) and (ات).

Jam' at-takthir is difficult because there is no clear letter addition feature, and students must memorize it". R2 said, "Jam' al-muannath and al-muzakkar are two words that are relatively easy for students to master compared to jam' at-takthir". R3 said, "It is the easiest for jam' al-muzakkar and jam' al-muannath students to master because they do not have an address. While the most difficult to master is the hour of at-takthir because there is no address, and it changes in various forms". R4 said, "The easiest is jam' al-muannath because it only adds alif and ta'. Jam' at-takthir needs to remember the forms and memorize the words". R5 said, "Jam' al-mua'nnath as-salim is the easiest because you

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only need to add (ات) after the word. Jam' at-takthir is difficult because there is no specific method to form words other than mastering mufradat". R6 said, "In my view, jam' al-muzakkar is easy for students to master because it requires some addition of letters. Jam' at-takthir is complicated because you have to memorize and refer to the dictionary". R7 said, "jam' al-muzakkar is the easiest for students to master because it is often revealed with examples of jam' in TnL. Jam' at-takthir is challenging because students find it difficult to differentiate between the عاقل and the غير عاقل.

Nouns (الأسماء) from the aspect of *al-muzakkar* and *al-mu'annath*, which is easy to master and which is difficult for students to master? Why is it difficult for students to master? Category: Nouns *al-muzakkar* and *al-mu'annath*. Theme: Easy to master and difficult to master. Sub Theme: The difficulty of grammar methods, confusion, and student weaknesses and less emphasized on TnL and syllabus. While for the category of nouns according to gender, the interview findings show that seven teachers stated that the noun *al-mu'annath* is challenging to master compared to the noun *al-muzakkar*. This finding is supported by the students' test results which show that the noun *al-mu'annath* is challenging to use. This situation is caused by the students' confusion and weakness, the difficulty of the Arabic grammar method, and the need for more emphasis on the TnL and the Arabic language syllabus. The following is the teachers' view on the nouns *al-muzakkar* and *al-mu'annath*: R1 said, "Students can easily master the noun al-muzakkar because it is simple and does not add other letters. The noun al-muannath is the most difficult to master because students are confused between the noun al-muannath which has no ta', and the noun al-muzakkar". R2 said, " al-muannath is difficult because there are fractions for مجازي .مؤنث and حقيقي مجازي is more difficult to recognize". R3 said, "muannath majazi because the words are lacking and have no signs. R4 said, " مونث is difficult because there is no مونث مجازى address". R5 said, "Students find it difficult to identify the signs of mu'annath such as (ة,ء,ى) and do not master mufradat". R6 said, "The aspect of mua'nnath is quite difficult to master because it involves several fractions. Students need to know the signs and memorize diligently". R7 said, "مؤنث is difficult because in TnL, it is always taught with the example of muzakkar. Likewise with the examples in the book".

At-tarakib, between *al-jumlah al-ismiyyah* and *al-jumlah al-fi'liyyah*, which is easy to master and which is difficult for students to master? Why is it difficult for students to master? Category: *al-jumlah al-ismiyyah* and *al-jumlah al-fi'liyyah*. Theme: Easy to master and difficult to master. Sub Theme: Confusion and weakness of students as well as difficulties in grammar methods. As for the *at-tarakib* category, the interview findings showed that six teachers stated that *al-jumlah al-ismiyyah* was challenging to master compared to *al-jumlah al-fi'liyyah*. This finding is supported by the test results of students who found *al-jumlah al-ismiyyah* more challenging to use than *al-jumlah al-fi'liyyah*. This difficulty is caused by the confusion and weakness of the student's mastery and the difficulty of the Arabic grammar method. The following is the teachers' view on *al-jumlah al-ismiyyah* and *al-jumlah al-fi'liyyah*: R1 said, "At-tarakib teaching in al-jumlah al-ismiyyah is easier to master because the basis of al-jumlah al-ismiyyah needs to be

subject and predicate only. Students have the most challenging time mastering tarkib in al-jumlah al-fi'liyyah because they are often confused with verbs, actors, and objects". R2 said, "Tarkib al-jumlah al-ismiyyah is quite difficult because students need to master tasrif 14 while al-jumlah al-fi'liyyah is easier because it depends on the address of ta'nis and tazkir only". R3 said, "In teaching at-tarakib, al-jumlah al-ismiyyah is the most difficult for students to master because of many changes". R4 said, "Al-jumlah al-ismiyyah is more difficult to master because students are confused between khabar, naat, and إضافة". R5 said, "Al-ismiyyah is difficult for students to master because students have to consider various elements such as number and gender and the interpretation of al-fi'l as well as tazkir and ta'nith". R6 said, " In my view, al-jumlah al-ismiyyah is difficult for students to master because it involves exchanging words according to dhomir and wazan in verbs. Students need to master ad-dhomir and al-af'al well". R7 said, "Al-ismiyyah is difficult because students are less concerned with the changes that need to be made in the خبر according to مفرد , مثنى and جمع".

In teaching *at-tarakib*, between *at-tarkib al-iḍafiyy* and *at-tarkib an-na'tiyy*, which is easy to master and which is difficult for students to master? Why is it difficult for students to master? Category: *At-tarkib al-iḍafiyy* and *at-tarkib an-na'tiyy.* Theme: Easy to master and difficult to master. Sub Theme: The difficulty of grammar methods, students' weaknesses, and lack of emphasis in the syllabus. While for *at-tarkib al-iḍafiyy* and *at-tarkib an-na'tiyy*, the interview findings show that five teachers stated that *at-tarkib an-na'tiyy* is more accessible to master than *at-tarkib al-iḍafiyy*. This finding differs from the students' test results, which show that *at-tarkib an-na'tiyy* is more challenging to use than *at-tarkib al-iḍafiyy*. From the teachers' view, this situation is caused by the difficulty of the Arabic grammar method, the weakness of the students, and the lack of emphasis on the Arabic language syllabus used. The following is the teachers' view on *at-tarkib al-iḍafiyy* and *at-tarkib an-na'tiyy*: R1 said, " Teaching at-tarkib an-na'tiyy is easier to master because its features are easier to remember, the addition of ال to two words or no ال. At-tarkib al-iḍafiyy is more challenging to master because it is necessary to remember two different features, (noun + noun), (noun + dhamir). R2 said, " At-tarkib al-iḍafiyy is quite difficult for students to master, while an-na'tiyy is too easy. It is difficult for students to translate one word into a word of wisdom". R3 said, "at-tarkib an-na'tiyy is the most difficult for students to master because it has various forms". R4 said, "at-tarkib an-na'tiyy is difficult because students need to master matters involving tawabi". R5 said, "At-tarkib al-iḍafiyy is difficult for students to master because students do not master مفردات well". R6 said, "In my opinion, at-tarkib al-iḍafiyy is quite difficult for students to master because this title is not emphasized much for students in Form 3". R7 said, "إضافي is difficult because you have to master several features such as isim + isim, zorof + isim, and isim + dhomir".

Based on the results of the test and the teachers' interview regarding the grammar sequence that is easy and difficult for students to master in learning Arabic grammar for the categories of *al-kalimat* and *at-tarakib*, it can be concluded that there is a grammar sequence that is easy and difficult for students to master in learning Arabic grammar. The difficulty of students in mastering Arabic grammar is due to several factors such as

students' confusion in the use of grammar methods, difficulty in Arabic grammar methods, students' weakness in understanding Arabic grammar which is due to lack of conversation practice, students' need to rely on memorization and dictionaries as well as TnL factors and the Arabic language syllabus that is used lacks emphasis on some aspects of Arabic grammar.

Based on the test for the *al-kalimat* category from the verb aspect, it was found that the verb *al-maḍi* is more difficult to master even though, in the teachers' view, the verb *al-maḍi* is more accessible to master than the verbs *al-amr* and *al-mudari'*. This finding proves that the students still lack the skills to master the verb *al-maḍi* without the teacher realizing it. This situation may cause teachers to give less emphasis to the verb *al-maḍi* in teaching Arabic grammar. The findings of this study also support studies conducted by (Nor & Ismail, 2017) and (S. Ismail et al., 2021), who have found that students find it challenging to master the verb *al-maḍi* in verse compared to the verb *al-mudari'*. Based on the researcher's research on the Kurikulum Standard Sekolah Menengah (KSSM-Standard Secondary School Curriculum) and Kurikulum Bersepadu Dini (KBD-Early Integrated Curriculum) syllabus used in SMKA, SABK, and SMAN, the verb *al-mudari'* is more emphasized in the TnL and syllabus compared to the verb *al-maḍi* and *al-amr*.

While from the aspect of the nouns *al-mufrad*, *al-muthanna*, and *al-jam'*, the results of tests and interviews prove that the noun *al-jam'* is more challenging to master, especially *jam' at-takthir* due to no specific method to form the word *al-jam'* as well as students have to rely on memorization and dictionaries. (W. R. W. Mokhtar et al., 2018) in his study also found difficulties for students to master the noun *al-jam'*, especially *jam' at-takthir*. From the gender aspect of *al-muzakkar* and *al-mu'annath*, it is more difficult for students to master the noun *al-mu'annath* due to students' confusion on the signs of *mu'annath* and difficulty distinguishing between *mu'annath haqiqi* and *majazi*. In addition, the textbooks and syllabus emphasize examples of the noun *al-muzakkar* over the noun *al-mu'annath*. This finding also supports a study by (Misnan & Ghazali, 2019), who found that students can more quickly master the noun *al-muzakkar* than the noun *al-mu'annath* in the construction of sentences.

While for the *at-tarakib* category, based on test results and interviews, it was found that students have a more challenging time mastering *al-jumlah al-ismiyyah* compared to *al-jumlah al-fi'liyyah* due to many changes in the verb as well as due to compatibility from the aspect of gender *muzakkar* and *mu'annath* as well as the changes that need to be in the خبر (predicate) according to the number of مفرد, مثنى, and جمع. As for *at-tarkib al-idafiyy* and *at-tarkib an-na'tiyy*, the test results show that *at-tarkib an-na'tiyy* is more challenging to master than *at-tarkib al-idafiyy* which differs from the teachers' view by stating *at-tarkib al-idafiyy* is more difficult for students to master. This finding proves that the students are still not good at mastering *at-tarkib an-na'tiyy* without the teacher realizing it. This situation may cause teachers to emphasize *at-tarkib al-idafiyy* more than *at-tarkib an-na'tiyy* in teaching Arabic grammar (Nor & Ismail, 2017) in their study also found that students have not been able to master *at-tarkib an-na'tiyy* well due to the failure of students to understand the method of *at-tarkib an-na'tiyy* which requires compatibility between الموصوف (which is described) and الصفة (adjective).

The findings of this study have proven that the students have an easy and challenging mastery sequence in learning Arabic grammar. Therefore, based on the study's results, the researcher suggested that the teaching method of Arabic grammar based on the sequence of student mastery should be practiced in TnL Arabic. Figure 2 below shows the *Maharah al-Qawaid al-Arabiyyah* model based on the sequence of student mastery in the teaching of Arabic grammar:
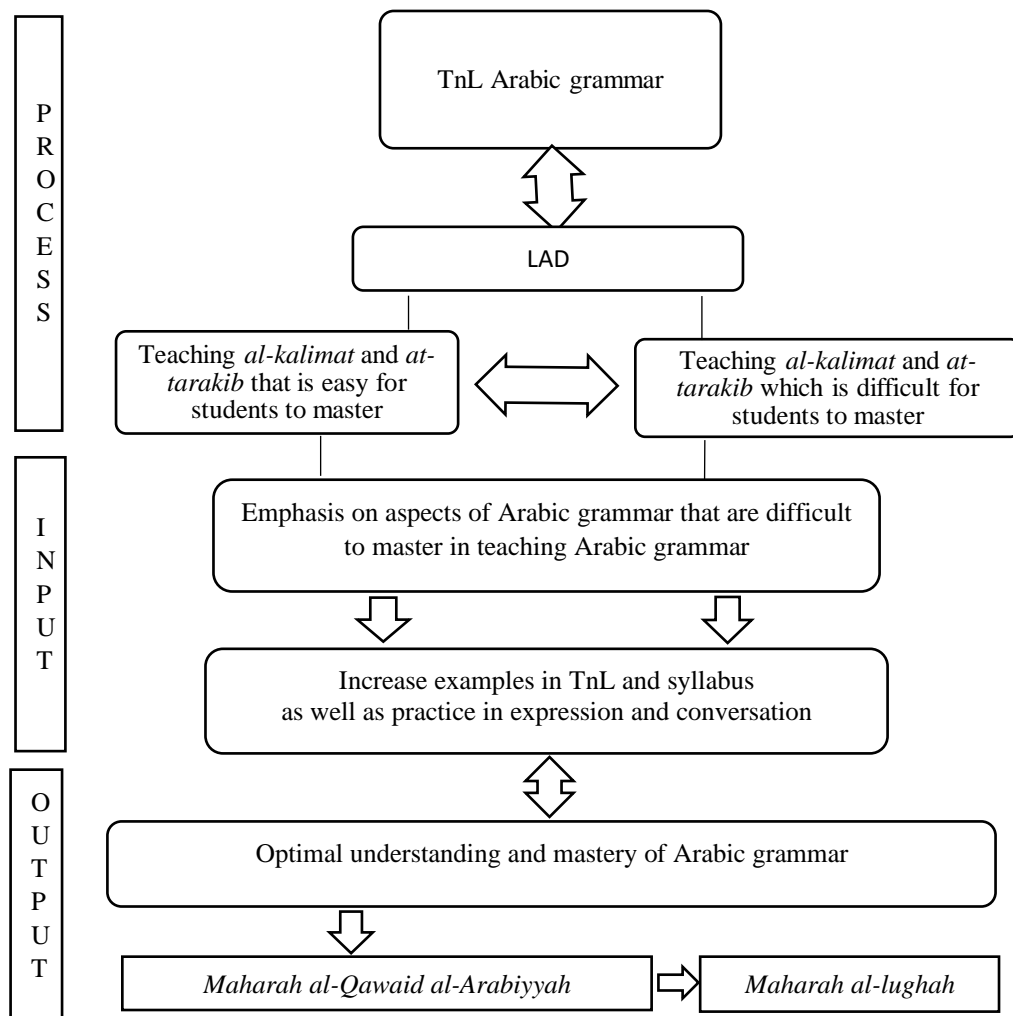

Figure 2. *Maharah Al-Qawaid Al-Arabiyyah* Model Based On The Sequence Of Student Mastery In Teaching Arabic Grammar

Based on Figure 2 above, after students go through the process of TnL Arabic grammar, the language acquisition device (LAD), which acts as a monitor, will determine the aspects of *al-kalimat* and *at-tarakib* that are easy and difficult for students to master. Emphasis on Arabic grammar, which is difficult for students to master is necessary by providing more input to students in order to reach an optimal level of understanding and mastery of Arabic grammar.

CONCLUSION

Teaching and learning Arabic grammar is essential to improve Arabic language skills (*maharah al-lughah*) apart from vocabulary. The weakness of students in learning Arabic grammar can impact students' performance in Arabic subjects. It is because a person is said to be fluent in a language when he can express words in writing or speaking by using vocabulary and grammar well. The development of the *Maharah al-Qawaid al-Arabiyyah* model in the teaching of Arabic grammar, is seen as a step to help address the problem of student mastery of Arabic grammar, through the approach of sequence elements that are easy and difficult for students to master. This resulting model can also be a reference and guide for academics and educators to improve teaching methods and the current syllabus to increase students' competence and confidence in acquiring Arabic grammar. It is in line with the vision and mission of the Ministry of Education Malaysia and the Malaysian Education Development Plan (PPPM) 2013-2025 (Kementerian Pendidikan Malaysia, 2015) in order to implement quality education in third language education as an additional language that will help the country's agenda to achieve the workforce which is competitive at the global level with skills in *maharah al-lughah.*

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