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 gawaid (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 (words) and also at-taraf (verse construction). Mastery of al-kalimat is essential to produce good at-taraf 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-
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 "يُشْتَرِيْ امِّيْ لَحْمًا وَدَجَاجًا" (My mother buys meat and chicken). In verse, students use the verb al-muzakkar "يُشْتَرِيْ" (he bought for men) for the verb al-mu’annath "امِّيْ" (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 (al-mufrad, al-muthanna, 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-idafah and the phrase as-sifah with a total percentage of 27.88%. For example, students make mistakes in the construction of the phrase as-sifah by using the phrase al-idafah in the verse يمکنني أن أقضي أوقات الهمة معاً أسرتي في بروناي (I can spend important time with my family in Brunei). The use of the word أوقات (times) in this verse is a mawṣuf (which is described) for the adjective (as-sifah) الهمة (essential). In Arabic grammar, adjectives, and mawṣuf must be compatible using alif lam. The word أوقات (times) should be inserted alif and lam as the adjective الهمة (essential). In that verse, it is clear that the students make mistakes in using the phrase as-sifah and also the phrase al-idafah. It is because the phrase al-idafah uses alif and lam differently than the phrase as-sifah.

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-idafiy 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-idafiy.

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)](https://example.com/figure1.png)

Other studies that also focus on the sequence of acquisition of grammatical morphemes, such as studies carried out by (Izumi & Isahara, 2004), (Kwon, 2010), (Bahrami, 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 Form 4. The sentence construction test aims to identify the order of mastery of Arabic grammar from the aspects of *al-kalimat* and *at-tarabik*. The test question has three parts, namely: part A: Focusing on the mastery of *al-kalimat* and *at-tarabik*. 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-ismiyah* verse with the verb *al-mudari* and *at-tarkib al-idafiyy*. Both, the verse *al-jumlah al-ismiyah* which has the verb *al-nda'i* and *at-tarkib an-na'ifiyy*. The construction of seven *al-jumlah al-ismiyah* 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'diyah*. 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>
<thead>
<tr>
<th>Categories of Student Grammar Morpheme Use</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly</td>
<td>1</td>
</tr>
<tr>
<td>Incorrectly</td>
<td>0</td>
</tr>
</tbody>
</table>

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 \(\times 1\), student score = number of correct uses \(\times 1\) + number of incorrect ones \(\times 0\). 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-tarikib* as shown in the table below:

Table 2 Analysis Of The Order Of Mastery Of Arabic Grammar For The Category Of Al-Kalimat
Based on table 2, for the category of verbs, it was found that students had an easier time mastering the verb al-mudari 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-madi with score percentage of 59.5%. The findings of this study show that the verb al-madi is more challenging to master than the verb al-mudari 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Correct Percentage</th>
<th>Incorrect Percentage</th>
<th>Order of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-jumlah al-ismiyah</td>
<td>69.0</td>
<td>31.0</td>
<td>2</td>
</tr>
<tr>
<td>Al-jumlah al-fi’liyyah</td>
<td>75.4</td>
<td>24.6</td>
<td>1</td>
</tr>
</tbody>
</table>

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-ismiyah, with a score of 69.0%. This finding shows that al-jumlah al-fi’liyyah is easier to master compared to al-jumlah al-ismiyah. While for the categories of at-tarkib al-idafiyy and at-tarkib an-na’tiyy, it was found that at-tarkib al-idafiyy 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-idafiyy.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Easy Mastered</th>
<th>Difficult Mastered</th>
<th>Order of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb Categories</td>
<td>Number of Respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb al-madi</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Verb al-mudari</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Verb al-amr</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Categories of Nouns by Number</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-mufrad</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Al-muthanna</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Al-jam’</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

| 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-ismiyah            | 1                        | 6           | 2             |
| Al-jumlah al-fi’liyyah          | 5                        | 2           | 1             |
| At-tarkib al-idafiyy            | 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-маði, al-مَعْدَارِي' 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-маði, al-مَعْدَارِي' and al-amr

Theme: Easiest and most challenging to master

Sub Theme: Confusing verbs and difficulties in grammatical methods

For the al-كَالِمَة category, four teachers said that the verb al-amr is more difficult for students to master when compared to the verbs al-مَعْدَارِي and al-маði. At the same time, the verb al-маði is more accessible to master than the verb al-مَعْدَارِي. This finding is different from the student test results, which show that the verb al-маði is more challenging to master. This difficulty is caused by the student's confusion about the form (تَصِرِيف) 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-مَعْدَارِي is the easiest to master because students are clear about the letters in front of it, such as (تَأْيِ). The verbs al-маði and al-amr are the most difficult because of their similar characteristics". R2 said, "al-fi'l al-маði and al-مَعْدَارِي' 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-маði and al-مَعْدَارِي' because students quickly memorize and understand. In contrast, the problematic to-master fi'l al-amr is confused with al-fi'l al-маði and al-مَعْدَارِي".

R4 said, "Al-Fi'l al-маði is easier because students start memorizing fi'l definitions in al-fi'l al-ma'di. Al-fi'l al-mudhari' is more difficult because students face confusion between the fi'l that shows muzakkar and muannah". R5 said, "Al-Fi'l al-маði 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-маði 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-маði is the easiest for students to master because they are used to examples of al-fi'l al-маði. Al-mudhari' is the most difficult for students to master because the changes between al-mudfrad, al-muthanna, and al-jam' are significant".

The nouns (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-muannath, 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-muannath, 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-muannath 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-muannath 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-muannath as-salim is the easiest because you
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-mu'annath is the most difficult to master because students are confused between the noun al-mu'annath which has no ta', and the noun al-muzakkar". R2 said, "al-mu'annath is difficult because there are fractions for مجزايجزاء and مجزايجزاء is more difficult to recognize". R3 said, "mu'annath majazi because the words are lacking and have no signs. R4 said, "mu'annath majazi because there is no مجزايجزاء address". R5 said, "Students find it difficult to identify the signs of mu'annath such as (ي, ا،ة) and do not master mufradat". R6 said, "The aspect of mu'annath is quite difficult to master because it involves several fractions. Students need to know the signs and memorize diligently". R7 said, "mu'annath 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'iliyyah, 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'iliyyah. 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'iliyyah. 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'iliyyah. 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'iliyyah: 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-ismiyah 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-ismiyah is the most difficult for students to master because of many changes". R4 said, "Al-jumlah al-ismiyah is more difficult to master because students are confused between khabar, naat, and إضافة". R5 said, "Al-ismiyah is difficult for students to master because students have to consider various elements such as number and gender and the interpretation of alf'il as well as tazkir and ta'nith". R6 said, "In my view, al-jumlah al-ismiyah 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-ismiyah is difficult because students are less concerned with the changes that need to be made in the words according to خير مثلى, مفردة جمع إضافة".

In teaching at-tarakib, between at-tarkib al-idafiyy 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-idafiyy 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-idafiyy 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-idafiyy. 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-idafiyy. 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-idafiyy 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 إضافة to two words or no ال. At-tarkib al-idafiyy is more challenging to master because it is necessary to remember two different features, (noun + noun), (noun + dhamir). R2 said, "At-tarkib al-idafiyy 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-idafiyy is difficult for students to master because students do not master مفردات well". R6 said, "In my opinion, at-tarkib al-idafiyy is quite difficult for students to master because this title is not emphasized much for students in Form 3". R7 said, "إضافة is difficult because you have to master several features such as isim + isim, زروف + 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-muḥanāna, 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‘anānath, it is more difficult for students to master the noun al-mu‘anānath due to students’ confusion on the signs of mu‘anānath and difficulty distinguishing between mu‘anānath haqqi and majazi. In addition, the textbooks and syllabus emphasize examples of the noun al-muzakkar over the noun al-mu‘anānath. 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‘anānath 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‘iyyah due to many changes in the verb as well as due to compatibility from the aspect of gender muzakkar and mu‘anānath as well as the changes that need to be in the خبر (predicate) according to the number of مثى، مفرد، and جمع. As for at-tarikib al-idafiyy and at-tarikib an-na‘tiyy, the test results show that at-tarikib an-na‘tiyy is more challenging to master than at-tarikib al-idafiyy which differs from the teachers’ view by stating at-tarikib al-idafiyy is more difficult for students to master. This finding proves that the students are still not good at mastering at-tarikib an-na‘tiyy without the teacher realizing it. This situation may cause teachers to emphasize at-tarikib al-idafiyy more than at-tarikib an-na‘tiyy in teaching Arabic grammar (Nor & Ismail, 2017) in their study also found that students have not been able to master at-tarikib an-na‘tiyy well due to the failure of students to understand the method of at-tarikib an-na‘tiyy which requires compatibility between الموصوف (which is described) and الموضرة (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:

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-Aрабیyyah 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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