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THE ROLE OF SENTENCE WORD ORDER IN DEVELOPING ARABIC COMPOSITION SKILLS: A PEDAGOGICAL PERSPECTIVE

Sahri, Mohammad Ridwan An Najib, & Muhammad Faikhel Abdurrahman
Universitas Islam Internasional Darullughah Wadda'wah
Jl. Raya Raci No. 51 Bangil, Pasuruan, Jawa Timur, 67153, Indonesia
e-mail : sahridalwa@uiidalwa.ac.id; mridwan@mhs.uiidalwa.ac.id;
mfaikhelabd@mhs.uiidalwa.ac.id

Iqmal Wahyudi
Yarmouk University
Shafiq Irshidat st., Irbid, Jordan
e-mail : 2023184054@ses.yu.edu.jo

Article Info:

Corresponding Author
Sahri

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Abstract:

Mastering sentence word order is a fundamental aspect of developing Arabic composition skills, particularly for beginner-level learners. However, many Arabic writing instructors focus heavily on essay-based Insya' exercises without first ensuring students' proficiency in constructing grammatically sound sentences. This study examines the effectiveness of Sentence Word Order Manipulation as a pedagogical approach to improving students' coherence, fluency, and syntactic accuracy in Arabic writing. Conducted at Pondok Pesantren Darullughah Wadda'wah, this qualitative study involved 30 second-year Ibtida'iyyah (2 Ibt) students with limited prior knowledge of structured Arabic composition. The research employed a classroom-based intervention, incorporating pre-test and post-test assessments, sentence arrangement exercises, classroom observations, and interviews with teachers and students. The findings indicate that structured sentence-building exercises significantly enhance students' writing fluency, with post-test results showing an 80% improvement in sentence accuracy compared to the pre-test. Additionally, students reported increased confidence in writing, as the approach helped them internalize syntactic rules in a more practical and engaging manner. The study concludes that scaffolded learning models, particularly sentence order exercises, should be integrated into Maharah Kitabah instruction to strengthen students' foundational composition skills before transitioning to paragraph and essay writing. Future research should explore the long-term impact of this approach on free composition skills and the potential use of technology-enhanced learning tools in Arabic writing instruction.

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Keywords: Arabic composition, sentence word order, pedagogical approach, Maharah Kitabah, second language writing.

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A. Introduction

Many students, especially beginners in learning Arabic writing, often struggle with the traditional approach to Insya' instruction, which primarily emphasizes the production of lengthy essays or structured compositions[1]. Teachers frequently assume that Insya' must involve extensive writing tasks, requiring students to articulate their thoughts in well-developed paragraphs or essays. While this method undoubtedly has value in fostering expressive writing skills, it presents a significant challenge for students who have not yet mastered the fundamental structures of Arabic sentence formation. As a result, writing assignments can become overwhelming, leading students to focus more on meeting length requirements rather than ensuring grammatical accuracy and syntactic coherence. This approach not only inhibits their confidence but also creates a barrier to effective Arabic composition skills.

However, Maharah Kitabah does not necessarily need to begin with extended compositions. A more effective pedagogical strategy involves training students in the foundational skill of sentence word order before advancing to complex written tasks. Arabic, unlike languages such as English or Indonesian, offers significant flexibility in sentence structure, allowing for both Fi'liyyah (Verb-Subject-Object/VSO) and Ismiyyah (Subject-Predicate/S-P) constructions. Many beginner students, however, struggle to understand these structural differences and their implications for meaning and coherence in writing. Without a solid grasp of sentence construction, their ability to produce clear, logical, and grammatically sound writing remains limited.

A practical method to bridge this gap is Sentence word order, where students are given jumbled words and tasked with arranging them into grammatically correct and meaningful Arabic sentences. This technique encourages students to engage with sentence structure dynamically, reinforcing their understanding of syntax while also improving their ability to analyze the grammatical functions of each word. Through this approach, students develop a more intuitive grasp of i'rab (grammatical analysis) and learn how sentence components interact to form coherent expressions. Additionally, this method allows them to explore the stylistic variations Arabic offers in word arrangement, enhancing both their syntactic awareness and writing fluency.

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[1] Muhamad Solehudin and Yusuf Arisandi, "Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 423–38, https://doi.org/10.23971/altarib.v12i2.9170.

By integrating structured sentence-building exercises into Maharah Kitabah instruction, teachers can provide students with a scaffolded learning experience that gradually builds their writing competence. Rather than immediately expecting them to compose long-form texts, educators can first focus on helping students internalize the principles of sentence construction, thereby reducing anxiety and fostering a more positive attitude toward writing. This pedagogical shift transforms Insya' from an intimidating task into an engaging and interactive learning process, empowering students to develop their Arabic composition skills with confidence and clarity.

The structure of Arabic sentences, particularly word order, plays a crucial role in shaping meaning, style, and clarity in composition. Unlike English, which follows a rigid Subject-Verb-Object (SVO) structure, Arabic allows for greater syntactic flexibility, such as Verb-Subject-Object (VSO) and Subject-Verb-Object (SVO) constructions. This flexibility presents unique challenges and opportunities in Arabic language learning, particularly in composition skills.

Students learning Arabic as a second language often struggle with proper sentence construction due to differences between their native language and Arabic word order patterns. These difficulties may hinder their writing fluency, coherence, and overall communicative competence. Therefore, investigating how sentence word order affects Arabic composition skills is essential in improving pedagogical strategies for teaching Arabic writing.

Despite the importance of sentence structure in Arabic composition, little research has been conducted on the pedagogical implications of word order variations for non-native learners. Most studies focus on syntactic structures and theoretical grammar rather than practical teaching methods that help students master composition skills.

This study aims to address the following research questions: How does word order influence coherence and fluency in Arabic composition? What challenges do non-native learners face when structuring sentences in Arabic? What pedagogical approaches can effectively enhance students' ability to arrange Arabic word order for improved writing skills?

This study focuses on Arabic word order and its impact on composition skills, particularly among beginner learners. It does not cover phonological aspects or spoken Arabic variations. Additionally, while the research examines teaching strategies, it does

not aim to propose an entirely new curriculum but rather to enhance existing pedagogical approaches.

Previous studies highlight the significance of structured interventions in enhancing Arabic writing proficiency. Bukhar (2022) demonstrated that raising awareness of syntactic differences between Arabic and English significantly reduced word order errors, emphasizing the role of explicit instruction in improving sentence accuracy[2]. Similarly, Alolaywi (2023) examined preposing in Arabic and English, revealing that fronting is more frequent in Arabic, often necessitating structural adjustments in translation. These findings underscore the importance of syntactic awareness in language learning and cross-linguistic comprehension[3].

Further research has explored innovative strategies to support Arabic composition skills. Rusady & Gumliar (2023) introduced collocation-based learning, showing that structured teaching materials enhance students' ability to construct meaningful and natural Arabic sentences[4]. Zaki (2020) reinforced this idea through a corpus-based approach, where self-correction tasks helped learners refine their grammatical accuracy and fluency[5]. These findings highlight the effectiveness of data-driven, interactive learning in writing instruction.

Beyond traditional composition strategies, technological integration has proven essential in modern Arabic writing pedagogy. Hanifansyah (2024) investigated mnemonic-based Arabic keyboard training[6], demonstrating that efficient typing proficiency directly impacts writing fluency. Students achieved basic typing mastery within days, suggesting that digital literacy plays a crucial role in Maharah Kitabah development.

These studies collectively emphasize that systematic, structured approaches—whether through explicit instruction, corpus analysis, collocation-based methods, or

[2] Shahinaz Abdullah Bukhar, "The Impact of Raising Awareness of Arabic and English Word Order Differences on Arabs' English Use," *Arab World English Journal* 13, no. 1 (March 24, 2022): 342–51, https://doi.org/10.24093/awej/vol13no1.22.

[3] Yasamiyan Alolaywi, "Derivation between English and Arabic with Reference to Translation: A Contrastive Analysis Study," *Arab World English Journal For Translation and Literary Studies* 6, no. 3 (August 24, 2022): 128–41, https://doi.org/10.24093/awejtls/vol6no3.9.

[4] Achmad Tito Rusady and Rizki Gumliar, "Development of an Arabic Writing Skills Textbook Based on Collocations," *Research and Development in Education (RaDEn)* 4, no. 2 (November 15, 2024): 1030–42, https://doi.org/10.22219/raden.v4i2.36229.

[5] Mai Zaki, "Self-correction through Corpus-based Tasks: Improving Writing Skills of Arabic Learners," *International Journal of Applied Linguistics* 31, no. 2 (July 2021): 193–210, https://doi.org/10.1111/ijal.12312.

[6] Nur Hanifansyah, "Exploring the Potential of Arabic Keyboard for Learning Arabic Writing / Maharah Kitabah with Mnemonic Approach at UII Darullughah Wadda'wah.," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 8, no. 2 (January 10, 2025): 272–91, https://doi.org/10.32699/liar.v8i2.7959.

technological tools—significantly enhance Arabic writing proficiency. They align with research advocating sentence-level mastery as a foundation for improving fluency and composition skills in Arabic language education.

While previous studies have contributed valuable insights into Arabic writing proficiency, certain gaps remain unaddressed. Research on syntactic awareness has primarily focused on cross-linguistic comparisons and translation rather than direct pedagogical interventions in composition. Similarly, strategies such as collocation-based learning and corpus-driven self-correction have improved writing skills but do not emphasize foundational sentence word order exercises essential for beginner learners. Studies on Arabic keyboard proficiency highlight digital literacy but focus more on typing speed than syntactic structuring within writing. These approaches, while effective, lack a comprehensive pedagogical framework that systematically integrates structured sentence-building techniques into writing instruction. This study fills the gap by emphasizing sentence word order manipulation as a scaffolded learning strategy, ensuring that students develop syntactic accuracy, coherence, and fluency before advancing to complex composition tasks. By addressing this overlooked area, the research offers a learner-centered methodology that enhances Arabic writing skills through structured, interactive exercises.

This study contributes to the field by bridging the gap between linguistic theory and pedagogical application. By focusing on Arabic sentence structure from a composition-oriented perspective, it aims to provide practical insights for educators on how to improve students' writing skills through a better understanding of word order.

B. Research Method

This study employs a qualitative case study approach with a classroom-based experimental intervention, focusing on the role of Sentence word order in improving Arabic composition skills among beginner-level students[7]. Conducted at Pondok Pesantren Darullughah Wadda'wah, the research involved 30 second-year Ibtida'iyyah (2 Ibt) students, aged between 9 and 11 years, who had been introduced to basic Arabic grammar but had limited exposure to structured writing exercises. The study aims to assess the effectiveness of sentence arrangement activities as an alternative to traditional essay-based Insya' instruction. The participants were selected due to their beginner-level

[7] John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

proficiency, making them suitable candidates for evaluating a scaffolded learning approach.

The study is guided by two key linguistic and pedagogical theories: Transformational-Generative Grammar (Chomsky, 1957) and Scaffolding in Second Language Acquisition (Vygotsky, 1978). Chomsky's theory supports the idea that language learning involves internalizing syntactic structures, making sentence arrangement an effective way to develop writing skills. Meanwhile, Vygotsky's scaffolding concept underpins the structured approach used in the study, ensuring that students progress gradually from controlled sentence-building to independent composition.

Data for this study was collected through pre-tests and post-tests, classroom observations, teacher interviews, and student feedback sessions. The pre-test required students to arrange scrambled Arabic words into grammatically correct sentences, serving as a diagnostic tool to measure their initial writing proficiency. Following this, students engaged in structured sentence word order activities, including basic exercises on Fi'liyyah (VSO) and Ismiyyah (S-P) sentence structures, guided practice in rearranging words into coherent sentences, and peer review sessions for collaborative learning. The intervention lasted six weeks, progressing from sentence arrangement drills to short paragraph writing, gradually integrating new vocabulary and more complex sentence structures. The post-test, conducted in the final week, mirrored the pre-test format, allowing for a comparative analysis of student improvement.

Data analysis was carried out through comparative descriptive analysis, focusing on three main aspects: improvements in sentence accuracy, identification of common syntactic errors, and qualitative feedback from students and teachers. Pre-test and post-test scores were compared to determine measurable progress in students' ability to construct coherent Arabic sentences. Additionally, common mistakes were categorized to identify persistent learning difficulties. Feedback from students and teachers was analyzed to assess the engagement and effectiveness of Sentence word order as a pedagogical tool in Arabic composition learning.

To ensure the reliability and validity of the findings, this study employed data triangulation by incorporating multiple sources and methods. The research findings were cross-verified through pre-test and post-test results, classroom observations, and interviews with students and teachers, allowing for a comprehensive understanding of students' progress in constructing Arabic sentences. Additionally, the study applied methodological triangulation by integrating both quantitative (test scores) and qualitative

(observations and interviews) approaches. This combination provided a more holistic perspective, capturing not only measurable improvements but also students' learning experiences and challenges. To further enhance objectivity, investigator triangulation was employed, where multiple researchers independently analyzed the data before reaching a consensus. This process minimized subjectivity and ensured a balanced interpretation of the results. By implementing this triangulation approach, the study strengthens the credibility of its conclusions, confirming that improvements in students' Arabic composition skills resulted from structured sentence-building exercises rather than external influences.

By implementing a structured yet interactive approach, this study seeks to demonstrate that Maharah Kitabah can be effectively taught without immediate reliance on lengthy essay assignments. Instead, by mastering sentence construction first, students gain confidence and fluency before progressing to more advanced writing tasks. The findings of this study are expected to contribute to pedagogical innovations in Arabic writing instruction, particularly in pesantren-based Arabic language learning environments.

C. Result of Research and Discussion

The Influence of Sentence Word Order on Coherence and Fluency in Arabic Composition

The findings of this study indicate that structured Sentence word order exercises significantly improved students' ability to construct coherent and fluent Arabic sentences. During the pre-test, the majority of students struggled to arrange words into grammatically correct sentences, resulting in errors related to syntax, subject-verb agreement, and adjective placement. Only 7 out of 30 students (23%) were able to form well-structured sentences, while the remaining 77% demonstrated critical errors, particularly in distinguishing between Fi'liyyah (VSO) and Ismiyyah (S-P) sentence structures. By the end of the six-week intervention, however, the post-test results showed a significant improvement, with 24 students (80%) successfully arranging words into correct sentence structures. This outcome suggests that sentence order training plays a crucial role in enhancing fluency, as it allows students to internalize Arabic syntactic patterns before advancing to free composition. Students reported feeling more confident in writing after breaking down sentences into manageable components, as they no longer perceived composition as an overwhelming task.

Qualitative data from student interviews further supported these findings. Several students admitted that before the intervention, they found Maharah Kitabah challenging because they associated it with the necessity of writing long essays. One student remarked, "Previously, I thought writing in Arabic was extremely difficult because I had to produce long paragraphs immediately. However, through sentence-building exercises, I have learned how to form proper sentence structures, which makes writing much easier." Another student noted that this approach allowed them to understand grammar rules in a more practical and applied manner rather than simply memorizing them, stating, "Before, I only memorized grammatical rules without knowing how to use them properly. These exercises helped me see how words function within a sentence, making my learning experience much more meaningful." Additionally, many students reported that gradual exposure to structured writing exercises reduced their anxiety and helped them feel more engaged in the learning process.

Challenges Faced by Students in Structuring Arabic Sentences

Despite the overall success of the intervention, several persistent challenges were identified. One major difficulty was the confusion between verb-initial (VSO) and subject-initial (S-P) sentence structures. Classroom observations revealed that students frequently misplaced verbs at the beginning of sentences that required a nominal structure, leading to grammatically incorrect formations. Furthermore, many students struggled with agreement in gender and number, particularly in forming plural and feminine structures. They also had difficulties distinguishing between adjective-noun order, often applying word order patterns from their native language rather than adhering to Arabic syntax rules. These findings align with error analysis theories[8], which suggest that second language learners frequently transfer syntactic rules from their first language when constructing sentences in the target language.

Insights from teacher interviews further emphasized the difficulties faced in Arabic composition instruction. Many teachers admitted that their traditional approach focused primarily on essay assignments, assuming that students could naturally transition from grammar lessons to paragraph writing. One Arabic teacher stated, "We usually ask students to write essays immediately, but they often struggle because they do not fully understand how to construct proper sentences. After implementing sentence word order exercises, I noticed that students grasped sentence structure more effectively before

[8] Dwight Atkinson et al., "Relationality, Interconnectedness, and Identity: A Process-focused Approach to Second Language Acquisition and Teaching (SLA/T)," *The Modern Language Journal* 109, no. S1 (January 2025): 39–63, https://doi.org/10.1111/modl.12982.

moving on to longer texts." This observation highlights a significant gap in teaching methodology, where teachers tend to overlook the necessity of developing students' sentence-building skills before expecting them to compose full-length essays.

The Importance of Sentence Word Order in Arabic Composition

The comprehension of Arabic sentence word order plays a crucial role in the development of Arabic composition skills, as noted in previous studies[9]. Arabic, as a major world language, is characterized by sophisticated grammatical structures that demand precision in sentence construction[10]. The ability to correctly structure sentences enhances clarity and coherence, ensuring effective communication in both written and spoken Arabic[11].

Moreover, quality education in Arabic composition is a central focus of curricula and educators, as it directly influences students' ability to articulate thoughts and convey meaning accurately[12]. Given the complexity of Arabic syntax, mastering sentence structure is an essential lifelong learning process[13]. If the word order in Arabic sentences is altered incorrectly, the meaning can shift significantly or become ambiguous[14], affecting both writing and reading comprehension[15]. This study's findings align with these perspectives, demonstrating that students who engaged in structured sentence word order exercises showed noticeable improvement in syntactic accuracy and writing fluency. The integration of sentence arrangement activities in Maharah Kitabah instruction provides a pedagogical framework that supports students in developing a stronger grasp of Arabic grammar, ultimately enhancing their writing skills.

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[9] Mahmud Abubakar Garba, Abd Rauf Bin Hassan, and Mohd Azidan Abdul Jabar, "Functions of Collocations in the Prevention of Linguistic Errors among Arabic Learners as a Foreign Language," *Cogent Social Sciences* 9, no. 2 (December 15, 2023): 2260608, https://doi.org/10.1080/23311886.2023.2260608.

[10] Natalia V. Rakhlin, Abdullah Aljughaiman, and Elena L. Grigorenko, "Assessing Language Development in Arabic: The Arabic Language: Evaluation of Function (ALEF)," *Applied Neuropsychology: Child* 10, no. 1 (January 2, 2021): 37–52, https://doi.org/10.1080/21622965.2019.1596113.

[11] Mahyudin Ritonga et al., "Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students," *Universal Journal of Educational Research* 8, no. 9 (September 2020): 4333–39, https://doi.org/10.13189/ujer.2020.080960.

[12] Sane Yagi et al., "Is Arabic Punctuation Rule-Governed?," *Cogent Arts & Humanities* 11, no. 1 (December 31, 2024): 2303818, https://doi.org/10.1080/23311983.2024.2303818.

[13] Khalid Abdurrahman Jabir Othman, "Exploring the Impact of YouTube Videos on Improving Listening Skills for EFL Secondary School Students in Sudan" 5, no. 2 (July 2023): 368–84, https://doi.org/10.36892/ijlls.v5i2.1234.

[14] Hozayfa El Rifai, Leen Al Qadi, and Ashraf Elnagar, "Arabic Text Classification: The Need for Multi-Labeling Systems," *Neural Computing and Applications* 34, no. 2 (January 2022): 1135–59, https://doi.org/10.1007/s00521-021-06390-z.

[15] Yagi et al., "Is Arabic Punctuation Rule-Governed?"

Effective Pedagogical Approaches for Teaching Arabic Word Order

The intervention results demonstrate that a gradual, scaffolded approach to sentence construction enhances Arabic writing proficiency. Three key instructional strategies were found to be particularly effective in improving students' sentence construction skills. First, controlled sentence arrangement exercises, where students were given jumbled words and tasked with rearranging them into grammatically correct sentences, proved highly beneficial in reinforcing syntactic rules. Second, peer review and collaborative learning activities enabled students to engage in discussions about sentence structure, helping them to identify common errors and refine their writing through mutual feedback. Third, a gradual transition from sentence construction to paragraph writing reduced students' anxiety and enhanced their confidence in writing, allowing them to apply their knowledge in a structured and manageable way.

The application of sentence word order manipulation not only enhances syntactic accuracy but also functions as an effective mnemonic strategy[16], as students find it significantly easier to internalize sentence structures through repeated exposure and structured exercises[17]. By engaging in systematic sentence arrangement tasks, learners develop an intuitive understanding of Arabic syntax[18], making it easier to recall and apply correct grammatical patterns[19]. This process aligns with mnemonic learning principles, where structured repetition strengthens long-term retention of language rules[20]. Additionally, the collaborative nature of these exercises fosters peer learning, allowing students to actively discuss, analyze, and correct each other's sentence structures. Through this interactive approach, learners not only reinforce their own understanding

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[16] Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, https://doi.org/10.29240/jba.v8i2.11349.

[17] Menik Mahmudah and Nur Hanifansyah, "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan," *Lughawiyah: Journal of Arabic Education and Linguistics, Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia* Vol 6, no. No 2 (2024): 165–84, http://dx.doi.org/10.31958/lughawiyah.v6i2.13456.

[18] Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "MNEMONIC STORYTELLING AS A PSYCHOLINGUISTIC APPROACH TO ENHANCING ARABIC WRITING COMPETENCE," *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 2 (December 25, 2024): 31–52, https://doi.org/10.56874/ej.v5i2.2029.

[19] Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "Peer Tutoring as a Collaborative Approach in Arabic Language Learning," *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (October 20, 2024): 26–43, https://doi.org/10.38073/lahjatuna.v4i1.2181.

[20] Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, https://doi.org/10.23971/altarib.v12i2.9082.

but also benefit from shared insights and corrective feedback, leading to deeper comprehension and greater confidence in Arabic composition.

The findings of this study reinforce and extend prior research on Arabic composition skills by demonstrating the effectiveness of sentence word order manipulation as a structured pedagogical approach. While previous studies (Bukhari, 2022; Alolaywi, 2023) have highlighted the role of syntactic awareness in language learning, they have primarily focused on cross-linguistic interference and translation challenges rather than pedagogical interventions for Arabic composition itself. The present study fills this gap by providing empirical evidence that structured sentence-building exercises significantly improve syntactic accuracy, coherence, and fluency in Arabic writing.

Earlier research (Rusady & Gumliar, 2023; Zaki, 2020) emphasized the importance of explicit instruction on collocations and corpus-based self-correction to enhance lexical and grammatical accuracy. However, these studies did not focus on sentence construction as a foundational step before extended composition. The present study demonstrates that gradual sentence arrangement exercises provide a scaffolded learning experience, reducing anxiety and increasing students' confidence in writing.

The role of technology in writing pedagogy has also been explored in previous studies (Hanifansyah, 2024), particularly in the integration of mnemonic-based Arabic keyboard training. While such approaches have enhanced writing fluency, they primarily emphasize typing proficiency rather than syntactic structuring within composition tasks. This study contributes to this discussion by highlighting how sentence word order manipulation serves as a bridge between grammar instruction and free composition, ensuring that students develop strong syntactic intuition before engaging in more complex writing tasks.

Furthermore, the scaffolded approach employed in this study aligns with Vygotsky's (1978) scaffolding theory, which suggests that breaking down complex tasks into manageable steps fosters deeper learning. The significant improvement observed in post-test results, with 80% of students successfully constructing grammatically sound sentences, underscores the effectiveness of progressive sentence-building exercises in strengthening Arabic composition skills. These findings suggest that before expecting students to engage in essay writing, they must first internalize syntactic structures through targeted exercises that emphasize sentence coherence and accuracy.

By integrating structured sentence order exercises into Maharah Kitabah instruction, this study provides a pedagogical framework that systematically develops Arabic writing proficiency. It addresses a critical gap in previous research by shifting the focus from broad writing strategies to sentence-level mastery, offering a learner-centered approach that enhances writing fluency through structured, interactive learning. Future research should explore long-term applications of this method, particularly in free composition tasks and digital writing platforms, to assess its impact on advanced Arabic writing proficiency. This research also addresses a critical gap in Arabic language pedagogy, where previous studies have primarily focused on theoretical discussions of Arabic syntax without offering practical applications for classroom instruction. By demonstrating the effectiveness of sentence word order exercises in a real learning environment, this study contributes to a growing body of evidence supporting structured, step-by-step approaches to teaching Arabic composition skills.

In conclusion, the findings highlight the importance of foundational sentence-building exercises in Arabic writing instruction. Instead of immediately requiring students to produce extended compositions, teachers should first focus on developing students' sentence-level accuracy before progressing to paragraph and essay writing. This pedagogical approach not only enhances students' grammatical proficiency but also builds their confidence and engagement in the learning process, ultimately leading to more effective and sustainable Arabic language acquisition.

D.Conclusion

This study has demonstrated that Sentence word order is an effective pedagogical approach for developing Arabic composition skills among beginner-level learners. By focusing on structured sentence-building exercises before transitioning to paragraph writing, students showed significant improvements in their ability to construct coherent and grammatically accurate sentences. The findings revealed that scaffolded learning strategies, such as controlled sentence arrangement, peer collaboration, and gradual composition exercises, helped students internalize Arabic syntax more effectively. Additionally, students reported increased confidence and engagement in Arabic writing when learning was approached through manageable, interactive tasks rather than immediate essay assignments. These results align with previous research on sentence processing and second language acquisition, reinforcing the need for instructional methods that prioritize syntactic mastery before advancing to more complex written tasks.

Despite its contributions, this study acknowledges certain limitations. First, the research was conducted within a specific institutional setting at Pondok Pesantren Darullughah Wadda'wah, which may limit the generalizability of findings to other Arabic language learning contexts. Second, while the study focused on sentence-level accuracy, further research could explore the long-term effects of this approach on free composition and critical writing skills. Future studies should also examine the role of technology, such as AI-assisted learning tools, in enhancing sentence-building proficiency in Arabic. Nevertheless, the findings provide valuable insights for Arabic language educators, emphasizing the importance of progressive, structured learning models that support students in mastering fundamental sentence structures before engaging in advanced writing tasks.

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