

Level of Mastery of Arabic Sentence Writing Skills and Motivation among Students in Religious Classes At National Secondary Schools

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DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0352>

Received: 17 May 2026; Accepted: 22 May 2026; Published: 18 June 2026

ABSTRACT

This study aims to identify the level of Arabic sentence writing skills among students in the Religious Stream Class (KAA) at National Secondary Schools in the Hulu Langat district. This study employed a quantitative survey design involving 200 form Two students as respondents. The research instrument consisted of a questionnaire developed to measure students' writing proficiency based on several key aspects, including vocabulary usage, sentence construction and idea development. The data were analysed using descriptive statistics to obtain the mean and standard deviation values. The findings revealed that the level of Arabic sentence writing skills among students was at a moderate level, with an overall mean score of 3.61. Further analysis indicated that students demonstrated better performance in basic writing aspects. However, they still faced difficulties in more complex areas such as diverse vocabulary usage and idea development. The findings imply that continuous efforts are needed to enhance students' writing skills through more effective and student-centred teaching approaches.

Keywords: Arabic sentence writing skills, student motivation, religious stream class (KAA), writing proficiency, student-centred teaching

INTRODUCTION

Writing skill is recognised as one of the most complex skills in second language acquisition because it requires learners to simultaneously master multiple linguistic components such as vocabulary, grammar, syntax, and idea organisation. In the context of Arabic language learning, writing skill plays an essential role in enabling students to communicate ideas effectively and demonstrate comprehensive language mastery. Among students in the Religious Stream Classes (Kelas Aliran Agama, KAA) at National Secondary Schools in Malaysia, the mastery of Arabic writing skills is particularly important as Arabic functions not only as an academic subject but also as a language closely associated with Islamic knowledge and religious understanding.

Despite continuous exposure to Arabic language learning at school, many students still experience difficulties in mastering Arabic writing skills, particularly in sentence construction, vocabulary usage, grammatical accuracy, and idea development. Previous studies reported that students often struggle to organise ideas coherently and construct meaningful Arabic sentences due to limited vocabulary mastery and weak grammatical understanding (Abdul Malik & Mohammad Taufiq, 2023; Zulaeha, 2022). In addition, students were found to face difficulties in applying appropriate sentence structures and discourse markers in Arabic writing, which consequently affects the quality and clarity of their written expression. These challenges indicate that Arabic writing skill remains one of the most difficult language skills to be mastered among secondary school students learning Arabic as a second language.

In addition to linguistic factors, non-linguistic factors such as motivation, teaching approaches, teacher support, and learning environment also contribute significantly to students' writing performance. Motivation is widely recognised as an important determinant in second language learning because motivated learners tend to demonstrate greater engagement, persistence, and willingness to improve their language abilities. According to Self-Determination Theory proposed by Ryan and Deci (2000), students' motivation can be categorised into intrinsic and extrinsic motivation, both of which influence learning behaviour and academic achievement. In the

context of Arabic writing, students who possess higher motivation are more likely to participate actively in writing activities, practise consistently, and demonstrate greater confidence in expressing ideas through writing.

Several previous studies have examined Arabic language learning from various perspectives, including vocabulary mastery, grammar acquisition, reading comprehension, and general language proficiency. Other studies also explored students' motivation towards learning Arabic as a foreign or second language. However, studies specifically focusing on the mastery of Arabic sentence writing skills and its relationship with students' motivation among Religious Stream Class students in National Secondary Schools remain limited, particularly within the Malaysian secondary school context. Most previous studies concentrated on university students or general Arabic language achievement rather than specifically examining sentence writing skills among KAA students.

Therefore, this study was conducted to identify the level of mastery of Arabic sentence writing skills and the level of motivation among students in the Religious Stream Classes (KAA) at National Secondary Schools in the Hulu Langat district. In addition, this study also examines the relationship between students' motivation and their mastery of Arabic sentence writing skills. The findings of this study are expected to contribute to the existing literature on Arabic language education and provide useful insights for educators in designing more effective and student-centred teaching strategies to improve students' Arabic writing proficiency.

Problem Statement

Writing skill is one of the most challenging skills to master in second language learning because it requires learners to integrate multiple linguistic components simultaneously, including vocabulary, grammar, syntax, and idea organisation. In the context of Arabic language learning, students are expected not only to understand the language theoretically but also to apply it effectively in written communication. However, despite years of formal exposure to Arabic language education at the school level, many students still demonstrate weaknesses in Arabic writing skills, particularly in sentence construction and idea development.

Previous studies have reported that students frequently experience difficulties in mastering Arabic vocabulary, grammatical structures, and sentence arrangement, which consequently affect their ability to produce meaningful and coherent writing (Abdul Malik & Mohammad Taufiq, 2023; Zulaeha, 2022). Weaknesses in syntax, morphology, discourse markers, and sentence expansion were also identified as major factors contributing to poor Arabic writing performance among students. Furthermore, students often struggle to diversify writing styles and organise ideas systematically, indicating that their writing proficiency remains limited to basic and mechanical aspects of writing.

Apart from linguistic challenges, non-linguistic factors such as motivation, teaching approaches, learning environment, and teacher support also influence students' mastery of Arabic writing skills. Previous studies suggested that students' motivation towards Arabic learning is often affected by uninteresting teaching methods, lack of continuous encouragement, and limited exposure to interactive learning environments (Ain, 2022; Nur 'Afifah et al., 2024). Students with low motivation tend to demonstrate lower participation and confidence in writing activities, which eventually affects their overall writing performance. This situation highlights the importance of motivational factors in strengthening students' engagement and achievement in Arabic writing.

Although various studies have examined Arabic language learning from the perspectives of vocabulary mastery, grammar acquisition, and general language achievement, studies specifically focusing on Arabic sentence writing skills among Religious Stream Class (KAA) students at National Secondary Schools remain limited. In addition, previous studies mainly concentrated on general language proficiency without extensively examining the relationship between students' motivation and their mastery of Arabic sentence writing skills, particularly within the Malaysian secondary school context. Consequently, there is still limited understanding regarding the extent to which motivational factors contribute to students' mastery of Arabic sentence writing skills among KAA students.

Therefore, this study was conducted to examine the level of mastery of Arabic sentence writing skills and the level of motivation among students in the Religious Stream Classes (KAA) at National Secondary Schools in

the Hulu Langat district. This study also investigates the relationship between students' motivation and their mastery of Arabic sentence writing skills in order to provide a more comprehensive understanding of the factors influencing Arabic writing proficiency among secondary school students.

Research Objectives

This study aims to identify the level of mastery of Arabic sentence writing skills among students in the Religious Stream Classes (KAA) at National Secondary Schools in the Hulu Langat district as an indicator of their linguistic competence. In line with this, the second objective focuses on identifying students' motivation levels towards writing skills in order to determine the influence of affective constructs in the language acquisition process. Through these two objectives, the findings of this study are expected to make a significant contribution to the literature on language education and subsequently serve as a reference for stakeholders in designing more impactful pedagogical interventions to strengthen students' academic excellence in the field of Arabic language studies.

LITERATURE REVIEW

Arabic Writing Skills in Second Language Learning

Writing skill is considered one of the most challenging skills in second language learning because it requires learners to integrate various linguistic components simultaneously, including vocabulary mastery, grammatical knowledge, sentence organisation, and idea development. In the context of Arabic language learning, students are expected not only to understand the language theoretically but also to apply it effectively in written communication. However, many students continue to face difficulties in mastering Arabic writing skills despite years of formal exposure to Arabic language education at school.

Previous studies consistently reported that Arabic writing remains a difficult skill among learners due to weaknesses in vocabulary mastery, grammatical understanding, and sentence construction. Yasmin (2024) found that students often struggle to construct grammatically correct Arabic sentences due to limited vocabulary and confusion in gender usage, sentence structure, and word selection. Similarly, Abdul Malik et al. (2023) reported that students demonstrated only a moderate level of mastery in Arabic writing because they experienced difficulties in sentence arrangement, grammatical application, and the use of appropriate expressions in writing activities.

Vocabulary mastery has been identified as one of the most important factors influencing Arabic writing proficiency. Students with broader vocabulary knowledge are generally more capable of expressing ideas clearly, organising sentences accurately, and producing meaningful written texts. Roilah et al. (2022) emphasised that vocabulary acquisition significantly contributes to students' ability to construct coherent Arabic sentences and improve the quality of written expression. In contrast, limited vocabulary knowledge often restricts students' ability to elaborate ideas effectively and causes frequent language errors in writing.

Apart from vocabulary, grammatical competence also plays a crucial role in strengthening students' writing performance. Arabic writing requires learners to understand various grammatical structures such as sentence patterns, syntax, morphology, and the application of qawa'id. Previous studies showed that students who possess stronger grammatical understanding tend to demonstrate better writing performance and produce more organised and accurate sentence structures (Wan Mokhtar et al., 2020; Belmekki Mahmoud, 2023). Weaknesses in grammatical mastery, on the other hand, frequently result in syntactical errors, inappropriate sentence construction, and unclear meaning in students' writing.

Furthermore, several studies highlighted that students' difficulties in Arabic writing are not solely influenced by linguistic weaknesses but are also associated with teaching approaches and learning environments. Traditional teacher-centred teaching methods, limited writing practice, and lack of interactive learning activities were found to reduce students' engagement and confidence in Arabic writing tasks. Consequently, students often perceive Arabic writing as difficult and challenging, which negatively affects their willingness to participate actively in writing activities.

Overall, previous studies demonstrate that Arabic writing proficiency is influenced by multiple interconnected factors, particularly vocabulary mastery, grammatical competence, and learning experiences. These findings indicate that improving Arabic writing skills requires not only linguistic development but also supportive pedagogical approaches that encourage students' active participation and confidence in writing activities.

The Role of Motivation in Arabic Language Learning

Motivation is widely recognised as one of the most influential factors in second language learning because it affects students' engagement, persistence, confidence, and willingness to participate actively in learning activities. In the context of Arabic language learning, motivation plays an essential role in encouraging students to improve their language proficiency, particularly in challenging skills such as writing. Students with higher levels of motivation are generally more likely to practise consistently, explore new vocabulary, and participate actively in writing activities compared to less motivated learners.

According to Self-Determination Theory proposed by Richard Ryan and Edward Deci, motivation can be categorised into intrinsic and extrinsic motivation. Intrinsic motivation refers to internal desire and personal interest in learning, whereas extrinsic motivation refers to external factors such as rewards, teacher encouragement, academic achievement, and social recognition. Both forms of motivation are important in influencing students' academic performance and learning behaviour.

Previous studies found that intrinsically motivated students tend to demonstrate greater enjoyment, confidence, and commitment in Arabic writing activities. Irawan (2020) reported that contextual learning approaches and interactive modules increased students' intrinsic motivation by creating meaningful and enjoyable learning experiences. Similarly, Ardiansya (2024) found that interactive learning strategies encouraged students to become more active and creative in constructing Arabic sentences, thus improving both their writing performance and learning interest.

Extrinsic motivation also contributes significantly to students' writing achievement. Studies indicated that supportive learning environments, teacher guidance, digital learning tools, and academic recognition positively influence students' motivation towards Arabic writing. Haniefaa (2023) demonstrated that project-based learning supported by digital literacy enhanced students' motivation and writing performance through interactive and technology-based learning activities. In addition, the use of digital platforms and social media applications was found to increase students' confidence and willingness to participate in Arabic writing tasks (Alfan et al., 2023).

Several recent studies also emphasised the importance of holistic motivational approaches involving cognitive, emotional, and social elements in language learning. Learning environments that promote collaboration, creativity, peer interaction, and positive teacher feedback were found to strengthen students' confidence and sustain their interest in Arabic writing activities. Furthermore, the integration of gamification and technology-based learning approaches has shown positive effects in increasing students' engagement and reducing anxiety towards writing tasks.

Overall, previous studies indicate that motivation plays a significant role in influencing students' Arabic writing proficiency. Both intrinsic and extrinsic motivational factors contribute to students' willingness to learn, practise, and improve their writing abilities. Therefore, understanding students' motivation is important in identifying factors that may influence their mastery of Arabic sentence writing skills.

Previous Studies on Arabic Writing and Motivation

Previous studies on Arabic language learning mainly focused on vocabulary mastery, grammatical competence, reading comprehension, and general language achievement. Many researchers consistently reported that students experience moderate difficulties in Arabic writing due to weaknesses in vocabulary, syntax, sentence organisation, and grammatical application. These studies highlighted that linguistic competence is an important foundation for effective Arabic writing performance.

In addition to linguistic factors, several studies also explored the role of motivation in Arabic language learning. Findings generally demonstrated that students with higher motivation tend to show better participation, stronger

learning commitment, and improved academic performance in Arabic language subjects. Researchers also suggested that interactive teaching methods, digital learning tools, and student-centred learning approaches positively influence students' motivation and engagement in writing activities.

However, most previous studies concentrated either on linguistic aspects or motivational aspects separately. Limited studies have specifically examined the relationship between students' motivation and their mastery of Arabic sentence writing skills simultaneously. Furthermore, many previous studies focused on university students or learners in higher education institutions rather than secondary school students in the Malaysian context.

Although several studies discussed writing difficulties among Arabic learners, limited attention has been given to students in the Religious Stream Classes (KAA) at National Secondary Schools. As KAA students are continuously exposed to Arabic language learning within religious education settings, investigating their writing mastery and motivational level may provide valuable insights into factors influencing Arabic writing proficiency among secondary school learners.

Research Gap

Although numerous studies have explored Arabic language learning from various perspectives, several gaps remain in the existing literature. Most previous studies primarily focused on general Arabic language achievement, vocabulary mastery, grammatical competence, and reading comprehension rather than specifically examining Arabic sentence writing skills among secondary school students. In addition, many studies concentrated on university or higher education learners, while limited attention has been given to students in the Religious Stream Classes (KAA) at National Secondary Schools within the Malaysian educational context.

Furthermore, previous studies on Arabic writing mainly discussed linguistic weaknesses such as vocabulary limitations, grammatical errors, and sentence structure difficulties without comprehensively examining students' level of writing mastery together with their motivational readiness towards Arabic writing activities. As writing is recognised as one of the most complex productive language skills, understanding students' motivational tendencies is equally important in identifying factors that may influence their participation and confidence in writing tasks.

Therefore, this study contributes to the existing literature by providing empirical findings regarding the level of mastery of Arabic sentence writing skills and the level of motivation among KAA students at National Secondary Schools in Hulu Langat. This study also extends current discussions on Arabic language education by focusing specifically on secondary school learners within the Malaysian religious-stream educational setting, which remains relatively underexplored in previous research.

RESEARCH METHODOLOGY

This study is a quantitative study that employs a survey method (Creswell, 2011) using a set of questionnaires.

Research Sample

The population of this study consisted of 400 Form Two students from six National Secondary Schools in the Hulu Langat district involving students from the Religious Stream Classes (KAA). A total of 200 students were selected through simple random sampling as the research sample. The sample size used fulfilled the sampling requirements according to the sample size determination table by Krejcie and Morgan (1970).

Research Instrument

This study employed a questionnaire instrument adapted from previous research (Gazilah, 2011) and modified according to the suitability of the current study. The questionnaire consisted of three sections. Section A covered the demographic background of the respondents, while Section B focused on the level of mastery of Arabic sentence writing skills. This section contained 17 items comprising four main constructs: writing strategies, idea generation ability, self-confidence, and the influence of the learning environment. Section C covered the level

of motivation towards Arabic sentence writing skills. This section consisted of 11 items representing three main constructs, namely intrinsic motivation, extrinsic motivation, and confidence in writing.

Pilot Study

The pilot study was a critical procedure conducted to ensure that the research instrument possessed a high level of validity and reliability before being applied in the actual data collection process. This procedure aimed to test the effectiveness of the questionnaire in measuring the level of mastery of sentence writing skills, identifying effective learning methods, and evaluating students' motivational factors. For this purpose, a pilot study was conducted in a school in the Kota Tinggi district involving 30 students selected through simple random sampling techniques. These pilot respondents consisted of individuals who shared similar characteristics with the target population but were not involved in the actual study in order to avoid issues of instrument invalidity.

The data obtained from the pilot study were analysed using Cronbach's Alpha coefficient through the Statistical Package for the Social Sciences (SPSS) software. Generally, a coefficient value exceeding 0.70 is considered to have an acceptable level of reliability, while a value above 0.80 indicates good reliability. The results of the correlation analysis for the main constructs in this study are as follows:

| Num. | Construct | Cronbach Alpha | Number of Item |
|------|---|-------------------|----------------|
| 1 | Level of Mastery of Arabic Sentence Writing Skills among Students | 0.814 | 17 |
| 2 | Level of Motivation towards Arabic Sentence Writing Skills among Students | 0.740 | 11 |
| | | Total item | 28 |

In conclusion, the findings from this pilot study prove that the developed questionnaire instrument is consistent, stable, and suitable for achieving the objectives as well as answering the research questions. In addition, feedback from the pilot respondents was also taken into consideration in refining the language usage and format of the instrument so that it would be easier to understand for the actual research sample.

RESEARCH FINDINGS

The main purpose of this study is to identify the level of mastery of writing skills and the level of motivation among Religious Stream Class students in National Secondary Schools in the Hulu Langat district. Data obtained from 200 randomly selected students who responded to the questionnaire were analysed descriptively using IBM SPSS Statistics 24 software. The findings are divided into three sections: Section A covers the students' demographic background, Section B covers the level of mastery of writing skills, and Section C covers the students' level of motivation. The findings are as follows:

Section A: Demographic Background

Section A reports the findings related to the respondents' demographic background. There are three items in Section A, namely gender, form level, and experience in learning Arabic. The quantitative data obtained were analysed descriptively and reported using frequency and percentage.

| Item | Sub-item | Frequency | Percentage (%) |
|-------------------|--------------|------------|----------------|
| Gender | Male | 99 | 49.5 |
| | Female | 101 | 50.5 |
| | Total | 200 | 100 |
| Form level | Form 1 | 0 | 0 |
| | Form 2 | 200 | 100 |
| | Form 3 | 0 | 0 |
| | Total | 200 | 100 |

| | | | |
|--------------------------------------|--------------|------------|------------|
| Experience in Learning Arabic | 1-2 years | 65 | 32.5 |
| | 3-4 years | 9 | 4.5 |
| | 5-6 years | 126 | 63 |
| | Total | 200 | 100 |

Table: Demographic Background

This study involved 200 respondents consisting of students from the Religious Stream Classes (KAA) in the Hulu Langat district. The demographic profile of the respondents showed a nearly balanced gender distribution, where female students represented 50.5% with a frequency of 101 students, while male students accounted for 49.5% with a frequency of 99 students. In terms of educational level, all respondents were Form Two students (100%) to ensure data uniformity according to the same curriculum level.

Furthermore, in terms of experience in learning Arabic, the majority of respondents, comprising 126 students (63%), had a significant learning duration of 5 to 6 years. The remaining 65 students (32.5%) had between 1 to 2 years of experience, while 9 students (4.5%) had 3 to 4 years of experience in learning Arabic. Overall, the extensive educational background among the majority of respondents provides an initial indication that they possess a foundation in Arabic that potentially influences their level of mastery and motivation in sentence writing skills.

Section B: Level Of Mastery of Arabic Sentence Writing Skills

Section B reports the findings related to the mastery of Arabic sentence writing skills among students. There are four main constructs in Section B, namely writing strategies, idea generation ability, self-confidence in writing, and the influence of the learning environment. The quantitative data were analysed descriptively and reported using mean scores and standard deviations. The interpretation of the mean score values for the level of mastery of Arabic sentence writing skills was based on Nunally (1978), namely 1.00–2.33 (low), 2.34–3.66 (moderate) and 3.67–5.00 (high).

| Item | Mean | Standard Deviation |
|---|-------------|--------------------|
| I am able to construct Arabic sentences without the teacher's assistance. | 3.42 | 0.77 |
| I use the vocabulary learned when constructing Arabic sentences. | 3.89 | 0.78 |
| I am able to write Arabic sentences using correct Arabic grammar. | 3.42 | 0.71 |
| I am able to expand Arabic sentences using appropriate <i>ushub</i> (style). | 3.20 | 0.77 |
| I am able to use discourse markers in constructing Arabic sentences. | 3.36 | 0.83 |
| I am able to diversify Arabic writing styles. | 3.15 | 0.86 |
| I am able to write letters in Arabic words properly. | 4.29 | 0.70 |
| I am able to write basic/main ideas in Arabic sentence writing. | 3.49 | 0.81 |
| I am able to write supporting ideas in Arabic sentence writing. | 3.27 | 0.86 |
| I am able to write a concluding paragraph in a short time. | 3.13 | 0.97 |
| I do not take a long time to produce Arabic sentences. | 3.36 | 0.96 |
| I feel confident when writing Arabic sentences. | 3.60 | 0.78 |
| I do not face difficulties in organising ideas before writing Arabic sentences. | 3.30 | 0.90 |
| Teachers provide guidance in writing Arabic sentences. | 4.38 | 0.80 |
| Teachers use teaching methods that are easy to understand for Arabic writing. | 4.38 | 0.70 |
| I use reference materials such as dictionaries to write Arabic sentences. | 4.05 | 0.93 |
| I use digital resources to write Arabic sentences. | 3.78 | 0.95 |
| Overall Mean Score | 3.61 | |

Table 3: Mean Scores and Standard Deviation Arabic Writing Mastery

The findings revealed that the overall level of Arabic sentence writing mastery among students in the Religious Stream Classes (KAA) was at a moderate level with an overall mean score of 3.61 (SP = 0.41). This indicates

that although students possessed basic abilities in Arabic sentence construction, they still experienced difficulties in several higher-order writing components. The analysis demonstrated that students showed stronger mastery in mechanical and supportive aspects of writing. High mean scores were recorded for items related to teacher guidance, correct letter writing, the use of reference materials, and the application of vocabulary learned in class. In particular, the item “Teacher provides guidance in writing Arabic sentences” recorded the highest mean score ($M = 4.38$, $SP = 0.80$), indicating that instructional support played an important role in assisting students during the writing process. Similarly, students demonstrated confidence in writing Arabic letters correctly ($M = 4.29$, $SP = 0.70$), reflecting satisfactory mastery of basic writing mechanics.

In addition, students reported frequent use of dictionaries and digital resources when constructing Arabic sentences. These findings suggest that students actively relied on external learning supports to improve their writing performance and compensate for linguistic limitations. The use of such learning aids may contribute positively to students’ vocabulary development and sentence construction skills. However, several higher-order writing skills remained at a moderate level. Lower mean scores were recorded for items related to developing ideas, diversifying writing styles, and using appropriate *uslub* in sentence construction. The lowest mean score was identified for the item “I am able to write concluding paragraphs within a short period of time” ($M = 3.13$, $SP = 0.97$). This finding indicates that students still encountered challenges in organising ideas effectively and producing more complex and creative Arabic writing independently.

Furthermore, students also demonstrated only moderate confidence in constructing Arabic sentences without teacher assistance and in applying Arabic grammar accurately. These findings imply that many students still depended heavily on teacher guidance and structured support during writing activities. Overall, the findings suggest that while students possessed foundational writing abilities, they continued to face challenges in more advanced aspects of Arabic sentence writing, particularly those involving creativity, idea expansion, and linguistic flexibility.

Section C: Level Of Motivation Towards Arabic Sentence Writing Skills

Section C reports the findings related to the mastery of Arabic sentence writing skills among students. There are three main constructs in Section C, namely intrinsic motivation, confidence in writing, and extrinsic motivation. The quantitative data were analysed descriptively and reported using mean and standard deviation values. The interpretation of the mean score values for the level of mastery of Arabic sentence writing skills was based on the interpretation proposed by Jun Nunnally (1978), namely 1.00–2.33 (low), 2.34–3.66 (moderate), and 3.67–5.00 (high).

| Item | Mean | Standard Deviation |
|--|-------------|--------------------|
| I am interested in writing in Arabic. | 3.95 | 0.82 |
| I feel confident when writing in Arabic. | 3.61 | 0.81 |
| I often strive to improve my writing skills in Arabic. | 4.23 | 0.69 |
| I prefer writing in Arabic rather than speaking in Arabic. | 4.09 | 0.90 |
| I feel that writing in Arabic is enjoyable. | 3.98 | 0.78 |
| I feel more motivated to write in Arabic when I receive positive feedback from my teacher. | 4.24 | 0.77 |
| I feel more motivated to write in Arabic when I receive positive feedback from my friends. | 4.17 | 0.76 |
| I do not easily feel discouraged when making mistakes in Arabic writing. | 3.90 | 0.74 |
| I feel happy when I am able to construct sentences correctly in Arabic. | 4.66 | 0.55 |
| I often read materials in Arabic to improve my writing skills. | 3.51 | 0.87 |
| I feel confident writing Arabic sentences during examinations. | 3.66 | 0.86 |
| Overall Mean Item Value | 4.00 | |

Table 4: Mean Score and Standard Deviation of Motivation

The findings showed that students demonstrated a high level of motivation towards Arabic sentence writing, with an overall mean score of 4.00 ($SP = 0.46$). This indicates that students generally possessed positive attitudes

and strong interest towards learning and practising Arabic writing skills. The highest mean score was recorded for the item “I feel happy when I am able to arrange sentences correctly in Arabic” ($M = 4.66$, $SP = 0.55$). This finding suggests that personal satisfaction and a sense of achievement served as important motivational factors that encouraged students to engage in Arabic writing activities. Students also reported strong efforts to improve their Arabic writing skills continuously, indicating the presence of positive self-motivation and learning commitment.

In addition, motivational support from teachers and peers was found to contribute positively to students’ enthusiasm towards Arabic writing. High mean scores were recorded for items related to positive feedback from teachers and friends. These findings indicate that supportive classroom environments and constructive social interaction play important roles in enhancing students’ confidence and participation in writing activities. Students also expressed positive emotional engagement towards Arabic writing, particularly in perceiving writing activities as enjoyable and meaningful. Such findings reflect that students generally possessed favourable perceptions towards Arabic writing despite the linguistic challenges encountered during the learning process. Nevertheless, several aspects of motivation remained at a moderate level. Students reported only moderate confidence when writing Arabic during examinations and moderate engagement in independent reading activities to improve writing skills. These findings suggest that although students demonstrated high motivational tendencies overall, some students still lacked confidence in formal writing situations and showed limited self-directed learning practices outside the classroom.

Overall, the findings indicate that students possessed strong motivational tendencies towards Arabic writing, particularly when supported by positive learning experiences, teacher encouragement, and successful writing outcomes.

DISCUSSION

The findings of this study revealed that the level of Arabic sentence writing mastery among students in the Religious Stream Classes (KAA) in Hulu Langat was at a moderate level. Although students demonstrated satisfactory performance in basic writing components such as correct letter writing, vocabulary usage, and the use of reference materials, they still encountered difficulties in higher-order writing skills, particularly in idea development, sentence expansion and diversification of writing styles. This finding indicates that Arabic writing remains a challenging productive language skill that requires students to integrate grammatical knowledge, vocabulary mastery, and cognitive organisation simultaneously.

One important finding highlighted in this study is students’ dependence on teacher guidance during writing activities. High mean scores recorded for teacher support and instructional guidance suggest that students relied heavily on scaffolding and structured assistance in constructing Arabic sentences. This situation reflects the importance of instructional support in second language writing development, particularly among secondary school learners who are still developing linguistic confidence and writing autonomy. Continuous guidance from teachers may help students organise ideas more effectively and reduce difficulties related to grammatical structures and vocabulary selection. In addition, the findings showed that students demonstrated stronger mastery in mechanical aspects of writing compared to creative and analytical writing components. Students were more confident in writing Arabic letters correctly and using learned vocabulary than in developing ideas or producing more complex sentence structures. This may suggest that classroom instruction is still largely focused on controlled and guided writing practices rather than exploratory and process-based writing activities. As a result, students may have limited opportunities to practise independent writing and idea expansion in authentic contexts.

The findings also revealed that students experienced difficulties in diversifying writing styles and using appropriate *uslub* in sentence construction. This situation may be associated with limited vocabulary exposure and insufficient practice in applying various sentence structures. Arabic writing requires not only grammatical accuracy but also flexibility in organising ideas and expressing meaning effectively. Therefore, students who have limited exposure to extensive reading and writing activities may encounter challenges in producing more mature and varied written expressions.

From the motivational aspect, the study found that students possessed a high level of motivation towards Arabic sentence writing. Students showed positive attitudes towards Arabic writing activities and expressed feelings of satisfaction when they were able to construct sentences correctly. This finding indicates that emotional achievement and successful writing experiences contribute positively to students' motivation and willingness to engage in Arabic writing tasks. Furthermore, positive feedback from teachers and peers was identified as one of the important motivational factors influencing students' enthusiasm towards Arabic writing. Supportive classroom environments and constructive social interaction appeared to strengthen students' confidence and participation in writing activities. This finding suggests that external encouragement and positive reinforcement play important roles in sustaining students' motivation in second language learning environments.

Nevertheless, several motivational aspects remained at a moderate level, particularly students' confidence during examinations and independent efforts to improve writing skills outside the classroom. These findings imply that although students generally possessed positive motivational tendencies, some students still experienced anxiety and lacked confidence in formal writing situations. In addition, the moderate level of independent reading practices suggests that self-directed learning habits among students are still limited. The qualitative findings further supported the quantitative results. Interview participants reported that they frequently relied on memorisation techniques, dictionaries, and teacher guidance when constructing Arabic sentences. Students also acknowledged that vocabulary limitations and difficulties in organising ideas were among the major challenges faced during writing activities. At the same time, students expressed that encouragement from teachers, enjoyable classroom activities, and positive feedback increased their interest and motivation towards Arabic writing.

Overall, the findings of this study suggest that the development of Arabic sentence writing skills should not focus solely on grammatical and linguistic aspects but should also emphasise supportive pedagogical practices and motivational enhancement. Teachers should provide greater opportunities for students to engage in meaningful writing activities, collaborative learning, and guided idea development in order to strengthen students' confidence and writing proficiency. In addition, the integration of digital learning resources and student-centred instructional approaches may further support students' engagement and improve the overall quality of Arabic writing instruction in secondary schools.

CONCLUSION

Overall, this study found that the level of mastery of Arabic sentence writing skills among students in the Religious Stream Classes was at a moderate level. Although students demonstrated mastery in the basic aspects of writing, they still faced difficulties in more complex aspects such as vocabulary usage and idea development.

The implications of the study indicate that teachers need to place greater emphasis on continuous writing practice and the use of more student-centred teaching strategies in order to improve students' mastery of writing skills. In addition, students should also be encouraged to increase self-directed efforts, such as reading additional materials to enrich their vocabulary. Future studies are recommended to explore other factors that influence writing skills among students learning Arabic as a second language.

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