



Planning and Strategies for Learning Sentence Structure Arabic Language: a Systemic Literature Review

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Abstract

This research aims to determine the strategy for learning sentence structure Arabic language (*tarkib*) in Madrasah. The method used in this research is a qualitative approach with the type of library research, or a series of studies related to library data collection methods, or research whose research objects are explored through various library information in the form of books, encyclopedias, scientific journals, newspapers, magazines, and documents. In the discussion, several things are presented: the definition and purpose of sentence structure learning, methods, techniques, and how the sentence structure learning media itself. Several methods can be used to learn *tarkib*: the *Qowa'id wa Tarjamah Method* (grammar and translation), the question and answer method, and the drill method. The techniques of teaching *tarkib* are repetition, question and answer, making questions, changing *tarkib*, perfecting sentences, composing sentences, and matching exercises. The media that can be used are structure cubes, skid boards, and concept maps.

Keywords: Planning; Strategy; Sentence Structure; *Tarkib*

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Introduction

People engage in an activity known as learning when they participate in education. The purpose of this activity is to process the information provided. According to Lachman learning is defined as a change in behaviour-preferably a fairly permanent one caused by repeated practice¹. Rombepajung further asserts that learning is acquiring a subject or a skill through instruction, experience, or instruction from a teacher².

People can practice learning in their daily lives because learning exists³. Because by accumulating this knowledge, people can gain new perspectives and change their behaviour. Good learning involves more than just delivering information for learning to function successfully. Learning is a system made up of several parts that are interconnected with each other. Objectives, resources, techniques and assessment are some of these components. Teachers must consider the four learning components when choosing media, techniques, tactics, and approaches for learning activities⁴.

These elements are part of education. They will learn well and achieve the desired goals if these factors are balanced. If not, teachers will face problems. Learning activities and learning processes are interrelated. A teacher must carry out ideal teaching activities for students to learn certain things effectively. Learning occurs because of the teacher's efforts to provide certain learning activities that are beneficial to achieving goals. Consequently, learning a foreign language is a properly carried out by a teacher to enable students to complete learning activities effectively and profitably in pursuit of language learning goals⁵; ⁶; ⁷.

Planning is a process and a way of thinking about the various projects we will carry out to achieve these goals. After thoroughly analysing the demands and documenting the goals, planning first identifies what must be done to achieve the expectations.

Learning Arabic is mainly about using the language to improve social communication skills⁸; ⁹; ¹⁰. Although learning Arabic is simple, most students believe it is difficult¹¹; Therefore, effective

¹ Sheldon J Lachman, "Learning Is a Process: Toward an Improved Definition of Learning," *The Journal of Psychology* 131, no. 5 (September 1, 1997): 477–80, <https://doi.org/10.1080/00223989709603535>.

² Mahyudin Ritonga et al., "Learning for Early Childhood Using the IcanDO Platform: Breakthroughs for Golden Age Education in Arabic Learning," *Education and Information Technologies*, 2023, <https://doi.org/10.1007/s10639-022-11575-7>.

³ Tali Tal and Lynn D. Dierking, "Learning Science in Everyday Life," *Journal of Research in Science Teaching* 51, no. 3 (2014): 251–59, <https://doi.org/10.1002/tea.21142>.

⁴ M. D. Abdulrahaman et al., "Multimedia Tools in the Teaching and Learning Processes: A Systematic Review," *Heliyon* 6, no. 11 (2020): e05312, <https://doi.org/10.1016/j.heliyon.2020.e05312>.

⁵ Victoria A. Murphy et al., "Foreign Language Learning and Its Impact on Wider Academic Outcomes: A Rapid Evidence Assessment," 2020, https://educationendowmentfoundation.org.uk/public/files/Publications/Foreign_language_learning_and_its_impact_on_wider_academic_outcomes_-_A_rapid_evidence_assessment.pdf.

⁶ Stephen D Krashen, *Second Language Acquisition and Second Language Learning*, Language Education, 2002, <https://doi.org/10.4324/9781003054368-4>.

⁷ Mahyudin Ritonga, Alwis Nazir, and Sri Wahyuni, "Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Di Kota Padang," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaan* 3, no. 1 (2016): 1–12, <https://doi.org/10.15408/a.v3i1.2879>.

⁸ Annindita Hartono Putra et al., "Arabic Quizzes Game to Improve Arabic Vocabulary Annindita," *Tanwir Arabiyah: Arabic as Foreign Language Journal* 1, no. 1 (2021): 47–54, <https://doi.org/10.31869/afj.v1i1.2484>.

⁹ Maryam Siyaj Maliki et al., "An Arabic Learning Model for Strengthening the Arabic Language Proficiency of Secondary School Students: Inghimas Lughawi," *International Journal of Academic Research in Business and Social Sciences* 8, no. 4 (2018): 702–13, <https://doi.org/10.6007/ijarbss/v8-i4/4055>.

¹⁰ Masyitoh Yaacob and Kaseh Abu Bakar, "Student-Centered Teaching Approach Combined with Coaching and Mentoring Elements in Arabic Language Speaking Proficiency," *OALib* 05, no. 06 (2018): 1–11, <https://doi.org/10.4236/oalib.1104684>.

¹¹ Basma Ahmad Sedki Dajani, Salwa Mubaideen, and Fatima Mohammad Amin Omari, "Difficulties of Learning Arabic for Non-Native Speakers," *Procedia - Social and Behavioral Sciences* 114 (2014): 919–26, <https://doi.org/10.1016/j.sbspro.2013.12.808>.

learning techniques are needed so children do not rebel¹²; ¹³.

To achieve the goals of the learning process in the classroom learning strategies consist of plans, rules, procedures, and methods that will be used to carry out the practice¹⁴. Learning techniques help students absorb information more effectively and quickly¹⁵; ¹⁶. Arabic learning methods should be determined following the language skills to be learnt, not just randomly¹⁷; ¹⁸.

Within the framework of learning strategies, teachers must create a learning environment that supports the delivery of lessons and the achievement of learning objectives¹⁹; ²⁰. The instructor has the power to organise the general learning components to maintain the functional connection of relevant learning components. To effectively achieve objectives, strategies are the selected sequence of teaching and learning activities²¹; ²²; ²³.

Teachers need a strong knowledge of the potential outcomes of the teaching and learning process in line with the formulated learning objectives in order to work professionally²⁴; ²⁵. This applies both to the learning objectives formulated in writing during the learning process and the implications accompanying the ability to think critically, think creatively, and have an open attitude. Following their participation in small-scale discussions in class during learning, students²⁶.

¹² Crystena A H Parker-Shandal, "Classrooms of Control and Connection: Restorative Approaches to Building Community and Resolving Interpersonal Conflicts BT - Restorative Justice in the Classroom: Liberating Students' Voices Through Relational Pedagogy," ed. Crystena A H Parker-Shandal (Cham: Springer International Publishing, 2022), 197–227, https://doi.org/10.1007/978-3-031-16590-0_7.

¹³ Sa'idatul Abidah and Suci Rahmadhanti Febriani, "Application of Clustering Method in Arabic Learning to Improve Speaking Skills for High School Levels," *Tanwir Arabiyyah: Arabic as Foreign Language Journal* 2, no. 2 (2022): 109–22, <https://doi.org/10.31869/afj.v2i2.3456>.

¹⁴ Ida Bagus Nyoman Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning," *International Journal of Applied Science and Sustainable Development* 2, no. 2 (2020): 15–21.

¹⁵ John Dunlosky et al., "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology," *Psychological Science in the Public Interest, Supplement* 14, no. 1 (2013): 4–58, <https://doi.org/10.1177/1529100612453266>.

¹⁶ Louis Deslauriers et al., "Measuring Actual Learning versus Feeling of Learning in Response to Being Actively Engaged in the Classroom," *Proceedings of the National Academy of Sciences of the United States of America* 116, no. 39 (2019): 19251–57, <https://doi.org/10.1073/pnas.1821936116>.

¹⁷ R Umi Baroroh and Abdul Kahfi Amrulloh, "Hypnoteaching Method in Arabic Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 1 (2019): 133–48, <https://doi.org/10.24042/albayan.v11i1.3634>.

¹⁸ Elni Desriwita, Ahmad Lahmi, and Riki Saputra, "Learning Arabic as an L2 (Study on the Impact of Online Learning on Speaking Skills)," *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* VII, no. 1 (2022): 40–54, <https://doi.org/10.51590/waraqat.v7i1.241>.

¹⁹ Sharon Kim, Mahjabeen Raza, and Edward Seidman, "Improving 21st-Century Teaching Skills: The Key to Effective 21st-Century Learners," *Research in Comparative and International Education* 14, no. 1 (2019): 99–117, <https://doi.org/10.1177/1745499919829214>.

²⁰ Leslie S. Keiler, "Teachers' Roles and Identities in Student-Centered Classrooms," *International Journal of STEM Education* 5, no. 1 (2018), <https://doi.org/10.1186/s40594-018-0131-6>.

²¹ Tiia Rüttemann and Hants Kipper, "Teaching Strategies for Direct and Indirect Instruction in Teaching Engineering," *International Journal of Engineering Pedagogy (IJEP)* 1, no. 3 (2011): 37, <https://doi.org/10.3991/ijep.v1i3.1805>.

²² Bernadeta Siska Indriyana and Paulus Kuswandono, "Developing Students Higher Order Thinking Skills (HOTS) in Reading: English Teachers Strategies in Selected Junior High Schools," *JET (Journal of English Teaching)* 5, no. 3 (2019): 204–16, <https://doi.org/10.33541/jet.v5i3.1313>.

²³ Arvind Kr. Gill and Kusum, "Teaching Approaches, Methods and Strategy," *Scholarly Research Journal for Interdisciplinary Studies* 4, no. 36 (2017), <https://doi.org/10.21922/srjis.v4i36.10014>.

²⁴ Bachtiar Bachtiar, "Professional Teaching and Learning Effectiveness: A Case of English Language Teaching in Indonesia," *International Journal of Education* 14, no. 1 (2021): 11–18, <https://doi.org/10.17509/ije.v14i1.25533>.

²⁵ Monika L. Louws et al., "Teachers' Professional Learning Goals in Relation to Teaching Experience," *European Journal of Teacher Education* 40, no. 4 (2017): 487–504, <https://doi.org/10.1080/02619768.2017.1342241>.

²⁶ Agata Groyecka et al., "On the Benefits of Thinking Creatively: Why Does Creativity Training Strengthen Intercultural Sensitivity among Children," *Thinking Skills and Creativity* 37 (2020): 100693, <https://doi.org/https://doi.org/10.1016/j.tsc.2020.100693>.

The teacher's efforts to use various teaching indicators, such as materials, objectives, instruments, methods, and evaluation, to influence the achievement of predetermined goals are referred to as the teacher's activities in implementing the teaching plan²⁷. Thus, in essence, a teaching strategy is a teacher's real action or practice in teaching in a certain way considered more successful and efficient. In other words, teaching strategies are the basis or strategy used by educators to promote learning in the classroom. Politics or tactics must describe an orderly progression. Each element of the learning process must be connected, and the steps are systematic, which shows that the teacher's actions are systematic. The educational process is carefully planned and logistically implemented to ensure that goals are achieved^{28, 29}.

Thus, the actual activities the teacher or instructor carries out to conduct learning activities are considered more measurable, and goal-achieving constitutes teaching techniques. In other words, instructors' political tactics or classroom management strategies are their instructional approaches. These strategies must represent systematic stages of action, meaning that each learning indicator is interrelated, and the steps must be systematic, which implies that the teacher's actions are systematic. The educational process is carefully planned and logistically implemented to ensure the achievement of objectives. Students learn to memorise the applications given during *tarkib* learning, especially during the introduction of the rules. To understand the rules taught, students must also practice a lot. To ensure that learning is successful, teachers must be selective in their methods, approaches, or tactics. Students can quickly become bored if teachers use teaching techniques that lack creativity. Based on the above, the author will discuss the organisation and methods of teaching sentence construction (*tarkib*) in Madrasah.

This research uses a methodology that examines research topics by utilising various library sources, including books, encyclopedias, scientific journals, newspapers, magazines, and documents, as well as research on library data collection techniques³⁰. Research that investigates or critically analyses facts, theories, or discoveries in academic literature to make theoretical and methodological contributions to specific subjects is a literature review or literature research³¹.

The main purpose of desk research is to find various theories, laws, assertions, principles, or ideas that can be used to examine and answer established research problems. This research methodology is descriptive analysis, which routinely breaks down the collected data before providing understanding and justification so that the reader can understand it fully³². A documentation approach was used in this study to collect data. The documentation approach collects information by searching or digging up information from the literature relevant to the problem formulation. To address the issues that have been raised, the information that has been obtained from many literary works is compiled into one volume.

Results and Discussion

Definition and Learning Objectives of Sentence Structure Arabic Language (*Tarkib*)

²⁷ Ira Irviana Irvy, "Understanding the Learning Models Design for Indonesian Teacher," *International Journal of Asian Education* 1, no. 2 (2020): 95–106, <https://doi.org/10.46966/ijae.v1i2.40>.

²⁸ Abdulrahman et al., "Multimedia Tools in the Teaching and Learning Processes: A Systematic Review."

²⁹ Ritonga, Wahyuni, and Novigator, "The Future of Arabic Language Learning for Non-Muslims as an Actualization of Wasathiyah Islam in Indonesia."

³⁰ Cameron M. Pierson, "The Role of Identity Moderators and Perceived Degree of Identity Separation in Librarian Professional Identity Development," *Journal of Librarianship and Information Science*, 2023, 1–16, <https://doi.org/10.1177/09610006221142311>.

³¹ Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (2019): 333–39, <https://doi.org/https://doi.org/10.1016/j.jbusres.2019.07.039>.

³² John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (London: SAGE Publications Inc, 2014), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

Arabic learners need to learn the structure Arabic language³³. *Tarkib* is a law or regulation governing the use of Arabic to understand sentences³⁴. One of the language skills seen as part of the development of Arabic language skills is the ability to speak *tarkib* (*nahwu* and *shorof*)³⁵. Understanding Arabic words and writing requires a strong understanding of *nahwu* and *shorof*. For students of Arabic to be able to read and translate Arabic texts, these two sciences become a fundamental foundation. In other words, learning *tarkib* is closely related to learning Arabic.

Rahmat and Abdurrahman state that Since kalam (Arabic sentences) cannot be obtained without the science of *nahwu*, it is very important to study this subject first³⁶. Students of Arabic must pay attention to *shorof* because it serves as a guide to understanding the basics of Arabic word creation³⁷; ³⁸. To read, understand, and translate Arabic into other languages, Arabic learners must master *tarkib* to understand the correct structure of word order³⁹.

Tarkib is a grouping of two or more predicative or non-predicative words⁴⁰. Target position is one of the main discussion points for word placement in sentences, which makes grammatical structures regular and understandable⁴¹. To learn *tarkib*, one must master word structure and the science of *nahwu*, which requires paying attention to the final letter of each Arabic sentence⁴². Arabic is different from other languages because of this. Arabic writing must be understood before it can be read, not vice versa. This is because the *harokat* is rarely used in Arabic calligraphy, even though the dignity of the final letter is very important. Therefore, learning *nahwu* is essential as it supports reading and understanding Arabic novels.

The organisation or construction of words into meaningful phrases is discussed in *tarakib*, literature. In addition, it can be concluded that learning the content of *tarakib* is a learning exercise that examines the structure of how sentences are constructed.

When we learn *tarkib*, we understand the structure of proper word position, making it easier for us to read Arabic and even translate it into other languages. Many believe effective learning is learning motivated by the desire to succeed academically. Whether from the subject matter, teaching materials, media, teacher, or the students themselves, several objectives must be met for

³³ Moh. Fery Fauzi and Irma Anindiati, "Improving the Motivation of Students in Arabic Language Learning through Learning Management System," *Izdiḥar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 3 (2021): 257–74, <https://doi.org/10.22219/jiz.v4i3.19110>.

³⁴ Muhammad Lukman Arifianto, "The Concept of Tarkib Isnadi in Arabic Grammatical Thought and Its Equivalence in Indonesian: A Contrastive Analysis," *Lughawīyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 2 (2020): 167–86, <https://doi.org/10.38073/lughawiyat.v3i2.254>.

³⁵ Yoni Marlius, Bambang Bambang, and Metsra Wirman, "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 9, no. 1 (2021): 35–48, <https://doi.org/10.23971/altarib.v9i1.2585>.

³⁶ Agus Salam Rahmat and Maman Abdurrahman, "Analysis of Nahwu Learning Progress in Indonesian Universities Based on the Character of Value Concerns," *TAWARIKH International Journal for Historical Studies* 8, no. April (2017): 189–202, www.mindamas-journals.com/index.php/tawarikh 189.

³⁷ Agus Salim et al., "Implementation of the Translation Grammatical Method in Arabic Learning," *Al-Mada: Jurnal Agama Sosial Dan Budaya* 5, no. 4 (2022): 546–54, <https://doi.org/10.31538/almada.v5i4.2820>.

³⁸ Wagiman Manik, Khairy Shafwa Althafah, and Dirja Hasugian, "Arabic for Old People at the Masjid Imam Syafii Tebing Tinggi City, North Sumatra," *Al-Arkhabūl: Jurnal Pengabdian Masyarakat* 2, no. 2 (2022): 28–36, https://doi.org/10.51590/jpm_assunnah.v2i2.267.

³⁹ Simon Leese, "Arabic Utterances in a Multilingual World: Shāh Walī-Allāh and Qur'anic Translatability in North India," *Translation Studies* 14, no. 2 (2021): 242–61, <https://doi.org/10.1080/14781700.2021.1919192>.

⁴⁰ Arief Fiddienika, "Adjective Phrases in the Preface of Al-Munjidu Dictionary First Printing Works Louis Ma'Lūf Al-Yasū'ī: Syntax Analysis," *Interference: Journal of Language, Literature, and Linguistics* 1, no. 1 (2020): 20–28, <https://doi.org/10.26858/interference.v1i1.12805>.

⁴¹ W Croft, "Grammar: Functional Approaches," ed. Neil J Smelser and Paul B B T - International Encyclopedia of the Social & Behavioral Sciences Baltes (Oxford: Pergamon, 2001), 6323–30, <https://doi.org/https://doi.org/10.1016/B0-08-043076-7/02946-6>.

⁴² Mahyudin Ritonga et al., "Strategies for Developing Tarkib Arabic Exercises Instruments for Strengthening the Understanding of Yellow Book," *International Journal of Entrepreneurship* 25, no. Special Issue 1 (2021): 1–9, <https://www.abacademies.org/articles/strategies-for-developing-tarkib-arabic-exercises-instruments-for-strengthening-the-understanding-of-yellow-book.pdf>.

learning to be successful.

The aim of learning *tarakib* is for students to be able to understand sentences clearly and express their understanding precisely, not just to be able to memorise a collection of sentence forms. The foundation for acquiring all kinds of language skills, including receptive active skills (listening and reading) and productive, active skills, is understanding Arabic sentence structure (speaking and writing)⁴³. Therefore, it can be said that learning *tarakib* is mainly about understanding the meaning of certain sentences resulting from the grammatical structure of the language used by language users.

Sentence Structure Arabic Language Learning Method

Learning techniques are strategies for putting into practice the plans prepared to achieve the set goals as effectively as possible⁴⁴. Learning methods can be viewed as a means by which a teacher explains the content of learning materials to students to make it easier for them to fulfil their learning objectives⁴⁵. The following are the techniques that teachers use to teach sentence construction.

1. *Qowa'id wa Tarjamah* Method (Grammar and Translation Method)

The grammar-translation method is the Indonesian name for the *Qowa'id wa Tarjamah* approach. This approach is convenient because it was originally used in teaching Latin and Greek, two classical languages⁴⁶. The *Qowa'id wa Tarjamah* method combines the *qawa'id* and translation methods, which are the two basic approaches. The *qawa'id* method is a technique that places great emphasis on memorising a set of words as well as grammatical rules or principles⁴⁷. After that, the words are sorted according to the relevant grammar. At the same time, the translation technique concentrates on translating the first reading from the foreign language to the student's mother tongue, and vice versa.

Every learning strategy has its advantages and disadvantages. The benefits of this approach can improve students' memory ability, allowing them to master it in the sense of memorisation beyond the scope of investigating grammar, its features, and the content of the reading they are studying, apart from the approach itself. This can be done in large courses and does not require student participation. Here are some of the benefits in more detail:

- a. learners easily remember Target grammar rules;
- b. Students can translate the reading material learnt and understand its elements in depth
- c. Students are familiar with many theoretical concepts, including features of the target language, and can distinguish them from their mother tongue.
- d. This strategy improves students' memory and memorisation skills.
- e. It can be used in large courses and does not require perfect teacher skills.

The drawback of this approach is that it often faces criticism for neglecting speaking and listening skills and not improving language as a skill. Nevertheless, it is still useful depending on how strongly the learning objectives are emphasised. Below are other details:

- a. Instead of emphasising "language competence", this approach emphasises "language"

⁴³ Umi Rofingah and Muhlasin, "Arabic Speaking Learning : A Suitable Method Can Be Used By Teacher," *The Progress: Journal of Language and Ethnicity* 1, no. 2 (2022): 72–81, <https://ejournal.iainkerinci.ac.id/index.php/progress/article/view/1986>.

⁴⁴ Dunlosky et al., "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology."

⁴⁵ Afzal Sayed Munna and Md Abul Kalam, "Teaching and Learning Process to Enhance Teaching Effectiveness: Literature Review," *International Journal of Humanities and Innovation (IJHI)* 4, no. 1 (2021): 1–4, <https://doi.org/10.33750/ijhi.v4i1.102>.

⁴⁶ Ma Xuan and Suo Yan Mei, "Direct Method for Teaching Arabic Language in Tongxin Arabic College of Ningxia in China," *European Journal of Language and Literature Studies* 4, no. 2 (2018): 52–59.

⁴⁷ Ahmad Bukhari Muslim and Rodhy Harisca, "The Urgency of Enhancing Learning Arabic inside National Education Curriculum in Indonesia," *International Journal of Arabic Language Teaching* 3, no. 01 (2021): 66–81, <https://doi.org/10.32332/ijalt.v3i01.3110>.

learning.

- b. The other three skills-listening, speaking, and writing-are not addressed by this method, which focuses only on teaching reading skills.
- c. Literal translation often distorts the statement's meaning in the general context, and the translation results vary greatly depending on the student's mother tongue...
- d. The classical written language variety is the only one that students learn. Meanwhile, there is no spoken or written modern language.
- e. The vocabulary, sentence patterns and idioms students learn can be outdated or have different meanings in contemporary language.
- f. No room is left in children's brains for linguistic expression or discovery because they are too busy solving grammar puzzles.

2. *Question and answer method*

The answering and Questions method is a language learning strategy that involves exchanging questions and answers with classmates or the teacher⁴⁸. This pattern is useful to help students learn and understand the subject matter they are studying. Both advantages and disadvantages of this approach exist. The benefits of the question-and-answer method are⁴⁹; ⁵⁰: a) Students participate more in class because they are not just listening, b) Students are allowed to ask questions so that the teacher knows the concepts that students have not understood, c) By using this technique, teachers may find it easier to gauge how well their students understand a given subject, d) The weakness of the question and answer method.

The subject matter will change its flow even if students also bring up other topics that are still relevant to the debate and raise new issues if, during the implementation of this question-and-answer approach, they do not master the dialogue related to the subject matter.

3. *Drill Method*

One of the teaching strategies is the drill method, which gives students tasks based on what they have learned so that they can master a certain ability⁵¹; ⁵². In terms of the motor and mental components of the learned content, this method emphasises students' talents or abilities. Like any other technique, the drill method provides benefits, among others: a) the development of practised behaviours and improved speed and accuracy of implementation, b) To gain knowledge through the connections formed, c) To develop of motor skills, d) To develop mental abilities.

The disadvantages are: a) Inhibit students' potential and initiative, b) Leads to static adjustment to the environment, c) Frequently repeated exercises make learning monotonous and thus boring. Teachers can use this technique to address problems in their classroom, turn them into assets for information delivery, and facilitate students' assimilation of such information.

Sentence Structure Arabic Language Learning Techniques

Activities Teachers must master *tarakib* teaching approaches to fulfil language learning objectives,

⁴⁸ V Golla, "Sapir, Edward (1884–1939)," ed. Neil J Smelser and Paul B B T - International Encyclopedia of the Social & Behavioral Sciences Baltes (Oxford: Pergamon, 2001), 13482–86, <https://doi.org/https://doi.org/10.1016/B0-08-043076-7/00329-6>.

⁴⁹ Rizal Arisman, Baharudin Adu, and Nur Adha Fitriyani Ambotang, "Rizal Arisman, Baharudin Adu, Nur Adha Fitriyani Ambotang. Reading Comprehension Improvement on Junior High School Students through Question and Answer Relationship (QAR)," *English Language in Focus (ELIF)* 3, no. 2 (2021): 109–18.

⁵⁰ Sa'dulloh Muzammil, "Qar (Question Answer Relationship) As an Alternative Strategy To Teach Reading," *JL3T (Journal of Linguistics Literature and Language Teaching)* 2, no. 2 (2017): 101–23, <https://doi.org/10.32505/jl3t.v2i2.17>.

⁵¹ Munawaroh, "The Influence of Teaching Methods and Learning Environment to the Student's Learning Achievement of

Craft and Entrepreneurship Subjects at Vocational High School," *International Journal of Environmental & Science Education* 12, no. 4 (2017): 665–78, <https://files.eric.ed.gov/fulltext/EJ1144859.pdf>.

⁵² Chap Sam Lim, Keow Ngang Tang, and Liew Kee Kor, "Drill and Practice in Learning (and Beyond) BT-Encyclopedia of the Sciences of Learning," ed. Norbert M Seel (Boston, MA: Springer US, 2012), 1040–42, https://doi.org/10.1007/978-1-4419-1428-6_706.

especially *tarakib* learning objectives. *Tarakib* learning techniques include three basic activities⁵³; ⁵⁴; ⁵⁵: 1) presenting or summarising language rules (*qawaid sharfiyyah and nahwiyyah*), (2) giving examples containing the rules taught, and (3) helping students internalise the principles.

Deductive or inductive methods can introduce rules and give example sentences. Deductive reasoning begins by outlining the norms students must understand, followed by examples. After that, students are allowed to complete activities where they have to apply the rules or formulas provided. Although the inductive method is used, the teacher provides examples first. Students use the examples provided to make inferences about language norms under the teacher's guidance after studying, evaluating, and researching them. In this study, inductive learning strategies were used to facilitate learning *tarakib* content.

The internalisation of rules through practice or drill. There are three different types of exercises or drills: (a) mechanical exercises/drills; (b) meaningful exercises; and (c) communicative exercises. Each type can be done independently or as part of a sequence that works as a whole. This arrangement does not mean that the first type of exercise must be done within a certain period before the second type of exercise can be done, and so on.

Mechanical training aims to build new linguistic habits by providing triggers to elicit appropriate responses. Mechanical exercises are combined with speaking and writing activities and can be delivered orally or in writing. A meaningful exercise has been linked to an actual context or circumstance if the mechanical exercise is entirely manipulative and the sentences uttered by the students have nothing to do with it. Communicative exercises, which are native language exercises, seek to develop student's creative abilities. Consequently, these activities should be given only when the instructor believes that the students have learnt sufficient information (in the form of vocabulary, grammatical structures, and communicative expressions) relating to specific circumstances and contexts.

The techniques of teaching *tarkib* are as follows⁵⁶; ⁵⁷; ⁵⁸ in Table 1 below:

Table 1. Techniq Teaching *Tarkib*

No	Techniques	Implementation
1	Repetition	By practising a particular skill repeatedly, repetition exercises are intended to improve mastery of <i>tarkib</i> and its application to that particular skill. In this activity, the teacher gives an example and then asks some students to repeat it. The teacher can also ask other students to repeat the <i>tarkib</i> that their friends have used.
2	Question and Answer	This exercise aims to improve understanding and the ability to ask and answer questions. They also question each

⁵³ Ubaid Ridlo, "Model Pembelajaran Bahasa Arab Materi Al-Qawa'id Al-Nahwiyyah," *Al-Ma'rifah* 12, no. 02 (2015): 46–57, <https://doi.org/10.21009/almakrifah.12.02.05>.

⁵⁴ Rasmuin Rasmuin and Dzurrotun Nafisah, "The Implementation of Mind Mapping in Tarkib Learning To Improve Student Learning Outcomes," *AL-ISHLAH: Jurnal Pendidikan* 11, no. 2 (2019): 159, <https://doi.org/10.35445/alishlah.v11i2.151>.

⁵⁵ Khotimatun Nafi'ah and R. Umi Baroroh, "Learning The Arabic Elements for Elementary Level (Review of Approach, Method, Strategy and Media)," *IJALT* 1, no. 1 (2019): 14–29, <https://ejournal.metrouniv.ac.id/index.php/IJALT/article/view/1583>.

⁵⁶ Asma Abdurrahman, "Thuruq Ta'lim Mushthalah Al-Tarakib Al-Lughawiyah Al-'Arabiyyah Fi Al-Qawa'id Al-'Arabiyyah Ma'a Namudzaj Muqtarah," *Majallah Kulliyah Al-'Adab Wa Al-'Ulum Al-Insaniyyah* 3 (2009): 13–49.

⁵⁷ Faedurrahman Faedurrahman, "Muqarrar Ta'lim Al-Tarakib Al-Nahwiyyah Lil Marhalah Al-Mutaqaddimah," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 2, no. 2 (2018): 69–89, <https://doi.org/10.33650/ijat.v2i2.422>.

⁵⁸ Raihan Abdul Muhsin Muhammad Manşor, "Constructing Grammatical Structures for Teaching Arabic to Non-Native Speakers in the Holy Qur'an: (Surat Al-'Alaq as a Case Study)," *Linguistic Studies* 12, no. 2 (2021): 29–48, <https://journals.iium.edu.my/arabiclang/index.php/jills/article/view/895>.

		student individually before asking them to answer.
3	Make a question	This exercise aims to improve comprehension, questioning, and question-answering skills. In actual practice, questions are asked individually, and then answers are given.
4	Changing the <i>tarkib</i>	This exercise is intended to improve students' ability to switch from one <i>tarkib</i> to another. The results of this exercise will reveal how well students understand the rules of <i>nahwu</i> .
5	Perfecting the sentence	This exercise aims to improve your understanding of words and sentences. It does so by filling in the gaps in sentences, such as when students are asked to choose offered words or when they look up themselves to complete a missing sentence.
6	Constructing sentences	This exercise will improve your ability to recognise and use words accurately. Students are asked to create perfect sentences using the vocabulary they learned as part of the task.
7	Matching exercise	This activity seeks to introduce and develop specific language skills. One way to complete this task is to match the set of <i>tarkibs</i> on the left with those on the right.

The steps that can be taken are 1) Actual examples. Teachers should not give fictitious examples. But a real example. 2) Real names. For example, teachers should use the students' real names in the class. 3) Real sentences. Teachers should use real sentences as examples. 4) Real verbs. Teachers should use verbs that will be used as examples of the use of the structures being taught, and teachers should use verbs that can be possible in the classroom.

The approach used to teach *tarkib* is similar to that used to teach *mufradat*. The teacher factor, which is adjusted to the level of student learning, is also very important in the effectiveness of the teaching and learning process, meaning that the teacher must be innovative and professional in teaching approaches.

Conclusion

Learners of Arabic need to learn *tarkib*. A rule known as *tarkib* governs using Arabic to aid sentence comprehension. One of the linguistic skills considered in developing Arabic language skills is *tarkib* (*nahwu* and *shorof*). The advantage of learning *tarkib* is that it allows us to understand the proper word order structure, making it easier for us to read and even translate Arabic into other languages.

Learners of Arabic need to learn *tarkib*. A rule known as *tarkib* governs using Arabic to aid sentence comprehension. One of the linguistic skills considered in developing Arabic language skills is *tarkib* (*nahwu* and *sharaf*). The advantage of learning *tarkib* is that it allows us to understand the proper word order structure, making it easier for us to read and even translate Arabic into other languages.

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