

## ENHANCING ARABIC LANGUAGE PROFICIENCY THROUGH SCIENTIFIC JOURNAL WRITING: INTEGRATING USLŪB ‘ILMĪ IN ARABIC LANGUAGE EDUCATION

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### Abstract

This study examines the integration of *uslūb ‘ilmī* (scientific Arabic writing style) into Arabic language education through structured journal writing. Conducted at Universitas Islam Internasional Darullughah Wadda’wah (UII Dalwa) with 30 students from the Arabic Language Education Program, the study adopts a qualitative approach to explore how scientific writing supports linguistic proficiency and academic expression. Although students were generally familiar with Arabic due to their *pesantren* background, many experienced difficulties in producing coherent, formal, and analytical academic texts. Data were collected through journal assignments, interviews, and focus group discussions and analyzed thematically using Miles and Huberman’s model. The findings indicate improvements in structural clarity, lexical accuracy, and awareness of formal Arabic register, alongside increased critical thinking and metacognitive engagement. This study highlights journal-based scientific writing as a practical pedagogical strategy to bridge functional language use and formal academic discourse in non-native contexts and offers a framework for integrating genre-based instruction within Arabic for Academic Purposes (AfAP) curricula.

**Keywords:** Arabic academic writing, *uslūb ‘ilmī*, Arabic language education, scientific journal writing, qualitative study

### Abstrak

Penelitian ini mengkaji integrasi *uslūb ‘ilmī* (gaya penulisan ilmiah bahasa Arab) dalam pendidikan bahasa Arab melalui penulisan jurnal ilmiah yang terstruktur. Studi ini dilakukan di Universitas Islam Internasional Darullughah Wadda’wah (UII Dalwa) dengan melibatkan 30 mahasiswa Program Studi Pendidikan Bahasa Arab menggunakan pendekatan kualitatif deskriptif. Meskipun mahasiswa memiliki latar belakang *pesantren* dan terbiasa menggunakan bahasa Arab, mereka masih menghadapi kesulitan dalam menyusun teks akademik yang runtut, formal, dan argumentatif. Data dikumpulkan melalui tugas penulisan jurnal, wawancara, dan diskusi kelompok terarah, kemudian dianalisis secara tematik menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan peningkatan kejelasan struktur, ketepatan leksikal, serta kesadaran terhadap ragam bahasa Arab ilmiah, disertai berkembangnya berpikir kritis dan kesadaran metakognitif. Penelitian ini menegaskan penulisan jurnal ilmiah sebagai strategi pedagogis yang efektif untuk menjembatani penggunaan bahasa fungsional dan diskursus akademik formal, serta menawarkan kerangka penerapan pengajaran berbasis genre dalam kurikulum Arabic for Academic Purposes (AfAP).

**Kata Kunci:** penulisan akademik Arab, *uslūb ‘ilmī*, pendidikan bahasa Arab, penulisan jurnal ilmiah, studi kualitatif.

## Introduction

In the field of Arabic language education, the ability to write in a structured, precise, and academic style remains a critical indicator of linguistic proficiency.<sup>1</sup> However, despite advancements in Arabic pedagogy, the integration of *uslūb ʿilmī* the scientific and formal style of Arabic writing has often been underrepresented in curricula for both native and non-native speakers.<sup>2</sup> This gap becomes especially evident in higher education settings, where students are expected to produce academic texts, theses, and scholarly articles in Arabic yet struggle with proper syntax, cohesion, and stylistic norms characteristic of scholarly Arabic discourse.<sup>3</sup>

Previous research has addressed various aspects of Arabic writing skills, ranging from cross-linguistic influence to structural challenges. Junina et al. emphasized the difficulties Arabic-speaking students face in adapting to academic English,<sup>4</sup> pointing to gaps in genre awareness and structured writing habits. Alrayes and Masoudi observed that prolonged exposure to English unconsciously reshaped the Arabic writing styles of academic professionals,<sup>5</sup> diminishing the clarity and coherence associated with *uslūb ʿilmī*. Similarly, Mubarak et al. found persistent grammatical and phrase-level errors in the Arabic theses of Indonesian postgraduate students,<sup>6</sup> caused by inadequate grammar mastery and reliance on translation tools. These findings highlight a broader issue: learners often lack both linguistic discipline and exposure to Arabic academic conventions.

Other studies have examined foundational factors influencing writing development. Alkahtani reported that parents played a key role in supporting children's Arabic reading and writing skills during the pandemic through storytelling and creative techniques indicating the pedagogical value of contextualized instruction.<sup>7</sup> Meanwhile, Yunis and Dajani revealed common errors in the reading and writing performance of

<sup>1</sup> 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 (Januari 2025): 272–91, <https://doi.org/10.32699/liar.v8i2.7959>.

<sup>2</sup> Abdullah Mukhasibi dan Iqmal Wahyudi, "Immersive Arabic Islamic Environment and Student Engagement: Evaluating the Linguistic Impact of World Arabic Language.," *Farasyah: Journal of Linguistics and Language Education* 1, no. 1 (2026): 1–12.

<sup>3</sup> Menik Mahmudah, "Enhancing Arabic Vocabulary with Hilyah Book.," *Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2025): 1–11, <https://doi.org/10.38073/almuhawaroh.v1i1.2427>.

<sup>4</sup> Ahmed Kamal Junina dkk., "A Mixed-Method Inquiry into Arabic-Speaking Students' Experiences with English Academic Writing at the Undergraduate Level.," *Asia Pacific Journal of Education* 45, no. 1 (Januari 2025): 260–77, <https://doi.org/10.1080/02188791.2022.2101986>.

<sup>5</sup> Muhammad Alrayes dan Hatim Masoudi, "The Insensible Effect of the English Language upon the Arabic Writing Styles.," *Jordan Journal of Modern Languages & Literatures* 15, no. 2 (Juni 2023): 675–97, <https://doi.org/10.47012/jjml.15.2.16>.

<sup>6</sup> Faisal Mubarak dkk., "Arabic Phrases Errors in Writing Theses for Masters Students at Indonesian Universities.," *Eurasian Journal of Applied Linguistics* 8, no. 3 (2022): 201–11, <https://doi.org/10.32601/ejal.803016>.

<sup>7</sup> A. Alkahtani, "The Role of Parents in Teaching Arabic Language Skills (Reading and Writing) To Primary School Students in the Corona Pandemic Crisis.," *Information Sciences Letters* 11, no. 13 (2022), <https://digitalcommons.aaru.edu.jo/isl/vol11/iss6/13>.

non-native Arabic learners, particularly in syntactic and semantic structures.<sup>8</sup> These patterns suggest that even at early stages, the absence of structured academic writing training hinders progression toward proficient expression in formal Arabic.

Despite these contributions, there remains a critical gap: none of the previous studies investigate the integration of *uslūb ‘ilmī* the scientific Arabic writing style as a deliberate instructional strategy to enhance comprehensive Arabic language proficiency. Most existing research is either focused on error analysis or literacy development in general, without connecting it to academic discourse training. This study addresses that gap by proposing scientific journal writing not only as a writing skill, but as a pedagogical tool to develop precision, structure, and fluency in Arabic through authentic academic engagement.

This research seeks to explore the integration of *uslūb ‘ilmī* into Arabic language instruction by examining how scientific journal writing can serve as a tool to improve linguistic accuracy, critical thinking, and academic communication among students. Specifically, this study addresses two core research questions: To what extent does exposure to and practice in *uslūb ‘ilmī* enhance students' Arabic language proficiency? What are the pedagogical challenges and benefits of implementing journal-based writing instruction in Arabic language programs?

The scope of this study is twofold: (1) it focuses on university-level students enrolled in Arabic education programs in Indonesia and Malaysia, and (2) it examines their writing performance and perceptions after undergoing structured training in scientific journal composition. The study does not cover native Arabic-speaking populations nor delve into oral academic discourse, limiting its analysis strictly to written modalities within educational settings.

Despite these limitations, the study is significant in three respects: First, it addresses a methodological gap in Arabic language pedagogy by proposing a model of *writing-to-learn* centered on Arabic scientific discourse. Second, it provides practical insights for Arabic instructors seeking to bridge the divide between everyday writing and formal, academic expression. Third, it contributes to the growing body of literature on Arabic for Academic Purposes (AfAP), particularly within non-Arab Muslim-majority contexts.

Positioned against the backdrop of prior research, this study diverges from traditional descriptive approaches by adopting an instructional intervention framework focused on scientific journal writing. In doing so, it offers a novel contribution to the discourse on Arabic language education and responds to the critical need for

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<sup>8</sup> Izdihar Yunis dan Basma Dajani, "Acquiring Reading and Writing Skills among Beginner Learners of Arabic Language, An Applied Analytical Study of the First and Second Books of the University of Jordan's Arabic Curriculum for Non-native Speakers," *Dirasat: Human and Social Sciences* 49, no. 5 (Desember 2022): 275–86, <https://doi.org/10.35516/hum.v49i5.3474>.

pedagogical innovations that align language instruction with academic literacy demands.

## Method

This study employs a qualitative descriptive research design to explore how scientific journal writing, rooted in *uslūb ʿilmī*, can enhance Arabic language proficiency among university students.<sup>9</sup> The study is grounded in genre-based pedagogy<sup>10</sup> and Arabic for Academic Purposes frameworks,<sup>11</sup> which emphasize structured discourse and stylistic conventions in academic writing. These theories provide the lens through which the instructional application of *uslūb ʿilmī* is examined as both a linguistic and pedagogical phenomenon.

The research was conducted at Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa), specifically in the Arabic Language Education (PBA) program. The site was selected due to its strong commitment to Arabic language instruction and its emphasis on integrating traditional Islamic scholarship with contemporary academic skills. The participants consisted of 30 undergraduate students in their third and fourth semesters, selected through purposive sampling based on their active enrollment in a journal writing course and their demonstrated interest in improving Arabic writing proficiency.

The study focused on exploring students' engagement with *uslūb ʿilmī* through journal-based writing activities. The unit of analysis was the students' written output (scientific-style essays) and their verbal reflections during focus group discussions. Primary data were gathered through three main instruments: (1) document analysis of students' journal writing assignments, (2) semi-structured interviews with selected students,<sup>12</sup> and (3) focus group discussions.<sup>13</sup> Secondary data included course syllabi, teaching materials, and reflective notes from the instructor.

The data collection process spanned four weeks. Students were first introduced to the structure and characteristics of *uslūb ʿilmī*, including the use of clear thesis statements, analytical arguments, cohesive transitions, and citation of scholarly sources. During the intervention phase, students wrote short academic texts in Arabic, which

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<sup>9</sup> John W Creswell dan J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

<sup>10</sup> Ken Hyland, "Disciplinary Interactions: Metadiscourse in L2 Postgraduate Writing," *Journal of Second Language Writing* 13, no. 2 (Juni 2004): 133–51, <https://doi.org/10.1016/j.jslw.2004.02.001>.

<sup>11</sup> Abdullah A. Khuwaileh dan Ali Al Shoumali, "Writing Errors: A Study of the Writing Ability of Arab Learners of Academic English and Arabic at University," *Language, Culture and Curriculum* 13, no. 2 (Juli 2000): 174–83, <https://doi.org/10.1080/07908310008666597>.

<sup>12</sup> Tania Buys dkk., "A Reflexive Lens on Preparing and Conducting Semi-Structured Interviews with Academic Colleagues," *Qualitative Health Research* 32, no. 13 (November 2022): 2030–39, <https://doi.org/10.1177/10497323221130832>.

<sup>13</sup> Primadi Candra Susanto dkk., "Qualitative Method Concepts: Literature Review, Focus Group Discussion, Ethnography and Grounded Theory," *Siber Journal of Advanced Multidisciplinary* 2, no. 2 (September 2024): 262–75, <https://doi.org/10.38035/sjam.v2i2.207>.

were collected, reviewed, and coded for features aligned with scientific Arabic style. In parallel, interviews and focus group discussions were conducted to gain insight into students' experiences, difficulties, and perceived benefits of writing in this format.

Data were analyzed using Miles and Huberman's interactive model,<sup>14</sup> which includes three steps: data reduction, data display, and conclusion drawing/verification. Thematic coding was used to identify recurring linguistic patterns, stylistic improvements, and metacognitive shifts in students' perceptions of writing. Researcher triangulation was employed to enhance credibility, with multiple data sources cross-validated for consistency and depth. Ethical considerations were observed throughout the research process, ensuring voluntary participation, informed consent, and the anonymity of respondents.

This methodological approach enables a deep exploration of how scientific Arabic writing (*uslūb 'ilmī*) functions not only as a form of expression but also as a pedagogical strategy to strengthen students' command of academic Arabic.

## Result and Discussion

The students of Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa), who are generally accustomed to reading, writing, and conversing in Arabic within the pesantren environment, demonstrated an initial familiarity with basic Arabic linguistic structures. However, this familiarity did not automatically translate into the ability to produce coherent, formal, and analytical academic texts aligned with *uslūb 'ilmī*. Early journal submissions revealed that most students relied heavily on narrative and descriptive styles, often resembling reflective essays rather than scientific discourse. Paragraphs frequently lacked explicit thesis statements, logical sequencing of arguments, and cohesive transitions, indicating a gap between functional language use and academic literacy.

Through the integration of journal-based scientific writing tasks, students gradually transitioned from informal and loosely structured expression toward more precise, organized, and academically oriented Arabic writing. This shift was observable across multiple dimensions, including text organization, lexical choice, syntactic patterning, and rhetorical awareness.

### 1. Improved Structural Clarity and Argument Organization

One of the most salient findings concerns students' improvement in structuring academic texts. Prior to the intervention, students tended to write in a linear narrative mode, presenting ideas sequentially without explicit argumentative framing. For example, early drafts often opened with broad thematic statements such as *اللغة العربية*

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<sup>14</sup> Lili Sururi Asipi, Utami Rosalina, dan Dwi Nopiyadi, "The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon," *International Journal of Education and Humanities* 2, no. 3 (Agustus 2022): 117–25, <https://doi.org/10.58557/ijeh.v2i3.98>.

لغة مهمة في حياة المسلمين (Arabic is an important language in the lives of muslims), followed by loosely connected explanations without a clear research focus.

After sustained exposure to *uslūb ‘ilmī*, students began to demonstrate clearer macro-structural organization. Later journal entries showed identifiable components of academic writing, including introductory paragraphs with problem statements, explicit thesis formulations, and concluding sections that summarized arguments rather than merely repeating information. One student reflected:

“Previously, I only wrote what I knew. Now I think about how to arrange ideas logically, starting from the problem, then explanation, and ending with a conclusion.” (Student 7, Focus Group)

Textual analysis of students’ assignments revealed increased use of organizational markers such as أولاً (first), علاوة على ذلك (moreover), and بناءً على ذلك (therefore), which functioned as cohesive devices supporting argumentative flow. This finding aligns with genre-based pedagogy, which emphasizes explicit awareness of discourse structure in academic writing.

## 2. Development of Formal Lexical and Syntactic Register

Another significant development was students’ growing awareness of formal Arabic register characteristic of scientific writing. Initial drafts frequently contained colloquial expressions, evaluative adjectives, and personal pronouns, reflecting an informal communicative style. For instance, phrases such as أنا أعتقد (I think) or في رأيي الشخصي (in my personal opinion) appeared frequently in early submissions.

Following guided instruction and modeling, students increasingly replaced subjective expressions with impersonal and nominalized constructions, such as تشير (it can be observed that) and النتائج إلى أن (the findings indicate that). This shift reflects a movement toward depersonalized academic stance, a key feature of *uslūb ‘ilmī*. As one interviewee noted:

“I realized that scientific Arabic does not focus on ‘I’, but on ideas and evidence. This changed the way I write.” (Student 12, Interview)

Despite this progress, students continued to face challenges in maintaining syntactic consistency, particularly in complex nominal phrases (*murakkab idāfī*) and adjectival constructions (*tarkīb waṣfī*). However, iterative feedback and exposure to

authentic journal models enabled gradual improvement, supporting Mubarak et al.'s findings on the role of sustained practice in reducing phrase-level errors.<sup>15</sup>

### 3. Cognitive and Metacognitive Engagement in Writing

Beyond linguistic form, journal-based writing in *uslūb 'ilmī* also fostered deeper cognitive and metacognitive engagement. Students reported becoming more reflective about their writing process, audience, and communicative purpose. Rather than writing to complete an assignment, they began to view writing as a process of constructing and defending ideas.

Several students described increased awareness of revision and self-monitoring strategies, including rereading texts for clarity and checking consistency of terminology. One participant stated:

“Now I revise my writing more carefully. I ask myself whether my argument is clear and whether my sentences sound academic.” (Student 18, Focus Group)

This reflective dimension supports the notion of writing as a “writing-to-learn” activity, where language production reinforces higher-order thinking skills. The finding extends Yunis and Dajani’s observations on persistent errors by demonstrating how targeted academic writing instruction can function as a remedial and developmental strategy.

### 4. Pedagogical Challenges and Instructional Implications

Despite the observed benefits, students acknowledged that writing in *uslūb 'ilmī* was cognitively demanding and time-intensive. Some perceived scientific Arabic writing as rigid, particularly when compared to expressive or narrative styles commonly used in pesantren discourse. Nevertheless, most participants agreed that structured modeling and detailed feedback were crucial in overcoming these difficulties.

The reliance on model texts mirrors Alkahtani’s findings on the importance of guided exposure in literacy development. In this study, authentic Arabic journal articles served as linguistic and rhetorical scaffolding, helping students internalize academic conventions that are otherwise rarely encountered in daily Arabic use.<sup>16</sup>

The findings reveal that structured journal writing using *uslūb 'ilmī* fosters not only linguistic precision but also critical thinking and metacognitive awareness. This aligns with Mubarak et al., who stressed the prevalence of phrase-level grammatical errors in Arabic theses due to insufficient practice with formal structures. The improvement observed in this study suggests that regular engagement with scientific writing reduces these errors over time.<sup>17</sup>

<sup>15</sup> Mubarak dkk., “Arabic Phrases Errors in Writing Theses for Masters Students at Indonesian Universities.”

<sup>16</sup> A. Alkahtani, “The Role of Parents in Teaching Arabic Language Skills (Reading and Writing) To Primary School Students in the Corona Pandemic Crisis.”

<sup>17</sup> Mubarak dkk., “Arabic Phrases Errors in Writing Theses for Masters Students at Indonesian Universities.”

Moreover, the students' shift from informal to formal register supports Alrayes and Masoudi's argument that Arabic writing styles have been unconsciously influenced by non-academic exposure. By reintroducing *uslūb 'ilmī*, students re-align their writing with authentic academic norms.<sup>18</sup>

The reflective insights from students also resonate with Yunis and Dajani, who found syntactic and semantic errors among beginner learners. However, this study moves a step forward by not only identifying the errors but also providing a remedial instructional approach through academic journal composition.<sup>19</sup>

Interestingly, the use of model texts and guided feedback in this study echoes the pedagogical findings of Alkahtani, where structured, creative involvement helped develop writing in early learners. In this case, journal writing acts as both cognitive and cultural scaffolding for academic language development.<sup>20</sup>

Lastly, the findings build upon Junina et al., who emphasized the challenges of transitioning between academic registers. This study shows that transition within Arabic from informal to scientific *uslūb* also requires intentional pedagogical support, reinforcing the need for genre-based instruction in Arabic education programs.<sup>21</sup>

## Conclusion

This study explored the integration of *uslūb 'ilmī* (scientific Arabic writing style) into Arabic language education through structured journal writing among students of the Arabic Language Education Program at UII Dalwa. The findings demonstrate that engaging students in academic writing not only enhanced their structural and lexical precision but also fostered critical awareness of formal Arabic discourse. Through consistent exposure to authentic models and guided feedback, students shifted from descriptive, informal writing to coherent, thesis-driven argumentation bridging the gap between linguistic competence and academic expression. This reinforces earlier findings on the necessity of explicit instruction in formal writing and affirms the value of genre-based pedagogy within Arabic for Academic Purposes (AfAP).

Nevertheless, this study has several limitations. The research was limited to a small cohort of 30 students in a single institutional context, which may not represent broader Arabic language learner populations. Additionally, while the study focused on writing, it did not address oral academic discourse or long-term retention of writing strategies. Future research may consider expanding the participant base, comparing

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<sup>18</sup> Alrayes dan Masoudi, "The Insensible Effect of the English Language upon the Arabic Writing Styles."

<sup>19</sup> Yunis dan Dajani, "Acquiring Reading and Writing Skills among Beginner Learners of Arabic Language, An Applied Analytical Study of the First and Second Books of the University of Jordan's Arabic Curriculum for Non-native Speakers."

<sup>20</sup> A. Alkahtani, "The Role of Parents in Teaching Arabic Language Skills (Reading and Writing) To Primary School Students in the Corona Pandemic Crisis."

<sup>21</sup> Junina dkk., "A Mixed-Method Inquiry into Arabic-Speaking Students' Experiences with English Academic Writing at the Undergraduate Level."

proficiency outcomes across different institutions, and integrating longitudinal designs to assess sustained impact. Despite these limitations, the study contributes to the evolving field of Arabic language pedagogy by offering a practical, evidence-based approach to elevating Arabic proficiency through journal-based academic writing.

## Refereces

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