



## The Relationship Between *Qawa'id al-Lughah* Mastery and the Ability to Construct *Mufidah* Sentences Among Ninth-Grade Female Students

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### Abstract:

The ability to construct *mufidah* sentences is an important indicator of productive competence in Arabic language learning. This study aimed to examine the relationship between *Qawa'id al-Lughah* mastery and the ability to construct *mufidah* sentences among ninth-grade female students. A quantitative correlational design was employed involving 78 students selected through total sampling. Data on *Qawa'id al-Lughah* mastery were obtained from students' achievement scores in *nahwu* and *sharf*, while sentence construction ability was measured through a written test. Data were analyzed using descriptive statistics, the One-Sample Kolmogorov–Smirnov Test, and Spearman Rank Correlation. The findings revealed that students demonstrated good levels of grammar mastery ( $M = 82.99$ ) and sentence construction ability ( $M = 86.06$ ). Furthermore, a statistically significant positive relationship was found between the variables ( $\rho = 0.342$ ,  $p = 0.002$ ), although the correlation strength was low. The novelty of this study lies in its focus on the relationship between grammatical mastery and *mufidah* sentence construction among female junior secondary students. The findings suggest that grammar instruction should be integrated with intensive sentence-construction practice to enhance productive Arabic language skills.

**Keywords:** *Qawa'id al-Lughah*, Arabic Grammar Mastery, *Mufidah* Sentences, Correlational Study

### Abstrak:

Kemampuan menyusun number of *mufidah* merupakan salah satu indikator penting kompetensi produktif dalam pembelajaran bahasa Arab. Penelitian ini bertujuan untuk mengkaji hubungan antara penguasaan *Qawa'id al-Lughah* dan kemampuan menyusun number of *mufidah* pada siswi kelas IX. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional yang melibatkan 78 siswi melalui teknik total sampling. Data penguasaan *Qawa'id al-Lughah* diperoleh dari nilai *nahwu* dan *sharf*, sedangkan kemampuan menyusun number of *mufidah* diukur melalui tes tertulis. Analisis data dilakukan menggunakan statistik deskriptif, uji One-Sample Kolmogorov–Smirnov, dan korelasi Rank Spearman. Hasil penelitian menunjukkan bahwa siswi memiliki tingkat penguasaan tata bahasa yang baik ( $M = 82,99$ ) dan kemampuan menyusun number of *mufidah* yang baik ( $M = 86,06$ ). Selain itu, ditemukan hubungan positif yang signifikan antara kedua variabel ( $\rho = 0,342$ ;  $p = 0,002$ ), meskipun kekuatan korelasinya rendah. Kebaruan penelitian ini terletak pada fokusnya terhadap hubungan penguasaan tata bahasa dan kemampuan menyusun number of *mufidah* pada siswi tingkat menengah pertama. Temuan ini mengindikasikan bahwa pembelajaran tata bahasa perlu diintegrasikan dengan latihan penyusunan kalimat secara intensif untuk meningkatkan keterampilan produktif bahasa Arab.

**Kata Kunci:** *Qawa'id al-Lughah*, Penguasaan Tata Bahasa Arab, Number of *mufidah*, Studi Korelasional

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## INTRODUCTION

The development of productive language skills constitutes one of the primary objectives of Arabic language education. Among these skills, the ability to construct *mufidah* sentences (number of *mufidah*) is particularly important because it reflects learners' capacity to express ideas in a grammatically accurate and meaningful manner (Khusnun et al., 2023; Sholeh et al., 2022). The construction of meaningful sentences requires students to organize words according to Arabic grammatical rules while maintaining semantic coherence. Consequently, sentence construction ability is frequently regarded as an indicator of students' overall proficiency in Arabic language production (Harb, 2020; Radjack et al., 2021). In educational settings where Arabic is taught as a foreign language, strengthening students' ability to formulate correct sentences is essential because it supports the development of more advanced linguistic competencies, including writing, speaking, and text comprehension.

One of the factors commonly associated with students' ability to construct Arabic sentences is mastery of *Qawa'id al-Lughah*, which encompasses the principles of *nahwu* and *sharf* (Budiono, 2025; Ramadan, 2023). These grammatical components provide learners with knowledge of sentence structure, syntactic relationships, word formation, and morphological patterns. Through adequate mastery of grammatical rules, students are expected to arrange linguistic elements appropriately and avoid errors in sentence construction. Nevertheless, educational practice often reveals differences between students' grammatical knowledge and their actual language performance. Some students demonstrate strong achievement in grammar-related subjects but have difficulty constructing meaningful sentences independently (Sirković, 2022; Turan et al., 2021). Such conditions indicate that the relationship between grammatical mastery and sentence construction ability warrants further empirical investigation.

The relationship between grammar mastery and Arabic language skills has attracted considerable scholarly attention. Selim (2023) and Almalki (2023) reported that mastery of Arabic grammar contributed positively to students' reading comprehension achievement. Al-Rawafi et al. (2021) found that grammatical competence enhanced linguistic accuracy and reduced syntactic errors in language learning. Similarly, Jannah et al. (2024) demonstrated that grammar knowledge was associated with improved Arabic writing performance, while Solimando (2021) emphasized the importance of grammatical understanding in supporting communicative language competence. Collectively, these studies suggest that grammar constitutes an important component of successful Arabic language learning. However, most previous investigations focused on general language achievement, reading comprehension, writing proficiency, or communicative competence rather than examining the specific relationship between *Qawa'id al-Lughah* mastery and students' ability to construct *mufidah* sentences.

A review of the existing literature also reveals a contextual and methodological gap. Empirical studies investigating the relationship between grammatical mastery and sentence construction ability among junior secondary school students remain relatively limited. Furthermore, few studies have specifically examined female students at the ninth-grade level using a correlational approach to determine the magnitude and significance of the relationship between these variables (Althafir et al., 2022; Çakin, 2022). As a result, there is still insufficient empirical evidence regarding whether students who demonstrate higher levels of mastery in *nahwu* and *sharf* also exhibit better performance in constructing meaningful Arabic sentences. Addressing this gap is important because sentence

construction represents one of the most direct manifestations of productive language competence.

The present study was conducted to investigate the relationship between *Qawa'id al-Lughah* mastery and the ability to construct *mufidah* sentences among ninth-grade female students. Specifically, this study focuses on two measurable variables: students' achievement in Arabic grammar, represented by their performance in *nahwu* and *sharf*, and their ability to construct meaningful sentences based on Arabic grammatical principles. By examining the association between these variables, the study seeks to provide empirical evidence regarding the extent to which grammatical mastery is related to productive language performance in Arabic learning contexts.

Based on the theoretical framework and previous empirical findings, this study hypothesizes that there is a positive relationship between students' mastery of *Qawa'id al-Lughah* and their ability to construct *mufidah* sentences. Students with higher levels of grammatical mastery are expected to demonstrate better sentence construction ability than those with lower levels of mastery. The originality of this research lies in its specific focus on ninth-grade female students and its examination of the relationship between grammar achievement and sentence construction performance through quantitative correlational analysis. The findings are expected to contribute to the literature on Arabic language education and provide practical implications for designing instructional strategies that effectively integrate grammatical competence with productive language practice.

## RESEARCH METHOD

This study employed a quantitative approach with a correlational research design to examine the relationship between students' mastery of *Qawa'id al-Lughah* and their ability to construct *mufidah* sentences (Watson, 2022). A correlational design was considered appropriate because the study sought to determine the degree and direction of association between two variables without manipulating them. The independent variable was students' mastery of *Qawa'id al-Lughah*, while the dependent variable was their ability to construct meaningful Arabic sentences. Through this approach, the study aimed to provide empirical evidence regarding the extent to which grammatical competence contributes to productive language skills among Arabic language learners.

The research was conducted at an Islamic junior secondary school that implements intensive Arabic language instruction as part of its educational program. The institution was selected purposively because Arabic language learning, particularly in the areas of *nahwu* and *sharf*, occupies a significant position within the curriculum. This context provided a relevant setting for investigating the relationship between grammatical mastery and sentence construction ability, as students are regularly exposed to formal instruction in Arabic grammar and language production.

The population of the study consisted of all ninth-grade female students enrolled during the academic year in which the research was conducted, totaling 78 students. Given the relatively manageable size of the population, the study employed a total sampling technique, whereby all members of the population were included as research participants. The use of total sampling ensured comprehensive representation of the target population and minimized sampling bias, thereby enhancing the validity of the findings.

Data were collected through documentation and written tests (Haji et al., 2024). Documentation was used to obtain data on students' mastery of *Qawa'id al-Lughah*,

represented by their mid-semester examination scores in *nahwu* and *sharf*. These scores were selected because they reflected students' achievement in the core components of Arabic grammar. Meanwhile, a written test was administered to measure students' ability to construct *mufidah* sentences. The test required students to produce grammatically correct and meaningful Arabic sentences based on predetermined linguistic criteria. Prior to administration, the test instrument was reviewed to ensure its relevance to the research objectives and its suitability for assessing sentence construction skills.

The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were employed to describe the levels of *Qawa'id al-Lughah* mastery and sentence construction ability through measures such as mean scores, minimum and maximum values, and score distributions. Before conducting the correlation analysis, a normality test was performed using the One-Sample Kolmogorov–Smirnov Test to determine whether the data met the assumptions required for parametric analysis. The results indicated that the data were not normally distributed; therefore, a non-parametric statistical procedure was deemed more appropriate.

To test the research hypothesis, the Spearman Rank Correlation coefficient was employed to examine the relationship between students' mastery of *Qawa'id al-Lughah* and their ability to construct *mufidah* sentences. This statistical technique was selected because it is suitable for analyzing relationships between variables measured on ordinal scales or data that do not meet normality assumptions. The strength and direction of the correlation were interpreted based on established correlation coefficient criteria. All statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS), ensuring systematic, objective, and accurate data processing. Through these procedures, the study sought to generate reliable findings regarding the role of grammatical mastery in developing students' Arabic sentence construction skills.

## FINDINGS AND DISCUSSION

### Findings

This study explored the lived experiences of Madrasah Tsanawiyah students in navigating the complexity of Arabic language learning. Through thematic phenomenological analysis of interviews, observations, and documentation involving twelve participants, four interconnected themes emerged: (1) Initial Confusion, (2) Learning Difficulties, (3) Adaptation Process, and (4) Survival Strategies. These themes collectively illustrate the dynamic process through which students encounter, interpret, and respond to the challenges of learning Arabic.

### Instrument Validity Test

Before data collection, the research instrument used to measure students' ability to construct *mufidah* sentences was subjected to a validity test. The validation process involved expert judgment from three specialists in Arabic language education and grammar. The validity of the test items was subsequently examined using correlation analysis in IBM SPSS Statistics Version 30. The results indicated that all 20 test items met the required validity criteria, with each item demonstrating a correlation coefficient higher than the critical value ( $r\text{-table} = 0.223$ ). Therefore, all items were considered valid and suitable for measuring students' ability to construct *mufidah* sentences.

**Table 1. Instrument Validity Test Results**

Research Variable	Number of Items	r-table	Valid Items
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Ability to Construct <i>Mufidah</i> Sentences (Y)	20	0.223	20
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Source: SPSS Version 30 Output

### Instrument Reliability Test

Following the validity assessment, a reliability test was conducted using Cronbach's Alpha to determine the internal consistency of the instrument. Reliability testing is essential to ensure that the instrument produces stable and consistent measurements. The analysis revealed a Cronbach's Alpha coefficient of 0.817 for the 20-item test. Since this value exceeded the minimum acceptable threshold of 0.60, the instrument was categorized as highly reliable. Consequently, the instrument was considered appropriate for data collection purposes.

Table 2. Instrument Reliability Test Results

Research Variable	Number of Items	Cronbach's Alpha	Criterion	Interpretation
Ability to Construct <i>Mufidah</i> Sentences (Y)	20	0.817	> 0.60	Reliable

Source: SPSS Version 30 Output

### Normality Test

A normality test was performed before conducting inferential statistical analysis to determine whether the data followed a normal distribution. The One-Sample Kolmogorov-Smirnov Test was employed using IBM SPSS Statistics Version 30. The results showed a significance value (p-value) of less than 0.001, which was below the significance threshold of 0.05. Therefore, the data were not normally distributed. Based on this finding, a non-parametric statistical technique was selected for hypothesis testing.

Table 3. Normality Test Results

Variables	Test Method	Sig. (2-tailed)	Interpretation
X and Y	One-Sample Kolmogorov-Smirnov Test	< 0.001	Not Normally Distributed

Source: SPSS Version 30 Output

### Hypothesis Testing

Because the normality assumption was not satisfied, the research hypothesis was tested using Spearman Rank Correlation. This non-parametric technique was employed to examine the relationship between students' mastery of *Qawa'id al-Lughah* and their ability to construct *mufidah* sentences. The analysis produced a Spearman correlation coefficient ( $\rho$ ) of 0.342 with a significance value of 0.002. Since the significance value was lower than 0.05, the relationship between the two variables was statistically significant. According to common correlation interpretation guidelines, a coefficient of 0.342 indicates a low positive correlation.

Table 4. Spearman Rank Correlation Results

Variables	Correlation Coefficient ( $\rho$ )	Sig. (2-tailed)	Interpretation
X and Y	0.342	0.002	Low but Significant Positive Correlation

Source: SPSS Version 30 Output

Descriptive statistical analysis showed that the mean score of students' mastery of *Qawa'id al-Lughah* was 82.99. The lowest score recorded was 68, while the highest score reached 93. The standard deviation was 4.997, indicating relatively homogeneous achievement among participants. Overall, students' mastery of Arabic grammar was

categorized as good.

The descriptive analysis of students' ability to construct *mufidah* sentences yielded a mean score of 86.06. The lowest score obtained was 59, while the highest score was 95. The standard deviation of 7.501 suggested greater variation in sentence construction performance compared to grammar mastery. Nevertheless, the overall level of students' ability to construct meaningful Arabic sentences was classified as good.

## Discussion

The findings indicate that ninth-grade female students demonstrated a generally good level of mastery of *Qawa'id al-Lughah*, as reflected by the mean score of 82.99. This result suggests that most students possess adequate knowledge of Arabic grammatical structures, including both *nahwu* and *sharf*. The relatively small standard deviation (4.997) further indicates that students' grammar achievement was fairly consistent across the sample. The good level of grammatical mastery may be attributed to the intensive Arabic language instruction implemented within the school curriculum (Jaradat et al., 2022; Solimando, 2021). Continuous exposure to grammatical concepts and structured learning activities appears to have contributed positively to students' understanding of Arabic language rules. However, the presence of several students with lower scores suggests that differences in learning achievement still exist and may require targeted instructional support.

Therefore, teachers should continue providing remedial and enrichment activities to ensure more equitable mastery of grammatical concepts among learners (Arif et al., 2023; Sun et al., 2023). The results also revealed that students generally possessed a good ability to construct *mufidah* sentences, as indicated by the mean score of 86.06. This finding demonstrates that most participants were capable of organizing words into meaningful and grammatically acceptable Arabic sentences. Nevertheless, the larger standard deviation (7.501) indicates greater variation in sentence construction performance than in grammar mastery. Classroom observations and test results suggest that students performed well on basic sentence construction tasks but experienced increasing difficulty when required to apply more complex grammatical structures. Errors frequently involved inappropriate word forms, incorrect syntactic arrangements, and inaccurate application of grammatical rules (Chu et al., 2024; Deep et al., 2025). These findings imply that while students possess foundational grammatical knowledge, some still encounter challenges when transferring theoretical understanding into practical language production.

Consequently, Arabic language instruction should emphasize not only theoretical grammar acquisition but also extensive practice in sentence construction. Integrating communicative exercises, contextual writing activities, and guided sentence-building tasks may help students apply grammatical knowledge more effectively in authentic language use (Scheffler et al., 2019; Thumvichit et al., 2021). The Relationship Between *Qawa'id al-Lughah* Mastery and the Ability to Construct *Mufidah* Sentences. The primary objective of this study was to investigate whether mastery of *Qawa'id al-Lughah* is associated with students' ability to construct *mufidah* sentences. The Spearman Rank Correlation analysis revealed a statistically significant positive relationship between the two variables ( $\rho = 0.342$ ,  $p = 0.002$ ).

This finding indicates that students with higher levels of grammatical mastery tend to demonstrate better performance in constructing meaningful Arabic sentences. The

result supports the theoretical assumption that grammar serves as a foundational component of language production. Knowledge of grammatical rules assists learners in organizing sentence elements, selecting appropriate word forms, and maintaining syntactic accuracy (Issa, 2023; Rana et al., 2021). However, the correlation coefficient falls within the low category, suggesting that grammar mastery alone does not fully explain students' sentence construction ability. Other factors may also contribute substantially to language production skills, including the frequency of Arabic language practice, vocabulary mastery, exposure to authentic language use, learning motivation, and instructional strategies employed by teachers.

The relatively low correlation observed in this study is particularly important because it highlights the limitations of grammar-focused instruction when implemented in isolation. Some students achieved high grammar scores but encountered difficulties when applying grammatical knowledge in practical sentence construction. Conversely, several students demonstrated satisfactory sentence construction skills despite possessing only moderate levels of grammatical mastery. This phenomenon suggests that productive language ability develops through the interaction of multiple linguistic and pedagogical factors rather than grammar knowledge alone.

Therefore, Arabic language educators should adopt a balanced instructional approach that integrates grammatical competence with meaningful language use. Grammar instruction should be accompanied by regular opportunities for students to practice constructing sentences, expressing ideas, and using Arabic in communicative contexts. Such an approach may strengthen the transfer of grammatical knowledge into actual language performance. Overall, the findings confirm that mastery of *Qawa'id al-Lughah* plays a significant role in supporting students' ability to construct *mufidah* sentences. Nevertheless, because the strength of the relationship remains relatively low, future research should explore additional factors influencing Arabic sentence construction ability to obtain a more comprehensive understanding of students' productive language development.

## CONCLUSION

This study concludes that ninth-grade female students demonstrated good levels of both *Qawa'id al-Lughah* mastery ( $M = 82.99$ ) and the ability to construct *mufidah* sentences ( $M = 86.06$ ). The most important finding is that a statistically significant positive relationship exists between the two variables ( $\rho = 0.342$ ,  $p = 0.002$ ), indicating that stronger grammatical mastery tends to be associated with better sentence construction ability. However, the low correlation coefficient suggests that grammatical competence alone is insufficient to explain students' productive language performance. The study contributes to Arabic language education by providing empirical evidence regarding the relationship between grammar achievement and sentence construction skills among junior secondary students. Nevertheless, the research was limited to a single institution and focused only on one independent variable. Future studies should examine additional factors, such as vocabulary mastery, learning motivation, language exposure, and instructional practices, to obtain a more comprehensive understanding of Arabic sentence construction ability.

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