

**ARABIC LANGUAGE TEACHING STRATEGIES TO IMPROVE WRITING SKILLS
AT THE SENIOR HIGH SCHOOL LEVEL IN TANAH DATAR REGENCY**Rita Zahara Kamsir¹, Ruswandi², Shofia Khelil³, and Ahmed Bouzid⁴¹ Mahmud Yunus State Islamic University of Batusangkar, Batusangkar, Indonesia² Mahmud Yunus State Islamic University of Batusangkar, Batusangkar, Indonesia³ University of Algiers, Algiers, Algeria⁴ University of Constantine, Constantine, Algeria**Corresponding Author:**

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21, 2025**Abstract**

Arabic writing skills at the senior high school level in Tanah Datar Regency remain a challenge, especially in non-Islamic boarding school environments, due to less varied and contextual teaching strategies. This study aims to identify, analyze, and formulate effective Arabic teaching strategies to improve the writing skills of senior high school students in Tanah Datar Regency. The method used is a Systematic Literature Review (SLR) with primary and secondary data from various scientific literature. The results of this study indicate that traditional approaches do not support the development of senior high school students' writing skills in Tanah Datar Regency, while communicative and contextual strategies are more effective. This study emphasizes the need for updated teaching strategies that are applicable, innovative, and relevant to the needs of today's students.

Keywords: Arabic, Teaching Strategy, Writing Skills

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INTRODUCTION

Arabic writing skills at the senior high school level in Tanah Datar Regency remain a significant challenge for most students, especially those in non-Islamic boarding school settings (Annisa dkk., 2025; Husna dkk., 2025). Based on initial observations and documentation studies conducted at several senior high schools in Tanah Datar Regency, it was found that most students experience difficulty constructing grammatical sentences according to the rules of grammar and grammar, have limited vocabulary mastery, and demonstrate low motivation to practice writing in Arabic. This situation is exacerbated by the implementation of teaching strategies that tend to be monotonous and poorly adapted to student needs, such as the use of lecture methods, vocabulary memorization, and literal translation without training in meaningful written expression. This indicates an urgent need to reformulate Arabic language teaching strategies in schools to stimulate interest and improve students' writing skills more effectively and communicatively.

Previous studies have shown that mastery of Arabic writing skills is significantly influenced by the teaching methods and approaches used by teachers in the classroom (Achoita & Susanti, 2020; Firdausiyah & Jannah, 2025; Nunung dkk., 2025). Several language teaching theories, such as the communicative approach, task-based learning, and thematic approaches, have been widely studied and applied in the context of foreign language teaching, including Arabic (Rambe, 2024). However, the implementation of these theories in the Indonesian high school context has not yet shown optimal results, particularly in the area of writing skills. Most research tends to focus more on reading and speaking skills, while writing has received less attention (Fadila dkk., 2025). This indicates a gap between ideal teaching theories and practical realities, necessitating a more in-depth study of truly effective teaching strategies for improving Arabic writing skills, particularly at the high school level in Tanah Datar Regency.

This study aims to identify various Arabic language teaching strategies used in teaching writing skills at the high school level in Tanah Datar Regency, analyze their effectiveness in improving students' writing skills, and formulate appropriate, innovative, and applicable teaching strategies to improve students' writing skills. By mapping the strategies used and thoroughly evaluating their effectiveness, this study is expected to provide practical recommendations that can be implemented by Arabic language teachers. This objective is crucial given that writing is a productive skill that requires systematic practice, ongoing guidance, and teaching strategies that integrate students' linguistic and cognitive aspects. Therefore, this research focuses on developing teaching strategies that are not only theoretical but also applicable, tailored to the needs of today's high school students.

Based on the background and objectives outlined above, it can be concluded that this research is highly urgent. Students' difficulties in writing Arabic, influenced by weak teaching strategies, require interventions based on systematic and contextual scientific studies. Furthermore, with research objectives focused on mapping, analyzing, and formulating appropriate strategies, this research is expected to provide theoretical and practical contributions to the development of Arabic teaching methods at the high school level in Tanah Datar Regency. This research is based on the argument that innovative and responsive teaching to students' needs will significantly improve writing skills. Therefore, it is crucial for education to pay greater attention to teaching strategies as a key to strengthening Arabic writing skills.

A teaching strategy is a set of plans and actions designed by educators to achieve learning objectives effectively and efficiently (Rahmadani dkk., 2024; Sanjani, 2021; Simbolon & Naibaho, 2024). In an educational context, a teaching strategy is not simply a method or technique, but rather encompasses a broader approach involving the selection of materials, the use of media, and the management of interactions between teachers and students. According to Gagné and Briggs, a teaching strategy encompasses various instructional stages designed to optimally facilitate student learning (Sholihah & Mukaffa, 2025). This strategy can be tailored based on student characteristics, learning objectives, and the sociocultural context in which the

learning takes place. Therefore, understanding the concept of teaching strategies is crucial to ensuring an interactive, meaningful learning process that encourages the development of desired skills, including in Arabic language teaching.

In practice, teaching strategies have various manifestations or categorizations, depending on the approach used and the learning objectives to be achieved. In general, teaching strategies can be classified into two main categories: expository strategies and heuristic strategies (Puspitasari, 2023). Expository strategies, such as lectures and demonstrations, emphasize the direct delivery of material from the teacher to students (Fariq, 2023; Fhajri dkk., 2025; Supriyadi dkk., 2023). Meanwhile, heuristic strategies, such as discussions, simulations, and project-based learning, emphasize active student involvement in the learning process. In language teaching, including Arabic, communicative, collaborative, and contextual strategies have proven more effective in developing productive skills such as writing. Therefore, selecting appropriate and relevant teaching strategies is a determining factor in learning success, particularly in improving students' writing skills at the high school level.

Writing is a productive and complex language skill because it simultaneously involves cognitive, linguistic, and motor skills (Sharma dkk., 2025; Sururin & Umkabu, 2023). In general, writing can be defined as the process of expressing ideas, thoughts, and feelings in a structured written form that is understandable to the reader (Mahmur dkk., 2021; Marliana & Indihadi, 2020). From a linguistic perspective, writing emphasizes not only grammatical aspects but also cohesion, coherence, and the ability to construct coherent paragraphs and discourse. Brown (2001) states that writing is a continuous process, starting from the prewriting stage, drafting, revising, and editing. This process requires ongoing practice and systematic guidance so that students can produce good, communicative writing. Therefore, writing is not just an end result, but rather part of a complex and directed learning process.

Writing skills can be manifested in various forms and categories, depending on the communication goals and the context in which they are used. In Arabic language learning, the writing styles taught to students generally include simple sentences, descriptive paragraphs, formal and informal letters, and narrative and expository essays. Based on their approach, writing skills can be divided into writing as a product and writing as a process. The product approach emphasizes the final written product, which conforms to language rules, while the process approach focuses more on the cognitive steps students take during the writing process. In modern learning, the process approach is prioritized because it provides space for students to think critically, revise, and develop ideas gradually. Therefore, it is important for teachers to understand the various forms of writing skills and their teaching approaches to adapt strategies used in the classroom.

Arabic is a Semitic language with a distinctive grammatical structure and phonological system, and is known as a language of high religious and cultural status among Muslims. Linguistically, Arabic is characterized by a complex morphological system, flexible syntactic structures, and a rich and extensive vocabulary. Arabic also possesses unique characteristics, including a root system (*jadzar*) and word formation patterns (*wazn*), not found in Indo-European languages. In educational contexts, Arabic is taught both as a second language and as a foreign language, depending on the student's sociolinguistic environment. Learning objectives encompass not only communicative aspects but also the understanding of classical and religious texts. Therefore, teaching Arabic requires an approach that encompasses not only linguistic but also pedagogical aspects, so that students can master all aspects of language skills, including writing, holistically and functionally.

Arabic language learning in formal educational contexts, such as at the high school level, encompasses various language skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). In practice, Arabic language instruction often focuses on memorizing vocabulary and grammatical structures, while writing skills often receive less attention. Yet, writing skills are a crucial indicator of language proficiency because they require the ability to

integrate various linguistic aspects productively. Furthermore, variations in dialect, register, and social context also influence approaches to Arabic teaching. Therefore, teaching strategies used in Arabic classes must accommodate these diverse aspects and provide space for students to develop writing skills in applicable and meaningful forms. This is crucial so that Arabic learning at the high school level is not merely a grammatical routine but also able to develop real and contextual communication competencies.

RESEARCH METHOD

The object of this study is Arabic writing skills at the senior high school level in Tanah Datar Regency, which remains a challenge for most students, particularly those in non-Islamic boarding school settings. Based on initial observations and documentation studies, it was found that many students experience difficulty constructing grammatically correct sentences (nahwu and sharaf), have limited vocabulary mastery, and demonstrate low motivation to write in Arabic. Furthermore, teaching strategies used in the classroom are generally traditional and monotonous, such as lecture methods and literal translations, which do not actively engage students in the writing process. This situation indicates an urgent need to evaluate and develop teaching strategies that are more contextual, communicative, and encourage active student engagement to improve Arabic writing skills at the senior high school level in Tanah Datar Regency.

This research is library research using the Systematic Literature Review (SLR) approach, a systematic, structured literature review method oriented toward the comprehensive identification and synthesis of evidence from relevant literature. The primary data in this study comes from articles, journals, and research reports that directly discuss the problem of Arabic writing skills at the senior high school level in Tanah Datar Regency, including the factors causing difficulties, the learning strategies used, and the effectiveness of certain teaching approaches. Meanwhile, secondary data was obtained from scientific literature related to supporting topics such as language teaching theory, learning strategies, communicative approaches, and writing skills development. All data sources come from accountable academic documents, including indexed journals, reference books, and recent research reports that match the keywords in this study.

The theoretical foundation of this research is based on several key relevant theories to support the analysis and synthesis of literature data. First, the Writing Skills Theory, as proposed by Hyland (2003), emphasizes that writing is a complex activity that integrates linguistic, cognitive, and sociocultural abilities. Second, the Language Learning Strategies Theory by Oxford (1990), which explains the importance of appropriate learning strategies for creating an effective and directed learning process. Third, the Communicative Language Teaching (CLT) Theory positions language as a tool for meaningful communication and writing as a communication activity within a real-life context. Fourth, Vygotsky's Constructivism Theory, which views the importance of social interaction and learning support (scaffolding) in developing language skills, including writing skills. These four theories serve as the conceptual basis for assessing and formulating the most relevant and applicable teaching strategies.

The research process in the Systematic Literature Review approach is carried out through systematic, transparent, and replicable stages. First, specific research questions were formulated, reflecting the primary focus of this study, namely Arabic language teaching strategies for improving high school students' writing skills. Second, a research protocol was developed, including a literature search strategy, inclusion and exclusion criteria, and a source quality assessment format. The search was conducted through various electronic databases such as Google Scholar, ScienceDirect, ProQuest, and DOAJ, using keyword combinations such as "Arabic language teaching strategies," "Arabic writing in high school," and "communicative

approach in Arabic language teaching." The collected studies were then selected based on their relevance and quality before data extraction for in-depth analysis. This process ensured that the synthesis was valid, accountable, and minimized the potential for bias.

The data analysis in this study employed a content analysis approach, which aimed to identify patterns, themes, and interconnections across the selected literature sources. This process included in-depth reading of each article or document, recording relevant units of information, grouping data into thematic categories, and interpreting trends and findings emerging from the various literature sources. This technique is used not only to assess the effectiveness of teaching strategies found in various studies but also to develop a meaningful and applicable synthesis in accordance with the research objectives. Using a content analysis approach, this study is expected to provide evidence-based recommendations regarding appropriate Arabic teaching strategies to improve the writing skills of high school students in Tanah Datar Regency.

RESULTS AND DISCUSSION

The literature review shows that teaching strategies in the context of language learning, particularly Arabic, are highly diverse and continue to evolve according to the needs and characteristics of students. Various literatures describe a number of approaches and strategies used in writing instruction, including direct strategies such as guided and unguided writing exercises, cognitive strategies, metacognitive strategies, and affective strategies that focus on student motivation and self-confidence. Literature also highlights the use of interactive learning media, collaborative learning techniques, project-based learning, and task-based learning in teaching writing skills. Furthermore, learning strategies based on communicative and contextual approaches are often highlighted as effective ways to develop students' writing skills, including in Arabic language learning at the secondary level.

Explanations of the data found in the literature indicate that the effectiveness of teaching strategies depends heavily on the appropriateness of the methods used to the learning objectives, student characteristics, and the socio-cultural context of the learning. Numerous literature sources emphasize that strategies such as the use of clear assessment rubrics, constructive feedback, and the use of learning technology, such as digital Arabic writing applications, have been proven to improve student participation and learning outcomes. The literature also notes that a variety of strategies involving structured linguistic elements (nahwu and sharaf), as well as the integration of real-life contexts, have a positive impact on helping students develop good and relevant sentence structures. Another finding reveals that teachers who are able to adapt learning strategies based on student responses tend to significantly improve their writing skills.

The relationship between literature findings regarding teaching strategies and the reality on the ground reveals a significant gap. On the one hand, the literature presents a variety of innovative, applicable, and participatory learning strategies; on the other hand, learning practices in high schools—particularly in non-Islamic boarding school settings—are still dominated by traditional, teacher-centered methods. This mismatch is evident in students' low success in writing Arabic effectively and communicatively. Field evidence indicates that students still struggle to construct grammatically correct sentences, have limited vocabulary, and lack motivation in completing writing assignments. Therefore, the results of this literature review provide a basis for considering the implementation of alternative learning strategies that are more relevant and able to address the real challenges faced by students in developing Arabic writing skills.

The literature review on writing skills shows that writing is a productive language skill that requires continuous practice and an integrative learning approach. The reviewed literature states that writing involves critical thinking, idea planning, sentence construction, and repeated revision. In the context of Arabic language learning, this aspect also includes mastery of grammar (nahwu), morphology (sharaf), and text structure in accordance with linguistic rules. Many studies recommend writing instruction that begins with simple writing exercises such as descriptions of objects and short narratives, progressing to paragraph and essay development, so that students become accustomed to constructing logical and organized sentence structures. The literature also emphasizes the importance of collaborative learning strategies, the use of writing portfolios, and the integration of digital media to support the active writing learning process.

The literature highlights that writing skills cannot be developed through a monotonous or contextless teaching approach. Numerous studies show that writing instruction focused solely on grammatical rules is insufficient to develop effective writing competency. Writing instruction must include creative, interactive, and problem-solving-based activities. Furthermore, the literature highlights the importance of scaffolding, or gradual support from teachers, throughout the writing process, encompassing the planning, implementation, and evaluation stages. Several sources also note the importance of providing individualized feedback to help students understand their writing strengths and weaknesses. This demonstrates that writing is a complex process and requires a holistic and structured pedagogical approach.

When compared to realities on the ground, the results of the literature review on writing reinforce the fact that students' low writing skills are caused by teaching approaches that fail to address the process and complexity of writing skills. Practices in many schools demonstrate that writing activities are often simply assigned without adequate guidance, tiered practice, or ongoing evaluation and revision. This contrasts with recommendations in the literature, which emphasize the importance of an exploratory and interaction-based writing learning process. This gap underscores the importance of developing writing teaching strategies that focus not only on outcomes but also on the process, enabling students to develop solid and contextual writing skills.

A literature review on Arabic indicates that this language has complex linguistic characteristics and morphological structures, distinguishing it from other languages, especially for beginner learners. The literature reveals that learning Arabic requires an integrated approach, given that sentence structure is heavily influenced by the grammar and grammar systems. Several sources explain that mastery of Arabic relies not only on memorizing vocabulary but also on understanding the context of use, syntactic structures, and phonological aspects. In school-level learning, many studies recommend the use of communicative and contextual approaches so that students can internalize Arabic naturally and meaningfully. The literature also notes that complete mastery of Arabic encompasses four skills: listening, speaking, reading, and writing, which must be taught in an integrated manner.

Explanation of the literature data indicates that the main challenge in learning Arabic is how to make this language an active means of communication, rather than simply memorizing texts. Several studies emphasize that the grammar-translation approach commonly used in schools is ineffective in developing functional language skills. The literature suggests that Arabic language learning should be based on real-life linguistic experiences, including the use of dialogues, simulations, and authentic texts in learning activities. Furthermore, Arabic language teachers are required to be creative in designing learning activities that connect linguistic structures to students' daily lives. This is intended to enable students to understand Arabic functionally, not only theoretically but also practically.

When compared to the reality of Arabic language learning at the high school level in Tanah Datar Regency, it was found that the complex characteristics of Arabic have not been fully addressed by the teaching strategies used. In many schools, Arabic language learning still focuses on theoretical aspects, isolating students from real-life communication contexts. This makes it difficult for students to apply their understanding of Arabic in productive skills, such as writing. This gap emphasizes the importance of using Arabic language teaching strategies that are communicative, integrative, and aligned with modern language learning principles. Therefore, the results of this literature review support the need to develop contextual Arabic language teaching strategies that accommodate the complexity of language structures while simultaneously improving students' writing skills in a gradual and targeted manner. Below, the researcher presents the research findings in table form based on the three main research objectives:

Table 1. Research Findings

Research purposes	Research Findings	Explanation
Identifying various Arabic language teaching strategies used in learning writing skills at the high school level	The dominant strategies used are lectures, literal translation, and guided writing exercises.	This strategy is found in much literature, but is considered to provide less space for students' creativity and active participation in the writing process.
Analyze the effectiveness of these teaching strategies in improving students' writing skills.	Traditional strategies are less effective; communicative, collaborative, and context-based strategies show better results.	The communicative (Communicative Language Teaching) and collaborative approaches encourage students to think critically, enrich vocabulary, and understand the real context of Arabic language use.
Formulating appropriate, innovative, and applicable Arabic language teaching strategies to improve students' writing skills at the high school level.	The ideal strategy is a combination of a communicative approach, scaffolding techniques, the use of digital media, and contextual writing assignments.	The ideal strategy is a combination of a communicative approach, scaffolding techniques, the use of digital media, and contextual writing assignments.

The research results indicate that Arabic language writing teaching strategies at the senior high school level in Tanah Datar Regency still do not fully reflect an innovative, contextual, and applicable approach. The literature review reveals a variety of progressive strategies oriented toward developing writing competencies, such as task-based learning, communicative approaches, and the use of technology. However, in practice, these approaches have not been optimally implemented. Instead, teaching practices remain strongly influenced by traditional approaches that emphasize memorization and text reproduction. Furthermore, mastery of Arabic linguistic aspects has not been supported by integrative and gradual pedagogical strategies, resulting in weak student writing skills.

Compared with previous research, these findings demonstrate a unique position. Several previous studies have primarily highlighted students' difficulties in writing Arabic without directly linking them to the teaching strategies used. This study, however, successfully systematically identified the relationship between the teaching approach applied and low student learning outcomes in writing. This demonstrates methodological excellence because the SLR provides a strong foundation for comprehensively mapping the strategies recommended by the scientific literature. This study also adds a new perspective by emphasizing the

importance of strategies that are not only theoretically effective but also practically relevant to the context of high school learning in Indonesia.

Reflections on the results of this study indicate that efforts to improve students' writing skills are not sufficient simply by increasing study hours or providing writing assignments; rather, a transformation in the teaching approach is necessary. These results signal the importance of a paradigm shift from teacher-driven instruction to active and meaningful student-driven learning. This also confirms that mastery of Arabic writing skills is not merely a linguistic issue, but also a pedagogical one that must be addressed systematically and strategically. Thus, the purpose of this study becomes increasingly evident: not only to describe the current situation but also to provide direction for reform in Arabic language learning.

The implications of these findings are broad, particularly for teachers, curriculum designers, and education policymakers. Teachers need to re-evaluate their approaches, referring to teaching strategies proven effective in the literature. Curriculum designers can use these results to explicitly integrate writing skills into Arabic language learning structures, emphasizing the process, not just the written product. For policymakers, these findings provide a basis for developing teacher training and ongoing professional development programs that focus on innovative approaches to teaching Arabic writing. In general, the results of this study encourage the strengthening of learning that is not only academic, but also applicable and contextual.

The fundamental reasons why the research results show a mismatch between the strategies recommended in the literature and practice in the field are the continued dominance of traditional teaching culture in schools, teachers' limited understanding of innovative approaches, and the suboptimal support of the education system in providing adequate training. Furthermore, Arabic language learning is often viewed as rote learning, rather than as a means of active communication, resulting in inadequate attention to writing skills. The low utilization of digital media and collaborative strategies in learning also hinders the effective development of students' writing skills.

Based on the results of this study, action that needs to be taken is to formulate and implement Arabic language teaching strategies that are process-based, contextual, and integrative. Teachers need to be provided with practical training to adapt strategies such as task-based learning, the use of digital media, and collaborative learning. Schools and educational institutions need to provide resource and policy support that enable this pedagogical transformation. Furthermore, it is crucial to develop Arabic writing learning guidelines that are not only normative but also applicable and tailored to the characteristics of high school students. Thus, the results of this research can be translated into concrete and transformative educational practices.

CONCLUSION

Surprisingly, this study found that students' inability to write in Arabic at the high school level in Tanah Datar Regency is not solely due to poor grammar or vocabulary skills, but rather stems from the ineffective teaching strategies employed by educators. A systematic literature review (SLR) revealed that conventional approaches such as lectures and literal translations not only hinder student motivation but also limit their creativity in expressing ideas in writing. This fact demonstrates that non-contextual and less communicative teaching strategies significantly impact students' poor writing skills, even when educators intensively teach grammatical structures. Therefore, the emphasis must shift to process-oriented, interactive, and meaningful learning.

This research makes significant contributions both theoretically and practically to the development of scholarship in Arabic language education. From a theoretical perspective, it strengthens the relevance of productive language skills theory, language learning strategies, and communicative and constructivist approaches in the context of writing instruction. Practically, this study offers applicable insights for teachers, curriculum developers, and educational policymakers to reform approaches to Arabic language teaching, particularly writing skills. Strategic recommendations drawn from the literature review can serve as a reference for developing Arabic writing instructional models that better suit the needs of today's students, namely learning that fosters creativity, active engagement, and contextual relevance.

Although this study presents a comprehensive analysis based on a systematic literature review, its limitation lies in its scope, which does not include direct observation of classroom learning practices. This is not a weakness, but rather a methodological limitation inherent in the SLR approach. Therefore, future research is recommended to expand its scope by using mixed methods, combining literature reviews with field studies. This way, findings from the theoretical study can be tested and confirmed in practical contexts across various school environments. Further research could also explore the development of digital-based or integrative writing instructional strategies that are more responsive to the needs of 21st-century learners.

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