

ASSISTING ARABIC WRITING SKILLS THROUGH SCAFFOLDED INSTRUCTION

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Abstract

Writing in Arabic is a complex skill involving linguistic mastery, cognitive processes, and motor coordination. In learning, students still experience difficulties in letter formation, distinguishing phonetically similar letters, spelling accuracy, and constructing simple sentences. This article aims to enhance the Arabic writing skills of tenth-grade students at Madrasah Aliyah Darussalam Kampung Banjar, Padang Lawas Utara, through a structured mentoring program. The program is implemented through scaffolded learning integrated with classroom activities, starting from letter and word writing exercises, constructing simple sentences, writing text components, to guided compositions. The results show improvements in writing accuracy, student confidence, and engagement in learning. Additionally, this activity helps teachers identify students' writing difficulties and implement more responsive teaching strategies. This community service affirms the importance of continuous mentoring and contextual writing practice in improving Arabic writing skills at the secondary education level

Keywords: Arabic writing; instructional assistance; community service

Abstrak

Menulis bahasa Arab merupakan keterampilan kompleks yang melibatkan penguasaan linguistik, proses kognitif, dan koordinasi motorik. Dalam pembelajaran, siswa masih mengalami kesulitan dalam pembentukan huruf, membedakan huruf fonetik mirip, ketepatan ejaan, serta penyusunan kalimat sederhana. Artikel ini bertujuan meningkatkan keterampilan menulis bahasa Arab siswa kelas sepuluh di Madrasah Aliyah Darussalam Kampung Banjar, Padang Lawas Utara, melalui program pendampingan terstruktur. Program dilaksanakan melalui pembelajaran bertahap (scaffolded) yang terintegrasi dengan kegiatan kelas, dimulai dari latihan menulis huruf dan kata, penyusunan kalimat sederhana, penulisan bagian teks, hingga komposisi terbimbing. Hasil kegiatan menunjukkan peningkatan ketepatan tulisan, kepercayaan diri siswa, serta keaktifan dalam pembelajaran. Selain itu, kegiatan membantu guru mengidentifikasi kesulitan menulis siswa dan menerapkan strategi pembelajaran lebih responsif. Pengabdian ini menegaskan pentingnya pendampingan berkelanjutan dan praktik menulis kontekstual untuk meningkatkan keterampilan menulis bahasa Arab di tingkat pendidikan menengah

Kata kunci: Menulis bahasa Arab; pendampingan pembelajaran; pengabdian kepada masyarakat

INTRODUCTION

Teaching Arabic is a multifaceted and complex educational endeavor that involves the systematic development of four fundamental language skills: listening, speaking, reading, and writing. Each of these skills contributes to learners' overall communicative competence; however, writing occupies a distinctive position due to its cognitive, linguistic, and psychomotor demands.¹ Writing requires learners to simultaneously process vocabulary, grammar, discourse organization, and motor coordination, making it one of the most challenging skills to acquire, particularly in a second or foreign language context.² Within educational community service activities, writing instruction is not merely an academic concern but a practical intervention aimed at addressing real classroom challenges encountered by students and teachers.

Arabic writing proficiency is widely recognized as especially demanding for non-native speakers. Learners must master a unique script system, complex orthographic rules, and phonological distinctions that differ significantly from their first language.³ Beyond technical accuracy, Arabic writing also demands the ability to produce coherent and contextually appropriate texts that convey meaning effectively.⁴ In many Indonesian madrasahs, these demands exceed students' initial preparedness, necessitating structured instructional assistance and pedagogical mentoring. As a result, writing instruction becomes a critical entry point for educational support programs that aim to enhance students' overall language development.⁵

Writing ability in Arabic is not merely a technical skill; it is intrinsically linked to learners' engagement with written discourse, interpretation of meaning, and capacity to articulate ideas logically and persuasively.⁶ In the context of Indonesian Islamic education, Arabic writing plays an even more significant role because it facilitates students' access to primary religious sources such as the Qur'an, Hadith, and classical Islamic texts. Difficulties in writing thus have implications beyond language learning, affecting students' religious literacy,

¹ 'The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners', *Humanitarian and Natural Sciences Journal* 3, no. 2 (2022), <https://doi.org/10.53796/hnsj3210>.

² María Pilar Agustín Llach, *Lexical Errors and Accuracy in Foreign Language Writing* (Channel View Publications, 2011), <https://doi.org/10.2307/jj.29308452>.

³ Mbaye Lo, ed., *The Arabic Classroom: Context, Text and Learners*, 1st edn (Routledge, 2019), <https://doi.org/10.4324/9780429435713>.

⁴ Sumikazu Yoda, 'Variations in the Writing System and Style of the Modern Judaeo-Arabic of Libya', in *Semitic Languages and Cultures*, 1st edn, vol. 31, ed. Anthony J. Frendo and Kurstin Gatt (Open Book Publishers, 2025), <https://doi.org/10.11647/obp.0445.07>.

⁵ Nilam Nur Widya Ningrum and Sheila Agustina, 'Improving Students' Figurative Language Writing through Explicit Instruction', *Indonesian Journal of Education Methods Development* 20, no. 3 (2025), <https://doi.org/10.21070/ijemdev.20i3.888>.

⁶ Jan Chovanec, 'Written Academic Discourse in English: From Local Traditions to Global Outreach', *Brno Studies in English* 38, no. 2 (2012): 5–16, <https://doi.org/10.5817/BSE2012-2-1>.

academic confidence, and intellectual participation. Consequently, addressing writing challenges is essential not only for linguistic competence but also for broader educational and spiritual development.

Based on preliminary observations conducted at Madrasah Aliyah Darussalam Kampung Banjar, a range of persistent difficulties in Arabic writing were identified among students. These difficulties include recurrent spelling errors, improper letter formation, incorrect connections between letters, and limited ability to construct coherent sentences and paragraphs.⁷ Such challenges indicate a gap between curriculum expectations and students' actual competencies, highlighting the need for direct educational assistance rather than purely theoretical evaluation. Many students also demonstrated low motivation and confidence when engaging in writing tasks, further compounding their learning difficulties.

The complexity of Arabic writing is closely related to the characteristics of its orthographic and phonological systems. Arabic script is based on a consonantal root structure, with many letters sharing similar visual forms and differing only in diacritical marks or subtle phonetic features.⁸ Letters such as س (sīn) and ش (shīn), or ذ (dhāl) and ز (zāy), frequently cause confusion among learners, especially those with limited exposure to systematic pronunciation instruction. In the partner madrasah, these phonetic and orthographic challenges emerged as dominant sources of error in students' writing. Without targeted instructional strategies, such errors tend to persist and hinder students' progress.

Previous studies in second language writing have emphasized the importance of integrating mechanical accuracy with meaningful communication.⁹ However, in real classroom contexts, particularly in rural or resource-limited madrasahs, teachers often face constraints that limit the implementation of ideal instructional models. These constraints include limited instructional time, large class sizes, insufficient teaching materials, and varying levels of teacher training. As a result, writing instruction frequently becomes product-oriented, emphasizing correctness over process and communication.

⁷ Shawn M. Datchuk, 'Writing Simple Sentences and Descriptive Paragraphs: Effects of an Intervention on Adolescents with Writing Difficulties', *Journal of Behavioral Education* 25, no. 2 (2016): 166–88, <https://doi.org/10.1007/s10864-015-9236-x>.

⁸ Rana Yassin et al., 'Learning to Spell in Arabic: The Impact of Script-Specific Visual-Orthographic Features', *Frontiers in Psychology* 11 (August 2020): 2059, <https://doi.org/10.3389/fpsyg.2020.02059>.

⁹ Binbin Zheng and Mark Warschauer, 'Epilogue: Second Language Writing in the Age of Computer-Mediated Communication', *Journal of Second Language Writing* 36 (June 2017): 61–67, <https://doi.org/10.1016/j.jslw.2017.05.014>.

In Indonesia, several studies have documented Arabic writing difficulties among madrasah students, yet many remain descriptive and do not translate findings into direct pedagogical action.¹⁰ This community service activity was therefore designed to bridge the gap between theory and practice by implementing a classroom-based Arabic writing assistance program. Rather than focusing on abstract analysis, the program emphasized direct engagement with students and teachers, addressing specific learning difficulties through guided practice and mentoring.¹¹

From a pedagogical perspective, effective educational assistance requires active interaction between teachers, students, and learning resources. This program adopted a scaffolded instructional approach, emphasizing gradual progression, repeated practice, and contextualized writing tasks tailored to students' actual needs.¹² Drawing on sociocultural and communicative learning principles, the program aimed to support students' writing development within authentic classroom settings.

Accordingly, this article reports the implementation and outcomes of an Arabic writing assistance program conducted at Madrasah Aliyah Darussalam Kampung Banjar as part of community service activities.¹³ The objectives of the program were to assist students in overcoming basic writing difficulties, support teachers through practical instructional strategies, and enhance students' engagement and confidence in Arabic writing. Through this approach, the activity contributes to improving educational practice at the partner institution and offers insights applicable to similar madrasah contexts.

METHOD

This activity was conducted as a community service program (Pengabdian kepada Masyarakat) at Madrasah Aliyah Darussalam Kampung Banjar.¹⁴ The madrasah was selected as the partner institution based on initial observations

¹⁰ Nurmansyah Eryka Putri and Ermawati Zulikhatin Nuroh, 'Quiz Enhances Writing Skills in Descriptive Texts Among Students in Indonesia', *Inquest Journal* 3, no. 2 (2025): 1–10, <https://doi.org/10.53622/ij.v3i2.351>.

¹¹ Candace Spigelman and Laurie Grobman, eds, *On Location: Theory and Practice in Classroom-Based Writing Tutoring* (Utah State University Press, 2005), <https://doi.org/10.2307/j.ctt46nrx5>.

¹² Anonymous Reviewer, 'Review for "'I'm Afraid I Can't Handle Students' Questions on the Spot!": Complex Interactions between English Research Writing Teachers' Pedagogical Content Knowledge and Instructional Practices'", peer review, with Xiaohao Ma, n.d., <https://doi.org/10.1111/IJAL.12575/v1/review1>.

¹³ Niatri Angraini and Najih Anwar, 'Implementation of Drilling Arabic Program (DAP) in Learning Speaking Skills at Madrasah Aliyah Bilingual Junwangi Krian Sidoarjo: Implementasi Drilling Arabic Program (DAP) Dalam Pembelajaran Keterampilan Berbicara Di Madrasah Aliyah Bilingual Junwangi Krian Sidoarjo', preprint, 11 December 2023, <https://doi.org/10.21070/ups.3646>.

¹⁴ Deni Deni, 'Pengabdian Kepada Masyarakat Kelompok Guru Madrasah Aliyah Jammiyah Islamiyah Terkait Pelatihan Penulisan Karya Tulis Ilmiah Pada Tingkat SMA', *Kapas: Kumpulan Artikel Pengabdian Masyarakat* 2, no. 3 (2024), <https://doi.org/10.30998/ks.v2i3.2644>.

indicating that students experienced persistent difficulties in Arabic writing skills, particularly in letter formation, spelling accuracy, and sentence construction. Conducting the program directly in the natural learning environment allowed for authentic observation and meaningful instructional intervention.

Pendekatan Pengabdian

The program employed a participatory and mentoring-based approach. This approach emphasizes collaboration between the service team, teachers, and students, positioning teachers as partners rather than passive recipients of intervention. Instructional activities were designed to complement existing classroom practices while introducing structured writing assistance strategies.¹⁵

Sasaran dan Profil Mitra

The primary participants were tenth-grade students at Madrasah Aliyah Darussalam Kampung Banjir, selected due to their demonstrated difficulties in Arabic writing. These students come from diverse educational backgrounds, with varying levels of exposure to Arabic instruction at the junior secondary level. The Arabic language teacher was also involved as an active partner, contributing to planning, implementation, and reflection processes.¹⁶

Tahapan Pelaksanaan

The program was implemented through several stages. First, problem identification was conducted through classroom observation and informal discussions with the teacher to identify students' specific writing difficulties. Second, program planning involved designing structured writing activities, including letter drills, guided sentence construction, and paragraph development exercises. Third, program implementation was carried out through classroom-based mentoring sessions, where students received direct guidance, repeated practice, corrective feedback, and peer-supported writing activities. Fourth, evaluation and reflection were conducted by reviewing students' writing outputs

¹⁵ Chris Davison, 'Collaboration between English Language and Content Teachers', in *Team Teaching and Team Learning in the Language Classroom*, 1st edn, by Akira Tajino et al. (Routledge, 2015), <https://doi.org/10.4324/9781315718507-6>.

¹⁶ Norhanie Masantig Lakam and Roden Wagia Matiman, 'Islamic Studies And Arabic Language (Isal) Teachers' Competency Levels On Students' Learning In Diverse Educational Settings', *International Journal of Research Publication and Reviews* 6, no. 4 (2025): 13689–98, <https://doi.org/10.55248/gengpi.6.0425.1646>.

before and after the assistance activities and gathering feedback from participants.¹⁷

Indikator Keberhasilan

Program success was evaluated using qualitative indicators, including improvements in letter accuracy, spelling consistency, sentence construction, student participation, and confidence during writing activities. These indicators reflect cognitive, psychomotor, and affective dimensions of learning.¹⁸

RESULTS AND DISCUSSION

The implementation of the Arabic writing assistance program at Madrasah Aliyah Darussalam Kampung Banjir revealed a complex yet meaningful learning process involving students, teachers, and instructional practices. The results of this community service activity are presented not merely as outcomes, but as a description of the learning transformation observed throughout the mentoring process. The discussion emphasizes changes in students' writing behavior, engagement, and competence as a result of structured instructional assistance.

1. Kondisi Awal Siswa Sebelum Program Pendampingan

Before the implementation of the assistance program, students showed significant difficulties in basic Arabic writing skills. Observations and analysis of students' writing samples revealed recurring patterns of error that indicated both **linguistic and affective challenges** requiring intervention.

First, students frequently confused Arabic letters with similar *phonetic and visual characteristics*, for example س (sīn) vs. ش (shīn) and ذ (dhāl) vs. ز (zāy), especially in dictation, written copying, and free writing tasks. This type of phonological and orthographic confusion is supported by studies on Arabic literacy, which emphasize that the linguistic and orthographic complexity of Arabic makes reading and writing acquisition challenging. Specifically, the Arabic writing system demands precise grapheme–phoneme mapping and visual/phonological processing, elements that are linked to writing accuracy and fluency in learners of Arabic script. For instance, research by Taha (2013) discusses how phonological and visual processing skills influence Arabic reading and spelling performance, highlighting the difficulty learners face due to Arabic's intricate

¹⁷ Ade Fatimah Salafia, 'Enhancing Students' Critical Thinking Skills in Writing Narrative Through Peer-Feedbacking Activities', *Journal of English Education Program (JEEP)* 8, no. 2 (2021): 170, [https://doi.org/10.25157/\(jeep\).v8i2.6433](https://doi.org/10.25157/(jeep).v8i2.6433).

¹⁸ Sriram Chintakrindi et al., 'Beyond the Numbers: Qualitative Analysis of Open-Ended Responses for Identifying Student Success Indicators', *Intersection: A Journal at the Intersection of Assessment and Learning* 3, no. 1 (2022), <https://doi.org/10.61669/001c.32398>.

orthography and linguistic structures (e.g., positioning of letters and diglossic variations).¹⁹

Second, weaknesses in letter formation and connectivity were notable. Arabic script requires letters to take different forms depending on their position in a word (initial, medial, final, isolated). Many students did not apply these orthographic rules consistently, which compromised both the readability and accuracy of their texts. Similar findings appear in recent research on Arabic orthography among learners, such as studies analyzing spelling and orthographic errors among Arabic language students (e.g., Anisatu Thoyyibah, 2025), indicating that learners often make substantial mistakes in letter formation and orthographic conventions.²⁰

Moreover, research specifically focused on basic alphabet writing has documented frequent misplacement and incorrect connections of Arabic letters among learners, confirming that **letter** form and connectivity errors are widespread in early stages of Arabic writing proficiency.²¹

Third, the affective dimension of learning significantly influenced students' engagement with writing tasks. Many students reported low confidence and limited motivation, often experiencing anxiety and reluctance to write independently. This affective barrier hindered active participation and increased reliance on copying rather than original composition. Such emotional factors are well described by the Affective Filter Hypothesis in second language acquisition theory, which posits that variables like motivation, self-confidence, and anxiety can either facilitate or impede the intake of linguistic input. When learners experience high anxiety or low motivation, the affective filter becomes stronger, blocking effective language acquisition, including writing skills. This theoretical framework has been widely discussed in SLA studies on language learning and affective variables.²²

2. Proses Pelaksanaan Pendampingan Pembelajaran Menulis Arab

¹⁹ Haitham Y. Taha, 'Reading and Spelling in Arabic: Linguistic and Orthographic Complexity', *Theory and Practice in Language Studies* 3, no. 5 (2013): 721–27, <https://doi.org/10.4304/tpls.3.5.721-727>.

²⁰ Anisatu Thoyyibah, 'Analisis Kesalahan Ortografi Bahasa Arab Mahasiswa Pendidikan Bahasa Arab Universitas Muhammadiyah Malang', *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (2019): 215, <https://doi.org/10.29240/jba.v3i2.1017>.

²¹ Hanif Irfan, 'Analisis Faktor-Faktor Kesulitan Menulis Huruf Abjad Bahasa Arab', *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 3, no. 02 (2020): 129–52, <https://doi.org/10.32699/liar.v3i2.1054>.

²² John W. Oller and Stephen D. Krashen, 'The Input Hypothesis: Issues and Implications', *Language* 64, no. 1 (1988): 171, <https://doi.org/10.2307/414800>.

The assistance program was implemented through a series of structured mentoring sessions integrated into regular classroom activities, emphasizing gradual progression in developing Arabic writing skills. This step-by-step approach aligns with research on writing instruction, which suggests that effective writing development requires **scaffolded learning** that moves from controlled to more independent practice.²³

Instruction initially focused on letter recognition and copying exercises to reinforce correct letter shapes and stroke order. These foundational activities played a crucial role in improving students' psychomotor coordination and orthographic awareness. Previous studies in early writing development have demonstrated that copying and tracing activities support learners' familiarity with script systems and strengthen fine motor control, particularly when learners are acquiring a non-Roman writing system such as Arabic.²⁴

As students gained confidence, instructional activities progressed to word formation and guided sentence writing. During these sessions, the teacher and service team provided explicit modeling, demonstrating correct letter connectivity within words and highlighting the relationship between phonological accuracy and spelling. Students were encouraged to pronounce words aloud prior to writing, reinforcing the connection between sound and script. This practice is supported by research indicating that phonological awareness and oral rehearsal significantly reduce spelling errors and enhance writing accuracy in second and foreign language contexts.²⁵

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Peer collaboration was also incorporated into the mentoring sessions. Students were encouraged to discuss vocabulary choices, review each other's writing, and

²³ R. Badger and G. White, 'A Process Genre Approach to Teaching Writing', *ELT Journal* 54, no. 2 (2000): 153–60, <https://doi.org/10.1093/elt/54.2.153>.

²⁴ Sonya Symons et al., 'Strategy Instruction for Elementary Students Searching Informational Text', *Scientific Studies of Reading* 5, no. 1 (2001): 1–33, https://doi.org/10.1207/S1532799XSSR0501_1.

²⁵ Taha, 'Reading and Spelling in Arabic'.

²⁶ R. Badger and G. White, 'A Process Genre Approach to Teaching Writing', *ELT Journal* 54, no. 2 (2000): 153–60, <https://doi.org/10.1093/elt/54.2.153>.

share strategies for overcoming difficulties. Research on collaborative writing has shown that peer interaction promotes metalinguistic awareness, increases engagement, and supports learners in noticing and correcting errors through social negotiation.²⁷

Throughout the mentoring process, corrective feedback was delivered in a supportive and formative manner. Rather than emphasizing errors alone, the teacher highlighted students' progress and showcased successful examples of writing. This feedback strategy aligns with studies on written corrective feedback, which demonstrate that **formative, non-threatening feedback** fosters learner confidence, reduces anxiety, and encourages greater willingness to revise and produce written language.²⁸ As a result, the learning environment became more positive, and students showed increased participation and reduced fear of making mistakes

3. Perubahan dan Dampak Program terhadap Keterampilan Menulis Siswa

The results of the assistance program indicate noticeable improvements in students' Arabic writing skills. By the end of the mentoring period, students demonstrated greater accuracy in letter formation and connectivity. Errors related to phonetic confusion decreased, particularly in frequently practiced letter pairs. Students also showed increased consistency in spelling and improved ability to construct grammatically acceptable sentences.

Beyond technical improvements, the program had a significant impact on students' learning behavior and engagement. Students became more willing to participate in writing activities and demonstrated greater independence in completing tasks. Several students who initially avoided writing began to produce short paragraphs with minimal assistance, indicating increased confidence and competence. This shift in learner behavior is consistent with research showing that scaffolded instructional support and positive learning environments enhance students' engagement and writing autonomy.²⁹ Studies on corrective feedback and guided writing have documented that structured

²⁷ Ken Hyland and Fiona Hyland, 'Feedback on Second Language Students' Writing', *Language Teaching* 39, no. 2 (2006): 83–101, <https://doi.org/10.1017/S0261444806003399>.

²⁸ John Bitchener et al., 'The Effect of Different Types of Corrective Feedback on ESL Student Writing', *Journal of Second Language Writing* 14, no. 3 (2005): 191–205, <https://doi.org/10.1016/j.jslw.2005.08.001>.

²⁹ John Bitchener et al., 'The Effect of Different Types of Corrective Feedback on ESL Student Writing', *Journal of Second Language Writing* 14, no. 3 (2005): 191–205, <https://doi.org/10.1016/j.jslw.2005.08.001>.

support not only improves accuracy but also increases learners' willingness to take risks and produce original text.

Collaborative writing activities also contributed to the development of peer support and collective learning. Students actively discussed writing strategies, exchanged vocabulary knowledge, and assisted one another in correcting errors. This collaborative environment aligns with research demonstrating that peer interaction in writing tasks promotes metalinguistic awareness, shared problem solving, and stronger engagement with the writing process.³⁰ Such interaction encourages co-construction of knowledge, where learners negotiate meaning and mutually scaffold each other's skill development, leading to enhanced learning outcomes and increased motivation within the classroom community.

From the teacher's perspective, the program provided practical insights into effective writing instruction. The teacher reported greater awareness of students' specific difficulties and adopted several mentoring strategies into regular teaching practice. This outcome highlights the dual impact of the program on both students and instructional practice.

4. Hambatan yang Dihadapi Selama Pelaksanaan Kegiatan

Despite the positive outcomes, several challenges were encountered during the implementation of the assistance program. Limited instructional time remained a significant constraint, as Arabic writing instruction had to compete with other curricular demands. This limitation restricted the frequency and duration of mentoring sessions, requiring careful prioritization of instructional objectives.

Another challenge was the limited availability of instructional materials. Existing textbooks provided insufficient practice opportunities for writing connected Arabic script, and the lack of supplementary materials constrained variation in writing activities. This finding is consistent with research indicating that limited and traditional teaching resources hinder effective writing instruction, as constrained materials reduce opportunities for contextualized practice and interactive learning experiences that support writing development. Studies in foreign language instruction have shown that inadequate teaching materials can negatively affect learners' engagement and lead to lower participation in productive skills such as writing.³¹

³⁰ Kristi Lundstrom and Wendy Baker, 'To Give Is Better than to Receive: The Benefits of Peer Review to the Reviewer's Own Writing', *Journal of Second Language Writing* 18, no. 1 (2009): 30–43, <https://doi.org/10.1016/j.jslw.2008.06.002>.

³¹ Aisyah Zahrok and Eva Rahmawati, *Docs on Senior High School Learners' Writing Performance*, 15, no. 2 (2025).

In addition, limited access to digital learning tools restricted opportunities for interactive and multimedia-based instruction that could further enhance student engagement. Research on technology-enhanced language learning has documented that digital and interactive media can significantly improve learner motivation and create richer contexts for practicing writing skills.³²

Student vocabulary limitations also posed challenges to writing development. Many students struggled to express ideas due to a restricted lexical repertoire, which affected their ability to construct meaningful sentences. This aligns with empirical studies demonstrating that vocabulary knowledge is a critical predictor of second language writing performance: learners with a broader productive vocabulary tend to produce more fluent and complex written texts, while a limited lexicon constrains their ability to convey ideas in composition tasks (Vocabulary Knowledge and Vocabulary Use in Second Language Writing.³³

To address this issue, the mentoring sessions incorporated vocabulary reinforcement and contextualized language use; however, research suggests that sustained vocabulary development requires long-term instructional support and rich, repeated exposure to target words in meaningful contexts (Frontiers in Education study on vocabulary acquisition).

5. Diskusi Berbasis Praktik Pengabdian

The findings of this community service activity reinforce the importance of viewing Arabic writing instruction as a holistic process that integrates cognitive, psychomotor, and affective dimensions of learning. The observed improvements align with pedagogical theories emphasizing scaffolded instruction, social interaction, and meaningful practice. Similar findings have been reported in studies on process-based writing instruction, which highlight the value of guided support, peer collaboration, and structured feedback in enhancing students' writing performance.³⁴ However, the value of this program lies primarily in its practical implementation, demonstrating that theoretical models can be adapted effectively to real classroom contexts.

³² Ruofei Zhang and Di Zou, 'Types, Purposes, and Effectiveness of State-of-the-Art Technologies for Second and Foreign Language Learning', *Computer Assisted Language Learning* 35, no. 4 (2022): 696–742, <https://doi.org/10.1080/09588221.2020.1744666>.

³³ Mark D. Johnson et al., 'Vocabulary Knowledge and Vocabulary Use in Second Language Writing', *TESOL Journal* 7, no. 3 (2016): 700–715, <https://doi.org/10.1002/tesj.238>.

³⁴ R. Badger and G. White, 'A Process Genre Approach to Teaching Writing', *ELT Journal* 54, no. 2 (2000): 153–60, <https://doi.org/10.1093/elt/54.2.153>.

The mentoring-based approach demonstrated that targeted educational assistance can effectively address writing difficulties in secondary school contexts, even within resource-limited environments. By focusing on students' actual needs and classroom realities, the program bridged the gap between instructional theory and practice. This aligns with research emphasizing that learner-centered and context-sensitive interventions improve motivation and engagement, particularly in writing skill development.³⁵ Moreover, the program illustrates the potential of community service activities as a platform for educational innovation, practical teacher-student collaboration, and capacity building.

Overall, the expanded results illustrate that Arabic writing proficiency can be developed through sustained guidance, supportive feedback, and contextualized learning experiences. The success of the program underscores the importance of continuous instructional support and collaboration between educators and educational practitioners in enhancing language education outcomes. These findings are consistent with research highlighting that scaffolded, interactive, and feedback-rich writing instruction fosters not only skill acquisition but also learners' confidence and autonomy.³⁶

CONCLUSION

This community service activity demonstrates that structured and scaffolded assistance plays a crucial role in improving Arabic writing skills among secondary school students. Through guided practice, corrective feedback, and collaborative learning, students showed improvement in letter formation, spelling accuracy, and writing confidence. The active involvement of teachers and the use of contextualized writing tasks contributed significantly to the effectiveness of the program. Overall, Arabic writing instruction benefits from practical, context-sensitive mentoring that addresses both linguistic challenges and students' learning motivation.

³⁵ Kristi Lundstrom and Wendy Baker, 'To Give Is Better than to Receive: The Benefits of Peer Review to the Reviewer's Own Writing', *Journal of Second Language Writing* 18, no. 1 (2009): 30–43, <https://doi.org/10.1016/j.jslw.2008.06.002>.

³⁶ Davison, 'Collaboration between English Language and Content Teachers'.

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