



## **THE IMPLICATIONS OF MASTERING ARABIC LANGUAGE GRAMMAR IN SPEAKING SKILLS AMONG DIPLOMA STUDENTS FROM UITM**

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### **Abstract**

Grammar mastery is one of the most important aspects of speaking skills. Weakness in mastering grammar is a phenomenon that often occurs in learning Arabic as a third language. Therefore, the purpose of this study is to identify the level of students' mastery of Arabic grammar and the level of mastery of Arabic speaking skills of diploma-level students who take Arabic as a third language courses at the University of Technology Malaysia (UiTM). In addition, this study will explain the implications of students' mastery of Arabic grammar on students' Arabic speaking skills. This study is a quantitative survey and the data is analyzed descriptively and inferentially. The study sample involved in this study was 350 people from a population of 1973 students. The research instrument used in this study consists of two sets of mastery test questions, namely the Arabic grammar mastery test (UTBA) and the speaking skill mastery test (UKBA). Through both mastery test scores, the researcher conducted parametric tests using the Pearson 'r' correlation test to test the relationship between the two variables. The results showed that the level of Arabic grammar mastery of UiTM diploma students is at a medium level. While the level of mastery of the students' Arabic speaking skills is at a very weak level. Meanwhile, the results of the Pearson 'r' correlation test on both variables showed that mastery of Arabic grammar and Arabic speaking skills have a highly significant relationship ( $r = 0.508$ ). It meant that when the mastery of the students' Arabic grammar increased, the mastery of the students' speaking skills increased at the same time. It is hoped that the results of this study will help students in improving their Arabic grammar proficiency and be able to apply it to Arabic speaking skills well.

**Keywords:** Language mastery; Arabic language; third language; Arabic grammar; Arabic speaking skills

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## **1. Introduction**

In mastering Arabic speaking skills well Arabic grammar (*qawaid 'arabiy*) is one of the important aspects that need to be understood and mastered properly. Mastery of Arabic grammar is important in constructing and defining words in an Arabic phrase in speech. Errors of letters and lines in an Arabic word will affect the meaning of a sentence. Thus, forming an Arabic phrase, it is highly dependent on the strength of Arabic grammar knowledge. One of the objectives of mastering Arabic grammar is to understand Arabic text and Arabic speech for communication purposes. A serious emphasis on mastery of Arabic grammar can help students to master their speaking skills more efficiently and accurately. Errors that occur in the teaching and learning of Arabic should be reviewed and reassessed to obtain a specific solution to the problem of Arabic grammar mastering in Arabic speaking skills.

Speaking skills are one of the basic skills in language learning other than reading, writing and listening skills. Siti Zamrah (2015) defines speaking skills as a person's high ability to convey messages, ideas, or information according to the correct language, appropriate word selection and perfect grammar. The mastery of this speaking skill develops according to age or the duration of learning. The ideal time to learn a second or third language is as early as age as factors of age, gender, environment and physical condition influence a person's language acquisition (Nahar & Rahman, 2018). As according to Tarigan (1981) speaking skills mean having a high ability to convey ideas or information according to the correct language, as well as perfect grammar and good word selection, especially in formal situations. This verbal or spoken proficiency is constantly evolving in line with the development and age increase, even according to linguists, the language is 'speaking is language'. Thus, the mastery of good speaking skills is said to have achieved the best level of speaking skills when the speaker is able to pronounce the accuracy of sound and meaning in the current of speech and his ability to convey ideas and thoughts according to the needs of the listener in his context (Lim Swee Tin, 2011).

The importance of grammar in learning Arabic in general has been emphasized by past and modern scientists (al-Ahwani, 1983; Ahmed, 2008; Zaidan, 2011). This is because grammar is an important element of Arabic knowledge because the purpose of learning Arabic grammar is to correct the tongue from errors in speech and reading as well as to correct writing. In order to avoid making mistakes

in the use of Arabic, it is necessary to take care of Arabic grammar as the purpose of the emergence of Arabic grammar is to correct the language. (Nuraznan Jaafar et al., 2019). The disadvantages of one's speaking skills can be seen through mistakes made during the construction of words and the formation of the correct structure of sentences in speech. The lack of proper use of Arabic grammar is a factor that makes it difficult for students to speak Arabic well. This error in the structure of the language may be due to the lack of knowledge of the use of Arabic grammar or morphological procedure in Arabic. This is due to the impact of poor Arabic language proficiency among students (Siti Nabila & Siti Syarwani, 2019).

### **Mastery of Arabic Grammar in Arabic Speaking Skills**

Based on previous studies on Arabic grammar in Malaysia, students are poor in mastering of Arabic speaking skills due to various aspects of language structure errors. Language structure errors or the use of grammar are one of the factors that make it difficult for students to speak a second language or a foreign language (Tanveer, 2007). As according to Nadwah & Nadhilah (2014) This language structure error may be due a lack of knowledge about the use of a grammatical or morphological procedure in Arabic. This problem may also occur unnoticed among speakers because they are less concerned about the use of Arabic words or sentences used. Meanwhile, according to Wan Rohani (2018), students make mistakes from the Arabic aspect from different angles according to specific topics contained in the Arabic grammar syllabus. Among them are errors in the use of nouns and verbs, sentences of nouns and verb sentences, task words, personal pronouns, joint and adjectives and so on. In addition, the reasons why students are unable to master grammar skills is because students are too focused on memorizing grammar content to obtain a certificate or pass the test but in reality, students are unable to apply it in speech (Nur'azian, 2020). The imbalance of Arabic grammar learning and speaking skills creates a gap between language proficiency and skills. This situation causes phenomena such as Some students are quite smart in grammar but their speaking skills cannot be improved or otherwise. Mohd Salihin (2020) believes that many Arab students cannot speak well even if they know grammar. This means that speaking skills and grammar knowledge should be mastered just like other language competencies. There is no denying that Arabic grammar has an important role in the formation of the structure of sentences and the determination of the meaning of an Arabic phrase. Errors in letters and lines of words will lead to a change in

meaning. Thus, in determining letters, and lines in an Arabic word, it depends on the knowledge of Arabic grammar ('abd al-Bari, 2011). Similarly, in the process of speech of a language, grammatical errors will causes in the error of the formation of structures in sentences, thus interfering with the message to be conveyed (Senawi., 2020; Nadwah Daud & Pisal, 2014) The misuse of Arabic grammar is one of the factors students find difficult to speak Arabic (Fauzi et al., 2020). Without a deep understanding of grammar knowledge will interfere with the survival of second language learning ('Ali Ahmad Madkūr, 2002). Grammar proficiency is important in improving language skills ('Abdul Wahid Zayd Mujāwir,2000).

### **Problem Statement**

There are many grammatical mistakes that students often make either consciously or unconsciously, especially in the construction of Arabic sentences, especially when speaking Arabic. While speaking Arabic, students are often affected by the native language system and are confused in choosing words and forming correct and appropriate sentences based on the Arabic language system. Wan Rohani et al. (2020) in their study found that the effect in weakness of Arabic grammar mastery will affect the construction of words and the formation of structures in sentences. Most of the students are weak in mastering multi-faceted speaking skills whether the weaknesses stem from syntactic, morphological, phonological, semantic and lack of vocabulary (Fuadiya & Taufiq, 2020; Rosli et al., 2021; Azlia Cahyani Ngalawi & Hakim Zainal, 2020). The disadvantage of mastering the Arabic grammar aspect makes it impossible for students to speak Arabic. A deep understanding and mastery of Arabic grammar can help students to speak Arabic well and effectively. The consequences of Arabic grammatical errors that occur in speech will result in the incorrect use of Arabic words and sentence structure (Senawi, 2020). In addition, the problem will result in distorting the meaning or meaning to be conveyed in speech (Fathiha et al., 2021). Grammatical errors are errors that occur in the structure of sentences. An accurate and perfect verse is a sentence in which there are no grammatical errors. Therefore, the study of the problem of mastery of Arabic grammar skills should be taken into account. The disadvantage of mastering Arabic language skills in terms of Arabic grammar is not only in Malaysia, but also in the Arabic language education sector of students at the international level such as in Indonesia (Nurazizah Salshabila et al., 2020) and in the middle eastern countries (*Ma'ārif*, 2019). Thus, this study was conducted to identify the level of Arabic grammar mastery and

Arabic language speaking skills of students as well as to explain the implications of students' Arabic grammar mastery on students' Arabic language speaking skills.

### **Hypothesis Study**

Ho 1: There was no significant relationship between the students' level of Arabic grammar proficiency and the mastery of students' Arabic speaking skills.

H<sub>A1</sub>: There is a significant relationship between the student's level of Arabic grammar proficiency and the mastery of students' Arabic language speaking skills.

## **2. Research Methodology**

This study is a quantitative survey and the data is analyzed by inference. A sample of 350 diploma students took Arabic courses as a third language at Universiti Teknologi MARA (UiTM). The student population of thirteen UiTM branches is 1973. The sample selection in this study was based on probability sampling i.e. stratified random sampling and this sampling calculation method was taken based on the Krejcie and Morgan sampling schedule (1970). This stratified sampling technique was found to be suitable for obtaining data samples from a large and large population (Babbie, 2014). The test question set was carried out after a validity process from two experts in the field of Arabic language and reliability through a pilot study conducted on 40 diploma students who took Arabic as a third language course at UiTM Melaka state branch. The scope of this study focuses on the level of mastery of Arabic grammar among students and its implications for speaking skills. The level of mastery of Arabic grammar is measured based on a select few titles only. The Arabic grammar title was chosen based on the syllabus contained in the Arabic textbooks level one and two levels of diploma. For course TAC101 code or level one use the textbook *Al-ʿizzah*, and course TAC151 code or level two using the textbook *Al-Munīr*. The selection of this title is based on the evaluation and observation of the researcher, in the event of an error in using the item under the heading may result in an error in the formation of a sentence in speech and may result in distorting the meaning or meaning to be conveyed. In the context of this study only the preferred titles selected by the study to be the variables tested in this study. This point researchers look at Arabic grammar titles that have an interest in word construction and formation in sentences. Among the Arabic grammar titles selected based on both textbook syllabus are as per table 1 following :-

Table 1 Arabic grammar titles selected from textbooks Al-‘izzah (Level 1) and textbooks Al-Munīr (Level 2).

Num.	Grammar title (in Malay)	Grammar title (in Arabic)
1.	Noun	الإسم
2.	Function Word (Question Word, Preposition, Adverb of Place, Prohibition)	أدوات الإستفهام، حروف الجر، ظرف المكان، فعل النهي
3.	Verb and Verb Sentence	الأفعال المضارعة والماضية الجملة الفعلية
4.	Noun Sentence	الجملة الإسمية
5.	Pronoun	الضمائر المنفصلة والمتصلة
6.	Preposition	حروف الجر
7.	Adjective	الصفة والموصوف

The instrument used in this study was to use the mastery test scores that were performed. The mastery test is divided into two parts, namely the Arabic grammar mastery test and the Arabic language speaking skills test. The Arabic grammar mastery test contains three parts. The first part, has 30 questions of the objective type. The second part, contains 10 questions of the type of structure and the third part contains 5 questions of the subjective type. While the Arabic language speaking skills test is an oral test where the respondent is required to introduce themselves in Arabic between 10-15

minutes. The entire score obtained through both tests will be shown in percentage form. The students' Arabic grammar mastery in each of the titles tested was measured based on the modified achievement or mastery scores from the University of Malaya's Islamic Studies Foundation scoring range. This level of mastery is calculated based on the percentage of students who master Arabic grammar in each of the titles tested. The table of calculation of the level of mastery is as per table 2 following:

Table 2 Calculation of the level of mastery of Arabic grammar

Percentage	Category
86-100	Very High
70-84	High
50-69	Fair
40-49	Low

Meanwhile, students' Arabic language skills were tested based on students' ability to apply Arabic grammar in their speech. The student's speech assessment in the student's Arabic-speaking mastery test will be evaluated based on Harris's scoring rubric (1969). According to Harris, there are several components can be evaluated in the speaking skills test including

pronunciation, grammar, vocabulary, fluency, and understanding. However, in this study, only the students' mastery of speaking skills from the aspect of grammar only. Thus, the components of the score evaluated in the mastery of the student's speaking skills are as per table 3 below:

Table 3 Speaking skills test scoring rubric

Score	Percentage (%)	Predicate	Description
5	80 - 100	Very good	Make few (if any) noticeable errors of grammar and order of words.
4	70 – 80	Good	Occasionally make grammatical mistakes and/or word order errors that do not, however obscure meaning.
3	60 – 70	Fair	Regularly make grammatical errors and word

			order, which occasionally obscure meaning.
2	50 – 60	Weak	Grammatical errors and word order make comprehension difficult, must often be reconstructing sentences and/or rich himself.
1	< 50	Very weak	Errors in grammar and word order is so severe as to make speech virtually incomprehensible.

The selection of parametric tests using the Pearson correlation test was found to be suitable for use to identify the relationship between the two variables set by the researchers. To see the validity and reliability of the correlation test of this study, the researchers conducted a pilot study of

homogeneous respondents with a population for this study. The value of the correlation relationship or the value of 'r' in this study refers to the strength scale proposed by Davies (1971) as in table 4 below :

Table 4 Davies scale (1971) the strength of correlations between variable

Coefficient Value	Descriptive Interpretation
0.70 – 1.00	Very high
0.50 – 0.69	High
0.30 – 0.49	Fair
0.10 – 0.29	Low
0.01 – 0.09	Ignored

The results of a pilot study conducted on 40 UiTM diploma students found that there was a significant relationship between the two variables with a high correlation coefficient with a value of 'r' of 0.504 and a significant value of <0.001. The value of the correlation coefficient of 0.504 indicates that the level of correlation between the two variables as a whole is high (Davies, 1971). The variant  $r^2 = 0.254$  shows that 25.4% of the students' level of mastery of speaking skills is due to their mastery of Arabic grammar. While the rest of the other changes in the dependent variable are likely due to other factors. So the results of this correlation test have successfully rejected the null hypothesis that there is no relationship between the level of Arabic grammar mastery on students' Arabic speaking skills. This means that the higher the mastery of Arabic grammar of the students the higher the level of proficiency in Arabic speaking skills of the students.

#### Data Analysis

The data analysis of this section will be described in an inferential manner. The correlation test carried out in this study was to look at the relationship between independent variables i.e. Arabic grammar mastering and dependent variables i.e. Arabic-speaking skills. Data collection is carried out to answer the hypothesis of this study. The analysis of the data of this section can be carried out after obtaining the scoring score of the Arabic grammar mastery test and the student's Arabic speaking skills test (refer to appendix). Based on the score of Arabic grammar mastery test and Arabic speaking skills test, the students in the study showed that 17 respondents scored the

highest score in the Arabic grammar mastery test at 79%, while 9 respondents scored the lowest at 30% in this test. The mean and Standard Deviation values of the students' overall Arabic grammar mastering scores were 61.9829 and 11.89326. This means that the mastery of the student's Arabic grammar is at the level of the medium category. Meanwhile, 9 students who scored the highest for the Arabic speaking skills test had a score of 83%, while 27 respondents scored the lowest at 10% in this test. The mean value and Standard Deviation for the students' overall Arabic speaking skills score was 45.1429 and 19.86638. This means that the students' Arabic speaking skills are at a very weak level. Based on the scores of the two variables, the data obtained will be analyzed using the 'Pearson r' correlation test. This 'Pearson r' correlation test was found to be appropriate because the data distribution of all variables is normal. The 'Pearson r' Correlation Test is an appropriate analysis to answer the third objective of this study based on several assumptions of parallel test prerequisites. Among the prerequisites stated by Pallant (2001), Coakes (2005), Brynman & Cramer (2005) are as follows:

1. Related pairings: levy data describing the Arabic grammar mastery score (UTBA) and the Arabic speaking mastery score should come from the same learner.
2. Size scale: the measurement scale for Arabic grammar mastery scores and Arabic speaking proficiency is an interval scale.
3. Normality of sprinkling: the score for each changer tested should be normally studded.
4. Lines: the relationship between the two variables tested shall be linear.



Meanwhile, the distribution of Arabic grammar mastery scores is also further explained by looking at the boxplot. Figure 3 shows that the median line is in the middle of the box which means that the distribution of data is based normally. Although

outliers exist but are not marked asterisk (\*) it is common in large samples (N=350). Thus, the distribution of Arabic grammar mastery scores has met the assumption of normality.

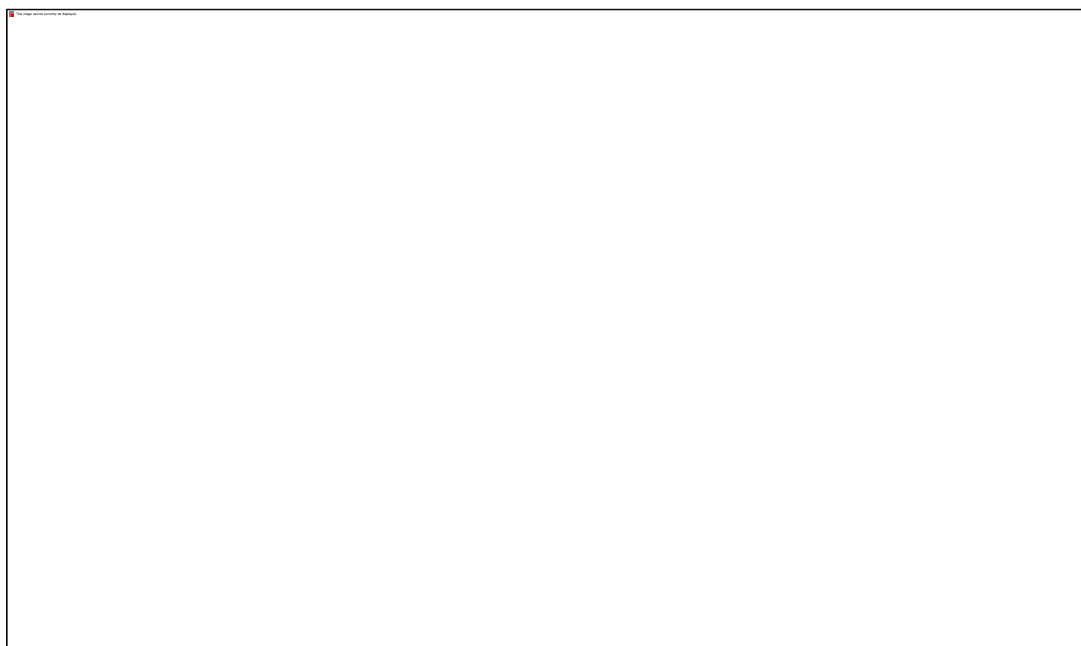


Figure 3. Boxplot variables of Arabic grammar mastery

The next graphic method is to look at the normality of the probability of the plot and the normal detrended of the plot. Figure 4 shows the data sprinkled along a straight line, which means that

the distribution of Arabic grammar mastery data is based normally and thus meets the assumption of normality.



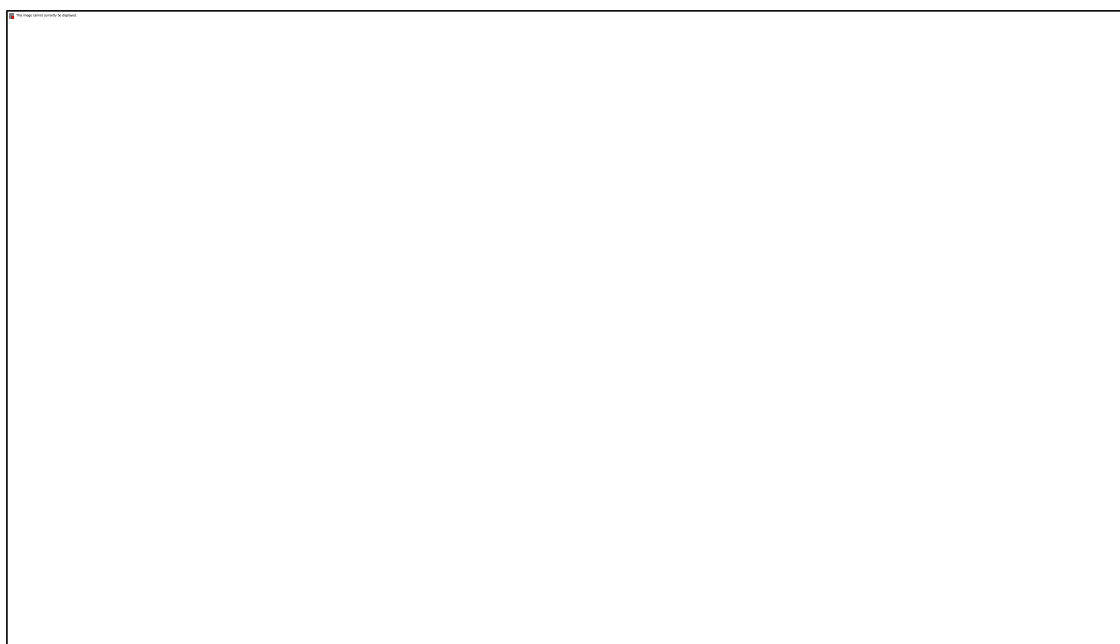


Figure 4. Normal Probability Plot variables of Arabic grammar mastery

The same goes for the next graphic method which is to refer to the normal detrended plot in figure 5. The following figure shows the data buried at the top and bottom close to the normal line and does

not show any pattern shape. This clearly shows that the data is based normally and meets the assumption of normality.

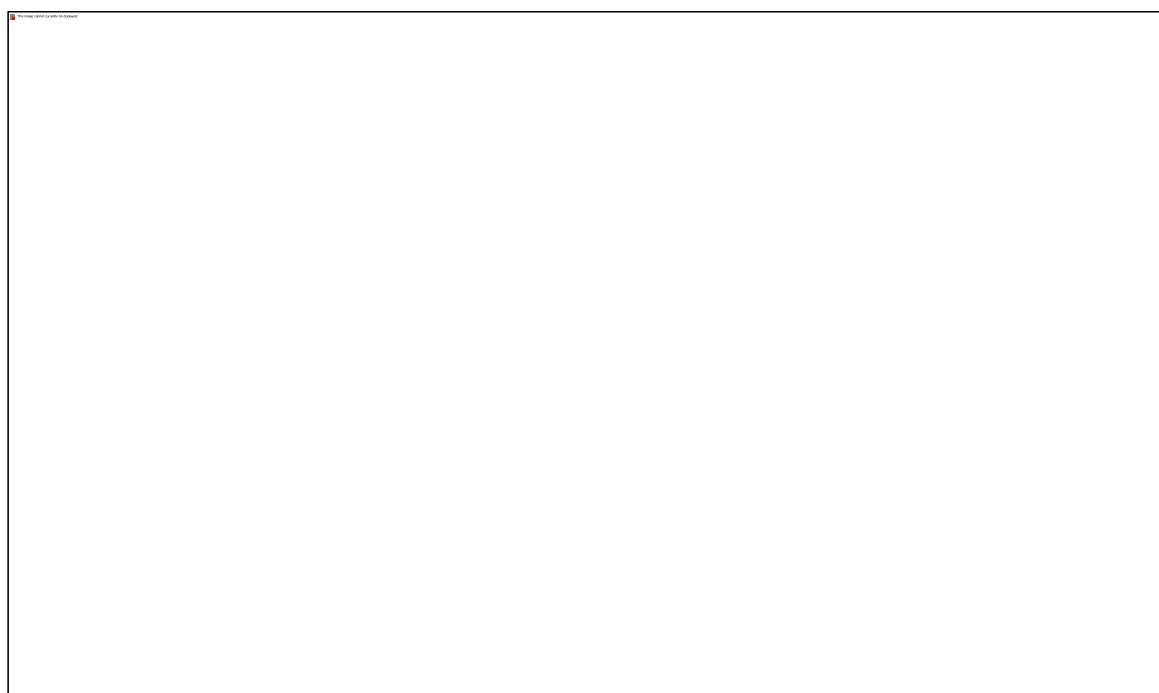


Figure 5. Detrended Normal Plot variable of Arabic grammar mastery

The next method for determining the normality of the data is to look at the results of the Kolmogorov-Smirnov and Shapiro-Wilk statistical exams. Since the respondents involved in this study exceeded

between 30 people and 50 people, it is sufficient to simply refer to the multiplier value for Kolmogorov-Smirnov alone. The results of the Kolmogorov-Smirnov parameter exam for the



Arabic grammar mastery exam can be seen in the following schedule 5:

Table 5 Normality value of Arabic grammar mastery (UTBA)

	<b>Kolmogorov-Smirnov</b>		
	Statistik	Df	Sig.
Arabic grammar mastery test (UTBA)	.112	350	<.001

The results of the normality test for the Arabic grammatical mastery variable data in the table above show a significant value of <.001 this means that the significant level is smaller than ( $p > .05$ ). Nevertheless, based on Pallant (2005) the distribution of data shown in the results of normality through the graphical method that has been discussed is sufficient to determine the actual normality of the data. Thus, this means that the data

for this variable remains normal even if the value of the Kolmogorov-Smirnov coefficient is smaller than ( $p > .05$ ). In addition, through the Skewness and Kurtosis statistical tests, the values of the Arabic grammar mastery variables are -0.736 and 0.039 as contained in table 6 below. This indicates that the distribution of data is normal and meets the assumption of normality.

Table 6 Skewness dan Kurtosis variables of Arabic grammar mastery

		Statistic	Std. Error	
UTBA	Mean	61.9829	.63572	
	95% Confidence Interval for Mean	Lower Bound	60.7325	
		Upper Bound	63.2332	
	5% Trimmed Mean	62.6556		
	Median	63.0000		
	Variance	141.450		
	Std. Deviation	11.89326		
	Minimum	30.00		
	Maximum	79.00		
	Range	49.00		
	Interquartile Range	13.50		
	<b>Skewness</b>	<b>-.736</b>	<b>.130</b>	
<b>Kurtosis</b>	<b>.039</b>	<b>.260</b>		

**Normality determination of Arabic speaking proficiency variables**

Next, to test the normality of the Arabic speaking proficiency score, based on the first graphic method, which is to look at the arch on the histogram in figure 6, shows that the curve is shaped like a bell, which means that the distribution of data on the variable proficiency of Arabic speaking skills is normal. And live up to the assumption of normality. Meanwhile, based on the method of stem-and-leaf graphics of the plot in figure 7 shows the resulting plot is also normal. Next, the distribution of the score described from the result of the boxplot illustration in fig. 8 shows that the median line is almost in the middle of the box, which means that the score distribution is also normal. Although there are outliers in the boxplot, it is not of the extreme type marked asterisk (\*). As according to Pallant (2005) the existence of outliers

in large samples is common and only boxplots containing asterisk-marked outliers (\*) should be acted upon by researchers. Hence, based on the following statement, the researchers only let the outliers because they do not have an asterisk mark (\*). The graph method of normality probability plots is used to see each value paired with the expected from the normal distribution. Based on figure 9 of the distribution of data scattered along a straight line, this means that the data distribution is normal and meets the assumption of normality. Meanwhile, the normal detrended graphics method of the plot in figure 10 also shows that the data distribution is normal based on data that is based on data that is scattered at the top and bottom of the zero line and does not form any pattern, which means that the data distribution is normal and also meets the assumption of normality.





Figure 8. Boxplot variable of Arabic speaking skill mastery

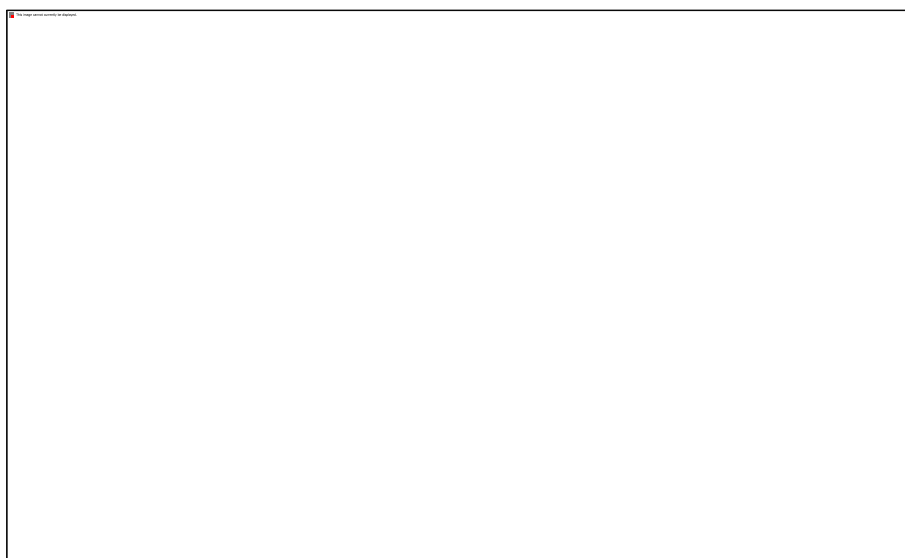


Figure 9. Normal probability plot variables of Arabic speaking skill mastery

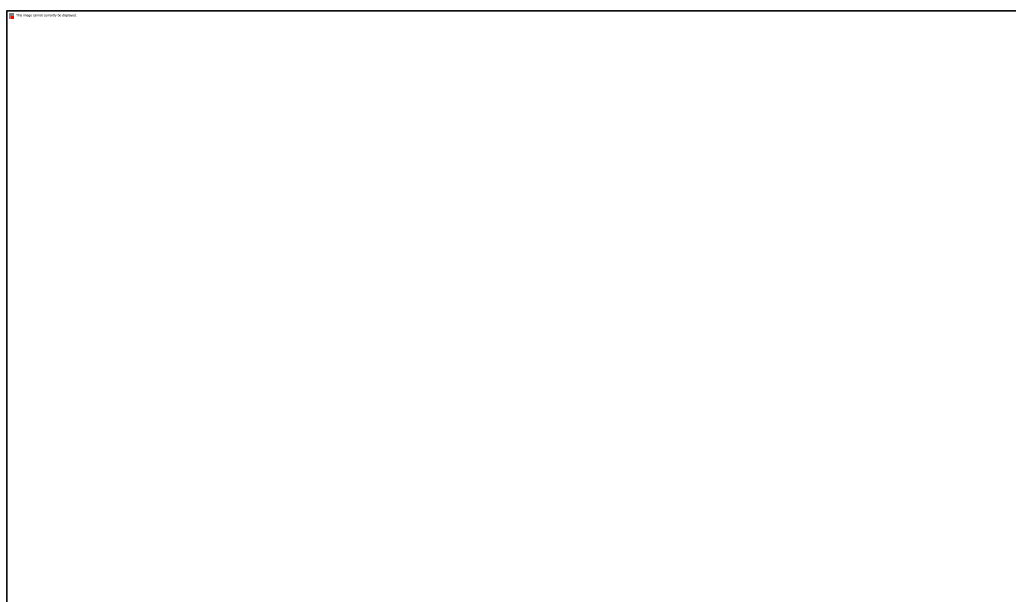


Figure 10. Detrended Normal Plot variable of Arabic speaking skill mastery

Furthermore, the sprinkling of Arabic-speaking proficiency data was tested based on Kolmogorov-Smirnov's statistical testing. Based on table 7, this

significant value (<.001) means that the data for this changer is normally studded ( $p > .05$ ).

Table 7 Nomality value data of Arabic speaking skill mastery

	Kolmogorov-Smirnov		
	Statistik	Df	Sig.
Ujian Penguasaan Tatabahasa Arab (UTBA)	.124	350	<.001

In addition, through the Skewness and Kurtosis statistical tests, the values of the Arabic speaking skill mastery variables are 0.006 and -0.908 as

contained in table 9. This indicates that the distribution of data is normal and meets the assumption of normality.

Table 9. Skewness dan Kurtosis variables of Arabic speaking skill mastery

		Statistic	Std. Error	
UKB	Mean	45.1429	1.06190	
	95% Confidence Interval for Mean	Lower Bound	43.0543	
		Upper Bound	47.2314	
	5% Trimmed Mean	45.1540		
	Median	43.0000		
	Variance	394.673		
	Std. Deviation	19.86638		
	Minimum	10.00		
	Maximum	83.00		
	Range	73.00		
	Interquartile Range	30.00		
	Skewness	.006	.130	
Kurtosis	-.908	.260		

In addition, the fourth and fifth conditions for testing the linearity and ambiguity of variants or homoscedasticity of both variables can be tested by looking at the results of the plot of the scatterplot in

the scatterplot graph. The following graph shows the linear relationship between the scores of both lean and independent variables:

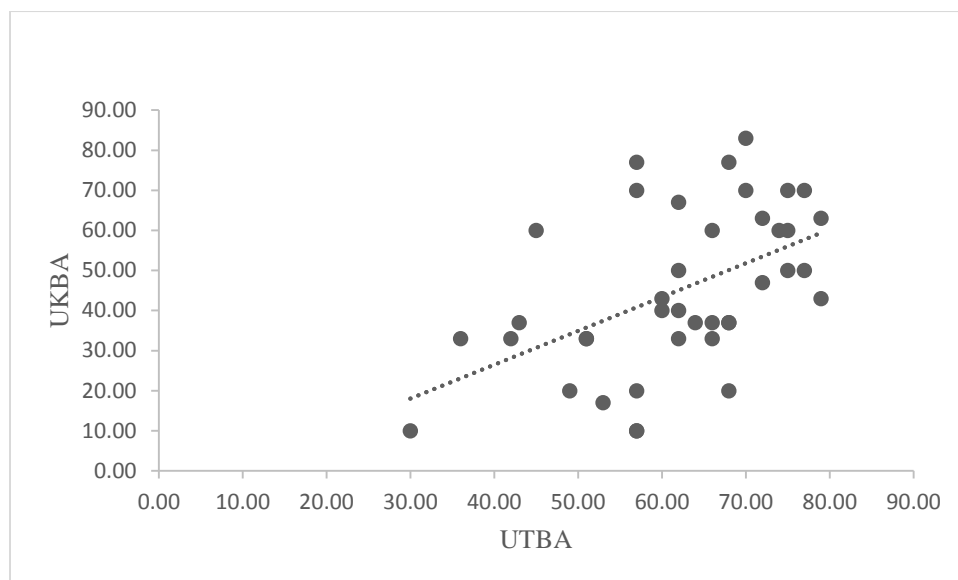


Figure 11. Liner relationship between UTBA and UKBA scores

Figure 11 above shows that there is a relatively good linear association between the Arabic grammar mastery test (UTBA) score and the Arabic speaking skill test score (UKBA). Next, through the graph, it is also seen that the points are positively ascending but some points are spread quite poorly in the regression line. So it can be concluded that the model in this study qualifies to be a good model because there is homoscedasticity or a similarity of variants of the value between the two variables. Thus, the conditions of neutrality and homoscedasticity have been met. After the Pearson test was successfully met, the researchers conducted a correlation test on the scores obtained through the findings between the Arabic grammar mastery test score (UTBA) and the Arabic speaking skill test (UKBA) which was implemented on 350 respondents. The hypothetical results that were done using the Arabic grammar mastery test score and the Arabic speaking skill test score showed that

there was a significant relationship between the two variables with a high correlation coefficient value of  $r = 0.508$  and a significant value of  $<0.001$ . The value of the correlation coefficient of  $0.508$  indicates that the level of correlation between the two variables as a whole is high (Davies, 1971). The variant  $r^2 = 0.258$  shows that 25.8% of the students' level of mastery of speaking skills is due to their mastery of Arabic grammar. While the rest of the other changes in the dependent variable are likely due to other factors. So the results of this correlation test have successfully rejected the null hypothesis that there is no relationship between the level of Arabic grammar mastery on students' Arabic speaking skills. This means that the higher the mastery of Arabic grammar of the students the higher the level of proficiency in Arabic speaking skills of the students. Table 10 follows the results of the correlation test:-

Table 10. Correlation between Arabic grammar mastery and Arabic speaking skills mastery ( $N=350$ )

Relationship between variables	$r$	$r^2$	Sig.*
UTBA -UKBA	0.508	0.258	<0.001
*Significant at 0.05 level			

### 3. Discussion and Conclusion

The results of this study show that there is a significant association between students' mastery of

Arabic grammar and the mastery of students' speaking skills. These findings support the theory of functional grammar that states, the grammatical aspect of communication is one of the essential elements that a person needs to master (Michael

Halliday, 1960). It also plays an important role in improving speaking skills ('Abdul Wahid Zayd, Mujāwir, 2000). The level of correlation between mastery of Arabic grammar and overall speaking skills is strong ( $r = 0.508$ ). This finding is different from the Siska & Endah study (2018) which found that the correlation between the two variables was weak ( $r = 0.259$ ). However, the results of this study are in line with some other studies. For example, the Syarifudin study (2019) reported the value of the correlation coefficient between the two variables ( $r = 0.644$ ). Fahrudin (2010) reported the value of the correlation coefficient (0.400), and Fauzul (2019) reported the value of the correlation coefficient ( $r = 0.874$ ) between the two variables. The positive value of the correlation coefficient obtained in the results of this study indicates that there is a positive relationship between Arabic grammar proficiency and Arabic language speaking skills. Although the positive value does not mean a cause-or-effect relationship, the positive relationship can explain that the association between the two variables can improve the students' Arabic speaking skills. This statement is supported by Walīd Ahmad Jābir (2002) as he thinks that a strong command of Arabic grammar can produce highly skilled students in all four language skills whether it is reading, writing, listening and speaking. In conclusion, the correlation between Arabic grammar mastering and Arabic speaking skills among diploma students taking Arabic language courses as a third language in UiTM is significant. The relationship concludes that mastery of Arabic grammar plays an important role in enhancing the mastery of Arabic language speaking skills.

### **Implication**

The positive correlation and linear relationship between the mastery of Arabic grammar and the Arabic language speaking skills of the students in this study has strengthened the evidence of the role of Arabic grammar as one of the important aspects in improving the ability to speak Arabic well. These findings have also strengthened the theory of functional grammar. Which in such theories emphasize that the structure of the language will not be well understood if the grammatical principles is ignored. Based on these theoretical concept syntactic, semantic, and pragmatic, each have a decisive role in creating the success of effective communication. As a result, the results of this study have some pedagogical implications. Among them, language learners need to be guided to realize that the importance of grammar is the mainstay in the process of improving all four language skills whether it is writing, reading,

listening and speaking skills. In addition, students also need to realize that speaking skills are a very important language skill as the weakness of mastering them will affect one's language proficiency. Without mastery good speaking skills will affect the process of communication in learning a target language. Knowledge of the language system alone is not capable of making an individual proficient in mastering good speaking skills without being accompanied by the skills to use them. Therefore, lecturers or educators need to guide students in mastering good speaking skills without putting aside the importance of Arabic grammar in the process of learning Arabic. Students need to be guided on how to master Arabic grammar and apply it in speech. A good understanding of the fundamentals of Arabic language skills is not only important to improve students' academic achievement and competency, but also to increase the motivation and confidence of students holistically. With mastery of speaking skills can improve students' ability to accurately pronounce sounds and words based on correct grammar and broad vocabulary. Therefore, to measure the extent to which a student's language skills and skills are mastered by them, the grammatical aspect is very important as a tool (Khaidir Othman, 2009 in Zaliza, 2015). Thus, in the context of learning Arabic grammar, students need to be exposed to the basic knowledge of Arabic grammar so that students can master and apply it in writing and oral (Nordin, 2011).

### **Appreciation**

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## Appendix A

Arabic grammar mastery test score (UTBA) and Arabic speaking skill test (UKBA)

Num.	UTBA	UKBA
1.	62.00	67.00
2.	72.00	63.00
3.	51.00	33.00
4.	77.00	50.00
5.	75.00	60.00
6.	43.00	37.00

7.	36.00	33.00
8.	62.00	40.00
9.	45.00	60.00
10.	77.00	70.00
11.	75.00	50.00
12.	57.00	70.00
13.	57.00	10.00
14.	70.00	70.00
15.	79.00	43.00
16.	57.00	20.00
17.	60.00	43.00
18.	68.00	37.00
19.	66.00	37.00
20.	30.00	10.00
21.	49.00	20.00
22.	66.00	33.00
23.	42.00	33.00
24.	62.00	50.00
25.	57.00	10.00
26.	70.00	83.00
27.	66.00	60.00
28.	64.00	37.00
29.	68.00	77.00
30.	75.00	70.00
31.	51.00	33.00
32.	68.00	37.00
33.	79.00	63.00
34.	68.00	20.00
35.	74.00	60.00
36.	57.00	77.00
37.	60.00	40.00
38.	72.00	47.00
39.	62.00	33.00
40.	53.00	17.00
41.	62.00	67.00
42.	72.00	63.00
43.	51.00	33.00
44.	77.00	50.00
45.	75.00	60.00
46.	43.00	37.00
47.	36.00	33.00
48.	62.00	40.00
49.	45.00	60.00
50.	77.00	70.00
51.	75.00	50.00
52.	57.00	70.00
53.	57.00	10.00
54.	70.00	70.00
55.	79.00	43.00
56.	57.00	20.00
57.	60.00	43.00
58.	68.00	37.00
59.	66.00	37.00
60.	30.00	10.00
61.	49.00	20.00

62.	66.00	33.00
63.	42.00	33.00
64.	62.00	50.00
65.	57.00	10.00
66.	70.00	83.00
67.	66.00	60.00
68.	64.00	37.00
69.	68.00	77.00
70.	75.00	70.00
71.	51.00	33.00
72.	68.00	37.00
73.	79.00	63.00
74.	68.00	20.00
75.	74.00	60.00
76.	57.00	77.00
77.	60.00	40.00
78.	72.00	47.00
79.	62.00	33.00
80.	53.00	17.00
81.	62.00	67.00
82.	72.00	63.00
83.	51.00	33.00
84.	77.00	50.00
85.	75.00	60.00
86.	43.00	37.00
87.	36.00	33.00
88.	62.00	40.00
89.	45.00	60.00
90.	77.00	70.00
91.	75.00	50.00
92.	57.00	70.00
93.	57.00	10.00
94.	70.00	70.00
95.	79.00	43.00
96.	57.00	20.00
97.	60.00	43.00
98.	68.00	37.00
99.	66.00	37.00
100.	30.00	10.00
101.	49.00	20.00
102.	66.00	33.00
103.	42.00	33.00
104.	62.00	50.00
105.	57.00	10.00
106.	70.00	83.00
107.	66.00	60.00
108.	64.00	37.00
109.	68.00	77.00
110.	75.00	70.00
111.	51.00	33.00
112.	68.00	37.00
113.	79.00	63.00
114.	68.00	20.00
115.	74.00	60.00
116.	57.00	77.00

117.	60.00	40.00
118.	72.00	47.00
119.	62.00	33.00
120.	53.00	17.00
121.	62.00	67.00
122.	72.00	63.00
123.	51.00	33.00
124.	77.00	50.00
125.	75.00	60.00
126.	43.00	37.00
127.	36.00	33.00
128.	62.00	40.00
129.	45.00	60.00
130.	77.00	70.00
131.	75.00	50.00
132.	57.00	70.00
133.	57.00	10.00
134.	70.00	70.00
135.	79.00	43.00
136.	57.00	20.00
137.	60.00	43.00
138.	68.00	37.00
139.	66.00	37.00
140.	30.00	10.00
141.	49.00	20.00
142.	66.00	33.00
143.	42.00	33.00
144.	62.00	50.00
145.	57.00	10.00
146.	70.00	83.00
147.	66.00	60.00
148.	64.00	37.00
149.	68.00	77.00
150.	75.00	70.00
151.	51.00	33.00
152.	68.00	37.00
153.	79.00	63.00
154.	68.00	20.00
155.	74.00	60.00
156.	57.00	77.00
157.	60.00	40.00
158.	72.00	47.00
159.	62.00	33.00
160.	53.00	17.00
161.	62.00	67.00
162.	72.00	63.00
163.	51.00	33.00
164.	77.00	50.00
165.	75.00	60.00
166.	43.00	37.00
167.	36.00	33.00
168.	62.00	40.00
169.	45.00	60.00
170.	77.00	70.00
171.	75.00	50.00

172.	57.00	70.00
173.	57.00	10.00
174.	70.00	70.00
175.	79.00	43.00
176.	57.00	20.00
177.	60.00	43.00
178.	68.00	37.00
179.	66.00	37.00
180.	30.00	10.00
181.	49.00	20.00
182.	66.00	33.00
183.	42.00	33.00
184.	62.00	50.00
185.	57.00	10.00
186.	70.00	83.00
187.	66.00	60.00
188.	64.00	37.00
189.	68.00	77.00
190.	75.00	70.00
191.	51.00	33.00
192.	68.00	37.00
193.	79.00	63.00
194.	68.00	20.00
195.	74.00	60.00
196.	57.00	77.00
197.	60.00	40.00
198.	72.00	47.00
199.	62.00	33.00
200.	53.00	17.00
201.	62.00	67.00
202.	72.00	63.00
203.	51.00	33.00
204.	77.00	50.00
205.	75.00	60.00
206.	43.00	37.00
207.	36.00	33.00
208.	62.00	40.00
209.	45.00	60.00
210.	77.00	70.00
211.	75.00	50.00
212.	57.00	70.00
213.	57.00	10.00
214.	70.00	70.00
215.	79.00	43.00
216.	57.00	20.00
217.	60.00	43.00
218.	68.00	37.00
219.	66.00	37.00
220.	30.00	10.00
221.	49.00	20.00
222.	66.00	33.00
223.	42.00	33.00
224.	62.00	50.00
225.	57.00	10.00
226.	70.00	83.00

227.	66.00	60.00
228.	64.00	37.00
229.	68.00	77.00
230.	75.00	70.00
231.	51.00	33.00
232.	68.00	37.00
233.	79.00	63.00
234.	68.00	20.00
235.	74.00	60.00
236.	57.00	77.00
237.	60.00	40.00
238.	72.00	47.00
239.	62.00	33.00
240.	53.00	17.00
241.	62.00	67.00
242.	72.00	63.00
243.	51.00	33.00
244.	77.00	50.00
245.	75.00	60.00
246.	43.00	37.00
247.	36.00	33.00
248.	62.00	40.00
249.	45.00	60.00
250.	77.00	70.00
251.	75.00	50.00
252.	57.00	70.00
253.	57.00	10.00
254.	70.00	70.00
255.	79.00	43.00
256.	57.00	20.00
257.	60.00	43.00
258.	68.00	37.00
259.	66.00	37.00
260.	30.00	10.00
261.	49.00	20.00
262.	66.00	33.00
263.	42.00	33.00
264.	62.00	50.00
265.	57.00	10.00
266.	70.00	83.00
267.	66.00	60.00
268.	64.00	37.00
269.	68.00	77.00
270.	75.00	70.00
271.	51.00	33.00
272.	68.00	37.00
273.	79.00	63.00
274.	68.00	20.00
275.	74.00	60.00
276.	57.00	77.00
277.	60.00	40.00
278.	72.00	47.00
279.	62.00	33.00
280.	53.00	17.00
281.	62.00	67.00

282.	72.00	63.00
283.	51.00	33.00
284.	77.00	50.00
285.	75.00	60.00
286.	43.00	37.00
287.	36.00	33.00
288.	62.00	40.00
289.	45.00	60.00
290.	77.00	70.00
291.	75.00	50.00
292.	57.00	70.00
293.	57.00	10.00
294.	70.00	70.00
295.	79.00	43.00
296.	57.00	20.00
297.	60.00	43.00
298.	68.00	37.00
299.	66.00	37.00
300.	30.00	10.00
301.	49.00	20.00
302.	66.00	33.00
303.	42.00	33.00
304.	62.00	50.00
305.	57.00	10.00
306.	70.00	83.00
307.	66.00	60.00
308.	64.00	37.00
309.	68.00	77.00
310.	75.00	70.00
311.	51.00	33.00
312.	68.00	37.00
313.	79.00	63.00
314.	68.00	20.00
315.	74.00	60.00
316.	57.00	77.00
317.	60.00	40.00
318.	72.00	47.00
319.	62.00	33.00
320.	53.00	17.00
321.	62.00	67.00
322.	72.00	63.00
323.	51.00	33.00
324.	77.00	50.00
325.	75.00	60.00
326.	43.00	37.00
327.	36.00	33.00
328.	62.00	40.00
329.	45.00	60.00
330.	77.00	70.00
331.	75.00	50.00
332.	57.00	70.00
333.	57.00	10.00
334.	70.00	70.00
335.	79.00	43.00
336.	57.00	20.00



337.	60.00	43.00
338.	68.00	37.00
339.	66.00	37.00
340.	30.00	10.00
341.	49.00	20.00
342.	66.00	33.00
343.	42.00	33.00
344.	62.00	50.00
345.	57.00	10.00
346.	70.00	83.00
347.	66.00	60.00
348.	64.00	37.00
349.	68.00	77.00
350.	75.00	70.00