

The Effectiveness of the Deductive Approach in Teaching Jumlah Ismiyyah and Jumlah Fi'Liyyah Among form three Students

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ABSTRACT

This study aims to evaluate the effectiveness of the deductive approach in teaching the structures of Jumlah Ismiyyah and Jumlah Fi'liyyah among Form Three students at Tan Sri Ghazali Jawi Islamic Secondary School, Perak, Malaysia. The study employed a quantitative quasi-experimental design involving two groups: a treatment group taught using the deductive approach and a control group taught through conventional methods. A total of 30 students participated as the research sample and were equally divided between both groups. The research instrument consisted of pre-test and post-test assessments developed to measure students' mastery in constructing and comprehending Arabic sentence structures. The pre-test results indicated that students' initial mastery was at a low to moderate level, particularly in identifying and accurately constructing Jumlah Ismiyyah and Jumlah Fi'liyyah. Following the intervention, the post-test results showed a significant improvement in the treatment group compared to the control group. Independent sample t-test analysis confirmed a statistically significant difference between the two groups, demonstrating the effectiveness of the deductive approach in enhancing students' understanding and mastery of Arabic sentence structures. Overall, the findings indicate that the deductive approach significantly improves students' clarity of understanding, sentence construction proficiency, and application skills in the use of Jumlah Ismiyyah and Jumlah Fi'liyyah. This approach also enables teachers to implement grammar instruction in a more structured and systematic manner, thereby supporting more effective Arabic language acquisition among secondary school students.

Keywords: Deductive approach, Jumlah Ismiyyah, Jumlah Fi'liyyah, Arabic language teaching, learning effectiveness

INTRODUCTION

Arabic is an important subject in the Malaysian education system. It is integrated into both primary and secondary education, with specialized programmes designed for academic, vocational, and religious purposes (Nisa & Arifin, 2020). At the school level, this subject is supported by a specific Curriculum and Assessment Standard Document developed by the Ministry of Education Malaysia, reflecting its significant standing in the national education system. Arabic is known for its complex grammatical structure, rich vocabulary, refined sentence organization, and a syntactic system that constructs meaning in a detailed manner. In addition, the learning of Arabic in Malaysia emphasizes four core language skills; listening, reading, writing, and speaking as implemented in the teaching and learning process at National Islamic Secondary School, public universities, and private universities. Therefore, teachers must select appropriate teaching approaches to ensure students' mastery can be effectively enhanced.

In grammar, one of the foundational topics that often challenges students is the structure of Jumlah Ismiyyah (nominal sentences) and Jumlah Fi'liyyah (verbal sentences). A Jumlah Ismiyyah can be described as a sentence that begins with a noun and is typically used to describe states or attributes, while a Jumlah Fi'liyyah is a verb-based sentence that focuses on actions or events (Rohadi & Agustiar, 2024). Both sentence types form the basic structure of Arabic sentences and reflect the unique features that distinguish Arabic from many other languages. Weaknesses in understanding these structures make it difficult for students to master reading, writing, and comprehending Arabic texts. Therefore, strong mastery of these two structures is crucial to ensure students can learn Arabic effectively.

Pedagogically, the teaching and learning of Arabic requires the selection of appropriate approaches to optimize the language acquisition process. Teachers therefore play a key role in selecting suitable strategies and approaches to ensure the delivery of content is systematic and effective. According to Shalikin (2024), the effectiveness of Arabic language learning depends on the extent to which teachers understand the curriculum and the teaching approaches applied in T&L. In addition, teachers' knowledge of modern approaches allows them to diversify their instructional methods and increase active student participation in class. Thus, selecting the right approach is essential for more effective teaching.

In Arabic language instruction, various approaches can be used, such as inductive, deductive, eclectic, and communicative approaches. Each approach has its own characteristics and strengths. For example, the deductive approach emphasizes explaining general concepts first before students are given specific examples, enabling them to understand sentence structures in a systematic and organized manner. According to Fitrawan and Setyabudi (2024), this approach helps students learn sentence structures systematically, thereby improving their ability to construct sentences logically. The structured application of the deductive method also helps reduce confusion during the learning of grammar (Zaeni & Hasanah, 2024). In other words, the deductive approach functions not only as a teaching technique but also as a tool to guide students in building a strong foundation for linguistic reasoning.

Therefore, this study was conducted to evaluate the effectiveness of the deductive approach in teaching Jumlah Ismiyyah and Jumlah Fi'liyyah to Form Three students. The study focuses on assessing students' initial level of mastery before the intervention and the impact of using the deductive approach in improving their understanding of sentence structures. The deductive approach was applied during teaching and learning sessions by explaining general concepts first, followed by application exercises, while the control group used the traditional approach. The pre-test and post-test results were analyzed to determine the effectiveness of this approach, especially in helping students understand and master Jumlah Ismiyyah and Jumlah Fi'liyyah.

Problem Statement

Basic grammatical errors remain one of the main weaknesses among secondary school students learning Arabic. The study by Rojudin & Musonif (2022) highlights that the complexity of Arabic grammar is one of the major challenges in learning the language, particularly due to the intricate structures of jumlah ismiyyah (nominal sentences) and jumlah fi'liyyah (verbal sentences), which often cause difficulties for students to master. These errors frequently appear in writing, sentence construction, and text comprehension when students fail to identify sentence patterns correctly. Weak grammatical mastery indirectly affects students' writing skills.

One of the key issues is students' inability to distinguish between jumlah ismiyyah and jumlah fi'liyyah in Arabic texts. According to Sarif (2023), students still show confusion in differentiating between these two sentence structures, leading to the inaccurate use of grammatical forms in their writing. This confusion contributes to syntactic errors in essays, exercises, and examinations, especially when students fail to understand the categories and functions of words that form a sentence. This situation ultimately affects their ability to comprehend texts and construct accurate sentences.

Furthermore, this weakness is also influenced by the complex and highly structured nature of Arabic grammar. Significant differences between Arabic and the students' mother tongue make it difficult for them to grasp basic concepts, thereby hindering their mastery of sentence structure. This complexity not only contributes to various linguistic challenges, but also causes difficulties in phonology, morphology, vocabulary, and overall text comprehension (Lovo, 2022). Therefore, a more systematic teaching approach and focused exercises are necessary to help students understand the differences and appropriate usage of jumlah ismiyyah and jumlah fi'liyyah.

Another prominent issue is the variety of errors that occur in sentence writing, particularly in gender agreement, number, and basic sentence structure. Students also frequently misuse verbs as nouns or vice versa. Putra (2025) reports that students commonly make mistakes in inflection, which refers to changes in word forms, such as incorrect vowel markings, improper verb conjugation, or mismatched gender and number, compared to derivational errors, which involve the incorrect formation of new words through inappropriate wazan. This

demonstrates that students have not yet mastered the fundamental grammatical principles required to construct grammatically correct Arabic sentences.

Overall, students' weaknesses in distinguishing and using these two basic sentence structures significantly affect their overall proficiency in Arabic. Confusion regarding word categories, the perception that grammar is difficult, and the use of less effective teaching approaches also contribute to this issue. Therefore, teachers need to select more relevant, systematic, and focused teaching approaches to help students understand and apply jumlah ismiyyah and jumlah fi'liyyah accurately. A suitable approach is expected to improve students' basic Arabic language skills, particularly in writing and speaking.

RESEARCH METHODOLOGY

This study employed a quantitative design in the form of a quasi-experiment to achieve the research objectives, which were to assess the mastery of jumlah ismiyyah and jumlah fi'liyyah as well as the effectiveness of the deductive approach in learning. The design involved two groups of Form Three students at Tan Sri Ghazali Jawi Islamic Secondary School, namely the treatment group and the control group. The treatment group received instruction using the deductive approach, while the control group followed learning through the traditional or conventional method commonly used previously.

The population of the study consisted of Form Three students from the school, which is the only school in the Gerik district, Perak, offering the Integrated Islamic Curriculum syllabus at the secondary level. The sample consisted of 30 students, comprising 13 males and 17 females. All samples were evenly divided into two groups; 15 students in the treatment group and 15 students in the control group. The treatment group underwent intervention sessions based on the deductive approach, while the control group studied using the conventional approach.

The research instruments consisted of a pre-test and a post-test. The researcher developed two sets of test papers to measure students' understanding and mastery of jumlah ismiyyah and jumlah fi'liyyah. Both sets had the same question format but contained different items. These instruments were developed to assess students' initial mastery and to evaluate the effectiveness of the deductive approach after the intervention.

Two methods were used to analyze the data; descriptive analysis and t-tests. Descriptive analysis involved the use of frequency, percentage, and mean scores to evaluate students' scores in the pre-test and post-test. Subsequently, the t-test was used to identify differences in achievement between the pre-test and post-test for both groups, as well as differences in post-test achievement between the treatment and control groups. All data analyses were conducted using the Statistical Package for the Social Sciences (SPSS) software.

FINDINGS AND DISCUSSION

This study aimed to assess students' mastery of jumlah ismiyyah and jumlah fi'liyyah before and after the implementation of the deductive approach. The findings are presented according to group and test type to provide a clear picture of the intervention's effectiveness. The details of the pre-test and post-test scores for both groups are shown in Table 1 below.

Table 1: Comparison of Pre-Test and Post-Test Scores for Treatment and Control Groups

Group	Test	Mean Score	Std. Deviation	t	df	Sig. (2-tailed)
Treatment	Pre-Test	39.47	15.734	-	-	-
	Post-Test	71.33	13.270	-13.643	14	0.000
Control	Pre-Test	43.13	13.010	-	-	-
	Post-Test	61.33	12.664	-6.751	14	0.000

Based on Table 1, both the treatment and control groups demonstrated a significant increase in their post-test scores compared to the pre-test, indicating overall improvement in the mastery of *jumlah ismiyyah* and *jumlah fi'liyyah* throughout the learning period. However, the magnitude of improvement differed notably between groups.

For the treatment group, the mean score increased substantially from 39.47 to 71.33, and this improvement was statistically significant ($t = -13.643$, $p < 0.001$). This sharp rise indicates that the deductive approach had a strong positive impact on students' understanding of Arabic sentence structures. The structured presentation of grammar rules followed by guided practice is likely to have supported clearer conceptualisation and more accurate application of grammatical forms. These findings are consistent with research on relative clause instruction, which showed that students exposed to deductive instruction performed better on post-tests, indicating enhanced retention of complex structures (Silva et al., 2024). This demonstrates that explicit, rule-based teaching can significantly improve learners' comprehension and application of complex grammatical forms.

The control group also showed significant improvement from pre-test ($M = 43.13$) to post-test ($M = 61.33$), with $p < 0.001$, suggesting that conventional instruction remains effective to a certain extent. However, the smaller gain compared to the treatment group reflects the commonly noted limitations of traditional, teacher-centred grammar teaching. Previous studies emphasize that traditional methods tend to prioritize memorization of vocabulary and grammatical rules, ultimately leading to superficial learning and disengagement, while failing to integrate the four language skills; listening, speaking, reading, and writing, thereby limiting students' communicative competence (Yassin et al., 2024). This indicates that while conventional methods can support learning, they may not foster deep understanding or the ability to apply grammatical knowledge effectively.

When comparing the overall trends, the greater improvement in the treatment group suggests that the deductive approach is more effective in promoting deeper mastery of *jumlah ismiyyah* and *jumlah fi'liyyah*. This is consistent with study Şahinkaya (2023), which emphasizes that explicit grammar instruction is highly beneficial for non-native speakers, as it reduces confusion and enhances clarity in syntactic differentiation. This approach provides structured guidance, which can lead to more effective language acquisition.

Overall, the findings demonstrate that although both conventional and deductive methods can facilitate learning, the deductive method produces more substantial and durable gains. This underscores its value as an effective pedagogical strategy for teaching key Arabic grammatical structures, particularly in contexts where learners face difficulties in distinguishing and applying *jumlah ismiyyah* and *jumlah fi'liyyah*. These insights provide a clear rationale for educators to consider structured, rule-based instruction when designing grammar-focused curricula, ensuring that students achieve both accuracy and comprehension in their language development.

PRACTICAL IMPLICATIONS

The findings of this study have several practical implications for Arabic language teaching, particularly in enhancing students' mastery of *jumlah ismiyyah* and *jumlah fi'liyyah*. Teachers can adopt a structured deductive approach in their lesson planning, which involves explicit explanation of grammatical rules followed by guided practice. A sample lesson plan based on this approach is presented in Table 2 below.

Table 2: Sample Lesson Plan Using Deductive Approach

Lesson Stage	Teacher Activities	Student Activities / Exercises
Introduction (5–10 min)	Present the rule of <i>jumlah ismiyyah</i> or <i>jumlah fi'liyyah</i> , explain function and common errors.	Listen, take notes, ask clarifying questions.

Modeling (10 min)	Provide examples of correct sentences, highlight nouns and verbs, demonstrate sentence analysis.	Identify nouns and verbs in teacher examples, discuss differences between correct and incorrect structures.
Guided Practice (15 min)	Supervise students as they complete exercises, provide immediate feedback, correct errors.	Complete given exercises, compare answers with peers, participate in discussions on corrections.
Independent Practice (10 min)	Assign additional sentences for individual practice to reinforce understanding.	Complete exercises independently, create original sentences demonstrating correct jumlah ismiyyah and jumlah fi'liyyah.
Reflection and Feedback (5 min)	Discuss common mistakes and strategies for correct sentence construction.	Reflect on learning, note strategies to avoid errors, ask questions for clarification.

Example Exercises:

1. Identify jumlah ismiyyah and jumlah fi'liyyah in given sentences.
2. Correct grammatically incorrect sentences using the rules taught.
3. Write three original sentences demonstrating proper usage of jumlah ismiyyah and jumlah fi'liyyah.

CONCLUSION

This study found that students' initial mastery of jumlah ismiyyah and jumlah fi'liyyah was at a low-to-moderate level before any intervention was implemented. Students faced difficulties in understanding the basic concepts of Arabic sentence structure and often made errors in constructing grammatically correct sentences. Confusion in distinguishing between nouns and verbs, as well as a lack of structured practice, were the main factors contributing to this weakness. These findings are consistent with previous studies, which emphasize that students often struggle with writing skills and in-depth understanding of Arabic grammar.

The implementation of the deductive approach in teaching showed a significant improvement in students' understanding and skills. This approach helps students comprehend the roles of nouns and verbs in sentence construction before practicing through exercises, thereby building a logical and structured foundation of thought. Compared to traditional methods, the deductive approach not only strengthens conceptual mastery but also motivates students to be more active and engaged in the learning process.

Overall, this study demonstrates that the deductive approach has a significant pedagogical impact on Arabic language teaching. It enables teachers to convey grammatical concepts more clearly and systematically, while students can develop a deeper and more effective understanding. This approach can serve as an alternative teaching model to enhance the quality of Arabic language learning in secondary schools, particularly in mastering complex topics such as jumlah ismiyyah and jumlah fi'liyyah, while also improving sentence writing and analytical skills effectively.

One limitation of this study is that it was conducted only in secondary schools in Malaysia and focused solely on the Malaysian curriculum, without reference to other educational contexts. Therefore, the findings may not be generalizable to other countries, age groups, or higher education settings. Future research could expand the scope by including a more diverse population, testing the approach in universities or different cultural contexts, and examining its long-term effects on students' grammar retention and overall language proficiency.

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