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Enhancing the Pattern-to-Variation Method Students' Arabic Sentence Writing Skills in an Intensive Course: Classroom Action Research

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Abstrak

Penelitian ini mengkaji bagaimana metode *Pattern to Variation* dapat membantu mahasiswa dalam program intensif meningkatkan kemampuan menulis kalimat bahasa Arab. Berbeda dengan penelitian sebelumnya yang umumnya berfokus pada penguasaan satu pola saja, penelitian ini menitikberatkan pada pengembangan variasi kalimat melalui proses transformasi yang sistematis. Sebanyak 36 mahasiswa yang terdaftar dalam program intensif menjadi subjek penelitian ini. Data dikumpulkan melalui tes menulis, observasi, dan dokumentasi, kemudian dianalisis menggunakan pendekatan kualitatif dan kuantitatif. Hasil penelitian menunjukkan adanya peningkatan yang konsisten pada seluruh indikator yang diteliti. Nilai rata-rata meningkat dari 62,3 pada tahap pra-siklus menjadi 72,8 pada Siklus I dan 83,5 pada Siklus II. Selain itu, tingkat ketuntasan belajar juga mengalami peningkatan dari 30,6% menjadi 83,3%.Temuan ini menunjukkan bahwa metode *Pattern to Variation* efektif dalam meningkatkan kemampuan mahasiswa dalam menulis kalimat bahasa Arab. Pendekatan ini juga mampu menjembatani kesenjangan antara penguasaan tata bahasa dan kemampuan penggunaan bahasa secara nyata. Hasil penelitian ini mendukung penerapan metode pembelajaran berbasis produksi dalam pengajaran keterampilan menulis bahasa Arab.

Kata Kunci: Pattern to Variation, menulis bahasa Arab, Variasi Kalimat, Program Intensif, Penelitian Tindakan Kelas

Abstract

This study looks at how the Pattern to Variation method can help students in an accelerated programme get better at writing Arabic sentences. This study is different from earlier ones that mostly looked at how well people can master a single pattern. Instead, it focuses on how to develop sentence variation through a systematic transformation process. Thirty-six students who signed up for the intensive course were the subjects of this study. We used both qualitative and quantitative methods to look at the data we got from writing tests, observations, and papers. The study shows that all of the metrics that were looked at are getting better and better. The mean score went up from 62.3 before the cycle to 72.8 in Cycle I and 83.5 in Cycle II. The percentage of students who mastered the material also went up from 30.6% to 83.3%. The results show that the Pattern to Variation method makes it much easier for students to write Arabic sentences. This strategy also aims to close the gaps between what people know about grammar and how they actually use language. These results support the use of production-based methods to teach Arabic writing.

Key Words: Pattern to Variation, Arabic Writing, Sentence Variation, Intensive Programme, Classroom Action Research

A. Introduction

Writing in Arabic (mahārah al-kitābah) is a hard creative skill that needs you to use a lot of different parts of the language in a way that makes sense. It requires not only a good understanding of grammar (naḥwu and ṣarf) and a good vocabulary (mufradāt), but also the ability to be aware of discourse and to organise ideas into clear and relevant statements (Uliyah & Kholid, 2025). This is in line with research that shows that learning Arabic is one of the hardest language skills for students because it requires them to combine morphology, syntax, and semantic meaning all at once (Guci, 2024)

Writing is the most advanced of the four language skills (istimā', kalām, qirā'ah, and kitābah) because it requires not only understanding but also the ability to turn thoughts into organised language output (Guci, 2024). Teachers should help their students get better at writing by breaking it down into steps. This should start with easy things like making words and sentences and then move on to harder things like writing essays (Lintang Lutfhi Kirani, 2025).

People who don't speak Arabic as their first language often think that writing is one of the hardest things to learn. This is because it needs both good grammar and creative language. This problem gets worse in intensive Arabic language programmes, where students have to make a lot of progress in a short amount of time. Intensive programmes try to speed up language learning by giving students focused exposure and structured practice. But they don't always have enough time to really learn the rules of grammar and use them in real writing situations (Halimatus & abqoriyah, 2026).

Students usually only know how to write declarative sentences, like *jumlah fi'liyah* (verbal sentence) and *jumlah ismiyah* (nominal sentence). This makes it hard for them to write well (Sa'diyah et al., 2026). This condition is clear in a number of problems that keep coming up: students often get the order of words wrong (for example, *fi'l* (verb)*, fā'il* (subject)*, maf'ūl* (Direct object)), use the same sentence structures over and over again, don't know how to vary their sentence constructions, and don't feel confident writing on their own. The knowledge-performance gap in second language acquisition refers to the substantial divergence between individuals' actual linguistic competence and their understanding of the language. This is sometimes called the knowledge-performance gap in second language acquisition.

From a broader point of view, writing problems can be caused by grammatical errors, sentence structure mistakes, and bad word choices. Bad sentence structures and wrong word choices are two big reasons why written work is bad, even for college students (Guci, 2024). To get better at writing at a higher level, you first need to be able to write sentences that are clear, strong, and different from each other.

This gap is closely related to teaching methods that still focus on explaining things in theory instead of giving students structured chances to create language. A lot of the time, writing classes don't teach students useful skills in a slow and steady way. Instead, they make them memorise rules and do drills on their own. I. S. P. (Nation, 2022) says that students need to practise in a way that goes from limited to more free production if they want to learn a language well. This way, they can learn language patterns by using them again and again. (Lantolf, 2000) utilising the

Output Hypothesis, contends that meaningful language production is essential for motivating students to undertake more extensive language analysis and enhance their linguistic competence. underscores the imperative of guided writing methodologies that provide students with clear scaffolding, organised stages, and chances for gradual independence.

Research on Arabic language instruction, including the work of (Al Khuli, 1992) demonstrates that the use of sentence patterns can markedly improve students' writing abilities. But most of these studies look at how people learn to use one or a few sentence structures, not how sentences can be more varied and flexible. Because of this, students might learn how to copy some patterns well, but they might not be able to think of a lot of phrases that fit the situation.

Furthermore, recent research (Johhane Myles, 2002) in second language acquisition confirms that difficulties in writing are not only linguistic, but also cognitive and pedagogical. Writing requires the integration of multiple processes simultaneously, from idea development and linguistic coding to revision, which often overwhelms learners' cognitive capacities especially in a foreign language context. This cognitive load becomes even more complex in intensive programs, where time constraints hinder in-depth understanding and repeated practice. As a result, students tend to only master superficial grammatical knowledge without achieving procedural fluency in actual writing practice. This situation emphasizes the importance of learning approaches that can gradually reduce cognitive load while increasing independence in language production.

It is also important to note that the lack of learning models that explicitly bridge the gap between controlled practice and creative language production remains a significant gap in Arabic writing pedagogy (Saleem Ismail, 2026). While pattern-based instruction provides a strong structural foundation, it often fails to encourage students to transfer these patterns into flexible and contextual language use. On the other hand, an overly liberal communicative approach risks neglecting the structural precision that is characteristic of Arabic. Therefore, an integrative approach is needed that combines pattern mastery with structured variation. Such an approach is not only in line with contemporary language acquisition theory but also relevant to the practical needs of intensive classroom learning, which demands effectiveness, clarity, and adaptability to achieve optimal learning outcomes (Guci, 2024); (Dewi & Silviany, 2020).

There is more and more information about how to teach Arabic writing, but there is still a lot of research that needs to be done on how to help students go from mastering patterns to being able to change sentences in a flexible way within a structured teaching framework. This gap is especially clear in places where people are learning a lot at once, because time is limited and good teaching methods are needed. We need a way that not only improves grammar but also gets people to use language in a useful way and come up with new ways to put sentences together (Dewi & Silviany, 2020).

This study suggests the Pattern to Variation method as a way to fix this problem in the classroom. This method uses substitution, expansion, and transformation, among other things, to help students move from structured pattern practice to making sentences that flow. The method aims to improve students' writing accuracy and fluency by combining pattern recognition with systematic variation.

This classroom action research looks at how the Pattern to Variation method can be used in an intensive Arabic curriculum to help students get better at making Arabic sentences. It stresses a way of learning that focuses on making things and connects what you know about language to how it is used in real life. This study also aims to bolster students' writing confidence and provide empirical evidence concerning the effectiveness of structured variation-based instruction in promoting writing development.

As a result, this study looks into the following research questions: How is the Pattern to Variation approach employed in a rigorous Arabic language curriculum? And How much does the method help students put together sentences in Arabic?

B. Methodology

The Pattern to Variation strategy was used in this study to help students write better sentences in Arabic. It calls Classroom Action Research (CAR) a way to plan, teach, watch, and think about lessons in a systematic way to make them better (Latif et al., 2017). So, this is the kind of approach that was picked based on the model that Kemmis and McTaggart came up with. Also, CAR helps teachers find and fix problems with learning quickly so that they can improve student performance, the process, or both (Hu & Chang, 2017); (Ishtiaq, 2019).

This study included 36 second-semester students who were enrolled in an intensive Arabic language course. They knew the basics of how Arabic sentences are put together, but they had trouble making different types of sentences. The study was conducted in two cycles, with the possibility of incorporating a third cycle if the success criteria were not fulfilled. The research design utilised Kemmis and Mc Taggart's CAR cycle model as its foundation. Planning, acting, observing, and thinking are the four main parts of this model. During the planning stage, the researcher used the Pattern to Variation method to make lesson plans and research tools. During the acting phase, the method was used to teach students how to make sentences in Arabic. During the observing phase, we watched what the students were doing and decided how well the approach worked. Finally, during the reflecting stage, the researcher looked at the results of the intervention and made a list of things that needed to be changed.

The Pattern to Variation strategy is a way for students to learn how to change the structure of sentences in four steps: (1) modelling (showing examples of sentence patterns), (2) guided substitution (practicing replacing parts of sentences), (3) pattern expansion (adding elements like time and place expressions to patterns), and (4) sentence transformation (changing sentences from one pattern to another). There were three approaches to acquire data for this study: (1) observation to find out what students were doing in class and how engaged they were; (2) writing assessments to see how effectively students could compose and change Arabic sentences; and (3) documentation as proof. The research tools were observation sheets and a writing evaluation rubric that looked at how well and how hard it was to learn a second language. Inter-rater agreement on grading student writing revealed that the tools were dependable, and expert opinion suggested that they were valid. The writing test was based on guidelines for measuring writing skills in a second language, with a focus on how correct and complete the pieces of a sentence were (Hyland, 2019).

The data were looked at using both qualitative and quantitative methods. Qualitative analysis included reducing data, displaying data, and coming to conclusions based on observations and thoughts. Quantitative analysis included figuring out how well students could write by looking at their test scores in each cycle. Descriptive statistics, such as mean scores and percent of mastery, were used to look at how students grew over time. The study's success criteria were that at least 75% of the students could write Arabic phrases at a "good" level, which meant they could make sentences that were grammatically correct and varied based on the models they were taught.

C. Results and Discussion

The goal of this study is to find out how well the Pattern to Variation method works to help students in an intense Arabic curriculum improve their ability to write sentences. The study used a Classroom Action Research methodology with 36 students. There were three writing tests: pre-cycle, Cycle I, and Cycle II. The test focused on three important parts of writing skill: being able to write with correct structure, being able to write with complete syntax, and being able to write with different sentence patterns. We chose these indicators because they show the most important parts of how to make Arabic sentences, especially in the context of the *jumlah fi'liyah* (verbal sentence) and *jumlah ismiyah* (nominal sentence) structures, which are very important to Arabic syntax (Sulaiman, 2016) (Ryding, 2014).

The quantitative findings are presented as follows:

Table 1.
Students' Writing Achievement Improvement Across Cycles

Cycle	Mean Score	Mastery (%)
Pre-cycle	62.3	30.6%
Cycle I	72.8	61.1%
Cycle II	83.5	83.3%

The average score in the pre-cycle phase was 62.3, and only 11 out of 36 students (30.6%) met the mastery standard. This initial condition shows that most of the students weren't good enough at making Arabic sentences. The average score went up to 72.8 when Cycle I started, and a lot more students met the minimum requirements. 22 students (61.1%) met the minimum requirements. Cycle II was even better, with an average score of 83.5 and 30 students (83.3%) reaching mastery. The results show that the Pattern to Variation method really helps students improve their writing skills and keeps them that way.

But a closer study reveals that the quality of students' cognitive and language development has changed a lot, in addition to these numerical gains. Before the pre-cycle period, most people

considered that students' writing skills were not very good. A lot of the time, their phrases were simplistic, repetitive, and not particularly well-structured. A lot of students employed basic *jumlah fi'liyah* (verbal sentence) constructions, but they didn't add any more syntactic elements like *maf'ūl bih* (direct object)*, ẓarf zamān* (Adverb of time), or *ẓarf makān* (Adverb of place). Some common faults included not agreeing on the subject and verb, putting things in the wrong place, and not ending sentences (Herdah, 2025).

Other research has demonstrated that Arabic learners have a hard time writing, and these results are in accordance with that. For instance, (Masuhara, 2022);(Debra A. Mayhil, 2011) observed that students often had problems with changing sentences and making them more complicated. These problems show that most of the students were only able to understand declarative knowledge (Anderson, 2005), which means they understood the rules of grammar conceptually but hadn't yet learned how to use them in real life.

(Swain, 2005) posits that language acquisition requires both comprehensible input and significant output. This occurrence aligns with the notion. Learners cannot evaluate their hypotheses regarding language application or enhance their syntactic flexibility without sufficient opportunities for language production. (R. Ellis, 2008) agrees with this and says that activities that focus on output are very helpful for getting people to think more deeply and reorganise their language. Cycle I dealt with this issue by teaching the first steps of the Pattern to Variation technique, which included modelling, guided replacement, and pattern expansion. At this point, the teacher showed the students clear examples of sentence structures and then offered them arranged activities where they had to modify the elements of phrases ADDIN (Sulaiman, 2016).

The results from Cycle I reveal that students have done a lot better. The increase in both the mean score and the mastery 61.1% suggests that structured lessons and lots of practice were very helpful for helping students understand sentence patterns better. (Kozulin, 2003); (James V Wertsch; Richard Sohmer, 1995) Vygotsky is the Zone of Proximal Development (ZPD) theory posits that learners improve with assistance from others. This study backs up that idea. This result is also in line with what previous studies have shown. For example, (Nassaji, 2017); (Fotos, 2001) found that teaching grammar explicitly along with controlled practice greatly improves students' syntactic accuracy. (Kamal G. Nasir, 2026) research in Arabic education also reveals that pattern exercises help students recall grammar rules and make fewer mistakes.

Still, looking back on Cycle I showed that students were still having trouble coming up with different ideas. Their writing still relied on the models given to them, and modifications were often only on the surface. This finding is corroborated by prior research, which demonstrates that learners necessitate higher-order tasks, such as transformation and creative output, to cultivate linguistic flexibility (Skehan, 2011); (Skehan, 1998). To get around these problems, Cycle II added more sophisticated steps of the Pattern to Variation technique, such as phrase transformation and free creation. Students learned how to change the types of sentences (for example, from *jumlah fi'liyah* (verbal sentence) to *jumlah ismiyah* (nominal sentence)), the polarity of sentences (from affirmative to negative), and the modes of sentences (from declarative to interrogative).

This stage is a good example of task-based language training, which puts a lot of emphasis on using language for a purpose and getting your brain involved (F. Ellis, 2003). (Swain, 2005) believes that these kinds of problems force students "push" their language output, which makes it more accurate and complex. Cycle II's results show a substantial improvement. The average score went up to 83.5, while the mastery level went up to 83.3%. More importantly, qualitative studies demonstrated that children could produce sentences that were longer, more varied, and more connected. They had a better grasp of how to employ syntactic structures and a wider range of language features.

These findings align with (Nation, 2022) paradigm, which emphasizes the significance of balancing form-focused instruction with meaning-focused output. (Hyland, 2019); (Hyland, 2004) Hyland believes that to teach writing properly, you need to use both structure and creativity. The Pattern to Variation technique shows both of these things. This study backs up what other studies have said: that strategies that focus on transformation and production make writing skills substantially better. For example, (Fotos, 2001) study reveals that grammar-based communicative tasks help people talk and write more clearly and fluently. (Al-Shammari et al., 2015) says that guided transformation exercises help students learn more about syntax and become better at writing.

We can fully answer the study question, "How can the Pattern to Variation technique improve students' ability to write Arabic sentences?" based on what we've learned and talked about earlier. The Pattern to Variation method helps students get better by teaching them how to put

together phrases in a controlled and logical fashion. Through modeling and guided substitution, students acquire basic phrase patterns over time. This helps them get the framework right (Saeed Akhtar, 2014).

Second, the method helps students learn how to use crucial parts of sentences like *fā'il, maf'ūl*, and adverbial phrases. This makes their grammar better. People make fewer mistakes in language and phrases sound better when they do this often. Third, and most importantly, the strategy helps kids learn how to be more flexible. Fourth, the method encourages people to speak the language, which is very important for learning a language. The method works with modern notions about how people learn a second language, like the Output Hypothesis and task-based learning, because it makes students complete things that matter to them.

To sum up, the Pattern to Variation method helps students write whole Arabic sentences that are correct, complete, and varied. This study contributes to the field of Arabic language instruction by demonstrating, through empirical data, that structured, production-oriented approaches effectively enhance writing proficiency. Unlike traditional grammar-focused techniques, the Pattern to Variation method blends form and function. This enables students to employ language in more adaptable and significant manners.

This finding fills in certain gaps in previous research, especially those that looked at demanding Arabic programs, where students often have trouble writing swiftly. This method gives teachers a clear way to teach their pupils how to write better, thus it might be an excellent example for them to follow.

In conclusion, the Pattern to Variation method has been shown to greatly help students produce Arabic sentences, both in terms of how many they can write and how well they can write them. The better scores and levels of mastery, as well as the higher levels of cognitive engagement, linguistic flexibility, and structural accuracy, show that things are getting better. These findings underscore the need of structured teaching while allowing children to engage with language meaningfully. The Pattern to Variation technique assists kids who have problems putting sentences together and teaches them how to use language effectively and on their own. So, this is a great new way to teach Arabic writing when pupils need to learn quickly.

D. Conclusion

This study demonstrates that the systematic application of the Pattern to Variation technique encompassing modeling, guided replacement, pattern extension, sentence transformation, and free production—enhances sentence construction among students engaged in an intensive Arabic program. There is substantial evidence of improvement in both quality and quantity. The average score went up from 62.3 in the pre-cycle phase to 83.5 in Cycle II, and the percentage of persons who understood the subject was up from 30.6% to 83.3%. Students get a lot better at using correct language and changing the way their sentences are structured. The Pattern to Variation method looks like a wonderful way to connect your grammatical knowledge with your language skills. This strategy is also helpful.

The results show that Arabic language teachers should use production-based methods, especially those that mix making phrase variations with learning patterns. The Pattern to Variation method might be seen as a new way to educate that gives grammar, language flow, and creativity the same amount of attention. In short, this study offers a lot of essential things to educate Arabic teachers about how to make their classes more organized, up-to-date, and focused on results. Education should progress toward stages of change and endless output to assist students learn how to employ different types of sentences in both context and on their own.

Future studies should investigate the efficacy of this strategy for additional language skills, such as speaking and paragraph writing. The study may lack informativeness or generalizability due to its limited participant pool and absence of a control group. Further research may examine the application of the Pattern to Variation technique in conjunction with digital learning technologies to enhance student engagement and motivation. Additionally, further research employing larger and more comparative experimental designs is necessary to validate the findings and assess the efficacy of this technique in various situations of Arabic language acquisition.

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