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Sentence Reconstruction Media to Improve Student's Understanding of Jumlah Fi'liyah at MA Unggulan Amanatul Ummah Surabaya

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Abstract:
Mastery of Arabic verbal sentence structure (jumlah fi'liyah) is fundamental to grammatical competence, yet many Grade X students struggle to grasp the syntactic relationships among fi'il, fa'il, and maf'ul bih. Research gap: prior studies on interactive media in Arabic learning rarely focused specifically on sentence reconstruction for jumlah fi'liyah at the senior Islamic high school (MA) level. Novelty: this study specifically investigates sentence reconstruction media targeting jumlah fi'liyah mastery in an MA context. This study aims to evaluate the effectiveness of such media in enhancing students' ability to identify and reconstruct verbal sentence components. Using a quantitative one-group pretest–posttest design, 15 Grade X students at MA Unggulan Amanatul Ummah Surabaya participated. Data were collected via expert-validated objective tests and analyzed using descriptive statistics, normality testing, and paired sample t-test (SPSS). Results show a significant score improvement from a mean of 64.13 to 87.06 (p = 0.000). Main contribution: this study provides empirical evidence that reconstruction-based learning effectively strengthens Arabic grammar instruction and offers pedagogical implications for future MA-level curriculum development.

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Introduction

Background of Study: Arabic is one of the international languages that possesses unique and complex structural characteristics, particularly in verbal sentence patterns or *jumlah fi'liyah*, which consist of *fi'il* (verb), *fa'il* (subject), and *maf'ul bih* (object)(Al-Jarimi & Al-Jarjani, 2003). Mastery of this structure is a fundamental component for students learning Arabic, as it is closely related to their reading, writing, and grammatical sentence-building skills. At the secondary education level, especially in Grade X, many students experience difficulties in understanding the relationships between these elements, which consequently affects their ability to construct and analyze Arabic sentences accurately. This

condition indicates the need for a more effective learning approach that can provide students with concrete learning experiences. Learning activities that remain theoretical and lack reconstructive practice often make it difficult for students to grasp the function and position of words within *jumlah fi'liyah*. Therefore, instructional innovation is required so that students can achieve a deeper understanding of Arabic sentence structure(Asrori, 2015).

Literature Review: Several previous studies have highlighted the importance of understanding sentence structure in Arabic language learning.(Maulidiah, 2013) emphasized that mastery of *jumlah fi'liyah* plays a crucial role in shaping students' overall Arabic language competence. Another study by (Nirmala & Rizqa, 2024) demonstrated that interactive learning media, particularly sentence reconstruction media, can assist students in understanding sentence elements through the process of deconstructing and reconstructing sentences visually and manipulatively. Additionally, research by (Nurdiansyah, Nana Meily; Arief, Armai; Agustin, 2021) concluded that instructional media that enable direct interaction between students and learning materials can significantly increase motivation, engagement, and learning outcomes. These findings are reinforced by (Kaharuddin & Sunuwati, 2022), who revealed that sentence reconstruction media affect not only cognitive aspects but also students' interest in learning Arabic. The existing literature shows strong potential for utilizing interactive media as an effective tool in teaching Arabic grammar.

Research Gap: Although several studies have examined the effectiveness of interactive media in Arabic language learning, research that specifically investigates the use of sentence reconstruction media to enhance students' understanding of *jumlah fi'liyah* at the senior Islamic high school level remains very limited. Most previous studies focused more on vocabulary acquisition, reading comprehension, or speaking skills, without emphasizing more specific grammatical aspects such as verbal sentence structure. Furthermore, few studies have integrated sentence reconstruction techniques into structured instructional scenarios aimed at strengthening students' grammatical analysis. This condition reveals a research gap, particularly in the context of Grade X students at MA Unggulan Amanatul Ummah Surabaya, who possess diverse levels of basic Arabic proficiency. Therefore, this study seeks to provide empirical contributions to an area that has not been extensively explored.

Rationale: This research is based on the urgency to improve students' understanding of *jumlah fi'liyah* structures through a more practical and learner-centered instructional approach. Sentence reconstruction media allow students to actively participate in constructing and deconstructing sentences, enabling learning to move beyond theoretical memorization toward hands-on practice that supports conceptual comprehension. Moreover, this medium is considered effective in addressing common problems encountered in nahwu learning, particularly students' difficulties in understanding syntactic relationships between sentence components. Pedagogically, the use of sentence reconstruction media aligns with active learning principles, which emphasize cognitive and motor engagement. Considering students' learning needs, previous research findings, and curriculum demands that focus on strengthening grammatical competence, this study is highly relevant for developing effective and innovative Arabic learning strategies that meet the needs of contemporary learners(Basri, 2020).

Purpose of Study: The purpose of this study is to examine the effectiveness of sentence reconstruction media in improving Grade X students' understanding of jumlah

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fi'liyah structures. Specifically, the research focuses on enhancing students' ability to identify elements of verbal sentences, reconstruct sentence structures accurately according to the rules of nahwu and sharaf, and apply various forms of *jumlah fi'liyah* within the context of Arabic language learning. This study is designed to answer the research question regarding the extent to which sentence reconstruction media influence students' grammatical understanding. The findings of this study are expected to provide new direction for developing Arabic instructional strategies and serve as a basis for future research investigating the effectiveness of similar media in other linguistic domains.

Method

This study was conducted based on the urgency of addressing students' difficulties in understanding the structure of *jumlah fi'liyah*, a core component of Arabic grammar that plays a crucial role in shaping reading, writing, and sentence-building skills(Basri, 2020). Many Grade X students still struggle to comprehend the syntactic relationship among verbs, subjects, and objects, which results in low grammatical accuracy and limited mastery of verbal sentence patterns. This condition highlights the need for a more effective and student-centered learning approach rather than conventional, theory-based instruction. For this reason, the researcher chose the issue as the focus of study due to its relevance to real classroom challenges and its potential to contribute to the improvement of Arabic grammar pedagogy. To address this problem, the study employed a quantitative approach using a quasi-experimental design, specifically the one-group pretest–posttest model, enabling the researcher to measure changes in students' understanding before and after the treatment(Creswell & Creswell, 2018). The primary data of this study consist of students' test scores obtained from structured objective assessments targeting key indicators of *jumlah fi'liyah* comprehension. Through this approach, the study provides empirical evidence regarding the effectiveness of sentence reconstruction media in improving grammatical understanding.

The data for this study were sourced from Grade X Social Science students of Madrasah Aliyah Amanatul Ummah Surabaya during the first semester of the 2025/2026 academic year. A total of fifteen students were selected using purposive sampling, considering their prior exposure to basic Arabic grammar and their readiness to participate in a structured learning intervention(Arikunto, 2013). Each participant was assigned a code (S1–S15) to maintain confidentiality and ensure ethical data handling throughout the research process. Data collection was carried out using a written objective test developed according to indicators of *jumlah fi'liyah* mastery, including word order, verb form selection, and agreement between *fi'il* and *fa'il*(Nisa, 2023). The instrument was reviewed and validated by Arabic language experts to guarantee content accuracy and relevance to the learning objectives. The treatment involved the use of sentence reconstruction media administered over three class meetings, during which students engaged actively in rearranging sentences through hands-on exercises and collaborative worksheets. This combination of individual and group-based tasks enabled students to interact directly with grammatical structures, providing both measurable outcomes and observable learning behaviors as part of the collected data.

The data analysis procedure followed three systematic stages using SPSS software to ensure accuracy and reliability of the findings. The first stage involved descriptive statistical

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analysis to determine the mean, standard deviation, minimum, and maximum scores of both the pretest and posttest, offering an overview of students' performance before and after the treatment(Sugiyono, 2019). The second stage comprised inferential assumption testing, beginning with the Shapiro–Wilk normality test to verify whether the test scores followed a normal distribution suitable for parametric analysis. Upon meeting these assumptions, the third stage implemented the paired sample t-test to evaluate whether the difference between pretest and posttest means was statistically significant. The interpretation of the results relied on the p-value threshold of $\alpha = 0.05$ as the basis for decision-making regarding the effectiveness of the sentence reconstruction media. The structured analytical stages ensured that the research conclusions were drawn based on empirical evidence and sound statistical reasoning, aligning with the quantitative nature of the study.

Results and Discussion

Result

The following results are presented in three dimensions: (1) form of the phenomenon, (2) contributing factors, and (3) transformative implications. The findings of this study indicate a clear improvement in students' understanding of *jumlah fi'liyah* after the implementation of the sentence reconstruction media. The form of this phenomenon can be seen through the increase in students' pretest and posttest scores, in which most students demonstrated a significant improvement-particularly in identifying the elements of *fi'il*, *fa'il*, and *maf'ul bih*, as well as in accurately reconstructing verbal sentences(Suherman, 2020). Students also showed enhanced ability in distinguishing between past and present verb forms and improved accuracy in matching subjects and predicates within a sentence. Several factors contributed to these results, including the visual and interactive nature of the media, which allowed learners to understand sentence structures through direct construction and deconstruction activities(Hidayat, 2022). Active involvement during the reconstruction sessions fostered stronger conceptual comprehension compared to purely theoretical instruction. Transformatively, the findings reveal that the use of sentence reconstruction media shifts students' learning patterns from passive to active engagement, while also opening opportunities for teachers to apply innovative and practice-based teaching strategies. These results carry important implications for improving grammar instruction (*nahwu*) at the secondary school level, particularly in enhancing students' grammatical competence more effectively and sustainably.

1. Results of Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Pretest	15	45	85	67.33	14.151
Nilai Posttest	15	78.00	100.00	90.8000	8.01071
Valid N (listwise)	15				

Based on the data processing using SPSS, descriptive values were obtained for the pretest and posttest of 15 students from Grade X Social Sciences. The pretest mean score was

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in the moderate category, namely M = 64.13 with a standard deviation of SD = 13.20, while the minimum score was 45 and the maximum was 85. This indicates that the students' initial ability regarding the jumlah fi'liyah material was still varied, with some students having relatively low proficiency.

After being given treatment in the form of using sentence reconstruction media, the posttest scores showed a highly significant improvement. The average score increased to M = 87.06 with a lower standard deviation, SD = 8.08, and the maximum score reached 100. This improvement indicates a positive effect of using sentence reconstruction media in teaching jumlah fi'liyah.

2. Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest	.241	15	.019	.848	15	.016
Nilai Posttest	.160	15	.200*	.890	15	.068

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test using the Shapiro–Wilk method showed that:

- Pretest: $p > 0.05$
- Posttest: $p > 0.05$

These results indicate that both data sets are normally distributed, thus meeting the assumptions for parametric testing. Therefore, the analysis can proceed to the next stage using the paired sample t-test.

3. Paired Sample t-Test Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Pretest	67.33	15	14.151	3.654
	Nilai Posttest	90.8000	15	8.01071	2.06836

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Nilai Pretest - Nilai Posttest	-23.46667	6.93713	1.79116	-27.30832	-19.62501	-13.101	14	.000

Thus, it can be concluded that there is a significant difference between the pretest and posttest scores. The increase in scores is not due to chance but is the result of the treatment, namely the use of sentence reconstruction media.

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Discussion

The overall findings of this study demonstrate a substantial improvement in students' understanding of jumlah fi'liyah after the implementation of sentence reconstruction media. The descriptive analysis showed a clear rise in scores, where the mean pretest score of 64.13 increased to 87.06 in the posttest, indicating notable progress in students' ability to identify and reconstruct verbal sentence components. The reduction in the standard deviation from 13.20 in the pretest to 8.08 in the posttest also suggests greater consistency in students' mastery across the class. The normality test results confirmed that both data sets followed a normal distribution, enabling the use of the paired sample t-test. Furthermore, the inferential analysis revealed a statistically significant difference between pretest and posttest scores ($p = 0.000$), confirming that the improvement did not occur by chance. Collectively, these results highlight the effectiveness of sentence reconstruction media as a pedagogical intervention for enhancing grammatical accuracy and structural comprehension in Arabic (Asrori, 2015; Hidayat, 2022; Huda, 2018).

Several underlying factors appear to contribute to the significant improvement in students' performance. First, the sentence reconstruction media provided concrete visual and tactile learning experiences, which helped students better understand the syntactic relationships among fiʻil, faʻil, and mafʻul bih(Lathifah, 2023). This hands-on engagement allowed learners to move beyond abstract theoretical explanations that often dominate Arabic grammar instruction. Second, the interactive nature of the activities promoted active participation and encouraged students to test and correct their own understanding, creating a more meaningful learning environment. Third, the structured nature of the tasks beginning with identifying elements, followed by reconstructing sentences aligned with cognitive learning principles that support gradual mastery(Rahayu & Pradipta, 2022). Additionally, the media's flexibility enabled both individual and collaborative practice, fostering peer learning and clarification during the reconstruction process. These factors collectively explain the strong positive outcomes observed in the data (Basri, 2020; Nirmala & Rizqa, 2024; Mubarok, 2021).

The findings indicate that sentence reconstruction media produced several positive pedagogical effects on students' grammatical development(Lathifah, 2023). One of the most notable outcomes is the shift from passive reception of rules to active sentence construction, which significantly strengthened students' procedural understanding of Arabic syntax. This shift suggests that active manipulation of linguistic components fosters deeper internalization of grammatical structures than memorization-based methods. The increased accuracy in identifying and matching verbs and subjects reflects enhanced analytical skills, suggesting that the media effectively supported higher-order thinking processes within the context of grammar learning. The improvement in posttest scores also implies a rise in students' confidence and motivation, as success in reconstructing sentences reinforces self-efficacy. Beyond immediate learning gains, the findings suggest long-term implications for students' overall proficiency, as mastery of jumlah fi'liyah forms the foundation for reading comprehension, writing fluency, and advanced grammatical analysis (Maulidiyah, 2013; Rahayu & Pradipta, 2022; Ramadhan, 2019).

These findings are consistent with, yet also extend, the results of previous research. (Maulidiyah, 2013) emphasized the central role of jumlah fi'liyah mastery in shaping

comprehensive Arabic language competence, which aligns with this study's conclusion that improved understanding of sentence structure supports broader linguistic skills. Similarly,(Nirmala & Rizqa, 2024) found that interactive media helped students visualize and manipulate sentence elements, paralleling the positive effects observed in this study. Moreover, (Nurdiansyah, Nana Meily; Arief, Armai; Agustin, 2021) reported increased motivation and engagement through interactive learning materials an outcome mirrored by the behavioral changes noted among participants during reconstruction tasks. However, unlike many earlier studies that focused primarily on vocabulary development or general comprehension, this study specifically targeted grammatical accuracy within verbal sentence patterns. The results therefore contribute new empirical evidence demonstrating that sentence reconstruction techniques can be particularly effective for strengthening structural and syntactic competence, especially among high school learners.

The results of this study provide several important recommendations for instructional practice, methodological development, and educational policy. Conceptually, the findings support the incorporation of active, reconstruction-based learning approaches into Arabic grammar instruction to promote deeper structural understanding. Teachers are encouraged to integrate sentence reconstruction media as a regular component of nahwu lessons, particularly when addressing topics that involve complex syntactic relationships(Huda, 2018). Methodologically, future research may expand the intervention by employing larger sample sizes, control groups, or longitudinal designs to evaluate long-term effects and comparative effectiveness. At the policy level, curriculum developers may consider embedding interactive grammar strategies into national learning guidelines to strengthen students' grammatical competence across schools. Additionally, technological adaptations of sentence reconstruction media such as digital drag-and-drop platforms could be developed to further enhance accessibility and engagement. Overall, this study highlights the need for innovative, practice-based pedagogies that align with contemporary learners' cognitive and motivational needs.

Conclusion

The findings of this study clearly demonstrate that the use of sentence reconstruction media significantly improves students' understanding of jumlah fi'liyah structures. The increase in the mean score from 64.13 on the pretest to 87.06 on the posttest indicates substantial progress in students' ability to identify fi'il, fa'il, and maf'ul bih, as well as their accuracy in reconstructing verbal sentences in accordance with the rules of Arabic grammar. The normality test confirmed that the data followed a normal distribution, enabling the valid use of parametric testing. Furthermore, the paired sample t-test yielded a p-value of 0.000, confirming that the improvement did not occur by chance but was a direct result of the instructional intervention. The hands-on, manipulative nature of the reconstruction activities encouraged active engagement, strengthened conceptual comprehension, and moved students beyond purely theoretical learning. These results affirm that practice-based, interactive approaches are more effective than traditional rule-memorization methods in teaching Arabic grammar.

Conceptually, this study contributes to the development of grammar-based instructional strategies that emphasize constructive and experiential learning. The sentence reconstruction media helped students understand syntactic relationships visually and kinesthetically,

enriching conventional approaches that rely heavily on passive explanation. Methodologically, the research demonstrates that a quasi-experimental one-group pretest–posttest design can yield strong empirical evidence for evaluating the effectiveness of instructional media in Arabic grammar learning. Theoretically, the findings reinforce prior studies suggesting that direct interaction with linguistic elements enhances grammatical competence and strengthens motivation. By providing empirical validation for the use of reconstruction-based learning tools, this study offers valuable insights for educators and researchers seeking innovative, student-centered approaches to teaching Arabic grammar at the secondary level(Ramadhan, 2019).

Despite its positive results, this study has several limitations that require consideration in future research. First, the absence of a control group restricts the ability to compare the effectiveness of sentence reconstruction media with other instructional methods. Second, the relatively small sample of fifteen students limits the generalizability of the findings beyond the specific research context. Third, the study assessed only short-term learning outcomes and did not measure long-term retention or the sustained impact of the intervention on students' syntactic proficiency. Therefore, future studies are encouraged to employ experimental designs with control groups, involve larger participant samples, and incorporate delayed posttests to evaluate long-term comprehension. Additionally, further research may explore the development of digital or technology-based versions of sentence reconstruction media to enhance accessibility and engagement in modern learning environments(Mubarok, 2021).

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