



## Syntax Mastery among Adult Learners through the Mistake Buster Technique

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### Abstract

The importance of mastering Arabic syntax for Muslims makes this field widely sought after, not only among young learners but also among adults. However, innovations in Arabic syntax instruction tailored to the needs of adult learners are still rarely developed. This study aims to describe the application of an inductive-based technique, namely Mistake Buster, in teaching Arabic syntax, particularly the structure of *jumlah fi'liyyah*. The study uses a qualitative method with a case study approach involving five adult female learners over the age of 20 in a semi-private *Nahwu* Class program. The results show that adult learners not only better understand the structure of *jumlah fi'liyyah* but also gain a deeper understanding of *i'rab*. Learners also better understand types of *kalimah* and their differences; recognize the kinds, meanings, and patterns of *jumlah*; understand the appropriate use of *ṣifāh* in *fa'il* or *maf'ul bih*; and are able to analyze elements such as *fi'il*, *fa'il*, *maf'ul bih*, *ḥarf*, *isim majrūr*, and *ṣifāh* in a *jumlah*, along with their *i'rab* signs. In addition, their activeness, curiosity, self-confidence, critical thinking, memory, and motivation improve. This study contributes significantly to Arabic syntax instruction for adult learners and recommends developing instructional materials or media based on the Mistake Buster technique.

**Keywords:** Adult Learners, Mistake Buster Technique, Syntax Mastery

### ملخص

أهمية إتقان قواعد النحو بالنسبة للمسلمين تجعل هذه العلوم محل اهتمام واسع، ليس من قِبَل فئة الشباب فحسب، بل كذلك من قبل البالغين. ومع ذلك، لا تزال الابتكارات في تعليم قواعد النحو التي تتوافق مع احتياجات المتعلمين البالغين نادرة. يهدف هذا البحث إلى وصف تطبيق تقنية قائمة على الاستقراء وهي "كاسر الأخطاء" في تعليم قواعد النحو وخاصةً بنية الجملة الفعلية. يعتمد هذا البحث على منهج نوعي باستخدام نهج دراسة الحالة لخمسة متعلمات بالغات تزيد أعمارهن عن عشرين عامًا في برنامج شبه خاص لفصل النحو. أظهرت نتائج البحث أن المتعلمات البالغات لم يكتسبن فهمًا أفضل لتركيب الجملة الفعلية فحسب، بل يكتسبن أيضًا فهمًا أعمق لإعراب الكلمات. كما أصبحن يفهمن أنواع الكلمة واختلافاتها بشكل أفضل، ويعرفن أنواع الجمل ومعانيها وأماطها، ويفهمن تناسق استخدام الصفة في الفاعل أو المفعول به، ويستطعن تحليل عناصر مثل الفعل والفاعل والمفعول به والحرف والاسم المجرور والصفة مع علامات الإعراب الخاصة بها في الجملة. بالإضافة إلى ذلك، شهد نشاط المتعلمات وفضولهن وثقتهم بأنفسهن وتفكيرهن النقدي وذاكرتهن ودوافعهن للتعلم تحسنًا. يقدم هذا البحث مساهمة كبيرة في تدريس قواعد النحو للكبار. علاوة على ذلك، يقترح البحث بإعداد مواد تعليمية أو وسائط تعليمية لقواعد النحو تستند إلى تقنية كاسر الأخطاء.

**الكلمات المفتاحية:** المتعلمون البالغون، إتقان النحو، تقنية كاسر الأخطاء

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## Introduction

All learners of the Arabic language are required to understand *Qawā'id*, namely *Ṣarf* (Morphology) and *Naḥw* (Syntax), properly and correctly. This is because these two branches of knowledge serve as the main foundation of Arabic grammar, both in written and spoken forms.<sup>1</sup> On the other hand, the strong religious orientation often found in adult Arabic learners, particularly in their efforts to understand Islamic law or memorize Qur'anic recitations, further reinforces the importance of mastering these two disciplines.<sup>2</sup> For instance, if a learner is able to recognize the changes in *i'rāb* of a word in a Qur'anic verse, it will help them better understand the meaning, ease the memorization process, and prevent recitation errors.<sup>3</sup>

Nevertheless, the teaching of syntax to adult learners can be effective if the methods and techniques employed actively involve the learners themselves.<sup>4</sup> In other words, instruction for adults should be delivered as guidance. Learners are encouraged to seek their own experiences, and the materials should be problem-oriented or contextually relevant.<sup>5</sup> Therefore, inductive teaching methods, which present material from specific to general, can be applied in adult learning processes. In this case, learners are first given the opportunity to explore and gain their own experiences before the theoretical concepts are introduced.

In addition, language learning should ideally adopt an approach that is both practical and applicable through direct practice, alongside theoretical instruction.<sup>6</sup> This practical approach can be implemented through a task-based method, which allows learners to use the language directly, identify errors, and correct them.<sup>7</sup> Learning that focuses on real-life problems like this is naturally more engaging for adult learners.<sup>8</sup>

Based on the explanation above, there is a need for an innovation that can help enhance adult learners' mastery of syntax through more practical and task-based learning. This is intended to help learners focus more on understanding the presented theories rather than merely memorizing them. The implementation of such practical learning can be further developed through equally practical

<sup>1</sup> Asep Rahman Sudrajat, "Urgensi Ilmu Naḥwu dan Ṣarf sebagai Asas Penulisan Karya Ilmiah Bahasa Arab," *Al-Lisān Al-'Arabi* 1, no. 1 (2021): 36–41. DOI: <https://doi.org/10.61610/pba.v1i1.8>

<sup>2</sup> Abdurrahman Shobirin et al., "Pengaruh Metode *Applicative Language Teaching* (ATL) terhadap Hasil Belajar Naḥwu pada Orang Tua Pemula di Masjid Nurul Amin Pekanbaru," *Ad-Dhuha* 5, no. 2 (2024): 137–139. DOI: <https://doi.org/10.22437/ad-dhuha.v5i2.35608>

<sup>3</sup> Erma Nidia, Muh Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini, "Dampak Pembelajaran Bahasa Arab terhadap Penghafal *Al-Qur'an*," *Jurnal Basicedu* 6, no. 4 (2022): 6018–6019. DOI: <https://doi.org/10.31004/basicedu.v6i4.3132>

<sup>4</sup> Halim K Malik, "Teori Belajar *Andragogi* dan Aplikasinya dalam Pembelajaran," *Jurnal Inovasi* 5, no. 2 (2008): 3–4. <https://ejurnal.ung.ac.id/index.php/JIN/article/view/803>

<sup>5</sup> Malcolm Shepherd Knowles, *The Modern Practice of Adult Education: From Pedagogy to Andragogy*, (New York: Cambridge Adult Education, 1980), hlm. 43-45.

<sup>6</sup> Mu Ida Nur Fadhilah and Qomi Akit Jauhari, "Implementasi Pembelajaran Bahasa Arab Berbasis Praktik Langsung dengan Pendekatan *Communicative Language Teaching* (CLT) untuk Meningkatkan Kepercayaan Diri Siswa MA Tarbiyatul Banin Banat Tuban," *Maharaat Lughawiyat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2025): 22–27. DOI: <https://doi.org/10.18860/ipba.v4i1.14824>

<sup>7</sup> Rod Ellis, *Task-Based Language Learning and Teaching*, I, (New York: Oxford University Press, 2003), hlm. 208-240.

<sup>8</sup> Lilik Wahyuni, *Pendidikan Orang Dewasa (Andragogi)*, (Malang: Universitas Brawijaya Press, 2020), hlm. 5-7.

teaching techniques. Many researchers have attempted to develop various practical approaches or techniques for teaching Arabic syntax, such as the Jigsaw technique,<sup>9</sup> Integration Theory,<sup>10</sup> Aptitude Treatment Interaction,<sup>11</sup> Two Stay Two Stray,<sup>12</sup> Hypnoteaching,<sup>13</sup> and Snowball Throwing.<sup>14</sup> However, few studies have specifically examined the application of these techniques to adult learners, particularly those over the age of twenty. One practical technique for teaching Arabic syntax that, to date, has not been explored by previous researchers is the Mistake Buster technique.

The Mistake Buster technique was introduced by Huynh.<sup>15</sup> Reverse learning, in which the learner takes on the role of the tutor by identifying and correcting mistakes, while the tutor assumes the role of the mistake maker. In this approach, the learning activity begins with the presentation of examples, followed by the explanation of grammatical rules. This technique aligns well with one of the most effective and practical methods for teaching Arabic syntax to adult learners, namely the inductive method.<sup>16</sup>

The Mistake Buster technique has been widely developed and studied in efforts to improve English syntax mastery among both school and university students. Numerous studies have confirmed the effectiveness of this technique in enhancing syntactic proficiency, including those conducted by Syam,<sup>17</sup> Fitriyani,<sup>18</sup> Sudarmawan et al.,<sup>19</sup> Kaka et al.,<sup>20</sup> Nurbaiti, Maghdalena, and

<sup>9</sup> Rifanti Kholifatul Istiqomah, *Ta'tsir Tīrāḡ 'Jaksū' alā Injāḡ Ta'lim al-Naḡw li-Tullāb al-Ṣaff al-Sabī' fī al-Madrasah al-Mutawassīṭah al-Islāmiyyah al-Hukūmiyyah 5 Tulungagung li al-'Am al-Dirāsī 2018/2019*, (Skripsi, Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, 2019), <http://repo.uinsatu.ac.id/id/eprint/11310>

<sup>10</sup> Ronny Mahmuddin and Chamdar Nur, "Teknik Pembelajaran Ilmu Naḡwu Berdasarkan Teori Integrasi," NUKHBATUL'ULUM: Jurnal Bidang Kajian Islam 6, no. 1 (2020): 139–143. DOI: <https://doi.org/10.36701/nukhbah.v6i1.112>

<sup>11</sup> Hikmah Maulani et al., "Implementation of Aptitude Treatment Interaction (ATI) in Naḡwu Learning: Identification of Student Ability Characteristics Arabiyāt," Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 9, no. 1 (2022): 38–41. DOI: <https://doi.org/10.15408/a.v9i1.23012>

<sup>12</sup> Nurul Diah Paramitha, "Tadris Al-Naḡw bi Tāriqat Istikḡdām 'Two Stay Two Stray,'" (Tesis, Universitas Islam Negeri Ar-Raniry, Banda Aceh, 2023), <https://repository.ar-raniry.ac.id/id/eprint/30699>

<sup>13</sup> Tika Muzayanah, "Fa'aliyyah al-Tāriqah al-Maḡnaṭisiyyah al-Ta'limiyyah fī Ta'lim al-Naḡw fī al-Madrasah al-Thānawīyyah Malang," Maharaat Lughawīyyat: Jurnal Pendidikan Bahasa Arab 2, no. 4 (2023): 250–252. DOI: <https://doi.org/10.18860/jpba.v2i4.3468>

<sup>14</sup> Nurul Fawzani et al., "Innovative Naḡwu Teaching: Implementation of the Snowball Throwing Method at Al-Hidayah Islamic Boarding School Karangploso Malang," ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab 7, no. 1 (2024): 31–38. DOI: <https://doi.org/10.17509/alsuniyat.v7i1.67201>

<sup>15</sup> Haij K. P. Huynh, "Getting Students Actively Involved Using The Mistake Buster Technique," The Internet TESL Journal 9, no. 11 (2003): 1-3. <http://iteslj.org/Techniques/Huynh-MistakeBuster.html>

<sup>16</sup> Adi Supardi, Agung Gumilar, and Rizki Abdurrohman, "Pembelajaran Naḡwu dengan Metode Deduktif dan Induktif," Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman dan Pendidikan 3, no. 1 (2022): 26. DOI: <https://doi.org/10.62285/alurwatulwutsqo.v3i1.43>

<sup>17</sup> Andi Tenrisanna Syam, "Using the Mistake Buster Technique to Improve the English Grammar Mastery," IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics 1, no. 2 (2017): 111–113. DOI: <https://doi.org/10.21093/ijeltal.v1i2.13>

<sup>18</sup> Isma Fitriyani, "The Effectiveness of Mistake Buster Technique to Improve Students' Grammar Mastery (An Experimental Research at Eighth Grade of SMP Islam Pecangaan in the Academic Year 2017/2018)," Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris 5, no. 1 (2018): 51–53. DOI: <https://doi.org/10.34001/edulingua.v5i1.822>

<sup>19</sup> I P Y Sudarmawan, N W Swarniti, and I K M Susila, "The Mistake Buster Technique for Sentence Construction Classroom Action Research at SMPN 1 Sukasada," LEJU: Language and Education Journal Undiksha 3, no. 1 (2020): 11–13. DOI: <https://doi.org/10.23887/leju.v3i1.24588>

<sup>20</sup> Rosalia Lero Kaka, I Nyoman Suparwa, and Made Sri Satyawati, "An Analysis of Students' Ability in the Use of Simple Past Tense by Implementing Mistake Buster Technique," International Journal of Research Publications 87, no. 1 (2021): 139–140. DOI: <https://doi.org/10.47119/IJRP1008711020212353>

Sofyan.<sup>21</sup> Furthermore, this technique has also proven effective in improving sentence construction skills, as highlighted in the research of Singodiwongso and Susilawati,<sup>22</sup> Riyawi and Wati,<sup>23</sup> and Aprilia et al.<sup>24</sup>

However, theories regarding the use of the Mistake Buster technique have thus far only been developed in the context of improving English syntactic proficiency, and no theory has yet provided a detailed explanation of its application to Arabic syntax. Previous studies have also primarily focused on samples consisting of school or university students, while research that aligns the learning process with the specific needs of adult learners remains limited. On the other hand, the differences in grammatical rules between the two languages are a key factor influencing the function and implementation of this technique. In his study, Setyawan conducted a comparative analysis of English and Arabic grammatical terminology to facilitate learners' understanding of *Qawā'id*.<sup>25</sup> This indicates that there is potential to further develop the theoretical application of the Mistake Buster technique in enhancing syntactic comprehension, particularly in understanding the rules of *jumlah fi'liyyah* (verbal sentence). As *jumlah fi'liyyah* is one of the foundational grammatical structures for forming sentences in Arabic, it is highly relevant for beginner adult learners.<sup>26</sup>

The results of this study are expected to serve as a new finding regarding the application of the Mistake Buster technique in improving syntactic mastery and understanding among adult learners. Moreover, it is hoped that this research will contribute to the development of Arabic syntax instruction through the implementation of an effective teaching technique.

## Method

This study employs a qualitative method with a case study design. This method is used to describe the process of implementing the Mistake Buster technique and how it can assist in developing syntactic mastery, specifically in the form of *jumlah fi'liyyah* among adult learners.

Data collection in this study was carried out using triangulation through observation, interviews, and documentation.<sup>27</sup> Observation was conducted to examine how the Mistake Buster technique was implemented among the learners. Interviews were used to gather participants' opinions regarding the benefits and impact of applying the technique. Meanwhile, the researcher utilized documentation to illustrate how participants analyzed syntax using the Mistake Buster technique.

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<sup>21</sup> Nurbaiti, Jeane Maghdalena, and Dedi Sofyan, "Implementing Mistake Buster Technique to Improve the Students' Grammar Mastery," TRIADIK 22, no. 1 (2023): 90–92. DOI: <https://doi.org/10.33369/triadik.v22i1.33550>

<sup>22</sup> Sudjoko Susilawati Singodiwongso, "Peningkatan Penguasaan Grammar dalam Menulis Kalimat melalui Teknik Mistake Buster," KREDO: Jurnal Ilmiah Bahasa dan Sastra 5, no. 1 (2021): 378–379. DOI: <https://doi.org/10.24176/kredo.v5i1.5318>

<sup>23</sup> Mohd. Rafi Riyawi and Zulfia Siska Wati, "Improving EFL Students' Grammar in Writing Sentences Using Mistake Buster Technique," AL-ISHLAH: Jurnal Pendidikan 15, no. 3 (2023): 2831–2832. DOI: <https://doi.org/10.35445/alishlah.v15i3.3749>

<sup>24</sup> Selvi Aprilia, Tahrur, and Herlina, "The Use of Mistake Buster Technique to Promote the Students' Writing Skill," EsteemJournal of English Education Study Programme 6, no. 2 (2023): 201–202. DOI: <https://doi.org/10.351851/esteem.v6i2.12312>

<sup>25</sup> Cahya Edi Setyawan, "Pembelajaran Qawaid Bahasa Arab Menggunakan Metode Induktif Berbasis Istilah-Istilah Linguistik," Al-Manar: Jurnal Komunikasi dan Pendidikan Islam 4, no. 2 (2015): 91–93. DOI: <https://doi.org/10.36668/jal.v4i2.54>

<sup>26</sup> Nurul Asa et al., "Pendekatan Sintaksis dalam Analisis Kesalahan Berbahasa Mahasiswa," Pragmatik: Jurnal Rumpun Ilmu Bahasa dan Pendidikan 3, no. 3 (2025): 343. DOI: <https://doi.org/10.61132/pragmatik.v3i3.1873>

<sup>27</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, II, (Bandung: Alfabeta, 2016), hlm. 315-317.

The population observed in this study consisted of female Arabic language learners in a *Nahwu* Class. The sampling technique used was purposive sampling, in which the selection of participants was based on the researcher's judgment.<sup>28</sup> According to Poerwandari, there is no fixed rule regarding the minimum number of samples in qualitative research.<sup>29</sup> Therefore, the researcher decided to select five participants for this study.

**Table 1.** Participant's Identity

Participants	Age range	Domicile
1.	20-25	Sidoarjo
2.	30-35	Jakarta
3.	40-45	Bekasi
4.	45-50	Jakarta
5.	55-60	Bogor

Based on Table 1, it is found that there are five muslim female participants, all over the age of 20, who will serve as informants throughout the study. The data collected by the researcher will be analyzed descriptively using the Miles and Huberman model, in which data is analyzed interactively and continuously until saturation is reached. In this process, the collected data will be categorized and reduced by excluding irrelevant information. The remaining data will then be presented through data display, and finally, the researcher will conclude.

## Result and Discussion

Innovation in the teaching of Arabic syntax should continue to be pursued in order to make the learning process more engaging.<sup>30</sup> Such innovation can be developed through the use of specific teaching methods. One such method is the inductive method, in which learning begins with the presentation of grammatical examples, followed by a discussion of the underlying rules.<sup>31</sup> This method, which proceeds from the specific to the general, is particularly well-suited for beginner or adult learners. On the other hand, implementing any method also requires the use of instructional techniques that are practical.<sup>32</sup> One technique that can be applied in line with this method is the Mistake Buster technique.

Hyunh claims that the Mistake Buster technique is beneficial in helping learners understand sentence formation from a different perspective, where learners are given the opportunity to correct the mistakes made by the tutor.<sup>33</sup> By using this technique, learners not only gain a better understanding of syntax but also experience a more enjoyable learning process. The application of this technique can be carried out through the following steps: 1) the tutor determines the syntactic theme or topic to be studied, 2) the tutor creates a list of words containing deliberate errors, 3) the

<sup>28</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, II, (Bandung: Alfabeta, 2016), hlm. 289.

<sup>29</sup> Elizabeth Kristi Poerwandari, *Pendekatan Kualitatif untuk Penelitian Perilaku Manusia*, XI, (Depok: LPSP3 Fakultas Psikologi Universitas Indonesia, 2017), hlm. 285-292.

<sup>30</sup> Supardi, Gumilar, and Abdurrohman, "Pembelajaran *Nahwu* dengan Metode Deduktif dan Induktif," *Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman dan Pendidikan* 3, no. 1 (2022): 31. DOI: <https://doi.org/10.62285/alurwatulwutsqo.v3i1.43>

<sup>31</sup> Abdul Mujib Hamid, Muhammad Alim, and Achmad Junaidi, *Pembelajaran Bahasa Arab: Pendekatan, Metode, Strategi, Materi dan Media*, (Malang: UIN Maliki Press, 2008), hlm. 68.

<sup>32</sup> Azhar Arsyad, *Bahasa Arab dan Metode Pengajarannya*, III, (Yogyakarta: Pustaka Pelajar, 2010), hlm. 73-74.

<sup>33</sup> Haiy K. P. Hyunh, "Getting Students Actively Involved Using the Mistake Buster Technique," *The Internet TESL Journal* 9, no. 11 (2003): 1-3. <http://iteslj.org/Techniques/Huynh-MistakeBuster.html>



list of errors can be presented in short sentences, long sentences, or even in the form of a story, 4) the learners are asked to identify the errors, 5) the learners receive appreciation, feedback, and an explanation of the rules from the tutor.

By using this technique, adult learners are not only able to understand the learning material theoretically but also practically. Through a task-based approach that involves direct error correction and hands-on activities, learners' understanding of syntactic rules can be accelerated and their comprehension deepened.<sup>34</sup> Moreover, this approach enables learners to become more active, participatory, and able to retain information more easily.<sup>35</sup> On the other hand, language learning errors, if managed properly, can become valuable opportunities to deepen understanding of language structures and improve learner accuracy.<sup>36</sup> Therefore, the implementation of the Mistake Buster technique, which emphasizes task-based, practical learning and knowledge gained through errors, is expected to have a positive impact on enhancing adult learners' mastery of syntax, particularly in understanding *jumlah fi'liyyah*.

#### A. The Implementation of the Mistake Buster Technique in a *Nahwu* Class

Before the learning session begins, the tutor prepares the theme and teaching materials to be used. The tutor is required to determine and plan the learning themes and objectives to be taught over the upcoming days. The tutor must also prepare the instructional materials, whether sourced from textbooks or personally compiled summaries.

Tutors are expected to provide numerous example sentences that are deliberately embedded with errors. For the initial stage of implementation, it is recommended that each sentence contain only one or two errors. This helps learners gradually adapt to the technique being applied. The sentences presented by the tutor may either be adapted from examples found in textbooks or created spontaneously. In *Nahwu* Class, tutors generally use basic vocabulary that is easy for beginners to understand. Most of the instructional materials are sourced from the books *an-Nahwu al-Wadih* and the translated version of *al-Mulakhas*. This aligns with the opinion of Supardi et al., who recommend the use of these two books for beginner *Nahwu* learners.<sup>37</sup> On the other hand, it is not uncommon to find learners who have studied Arabic for years yet still frequently make syntactic errors.<sup>38</sup> Therefore, the Mistake Buster technique will train adult learners to minimize such errors by identifying recurring error patterns.

The *Nahwu* Class typically begins with greetings, salutations, the recitation of *basmalah*, and a prayer. The tutor then proceeds by presenting a classification of example sentences. Participants are asked individually to identify the differences and similarities among the words in the provided examples. Learners are allowed to express the grammatical theories they believe in, while the tutor

<sup>34</sup> Ellis, *Task-Based Language Learning and Teaching*, I, (New York: Oxford University Press, 2003), hlm. 208-240.

<sup>35</sup> Hooshang Khoshshima and Amin Saed, "Task-Based Instruction and Vocabulary Learning: A Comparative Study of Jigsaw and Information Gap Tasks on Vocabulary Learning," International Journal of Applied Linguistics & English Literature 5, no. 4 (2016): 2–3. DOI: <https://doi.org/10.7575/aiac.ijalel.v.5n.5p.228>

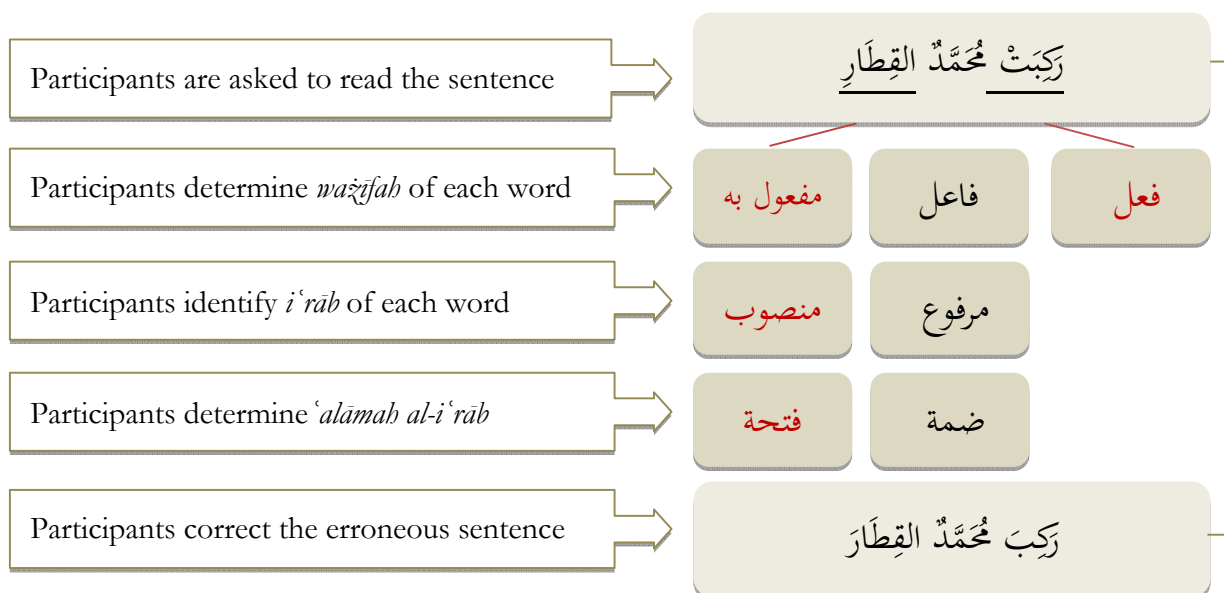
<sup>36</sup> Richard W Schmidt, "The Role of Consciousness in Second Language Learning," Applied Linguistics 11, no. 2 (1990): 149. DOI: <https://doi.org/10.1093/applin/11.2.129>

<sup>37</sup> Supardi, Gumilar, and Abdurrohman, "Pembelajaran *Nahwu* dengan Metode Deduktif dan Induktif," Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman dan Pendidikan 3, no. 1 (2022): 26–27. DOI: <https://doi.org/10.62285/alurwatulwutsqo.v3i1.43>

<sup>38</sup> Novida Aprilina Nisa Fitri and Galang Jagat Pangestu, "Implementasi Metode Reward dan Punishment dalam Pembelajaran Ilmu *Nahwu* di Madrasah Ibtidaiyah 'Ulu'uddin," Indonesian Journal of Islamic Education Studies (INJURIES) 1, no. 2 (2023): 83. DOI: <https://doi.org/10.61227/injuries.v1i2.20>

helps validate their responses. During the process, participants may directly ask questions about anything they find confusing, and the tutor will respond accordingly. Once all participants have understood the example sentences, the tutor presents a summary of the theory discussed, based on each sentence's classification. Prioritizing the presentation of sentence examples before introducing the theory aligns with the core objective of applying the inductive method.<sup>39</sup>

Once all participants are confident in their understanding of the examples and theories presented, the tutor proceeds to provide exercises that contain deliberate errors. The tutor asks each participant, one by one, to evaluate the accuracy of the given sentences. The participants then respond by identifying the incorrect word and explaining the reason behind the error. They are asked to correct the identified mistake, and the tutor verifies their answers. Other participants may also contribute if the tutor deems a more complete answer necessary. The tutor consistently provides appreciation for both correct and incorrect responses in order to foster a sense of safety and confidence among the learners. Figure 1 below illustrates how the error-containing exercises are completed during the learning process.



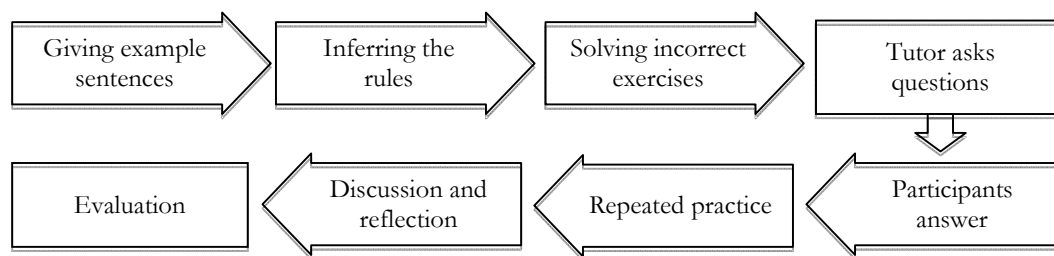
**Figure 1.** Workflow for Answering Syntax Questions Containing Errors

Based on Figure 1, it is found that participants are first asked to identify the location of the incorrect word. Next, they are required to thoroughly explain the sentence structure, including the position of each word, the *i'rab* rule it follows, and the appropriate final *ḥarakah* (vowel marks). Finally, participants are expected to state the correct version of the sentence structure.

Toward the end of the session, participants will also practice assigning final *ḥarakah* to a simple sentence or a short verse from the Qur'an. The example sentence will be aligned with the topic discussed, namely *jumlah fi'liyyah*. Afterwards, participants will be given a final opportunity for questions and answers. The learning session will conclude with a summary, a preview of the material to be covered in the next meeting, a closing prayer, and a farewell. Individual exercises aimed at reinforcing participants' understanding will be routinely assigned via Google Forms after each

<sup>39</sup> Supardi, Gumilar, and Abdurrohman, "Pembelajaran Nahwu dengan Metode Deduktif dan Induktif," Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman dan Pendidikan 3, no. 1 (2022): 26–27. DOI: <https://doi.org/10.62285/alurwatulwutsqo.v3i1.43>

session. The following section will describe the implementation flow of Arabic syntax learning using the inductive method with the Mistake Buster technique in the *Nahwu* Class.



**Figure 2.** The Flow of Inductive Method Application through the Mistake Buster Technique

Based on Figure 2, it is found that the process of learning Arabic syntax following this flow is acknowledged to be more favored by the participants compared to instructional systems that prioritize theory before examples. As expressed by one of the participants: “*Learning through examples – rules – theory, like we did in the previous session*” (Participant 2, February 2025, Zoom Meeting).

## B. Participants’ Mastery of Syntax During the *Nahwu* Class

On the first day of the session, the tutor briefly explored the differences between sentence structure rules in Indonesian and English compared to Arabic, particularly in the forms of *jumlah fi’liyyah* and *jumlah ismiyyah* (nominal sentence). The tutor then presented the two types of sentences, after which the participants were asked to distinguish between them one by one. In the process, the tutor generally used the following verb forms as examples: transitive verbs (requiring an object); monotransitive verbs (requiring one object); intransitive verbs (not requiring an object); ambitransitive verbs (may or may not use an object); prepositional verbs, and verbs with place or time adverbials.<sup>40</sup> In this context, the use of *fi’il muta’addi* (transitive, monotransitive, and ambitransitive verbs) appeared more frequently than *fi’il laẓim* (intransitive verbs, prepositional verbs, and verbs with place or time adverbials).

On the second day, the tutor presented several categorized example sentences. Participants were asked to identify the differences between the sentences and their respective categories. Afterward, they were allowed to ask questions, and then the tutor summarized and restated the theory behind each of the previously discussed examples. This system closely resembles the instructional approach found in the book *an-Nahwu al-Waḍiḥ*, which prioritizes examples before rules, in line with the inductive method.<sup>41</sup> In this session, participants began to gain a deeper understanding of *kalimah* and *jumlah*, including their classifications and characteristics. At this stage, the tutor and participants collaboratively worked on exercises using the Mistake Buster technique. The example sentences used consisted of simple vocabulary, and several exercises were also taken from excerpts of Qur’anic verses. At the end of the session, participants were also trained to complete the final *ḥarakah* of simple sentences or Qur’anic excerpts.

On the third day, the participants once again studied example words provided by the tutor, followed by a question-and-answer session and a reiteration of the grammatical rules. In this session,

<sup>40</sup> Maman Abdurahman, “*Analisis Kontrastif Klausa Verbal Bahasa Arab dan Bahasa Indonesia serta Implikasinya dalam Pengajaran Nahwu*,” *Adabiyat* 11, no. 2 (2012): 222–224. DOI: <https://doi.org/10.14421/ajbs.2012.11203>

<sup>41</sup> Supardi, Gumilar, and Abdurrohman, “*Pembelajaran Nahwu dengan Metode Deduktif dan Induktif*,” *Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman dan Pendidikan* 3, no. 1 (2022): 26–27. DOI: <https://doi.org/10.62285/alurwatulwutsqo.v3i1.43>



the participants began to understand the function of using *ṣifāh*, recognized the differences between *mabnī* and *mu'rab*, and learned the distinctions in *i'rāb* markers in sentences for *muṣakkar* (masculine) and *muannaṣ* (feminine), *mufrad* (singular), *muṣanna* (dual), and *jama'* (plural). They also studied the various forms of *fā'il* and *maf'ul bih*, which can be formed from *isim mufrad*, *muṣanna*, or *jama'*, along with their respective *i'rāb* signs.

On the fourth day, the participants continued practicing how to transform *isim mufrad* into *muṣanna* or *jama'*, both *muṣakkar* and *muannaṣ*. They were also trained to apply the correct final *ḥarakah* to these words according to the grammatical case endings: *rafā'* (nominative), *naṣab* (accusative), or *jar* (genitive). At the end of the session, the participants took turns solving exercises that contained intentional errors, guided by the tutor.

The Indicators that a learner has successfully mastered Arabic syntax in the form of *jumlah fi'liyyah* are as follows: 1) accuracy and completeness in constructing sentences consisting of a verb (*fi'il*), subject (*fā'il*), and object (*maf'ul bih*); 2) correct use of *fi'il* according to tense and number; 3) appropriate use of *fā'il* based on gender and number; 4) agreement between *fi'il* and *fā'il* in gender and number; 5) accuracy in applying *i'rāb*; 6) correct use of *maf'ul bih*; 7) proper use of *ṣifāh al-manṣūf* in constructing *fā'il* and *maf'ul bih* including agreement in gender (*muannaṣ*, *muṣakkar*), number (*mufrad*, *muṣanna*, *jama'*), definiteness (*ma'rifah*) and indefiniteness (*nakirah*), as well *asi'rāb*.<sup>42</sup> Table 2 below presents examples of learner responses that contain embedded errors.

**Table 2.** Example of Arabic Syntax Error Analysis Results

No	Original Sentence	Participant's Answer	Syntax Analysis
1	<p>قَرَأَ الْأُسْتَاذُ الْقُرْآنَ</p> <p>Ustadz telah membaca Al-Qur'an</p>	<p>قَرَأَ الْأُسْتَاذُ الْقُرْآنَ</p>	<p>1. Participants know that there are errors in the sentence. Participants know the position of قَرَأَ as <i>fi'il</i>, الْأُسْتَاذُ as <i>fā'il</i>, الْقُرْآنُ as <i>maf'ul bih</i>.</p> <p>2. Participants change the mistake of the <i>i'rāb</i> error on <i>fā'il</i> to <i>ḍammah</i>, and on <i>maf'ul bih</i> to <i>fathah</i>.</p>
2	<p>أَكَلَتِ الطُّلَابُ الْخُبْزَ</p> <p>Para murid laki-laki itu telah memakan roti</p>	<p>أَكَلَتِ الطُّلَابُ الْخُبْزَ</p>	<p>1. Participants know that there are errors in the sentence. Participants know the position of أَكَلَتِ as <i>fi'il</i>, الطُّلَابُ as <i>fā'il</i>, الْخُبْزَ as <i>maf'ul bih</i>.</p> <p>2. Participants change the form of <i>fi'il maḍi</i> from <i>muannaṣ</i> to <i>muṣakkar</i> according to their <i>fā'il</i>.</p> <p>3. Participants change the mistake of the <i>i'rāb</i> error on <i>fā'il</i> to <i>ḍammah</i>, and on <i>maf'ul bih</i> to <i>fathah</i>.</p>
3	<p>يَغْسِلُ الرَّجُلُ النَّشِيطُ الصَّحْنُ</p> <p>تَغْسِلُ الرَّجُلُ النَّشِيطُ الصَّحْنُ</p>	<p>يَغْسِلُ الرَّجُلُ النَّشِيطُ الصَّحْنُ</p>	<p>1. Participants know that there are errors in the sentence. Participants know the position of يَغْسِلُ as <i>fi'il</i>, الرَّجُلُ as <i>fā'il</i>, النَّشِيطُ as <i>ṣifāh</i>,</p>

<sup>42</sup> Khoirul Umam and Lailatul Hidayah, *Ilmu Nahwu untuk Pemula*, II, (Jakarta: Pustaka BISA, 2015), hlm. 57-106.

Pria yang rajin itu  
sedang mencuci  
sebuah piring

الصَّحْنُ as *maf'ul bih*.

2. Participants change the form of *fi'il mud'ari'* from *muannaṣ* to *muḥakkkar* according to their *fā'il*.
3. Participants change the mistake of the *i'rāb* error on *fā'il* to *ḍammah*, on *maf'ul bih* to *fathah*, and on *ṣifab* to *ḍammah* according to their *fā'il*.
4. Participants made a mistake in writing *a'in* *fi'il* يَغْسِلُ using *harfu* ش.

4 ضَرَبَتْ فَاطِمَةُ الْبَابَ ضَرَبَتْ فَاطِمَةُ  
Fatimah telah  
memukul

1. Participants knew that the word structure in sentences was still clogged. Participants know the position of ضَرَبَتْ as *fi'il* and فَاطِمَةُ as *fā'il*.

2. Participants added the word الْبَاب as *maf'ul bih* to complete the sentence structure.

5 يَخْتَرِعُ مُحَمَّدٌ الْكِتَابَ مُحَمَّدٌ الْكِتَابَ  
Muhammad itu  
buku

1. Participants knew that the word structure in sentences was still clogged. Participants know the position of مُحَمَّدٌ as *fā'il* and الْكِتَاب as *maf'ul bih*.

2. Participants added the word يَفْتَحُ as *fi'il* to complete the sentence structure.

3. Participants change the mistake of the *i'rāb* error on *maf'ul bih* to *fathah*.

6 يَخْرُجُ الرَّجَالُ مِنَ الْمَسْجِدِ يَخْرُجُونَ الرَّجَالُ  
مِنَ الْمَسْجِدِ  
Para pria itu sedang  
keluar dari Masjid

1. Participants know that there are errors in the sentence. Participants know the position of يَخْرُجُونَ as *fi'il*, الرَّجَال as *fā'il*, مِنْ as *harfu* jar, الْمَسْجِد as *isim majrūr*.

2. Participants change the form of *fi'il mud'ari'* from *jama' muḥakkkar sālim* to *mufrad muḥakkkar*.

3. Participants change the mistake of the *i'rāb* error on *fā'il* to *ḍammah* and on *isim majrūr* to *kasrah*.

7 نَامَتْ زَيْنَبُ عَلَى الْفِرَاشِ نَامَتْ زَيْنَبُ عَلَى  
الْفِرَاشِ

1. Participants know that there are errors in the sentence. Participants know the position

Zainab (sedang)  
tidur di atas kasur

of نَامَتْ as *fi'il*, زَيْنَب as *fā'il*, عَلَى as *ḥarf jar*,  
and الْفِرَاش as *isim majrūr*.

2. Participants change the form of *fi'il maḍi muannaṣ* to *fi'il muḍāri' muannaṣ* following the instructions for the translation of the question.
3. Participants change the mistake of the *i'rāb* error on *fā'il* to *ḍammah*.

Based on Table 2, it is found that participants who answered the questions correctly demonstrated the ability to identify:

1. the appropriate use of *i'rāb* markings on *fā'il* and *maf'ul bih* in *mufrad* form;
2. the use of *fi'il*, whether *fi'il maḍi* or *fi'il muḍāri'*, which must agree with *fā'il* in terms of gender *muṣakkar* or *muannaṣ*;
3. the application of *i'rāb* on *ṣifāh* that are required to agree with the nouns they describe;
4. incomplete sentence structures and the ability to complete them into full sentences following the pattern verb + subject + object (V + S + O);
5. the use of *fi'il* at the beginning of verbal sentences, which must be in *mufrad* form;
6. the use of *fi'il* that is appropriate to the indicated time (past, present, or future).

Table 3 below presents the results of participants' responses in analyzing questions related to *jumlah*, particularly *jumlah fi'liyyah*. Most of the questions were derived from excerpts of Qur'anic verses, while the rest consisted of simple sentences.

**Table 3.** Participants' Analysis Results in Identifying Syntactic Position, *Jumlah*, and *I'rāb*

No	Question	Answer	Number of Correct Answers
1	ضَرَبَ اللَّهُ مَثَلًا رَجُلًا	مفعول به	4
2	ضَرَبَ اللَّهُ مَثَلًا رَجُلًا	فعل	5
3	ضَرَبَ اللَّهُ مَثَلًا رَجُلًا	فاعل	5
4	إِنَّا أَنْزَلْنَاهُ فِي لَيْلَةٍ مُبَرَّكَةٍ	صفة	4
5	لَمْ تَمُتْ فِي مَنَامِهَا	اسم مجرور	5
6	اللَّهُ يَتَوَفَّى الْأَنفُسَ حِينَ مَوْتِهَا	جملة اسمية	5
7	يُخَشِّرُ أَعدَاءَ اللَّهِ إِلَى النَّارِ	جملة فعلية	5
8	وَلِمَنْ خَافَ مَقَامَ رَبِّهِ جَنَّاتٌ	مرفوع بالالف	3
9	وَبَشِّرِ الصَّابِرِينَ	منصوب بالياء	2
10	إِنَّ الْمُسْلِمِينَ وَالْمُسْلِمَاتِ	منصوب بالكسرة	4

	وَالْمُؤْمِنِينَ وَالْمُؤْمِنَاتِ وَالْقَتِينَ		
	وَالْقَتَاتِ وَالصَّادِقِينَ وَالصَّادِقَاتِ		
11	زَرَغَ الْفَلَّاحُ الْقَمْحَ	منصوب بالفتحة	4
12	سَاعَدَ مُحَمَّدٌ أُمَّهُ	مرفوع بالضممة	5
13	أَرْسَلَ الْأَبُ رِسَالَةً إِلَى الْأُمِّ	مجرور بالكسرة	3

Based on Table 3, it is found that participants were already able to: identify the types of *kalimah*; understand the differences between *isim* (noun), *fi'il* (verb), *harfu* (particle); recognize the types, meanings, differences, and patterns of *jumlah fi'liyyah* and *jumlah ismiyyah*; comprehend the agreement of *ṣifāh* with in *fā'il* or *maf'ul bih*; analyze elements such as *fi'il*, *fā'il*, *maf'ul bih*, *harfu*, *isim majrūr*, *ṣifāh* with in *jumlah*; apply *i'rāb* to *fā'il*, *maf'ul bih*, *isim majrūr*; and analyze '*alāmah rafa'*, *naṣab*, *jar* in *fā'il* and *maf'ul bih* in the form of *mufrad*, *muḥakkak*, *muannaṣ*, *muṣanna*, and *jama'*. On the other hand, participants still encountered difficulties in analyzing *i'rāb* signs on *fā'il* or *maf'ul bih*, forms *muṣanna*, *jama'* *muḥakkak* *sālim*, and *isim majrūr*.

### C. Advantages of Using the Mistake Buster Technique

#### 1. Participants' Impressions During the Learning Process

Throughout the learning sessions, participants felt enthusiastic and unhesitant to ask questions. In addition, their perception of the difficulty of syntax gradually shifted after the activity was conducted. In this case, all five participants agreed that learning Arabic syntax is easy "as long as it is repeated frequently."

"I didn't hesitate to ask, it's easy as long as it's repeated often." (Participant 3, February 2025, Zoom Meeting).

"I was eager to ask questions, it's easy as long as it's repeated often." (Participant 2, February 2025, Zoom Meeting).

"At first I understood, but then I forgot. But because it kept being repeated, over time, I thought, 'Oh, this is actually easy.' I feel the repetition applied by the tutor really helped me understand more easily. The repetition from the exercises and reviews before class. I like it when the questions are repeated again and again. Repeating mistakes over and over eventually leads to understanding, and next time, I get it right. Repeating helps me see where I went wrong and what I need to fix." (Participant 1, July 2025, Zoom Meeting).

These findings address the issues raised in the studies by Abdullah, Mustofa, and Sholeh, who stated that learners often repeat the same mistakes due to a lack of opportunities for practice.<sup>43</sup> Therefore, the application of repetitive learning through repeated sentence practice can help learners grasp the material more easily.<sup>44</sup> On the other hand, Nurul Asa et al. Emphasized the importance of

<sup>43</sup> Ahmad Hafidz Abdullah, Muhammad Hakim Mustofa, and Farhanudin Sholeh, "Analisis Kesalahan Sintaksis dan Morfologi Menggunakan Kitab *Afalul Yaumiyyah* di Lembaga Pengembangan Bahasa Arab Tingkat Mutawassith," Lisan An Nathiq: Jurnal Bahasa dan Pendidikan Bahasa Arab 6, no. 2 (2024): 98. DOI: <https://doi.org/10.53515/lan.v6i2.6184>

<sup>44</sup> Shafruddin Tajuddin, "Pengembangan Model Pembelajaran Bahasa Arab Tingkat Sekolah Dasar untuk Meningkatkan Kemampuan Berbahasa Arab Siswa," Parameter: Jurnal Pendidikan Universitas Negeri Jakarta 29, no. 2 (2017): 212. DOI: <https://doi.org/10.21009/parameter.292.08>

error-based learning for adult learners as a strategic step in shaping individuals who are more meticulous, communicative, and linguistically aware.<sup>45</sup> In the context of this study, repeated practice exercises based on the Mistake Buster technique have proven effective in helping adult learners understand syntactic structures, making the material more accessible.

In addition to supporting the development of cognitive aspects (such as focus, accuracy, and complexity), repeated practice also enhances learners' affective aspects, including fostering positive attitudes, reducing boredom, and increasing motivation to review.<sup>46</sup> However, psychological factors such as a lack of self-confidence or fear of making mistakes often hinder learners' mastery of the Arabic language.<sup>47</sup> Therefore, the learners' high level of enthusiasm, willingness to seek understanding, and enjoyment in completing repetitive, error-based exercises serve as a response to the common challenges faced by learners as mentioned above.

## 2. Participants' Opinions on the Practice Questions Provided During the Learning Process

Another reason participant expressed enjoyment in working on the Mistake Buster exercises was that they found the tasks to be analytical and requiring a high level of precision. All participants also reported an improvement in their understanding of Arabic syntax after attending the sessions. They acknowledged a better grasp of the differences between *jumlah fi'liyyah* and *jumlah ismiyyah*, as well as the distinctions between *fi'il*, *fa'il*, and *maf'ul bih*, the grammatical cases *rafa'*, *naṣab*, and *jar*, and the use of *ṣifah* in sentence construction. One participant even noted a significant improvement in applying *i'rab* after the class.

*"Very happy because it trains analysis. My skills improved. The many exercises helped. I feel an improvement between before and after attending the class."* (Participant 5, February 2025, Zoom Meeting).

*"Happy, but it requires precision. My ability in applying i'rab improved."* (Participant 4, July 2025, WhatsApp).

*"I feel my understanding has improved. After doing all the exercises, when I continued with the next session, I felt like I had already grasped the content. But the difficulty is tricky. It requires precision."* (Participant 1, July 2025, Zoom Meeting).

In general, error analysis in Arabic language learning enables tutors to identify common and recurring patterns of mistakes made by learners.<sup>48</sup> However, in the context of adult learners and through the Mistake Buster technique, learners are instead required to identify these errors themselves. Interestingly, the learners' limited correction of certain error-based questions actually helped the tutor identify specific areas of misunderstanding. As a result, the tutor could then focus future lessons by providing more targeted exercises in the regions that learners had not yet fully grasped. According to Wei Xu et al., anxiety levels and supportive learning approaches contribute

<sup>45</sup> Asa et al., "Pendekatan Sintaksis dalam Analisis Kesalahan Berbahasa Mahasiswa," *Pragmatik: Jurnal Rumpun Ilmu Bahasa dan Pendidikan* 3, no. 3 (2025): 344. DOI: <https://doi.org/10.61132/pragmatik.v3i3.1873>

<sup>46</sup> Mohammad Javad Ahmadian, Seyyed Abbas Mansouri, and Shiva Ghominejad, "Language Learners' and Teachers' Perceptions of Task Repetition," *ELT Journal* 71, no. 4 (2017): 474–475. DOI: <https://doi.org/10.1093/elt/ccx011>

<sup>47</sup> Muhammad Al-Kaosari, "Analysis of Language Errors in Arabic Language Learning (Literature Review)," *Al-Afkar: Journal for Islamic Studies* 8, no. 2 (2025): 2100. DOI: <https://doi.org/10.31943/afkarjournal.v8i2.2246>

<sup>48</sup> Anyes Lathifatul Insaniyah and Umi Yurika Nur Kumala, "Analisis Kesalahan Menulis Bahasa Arab dalam Pembelajaran Imla'," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (2022): 49. DOI: <https://doi.org/10.30739/arabiyat.v2i1.1409>



more significantly than motivation to the success of foreign language learning.<sup>49</sup> Therefore, the learners' willingness to ask questions and their enjoyment of completing the exercises can serve as positive indicators in addressing such anxiety.

On the other hand, participants also felt supported by the variety of practice questions provided throughout the learning process. The inclusion of exercises containing embedded errors was acknowledged as helpful in preparing them for the evaluation tasks. Moreover, the evaluation questions themselves further sharpened their understanding. One participant also noted that such exercises not only tested comprehension and analysis skills but also trained their problem-solving ability. Learners became more sensitive to syntactic errors and were encouraged to think logically in order to resolve them. As stated by the two participants below:

*"It was helpful because the different types of questions made us realize the problem-solving aspect. Like, if the sentence says this, then it needs to be corrected like that. I only started to understand when I worked on the questions with mistakes. My understanding was really tested, whether I actually understood or not, so it became automatic. You can't fake comprehension."* (Participant 1, July 2025, Zoom Meeting).

*"It helped because it tested whether the material presented was really understood. The questions in class were very helpful in answering the Google Form."* (Participant 4, July 2025, WhatsApp).

### 3. Participants' Opinions on Inductive Syntax Learning Through the Mistake Buster Technique

The implementation of a communicative, task-based learning process is believed to help accelerate the acquisition of Arabic language skills, ultimately fostering learners' confidence in using a foreign language. Nevertheless, a more structured approach is still needed for reading and writing skills, especially in mastering syntax.<sup>50</sup> A lack of communicative learning approaches, which rely solely on memorization without contextual understanding, often renders syntax instruction ineffective.<sup>51</sup> In this regard, the application of the Mistake Buster technique addresses the above challenges, as reflected in the following participant statements:

*"Alhamdulillah, it was good, easy to understand in terms of explaining the material. The lessons were also detailed and well-structured, so they were easy to grasp"* (Participant 3, February 2025, Zoom Meeting).

*"Interaction really helped because I understood better. For me, the questions were motivating. I felt like, 'Come on, I have to be better at this.' At first, I truly didn't understand, but I became better able to answer after the Q&A. I feel like I understood better with the current tutor compared to the one at school. Right after the examples and theories, we were taught how to apply them."* (Participant 1, July 2025, Zoom Meeting).

*"The explanations were easy to understand. The Q&A sessions helped build confidence and assisted in understanding the material."* (Participant 4, July 2025, WhatsApp).

*"Being actively involved in question-and-answer sessions helped strengthen my memory. The learning flow in the previous class also made it easier to understand the material."* (Participant 5, July 2025, WhatsApp).

<sup>49</sup> Wei Xu et al., "The Roles of Motivation, Anxiety and Learning Strategies in Online Chinese Learning among Thai Learners of Chinese as a Foreign Language," *Frontiers in Psychology* 13 (2022): 11–14. DOI: <https://doi.org/10.3389/fpsyg.2022.962492>

<sup>50</sup> Nazira Aprilia Asty et al., "Analisis Penerapan Metode Berbasis Tugas dalam Meningkatkan Kompetensi Berbahasa Asing di Sekolah Menengah: Perspektif Linguistik Terapan," *Jurnal Pendidikan Sosial dan Humaniora* 4, no. 2 (2025): 2905. DOI: <https://doi.org/publisherqu.com/index.php/pediaqu/article/view/2002>

<sup>51</sup> Al-Kaosari, "Analysis of Language Errors in Arabic Language Learning (Literature Review)," *Al-Afkar: Journal for Islamic Studies* 8, no. 2 (2025): 2096–2100. DOI: <https://doi.org/10.31943/afkarjournal.v8i2.2246>

Based on the statement above, the presence of an active turn-based question-and-answer process during the learning sessions was acknowledged by participants to boost their self-confidence. The learning flow used was also recognized as making it easier for participants to understand the material and preventing boredom. Learners were also able to participate actively and comprehend the material not only theoretically but also practically. This statement reinforces that the Mistake Buster technique can be applied in inductive-based syntax learning. This finding also aligns with the results of studies by Hezi Y. Brosh and Rara Salvia Sari et al., which state that adult learners tend to prefer learning approaches that involve direct interaction with tutors, active communication, connections to real-life experiences,<sup>52</sup> freedom of opinion or discussion, and opportunities to acquire knowledge independently.<sup>53</sup>

In addition, the participants also became motivated to rejoin the class and study the next material. They felt enthusiastic because the teaching method used was considered effective and enjoyable. The extended learning time and repeated review of the material also helped to strengthen their understanding. This supports the task-based learning theory, which not only enhances material comprehension but also boosts learners' motivation.<sup>54</sup> The following are participants' statements regarding their desire to continue the class:

*"The explanation was clear and patient, suitable for beginners in Arabic Nahwu. It's easier to remember because of the many exercises. I hope there will be a continuation."* (Participant 5, February 2025, Zoom Meeting).

*"Maa syaa Allah, I'm very happy and excited to continue learning the next material. Alhamdulillah, the material was delivered clearly and effectively, with a unique teaching style that didn't make us feel bored. One of the advantages was the extended learning time, and the examples were repeated frequently until we truly understood."* (Participant 4, February 2025, Zoom Meeting).

*"Masya Allah, the tutor was very patient and attentive in responding to participants' questions. The material was general, but the tutor explained it in great detail and systematically. I hope there will be a follow-up session after this, and I can participate consistently."* (Participant 2, February 2025, Zoom Meeting).

*"I hope this class can continue in the future, because the material, the delivery method, and the interaction with us have all been excellent. Hopefully, it can be maintained."* (Participant 1, July 2025, Zoom Meeting).

Finally, the participants revealed that learning syntax indirectly helped them in memorizing the Qur'an. By understanding sentence structures and patterns of *i'rab*, they admitted it became easier to recall and comprehend the arrangement of verses. This finding reinforces the results of a study by Nidia, Zubaidillah, and Nuruddaroini, which emphasized that syntactic understanding plays a significant role in supporting Qur'anic memorization, particularly in mastering sentence structures and word-ending markers.<sup>55</sup>

<sup>52</sup> Hezi Y. Brosh, "Arabic Language-Learning Strategy Preferences Among Undergraduate Students," *Studies in Second Language Learning and Teaching* 9, no. 2 (2019): 373–374. DOI: <https://doi.org/10.14746/sslt.2019.9.2.5>

<sup>53</sup> Rara Salvia Sari et al., "Understanding Students' Perceptions of Arabic Learning Challenges: A Constructivist Study," *Mantiqu Tayr: Journal of Arabic Language* 5, no. 2 (2025): 242. DOI: <https://doi.org/10.25217/mantiquitayr.v5i2.5821>

<sup>54</sup> Nanang Kosim et al., "The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 151–155. DOI: <https://doi.org/10.19105/ajpba.v5i2.14804>

<sup>55</sup> Nidia, Zubaidillah, and Nuruddaroini, "Dampak Pembelajaran Bahasa Arab terhadap Penghafal Al-Qur'an," *Jurnal Basicedu* 6, no. 4 (2022): 6018. DOI: <https://doi.org/10.31004/basicedu.v6i4.3132>

*"Memorizing the Qur'an became easier after joining the class"* (Participant 3, February 2025, Zoom Meeting).

*"It's easier to read, remember the patterns of final ḥarakah, word forms, and meanings."* (Participant 4, July 2025, WhatsApp).

*"It helps with murāja'ah, it lingers in the mind, it's just easier to absorb. Syntax helps us recall the verse patterns. Because of studying syntax, I remember better. Especially the i'rāb part"* (Participant 1, July 2025, Zoom Meeting).

In other words, the inductive-based Mistake Buster technique aligns with Malcolm Knowles' theory of andragogy as it accommodates the five principles of adult learning. This technique encourages learners to understand the importance of learning Arabic syntax (motivation to learn), actively involves them in the process of identifying and correcting errors (self-concept), utilizes their prior learning experiences (the role of experience), presents material relevant to their need to memorize the Qur'an (readiness to learn), and is oriented toward solving real problems in the use of the Arabic language (orientation to learning).<sup>56</sup>

Thus, it can be concluded that the advantages of implementing the Mistake Buster technique are as follows. *First*, it encourages learners to be brave and confident in answering, as they understand that making mistakes is normal and will be corrected together. *Second*, it cultivates critical thinking rather than mere memorization, since learners are required to infer patterns from examples. *Third*, it builds learners' motivation to understand and master Arabic syntax. *Fourth*, it fosters an active learning environment, where participants listen to each other and are allowed to respond to their peers' answers. *Fifth*, it supports the process of memorizing the Qur'an. All participants reported that identifying syntactic errors, whether in *i'rāb*, word patterns, or sentence structures, helped them recall their memorization or *murāja'ah*.

The challenges in implementing this technique are as follows: *first*, the learning process requires a considerable amount of time. *Second*, it is more suitable for small learning groups consisting of five to ten participants. In larger groups, the exercises can be done in pairs or small groups of up to four members. *Third*, this method demands frequent direct interaction. Therefore, if participants are passive, the results may be less optimal. This is in line with the following participant's opinion: *"There were only a few participants, and the explanation was easy to understand. But it's less effective if we only listen passively"* (Participant 4, July 2025, WhatsApp).

Based on the entire discussion above, the implementation of syntax learning using the Mistake Buster technique can be considered well-received by beginner or intermediate adult learners. This statement supports Hyunh's theory, which states that the technique is suitable for learners at various levels: beginner, intermediate, or advanced.<sup>57</sup> Learners are also able to understand grammatical rules more effectively by reflecting on what they have already learned and viewing it from a different perspective. This aligns with the needs of adult learners, who require problem-based learning rooted in real-life contexts.<sup>58</sup>

For advanced learners, the learning process is recommended to follow a flipped classroom system, in which learners study the material independently in advance through video or text media.

<sup>56</sup> Covadonga Rodrigo, Francisco Iniesto, and Ana Garcia-Serrano, "Applying Andragogy for Integrating a MOOC into a Formal Online Learning Experience in Computer Engineering," *Heliyon* 10, no. 1 (2024): 2–3. DOI: <https://doi.org/10.1016/j.heliyon.2023.e23493>

<sup>57</sup> Hyunh, "Getting Students Actively Involved Using the Mistake Buster Technique," *The Internet TESL Journal* 9, no. 11 (2003): 1. <http://iteslj.org/Techniques/Huynh-MistakeBuster.html>

<sup>58</sup> Wahyuni, *Pendidikan Orang Dewasa (Andragogi)*, (Malang: Universitas Brawijaya Press, 2020), hlm. 5-7.

Subsequently, during class sessions, the tutor and learners work on exercises together and engage in discussion.<sup>59</sup> In addition, a gamification approach may also be applied, provided it is implemented wisely, adaptively, and in a way that is relevant to the challenges faced by adult learners. This consideration is important to prevent the emergence of frustration, anxiety, and excessive dependence on extrinsic motivation that may arise from the application of gamification.<sup>60</sup> Furthermore, it is advisable to develop textbooks or learning media based on inductive approaches aligned with Mistake Buster exercises. A bilingual approach combining Arabic and Indonesian can also be considered to facilitate adult learners' understanding of texts. This is based on the fact that fully Arabic texts often confuse beginners and may lower the reading interest of advanced learners, as they are considered too difficult or complex.<sup>61</sup>

## Closing

The results of the study indicate that learning Arabic syntax through an inductive method using the Mistake Buster technique facilitates adult learners in understanding the material more easily, while also minimizing the need for rote memorization of grammatical rules. A learning sequence that begins with examples, followed by theory formulation, rule derivation, exercises containing intentional errors, and evaluation is preferred by adult learners for mastering Arabic syntax. The inclusion of material reviews at the beginning of sessions, the repetition of error-based exercises, and evaluations in each meeting help adult learners retain content for a longer period. Through this technique, adult learners are also able to understand the structure of *jumlab fi'liyyah* better, with noticeable improvements in their understanding of *i'rāb* compared to their prior knowledge. Learners became proficient in: 1) identifying the syntactic position of *kalimah* such as *fi'il*, *isim*, *ḥarf* with in *jumlab fi'liyyah*; 2) analyzing *i'rāb* on components such as *fi'il*, *fā'il*, *maf'ul bih*, *ḥarf*, *isim majrūr*, *ṣifāh*; 3) understanding the use of *ṣifāh* that follows *fā'il* or *maf'ul bih*; 4) applying appropriate *fi'il* within *jumlab fi'liyyah*; 5) ensuring that a *jumlab fi'liyyah* consists of a complete structure of at least the pattern V+S+O. Furthermore, this learning sequence also contributes to enhancing learners' motivation, willingness to ask questions, self-confidence, critical thinking, and problem-solving skills, thereby fostering a more participatory learning environment. Given the numerous benefits mentioned above, the researcher recommends this technique as a reference for tutors in teaching Arabic syntax, especially to adult learners. Additionally, the approach may be adapted and further developed for use with more advanced learners.

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<sup>59</sup> Nadia Mustafa Al-Assaf, Khetam Mohammad Al-Wazzan, and Sanaa Hssni Al-Marayat, "The Effect of Using the Strategy of Flipped Class on Teaching Arabic as a Second Language," *Theory and Practice in Language Studies* 12, no. 4 (2022): 685–687. DOI: <https://doi.org/10.17507/tpls.1204.08>

<sup>60</sup> Wafaa Elsawah, "Exploring the Effectiveness of Gamification in Adult Education: A Learner-Centric Qualitative Case Study in a Dubai Training Context," *International Journal of Educational Research Open* 9 (2025): 3–7. DOI: <https://doi.org/10.1016/j.ijedro.2025.100465>

<sup>61</sup> Saiful Anwar, Guntur Cahaya Kesuma, and Koderi, "Development of *Al-Qawaid an-Nahwiyah* Learning Module Based on *Qiyasiyah* Method for Arabic Language Education Department Students | Pengembangan Modul Pembelajaran *Al-Qawaid an-Nahwiyah* Berbasis Metode *Qiyasiyah* untuk Mahasiswa Jurusan Pendidikan Bahasa," *Mantiqutayr: Journal of Arabic Language* 3, no. 1 (2023): 12. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1.2830>

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