



Barriers in Learning Arabic Nahwu and Sharaf: A Literature Study

Maulia Sari*, Sitti Saenab

Institut Agama Islam Yapnas Jenepono, Indonesia

*Corresponding Author: mauliasarimaulia@gmail.com

ABSTRACT

The study of Arabic in Indonesia cannot be separated from the mastery of nahwu and sharaf as the main foundation for understanding the structure and meaning of the language. However, these two branches of knowledge are often considered difficult by students because they have complex linguistic characteristics that differ from the learners' native languages. This study aims to examine various linguistic obstacles in learning Arabic nahwu and sharaf through a literature review approach. The method used is a literature review of books, journal articles, and previous research results relevant to the learning of nahwu and sharaf. The results of the study show that the main linguistic obstacles include differences in the grammatical systems between Arabic and Indonesian, the complexity of i'rab rules, changes in word forms through wazan and tashrīf, and limited mastery of vocabulary and sentence structure. In addition, the use of technical terms in nahwu and sharaf that are abstract in nature also makes it difficult for students to understand. Another obstacle found was the low ability to apply rules contextually in sentences and texts, so that learning tended to be theoretical. This study also found that less varied learning methods and a lack of practical exercises further reinforced these linguistic obstacles. Therefore, innovation in learning strategies and methods is needed, such as contextual approaches, graded exercises, and the use of learning media and technology, to help students understand nahwu and sharaf more effectively. The findings in this study are expected to serve as a reference for educators and researchers in developing nahwu and sharaf learning that is more responsive to the linguistic obstacles faced by students.

Keywords: Linguistic Barriers, Arabic Language Learning, Nahwu, Sharaf, Literary Studies

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INTRODUCTION

Arabic serves as the primary means of communication in Islamic teachings and has great benefits in everyday life. Currently, Arabic is one of the important languages that needs to be learned in order to improve foreign language skills in the era of globalization, given its status as the official language in more than 20 countries. The importance of Arabic also lies in its function as the key to understanding the meaning and content of the Qur'an and Hadith (Wandira, A., et al., 2025).

Arabic occupies a very important position, especially in the field of Islamic scholarship. This is because most sources of Islamic teachings, such as the Qur'an, Hadith, and various classical Islamic works, use Arabic as their medium of delivery (Haq, S. 2023). Therefore, a good command of Arabic is the key to understanding the content of these texts accurately and deeply.

However, in practice, many students encounter various obstacles in learning these two branches of knowledge (Maudiarti, S. 2018). Nahwu, which focuses on sentence structure and the

relationship between words, is often considered complicated due to the many rules and exceptions that must be understood. Meanwhile, sharaf, which examines changes in word forms to indicate specific meanings, also requires a high degree of precision and the ability to memorize various complex patterns (*wazan*). This condition makes it difficult for some students to apply *nahwu* and sharaf theories in Arabic language skills, whether in reading, writing, or comprehending texts as a whole.

Various factors can influence the emergence of these difficulties, including the teaching methods used by lecturers, the varying basic abilities of students, a lack of practical exercises, and low interest and motivation in learning (Susanti, S., et al., 2024). Therefore, the novelty of this study lies in its literature review approach, which presents a comprehensive synthesis of previous studies related to difficulties in learning *nahwu* and sharaf. This article not only reviews partial obstacles but also maps linguistic obstacles comprehensively, covering syntactic, morphological, and semantic aspects, as well as differences in the linguistic systems between Arabic and the learners' native languages. Thus, this study presents an integrative perspective that enriches the study of Arabic language learning.

In addition, this article offers conceptual novelty by placing *nahwu* and sharaf within the framework of second language acquisition linguistics. This approach allows linguistic barriers to be analyzed not only as traditional rules, but also as linguistic phenomena related to cognitive processes, language transfer, and the application of rules in the context of communication. This provides a theoretical contribution in bridging classical *nahwu-sharaf* studies with modern pedagogical approaches. The urgency of this research is based on the central role of *nahwu* and sharaf as the foundation for mastering the Arabic language, which remains a major challenge for students at various levels of education. The high level of difficulty often results in low motivation and learning effectiveness. Therefore, this study is important as a theoretical basis for educators and learning developers in designing more contextual, applicable, and student-centered strategies, methods, and media for teaching *nahwu* and sharaf.

Based on the literature review that has been conducted, it can be concluded that linguistic barriers in learning Arabic *nahwu* and sharaf are complex issues involving differences in linguistic systems, the complexity of rules, and limitations in the contextual application of rules. Therefore, a comprehensive understanding of these barriers is an important first step in improving the quality of Arabic language learning. This study is expected to contribute theoretically to the development of *nahwu* and sharaf learning studies, as well as serve as a practical reference for educators in designing more effective, innovative, and responsive learning for students at various levels of education.

METHOD

This study uses a library research approach with the aim of conducting an in-depth examination of linguistic barriers in learning Arabic *nahwu* and sharaf. Library research was chosen because it allows researchers to collect, compare, and synthesize various findings from previous studies relevant to the topic of study. The focus of the research is directed at identifying and analyzing the forms of linguistic barriers experienced by students in learning *nahwu* and sharaf.

The data sources in this study were 10 scientific articles obtained from national and international journals discussing Arabic language learning, particularly *nahwu* and sharaf. These articles were searched through scientific databases such as Google Scholar, DOAJ, and national journal portals. The criteria for selecting articles included: (1) relevance to the topic of linguistic barriers in learning *nahwu* and/or sharaf, (2) articles published in reputable scientific journals, (3) containing clear empirical findings or theoretical studies, and (4) published within a certain time frame (e.g., the last ten years). Articles that did not meet these criteria were eliminated from the analysis process.

Data collection techniques were carried out through documentation, by reading, recording, and classifying important information from each selected article. The data collected included the research objectives, methods used, research subjects, and findings related to linguistic barriers in learning *nahwu* and sharaf. Furthermore, the data were analyzed using content analysis techniques



with the stages of data reduction, data presentation, and conclusion drawing. The results of the analysis were presented in a descriptive-analytical form to show patterns, similarities, and differences in findings between articles, thus providing a comprehensive picture of linguistic barriers in learning Arabic nahwu and sharaf.

FINDINGS AND DISCUSSION

Findings

Based on a review of various studies, it can be concluded that the problems of Arabic language learning, especially in the aspects of nahwu and sharaf, are still a dominant issue at various levels of education. Most studies (Yunisa, 2022; Albakri & Wahyuni, 2024; Supriadi et al., 2020; Firdausiyah & Jannah, 2025) show that problems in learning Arabic can be classified into two main categories, namely linguistic and non-linguistic problems. Linguistic problems include difficulties in understanding grammatical rules, sentence structure, and the appropriate use of vocabulary, while non-linguistic problems relate to learning motivation, student background, learning methods, and the learning environment.

From a linguistic perspective, mastery of nahwu and sharaf has been proven to be the main foundation of Arabic language skills, especially in writing and speaking. Research by Sa'datunnisa et al. (2025) and Firdausiyah & Jannah (2025) confirms that a weak understanding of grammatical rules leads to repeated errors in sentence structure and ambiguity in text meaning. Daoed & Lailaa (2025) found similar results, stating that students had difficulty applying nahwu-sharaf rules in practice, which resulted in low kalam and istima' skills.

In addition, non-linguistic factors have a significant influence on the success of Arabic language learning. Yunisa (2022) and Azizah (2024) revealed that differences in the educational backgrounds of students, low interest in learning, limited learning media, and teachers' lack of understanding of the material are the main obstacles in learning nahwu. The dominance of lecture and grammar-translation methods is also considered ineffective in promoting communicative language skills.

supported by language praHowever, several studies also show that there are effective alternative solutions and strategies. Hanifansyah & Mahmudah (2025) found that simplifying grammar rules in the context of conversation can increase students' confidence and fluency in speaking. Meanwhile, Rahmah (2025) shows that the method of memorizing grammar books can improve practical understanding of the rules when ctice.

Furthermore, the language environment (bi'ah lughawiyyah) has been proven to play a strategic role in improving Arabic language skills. Research by Nurbaiti & Handican (2023) confirms that a conducive language environment can significantly support students' speaking skills, especially when combined with mastery of nahwu and sharaf. The lack of application of the language environment, as found by Daoed & Lailaa (2025), actually exacerbates the difficulty of learning Arabic.

Overall, the findings of this literature study indicate that the problems in learning nahwu and sharaf are not only caused by the complexity of the material, but also by the learning approach, the competence of educators, and the lack of a supportive environment. Therefore, integrative, contextual, and communicative learning innovations are needed so that mastery of nahwu and sharaf can contribute optimally to students' Arabic language skills. The following is Table 1, an appendix of several related articles.

Tabel 1. Beberapa artikel yang terkait

Author name	Article title	Findings
Yunisa, M. (2022).	Problematika Pembelajaran Bahasa Arab dalam Aspek Ilmu Nahwu dan Sharaf pada Siswa Kelas X Madrasah Aliyah Laboratorium Jambi	Hasil penelitian menunjukkan bahwa pembelajaran bahasa Arab di kelas X Madrasah Aliyah Laboratorium Jambi dilaksanakan melalui tahap perencanaan dan pelaksanaan dengan metode ceramah, tanya jawab, diskusi, dan presentasi, serta evaluasi melalui penilaian harian, tugas, UTS, dan UAS. Problematika pembelajaran nahwu dan sharaf berasal dari peserta didik, materi ajar, fasilitas, dan



Author name	Article title	Findings
		lingkungan, seperti perbedaan latar belakang pendidikan, rendahnya minat belajar, keterbatasan praktik berbahasa Arab, materi yang tidak dimulai dari dasar, kurangnya media pembelajaran, serta tidak diterapkannya kewajiban berbahasa Arab. Upaya penanggulangan masalah dilakukan bersama oleh pendidik dan peserta didik.
Albakri, D. P., & Wahyuni, W. (2024).	Problematika Pembelajaran Bahasa Arab Ditinjau dari Sisi Linguistik dan Non-Linguistik di Man 4 Agam	Penelitian ini mendeskripsikan berbagai problematika pembelajaran bahasa Arab di MAN 4 Agam yang ditinjau dari aspek linguistik dan non-linguistik. Problematika linguistik berkaitan dengan unsur kebahasaan, sedangkan problematika non-linguistik berasal dari faktor luar bahasa Arab yang memengaruhi proses dan pencapaian tujuan pembelajaran.
Azizah, S. N. (2024).	Problematika pembelajaran nahwu menggunakan kitab muyassar di kelas x madrasah aliyah islamic centre bin baz putri yogyakarta tahun ajaran 2023/2024	Hasil penelitian menunjukkan bahwa problematika pembelajaran Nahwu mencakup aspek linguistik dan non-linguistik, yang dipengaruhi oleh kurangnya pemahaman materi oleh guru, rendahnya motivasi siswa, serta faktor lingkungan sebaya.
Hanifansyah, N., & Mahmudah, M. (2025).	Strategi Efektif Simplifik asi Nahwu dalam Percakapan Arab pada Kelas Intensif Daurah Ramadhan	Hasil penelitian menunjukkan bahwa pengajaran kaidah nahwu yang disederhanakan—seperti mengenali makna implisit "adalah" dalam jumlah ismiyyah, penerapan pola dengan "أن", dan penggunaan struktur "قيل بعد"—secara signifikan meningkatkan kepercayaan diri dan kelancaran berbicara santri.
Sa'datunnisa, R. N., Azkiya, F., Amelia, T., & Ubaidillah, U. (2025).	Faktor-Faktor Kesulitan Mahasiswa: Pengaruh Gramatikal Bahasa Arab Terhadap Pembuatan Teks Bahasa Arab	Hasil kajian menunjukkan bahwa penguasaan gramatikal menjadi fondasi utama dalam keterampilan menulis bahasa Arab. Mahasiswa yang tidak memahami kaidah gramatikal cenderung melakukan kesalahan dalam struktur kalimat, penggunaan kata, dan penyampaian makna, sehingga teks menjadi tidak jelas
Daoed, D. S., & Lailaa, H. (2025).	Analisis kesulitan belajar bahasa Arab mahasiswa sekolah tinggi Agama Islam wakatobi.	Hasil penelitian menunjukkan bahwa kesulitan utama mahasiswa terletak pada penerapan kaidah nahwu-sharaf serta rendahnya kemampuan berbicara (kalam) dan menyimak (istima'), yang disebabkan dominannya metode tata bahasa-terjemahan dan minimnya lingkungan bahasa (bi'ah lughawiyyah).
Rahmah, Y. (2025).	Penerapan Hafalan Kitab Tahrir al-Aqwāl untuk Pemahaman Nahwu Santriwati Dayah Putri Muslimat Samalanga Bireuen Aceh	Hasil penelitian menunjukkan bahwa metode hafalan kitab Tahrir al-Aqwāl tidak hanya membantu santriwati dalam mengingat kaidah-kaidah nahwu, tetapi juga meningkatkan pemahaman mereka terhadap struktur kalimat Bahasa Arab secara aplikatif.
Supriadi, A., Akla, A., & Sutarjo, J. (2020)	Problematika Pengajaran Bahasa Arab di madrasah aliyah	Hasil penelitian menunjukkan bahwa problematika pembelajaran bahasa Arab di Madrasah Aliyah meliputi dua masalah pokok, yaitu masalah linguistik dan nonlinguistik. Masalah kebahasaan merupakan masalah yang dialami siswa selama proses pembelajaran yang masih berhubungan dengan bagian komponen Bahasa
Nurbaiti, A., & Handican, R. (2023).	Systematic Literature Review(Slr) : Peran Lingkungan Bahasa dalam Meningkatkan Keterampilan Siswa Berbahasa Arab	Penelitian ini disimpulkan bahwa peran lingkungan menjadi faktor utama dalam maharatul kalam bagi setiap individu, atau seseorang dapat mahir dalam berbicara berbahasa arab disamping keahliannya dalam menguasai materi Bahasa arab lainnya. Seperti nahwu, shorof, dan lain sebagainya.
Firdausiyah, A., & Jannah, I. M. (2025).	Analisis Problematika Peserta Didik dalam Menulis Kalimat Bahasa Arab	Hasil penelitian menunjukkan bahwa pembelajaran bahasa Arab di Indonesia menghadapi berbagai kendala, baik dari sisi linguistik seperti tata bahasa dan kosakata, maupun non-linguistik seperti motivasi dan lingkungan belajar.



Discussion

Based on the findings of the literature study, it can be understood that the problems of learning Arabic, especially in the aspects of nahwu and sharaf, are systemic and recurring issues in various educational contexts. These findings reinforce the view that the difficulties in learning nahwu and sharaf are not solely caused by the complexity of grammatical rules, but also by the interrelationship between linguistic and non-linguistic factors that influence each other. This is in line with Albakri and Wahyuni (2024) and Supriadi et al. (2020), who emphasize that failure to achieve Arabic language learning objectives often occurs when these two aspects are not addressed in a balanced manner.

From a linguistic perspective, the findings indicate that weak mastery of nahwu and sharaf has a direct impact on the productive skills of students and learners, especially in writing and speaking Arabic. Errors in sentence structure, word choice, and unclear text meaning found in various studies (Sa'datunnisa et al., 2025; Firdausiyah & Jannah, 2025) reinforce the argument that grammar is the main foundation in the formation of language competence. However, the findings of Daoed and Lailaa (2025) show that grammar learning that is too theoretical and inapplicable actually hinders kalam and istima' abilities, so that the learning of nahwu and sharaf needs to be directed towards the context of real language use.

In addition, non-linguistic factors have been proven to play a significant role in strengthening or weakening the understanding of nahwu and sharaf. Low learning motivation, differences in students' educational backgrounds, and limitations in learning media, as revealed by Yunisa (2022) and Azizah (2024), show that learning success does not only depend on the material but also on the psychological readiness of students and the pedagogical competence of educators. The dominance of lecture and grammar-translation methods that are still used in many educational institutions is considered insufficient to meet the needs of communicative Arabic language learning.

Interestingly, several studies in this research also show that there are more effective alternative approaches. The strategy of simplifying nahwu rules in the context of conversation (Hanifansyah & Mahmudah, 2025) and the application of the method of memorizing books balanced with practical understanding (Rahmah, 2025) have been proven to increase confidence and understanding of Arabic language structure. These findings indicate that nahwu and sharaf do not have to be presented in a complex manner, but can be adapted to the communicative needs of students without losing their scientific substance.

Furthermore, this discussion emphasizes the importance of the linguistic environment (bi'ah lughawiyah) as a key supporting factor in Arabic language learning. The findings of Nurbaiti and Handican (2023) show that a conducive environment allows students to internalize nahwu and sharaf rules naturally through language practice. Conversely, the absence of a language environment, as found by Daoed and Lailaa (2025), causes students to have difficulty applying the rules they have learned theoretically.

Overall, this discussion shows that the problems of learning nahwu and sharaf require an integrative and contextual approach. Learning that combines mastery of grammatical rules, varied pedagogical strategies, and the creation of a supportive language environment is believed to be able to increase the effectiveness of Arabic language learning. Therefore, the results of this discussion reinforce the urgency of developing a model for learning nahwu and sharaf that is not only oriented towards mastery of theory, but also towards practical and communicative language skills.

CONCLUSION

Based on the findings and discussions in this literature study, it can be concluded that linguistic barriers in learning nahwu and sharaf are a major problem that significantly affects the success of Arabic language learning. These obstacles include difficulties in understanding grammatical rules, applying sentence structures, and using the correct word forms, which directly impact the low productive skills of students, particularly in writing and speaking Arabic.



However, these linguistic barriers do not stand alone, but are closely related to non-linguistic factors that increase the level of difficulty in learning. Low learning motivation, differences in educational backgrounds, the dominance of theoretical learning methods, limited learning media, and a lack of language environment are contributing factors that hinder the optimal internalization of nahwu and sharaf rules. This shows that the failure to learn Arabic grammar is not solely due to the complexity of the material, but also to the lack of a contextual and communicative pedagogical approach.

This study also concludes that linguistic barriers in learning nahwu and sharaf can be minimized through the application of adaptive and applicable learning strategies. Simplifying nahwu rules, integrating language practice, utilizing meaningful memorization methods, and creating a conducive language environment have been proven to improve students' understanding and confidence in using Arabic. Therefore, nahwu and sharaf learning should be directed not only at mastering theory, but also at the ability to apply rules communicatively in real contexts..

Overall, this conclusion emphasizes the importance of designing an integrative nahwu and sharaf learning program that balances linguistic and non-linguistic aspects and focuses on language skills. The findings of this literature study are expected to serve as a reference for educators and researchers in developing a more effective Arabic language learning model that is relevant to the needs of students.

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