

## AN INVESTIGATION OF WRITING DIFFICULTIES AND WRITING PROCESS IN ARABIC WRITING

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**Abstract.** Writing is the most difficult skills compares to others. An unclear message effect mis-transferring knowledge occurs or even the info transferring does not happen. This situation happens to all languages also, in Arabic language. Hence, this qualitative research works to investigate the relation between writing difficulties and the writing process in Arabic writing. This survey contains the 5 scale-likes questions and is divided to four sections, include demographic, writing difficulties perception, pre-writing persuades, while-writing persuades and reviewing persuades. It was answered by 109 respondents. The study indicates that the difficulties experienced by students are moderate. This is reflected in their efforts to ease the essay writing process, such as referring to writing models from experts (mean 4.0), understanding the assignment requirements (mean 3.0), and finding appropriate words when unsure (mean 3.8), despite having moderate confidence in their use of Arabic vocabulary and grammar (mean 3.0). They also make minor edits to sentence structure and vocabulary during the revision stage (mean 3.4). However, the moderate level of difficulty suggests that challenges still persist. Some students only plan their writing mentally (mean 3.1) and tend to write without any planning or outlining (mean 2.6). Negative outcomes are evident when some students abandon completed drafts to write new ones (mean 3.0) and submit assignments without reviewing them (mean 1.9). Thus, unstructured approaches contribute to the difficulties faced by students, leading to a negative perception and struggle in Arabic writing.

**Keywords:** *writing skill, difficult, writing process, Arabic writing*

### Introduction

Arabic is one of the main languages in the world. Malaysia is one of the countries that encourages learning Arabic. Even though Arabic is taught as a third language in Malaysia and it includes four domain skills in the communication, which are listening, reading, speaking and also writing. Even though learning, teaching, and studying Arabic have been happening in Malaysia for a long time, students still find it hard to master the four language skills. Many Malaysian scholars have discussed it in their research. They also focus on the problems Malaysian students face in Arabic writing; it is because

writing is one of the main ways we communicate. Previous studies have shown that vocabulary is the main weakness of students in writing Arabic. This is also agreed by previous study, that students often make mistakes in spelling, word gender (masculine and feminine), and verb conjugation. Besides that, students' failure to follow the correct structure and style of the target language causes their writing to differ from what language experts agree on (Daud et al., 2022) Several reasons have been given for these weaknesses, such as students having little practice writing essays, low motivation, teachers not being skilled in teaching writing, and teaching materials that are not effective. However, the researcher feels that there is a need to study the difficulties students face in each stage of the Arabic essay writing process itself. Do the activities during the writing process (pre-writing, while writing, and reviewing the writing) affect the difficulties that students, especially foreign language learners?

This study aims to explore learners' perceptions of the challenges they encounter in writing, as well as their views on the various stages of the writing process. Specifically, it seeks to understand how learners perceive their writing difficulties, how they approach the phase prior to commencing a writing task, their perspectives on the actual writing process, and their attitudes toward the activities involved in revising their work. Furthermore, the study investigates whether there is a relationship between the difficulties experienced by learners and the different stages of the writing process.

### ***Literature review***

#### ***Theoretical framework***

##### ***Writing theories***

Along with writing, speaking, listening, and reading are important language skills. Listening and reading are called receptive skills because we receive information through them, while speaking and writing are productive skills because we create and express ideas through them (Daud et al., 2022). According to Munawarah and Zulkiflih (2021), writing is both a productive and expressive activity. It is an important tool for sharing thoughts, ideas, and messages. Unlike speaking, writing does not use voice, tone, or music, but it still shows the writer's feelings and intentions through the words chosen (Munawarah and Zulkiflih, 2021). Because of this, writing is often seen as the hardest skill to learn and teach, especially for foreign language learners. There are a few types of writing. First, expressive writing, which is writing to share ideas and feelings. Second, cognitive writing, where the writer shares information and knowledge using facts and theories. This type of writing helps readers think carefully and is usually formal and academic. Third, persuasive or argumentative writing, which is part of cognitive writing. Here, the writer tries to convince the reader with reasons, evidence, and arguments (Ismail and Daoh, 2021) In order to write well, ideas and feelings must match the style of the language and use the right vocabulary so the message is clear, organized, and effective. Poor language skills can cause the message to be unclear, incorrect, or hard to understand (Rahmat et al., 2017; Etemadzadeh et al., 2013).

##### ***Writing process***

The academic writing process is widely recognized as a recursive and structured activity comprising three key stages: planning, translating, and reviewing (Flower and Hayes, 1981). This cognitive model serves as a foundational framework for

understanding how writers generate, organize, and refine their ideas to achieve rhetorical goals. These stages are not strictly linear but are dynamically interconnected, especially for second language (L2) writers. Planning involves brainstorming, setting goals, and organizing content before drafting. Hyland (2019) emphasizes that proficient writers dedicate significant effort to this stage, as it directly influences the clarity and coherence of the final output. However, Malay students writing in Arabic often struggle during this phase due to unfamiliarity with Arabic academic structures and genre conventions (Daud et al., 2022), resulting in poorly structured ideas that do not align with Arabic rhetorical norms. Translating refers to transform planned ideas into written form. For L2 learners, this entails not only constructing grammatically correct sentences but also adhering to the rhetorical and cultural conventions of the target language. Negative transfer from Malay (L1) often leads to awkward expressions or loss of meaning. Ahmed and Rezk (2025) observed that students frequently misused code code glosses when switching between Arabic and English, reflecting broader challenges in maintaining cross-linguistic coherence.

Reviewing involves evaluating and revising drafts for clarity, accuracy and logical flow. Many L2 writers, including Malay learners of Arabic, lack the metacognitive strategies needed for effective revision. Alwaleedi (2018), in a mixed-method study, found that students engaged in collaborative writing tasks showed significant improvements in content development and argumentation structure compared to those using traditional methods. To support all three stages, Kafi et al. (2024) advocate for embedding metacognitive strategy training into writing instruction. Their study reported that although the correlation between metacognitive strategy use and essay performance was modest, students with stronger metacognitive awareness and technical writing knowledge produced more coherent and higher quality Arabic essays. This highlight the importance of equipping L2 learners with strategies to plan strategically, translate accurately and revise effectively in complex academic contexts like Arabic. In summary, the Flower and Hayes (1981) model remains a valuable framework for understanding the academic writing process, especially its recursive nature involving planning, translating, and reviewing. However, when applied to Malay learners writing in Arabic, this process becomes more complex due to linguistic and cognitive challenges. Therefore, it is essential to investigate how these learners navigate each stage of the writing process, and what specific difficulties they face, in order to gain a deeper understanding of their academic writing development in a second language context.

### ***Past Studies on writing difficulties***

Firstly, a study examined the difficulties students face in writing English academic essays and identified the main challenges encountered. Data were gathered qualitatively and quantitatively using a mixed-methods approach, using indicators was developed. The study's sample consisted of thirty fifth-semester students from Universitas Kristen Artha Wacana's English Education Study Program. The results show that students struggle greatly with the four primary components of academic writing: content, structure, discourse, and mechanics. Writing thesis statements, tying ideas together, creating content, employing descriptive and comparative structures, and creating introductions, topic sentences, and precise references are the most difficult tasks (97%) to complete. Next, Bulqiyah et al. (2021) examined the perspectives of college students on the difficulties they face in writing essays. From 21 participants, six were

interviewed. The findings identified three main challenges: linguistic (vocabulary, structure, grammar), cognitive (idea expression, writing process), and affective (attitudes of students and lecturers). The study highlights the need for greater attention from EFL teachers and students and serves as a foundation for future research and material development. To sum up, the research that has been evaluated frequently emphasizes how difficult academic writing is for students, especially those who are ESL and EFL learners. Affective variables (confidence, motivation, and attitudes), cognitive challenges (concept generation, coherence, and organization), and linguistic problems (grammar, vocabulary, and structure) are typical challenges. From prewriting to revision, these issues are noticeable at every level of the writing process, and they are made worse by a lack of prior exposure to academic standards.

### ***Past Studies on Writing Process***

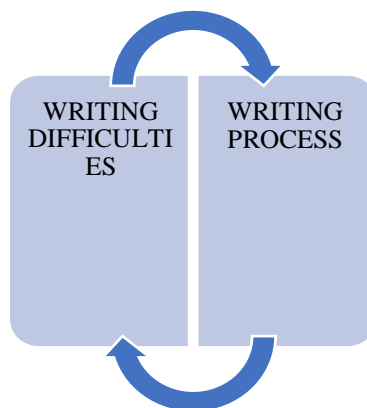
A study conducted by Ismail and Daoh (2021), titled “The Process of Writing Arabic Essays for Higher Education Level According to Malaysian Public Institution of Higher Education Lecturers’ View,” used a quantitative approach through interviews with twelve lecturers from Malaysian higher education institutions. All lecturers possessed a minimum of five years’ experience in teaching Arabic essay writing. The study showed that the lecturers guided their students on the essential components of writing, such as sentence construction and writing techniques in Arabic, without relying on modules created by native speakers but instead using locally adapted materials. This approach was effective in supporting the foundational writing skills, developing sentence elaboration, and linking sentences with appropriate discourse markers. As one of the respondents agreed, students find it easier to understand when given an outline or model essay. Additionally, the lecturers supported students throughout the stages of pre-writing, drafting, and revising their essays. This was reflected in comments like, “*sebelum tulis, kita draft kasar pendahuluan, then isi dan last khulasoh*” and “*karang dan baiki kesilapan*”. The lecturers also taught students to distinguish between main ideas and supporting details and to create summaries. They also agree that the skill of summarizing can help to smoothen the writing skill process. After identifying the main idea, it is easier for students to make elaborations using conjunctions. However, the study noticed a lack of emphasis on two important aspects of writing in Arabic: cohesion and coherence. While many of the lecturers’ practices aligned well with the writing process, there are areas that require further attention and improvement. This reflects the writing skills issue the researcher points out: that teachers are not very skilled in using the right techniques in writing skills.

Subsequently, Noor et al. (2025) did a qualitative study on the issues and challenges in implementing Malay essay writing instruction in primary schools. The study involved interviews, observations, and document analysis. Four respondents participated, all of whom were exemplary teachers with more than 10 years of experience teaching the Malay language at the primary school level. The study aimed to explore the current issues and challenges faced in teaching essay writing. Among the findings were challenges related to students’ personal factors, parental support, teacher-related issues, language errors, limited time for writing essays, and assessment formats. The respondents highlighted grammatical errors commonly made by Chinese students. Although these students were able to produce essays, their writing contained several weaknesses. Their sentences were often ungrammatical and difficult to understand. This is attributed to students frequently translating word-for-word (literal translation) when

writing essays in a foreign language without adapting to the target language's structure. Furthermore, their limited vocabulary in the target language made it difficult to express ideas clearly. As a result, they tended to repeat ideas they had already mentioned. The lack of clear guidance on essay formats also caused confusion and difficulty during the preparation phase before writing.

### **Conceptual Framework**

*Figure 1* illustrates the conceptual framework of the study. Writing is a complex activity that involves several stages. According to Flower and Hayes (1981), writers go through phases such as before writing, during writing, and when revising. While many of us are familiar with the writing stage, where we often revisit and improve our work, and the revising stage, known as the “polishing” phase, the stage before writing is equally important, if not the most crucial. As Rahmat et al. (2017) explain, the before-writing phase involves making decisions beyond just the content; it requires careful consideration of the overall writing process. In academic writing, writers must make decisions about materials, ideas, and content, with language proficiency playing a lesser role. Having a strong command of the language does not necessarily guarantee success as an academic writer. Therefore, this study aims to investigate whether there is a connection between writing difficulties and the various stages of the writing process.



**Figure 1.** Framework guiding the study: Relationship between writing difficulties and writing process.

### **Materials and Methods**

The study was conducted quantitatively with a purposive sample of 109 participants. They completed a survey on writing difficulties and the writing process, which all the questions are taken from the past studies conducted. The distinction made by making Arabic the language studied in this research. Data collection was carried out online using Google Form. The survey instrument consisted of a 5-point Likert scale, featuring the options: never, seldom, sometimes, often, and almost always, as detailed in *Table 1*. The instrument's design is based on the concepts of writing difficulties and the writing process as outlined by Flower and Hayes (1981), aiming to capture the variables listed in *Table 2*. The survey is divided into four sections: Section A covers demographic information, Section B includes 7 items addressing writing difficulties, Section C consists of 8 items related to the before-writing phase, Section D contains 14 items

focused on the while-writing stage, and Section E comprises 16 items concerning the revising phase. Table 3 displays the reliability analysis of the survey, revealing a high level of consistency for the instrument, with a Cronbach's alpha of .901. Subsequently, descriptive analysis was performed using SPSS to present the findings that address the research questions.

**Table 1.** Frequency for the 5 Likert-scale.

Category	Description
1	Never
2	Seldom
3	Sometimes
4	Often
5	Almost Always

**Table 2.** Distribution of items in the survey.

Section	Writing stage	No. of items
B	Writing Difficulty	6
C	Pre-writing Phase	8
D	During-writing Phase	10
E	Reviewing Phase	10
Total		35

**Table 3.** Reliability of survey.

Cronbach Alpha	No. of items
.901	35

## Results and Discussion

### Results for demographic profile

Table 4 shows the demographic breakdown, including gender, course of study, Arabic proficiency, and respondents' SPM results. The survey had 25% male and 75% female students from different programs. Among them, 40% are majoring in Arabic Language, while the other 60% are studying Islamic Studies, where Arabic is an elective but the main textbooks are in Arabic. For Arabic proficiency, 68% of the students rated themselves as average, 21% as good, and 11% as weak. Interestingly, even though 84% scored A-B in SPM, only 21% considered their Arabic proficiency good, with most (68%) saying average, and 11% weak. Meanwhile, 15% had C-D grades, and only 1% received E-F. This suggests that getting A-B grades in SPM does not always match how confident or skilled students feel about their Arabic at university. There may be certain challenges that make it harder for them to succeed in learning the language.

**Table 4.** Percentage for demographic profile.

Question	Demographic profile	Categories	Percentage (%)
1	Gender	Male	25%
		Female	75%
2	Course	Arabic Language	40%
		Islamic Studies	60%
3	Arabic Proficiency	Weak	11%

		Average	68% %
		Good	21%
4	SPM Result	A-B	84%
		C-D	15%
		E-F	1%

**Results for writing difficulties**

This section displays data to answer research question: (1) How do learners perceive their writing difficulty? The *Table 5* reveals the mean for "Writing Difficulties". The highest mean (mean=3) is shared by two items, they are Goal Setting: I find writing difficult because the goal for the essay writing is sometimes hard to achieve (DQ1) and Individual Paragraph: Writing essays are difficult because I have to know what to write in each paragraph (DQ5). Then, the second stage mean (mean=2.9) is also shared by two items. They are Long Term Memory: Writing essays are difficult because I do have background knowledge of the topic given (DQ4) and Writing Process: I find the writing difficult because I am unsure of the writing process (DQ6). Meanwhile the Teacher Explanation item is the lowest mean recorded (mean=2.4), which was "Sometimes the teacher's explanation makes me feel that writing is difficult (DQ3).

**Table 5.** Mean for writing difficulties.

Category	Mean	SD
Goal setting	3	.91788
DQ1: I find writing difficult because the goal for the essay writing is sometimes hard to achieve.		
Teaching instruction	2.5	.97688
DQ2: The teacher’s instruction on what to do is sometimes not clear and that makes the essay writing difficult.		
Teacher explanation	2.4	.96578
DQ3: Sometimes the teacher's explanation makes me feel that writing is difficult.		
Long term memory	2.9	1.22682
DQ4: Writing essays are difficult because I do have background knowledge of the topic given.		
Individual paragraph	3	1.07135
DQ5: Writing essays are difficult because I have to know what to write in each paragraph.		
Writing Process	2.9	1.06755
DQ6: I find the writing difficult because I am unsure of the writing process.		

**Results for Pre-writing**

This section shows data to answer research question: (2) How do learners view the phase before starting a writing task? *Table 6* presents the mean for the “pre-writing” phase. The item with the highest mean score was “I look at a model written by a proficient writer” (mean=4.0; SD=.99498). This indicates that learners highly valued using writing models as guidance before they begin their own academic tasks. Next, the second highest mean (mean=3.9) was shared by two items: “Before I start writing, I revise the requirements of the assignment” (SD=1.04771) and “I note down words and short notes related to the topic” (SD=1.06396), suggesting that reviewing task instructions and lexical brainstorming are key pre-writing strategies. Finally, the lowest mean score was for “I start writing without a written or mental plan” (mean=2.6; SD=1.18863), indicating that most students reject unplanned or spontaneous writing. These findings suggest that the majority of learners prefer to engage in organized and conscious preparation before writing, possibly shaped by their educational background, including previous experience learning Arabic in formal settings.

**Table 6.** Mean for pre-writing phase (BP).

Category	Mean	SD
BPQ1: I make a timetable/schedule for the writing process.	3	1.31182
BPQ2: Before I start writing, I revise the requirements of the assignment.	3.9	1.04771
BPQ3: I look at a model written by a proficient writer.	4	.99498
BPQ4: I start writing without a written or mental plan.	2.6	1.18863
BPQ5: I think about what I want to write and have a plan in my mind, but not on paper.	3.1	1.12813
BPQ6: I note I down words and short notes related to the topic.	3.9	1.06396
BPQ7: I write an outline of my paper.	3.7	1.03317
BPQ8: I write notes or an outline in my native language.	3.6	1.18863

### Results for While Writing

This section presents data to answer research question: (3) What is learners' perspective on the actual process of writing? Table 7 shows the mean for "while writing phase". The respondents reported the highest mean is 4.4 (SD=.95374) refer to item WPQ1 I start with the introduction, while the three items shared the fifth highest 3.7. The item (mean=3.7, SD=.98950) reported that I stop after a few sentences or a whole paragraph, covering one idea. The respondents also reported that item WPQ7 I simply what I want to write if I don't know how to express my thoughts in Arabic (mean=3.7, SD=.99668) and item WPQ10 I ask somebody to help out when I have problems while writing (mean=3.7, SD=1.04795). Finally, the lowest mean 3 (SD=1.03186) reported that the learners perceived the "while writing task" from item WPQ 6 I am very confident with my grammar and vocabulary. These findings showed how students see the idea that "while writing," they can begin with the beginning and then go back and review what I've written to obtain ideas for more.

**Table 7.** Mean for while writing phase (WP).

Category	Mean	SD
WPQ1: I start with the introduction.	4.4	.95374
WPQ2: I stop after a few sentences or a whole paragraph, covering one idea.	3.7	.98950
WPQ3: I reread what I have written to get ideas to continue.	4.3	.89331
WPQ4: I go back to my outline and make changes in it.	3.4	1.05667
WPQ5: I write bits of the text in my native language and then translate them in Arabic.	3.6	1.13212
WPQ6: I am very confident with my grammar and vocabulary.	3	1.03186
WPQ7: I simply what I want to write if I don't know how to express my thoughts in Arabic.	3.7	.99668
WPQ8: If I don't know a word in Arabic, I write it in my native language and later try to find an appropriate Arabic word.	3.8	1.12956
WPQ9: If I don't know a word in Arabic, I find similar Arabic word that I know.	4	.93294
WPQ10: I ask somebody to help out when I have problems while writing.	3.7	1.04795

### Results for Reviewing Phase

This section presents data to answer research question: (4) How do learners perceive the tasks involved in reviewing and editing their work? Table 8 shows the mean for reviewing phase. The highest mean is 4 for the item "RPQ9 I check if my essay matches the requirements". This is followed by the mean of 3.5 "RPQ7 I focus on one thing at a time when revising (e.g. content, structure)". Next, two item share the same mean of 3.4 and they are "RPQ4 I make changes in vocabulary" and "RPQ5 I make changes in sentence structure". Another same mean 3.1 are "RPQ2 I only read what I have written when I have finished the whole paper" and "RPQ10 I leave the text aside for a couple of days and then I can see it in a new perspective". Next, mean of 3 which are "RPQ6 I make changes in the content or ideas" and "RP8 I leave first draft and start writing again". Then, mean of 2.8 for "RPQ1 I read my essay aloud". The lowest mean is 1.9 for the item "RPQ 3When I have written my paper; I hand it in without reading it".

**Table 8.** Mean for reviewing phase.

Category	Mean	SD
RPQ1: I read my essay aloud.	2.8	1.233861
RPQ2: I only read what I have written when I have finished the whole paper.	3.1	1.23435
RPQ3: When I have written my paper, I hand it in without reading it.	1.9	1.10662
RPQ4: I make changes in vocabulary.	3.4	.96022
RPQ5: I make changes in sentence structure.	3.4	.96981
RPQ6: I make changes in the content or ideas.	3	1.05409
RPQ7: I focus on one thing at a time when revising (eg. content, structure).	3.5	1.06802
RPQ8: I leave first draft and start writing again.	3	1.10554
RPQ9: I check if my essay matches the requirements.	4	.89748
RPQ10: I leave the text aside for a couple of days and then I can see it in a new perspective.	3.1	1.16050

### **Results for Relationship between Writing Difficulties and Writing Process**

This section provides data to address research question 5: Is there a relationship between writing difficulties and the writing process? Using SPSS, the data were examined for a significant correlation between mean scores of writing difficulties and the writing process. The findings are shown individually in *Table 9*. *Table 9* reveals a significant link between writing strategies and the writing process. The correlation analysis shows a strong positive relationship, with a correlation coefficient of  $r=.555^{**}$  and a p-value of .000. According to Jackson (2015), a correlation coefficient is considered significant at the 0.05 level, and its values range from 0.1 to 1.0 for positive correlations. In this context, correlations between 0.1 and 0.3 are classified as weak, 0.3 to 0.5 as moderate, and 0.5 to 1.0 as strong. This means the study findings indicate a strong positive association between writing strategies and the writing process.

**Table 9.** Correlation between writing difficulties and writing process.

Category		Writing difficulties	Writing process
Writing difficulties	Pearson correlation	1	.555**
	Sig. (2-tailed)	-	.000
	N	109	-
Writing process	Pearson correlation	.555**	1
	Sig. (2-tailed)	.000	-
	N	-	109

## **Conclusion**

### **Writing Difficulties**

The study shows that goal setting and writing each paragraph properly are important factors that make students feel writing in Arabic is medium hard. Even though the mean scores are not high, this problem still needs attention. Most students take good actions by looking at examples written by expert writers and understanding the task to ensure their writing goal achieved. However, during writing, many students still seek for help when facing difficulties. Some students also plan their writing only in their heads and do not write any outline down, and there is a small group of the students writes without planning at all. Writing without a plan can cause problems. Other small problems arise after finishing their first draft are they send it without checking, often change their main ideas during revision, and some even leave their first draft to start again. This happens because they do not write down their ideas clearly and then, forget or mix up the order of ideas. Writing without a clear plan complicates goal setting due to lack of content coherence. This finding corroborates research, which highlights students' difficulties particularly in content development and sentence structure. Processes such as linking

ideas cohesively and generating content represent significant challenges. So, these difficulties also happen in other foreign languages; in this research, the focus on the Arabic language.

### ***Writing Process***

In addition, long-term memory is also recognized as a minor contributing factor to the difficulties experienced by students in this research. This is clearly reflected in their moderate confidence in their Arabic grammar and vocabulary proficiency. Evidence indicates that the majority of students initially compose their essays in Malay before translating them into Arabic, whereas a minority write directly in Arabic. When encountering vocabularies that they do not know, students strive to find the most accurate terms and often use similar words. Occasionally, they choose to construct simpler sentences when they are unsure how to express the ideas. According to Noor et al. (2025), writing produced by students involving a foreign language inevitably contains errors. Literal, word-for-word translation often results in unclear and unintelligible renditions. This issue is further exacerbated by students' limited mastery of foreign language vocabulary and turn to negative transferred. Moreover, during the revision phase, positive outcomes reveal that numerous modifications are made to vocabulary and sentence structures. These editing practices are both appropriate and essential for thoroughly enhancing the writing style, ensuring it aligns with the conventions of the target language, maintains logical coherence of ideas, achieves clarity of expression, and preserves the intended meaning following the translation process. This aligns with the findings of Ismail and Daoh (2021), which highlight those Arabic lecturers at Malaysian universities guided the writing instruction process. Such guidance includes helping students differentiate main ideas from supporting details, construct summary and concluding sentences, develop Arabic sentence structures, employ techniques for elaboration and idea development, as well as other essential support during the pre-writing, drafting, and revising stages.

### ***Implications and Suggestions for Future Research***

The cognitive writing model by Flower and Hayes (1981), which describes writing as a repetitive process of planning, translating, and reviewing, remains useful for understanding the difficulties faced by second language learners, especially Malay students writing in Arabic. This study highlights the importance of metacognitive skills such as written planning, good revision techniques, and managing the writing process to produce clear and well-organized academic work. It also shows that negative transfer from the first language to the target language causes many problems, suggesting that teaching should focus on the differences in language and writing styles. Writing success depends heavily on the planning stage because without clear planning, ideas become disorganized and writing goals are not achieved. Additionally, limited vocabulary and sentence structure skills mean that students need more focused language instruction to improve their writing. Ongoing support during the stages before writing, drafting, and revising, such as helping students identify main and supporting ideas, write summaries, and develop their ideas, should be included in teaching. Overall, teaching writing should balance language learning with strategies that help students plan, write, and revise effectively in a second language. From a pedagogical perspective, this approach encourages teachers to use more interactive and student-centred learning methods,

focusing on metacognitive skills such as written planning, managing the writing process, and effective revision techniques. This can improve the clarity, content quality, and organization of students' essays. The researcher proposes exploring the integration of e-learning in writing difficulties and the writing process. To what extent can the use of technology alleviate the challenges encountered by students?

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### **Conflict of interest**

The authors confirm that there is no conflict of interest involve with any parties in the research study.

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