

Research Trends on Writing Skill in Arabic Language; A Bibliometric Analysis

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Abstract (English)

This study examines the trends in research on Arabic writing skills from 2011 to 2024 using a bibliometric approach. Data from 32 Scopus-indexed publications were analyzed to identify citation trends, geographical distribution, journal rankings, and research focuses. Data collection techniques included comprehensive searches in bibliographic databases, and data analysis was conducted using bibliometric methods such as citation analysis and co-authorship network analysis. The results show a significant increase in related publications, highlighting the importance of communicative approaches and international collaboration in enhancing writing skills. Specifically, the highest number of cited publications (NCP) occurred in 2020, with an NCP of 6. The highest number of citations from 2011 to 2024 was recorded in 2020, reaching 28. Additionally, 2020 had the highest number of publications, totaling 7, indicating a significant impact of research during that year. Saudi Arabia is the most significant country in research related to writing skills in Arabic. Furthermore, the study categorizes research focuses into three main clusters: students, e-learning, and supporting technologies for Arabic language learning. These insights provide a valuable framework for educators and researchers, guiding future research directions and developing more effective and inclusive teaching methodologies that cater to diverse learning needs. The study concludes that fostering international collaboration and leveraging advanced technologies are essential for the continued enhancement of Arabic writing skills education, ensuring that learners are well-equipped to meet contemporary challenges and advancing the field in a meaningful way.

Keywords (English)

Arabic Language, Bibliometric, Research Trends, Writing Skill.

Abstract (Arabic)

تبحث هذه الدراسة في اتجاهات البحث في مهارات الكتابة العربية من عام ٢٠١١ إلى عام ٢٠٢٤ باستخدام المنهج البليومتري. تم تحليل البيانات من ٣٢ منشورا مفهرسا في Scopus لتحديد اتجاهات الاقتباس والتوزيع الجغرافي وتصنيفات المجلات والتركيز البحثي. وشملت تقنيات جمع البيانات عمليات بحث شاملة في قواعد البيانات البليوغرافية، وأجري تحليل البيانات باستخدام الأساليب البليومتريّة مثل تحليل الاستشهادات وتحليل شبكة التأليف المشترك. تظهر النتائج زيادة كبيرة في المنشورات ذات الصلة، مما يسلط الضوء على أهمية المنهج التواصل والتعاون الدولي في تعزيز مهارات الكتابة. على وجه التحديد، حدث أكبر عدد من المنشورات المذكورة (NCP) في عام ٢٠٢٠، مع NCP من ٦. تم التسجيل أكبر عدد من الاستشهادات من ٢٠١١ إلى ٢٠٢٤ في عام ٢٠٢٠، حيث وصل إلى ٢٨. بالإضافة إلى ذلك، كان عام ٢٠٢٠ أكبر عدد من المنشورات، بلغ مجموعها ٧، مما يشير إلى تأثير كبير للبحث خلال ذلك العام. المملكة العربية

السعودية هي أهم دول في البحوث المتعلقة بمهارات الكتابة باللغة العربية. علاوة على ذلك، تصنف الدراسة الأبحاث التي تركز على ثلاث مجموعات رئيسية: الطلاب، والتعليم الإلكتروني، والتقنيات الداعمة لتعلم اللغة العربية. توفر هذه الأفكار إطاراً قيمياً للمعلمين والباحثين، وتوجه اتجاهات البحث المستقبلية وتطور منهجيات تدريس أكثر فعالية وشمولية تلبي احتياجات التعلم المتنوعة. وخلصت الدراسة إلى أن تعزيز التعاون الدولي والاستفادة من التقنيات المتقدمة أمران ضروريان لمواصلة تعزيز تعليم مهارات الكتابة باللغة العربية، وضمان أن يكون المتعلمون مجهزين تجهيزاً جيداً لمواجهة التحديات المعاصرة والنهوض بالمجال بطريقة هادفة.

Keywords (Arabic)

اللغة العربية، البليومتريّة، اتجاهات البحث، مهارة الكتابة.



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INTRODUCTION

Language skills are generally divided into four parts: listening skills, speaking skills, reading skills, and writing skills (Aziza & Muliansyah, 2020; Munawarah & Zulkiflih, 2021). These four language skills complement each other, mutually influence, and are influenced by one another. Experiences and input gained from listening, speaking, and reading contribute significantly to writing, and vice versa. However, writing possesses distinctive characteristics that differentiate it from other skills. The active and productive nature of writing provides specific features in terms of clarity, medium, and language variety employed (Achyar, 2016; Albab, 2022; Fajriah, 2017).

Writing skills (*maharah al-kitabah*) are considered the highest among the four language skills (Norhidayah, 2021; Rahmat et al., 2021). Writing is an activity that involves both thinking processes and expressive skills in written form. It can be described as a highly complex activity, demanding the ability to organize and present ideas coherently and logically and write in various written forms and norms (Amalia, 2019; Munawarah & Zulkiflih, 2021). Asyrofi (2020) states that writing has at least two aspects: the skill of forming letters and mastering spelling and the ability to express thoughts and feelings in written Arabic. Thus, despite its complexity, writing skills provide significant benefits as a crucial element in language activities. Specifically, these skills contribute to the development of initiative and creativity in seeking, gathering, processing, and organizing information, which is then presented in high-quality written form.

From the perspective of Arabic language skills, writing can be considered a highly complex activity, as it requires the ability to organize and structure ideas coherently and logically, and the

skill to present writing in various styles and different writing norms (Fajriah, 2017). Writing is challenging for students because it demands proficiency in forming letters mas, tearing spelling, and articulating thoughts and emotions in written Arabic. Therefore, it is crucial to understand the objectives and principles of teaching writing skills, along with effective teaching techniques, to assist students in comprehending the material and achieving learning goals in writing skills.

The rise of digital literacy in Arabic has significantly transformed accessibility and inclusion within Arab societies and among non-native Arabic speakers. This transformation encompasses various dimensions, including the use of Arabic in digital contexts, the integration of technology to enhance literacy, and the development of platforms and applications aimed at improving Arabic writing skills.

The usage of Arabic in digital contexts has expanded rapidly, driven by the increased adoption of technology in everyday life and education. Integrating Arabic into digital platforms ensures native speakers and learners can access content and participate in the digital world using their language. This shift has also facilitated the preservation and promotion of the Arabic language in a globalized digital environment (Enramika et al., 2023; Umamah & Hifdhiyah, 2024).

Technology enhances literacy, particularly through mobile learning (m-learning) applications. These applications enable learners to access educational content anytime and anywhere, thus promoting lifelong learning. M-learning is not confined to traditional classroom settings, making it an effective tool for reaching diverse populations, including non-traditional learners such as housewives and professionals. The flexibility and accessibility provided by m-learning platforms help bridge educational gaps and support continuous learning (Yahaya et al., 2019).

The development of digital platforms and applications specifically designed to improve Arabic writing skills has been instrumental in addressing the challenges learners face. These tools leverage interactive multimedia elements like text, images, graphics, sound, and animations to create engaging learning experiences. For instance, Smart Apps Creator 3 allows educators to develop customized learning applications without requiring extensive programming knowledge, thereby facilitating the creation of effective learning tools tailored to the needs of Arabic learners (Damulawan et al., 2023).

In Indonesia, Arabic is considered a foreign language or a second language. One indicator of this foreign status can be observed in schools where Arabic is not used as a medium of instruction

but is taught as a subject (Syahid, 2015). Arabic language education begins early and is taught across various educational levels, ranging from kindergarten, elementary Islamic schools, junior high schools, senior high schools, and Islamic boarding schools to universities (Fathoni, 2021). Learning Arabic aims to enable students to interact and communicate using the Arabic language (As'ari, 2010). Efforts to teach Arabic to students involve teachers acting as facilitators who organize various elements to achieve desired goals (Sofa, 2023). These goals encompass mastering linguistic aspects and Arabic language skills, such as understanding Arabic language materials, constructing sentences in Arabic, and other related skills including writing skills (Hastang & R, 2023; Syamsiyah et al., 2023). Therefore, Arabic language instruction in Indonesia aims to teach students to effectively interact and communicate using Arabic, with teachers facilitating the organization of diverse elements to achieve proficiency in linguistic aspects and Arabic language skills.

Arabic plays a crucial role in various aspects of global life, especially in the context of Islam (Rahman, 2017). Historically, Arabic has been a language for international communication and business relations (Ardhian et al., 2021; Nasution & Lubis, 2023). Since 1973, Arabic has also been recognized as one of the five official languages of the United Nations and is used as an official language in the Organisation of Islamic Cooperation (OIC) (Kosim, 2021; Pane, 2018). Additionally, Arabic is the official language of the Islamic World League (Rabithah A'lam Islami) and the Organisation of Islamic Cooperation (OIC), and it is used in the Arab League, which consists of 21 Arab countries (Pane, 2018). Therefore, learning Arabic is relevant to communities where it is the mother tongue. It is crucial for the international community interested in understanding the language in a broader context, including mastering its writing skills.

Writing skills in Arabic are very important in Arabic language education in Indonesia, especially for foreign speakers. Arabic is used in worship, daily communication, and academic and professional contexts. Writing skills are crucial as they help students understand and apply the Arabic language more deeply and broadly. In learning Arabic, writing skills are included in the productive skills that need to be mastered alongside speaking (Mustofa & Febriani, 2021).

The importance of mastering Arabic writing skills can also be seen from several indicators. First, writing ability helps improve overall language comprehension, which involves mastering proper grammar and vocabulary. Second, writing exercises consistently given by teachers can significantly enhance these skills, as research has shown that practice and the right teaching methods greatly influence student success. Third, motivation and environment are crucial in developing

Arabic writing skills (Rahmat et al., 2021).

A deep understanding of the scientific research in this domain is essential to understanding the development of Arabic writing skills over the past decade. Identifying, analyzing, and evaluating trends in scientific research and developments in academic literature related to writing skills in Arabic can be achieved through bibliometric analysis. Bibliometric analysis is a technique that provides a macroscopic overview of a large body of academic literature (van Nunen et al., 2018). This method can assess the performance and research patterns of authors, journals, countries, and institutions, as well as identify and measure patterns of collaboration among them (Li & Zhao, 2015).

Given these considerations, this bibliometric analysis examines trends in developing Arabic writing skills worldwide. We focus specifically on publications indexed in the Scopus database. Insights from existing publications can be a reference for current and future research and development in Arabic writing skills. The challenges and issues faced in Arabic writing skills cannot be solved individually but require an institutional approach involving multiple stakeholders. Arabic writing skills also present opportunities that can offer bright prospects for those interested and dedicated to studying them in the future (Zainuri, 2019). Therefore, this bibliometric analysis represents a novel approach and can serve as a foundational step in generating ideas and developing future research on Arabic writing skills.

This study aims to fill the knowledge gap by conducting a meticulous bibliometric analysis of scholarly literature related to Arabic writing skills. The authors found that studies on Arabic writing skills in the Scopus database began from 2011 to 2024. Through this analysis, researchers will identify key research trends, collaborations, impact, and the most dominant research directions. The information obtained from this study will provide valuable insights into the development and changes in Arabic writing skills over the past decade and assist in planning research directions and future developments.

METHOD

The author utilized the Scopus database to access "writing skills in Arabic language" data due to its broad interdisciplinary coverage. In collecting data from Scopus, several key steps were undertaken to refine the dataset, as illustrated in Figure 1 (Moher, 2009). The first step was identification, where researchers entered keywords ("Writing Skill" AND "Arabic language") in the search field of the Scopus database. The initial identification yielded a total of 34 publications related

to the topic.

The second step involves the data filtering process, which excludes publications such as books and book chapters. After filtering, 32 articles meeting these criteria were identified.

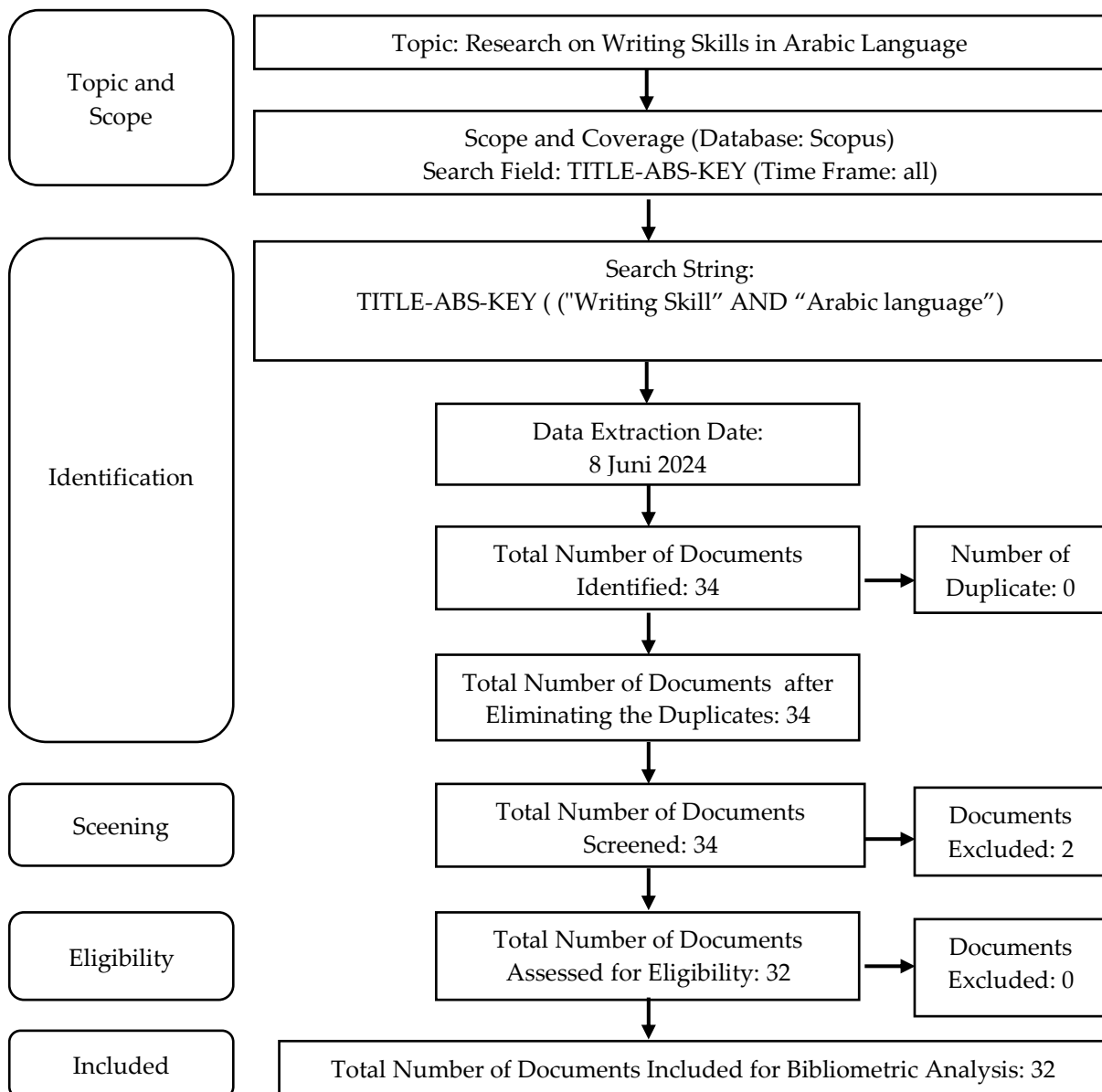
Table 1. Data Extraction of Arabic Writing Skills Publications from Scopus

No	Title	Year	Source
1	Intelligent ResNet-18 based Approach for Recognizing and Assessing Arabic Children's Handwriting	2023	International Conference on Smart Computing and Application, ICSCA 2023
2	Predictive signs of dysgraphia: graphesthesia as a soft sensory finding in children with writing difficulties in Arabic language	2023	Egyptian Journal of Otolaryngology
3	Using Task-based Activities to Improve the Writing skills of Students with Learning Disabilities	2023	Information Sciences Letters
4	The Impacts of Lughati for Smart Education Initiative on Students' Acquisition of Arabic Language Skills at the Kindergarten Stage	2023	Information Sciences Letters
5	The implementation of the independent learning policy in Arabic learning in the digital era	2022	AIP Conference Proceedings
6	The Degree of Native Language Teachers' Consideration of Persuasive Writing Skills in Teaching Expression	2022	International Journal of Education in Mathematics, Science and Technology
7	Acquiring Reading and Writing Skills among Beginner Learners of Arabic Language, An Applied Analytical Study of the First and Second Books of the University of Jordan's Arabic Curriculum for Non-native Speakers	2022	Dirasat: Human and Social Sciences
8	The Use of Arabic Loanwords in Teaching Writing Skills for Hausa Learners of Arabic	2021	Scientific Journal of King Faisal University Basic and Applied Sciences
9	Effect of Using a Flipped Classroom Instructional Model on Arabic Writing Skills among Female Students at Kuwait University	2021	International Journal of Pedagogy and Curriculum
10	The playful component in teaching Arabic as a foreign language	2021	Anaquel de Estudios Arabes
11	Mother tongue influence on English writing: A study with EFL learners at the University of Bisha	2021	Asian ESP Journal
12	The effect of letter (c) modeling on developing the skills of handwriting performance among learners of Arabic speaking other languages	2021	Cypriot Journal of Educational Sciences
13	The analysis of developing the application of critical thinking in oral and written discussions: The case of Emirati students in the United Arab Emirates	2020	Proceedings of 2020 IEEE International Conference on Teaching, Assessment, and Learning for Engineering, TALE 2020
14	The weaknesses of English writing skills among undergraduate Saudi students majoring in English at Qassim University: A perspective of English faculty	2020	Asian ESP Journal

15	Exploring the effects of excessive texting through mobile applications on students' technostress and academic writing skills in the Arabic language	2020	IEEE Access
16	Statistical analysis of vocabulary interference and its role in writing skill of Arabic language	2020	Language Related Research
17	The curriculum development of Arabic instruction to improve student's writing skills	2020	Universal Journal of Educational Research
18	Assessing Argumentative Writing Skills in Online Environments among Arabic Language Teachers of Grades 5 to 7 in UAE Schools	2020	International Journal of Emerging Technologies in Learning
19	The effect of "pattern practice in translation" on developing speaking Arabic students' writing skill	2020	Language Related Research
20	Identifying the facilitators and barriers for scientific writing among pharmacy students in the College of Pharmacy, Umm Al-Qura University – A qualitative study	2019	Currents in Pharmacy Teaching and Learning
21	Teaching Arabic as a Second Language from a Functional Perspective	2019	Dirasat: Human and Social Sciences
22	Design and development of a mobile spelling game for elementary students using genetic algorithms	2019	ACM International Conference Proceeding Series
23	Text-to-Speech Technology for Arabic Language Learners	2018	Colloquium in Information Science and Technology, CIST
24	Text-To-Speech based dictation platform for students with learning difficulties	2018	ACM International Conference Proceeding Series
25	Memory, cognitive and compensation strategies: The relationship between application of strategies and non-Iranian Persian Learners' success in writing skill	2018	Language Related Research
26	Assessing Arabic language learning for deaf student: A study of using mobile immersion in Saudi Arabia	2018	Proceedings - International Conference on Information and Communication Technology for the Muslim World 2018, ICT4M 2018
27	Improving Arabic writing skills for secondary school students through Jawlah Lughawiyah activity	2017	Man in India
28	Automated Evaluation of School Children Essays in Arabic	2017	Procedia Computer Science
29	Writing strategies use: Arabic as a foreign language in Sri Lankan context	2014	Social Sciences (Pakistan)
30	A yet efficient communication system with hearing-impaired people based on isolated words of arabic language	2013	IAENG International Journal of Computer Science
31	Arabic sentences construction among the islamic religious school graduates	2012	GEMA Online Journal of Language Studies
32	Investigating the interaction between cognitive complexity and amount of L2 exposure in Saudi college students in the english department at King Faisal University	2011	Journal of Applied Sciences

Data for this study were retrieved on June 8, 2024, during the inclusion phase. Publication trends related to writing skills in Arabic will be analyzed using descriptive methods extracted from the Scopus database using bibliometric analysis. The number of publications relevant to writing skills in the Arabic language each year from 2011 to 2024 will be presented graphically using Microsoft Excel software.

Figure 1. Data Collection Process



Data Analysis Methodology

The trends in publications and citations related to writing skills in the Arabic language will be analyzed from 2011 to 2024. Using Microsoft Excel software, the author will calculate and visualize the number of publications and average citations per year. Additionally, PoP software will be utilized to calculate the h-index and g-index of each publication. Microsoft Excel will also

illustrate the geographic distribution of the collected data. Furthermore, to analyze international collaboration in scholarly publications, the author will employ VOSviewer software. Microsoft Excel will also be utilized to classify journal rankings based on quartiles. From the data obtained from the Scopus database, a total of 32 publications will be categorized into (Q1), (Q2), (Q3), and (Q4), indicating that these publications have met the standards of top journals in their respective categories.

FINDINGS AND DISCUSSION

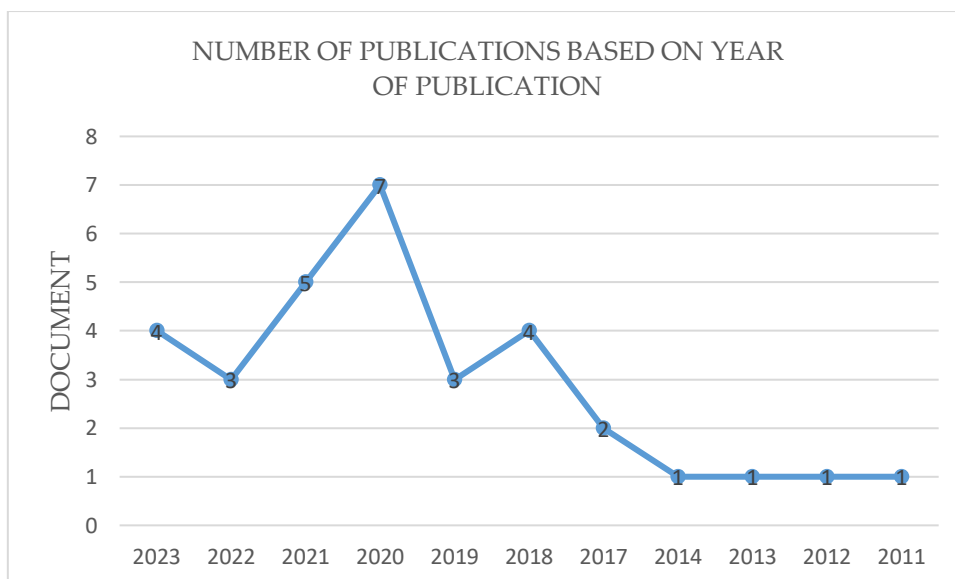
Findings

Publications related to writing skills in Arabic have undergone several stages in the data collection process. From these efforts, the author successfully identified 32 relevant publications from 2011 to 2023 that meet the research criteria. The next step involves applying descriptive bibliometric analysis. In the subsequent analysis phase, the author will review publication trends, citation trends, geographic distribution, journal rankings, and research focus in more depth.

Publication Trends

Publication trends related to writing skills in the Arabic language from 2011 to 2024 will be illustrated in Figure 2. Data from the 32 publications, categorized by year of publication, will be presented in tabular form, as shown in Figure 2. Below:

Diagram 1. Number of Publications



From the diagram 1, it can be seen that in the year 2020, a total of 7 documents were published. Articles related to writing skills in Arabic were first published in 2011 in the Scopus database. However, there were no publications related to this research in the years 2015, 2016, and 2024.

Citation Trend

The citation trend related to writing skills in Arabic from 2011 to 2024 will be presented in Table 2. A total of 32 publications have been collected, showing the number of publications each year categorized by parameters such as NCP, TC, C/P, C/CP, h-index, and g-index. This information will be presented in the following Table 2:

Table 2. Citation Analysis of Publications

No	Year	TP	NCP	TC	C/P	C/CP	h	g
1	2024	-	-	-	-	-	-	-
	2023	4	1	1	0,25	1	1	1
2	2022	3	1	1	0,33	1	1	1
3	2021	5	3	4	0,80	1,33	1	1
4	2020	7	6	28	4,0	4,67	3	5
5	2019	3	2	5	1,67	2,5	2	2
6	2018	4	3	8	2,00	2,67	2	2
7	2017	2	2	18	9,00	9	1	2
8	2016	-	-	-	-	-	-	-
9	2015	-	-	-	-	-	-	-
10	2014	1	0	0	0	0	0	0
11	2013	1	1	7	7,00	7	1	1
12	2012	1	1	7	7,00	7	1	1
13	2011	1	1	2	2,00	2	1	1

Notes. TP=total of publication, NCP=number of cited publication, TC=total citations, C/P=average citations per publication, C/CP=average citations per cited publication, h=h-index, g=g-index

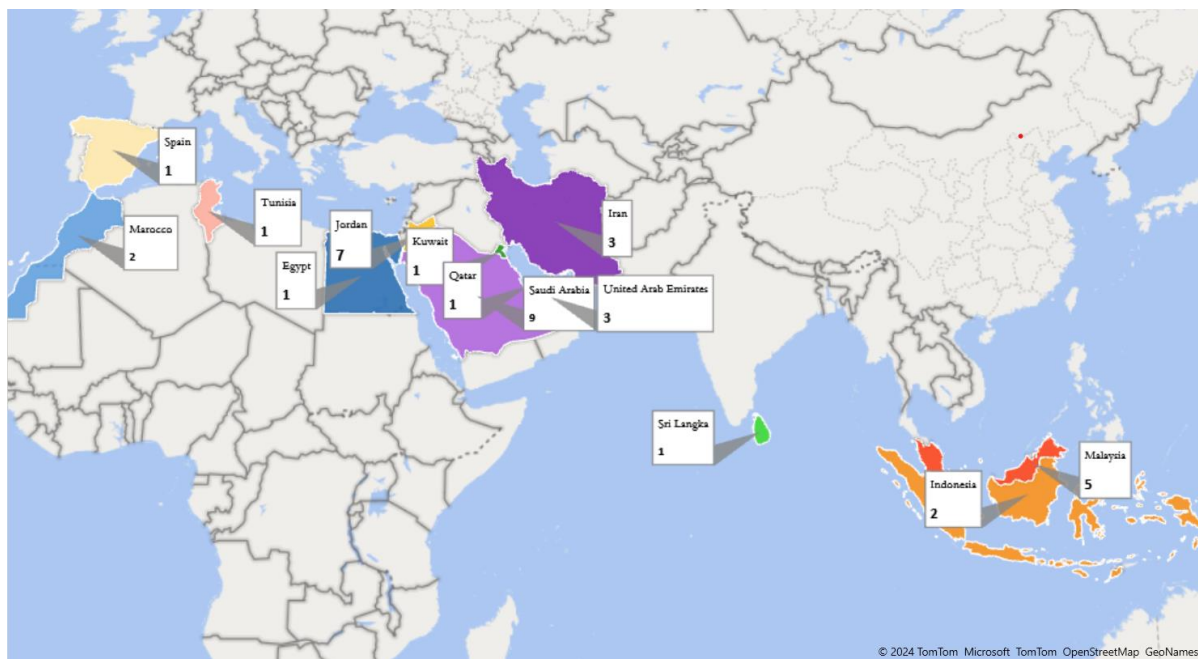
Table 2 above shows that the highest number of cited publications (NCP) occurred in 2020, with an NCP of 6. The highest number of citations from 2011 to 2024 was recorded in 2020, reaching 28. Additionally, 2020 had the highest number of publications, totaling 7, indicating a significant impact of research during that year. It should be noted that Table 1 also shows several years with no citations and no publications, specifically in 2015, 2016, and 2024.

Furthermore, the highest values for h-index and g-index were observed in 2020, with an h-index of 3 and a g-index of 5. In other words, publications appearing in 2020 had a significant impact related to this research. There were 6 publications cited in 2020, with a total of 28 citations, indicating an average citation per publication of approximately 5 times.

Geographical Distribution

Figure 3 below illustrates the geographical distribution of the countries of origin of authors involved in publications related to writing skills in Arabic. There are 13 countries involved in these publications, and the geographical distribution of the authors' origins can be seen in the following figure.

Figure 2. Geographic Distribution of Publications



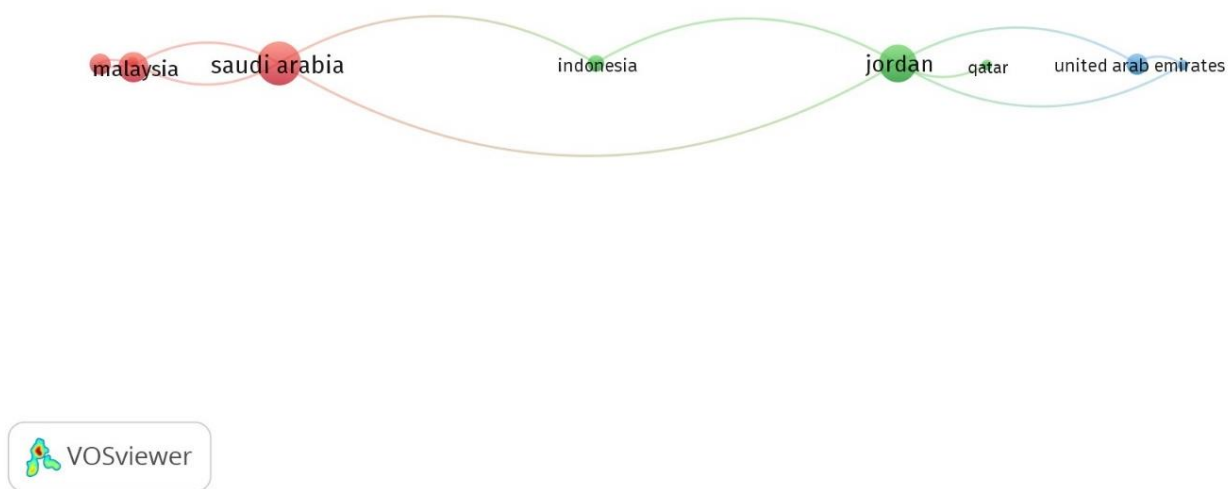
Based on Figure 2 above, it is evident that Saudi Arabia is the most significant country in research related to writing skills in Arabic. It can be noted that Saudi Arabia has published a total of 9 documents in this field. Following Saudi Arabia is Jordan, which is the second most influential country in this research, with 7 relevant publications on writing skills in Arabic. The third country playing a significant role in this research is Malaysia, with 5 publications.

However, research conducted by Mohammed Saaida (2021) reveals that Arab countries have very limited scientific research and rely more on classical methodologies such as memorization rather than academic writing. The main factors causing this include low expenditure on research (0.2-0.4% of GDP compared to 4-6% in developed countries), a low number of researchers (450 per million people compared to 5000 per million in developed countries), and poor quality of education. The higher education system is traditional and does not ensure quality, there is a lack of focus on research priorities, and the phenomenon of brain-drain also contributes to this problem. As a result, universities in Arab countries make very limited contributions to the development of science and innovation.

International Collaboration Relations

The pattern of inter-country collaboration is depicted in Figure 4 below. In analyzing these inter-country relationships, researchers did not impose a specific threshold. Consequently, countries that have only one document will also be included, even if they may not have collaborated with other countries. A total of 9 countries are represented in Figure 4.

Figure 3. International Collaboration



In Figure 3 above, it is evident that Saudi Arabia, Jordan, and Malaysia have circles with larger diameters compared to other countries. This indicates a high level of collaboration with other countries in this field. Using VOSviewer visualization, it can be observed that Saudi Arabia collaborates with 4 countries, Jordan collaborates with 5 countries, and Malaysia collaborates with 3 countries in the context of writing skills in Arabic.

Distribution of Journal Rankings

In the context of journals relevant to writing skills in Arabic, information regarding journal rankings based on quartile (Q) values can be found on the Scimagojr website. Details of these journal rankings can be viewed in the following figure 4.

Figure 4. Journal Ranking Based on Quartile Values

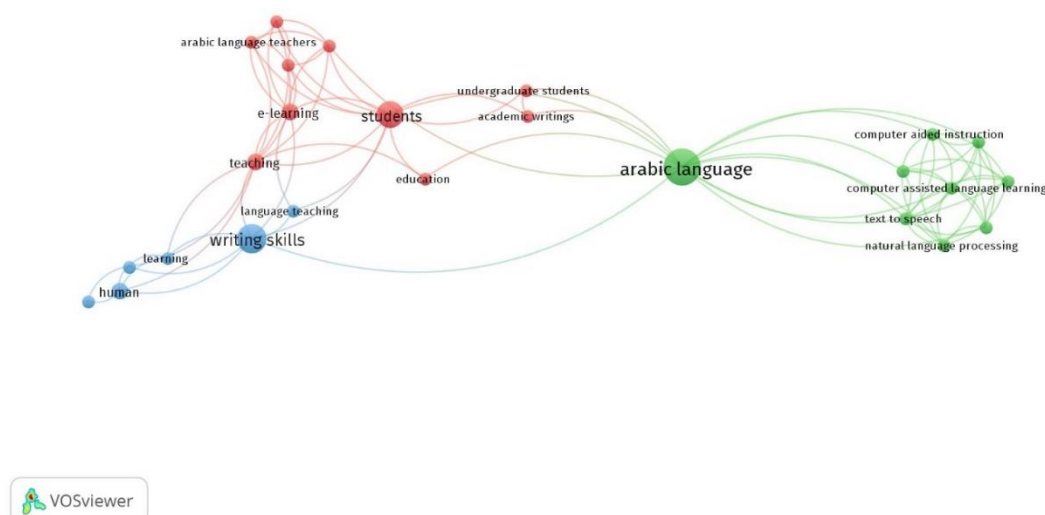


Based on Figure 4 above, it is evident that publications related to writing skills in Arabic are most prevalent in journals that do not have a quartile (Q) ranking, totaling 17 journals. The second highest number of publications is in Q2-ranked journals, with a total of 7 journals. Additionally, there are publications distributed among Q4 and Q3 journals, with 3 and 2 journals respectively. There are also 2 journals ranked Q1. The high number of journals without a quartile ranking highlights the importance of enhancing the quality of writing related to Arabic skills to be published in journals that have established quartile rankings.

Research Focus

At this stage, researchers have set a specific threshold: each keyword must appear in at least 2 publications. Following this criterion, all included keywords will be identified and displayed using VOSviewer. A total of 25 keywords have been identified, as shown in Figure 6 below.

Figure 5. Research Focus



Focus of research can be understood from the number of clusters visible in Figure 6 above. There are three distinct clusters depicting research related to writing skills in Arabic. These three clusters are identified by different colours: red, green, and blue. Each cluster reflects a division of research focus into three main aspects.

1. The first cluster (red) consists of 10 items. Within this cluster, keywords such as "Student" and "e-Learning" play central roles, indicating that these keywords, along with writing skills in Arabic, are the primary focus of research.
2. The second cluster (green) comprises 9 items, with keywords "Computer Assisted Language Learning" and "Text to Speech" being central. This suggests that research focuses on "Computer Assisted Language Learning" and "Text to Speech" in the context of writing skills in Arabic.
3. The third cluster (blue) consists of 6 items, with keywords "Human" and "Language Teaching" dominating this cluster. This indicates a focus on "Human" and "Language Teaching" in relation to writing skills in Arabic.

Discussion

What are the Citation Trends Related to Writing Skills in Arabic?

The citation trend related to writing skills in Arabic from 2011 to 2024 can be observed through the TC values in Table 1. The table reveals that in 2020, there were 28 citations for publications, with significant h-index and g-index values among those years, each at 3 and 5 respectively. This indicates that research in 2020 had a substantial impact on studies related to writing skills in Arabic. Furthermore, Table 3 identifies 7 articles published in 2020 with the highest number of citations, as follows:

Table 3. Articles Published in 2020

No	Author and Year	Title	Sources	Citation
1	(Al-abdullatif & Alsubaie, 2020)	Exploring the Effects of Excessive Texting Through Mobile Applications on Students' Technostress and Academic Writing Skills in the Arabic Language	IEEE Access	10
2	(Hysaj & Suleymanova, 2020)	The analysis of developing the application of critical thinking in oral and written discussions: The case of emirati students in the United Arab Emirates	Proceedings of 2020 IEEE International Conference on Teaching, Assessment, and Learning for Engineering, TALE 2020	10
3	(Alghammas, 2020)	The Weaknesses of English Writing Skills among Undergraduate Saudi Students	Asian ESP Journal	5

		Majoring in English at Qassim University: A Perspective of English Faculty			
4	(Lahiani, 2020)	Assessing Argumentative Writing Skills in Online Environments among Arabic Language Teachers of Grades 5 to 7 in UAE Schools	International Journal of Emerging Technologies in Learning		1
5	(Mottaghizadeh & Khanabadi, 2020)	Statistical Analysis of Vocabulary Interference and its Role in Writing Skill of Arabic language	Language Research	Related	1
6	(Zare, 2020)	The effect of "pattern practice in translation" on developing persian speaking Arabic students' writing skill	Language Research	Related	1
7	(Maulana et al., 2020)	The Curriculum Development of Arabic Instruction to Improve Student 's Writing Skills	Universal Journal of Educational Research		-

Table 3 above illustrates that the study conducted by researchers Al-Abdullatif and Alsubaie in 2020 has received 10 citations, indicating a significant impact during that year. The research "Exploring the Effects of Excessive Texting Through Mobile Applications on Students' Technostress and Academic Writing Skills in the Arabic Language" found that texting via mobile applications negatively impacts students' academic writing skills. This overuse leads to a decline in the quality of formal writing due to informal language and abbreviations that do not meet academic standards. This impact is observed in both English and Arabic, exacerbating technostress, including the burden, invasion, and complexity of technology, ultimately reducing accuracy, clarity, cohesion, and vocabulary in students' academic writing.

The next highest-cited study was conducted by Hysaj & Suleymanova in 2020, titled "The analysis of developing the application of critical thinking in oral and written discussions: The case of Emirati students in the United Arab Emirates." This article found that Emirati students demonstrate strong critical thinking skills in oral presentations but need help with written essays, with more receiving low grades in written assessments. This difference suggests that students are more adept at demonstrating analysis and evaluation skills verbally rather than in writing. The influence of Arab culture is significant in academic achievement, and pedagogical approaches such as mind mapping can aid in enhancing learning. Further studies are recommended to understand the development of critical thinking through distance learning and to integrate the needs of Arabic speakers into English academic writing modules.

How Does the Geographic Distribution of Publications and Patterns of Collaboration between Countries Appear in Research Related to Writing Skills in Arabic?

In this geographic distribution, three countries stand out with the highest number of publications in the context of writing skills in Arabic: Saudi Arabia, Jordan, and Malaysia. Among these countries, Saudi Arabia leads with 9 documents published. This aligns with research findings highlighted by Al-Abdullatif and Alsubaie (2020), emphasizing the importance of managing mobile technology use and reducing technostress to enhance students' academic writing skills, particularly in Arabic. Saudi Arabia is considered advanced in this research due to the widespread use of mobile technology and a focus on addressing its profound negative impacts within higher education contexts.

According to Figure 4, it is evident that three countries have the highest level of collaboration with 9 other countries in the context of writing skills in Arabic. These countries are Jordan, Saudi Arabia, and Malaysia. For instance, Jordan is connected to 5 related countries in this research, indicating close collaborative ties with these nations in the field of writing skills in Arabic.

How is the Distribution of Journal Rankings Based on Quartile Values Related to Writing Skills in Arabic?

Journal Ranking Distribution Based on Quartile (Q). Out of a total of 32 publications, 17 were published in journals with No Quartile ranking. The author presents this in Table 4 below, displaying only journals with more than 1 publication. For detailed information, please refer to Table 4 following this text.

Table 4. Journals with the Most Articles

No	Journals	Number of Articles	Quartile Value
1	Language Related Research	3	Q2
2	Dirasat: Human and Social Sciences	2	Q2
3	Information Sciences Letters	2	No Quartile
4	Asian ESP JournalApplications	2	No Quartile
5	ACM International Conference Proceeding Series	2	No Quartile

In Table 4 above, it can be observed that the top two journals have respectively published 3 and 2 articles related to writing skills in Arabic. Furthermore, the list of journals above can serve as a reference for future publications in the field of writing skills in Arabic.

What are the Research Focuses on Writing Skills in Arabic?

Research focus on writing skills in Arabic is divided into three main areas: 1) Student and e-Learning; 2) Computer Assisted Language Learning and Text to Speech; and 3) Human and Language Teaching.

The first research focus is on Student and e-Learning, as evidenced by studies conducted by Andarwati et al. (2023). The research in their article explains that using the Moodle application as an e-learning medium in Arabic language learning can enhance students' writing skills. This application is designed to make the learning process more engaging and alleviate the boredom often experienced by students. Using the research and development model ADDIE, the study involves five main stages: analysis, design, development, implementation, and evaluation, all aimed at producing effective and efficient learning media. The results indicate that Moodle-based e-learning effectively improves students' learning achievements and enhances their interest and engagement in Arabic language learning. Additionally, Umamah & Hifdhiyah (2024) conducted research showing successful virtual teaching of Arabic writing skills at Darul Quran High School in Mojokerto during COVID-19. Students were enthusiastic about learning writing skills, actively and creatively completing school assignments, and improving their creativity and innovation in composing good Arabic compositions. The success is evidenced by the number of students who excelled in Jakarta's national Arabic Language Olympiad in 2019. This study emphasizes the importance of cooperative learning models to enhance writing skills virtually, which is the focus of more in-depth studies at the school.

The second research focuses on Computer Assisted Language Learning and Speech, as shown in studies conducted by Gharawi and Bidin (2016). Their article found that teaching Arabic vocabulary through Computer Assisted Language Learning (CALL) can enhance students' writing skills. Traditional methods relying solely on memorization of words are ineffective, whereas CALL allows vocabulary presentation in various modes such as text, audio, and visual simultaneously, enriching the learning experience. This technology also supports interaction and personalized learning, helping students better remember new words and understand their contexts. The research highlights CALL's potential to improve vocabulary competence for non-Arabic language learners, particularly in Malaysia, which aligns with the Malaysian Ministry of Education's efforts to enhance foreign language proficiency through innovative methods. Furthermore, Oumaima et al. (2018) researched using text-to-speech (TTS) technology in Arabic language learning to improve writing

skills. The proposed platform aims to assist primary school students and visually impaired individuals by providing auditory feedback on spelling errors during dictation exercises. Students can listen to their writings read aloud by TTS synthetic voices, enabling them to detect and correct errors independently. Students can compare and understand the necessary improvements by listening to correct and incorrect spellings. This method is considered more effective than traditional approaches because it actively involves students in learning and helps them recognize errors more effectively.

The final focus is on Human and Language Teaching. Several researchers, such as Ekawati et al. (2024) have examined Human and Language Teaching in Arabic. In their article, findings on writing skills, Arabic language, humans, and language teaching show that communicative approaches are more effective than conventional methods in improving Arabic text writing skills among PGMI students at IAIN Metro Lampung. The study involved two groups: a control group and an experimental group. Pre-test and post-test results showed significant score improvements in the experimental group using communicative approaches, with average score increases from 70.69 to 81.53, compared to the control group, which increased only from 69.63 to 76.05. This indicates that the communicative approach has a greater impact on Arabic writing learning than conventional methods.

CONCLUSION

This research identified 32 publications on Arabic writing skills from 2011 to 2024, revealing a growing interest and development in this field through bibliometric analysis. The geographic distribution of these publications highlights international cooperation and a diverse research landscape. The study found communicative approaches more effective than conventional methods for enhancing Arabic writing skills and emphasized the need for higher-quality research for publication in top journals. The research focus is categorized into three main clusters: students, e-learning, and supporting technologies. Notably, 2020 had the highest number of cited publications, with Saudi Arabia being a key contributor. The study concludes that fostering international collaboration and leveraging advanced technologies are essential for improving Arabic writing skills education, ensuring learners can meet contemporary challenges and advance the field meaningfully.

Future research should focus on enhancing Arabic writing skills for non-native speakers in Indonesia through various educational institutions. Key areas include developing and evaluating

communicative teaching methods tailored to the Indonesian context and integrating advanced technologies like AI, VR, and AR for interactive learning experiences. Additionally, qualitative studies should explore Indonesian students' experiences and needs to design more effective and personalized teaching programs. Promoting international research collaboration and adapting successful foreign teaching models to the Indonesian environment are also essential. Finally, efforts should be made to improve the quality of research publications in high-ranking journals through targeted training and networking with international editors and reviewers. These steps will ensure the continued advancement of Arabic writing skills education and contribute significantly to the field.

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