

THE APPLICATION OF IMLA' METHOD TO THE ARABIC LANGUAGE WRITING ABILITY OF MA AS'ADIYAH MAKASSAR STUDENTS

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Abstrak

Penelitian ini dilakukan di MA As'adiyah Makassar bertujuan untuk mengetahui proses penerapan metode Imla' dan kesulitannya terhadap kemampuan menulis bahasa Arab pada siswa kelas XI MA As'adiyah Makassar. Penelitian ini merupakan penelitian analisis deskriptif kualitatif dan kuantitatif sederhana. Pengumpulan data dilakukan dengan metode observasi, wawancara, dokumentasi dan angket. Data yang terkumpul dianalisis dengan cara reduksi, penyajian data dan verifikasi atau penarikan kesimpulan. Hasil penelitian menunjukkan, (1) penerapan metode imla' terhadap keterampilan menulis siswa kelas XI MA As'adiyah Makassar, a) sebelum pembelajaran guru menjelaskan huruf hijaiyah yang bisa sambung dan tidak sambung; b) pelaksanaan imla' yang dilakukan adalah imla' masmu'; c) setelah imla', guru mengoreksi dan menunjukkan tulisan yang benar; d) tanggapan yang diberikan siswa mengenai pembelajaran dengan menggunakan metode imla' di kelas menunjukkan adanya pengaruh metode imla' terhadap peningkatan keterampilan menulis bahasa arab siswa. (2) Sulitnya penerapan metode imla' terhadap kemampuan menulis siswa a) kurangnya alokasi waktu pembelajaran yang diberikan selama pembelajaran di kelas; b) kurangnya perhatian siswa selama proses pembelajaran; c) kurangnya minat belajar siswa; d) siswa belum mampu menulis huruf arab dengan huruf sambung; e) siswa belum mampu membedakan lafal huruf hijaiyah yang mirip; f) siswa masih kurang dalam menyimak bacaan bahasa arab dengan baik dan benar. (2) Sulitnya penerapan metode imla' terhadap kemampuan menulis siswa a) kurangnya alokasi waktu pembelajaran yang diberikan selama pembelajaran di kelas; b) kurangnya perhatian siswa selama proses pembelajaran; c) kurangnya minat belajar siswa; d) siswa belum mampu menulis huruf arab dengan huruf sambung; e) siswa belum mampu membedakan lafal huruf hijaiyah yang mirip; f) siswa masih kurang dalam menyimak bacaan bahasa arab dengan baik dan benar.

Kata kunci: Penerapan, Metode Imla, Keterampilan Menulis.

Abstract

This research was conducted at MA As'adiyah Makassar aims at finding out the process of applying the Imla' method and its difficulties on the ability to write Arabic in class XI MA As'adiyah Makassar students This research was a simple qualitative and quantitative descriptive analysis research. Data were collected by observation, interview, documentation and questionnaire methods. The collected data was analyzed by means of reduction, presentation of data and verification or drawing conclusions. The results showed, (1) the application of the imla' method to the writing skills of class XI MA As'adiyah Makassar students, a) before learning, the teacher explained hijaiyah letters that could be connected and not connected; b) the implementation of the imla' that is carried out was imla' masmu'; c) after imla', the teacher corrects and shows the correct writing; d) the responses given by students regarding learning using the imla' method in class showed that there was an effect of the imla' method on improving students' Arabic writing skills. (2) The difficulty of applying the imla' method to students' writing ability a) the lack of allotted learning time given during class learning; b) lack of student attention during the learning process; c) lack of student interest in learning; d) students are not yet able to write Arabic with connected letters; e) students have not been able to distinguish the pronunciation of hijaiyah letters that are similar; f) students are still lacking in listening to Arabic reading properly.

Keywords: Application, Imla' Method, Writing Skills.

INTRODUCTION

Language is an arbitrary sound system used by a group of people as a means of conveying their thoughts and feelings. Arabic is a subject that is directed to encourage, guide, develop and foster Arabic language skills both expressively and receptively. This means using Arabic as a means of communication in spoken or written form. Receptive means that students are able to understand other people's speech and reading texts. In learning Arabic, there are generally four language skills, namely listening, speaking, reading and writing. In addition, there are also grammar, vocabulary and al-ashwat which are taught systematically as a support for the four Arabic language skills. Writing skills have an important role as with other language skills. (Acep Hermawan, 2014) says that writing skill is the ability to describe or express thoughts, starting from simple aspects such as writing words to complex aspects, namely composing. In writing activities, writers must be skilled in utilizing language structures and vocabulary through lots and regular practice and practice. Until now, writing skill is still a skill that is quite difficult when compared to other language skills. Writing activities pay more attention to the content of accuracy in composing each word. Because there are demands that every writer must master ways of writing that are relatively faster. Writing includes activities in writing including writing in a very simple sense such as writing letters, to writing that is more complex. Writing skills in Arabic start from writing, connecting letters, writing words, writing sentences, writing without looking at the text to putting thoughts and ideas into writing.

Writing skills in Arabic lessons can be broadly divided into three categories, namely imla', calligraphy and composing. In writing activities, writers must be skilled in utilizing language

structures and vocabulary through lots and regular practice and practice. Writing skills if not interspersed with practice will be a factor in students' lack of writing skills. The objectives of learning to write are (1) students are able to write well according to punctuation, sentence structure (grammar), morphological and syntactical aspects (sharf and nahwu); (2) students are able to express thoughts, feelings and poetry in written form with perfect and beautiful meanings; (3) students are used to thinking coherently, systematically, clearly, correctly and are able to express it in written form; (4) To explain or describe an idea, process, event, person, place or thing explaining facts and explaining causes; (5) to encourage other people or readers to do something or behave as the author wants; and (6) for pleasure, to express what is felt, experienced and thought.

In learning Arabic in general, the levels of writing include the emergence of literacy comprehension, beginning writing, coaching fluency in writing, writing for fun and learning to write is challenging. So that in Arabic writing there are provisions that must be understood and this becomes an indicator that must be achieved including: (1) when writing Arabic it must start from the right; (2) accuracy in writing hijaiyah letters or in his knowledge is called *imla'*; and (3) paying attention to the position of the vowel in a *lafadz*. The stages of teaching writing include:

- a. Skills before writing letters. At this stage, before students write, students are trained on how to hold writing instruments such as pens or pencils, and are given books as a means of writing and other equipment to support the learning process of writing such as erasers and rulers.
- b. Teaching writing letters. In teaching writing letters students are trained by combining the dots into a line and forming letters. After that, proceed with bolding, writing letters directly without the help of lines or dots and combining the letters that are made into a *lafadz*.
- c. Copy teaching. After students have finished practicing writing letters, after that for the process of habituation and practice students are asked to copy sentences from the Arabic book they are studying, this functions so that students get used to writing Arabic, add *mufrod*at and know the arrangement of Arabic grammar. At this stage the teacher also looks at students' abilities, so not all reading books are written by students.
- d. Discourse teaching. After the students are trained to copy writing according to the average ability of students. After that, they started practicing for *imla'*, this exercise aims to develop students' writing skills based on what they hear. Just because they started practicing *imla'* doesn't mean they stopped copying. *Imla'* is usually given to subject matter that is well known by way of reading or vocabulary. It would be even better if the teacher determines the reading material that will be taught in *imla'*, so that students can prepare it in advance by reading the material. This is better than a sudden *imla'*.
- e. Structured writing teaching. This structured writing is done when the other stages have been reached, because by going through these stages it will be easier for students to do structured writing. Structured writing is writing according to Arabic grammar, such as the use of *dhomir*, *isim isyaroh* and so on.
- f. Free writing teaching. In this teaching students are given the freedom to write Arabic according to their individual abilities and their own creativity. For example, students are asked to write school holiday stories using Arabic.

The *imla'* method is also called the writing method, in which the teacher pronounces the subject matter and students write it in notebooks. *Imla'* is also carried out by the teacher writing the subject matter of the *imla'* on the blackboard and then erasing it and students are told to write

it back in the notebook. Imla' is a writing category that emphasizes the shape/posture of letters in forming words and sentences. Imla' does not only relate to a set of theories of *hijaiyah* letters and punctuation, but also explores the practical level of how a teacher reads simple to the most difficult reading texts containing theories of imla' to his students to measure their level of ability in master practical theories (*Ma'rifatul Munjiah*, 2015). At first activity of imla' trained students to develop their ability to observe words or sentences and written texts to be transferred or copied into their books. After they know this stage, then they are trained to be good at moving or copying the results of their hearing. From the practice of moving or copying which is done repeatedly, a pattern of flexibility of their hands in writing will be obtained. In addition, they are also trained in understanding the meaning of sentences or texts they write through discussions or questions and answers that are conducted in a series of diction writing activities. Imla' is not only related to writing, but also to reading. Because the urgency of imla' lies not only in writing hijaiyah letters, but also in their pronunciation. Someone will be able to read a text correctly if he can distinguish the form of writing (letters). Conversely, a writer will be able to write correctly if he is able to read or listen to the reading correctly. In imla', writing results are influenced by the quality of the teacher's reading and the students' hearing. Good listening and reading qualities lead to good dictatorial results as well (Mansyur, Umar., Rahmawati, Sitti., Muhajir., 2023).

The learning objectives of the imla' method are (1) to be able to write hijaiyah letters in single form, words or sentences accurately and quickly; (2) equipping students with quick thinking skills, knowledge of meaning, letter characters, new language structures and styles; (3) strengthens and sharpens the senses of hearing and sight, due to the strong motor sensor connection between the two senses which then mobilizes the brain to move the hands to write; (4) accustom students to be orderly, conscientious, careful and have a quick response to calls, and accustom them to be patient and to be loyal listeners as long as the teacher orders them'; (5) cultivating Arabic writing in a beautiful and neat way; (6) test students' knowledge of writing the words they have learned. The types of imla' that can be applied to students are:

- a. *Imla' Manqul*, students copy the reading text or sentences in the book or the teacher's writing on the blackboard into a notebook. This type of Imla' is for the beginner level, where they are more emphasized to be careful and thorough when reading and copying.
- b. *Imla' Manzur*, students look at and study the reading text or sentences in the book or on the blackboard, then close the book or turn their backs to the blackboard. Next, the teacher asks the reading text or the same sentence. Imla' manzur not only requires students to be careful and thorough when reading, but also to remember the form of the writing and concentrate on the teacher's reading. Eyes, ears and memory power must support each other.
- c. *Imla' Masmu'*, students write reading texts or sentences read by the teacher without seeing them first. When students listen to the teacher's reading, students describe (in their minds) the form of their writing in accordance with the theories in their brain memory, then write it quickly.
- d. *Imla' Ikhtibari*, aims to measure the ability and progress of the students with the imla' that they have learned in previous meetings. Then the ability that is measured includes the elements of basic ability as described above. The form of imla' is given to students who have mastered and understand well the theories of imla'. In the imla' ikhtibari there is more practical content than theoretical content.

In an imla' the materials to be imla' can be in the form of words, sentences or paragraphs, which are adapted to qowaid. In teaching dictation, the teacher first prepares additional texts regarding the material to be delivered. The books that are used as references must also be adjusted to the stages of the students. For beginner classes, the references used contain content that is easy for them to understand. For intermediate class and advanced class the material content is adjusted of the types of Imla' that have been described above, the researcher only focused on *Imla' masmu'* where students write reading texts or sentences read by the teacher without seeing them first. When students listen to the teacher's reading, students describe (in their minds) the form of their writing in accordance with the theories in their brain memory, then write it quickly. Based on the results of observations made, that the learning method used by the Arabic language teacher in class XI MA As'adiyah in improving students' writing skills is imla', in particular is *imla' masmu'*. In the process of implementing the imla' method in class, there are still difficulties in its application, many students still experience difficulties when writing Arabic. For this reason, this study aims to find out how the process of applying the imla' method affects students' ability to write Arabic and what difficulties students face when applying the dictation method in class XI MA As'adiyah Makassar.

METHOD

This type of research was a simple qualitative and quantitative descriptive analysis research. This qualitative descriptive data produced written and spoken words regarding the application of the imla' method to the writing skills of MA As'adiyah Makassar students. The researcher used a simple quantitative study to determine the percentage effect of the imla' method on students' Arabic writing abilities. This research is focused on class XI students of MA As'adiyah Makassar. Methods of data collection in this study used observation, interviews, documentation and questionnaires as supporting data which provided findings including the influence of the imla' method, students' interest in learning, students' writing ability and the level of difficulty of students' writing.

The data analysis in this study was based on Miles and Huberman's data analysis techniques, carried out by data reduction, choosing the main things, focusing on the important things and looking for themes in the main research. Data reduction takes place continuously during qualitative research activities. The data that has gone through the next reduction process is the presentation of the data described in the form of brief descriptions, charts and relationships between categories and so on. Presentation of data is used to write down the results of research on the application of the dictation method to students' writing abilities. Next is drawing conclusions/verification.

RESULTS AND DISCUSSION

1. The Application of the Imla' Method to the Ability to Write Arabic for Class XI Students of MA As'adiyah

Based on the data obtained, the teaching method for learning Arabic on writing skills in class XI MA As'adiyah Makassar is the imla' method. The application of the imla' method in learning Arabic for class XI students of MA As'adiyah Makassar has been applied since 2004 until now. The dictation method that is used in class is the imla' masmu' method where students write reading texts or sentences read by the teacher without seeing them first. When students

listen to the teacher's reading, students describe the form of their writing and then write it quickly.

The sentences that are used to be advertised to students are (in Figure 1):

الْعُمْرَةَ مَعَ أُسْرَتِي. فِي يَوْمِ الْخَمِيسِ سَافَرْتُ مَعَ أُسْرَتِي إِلَى مَكَّةِ الْمُكْرَمَةِ. كَبْنَا الطَّائِرَةَ مِنْ مَطَارِ جَاكْرَتَا
إِلَى مَطَارِ مَكَاَسِر. صَلَّيْنَا رُكْعَتَيْنِ وَعِنْدَمَا وَصَلْنَا إِلَى مَكَّةِ.

Picture 1. Imla text'

At the beginning of the lesson, the teacher invites students to pray and open the lesson as usual. Before entering into core learning, the teacher first explains to students *hijaiyah* letters, which hijaiyah letters can be connected and which cannot be connected. Based on the observations of researchers, in learning Arabic, the teacher explains *hijaiyah* letters and gives examples of writing letters that can be connected and cannot be connected on the blackboard so that they can help students when forming Arabic words and sentences. In the process of imla' in class, the teacher gives Arabic sentences, where the sentences are taken from the subject books used in each Arabic lesson.

The process of applying the dictation method in class is carried out by the teacher to do Imla' in Arabic readings properly and clearly and students listening carefully. Then the teacher asks students to write down what they have heard in their notebooks. After the imla' process, the teacher collects and checks the students' writings. Based on the researcher's observations, after imla' process, the teacher collects students' writings and examines them. Then the teacher asked several students to come forward to write back on the blackboard what they had previously written. Then the teacher will correct their writing together. The following is an excerpt from an interview with Informant 1 as an Arabic subject teacher,

"I asked some students to write back on the blackboard, so I could see their mistakes. With that I can immediately correct the writing and give it the correct form of writing."

Based on the interview above, it can be concluded that it is important to repeat after making an imla' in order to be able to correct and show students the proper and correct form of Arabic writing. Before the end of the lesson, the teacher provides motivation and input to students in terms of learning Arabic. Based on interviews with informant 1 as an Arabic subject teacher said,

"I give motivation to students so that students prefer Arabic. I also give students tips so that students are better able to write Arabic and ask students to practice writing Arabic frequently so that in the future their abilities will be even better. Besides that, before the end of the lesson I give assignments to students to write surahs on the Al-Qur'an or Arabic reading texts to practice their writing skills."

Based on the interview above, it can be concluded that the importance of motivation. The various motivations cause different levels of encouragement or enthusiasm for students, but still have the same goal, namely the driving force to carry out activities properly and with direction. Motivation arises by giving students a complete understanding of the education they are currently undergoing which will be very beneficial to them. The technique of applying imla' method in class is carried out, "if the imla' is carried out by the teacher reading the material to the students" (1) the teacher begins to make the pronouncement clear and clear; (2) collect student records to be checked and assessed whether they are correct or not; (3) the teacher instructs one of the students to write it on the blackboard; (4) the teacher corrects the

pronouncements as a whole and can explain again the sentences that the students have not understood; (5) end the lesson by giving various instructions and advice to students.

Table 1. The Effect of the Imla' Method on Students' Writing Ability

Options	Alternative Answers	Frequency	Percent
A	Very helpful	3	12%
B	Help	21	84%
C	Not helpful	1	4%
Amount		25	100%

Based on table 1, it can be seen that the effect of the imla' method on students' writing ability shows that as many as 3 (12%) of respondents answered that it really helped students in writing Arabic, as many as 21 (84%) of respondents answered that it helped them write Arabic, and as many as 1 (4%) answered not helping in writing Arabic. From the answers above, it can be concluded that the application of the imla' method in class shows an influence on students' Arabic writing skills.

2. The Difficulty of Applying the Imla' Method to the Ability to Write Arabic for Class XI Students of MA As'adiyah

Based on the data obtained, currently learning at MA As'adiyah Makassar has begun to be carried out offline, where previously learning was carried out online. Arabic learning is carried out 1 meeting every week with an allotted time of 1 x 60 minutes at each meeting. The following is an interview with informant 1 as an Arabic subject teacher who said, "Currently learning at school is starting to be carried out offline where previously learning was done online. As an Arabic teacher, I feel that learning Arabic is currently very worrying. Currently learning in class, the school only gives 1 x 60 minutes for each meeting. Where the time is lacking if you want to teach Arabic, especially writing Arabic to students. Or maybe 1 hour of learning can be maximized if it is balanced with the motivation of students who want to learn, but the lack of student attention to learning so that 1 hour is considered less than optimal. The large number of students in the class makes it less than my maximum as a teacher to reach all students."

Based on the results of the interviews above, it can be concluded that the difficulties in learning Arabic in the classroom are due to the short learning time allocation, the lack of student attention to learning caused by a lack of student interest in learning Arabic. This is reinforced by the questionnaire given to class XI students of MA As'adiyah Makassar.

Table 2. Student Interest in Learning Arabic

Options	Alternative Answers	Frequency	Percent
A	Interest	17	68%
B	Lack of interest	8	32%
C	Not interested	0	0%
Amount		25	100%

Based on table 2, it shows that as many as 17 (68%) of respondents answered asking to learn Arabic, while as many as 8 (32%) of respondents answered that they lacked interest in learning Arabic. From the data above it can be concluded that some students are interested in learning Arabic and some others lack interest in learning Arabic. This is because the teacher is

too fast when explaining lessons, students prefer learning other foreign languages over Arabic and return to their respective students that from the beginning the students were not interested in learning Arabic.

Table 3. Students' Ability in Writing Arabic

Options	Alternative Answers	Frequency	Percent
A	Already able	10	40%
B	Less able	14	56%
C	Not able	1	4%
Amount		25	100%

Based on table 3 it shows, as many as 10 (40%) of respondents answered that they were able to write Arabic properly and correctly. As many as 14 (56%) respondents answered that they were unable to write Arabic properly and correctly and as many as 1 (4%) respondents answered that they were not able to write Arabic properly and correctly. Based on the data above, it shows that some students are able to write Arabic with good and correct writing and rules, while some others have not been able to write Arabic with good and correct writing and rules.

The following is an interview with informant 1 as an Arabic subject teacher who said,

"For general writing skills in class XI at this time maybe around 75% of students have not been able to write correctly according to the rules of the Arabic language. Some students are not good at listening to the pronunciation of letters well and writing letters. In terms of listening students are quite able and can also understand the words or sentences they hear, students are able to translate well from Indonesian to Arabic and vice versa. Students are also able to translate in written and oral form. However, they are not able to write down what they hear or pronounce, because they are still weak in distinguishing the meaning of letters properly."

Table 4. Level of Difficulty of Students in Writing Arabic

Options	Alternative Answers	Frequency	Percent
A	Easy	7	28%
B	Average	16	64%
C	Difficult	2	8%
Amount		25	100%

Based on table 4 it shows, as many as 7 (28%) respondents answered that they had no difficulty or easy writing in Arabic. As many as 16 (64%) of respondents answered that they had little or moderate difficulty in writing Arabic and as many as 2 (8%) of respondents answered that they had difficulty writing Arabic. Based on the results of the interviews above and the questionnaire given to students, it can be concluded that students' difficulties in writing Arabic include:

1. Students have not been able to write Arabic with connected letters.
2. Students have not been able to distinguish the pronunciation of *hijaiyah* letters that are similar.
3. Students are still lacking in listening to Arabic reading.

CONCLUSION

The process of applying the imla' method to the writing skills of class XI students of MA As'adiyah Makassar, before learning the teacher explains *hijaiyah* letters that can be connected and not connected. The use of imla' that is carried out is the *imla masmu'*, in which students write reading texts or sentences that are read by the teacher without seeing them first. When students listen to the teacher's reading, students describe the form of their writing and then write it down. After the imla' process, the teacher corrects and shows the correct writing. The responses given by students regarding learning using the imla method in class showed that there was an effect of the imla method on improving students' Arabic writing skills. The difficulty of applying the imla' method to students' writing ability is due to the lack of allocation of learning time given during class learning, lack of student attention during the learning process due to lack of student interest in learning Arabic, students have not been able to write Arabic with spliced letters, students have not been able to distinguish the pronunciation of *hijaiyah* letters that are similar and students are still lacking in listening to Arabic reading properly.

Therefore, it is hoped that Arabic subject teachers at MA As'adiyah Makassar will further develop the application of Arabic learning methods using the imla method as has been applied in learning activities when researchers are present, and for class XI students at MA As'adiyah Makassar it is expected so that they always pay attention to the teacher's explanation and do the assignments and exercises given in their learning.

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